



**Royal University of Bhutan**

**Annual Report  
FY2024-2025**

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## 1. Highlights

### 1.1. Convocation

At the 16th Convocation of the Royal University of Bhutan, a landmark celebration was graced by Their Majesties The King and The Gyaltsuen. As 1,931 graduates joined the ranks of RUB alumni, the Royal Address itself embraced the future, featuring a live conversation with an AI assistant to explore the vision and potential of Bhutan's groundbreaking Gelephu Mindfulness City.

*Table 1. Total number of Graduates attending Convocation*

College	Total Number of Graduates
CLCS	93
Sherubtse	266
GCBS	290
CST	151
JNEC	130
SCE	76
PCE	293
CNR	121
<b>Total</b>	<b>1420</b>

### 1.2. 9th Winter University games

The 9th Winter University Games (WUG) was held at Samtse College of Education (SCE) from December 11-17, 2024. The event was meticulously planned, with the Bhutan University Sports Federation (BUSF) Secretariat holding a preliminary coordination meeting with the host organizing committee on December 1, 2024. The venue was prepared by 30 student volunteers along with staff from the college. The Games saw participation from ten colleges across four disciplines: Football, Volleyball, Basketball, and Archery. A total of 461 participants attended the event.



*Figure 1. In the opening match, Men's Football match between – CNR and PCE*

#### 1.2.1. Winner and Runners-up of the 9th WUG, 2024

*Table 2. Winner and runner-up in different categories*

Discipline	Men Category		Women Category	
	Winner	Runner-up	Winner	Runner-up
Football	PCE	JNEC	PCE	SC
Basketball	GCBS	CNR	PCE	CNR
Volleyball	GCBS	SC	PCE	SCE
Archery	CLCS	JNEC		





Figure 2. Glimpse of Archery Final (CLCS winner, JNEC runner-up)



Figure 3. Glimpse of Volleyball Final, Men (GCBS winner, SC runner-up)





Figure 4. Glimpse of Volleyball Final, Women (PCE winner, SCE runner-up)



Figure 5. Glimpse of Basketball Final, Men (GCBS winner, CNR runner-up)





*Figure 6. Glimpse of Basketball Final, Women (PCE winner, CNR runner-up)*



*Figure 7. Glimpse of Football Final, Men (PCE winner, JNEC runner-up)*



*Figure 8. Glimpse of Football Final, Women (PCE winner, SC runner-up)*

### **1.3. RUB Foundation Day**

The Royal University of Bhutan (RUB) celebrated its 22nd Foundation Day on 2 June, 2025 at the Office of the Vice Chancellor (OVC) in Thimphu, bringing together the RUB family, with college Presidents leading delegations comprising Deans, Programme Leaders, and Student Leaders. The celebration commenced with a Zhabten offered to His Majesty the King, the Chancellor of the University, as a gesture of reverence and gratitude. Cultural troupes from the College of Language and Culture Studies and Sherubtse College performed a variety of programmes, showcasing Bhutan's rich cultural heritage. A key highlight of the day was the address by His Excellency Lyonpo Sonam Tobgye, former Chief Justice of Bhutan, who graced the occasion as the Chief Guest and inaugurated the RUB Foundation Day Lecture Series with a talk on "The Role of Higher Education in a Rapidly-Evolving Bhutan," inspiring reflection on the University's role in national development.

The Foundation Day marked a significant milestone with the launch of the Royal University of Bhutan's Vision, Mission, and Core Values.

The Vision states: “A global beacon of enlightened education, research, and innovation for a prosperous and sustainable future.”

The Mission emphasizes that the University ignites curiosity, drives excellence and nurtures a growth mindset to foster lifelong learning, empower minds and advance knowledge guided by GNH principles; provides transformative educational programmes to shape future-ready citizens with the skills and mindset to thrive; champions a research-driven culture that integrates modern technology and innovation to generate new knowledge and produce real-world solutions; and collaborates with top-tier individuals and institutions to cultivate a vibrant academic ecosystem to drive meaningful change.

The University’s Core Values: **Agility, Service, Professionalism, Integrity, Respect, and Excellence**—guide its academic culture and institutional practices, as RUB ASPIRES to be “*a global beacon of enlightened education, research and innovation for a prosperous and sustainable future.*”; the inauguration of the RUB Foundation Day Lecture Series; the release of the RUB Prospectus 2025–2026; the signing of a Memorandum of Understanding between RUB and the University of Melbourne, Australia; and the launch of the Vice Chancellor’s Special Communication Series. The University also recognized and honored the contributions of its former Vice Chancellors, whose leadership and service have been instrumental in shaping RUB since its establishment under the Royal Charter of the RUB conferred by His Majesty the Fourth Druk Gyalpo in 2003. The celebration served as a tribute to the University’s origins and a platform for envisioning its future, reaffirming RUB’s commitment to academic excellence, innovation, and nation-building, and laying the foundation for what is envisioned to become an annual event of reflection, dialogue, and renewal.

#### 1.4. Graduate Employment

The following table shows the trend of graduates employed within one year of graduation in percentage (%) over the years across eight colleges. For this fiscal year (2024-2025), the average graduate employment rate is 76.4%.

*Table 3. Graduate Employment trends*

SI	College	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023-24	2024-25
1	CNR	59	60	38	36	-	87.90	75.12
2	SCE	NA	83	71	96	100	99.06	90.54
3	JNEC	55	51	76	74	74	91.64	96.90
4	GCBS	58	-	16	33	57.5	60	58.64
5	CST	55	65	54	76	57.94	92	93.40
6	SC	45	12	31	23	6	54.90	72.26
7	CLCS	53	22	41	59	55	64.49	43.20
8	PCE	96	99	64	74	94.49	100	81.53



<b>RUB (Avg.)</b>	<b>66.55</b>	<b>61.90</b>	<b>41.26</b>	<b>51.49</b>	<b>55.63</b>	<b>81.75</b>	<b>76.4</b>
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## 2. Student Population

### 2.1. Total Students

As of August 2025, the Royal University of Bhutan (RUB) has a total of 7,378 students. The Paro College of Education (PCE) has the highest number with 1,297 students, while the College of Language and Cultural Studies (CLCS) has the lowest with 77 students. The college-wise figures for male and female students are provided in (Table 4). below.

*Table 4. Total number of students in college by gender*

<b>College</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	
CLCS	25	32.5	52	67.5	77
CNR	251	40.2	373	59.8	624
CST	920	71.2	372	28.8	1292
GCBS	617	49.1	639	50.9	1256
GCIT	300	67.9	142	32.1	442
JNEC	512	61.8	316	38.2	828
PCE	482	37.2	794	61.2	1297
SCE	281	36.4	490	63.6	771
SC	339	42.7	452	57.1	791
<b>Total</b>	<b>3727</b>		<b>3632</b>		<b>7378</b>

### 2.2. Proportions of Student by Gender

The overall student population comprises 53% male and 47% female students. Colleges such as the College of Natural Resources (CNR), Paro College of Education (PCE), Samtse College of Education (SCE), and the College of Language and Culture Studies (CLCS) have a higher proportion of female students. In contrast, the College of Science and Technology (CST), Gyalpozhing College of Information Technology (GCIT), Jigme Namgyel Engineering College (JNEC), and Sherubtse College (SC) report lower female representation, averaging 39%. The Gedu College of Business Studies (GCBS) reflects a nearly balanced gender distribution, with 50.9% female and 49.1% male students.

A graphical representation of the proportion of male and female students in each college is shown in Figure 9.

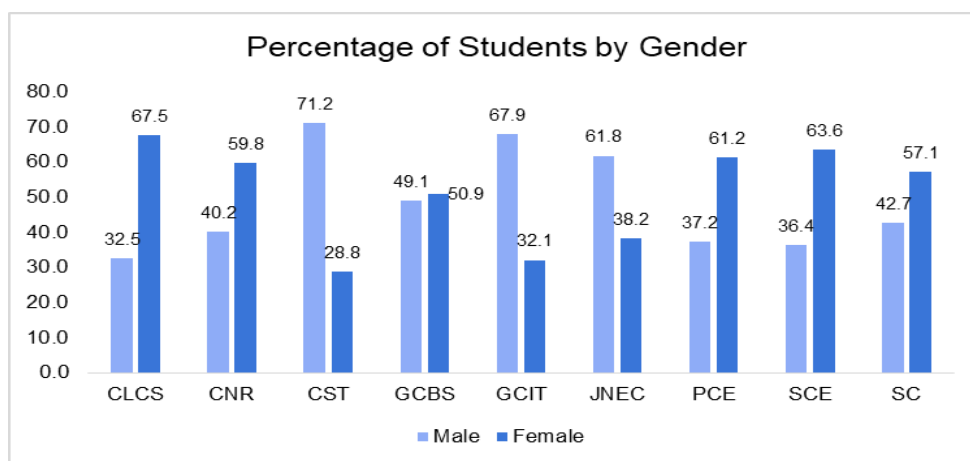


Figure.9 Percentage of students by gender

### 2.3. Students at Different level of studies

The majority of students at the University are pursuing a Bachelor's degree, with 5848 students representing about 79.3% of the total student population. This is followed by 1056 (14.3%) students enrolled in Diploma programmes, 271 (3.7%) in Postgraduate Diploma/Certificate programmes, and 194 (2.6%) in Master's programmes. There are only 9 (0.1%) students pursuing a Doctor in Philosophy (PhD) (Figure.2).

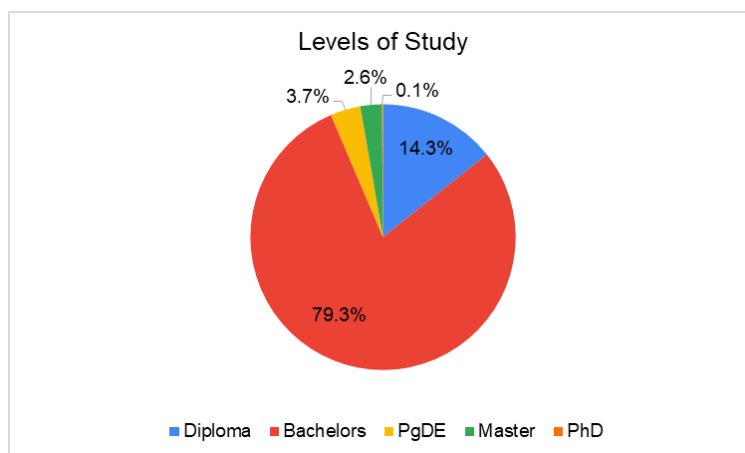


Figure 10. Students enrolled in various levels of study

### 2.4. Students by Scholarship & Self-Funding Students

As a public university, the majority of students are supported through the Royal Government of Bhutan (RGoB) Scholarship, which accounts for approximately 85.3% (6,291 students) of the total student population. This is followed by self-funded students, who constitute 14.3% (1,054 students). In addition, students are supported by other scholarships, including the King's Scholarship (14 students), Trongsa Penlop Scholarship (1 student), B-KIND (4 students), Madanjeet Singh Scholarship (9 students), Cryo-Spirit Project (2 students), and the Bhutan Foundation (2 students).

## 2.5. Total Student Intake

In the academic year 2024, the University admitted a total of 2,278 students, representing a slight increase of 18 students compared to 2,260 admissions in 2023. While government scholarship intake declined from 2,002 students in 2023 to 1,914 in 2024, self-funding admissions rose from 258 to 364 students over the same period. Detailed college-wise figures for both categories are presented in the table below (Table 5)

Table 5. Student intake comparison 2022, 2023 & 2024

College	Government Scholarship Intake			Self-Funding Intake		
	2022	2023	2024	2022	2023	2024
CLCS	149	-		7	-	
CNR	162	163	154	42	40	39
CST	233	254	269	16	61	86
GCBS	295	292	297	136	135	126
GCIT	101	95	92	0	0	23
JNEC	216	266	314	4	9	22
PCE	316	392	315	39	7	22
SCE	149	324	236	22	4	37
SC	378	216	237	62	2	9
	<b>4021</b>	<b>2002</b>	<b>1914</b>	<b>328</b>	<b>258</b>	<b>364</b>

## 2.6. Projected Number of Graduates

Over the next two years (2026–2027), the University is expected to produce an average of 4,353 graduates across Diploma, Degree, Master's, Postgraduate Diploma, and Doctor of Philosophy (PhD) programmes. In 2026, JNEC with 417 graduates and GCBS with 389 graduates are projected to contribute the highest numbers. In 2027, PCE is expected to produce the largest number of graduates at 574, followed by SCE with 496 graduates. Detailed college-wise list of graduates' projections is presented in the (Table 6) below.

Table 6. Total number of graduates projected for the year 2025 and 2026

SI No	College	Projection of Graduates	
		2026	2027
1	CLCS	77	0
2	CNR	160	178
3	CST	202	224
4	GCBS	389	389



5	GCIT	97	96
6	JNEC	417	411
7	PCE	247	574
8	SCE	282	496
9	Sherubtse	233	182
<b>Total</b>		<b>4130</b>	<b>4577</b>

### 3. Research

Research continues to be a cornerstone of the University's mission alongside teaching and learning. Over the years, the University has strengthened its research culture by enhancing academic capacity and providing supportive frameworks for scholarly work. In recent times, the University's research efforts have increasingly addressed pressing national priorities, including climate change, agriculture, education, entrepreneurship, and other emerging societal challenges.

#### 3.1. Research & Scholarly Works

Following were some of the scholarly works the Colleges have disseminated to the relevant agencies and made available in public forums:

- 3.1.1. GCBS: Bhutan's Growth Strategy: What will it take to achieve the USD 5 Billion GDP Goal?
- 3.1.2. SCE: Implementation of Transformative Pedagogy in Secondary Schools in Samtse Dzongkhag and Thimphu Thromde: Opportunities and Challenges
- 3.1.3. SCE: Teacher Attrition in Bhutan: Causes, Implications and Consequences on Learning and Teaching Evidence
- 3.1.4. CST: Standard Operating Procedure for Waste Management in the College, particularly pits management for kitchen waste and ban of opening burning
- 3.1.5. CST: Significance of density in Structural Timber Engineering and Density profile of Bhutanese Softwood timber
- 3.1.6. CNR: Climate Resilience to promote sustainable farming practices to enhance productivity, build resilience to climate change and reduce GHG emissions. The document provides actionable recommendations for policymakers and practitioners to support smallholder farmers to climate smart practices.
- 3.1.7. PCE: Gender Equality: In honour of this milestone and with deep gratitude for Her Majesty's unwavering support and advocacy for gender equity, Sexual and Reproductive Health and Rights (SRHR), and women's empowerment, Paro College of Education dedicated three picture books to support Comprehensive Sexuality Education for primary children.
- 3.1.8. PCE: Preservation of Bhutanese Culture & Tradition
- 3.1.9. SC: JICA Partnership Programme on Human Resources Development toward Community Building by University – Community Engagement in Bartsham, Trashigang. (Established Bartsham Community Museum and Eco Trail (BBS: Community Museum opens to showcase traditional artefacts in Bartsham Gewog covered on Dec 2024)

- 3.1.10. JNEC: Presentation on solar dryer dissemination at the International Conference on Science, Technology, and Engineering
- 3.1.11. JNEC: Presentation on electric dryer dissemination at the international Conference on Science, Technology, and Engineering
- 3.1.12. **DeARS:** National Conference - Connecting practitioners and researchers 25-27 March 2025

*Table 7. Peer Reviewed publications*

College	Peer Review Publication
GCBS	Foreign Direct Investment and Economic Growth for Bhutanese Economy: An Econometric Analysis
	Digital marketing in Bhutan: Opportunities and Challenges
	Influence of self-efficacy on entrepreneurial intention among final year students of business colleges in Bhutan
	An Optimal Control Problem for An Inventory Model for Deteriorating Items Considering Advertising Dependent Demand
	Factors Influencing Users' Interest in Using Online Dating Apps with Age as the Moderator
	Impact Of Customer Relationship Management On Customer Loyalty In The Insurance Sector
	Bhutanese Students' Perceptions of ChatGPT in Enhancing Academic Writing
	Determinants of Students' Academic Performance and Its Correlation to Employment Opportunities in Bhutan: A Prospective Mixed Method Study
	The Influence of Financial Literacy, Financial Self-efficacy and Financial Strain on Financial Independence of Employees of Pasakha Industrial Estate, Bhutan
	Role of Internal Communication in Fostering Employee Engagement, Retention, and Organizational Commitment: A Case of Bhutanese Industries
	Error Analysis of Business College Students' Academic Essays: A Case Study
	Code-Switching as a Pedagogical Tool in the Research Methods Classroom: Undergraduate Students' Attitude
	Enterprise risk management and firm performance: Perspectives and evidence from the SMEs in Bhutan
	Influence of Teaching Faculty's Financial Literacy on Investment Decisions: A Case Study of Gedu
	Using Fuzzy Analytic Hierarchy Process to Rank Competitive Strategies by Small and Medium Enterprises

	Factors Influencing E-payment Adoption and its Effect on Consumer Buying Behaviour in Bhutan (new evidence)
<b>SCE</b>	The Effectiveness of Graphic Organizers in Fostering the Learning of Chemical Bonding in Chemistry
	Effectiveness of an Open Educational Resources Module on Work, Energy, and Power in Enhancing Physics Teachers' Pedagogical Content Knowledge
	Scaling Gender Equality and Social Inclusion in Schools Through Stakeholder Mapping: Teachers' Perspectives on Enablers and Barriers
	Macroinvertebrates Diversity and Seasonal Dynamics in the Streams of Southwest Bhutan: Preliminary Findings and Implications for Future Research
	Perceptions of Academics on the Potential Infusion of Educating for Gross National Happiness with Biggs' Constructive Alignment in Bhutanese Higher Education Institutions
	Effectiveness of Computer Assisted Instruction on Secondary School Students' Achievement in Biology: A Case Study in Samtse Dzongkhag
	The Impact of Physics Open Educational Resources (OER) on the Professional Development of Bhutanese Secondary School Physics Teachers
	Human-Wildlife Conflict and Land Use Changes: A Case Study of Elephant-Human Conflict in Samtse District, Bhutan
	Enhancing Connected Learning for STEM (CL4STEM) Adoption: Insights into Bhutanese In-Service and Pre-Service Teachers' Perceptions and Implementation Challenges
	Overcoming Student Misconceptions in Cell Division: Impact of Audio-Visual Tools on Conceptual Clarity
	Opportunities and Challenges of STEM Education in Bhutan: Stakeholders' Perspectives
	Pedagogical and Content Knowledge: Geography Teachers' and Students' Perceptions
	Bridging the Gap: Interactive Video Interventions in High School Biology Education for Misconception Rectification in Bhutan
	The Impact of the OER Module 'Force and Motion' on Physics Teachers' Knowledge and Practices
	Professional Development Needs Assessment of Secondary School Teachers in Bhutan: An Explanatory Study
	Enhancing Chemistry Education Through Professional Development of Secondary School Chemistry Teachers Using Open Educational Resources



	Gender Equality and Social Inclusion in Bhutan: A Situational Analysis Focused on Children's Valued Educational Capabilities
	Exploring Bhutanese students' perceptions of flipped classroom instruction in biology
	Promoting Stem Education In Bhutan
<b>CST</b>	Structural Analysis and Mass Optimization of Mobility Walkers Using Lightweight Polymer Matrix Composites
	Development of fog visibility enhancement and alert system using IoT
	CFD Analysis of Solar Air Heater Using V-Shaped Artificial Roughness to Attain Heat Transfer Enhancement.
	Flipped Classroom Trial for Python Programming with Raspberry Pi Using Moodle
	Development of a Hybrid Ground Sensor Terminal integrating LoRa Modulation with WiFi Technology
	Review on the Readiness of Bhutanese Education System for Science, Technology, Engineering, and Mathematics (STEM) subjects
	Parenting in the Digital Era: Emotional Intelligence and Family Dynamics
	Virtual Humanity and Digital Immortality: Redefining Life and Legacy
	Investigation of construction waste material using multi criteria decision making method: a case study in Bhutan
	Predicting Roadblock Occurrences Using Machine Learning with AHP for Feature Prioritization and Confusion Matrix Evaluation
	Insights on Building Capacity to Support the Integration of Earth Observations into Air Quality Operations in South Asia.
	Experimental Validation of Transformer Protection Numerical Relay
	Impact Study of Electric Vehicle Charging on Thimphu Distribution Network Cashless Vending Machine
	Assessment of Electromagnetic Field Distribution at Malbase Substation
	Robotic Arm using Computer Vision
	Design of Hexapod Robot Using Inverse Kinematics for Educational Purpose
	AI-based Animal Intrusion Detection System for Human-Wildlife Conflicts in Bhutan
	Detection of Bird Species Found in Bhutan Using Vision Transformer-based Transfer

	Learning
	Bhutanese currency recognition using Convolutional Neural Network
	Assessment of Managerial Competencies in Bhutanese Construction Projects
	Glacier and Glacial Lake Dynamics in the Mo Chu Catchment, Bhutan: A Satellite-Based Analysis (1992-2022)
	Non-linear Contact Analysis and Response Surface Optimization of Railway Wheel Using ANSYS
	Examining Learners' Experiences And Challenges With Peer Assessment In Bhutanese Classrooms: An Explorative Study
CNR	Waterhole utilization pattern of mammals in Jigme Singye Wangchuck National Park, Bhutan
	Organic Food System: an overview and its challenges for healthy food systems
	Hydrological Dynamics and Brown Trout Habitat Selection in the Thimphu Chhu River, Bhutan
	Dietary micronized hemp fiber enhances in vitro nutrient digestibility and cecal fermentation, antioxidant enzyme, lysosomal activity, and reared under thermal stress
	Statistical evaluation of a diversified surface solar irradiation data repository and forecasting using a recurrent neural network-hybrid model: A case study in Bhutan
	A Review of Pregnancy Rates in Beef Cattle via Timed Artificial Insemination Utilizing CIDR-based 5 and 7-Day CO-synch Protocols
	Resources time footprint indicator extension for evaluating human interventions in provisioning ecosystem services supply
	The role of management and farming practices, yield gaps, nutrient balance, and institutional settings in the context of large-scale organic conversion in Bhutan
	Determination of Growth Performance of Mandarin ( <i>Citrus reticulata</i> Blanco) in Relation to Surrounding Chir pine ( <i>Pinus roxburghii</i> Sarg.) at Dagana District Through Dendrochronological Analysis
	Whole-mount Bone Staining of Selected Cyprinidae Fishes of Punatsangchu, Bhutan
	Effects of Fagopyrum esculentum (Buckwheat) and Vigna radiata (Mung Bean) Cover Crops (Monoculture and Mixture) on Soil Organic Matter, Total Nitrogen, and Available Phosphorus
	Screening of Beans ( <i>Phaseolus vulgaris</i> L.) Genotypes for Drought Tolerance

	Diversity and Distribution of Ladybird Beetles (Coleoptera: Coccinellidae) under Different Habitats in Zhemgang, Bhutan
	Environmental DNA (eDNA) as a Tool for Freshwater Fish Biodiversity Monitoring in Bhutan: A Review
	Fuel Stacking of Firewood and Use of LPG in Conservation Restricted Villages: Evidence from a Natural Experiment in Bhutan
	Ethnomedicinal Uses and Phytochemical Concentration of <i>Bergenia ciliata</i> (Haw.) Sternb. from Three Districts in Bhutan
	Effect of Individual Factors Contributing to Entrepreneurship Intention among TTI Trainees in Khuruthang, Punakha
<b>PCE</b>	Purposes and Values of Primary Education in Bhutan
	Teaching and Learning
	Curriculum and Assessment
	Quality and Standards of Bhutanese Primary Education
	Diversity and Inclusion in Bhutanese Primary Schools
	Settings and Professionals
	Parenting and Caring
	Students' Lives beyond School
	Structure of Primary Education
	Development of Primary Education Teachers in Bhutan
	Funding and Governance of Primary Schools
<b>Sherubtse</b>	Monitoring of Sulphur Dioxide (SO <sub>2</sub> ), Nitrogen Dioxide (NO <sub>2</sub> ), and Carbon Monoxide (CO) in Trashigang Dzongkhag
	Dietary Habits Among Sherubtse Students
	Practice of Menstrual Taboo and Related Socio-Cultural Issues Among Residents of Tsirang District
	Bhutanese Students' Perceptions of ChatGPT in Enhancing Academic Writing in English
	In-silico Analysis of Codon Usage Bias in 14 Lardizabalaceae Species
	Sources and Pathways of Spring Flow and Climate Change Effects in the Dungju Ri & Yude Ri catchments, Bhutan Himalaya



	Phylogenetic Exploration, Codon Usage Bias, and Genomic Divergence in Hydrocotyle
	De Novo Sequencing of Drymaria villosa and Comparative Analysis of Plastome in Caryophyllaceae
	Reducing Nitrogen Waste: Factors Influencing Neem-Coated Urea Adoption in Bhutan
	Knowledge, Attitude, Perceived Threats and Conservation Challenges of the White-bellied Heron in Bhutan
	<i>Polygala longifolia</i> Poir. — First Record in the Flora of Bhutan
	The Biocultural and Conservation Role of Sacred Groves in Jarey Gewog, Bhutan
	The Evolutionary Landscape of Mitogenomes in <i>Elsholtzia blanda</i>
	Cuprous Oxide-functionalized Nitrate Sensor
	Laser-Induced Graphene Electrode for Curcumin Detection
	Electrochemical Sensor for Uric Acid in Human Serum
	Sensor for Flutamide Detection
	Sensor for Sibutramine in Food Supplements
	Bio-functionalized Poly(acrylic acid) Sensor Interface
	Electrode with Graphene Oxide-Silver Nanoparticles for Nitrite Detection
	Sustaining Low-Cost PM2.5 Monitoring in South Asia
	Political Data Ecosystem in Bhutan
	Secure Flourish Index Among Malaysian Adults
	Comparative Plastome Analysis of Apocynaceae
	Plastome Assembly of <i>Cymbopogon bhutanicus</i>
	Plastome Assembly of <i>Elatostema lineolatum</i> var. major
	Soil Microbial Diversity: Hidden Wealth of Sustainable Farming
	De Novo Plastome Analysis of <i>Elsholtzia blanda</i>
CLCS	རབ་བྱེད་དང་པ་མཁས་པ་བརྟགས་པ།
	ཡ་རབས་བརྟགས་པའི་བཞད་པ།

	རབ་བྱེད་གསུམ་པ་སྒྲིན་པོ་བརྟགས་པ།
	རབ་བྱེད་དགུ་པ་ཚོས་བརྟགས་པ་བཤད་པ།
	ཕྱགས་ས་མཁར་གཡུས་གོ་ནང་ལུ་གསོལ་བའི་ལྷ་བླ་ལིང་གི་རྒྱབ་ཁུངས།
	ཉི་མ་ལ་ཡའི་གངས་ཚུངས་ནང་དར་ཡོད་པའི་བར་དོའི་ཚོས་ཚུལ་གྱི་ ཐ་སྟད་དང་ནམ་གངས་ཀྱི་དབྱེད་པ།
	ཁེངས་ཉིམ་གཞིང་གི་བཙན་མཚད་དང་དེའི་རིང་ལུགས་འབྱུང་ཚུལ།
JNEC	Securing Network using Honeypots: A Comparative Study on Honeytrap and T-Pot
	Dynamic Contact App: The Case Study of JNEC Contact
	Route Optimization for Multi-trip Urban Waste Collection using Vehicle Routing Algorithm: A Case Study in Thimphu City
	Analyzing the Integration of 17.38 MW Sephu Solar PV Plant into the Western Grid of Bhutan
	Risk Management in Logistics: A Case Study at State Mining Corporation Limited (SMCL), Phuntshothang
	Integration of Modern Earthquake Resistant Techniques into Traditional Bhutanese Architectural Buildings for Enhanced Seismic Resilience
	Electric vehicle charging infrastructure in Bhutan: Performance analysis, user experiences, challenges, and future prospects.
	Design, development and performance analysis of solar-electric hybrid dryer.
	Assessment of timber engineering needs and practices in Bhutan: A comprehensive study
	Investigating the interplay between urban dynamics and environmental factors in Thimphu, Bhutan: a satellite remote sensing approach
	Evaluation of statistical modeling (SM) approaches for landslide susceptibility mapping: geospatial insights for Bhutan
	Evaluating the Positional Stability Status of the Druk Corsnet: A Preliminary Study
	Green technologies to enhance sustainable food production in colder regions via adoption of smart greenhouse
	Implementation of RGoB Procurement Rules and Regulations (2009): The Challenges of RUB Colleges
	Enhanced Interest in Science Technology Engineering and Mathematics Among the Students in School Through Access to Hands-on Learning Platform

	Digital Landslide Risk Mapping and Landslide Database for Bhutan Through Mobile App for Bhutan
	Electric motor modeling, analysis, and design for E-mobility applications: A state of the art

### 3.2. Research Centres

The establishment of research centers over the years have helped the Colleges to coordinate research activities, attract external grants and streamline research activities according to the focus areas of the College. As of this fiscal year, there are 16 Research Centres (Table 8).

*Table 8. Research centres in colleges*

College Name	Name of Centre
CNR	Centre for Environment and Climate Research
	Centre for Rural Development Studies
	Centre for Sustainable Mountain Agriculture
CST	Centre for Disaster Risk Reduction & Community Development Studies
	Centre for Renewable and Sustainable Energy Development
GCBS	Center for Business Research and Entrepreneurship Development
JNEC	Center for Appropriate Technology
	Center for Lighting and Energy Efficiency Studies
PCE	Centre for Educational Research and Development
SCE	Centre for Innovation in Educational Practice and Research
	STEM Research Education Center
Sherubtse	Centre for Climate Change & Spatial Information
	Center for Population and Development Studies
	Science and Environmental Research
CLCS	Centre for Buddhist Studies
	Bhutan and Himalayan Research Centre

### 3.3. Research Journals

The University has 13 journal publications in this fiscal year (Table 9).

Table 9. Journal Publications in this fiscal year

College	Journal Name and Vol and Issue Number
SCE	Educational Innovation and Practice, Vol. 10 No. 01 (2025)
CST	Zorig Melong Vol 8 Issue 1
CNR	BJNRD Vol. 11 No. 2 (2024)
	BJNRD Vol. 12 No. 1 (2025)
PCE	Rabsel Vol. 24 No. 2 (2024) 2024-08-29
	Rabsel Vol. 25 No. 1 (2024): 2024-12-20
Sherubtse	Sherub Doenme Vol. 18 (2025)
CLCS	Rigzoed Journals Vol. 3 (2025)
JNEC	Thruel Rigsar Toed
	Journal of Applied Engineering, Technology and Management, Vol-5; Issue-1
CLCS	Rigzoed Journals Vol. 3 (2025)
DeARS	Bhutan Journal of Research and Development Vol.13 No. 2
	Bhutan Journal of Research and Development Vol. 14 No.1

### 3.4. Research Project Funding Secured

The University secured funding for 40 research projects across its constituent colleges. This reflects the University's growing emphasis on research excellence, innovation, and knowledge creation. The list of projects secured by each college is presented in the (table 10) below.

Table 10. List of projects funds secured by colleges

College	Project Title
GCBS	1. The Assessment of Impact of Public-Private Partnership on Bhutanese Livelihood: Intervening Role of PPP Mechanism as REF
	2. Customer satisfaction Survey of BDBL
SCE	1. Promoting Children's Valued Educational Capabilities for Gender Equality and Social Inclusion in the Schools covering Nepal, Bhutan and Bangladesh -International Development and Research Centre, Canada
	2. EUFSTIAT (Empowering University Faculty with Student-Centered Teaching and Innovative Assessment Techniques)- Erasmus plus.
	3. GIP (Gender Inclusive Project) International Development Research Centre (IDRC) Canada
	4. The Connected Learning for Science, Technology, Engineering, and Mathematics (CL4STEM) Project International Development Research Centre (IDRC) Canada
	5. Teton science School- Action Research on Place-based Education
	6. KIX Bhutan National Uptake Forum - GPE KIX Hub
CST	1. Fund from Asian Development Fund for Renewable Energy Promotional Activities with APECS AND GSES

	<ol style="list-style-type: none"> <li>2. Awards from APECS for Rinchending Integrated Check post and Alapan's viewpoint on Performing ERT, Topography Survey and Mapping, Preparation of Geologic Map and preparation of Mitigation Plan</li> </ol>
CNR	<ol style="list-style-type: none"> <li>1. DGPC on Water quality and Aquatic ecology Assessment for Sunkosh Hydropower project</li> <li>2. DGPC on Assessment of aquatic biodiversity, water quality and e-DNA of Bunakha</li> <li>3. DoCCE on Nationwide survey for the project Kigali HFC Implementation Plan at the National level</li> <li>4. GMC on Baseline Survey for Aquatic Invertebrates and fishes in Gelephu Mindful City</li> <li>5. AFACI on Quality Improvement of Asian Food Composition Database</li> <li>6. ADBI on Understanding Social Capital and Economic Preferences of Indigenous Groups in Bhutan</li> <li>7. APN on Adapting to Climate Change through Climate Smart Agriculture Practices in Water Limited Landscapes in Bhutan</li> </ol>
PCE	<ol style="list-style-type: none"> <li>1. New Frontiers Research Fund- Special Call, Canada Government: Re-storying community: Arts based digital storytelling for community inquiry</li> <li>2. UNFPA:Technology facilitated gender based violence</li> <li>3. EACEA:Empowering University Faculty with Student-centered Teaching and Innovative Assessment Techniques</li> <li>4. CAD, Canadian Grant: Enhancing Data Utilization and Decision-Making in Bhutan's Education System: Motherboard Integrated Education Monitoring and Information System</li> <li>5. UNFPA: Engaging Education Material for CSE</li> </ol>
Sherubtse	<ol style="list-style-type: none"> <li>1. EPIC Air Quality (PM 2.5) University of Chicago, USA</li> <li>2. Building Capacity to Improve Air Quality in South Asia: Reducing PM2.5 Through Low-Cost Sensor Network Driven Policy Decisions (DUKE office of Research Support)</li> <li>3. EATWELL: A Comparative Material-Semiotic Ethnography of Food Systems and More-than-Human Health in Bhutan</li> <li>4. Qualitative Research in Higher Education Teaching Approaches for sustainability and well-being in Bhutan (HAPPY) Project</li> <li>5. Establishment of a permanent biodiversity monitoring plot for education and conservation studies at Khaling-Kharungla, Trashigang. BTF Sonam Tobgay, Lecturer Life Science</li> <li>6. Enhancing Resilience of Smallholder Farmers to Climate Change through Adoption of Climate-Smart Agriculture: Evidence from Bhutan, ICIMOD: (Karma Yoezer)</li> <li>7. (DGPC) : Gamri-II Hydropower Project Carrying out water quality and aquatic ecology of Gamri-11 HPP, Sakten, Trashigang (May 2024-Nov 2024, included in previous APA)</li> <li>8. (DGPC) : Khomochhu Hydropower Project Carrying out water quality</li> </ol>



	and aquatic ecology Assessment. 9. SMCL Project: water quality analyses for the stone quarry site at Dzongthung Village in Bartsham Gewog in Trashigang, and the stone crusher site at Dzungdi, Yalang Gewog in Trashigang, Eastern Bhutan
CLCS	<ol style="list-style-type: none"> <li>1. ཉམས་ཉེན་ཆེ་བའི་སྐད་རྒྱ་གཞི་ཁྲིམས་དོན་དང་འབྲུང་རིམ། དབྱེ་བ། འཐག་རིམ་དང་འགྱུར་བ་ལྟ་དཔྱད་པ།</li> <li>2. གར་གྱི་ཉམས་དགུ་འབྲུག་པའི་སྤྱོད་གར་གསུམ་ལྟ་སྦྲར་ཚུལ།</li> <li>3. རྒྱལ་བའི་སྤྱོད་དང་མཚན་ཉེན་གྱི་རིགས་ལྟ་གཞུངས་འབྲུག་གི་ལག་ལེན་འགོ་ཐོག་འབྲུང་ཚུལ་ལྟ་དཔྱད་པ།</li> <li>4. འབྲུག་པའི་སྤྱོད་གསུམ་འཐག་པའི་སྐབས་ལྟ་སྦྲར་གྱི་དང་གར་གསུམ་གྱི་དཔྱད་པ།</li> <li>5. Happy Project of EU- Erasmus</li> </ol>
JNEC	<ol style="list-style-type: none"> <li>1. RTA: Backstrap Loom Mechanization and Yarn Processing Equipment Development</li> <li>2. Innovation Fund award: Online No-Due System: Transforming Information Management through Digitalization</li> <li>3. Enhancing Digital Literacy and Security Awareness in Eastern Bhutan</li> </ol>

#### 4. External Linkages

The University continues to strengthen international collaborations to enhance teaching, learning, and research, while also giving equal emphasis to in-country partnerships with relevant agencies. These initiatives support the adoption of best practices, revenue generation, and the internationalization of RUB colleges. The following MoUs highlight key international and national collaborations: (Table 11)

Table 11. Active MoUs with reputed International Universities

SN	Name of Partner	Country	Collaborating College
1	School Corporation Shimada Gakuen Fukuoka Kokudo Kensetsu Technical College, Japan	Japan	JNEC
2	The School for Field Studies, US	USA	BES/CNR
3	ECOLOG Institute for Social-Ecological Research and Education, Germany	Germany	CNR
4	University of Alberta (UAlberta), Canada	Canada	PCE
5	University of Oslo, Norway	Norway	CLCS
6	School of Engineering and Physical Sciences, Heriot-Watt University, Edinburgh, Dubai, Malaysia	Malaysia	CST
7	The Naresuan University, Thailand	Thailand	CNR
8	Palacky University Olomouc, Czech Republic	Czech Republic	JNEC

9	The Sustainability Laboratory, USA	USA	CNR
10	Maejo University, Thailand	Thailand	CST
11	Naropa University, United States of America	USA	PCE
12	Kansai University, Japan	Japan	JNEC
13	Lund University	Sweden	JNEC
14	University College Leuven-Limburg, Belgium	Belgium	Sherubtse
15	University of Technology Sydney, Australia	Australia	PCE/SCE
16	Edith Cowan University, Australia	Australia	SCE/JNEC/GCBS
17	Kyoto University	Japan	CNR
18	University of New Brunswick, Canada	Canada	Sherubtse /PCE/SCE
19	International Solar Alliance/MoENR/CST	India/Bhutan	CST
20	CST Cadence Systems Inc CST	US, India	CST
21	Swiss Federal Institute of Forest, Mountain and Landscape Research (WSL)/CNR	Switzerland	CNR
22	National Arizona University and CNR	USA	CNR
23	Janki Devi Memorial College and Sherubtse College	India	Sherubtse
24	Musashino University	Japan	CST, OVC
25	Dassault systemes	France	CST
26	COMSATS University	Pakistan	CNR
27	Northern Arizona University	USA	CNR
28	Hochschule Bielefeld University of Applied Sciences and Arts (HSBI)	Germany	CST
29	Albert-Ludwig's University Freiburg, Germany	Germany	CNR
30	The Coalition for Disaster Resilient Infrastructure (CDRI)	India	JNEC
31	IIT Guwahati /RUB/Sherubtse	India	Sherubtse College
32	ETH Zurich	Switzerland	CNR
33	University of Melbourne /PCE/SCE	Australia	PCE & SCE
34	MoU- Fazi Ali Nagaland	India	Sherubtse College
35	IIT BomBay	Mumbai, India	RUB
36	IIT Roorkie	Roorkie, India	RUB
37	South Asian University	Delhi India	RUB
38	South Asian Foundation	Delhi India	SCE

Table 12. National MoUs

SN	Agency	Colleges
1	National Housing Development Corporation Ltd.	JNEC

2	Druk Holding and Investment	JNEC
3	Chimi RD Construction	JNEC
4	Tashi InfoComm	JNEC
5	Bhutan Telecom	JNEC
6	National Land Commission	JNEC
7	Bhutan Power Corporation Limited	JNEC
8	Bhutan National Bank	CST
9	Department of Culture, Ministry of Home and Cultural Affairs, Bhutan	CST
10	Drukgreen Power Corporation Limited	OVC
11	Tripartite MoU among NSB, GovTech & RUB	OVC
12	The Royal Audit Authority (RAA)	OVC
13	Royal Centre for Disease Control, MoH	OVC
14	GovTech	OVC
15	Ministry of Agriculture and Livestock; Gyalsung Headquarters	CNR

#### 4.1. Staff and Student Exchange

Staff and student exchanges are facilitated through Memoranda of Understanding (MoUs), projects, institutional partnerships, and other collaborative mechanisms. These exchanges support capacity building, curriculum development, joint research, teaching mobility, and participation in international academic events, including semester-abroad programmes for students (Tables 13, 14 and 15).

*Table 13. Staff Visits to Universities & Institutions Abroad*

SN	Name of College	No. of RUB Staff visiting Universities and institutions abroad
1	CLCS	20
2	CNR	25
3	CST	60
4	JNEC	32

5	PCE	10
6	SC	9
7	GCBS	22
8	SCE	12
9	OVC	4

*Table 14. Number of Students visits to Universities Abroad*

<u>Sl.N</u> <u>o</u>	College	Number of students	Destination	Purposes
1	JNEC	5	University of Sannio, Italy	Semester Abroad: Agreement of Cultural and Scientific Cooperation b/w JNEC and Università degli Studi del Sannio
		2	Aalto University	Student mobility for Capacity Enhancement in Electrical Equipment Condition Monitoring and Fault Diagnostics (CEECOM)
		2	Polytechnic University of Cavado and Ave (IPCA), Portugal	Erasmus+ ICM (KA171) Semester away Programme (Student Mobility for Studies)
		1	Singapore	Global Young Scientist Summit (GYSS), Singapore
2	PCE	1	Heidelberg University of Education, Germany	International Student Exchange

*Table 15. Number of International Students enrolled in Colleges (Programme -bearing Students)*

SN	College Name	Programme	Number of Students	Country
1	Sherubtse	B.Sc Life Science	1	United States

2	CNR	PhD in Climate Studies	1	Germany
		PhD in Climate Studies	1	Nepal
		B.Sc in Forestry	1	India
		M.Sc Natural Resource Management	1	Bangladesh
		M.Sc Natural Resource Management	1	Pakistan

## 5. Human Resource

### 5.1. Long Term Professional Development

Of the 20 staff members currently undertaking long-term professional development, 11 academic staff are pursuing master's degrees and an additional 5 enrolled in PhD programmes. Among the administrative and technical staff, one is completing a diploma and another a bachelor's degree and two other staff members are pursuing master's degrees. A detailed college-wise breakdown of these long-term professional development is provided in Table 16.

Table 16. Staff on long-term studies

College/OVC	Academics			Admin & Technical			Grand Total
	Bachelors	Masters	PhD	Diploma	Bachelors	Master	
CNR		1				1	2
CLCS				1			1
SC		4					4
JNEC		1				1	2
CST			3		1		4
SCE			1				1
GCBS		3					3
PCE		2	1				3
GCIT							0
OVC							0
<b>Total</b>		11	5	1	1	2	<b>20</b>



Table 17. Long term PD completion status of academic staff FY 2024-202

College/OVC	Completed Studies		
	Masters	PhD	Total
CNR	0	0	0
CLCS	NA	NA	0
SC		3	3
JNEC	1	0	1
CST	3	0	3
SCE	2	2	3
GCBS	1	1	2
PCE	1	0	1
GCIT	NA	NA	0
<b>Grand Total</b>	<b>8</b>	<b>6</b>	<b>13</b>

## 5.2. Source of Funding for HRD of Academic Staff

A total of 16 academic staff were supported through various funding sources.

The long-term studies for academic staff were primarily supported through funding from the Royal Government of Bhutan (RGoB). The University has also benefited from the support of the Government of India through the Nehru–Wangchuck Scholarship, as well as from the Governments of Japan and Australia under various scholarships such as the Japanese Grant Aid (MEXT) and the International Research and UTS President’s Scholarship. In addition, a number of academic staff pursued studies through open and co-funded scholarships, including the Naropa University Scholarship (co-funded by RGoB), the Erasmus Funded Program (EU), and the University of Massachusetts Lowell Scholarship (USA).

Table 18. Source of Funding for Academic Staff

Source of Funding	Academics
RGoB	7
Nehru –Wangchuck Scholarship	2
Japanese Grand AID/MEXT	1
International Research and UTS President's Scholarship, Australia	1
Self-Funding	1

Naropa University Scholarship and RGoB (PCE)	2
University of Massachusetts Lowell, USA scholarship	1
Erasmus Funded, EU	1
<b>Grand Total</b>	<b>16</b>

### 5.3. Recruitment

A total of 74 academic staff were recruited, comprising 15 adjunct, 32 fixed-term, and 27 regular staff. Among them, 48 of them hold bachelor's degrees, 16 hold master's degrees, and 1 holds a PhD qualification.

*Table 19. New Academics staff recruited*

College	Academic Staff				Qualifications		
	Adjunct	Fixed Term	Regular	Total	Bachelor	Master	PhD
CNR			8	8	4	4	
CLCS	NA	NA	NA	0	NA	NA	NA
SC	1	18	0	19	15	3	1
JNEC	6	1	1	8	7	1	0
CST	4	8	7	19	11	2	0
SCE	2		3	5	1	2	
GCBS	1	0	6	7	4	2	0
PCE	1	1	0	2	1	1	
GCIT	0	4	2	6	5	1	0
<b>Grand Total</b>	<b>15</b>	<b>32</b>	<b>27</b>	<b>74</b>	<b>48</b>	<b>16</b>	<b>1</b>

### 5.4. Total Staff Strength

There are a total of 490 academic staff, consisting of 416 regular, 59 fixed-term, and 15 expatriate staff (Table 20). In addition, there are 563 admin and technical staff, comprising 362 regular, 200 fixed-term, and 1 expatriate staff. (Table 20).

Table 20. Total Academic Staff and their qualifications

College	Academic Staff													Total of Academic Staff
	Regular (Bhutanese)					Fixed Term (Bhutanese)				Total Academics (Bhutanese)	Expatriates (Fixed Term)			
	Diploma/Advanced Diploma	Bachelor	Master	PhD	Total	Bachelor	Master	PhD	Total		Master	PhD	Total	
CNR		9	28	14	51		1		1	52			0	52
CLCS		1	21	1	23				0	23			0	23
SC	0	8	41	3	52	16	6	1	23	75	4	1	5	80
JNEC	5	7	26	0	38	1	1	0	2	40	3	1	4	44
CST	0	15	52	4	71	9	1	0	10	81	3	0	3	84
SCE		3	32	9	44		2		2	46			0	46
GCBS	0	11	39	5	55	0	1	0	1	56	1	1	2	58
PCE	0	9	38	14	61	2	3	0	5	66	1	0	1	67
GCIT	0	2	19	0	21	11	4	0	15	36			0	36
Total	5	65	296	50	416	39	19	1	59	475	12	3	15	490

Table 21. Total Admin and Technical Staff with qualifications

College s/OVC	Regular Admin and Technical Staff (Bhutanese)						Admin and Technical Staff on Fixed Term						Expatriates fixed term		Grand Total
	Class 12 and Below	Diploma /Advance Diploma	Bachol ars	Mast er	PhD	Total	Class 12 and Below	Diploma/Ad vance Diploma	Bacholar s	Master	PhD	Total	Master	Total	
CLCS	9	4	2			15	18		2	1		21		0	36
CNR	16	4	9	1	0	30	22	1	0	1	0	24	0	0	54
CST	24	17	6	0	1	48	19	0	1	1	0	21	0	0	69
GCBS	15	6	11	2	0	34	35	0	3	0	0	38	1	1	73
GCIT	12	3	6	1	0	22	21	0	0	0	0	21		0	43
JNEC	28	28	8	0	1	65	0	2	1	0	0	3	0	0	68
PCE	12	6	10	1	0	29	26	2	1	0	1	30	0	0	59
SCE	26	11	9	0	1	47	0	0	1			1		0	48
SC	22	10	9	0	0	41	31		1	1		33		0	74
OVC	6	2	14	9		31	4			3	1	8		0	39
<b>Grand Total</b>	<b>170</b>	<b>91</b>	<b>84</b>	<b>14</b>	<b>3</b>	<b>362</b>	<b>176</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>200</b>	<b>1</b>	<b>1</b>	<b>563</b>

## 6. Programmes Offered

### 6.1. Award bearing programmes

The nine constituent colleges of RUB offer a range of programmes starting from Diploma to PhD. As of August 2025, RUB offers 74 award-bearing programmes excluding the 6 programmes that will phase out in the next financial year.

Table 22. List of Award bearing programmes in colleges

Colleges	Award bearing programmes
CLCS	<ol style="list-style-type: none"> <li>1. Bachelor of Arts in Dzongkha and Culture Studies</li> <li>2. Bachelor of Arts in Language and Literature (Phase out-Repeater's only)</li> </ol>
CNR	<ol style="list-style-type: none"> <li>1. Bachelor of Science in Agriculture</li> <li>2. Bachelor of Science in Organic Agriculture (Phase out-repeater's only)</li> <li>3. Bachelor of Science in Animal Science (Diploma Nested)</li> <li>4. Bachelor of Science in Forestry</li> <li>5. Bachelor of Science in Food Science &amp; Technology</li> <li>6. Bachelor of Science in Environment &amp; Climate Studies</li> <li>7. Bachelor of Science in Sustainable Development</li> <li>8. Master of Science in Natural Resources Management</li> <li>9. Master of Science in Conservation Biology</li> <li>10. Master in Development Practice</li> <li>11. PhD in Climate Studies</li> </ol>
CST	<ol style="list-style-type: none"> <li>1. Bachelor of Engineering in Civil Engineering</li> <li>2. Bachelor of Engineering in Electrical Engineering</li> <li>3. Bachelor of Engineering in Electronics and Communication Engineering</li> <li>4. Bachelor of Engineering in. Information Technology</li> <li>5. Bachelor of Architecture</li> <li>6. Bachelor of Engineering in Geology</li> <li>7. Bachelor of Engineering in Instrumentation and Control Engineering</li> <li>8. Bachelor of Engineering in Water Resource Engineering</li> <li>9. Bachelor of Engineering in Mechanical Engineering</li> <li>10. Bachelor of Engineering in Software Engineering</li> <li>11. Master in Construction Management</li> <li>12. Master of Engineering in Renewable Energy</li> </ol>



GCBS	<ol style="list-style-type: none"> <li>1. Bachelor of Business Management</li> <li>2. Bachelor of Finance and Economics</li> <li>3. Bachelor of Accounting</li> <li>4. Bachelor of Business Intelligence</li> <li>5. Bachelor of Human Capital Management</li> <li>6. Bachelor of Marketing (Digital and Communication)</li> </ol>
GCIT	<ol style="list-style-type: none"> <li>1. Bachelor of Computer Science</li> <li>2. Bachelor of Computer Science (AI Development and Data Science)</li> <li>3. Bachelor of Computer Science (Full Stack Development)</li> <li>4. Bachelor of Interactive Design and Development</li> </ol>
JNEC	<ol style="list-style-type: none"> <li>1. Bachelor of Engineering in Power Engineering (Phasing out)</li> <li>2. Bachelor of Engineering in Mechanical Engineering (Phasing Out)</li> <li>3. Bachelor of Engineering in Surveying &amp; Geoinformatics (Phasing out)</li> <li>4. Diploma in Civil Engineering</li> <li>5. Diploma in Electrical Engineering</li> <li>6. Diploma in Mechanical Engineering</li> <li>7. Diploma in Computer System &amp; Network</li> <li>8. Diploma in Electronics and Communication Eng</li> <li>9. Diploma in surveying</li> <li>10. Diploma in Construction Supervision</li> <li>11. Diploma in Materials and Procurement Management</li> <li>12. Diploma in Multimedia and Animation</li> <li>13. Diploma in Mechanical Electrical &amp; Plumbing</li> </ol>
PCE	<ol style="list-style-type: none"> <li>1. Bachelor of Education in Primary</li> <li>2. Bachelor of Education in Dzongkha</li> <li>3. Diploma in Sports Coaching &amp; Management</li> <li>4. Diploma in Early Childhood Care Development (Full time and Parttime)</li> <li>5. Postgraduate Diploma in Education Dzongkha</li> <li>6. Master of Education in Inclusive Education</li> <li>7. Master of Education in Primary English</li> <li>8. Master of Education in Primary Social Studies</li> <li>9. Master of Education in Primary Science</li> <li>10. Master of Education in Primary Mathematics</li> <li>11. Master of Education in Dzongkha Studies (Part Time)</li> </ol>
SC	<ol style="list-style-type: none"> <li>1. Bachelor of Science in Life Science</li> <li>2. Bachelor of Science in Data Science (Phase out- Repeater's only)</li> <li>3. Bachelor of Science in Mathematics</li> <li>4. Bachelor of Science in Chemistry</li> </ol>

	<ol style="list-style-type: none"> <li>5. Bachelor of Science in Physics</li> <li>6. Bachelor of Science in Data Science &amp; Data Analytics</li> <li>7. Bachelor of Science Digital Communication &amp; Project Management</li> <li>8. Bachelor of Economics &amp; Political Science</li> </ol>
SCE	<ol style="list-style-type: none"> <li>1. Bachelor of Education in Secondary Arts</li> <li>2. Bachelor of Education in Secondary Science</li> <li>3. Bachelor of Education in Information Technology</li> <li>4. Postgraduate Diploma in Education</li> <li>5. Postgraduate Diploma in Contemplative Counselling Psychology</li> <li>6. Master of Education in English</li> <li>7. Master of Education in Geography</li> <li>8. Master of Education in History</li> <li>9. Master of Education in Biology</li> <li>10. Master of Education in Mathematics</li> <li>11. Master of Education in Physics</li> <li>12. Master of Education in Chemistry</li> <li>13. Postgraduate Certificate in Higher Education</li> </ol>

## 6.2. Proportion of programmes at different levels

The University currently offers 39 bachelor degree programmes, 18 master degree programmes, 12 diploma programmes, 4 postgraduate diploma programmes and 1 PhD programme. (Table 23)

*Table 23. The number of programmes offered at various qualification level*

Programme Level	Number of Programmes
Bachelor's Degree	39
Master's Degree	18
Diploma	12
Postgraduate Diploma	4
Doctor of Philosophy	1
<b>Total</b>	<b>74</b>

The following list provides an overview of the various bachelor's, diploma, postgraduate, master's, and PhD programmes offered by the constituent colleges:

1. CLCS: 1 bachelor programme
2. CNR: 6 bachelor programmes, 3 master programmes, 1 PhD programme

3. CST: 10 bachelor programmes, 2 master programmes
4. GCBS: 6 bachelor programmes
5. GCIT: 4 bachelor programmes
6. JNEC: 10 diploma programmes
7. PCE: 2 bachelor programmes, 2 diploma programmes, 1 postgraduate diploma, 6 master programmes
8. SC: 7 bachelor programmes
9. SCE: 3 bachelor programmes, 2 postgraduate diplomas, 1 postgraduate certificate, 7 master programmes

### 6.3. New Programmes Launched

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.

In the fiscal year 2024–2025, the Royal University of Bhutan introduced a total of four new academic programmes across its colleges: (Table 24)

*Table 24: New programmes launched*

College	Programmes Launched
JNEC	<ol style="list-style-type: none"> <li>1. Diploma in Mechanical, Electrical and Plumbing</li> <li>2. Diploma in Multimedia and Animation (Full-time)</li> </ol>
SCE	<ol style="list-style-type: none"> <li>1. Master of Education (MEd) in History</li> </ol>
PCE	<ol style="list-style-type: none"> <li>1. Diploma in Early Childhood Care and Development (ECCD, Full-time)</li> </ol>

## Annexure 1. Total students' detail by college

### College of Language and Culture Studies

Sl. No.	Programme	Year	Study Type	Male	Female	Total	Grand Total
1	Bachelor of Arts in Dzongkha and Culture Studies	4	RGoB	23	49	72	73
			Self-Funding	1		1	
2	Bachelor of Arts in Language and Literature	3	RGoB	1	2	3	4
			Self-Funding		1	1	
Grand Total				25	52		77

### College of Natural Resources

Sl. No.	Programme	Year	Study Type	Male	Female	Total	Grand Total
1	Bachelor of Science in Agriculture	1	RGoB	4	12	16	82
			Self-Funding	7	7	14	
		2	RGoB	5	10	15	
			Self-Funding	1	1	2	
		3	RGoB	3	16	19	
			Self-Funding	14	2	16	
2	Bachelor of Science in Organic Agriculture	4	RGoB	7	5	12	18
			Self-Funding	4	2	6	
3	Bachelor of Science in Animal Science (Diploma	1	RGoB	2	19	21	87

	Nested)		Self-Funding	1	8	9	
		2	RGoB	4	12	16	
			Self-funding	0	4	4	
		3	RGoB	3	12	15	
			Self-Funding	3	2	5	
		4	RGoB	5	8	13	
			Self-Funding	1	3	4	
4	Bachelor of Science in Forestry	1	RGoB	6	13	19	99
			Self-Funding	5	5	10	
			King's Scholarship	1	0	1	
			Madenjeet Scholarship	1	0	1	
		2	RGoB	4	8	12	
			Self-Funding	5	7	12	
			King's Scholarship	0	1	1	
			Madenjeet Scholarship	1	0	1	
		3	RGoB	4	11	15	
			Self-Funding	3	6	9	
		4	RGoB	4	7	11	
			Self-Funding	1	3	4	



			BOC Scholarship	1	0	1	
			Madenjeet Scholarship	2	0	2	
5	Bachelor of Science in Food Science & Technology	1	RGoB	6	10	16	91
			Self-Funding	2	7	9	
		2	RGoB	9	12	21	
			Self-Funding	1	1	2	
		3	RGoB	6	9	15	
			Self-Funding	3	0	3	
		4	RGoB	9	11	20	
			Self-Funding	2	3	5	
6	Bachelor of Science in Environment & Climate Studies	1	RGoB	9	11	20	96
			Self-Funding	3	7	10	
		2	RGoB	8	5	13	
			Self-Funding	4	1	5	
		3	RGoB	7	9	16	
			Self-Funding	6	3	9	
		4	RGoB	7	9	16	
			Self-Funding	3	4	7	
7	Bachelor of Science in Sustainable Development	1	RGoB	10	22	32	134
			Self-Funding	1	6	7	

			King's Scholarship	1	1	2	
		2	RGoB	12	17	29	
			Self-Funding	3	10	13	
			King's Scholarship	1	0	1	
		3	RGoB	15	14	29	
			Self-Funding	9	12	21	
8	Master of Science in Natural Resources Management	1	RGoB	0	0	0	2
			Self-Funding	0	0	0	
			Bhutan Foundation Scholarship	1	0	1	
		2	RGoB	0	0	0	
			Self-Funding	0	0	0	
			Madenjeet Scholarship	1	0	1	
9	Master of Science in Conservation Biology	1	RGoB	0	0	0	6
			Bhutan Foundation Scholarship	1	0	1	
			Madenjeet Scholarship	2	0	2	
			Self-Funding	1	0	1	
		2	RGoB	0	0	0	

			Madenjeet Scholarship	2	0	2	
			Self-Funding	0	0	0	
10	PhD in Climate Studies	1	RGoB	0	0	0	9
			Self-Funding	1	0	1	
			Cryo-Spirit Project Scholarship	0	1	1	
		2	RGoB	0	0	0	
			Self-Funding	1	1	1	
		3	RGoB	0	0	0	
			Self-Funding	1	0	1	
			Cryo-Spirit Project Scholarship	0	1	1	
			BKIND-Scholarship	1	3	4	
Grand Total				251	374	624	

College of Science and Technology

Sl. No.	Program	Year	Study Type	Male	Female	Total	Grand Total
1	Bachelor of Engineering in Civil Engineering	1	RGoB	43	15	58	230
			Self-Funding	9	4	13	
		2	RGoB	32	16	48	
			Self-Funding	10	3	13	
		3	RGoB	25	17	42	
			Self-Funding	2	3	5	
		4	RGoB	30	10	40	
			Self-Funding	9	2	11	
2	Bachelor of Engineering in Electrical Engineering	1	RGoB	38	13	51	186
			Self-Funding	8	3	11	
		2	RGoB	34	11	45	
			Self-Funding	2	1	3	
		3	RGoB	33	11	44	

			Self-Funding	1	1	2	
		4	RGoB	21	7	28	
			Self-Funding	2	0	2	
3	Bachelor of Engineering in Electronics and Communication	1	RGoB	29	8	37	128
			Self-Funding	3	2	5	
		2	RGoB	18	10	28	
			Self-Funding	1	0	1	
		3	RGoB	15	9	24	
			Self-Funding	0	0	0	
		4	RGoB	19	13	32	
			Self-Funding	1	0	1	
4	Bachelor of Engineering in Information Technology	1	RGoB	35	9	44	178
			Self-Funding	7	2	9	
		2	RGoB	27	17	44	
			Self-Funding	1	5	6	
		3	RGoB	27	12	39	
			Self-Funding	1	2	3	

			RGoB	24	7	31	
		4	Self-Funding	1	1	2	
			RGoB	19	4	23	
		1	Self-Funding	5	2	7	
			RGoB	13	3	16	
		2	Self-Funding	9	1	10	
			RGoB	6	7	13	
		3	Self-Funding	3	3	6	
			RGoB	14	4	18	
		4	Self-Funding	3	1	4	
			RGoB	12	4	16	
5	Bachelor of Architecture	5	Self-Funding	5	2	7	<b>120</b>
			RGoB	22	6	28	
		1	Self-Funding	3	0	3	
			RGoB	19	8	27	
6	Bachelor of Engineering Geology	2	Self-Funding	1	0	1	<b>101</b>

		3	RGoB	12	8	20	
			Self-Funding	2	0	2	
		4	RGoB	15	5	20	
			Self-Funding	0	0	0	
7	Bachelor of Engineering in Instrumentation and Control Engineering	1	RGoB	25	7	32	97
			Self-Funding	0	3	3	
		2	RGoB	25	8	33	
			Self-Funding	0	1	1	
		3	RGoB	9	7	16	
			Self-Funding	0	0	0	
		4	RGoB	5	7	12	
			Self-Funding	0	0	0	
8	Bachelor of Engineering in Water Resource Engineering	1	RGoB	22	8	30	78
			Self-Funding	2	1	3	
		2	RGoB	15	13	28	
			Self-Funding	1	1	2	
		3	RGoB	9	6	15	



			Self-Funding	0	0	0	
9	Bachelor of Engineering in Mechanical Engineering	1	RGoB	24	6	30	69
			Self-Funding	5	0	5	
		2	RGoB	15	1	16	
			Self-Funding	2	0	2	
		3	RGoB	14	1	15	
			Self-Funding	0	1	1	
10	Bachelor of Engineering in Software Engineering	1	Self-Funding	40	13	53	105
		2	Self-Funding	19	10	29	
		3	Self-Funding	17	6	23	
Grand Total				920	372	1292	1292

#### Gedu College of Business Studies

Sl.No	Programme	Year	Student Type	Female	Male	Total	Grand Total
1	Bachelor of Accounting	1	RGoB	19	43	62	275
			Self-Funding	11	19	30	
		2	RGoB	31	40	71	
			Self-Funding	17	12	29	
			King's Scholarship		1	1	

		3	RGoB	30	39	69	
			Self-Funding	5	7	12	
			King's Scholarship		1	1	
2	Bachelor of Business Administration (HRM)	3	RGoB	4	7	11	26
			Self-Funding	3	12	15	
3	Bachelor of Business Administration (Marketing)	3	RGoB		4	4	7
			Self-Funding		3	3	
4	Bachelor of Business Intelligence	1	RGoB	26	34	60	237
			Self-Funding	7	20	27	
		2	RGoB	29	34	63	
			Self-Funding	15	9	24	
		3	RGoB	33	17	50	
			Self-Funding	7	5	12	
			King's Scholarship		1	1	
5	Bachelor of Business Management	1	RGoB	25	12	37	152
			Self-Funding	12	7	19	
		2	RGoB	22	10	32	
			Self-Funding	10	6	16	
			King's Scholarship		1	1	
		3	RGoB	13	11	24	

			Self-Funding	15	7	22	
			King's Scholarship	1		1	
6	Bachelor of Commerce (Accounting)	3	RGoB	4	10	14	20
			Self-Funding	1	4	5	
			King's Scholarship	1		1	
7	Bachelor of Commerce (Finance)	3	RGoB		1	1	1
8	Bachelor of Finance and Economics	1	RGoB	28	40	68	256
			Self-Funding	18	14	32	
		2	RGoB	31	27	58	
			Self-Funding	10	6	16	
		3	RGoB	38	44	82	
9	Bachelor of Human Capital Management	1	RGoB	17	12	29	117
			Self-Funding	11	7	18	
		2	RGoB	17	10	27	
			Self-Funding	3	7	10	
		3	RGoB	7	1	8	
			Self-Funding	15	8	23	
			Kings's Scholarship	2		2	
10	Bachelor of Marketing (Digital and Communication)	1	RGoB	25	21	46	165
			Self-Funding	16	13	29	

		2	RGoB	17	12	29	
			Self-Funding	5	7	12	
			Trongsa Penlop Scholarship	1		1	
		3	RGoB	16	5	21	
			Self-Funding	20	6	26	
			King's Scholarship	1		1	
	Grand Total			639	617	1256	

### Gyalpozhing College of Information Technology

Sl. No.	Programme	Year	Study Type	Male	Female	Total	Grand Total
1	Bachelor of Computer Science	1	RGoB	66	27	93	<b>120</b>
			Self-Funding	17	10	27	
2	Bachelor of Computer Science (AI Development and Data Science)	2	RGoB	32	6	38	<b>44</b>
			Self-Funding	3	3	6	
		3	RGoB	32	11	43	<b>43</b>
			Self-Funding	0	0	0	
		4	RGoB	19	20	39	<b>39</b>

			Self-Funding	0	0	0	
3	Bachelor of Computer Science (Blockchain Development)	2	RGoB	7	5	12	17
			Self-Funding	3	2	5	
		3	RGoB	10	4	14	14
			Self-Funding	0	0	0	
		4	RGoB	5	4	9	9
			Self-Funding	0	0	0	
4	Bachelor of Computer Science (Full Stack Development)	2	RGoB	16	6	22	25
			Self-Funding	3	0	3	
		3	RGoB	10	8	18	18
			Self-Funding	0	0	0	
		4	RGoB	17	8	25	25
			Self-Funding	0	0	0	
5	Bachelor of Interactive Design and Development	1	RGoB	12	5	17	20
			Self-Funding	2	1	3	

		2	RGoB	16	5	21	23
			Self-Funding	2	0	2	
		3	RGoB	14	7	21	21
			Self-Funding	0	0	0	
		4	RGoB	14	10	24	24
			Self-Funding	0	0	0	
Grand Total				300	142	442	

### Jigme Namgyel Engineering College

Sl. No.	Programme	Year	Study Type	Male	Female	Total	Grand Total
1	Bachelor of Engineering in power Engineering	3	RGoB	6	0	6	38
		4	RGoB	24	7	31	
			Self-Funding	0	1	1	
2	Bachelor of Engineering in Mechanical Engineering	3	RGoB	1	0	1	25
		4	RGoB	24	0	24	
3	Bachelor of Engineering in Surveying & Geoinformatics	4	RGoB	13	7	20	22
			Self-Funding	2	0	2	
4	Diploma in Civil Engineering	1	RGoB	30	13	43	103
			Self-Funding	4	4	8	

		2	RGoB	25	20	45	
			Self-Funding	5	2	7	
5	Diploma in Electrical Engineering	1	RGoB	25	14	39	82
			Self-Funding	4	1	5	
		2	RGoB	19	17	36	
			Self-Funding	1	1	2	
6	Diploma in Mechanical Engineering	1	RGoB	27	12	39	84
			Self-Funding	5	0	5	
		2	RGoB	26	12	38	
			Self-Funding	2	0	2	
7	Diploma in Computer System & Network	1	RGoB	31	13	44	86
			Self-Funding	3	4	7	
		2	RGoB	13	19	32	
			Self-Funding	1	2	3	
8	Diploma in Electronics and Communication Eng.	1	RGoB	31	14	45	79
		2	RGoB	24	10	34	
9	Diploma in Surveying	1	RGoB	12	16	28	61
			Self-Funding	1	0	1	
		2	RGoB	25	7	32	
10	Diploma in Materials and Procurement Management	1	RGoB	18	15	33	77
			Self-Funding	3	4	7	

		2	RGoB	21	13	34	
			Self-Funding	0	3	3	
11	Diploma in Construction Supervision	1	RGoB	18	27	45	97
			Self-Funding	3	1	4	
		2	RGoB	19	27	46	
			Self-Funding	2	0	2	
12	Diploma in Multimedia and Animation	1	RGoB	13	9	22	47
			Self-Funding	0	2	2	
		2	RGoB	9	12	21	
			Self-Funding	1	1	2	
13	Diploma in Mechanical Electrical & Plumbing	1	RGoB	17	5	22	27
			Self-Funding	4	1	5	
Grand Total				512	316	828	

### Sherubtse College

Sl. No.	Program	Year	Study Type	Male	Female	Total	Grand Total
1	Bachelor of Science in Life Science	1	RGoB	12	14	26	83
			Self-Funding	4	2	6	
		2	RGoB	10	9	19	
			Self-	3	3	6	



			Funding				
		3	RGoB	12	9	21	
			Self-Funding	0	5	5	
2	Bachelor of Science in Data Science	4	RGoB	19	12	31	31
			Self-Funding	0	0	0	
3	Bachelor of Science in Statistics	3	RGoB	5	0	5	34
			Self-Funding	0	0	0	
		4	RGoB	16	13	29	
			Self-Funding	0	0	0	
4	Bachelor of Science in Mathematics	1	RGoB	21	7	28	98
			Self-Funding	0	1	1	
		2	RGoB	23	13	36	
			Self-Funding	0	0	0	
		3	RGoB	18	14	32	
			Self-Funding	1	0	1	

5	Bachelor of Science in Chemistry	1	RGoB	16	13	29	91
			Self-Funding	1	0	1	
		2	RGoB	23	9	32	
			Self-Funding	0	0	0	
		3	RGoB	15	14	29	
			Self-Funding	0	0	0	
6	Bachelor of Science in Physics	1	RGoB	20	9	29	88
			Self-Funding	0	0	0	
		2	RGoB	18	14	32	
			Self-Funding	0	0	0	
		3	RGoB	21	6	27	
			Self-Funding	0	0	0	
7	Bachelor of Data Science & Data Analytics (DSDA)-Section A	2	RGoB	20	13	33	33
			Self-Funding	0	0	0	
8	Bachelor of Data Science & Data Analytics (DSDA)-	2	RGoB	22	9	31	34

	Section B		Self-Funding	2	1	3	
9	Bachelor of Data Science & Data Analytics (DSDA)	3	RGoB	22	21	43	<b>43</b>
			Self-Funding	0	0	0	
10	Bachelor of Digital Communication & Project Management (DCPM)	2	RGoB	16	14	30	<b>55</b>
			Self-Funding	3	0	3	
		3	RGoB	18	4	22	
			Self-Funding	0	0	0	
11	Bachelor of Economics & Political Science (EPS)	2	RGoB	10	12	22	<b>51</b>
			Self-Funding	1	1	2	
		3	RGoB	13	14	27	
			Self-Funding	0	0	0	
12	Bachelor of Arts in Economics	3	RGoB	1	0	1	<b>1</b>
			Self-Funding	0	0	0	
13	Bachelor of Arts in English	3	RGoB	1	0	1	<b>1</b>
			Self-Funding	0	0	0	
14	Bachelor of Arts in Geography	3	RGoB	2	0	2	<b>3</b>

			Self-Funding	1	0	1	
15	Bachelor of Arts in Media Studies	3	RGoB	1	0	1	1
			Self-Funding	0	0	0	
16	Bachelor of Arts in History	3	RGoB	1	0	1	1
			Self-Funding	0	0	0	
17	Bachelor of Arts in Political Science and Sociology	3	RGoB	1	1	2	2
			Self-Funding	0	0	0	
18	Bachelor of Data Science & Data Analytics (DSDA), Digital Communication & Project Management (DCPM), Economics & Political Science (EPS)-General Studies I year-Section A	1	RGoB	18	16	34	36
			Self-Funding	0	2	2	
19	Bachelor of Data Science & Data Analytics (DSDA), Digital Communication & Project Management (DCPM), Economics & Political Science (EPS)-General Studies I year-Section B	1	RGoB	17	17	34	35
			Self-Funding	1	0	1	
20	Bachelor of Data Science & Data Analytics (DSDA), Digital Communication & Project Management (DCPM), Economics & Political Science (EPS)-General Studies I year-Section C	1	RGoB	16	16	32	34
			Self-Funding	2	0	2	

21	Bachelor of Data Science & Data Analytics (DSDA), Digital Communication & Project Management (DCPM), Economics & Political Science (EPS)-General Studies I year-Section D	1	RGoB	25	10	35	36
			Self-Funding	0	1	1	
Grand Total				472	319	791	

### Samtse College of Education

Sl. No.	Programme	Year	Study Type	Male	Female	Total	Grand Total
1	Bachelor of Education in Secondary Arts	1	RGoB	17	41	58	212
			Self-Funding	1	9	10	
		2	RGoB	17	41	58	
			Self-Funding	2	9	11	
		3	RGoB	27	48	75	
			Self-Funding	0	0	0	
2	Bachelor of Education in Secondary Science	1	RGoB	18	29	47	110
			Self-Funding	6	8	14	
		2	RGoB	17	28	45	
			Self-Funding	0	4	4	

3	Bachelor of Education in IT	1	RGoB	13	10	23	167
			Self-Funding	3	2	5	
		2	RGoB	0	0	0	
			Self-Funding	0	0	0	
		3	RGoB	35	104	139	
			Self-Funding	0	0	0	
4	Postgraduate Diploma in Education	1	RGoB	68	98	166	182
			Self-Funding	4	12	16	
5	Postgraduate Diploma in Contemplative Counselling Psychology	1	RGoB	9	20	29	33
			Self-Funding	3	1	4	
6	Master of Education in English	1	RGoB	3	3	6	6
7	Master of Education in Geography	1	RGoB	4	2	6	6
8	Master of Education in History	1	RGoB	7	2	9	9
9	Master of Education in Biology	1	RGoB	6	2	8	8
10	Master of Education in Mathematics	1	RGoB	9	4	13	13
11	Postgraduate Certificate in Higher Education	1	RGoB	12	13	25	25
Grand Total				281	490	771	

**Paro College of Education**

Sl. No.	Program	Year	Study Type	Male	Female	Total	Grand Total
1	Bachelor of Education in Primary	1	RGoB	21	70	91	<b>470</b>
		2	RGoB	22	67	89	
		3	RGoB	58	133	191	
		4	RGoB	31	68	99	
2	Bachelor of Education in Primary Dzongkha	1	RGoB	27	41	68	<b>339</b>
		2	RGoB	33	37	70	
		3	RGoB	64	69	133	
		4	RGoB	36	32	68	
3	Diploma in Sports Coaching & Management	1	RGoB	24	11	35	<b>72</b>
		2	RGoB	28	9	37	
4	Diploma in Early Childhood Care Development	1	RGoB	6	23	29	<b>29</b>

5	Postgraduate Diploma in Education in Dzongkha	1	RGoB	8	9	17	31
			Self-Funding	12	2	14	
6	Master of Education in Inclusive Education	1	RGoB	6	7	13	15
		2	RGoB	2	0	2	
7	Master of Primary English	1	RGoB	3	6	9	16
		2	RGoB	4	3	7	
8	Master of Primary Social Studies	1	RGoB	5	3	8	11
		2	RGoB	3	0	3	
9	Master of Primary Science	1	RGoB	5	4	9	12
		2	RGoB	2	1	3	
	Master of Primary Mathematics	1	RGoB	5	5	10	14
		2	RGoB	2	2	4	
	Master of Education in Dzongkha Studies (Part Time)	1	RGoB	15	5	20	76
			Self-Funding	4	0	4	
		2	RGoB	22	4	26	



			Self-Funding	1	1	2	
		3	RGoB	18	6	24	
10	Diploma in Early Childhood Care Development (Part Time)	1	RGoB	8	126	134	212
		2	RGoB	9	69	78	
Grand Total				484	813		1297