STRATEGIC PLAN

2019-2030

Samtse College of Education

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Background

As the kingdom's first teacher education establishment, the launch of Samtse College of Education as a Teacher Training Institute (TTI) coincided with the historic development efforts that were being initiated in the 1960s. Bhutan's experiment with its First Five-Year Plan was a successful one and in the process the need for skilled human resource was seen as imperative for the country's social and economic development efforts. A number of schools were set up during the decade. It was necessary to have teachers who were home-bred, educated and trained not only in the emerging academic disciplines and secular methods but were knowledgeable and experienced in the country's history, culture and heritage.

TTI was blessed and inaugurated by His Late Majesty Jigme Dorji Wangchuck on 29 May 1968. The institute began with an initial enrolment of 41 students, 39 of whom graduated successfully and became teachers and teacher educators and later played important roles in the educational development of Bhutan. In 1983, drawing on models and best practices in teacher education programmes in the UK, Australia, Switzerland and the Philippines and with assistance from UNESCO, TTI (now renamed National Institute of Education [NIE]), launched the country's first undergraduate programme in secondary teacher education.

The birth of NIE coincided with the introduction of New Approach to Primary Education (NAPE) initiatives in the country, which brought about a paradigm shift in the way school education - especially curriculum and teaching pedagogies - was approached. NIE then introduced the country's first Postgraduate Certificate in Education (PGCE) programme for university graduates in 1989, Bachelor of Education programme (B.Ed Primary) for higher secondary graduates in 1993, and Bachelor of Education programme (by distance) in 1995 for in-service primary school teachers.

It was here where the first Postgraduate Certificate in Education programme (Dzongkha) was also launched. SCE currently offers Masters, postgraduate, bachelors and diploma programmes in diverse fields of teacher education including science, mathematics, contemplative counselling, social sciences, humanities, language & literary education, IT, commerce and business education. The College has also introduced bachelors in social work and will introduce masters programme in the near future. SCE's academics are actively engaged in policy relevant research, policy and programme development for agencies in government, private sectors, and community services.

Vision

A centre of excellence committed to research and innovation in Education

Mission

The college is committed to:

- Providing teaching and research programmes for secondary and tertiary level education of national and international relevance;

- Providing specialized programmes in contemplative education, counseling and higher education;

- Undertaking high-quality research in educational policy, practice and leadership;

- Providing a lead role in training high-quality Science and Mathematics teachers for secondary education in Bhutan;

- Conducting trainings and continuous professional development programmes for educational development in Bhutan;

- Generating policy advice and research support to stakeholders in the government and private sectors; and

- Engaging in international research partnerships that will lead to innovation in education.

Core Values
- Professionalism
- Compassion
- Innovation
- Proactive
- Socially Responsible
- Bhutanese Essence
- Passion for Learning
- Self-Transformation
- Respect
- Mindfulness

Key Aspirations

- SCE as the preferred destination for higher education
- SCE graduates recognized by employers and universities both within and outside the country
- SCE offering an increasing number of postgraduate (Masters and PhD) programmes
- SCE with diversifing revenue streams for long-term sustainability
- SCE as a knowledge hub for society
- SCE as a provider of life-long learning opportunities
- SCE as a practitioner and promoter of GNH values
- SCE campus with adequate, inclusive and quality facilities and services
- SCE to draw highly qualified and motivated staff
- SCE as a promoter of social entrepreneurship
- SCE with active collaboration with reputed external institutions
- SCE recognized by key accreditation bodies

Sl. No	Key Performance Indicator	Unit of Measurement	Baseline Year	Target	Remarks
			2019-20	2030-31	
1	Students enrolled from the top 500 ranked students in Class XII arts	%	1	2	Annual
2	International students enrolled	Number	4	30	Annual
3	Graduates employed within one year of graduation	%	95	95	Annual
4	Students enrolled in postgraduate programmes	Number	349	1065	Annual
5	Annual budget generated from sources other than tuition	%	7.7	25	Annual
6	Peer reviewed publications	Number	10	25	Annual
7	Research and scholarly outputs leading to innovation, policy and practices	Number	1	2	Annual
8	Externally funded research projects	Number	4	8	Annual
9	Academics engaged in various external decision making forums	Number	13	13	Annual
10	Participants in short courses	Number	98	250	Annual
11	Staff satisfaction	%	100	100	Annual
12	Student satisfaction	%	100	100	Annual
13	Students participating in community services	%	40	50	Annual
14	Startups initiated by graduates within 1 year of graduation	Number	NA	NA	Annual
15	Accreditation of College or Programme	Number	1	2	Annual

Themes

Theme 1: Enhancement of Quality and Relevance of Programmes

1. Enhance human resources with committed funding for both short-term including in-house staff development programmes and long-term HRD.
2. Recruit international academics for diversity and external advisor for the development of new programmes.
3. Enrol international students for cross sectional learning.
4. Reinvigorate teaching-learning practices.
5. Reform existing admission policies and processes including scholarship scheme.
6. Establish linkages with industries and identify mentors for student attachment.
7. Strengthen International linkages and recognition leading to staff and student exchange programmes.
8. Develop quality infrastructure and facilities.
9. Enhance provision of soft/transferable skills.
10. Strengthen internal quality assurance and enhancement system.
11. Diversify academic programmes and make them relevant to changing needs.

Key Performance Indicator and Targets

Sl. No	Key Performance Indicator	Unit of Measurement	Baseline Year	Target	Remarks
			2019-20	2030-31	
1	Annual operating budget allocated for HRD	%	2.5	2.5	Annual
2	Staff attending short term PD programme annually (40 hours)	%	50	100	Annual
3	Academics with Masters	%	93	100	Annual
4	Academics with PhD	%	23	46	Annual
5	Postgraduate programmes offered	Number	13	18	Annual
6	International academics engaged	Number	13	15	Annual
7	Local experts outside the university engaged	Number	25	30	Annual
8	Academics on exchange/attachment to other universities annually	Number	14	15	Annual
9	Academics having qualification in teaching higher education	%	94	97	Annual
10	Students enrolled	Number	1004	1455	Annual
11	Self financed undergraduate students	%	18	30	Annual
12	Programmes offered	Number	16	21	Annual
13	Joint degree programmes	Number	0	0	Annual

14	Students sent for exchange/attachment	Number	4	5	Annual
15	Active collaboration with external institutions for student learning, support and research	Number	10	16	Annual
16	External linkages established (national/international)	Number	1	2	Annual
17	International students enrolled on short-term basis	Number	19	50	Annual
18	Allocation of library budget	Amount	As per the Norm		Annual

Theme 2: Enhancement of Research, Innovation and Scholarship

1. Develop research capacity.
2. Develop research partnerships with agencies and international partners, and carry out joint research projects.
3. Improve research infrastructure, facilities and services.
4. Offer postgraduate programmes with huge research components.
5. Encourage faculty members to undertake research activities abroad such as attending conference/seminars.
6. Organize research conferences/seminars at national and international level.
7. Set out research priority areas for the College based on strengths.
8. Encourage academics and facilitate to mobilize research funding.
9. Mobilize separate funds to help develop research capacity and infrastructure.

Key Performance Indicators and Targets

Sl. No	Key Performance Indicator	Unit of Measurement	Baseline Year	Target	Remarks
			2019-20	2030-31	
1	Masters by research	Number	0	0	Annual
2	PhD programmes	Number	0	1	Annual
3	Research grants submitted for funding	Number	9	15	Annual
4	Research grants received	Nu in Million	1.5	12.5	Annual
5	Annual budget allocated for research by the College	%	1	1.5	Annual
6	Joint research projects with national and international institutions	Number	3	5	Annual
7	Books/book chapters/conference proceedings etc. published	Number	6	13	Annual
8	Academics engaged in research	%	70	100	Annual
9	Research events such as conferences and seminars organized	Number	5	8	Annual
10	Prototypes/patent based on research	Number	0	1	Annual
11	Peer reviewed journals published	Number	1	2	Annual

Theme 3: Promotion of GNH-Inspired Environment

1. Develop and conduct value education/personal transforamtion workshops/sessions and retreats.
2. Provide students with a better understanding of the GNH concept.
3. Enhance good governance practices within the College operations characterized by inclusiveness, mindful engagement in decision making processes, transparency, accountability, efficiency and effectiveness.
4. Encourage initiatives for the promotion of culture and traditions.
5. Encourage Initiatives related to environment friendly practices such as improving waste management.
6. Provide adequate student support services with service standards/guidelines including students with special needs.
7. Enhance infrastructure, communication and public service delivery.
8. Develop turnaround time and SOP, and implement accordingly.
9. Establish alumni associations and foster linkages.
10. Set up community and staff welfare services.
11. Strengthen counseling services.

Key *Performance Indicators and Targets*

Sl. No	Key Performance Indicator	Unit of Measurement	Baseline Year	Target	Remarks
			2019-20	2030-31	
1	Students covered by value education based on initiatives and models (15 hours minimum)	%	50	100	Annual
2	Variety of programmes initiated related to value education	Number	6	7	Annual
3	Initiatives related to improvement of University governance	Number	5	5	Annual
4	Projects/activities related to promotion of culture and tradition	Number	5	5	Annual
5	Projects/activities related to environment-friendly practices	Number	8	8	Annual
6	Community services annually	Number	4	4	Annual
7	Members in Alumni Association	Number	1050	2700	Annual
8	Childcare center established	Number	0	1	Annual

Theme 4: Promotion of Innovation and Entrepreneurship

1. Offer entrepreneurship education programme to help teachers master how to teach enterpreneurship in the schools and social entrepreneurship for students studying programmes in social work.

2. To inspire students to become edupreneurs so that they could groom the teachers and leaders in education system to be innovative in constantly managing and transforming education systems. It also includes developing social enterpreneurs for students in social work programme.
3. Establish linkages with relevant agencies and institutions for support.
4. Provide technical support to accelerate innovation and social entrepreneurship.

Key Performance Indicators and Targets

Sl. No	Key Performance Indicator	Unit of Measurement	Baseline Year 2019-20	Target 2030-31	Remarks
1	Innovative ideas/models endorsed by programme committee/CAC related to improvement in teaching	Number	2	2	Annual
2	Innovative ideas/models endorsed by programme committee/CAC related to improvement in learning and assessment	Number	2	2	Annual
3	Innovative ideas/models endorsed by programme committee/CAC related to improvement in other academic services	Number	2	2	Annual
4	Social entrepreneurship program for students	Number of students	0	150	Annual

Theme 5: Promotion of Lifelong Learning

1. Explore possible opportunities to help students with online learning leveraging ICT facilities and opportunities.
2. Offer various short-term PD courses including mindfulness and yoga to the stakeholders.
3. Enhance ICT infrastructure and facilities.
4. Enhance enquiry and research skills.
5. Open up information centres on eduction and related matters.
6. Develop and offer online courses.

Key Performance Indicators and Targets

Sl. No	Key Performance Indicator	Unit of Measurement	Baseline Year 2019-20	Target 2030-31	Remarks
1	Part-time programmes offered	Number	5	0	Annual
2	Short term courses offered	Number	3	7	Annual
3	Connectivity enhanced	mbps	22	100	Annual
4	Online courses	Number	0	3	Annual

Theme 6: Diversification of Revenue Streams

1. Explore additional sources of income such as endowment, gifts and alumni contribution.
2. Explore research/development grants.
3. Explore and implement various investment plans.
4. Create facilities and organizational units to support College enterprise.
5. Offer courses in niche areas such as contempletive education.
6. Brand and promote the College for wider visibility.
7. Hire out facilities (e.g. Games and sports facilities, auditorium, conference halls, residential buildings, cafeteria etc.).
8. Liaise with agencies and institutions to identify and offer short courses.
9. Provide consultancy services.
10. Enhance number of international students.

Key Performance Indicators and Targets

Sl. No	Key Performance Indicator	Unit of measurement	Baseline Year 2019-20	Target 2030-31	Remarks
1	Income sources identified and pursued (excluding research grant)	Number	4	7	Annual
2	Investment plans identified and implemented	Number	2	3	Annual
3	Branding and promotional activities	Number	10	10	Annual

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Key Aspirations

Sl. No	Key Performance Indicator	Unit of Measurement	Target												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
1	Students enrolled from the top 500 ranked students in Class XII arts	%	1	1	1	1	1	2	2	2	2	2	2	2	Annual
2	International students enrolled	Number	4	4	5	5	10	12	15	18	20	23	25	30	Annual
3	Graduates employed within one year of graduation	%	95	95	95	95	95	95	95	95	95	95	95	95	Annual
4	Students enrolled in postgraduate programmes	Number	391	476	715	855	935	970	1023	1051	1059	1061	1063	1065	Annual
5	Annual budget generated from sources other than tuition	%	7.7	8.2	8.7	9.2	10	12	15	18	20	22	24	25	Annual
6	Peer reviewed publications	Number	10	12	12	15	15	17	17	20	20	22	22	25	Annual
7	Research and scholarly outputs leading to innovation, policy and practices	Number	1	1	1	1	1	2	2	2	2	2	2	2	Annual
8	Externally funded research projects	Number	4	4	5	5	6	6	6	7	7	7	8	8	Annual
9	Academics engaged in various external decision making forums	Number	13	13	13	13	13	13	13	13	13	13	13	13	Annual
10	Participants in short courses	Number	98	150	150	200	200	250	250	250	250	250	250	250	Annual
11	Staff satisfaction	%	100	100	100	100	100	100	100	100	100	100	100	100	Annual

Sl. No	Key Performance Indicator	Unit of Measurement	Target												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
12	Student satisfaction	%	100	100	100	100	100	100	100	100	100	100	100	100	Annual
13	Students participating in community services	%	40	40	40	40	45	45	45	50	50	50	50	50	Annual
15	Startups initiated by graduates within 1 year of graduation	Number	0	0	0	0	0	0	0	0	0	0	0	0	Annual
16	Accreditation of College or Programme	Number	1	1	2	2	2	2	2	2	2	2	2	2	Annual

Theme 1: Enhancement of Quality and Relevance of Academic Programmes

Sl. No	Key Performance Indicator	Unit of Measurement	Target												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
1	Annual operating budget allocated for HRD	%	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	Annual
2	Staff attending short term PD programme annually (40 hours)	%	50	50	60	60	70	70	80	80	90	90	95	100	Annual
3	Academics with Masters	%	93	94	94	95	100	100	100	100	100	100	100	100	Annual
4	Academics with PhD	%	23	27	30	32	33	34	36	38	40	42	44	46	Annual
5	Postgraduate programmes offered	Number	13	12	12	15	15	15	18	18	18	18	18	18	Annual
6	International academics engaged	Number	13	13	13	13	13	14	14	14	14	14	15	15	Annual
7	Local experts outside the university engaged	Number	25	30	30	30	30	30	30	30	30	30	30	30	Annual
8	Academics on exchange/attachment to other universities annually	Number	14	14	14	15	15	15	15	15	15	15	15	15	Annual
9	Academics having qualification in teaching higher education	%	94	97	97	97	97	97	97	97	97	97	97	97	Annual
10	Students enrolled	Number	1004	947	1004	996	1145	1250	1373	1441	1449	1451	1453	1455	Annual
11	Self financed undergraduate students	%	18	20	22	25	30	30	30	30	30	30	30	30	Annual
12	Programmes offered	Number	16	15	14	16	18	18	21	21	21	21	21	21	Annual
13	Joint degree programmes	Number	0	0	0	0	0	0	0	0	0	0	0	0	NA

Sl. No	Key Performance Indicator	Unit of Measurement	Target												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
14	Students sent for exchange/attachment	Number	4	4	5	5	5	5	5	5	5	5	5	5	Annual
15	Active collaboration with external institutions for student learning, support and research	Number	10	10	11	11	12	12	12	14	14	14	16	16	Annual
16	New external linkages established (national/international)	Number	1	2	1	2	1	2	1	2	1	2	1	2	Annual
17	International students enrolled on short-term basis	Number	19	25	25	30	30	35	35	40	40	45	45	50	Annual
18	Allocation of library budget	Amount	As per the Norm												Annual

Theme 2: Enhancement of Research, Innovation and Scholarship

Sl. No	Key Performance Indicator	Unit of Measurement	Target												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
1	Masters by research	Number	0	0	0	0	0	0	0	0	0	0	0	0	Annual
2	PhD programmes	Number	0	0	0	0	0	0	1	1	1	1	1	1	Annual
3	Research proposal submitted for external grant	Number	9	10	10	11	11	12	12	13	13	14	14	15	Annual
4	Research grants received	Nu in Million	1.5	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	Annual
5	Annual budget allocated for research by the College	%	1	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	Annual
6	Joint research projects with national and international institutions	Number	3	4	4	5	5	5	5	5	5	5	5	5	Annual
7	Books/book chapters/conference proceedings etc. published	Number	6	8	10	10	11	11	12	12	13	13	13	13	Annual
8	Academics engaged in research	%	70	80	80	90	100	100	100	100	100	100	100	100	Annual
9	Research events such as conferences and seminars organized	Number	5	5	5	6	6	6	7	7	7	8	8	8	Annual
10	Prototypes/patent based on research	Number	0	0	0	1	0	0	1	0	0	0	0	1	Annual
11	Peer reviewed journals published	Number	1	1	1	1	2	2	2	2	2	2	2	2	Annual

Theme 3: Promotion of GNH-inspired environment

Sl. No	Key Performance Indicator	Unit of Measurement	Target												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
1	Students covered by value education based on initiatives and models (15 hours minimum)	%	50	60	70	80	90	100	100	100	100	100	100	100	Annual
2	Variety of programmes initiated related to value education	Number	6	6	6	6	6	7	7	7	7	7	7	7	Annual
3	Initiatives related to improvement of University governance	Number	5	5	5	5	5	5	5	5	5	5	5	5	Annual
4	Projects/activities related to promotion of culture and tradition	Number	5	5	5	5	5	5	5	5	5	5	5	5	Annual
5	Projects/activities related to environment-friendly practices	Number	8	8	8	8	8	8	8	8	8	8	8	8	Annual
6	Community services annually	Number	4	4	4	4	4	4	4	4	4	4	4	4	Annual
7	Members in Alumni Association	Number	1050	1200	1350	1500	1650	1800	1950	2100	2250	2400	2550	2700	Annual
8	Childcare center established	Number	0	0	1	1	1	1	1	1	1	1	1	1	Annual

Theme 4: Promotion of Innovation and Entrepreneurship

Sl. No	Key Performance Indicator	Unit of Measurement	Target												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
1	Innovative practices in teaching	Number	2	2	2	2	2	2	2	2	2	2	2	2	Annual
2	Innovative practices in learning and assessment	Number	2	2	2	2	2	2	2	2	2	2	2	2	Annual
3	innovative practices in academic services	Number	2	2	2	2	2	2	2	2	2	2	2	2	Annual
4	Social entrepreneurship program for students	Number of students	0	50	100	150	150	150	150	150	150	150	150	150	Annual

Theme 5: Promotion of Lifelong learning

Sl. No	Key Performance Indicator	Unit of Measurement	Targets												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
1	Part-time programmes offered	Number	5	2	0	0	0	0	0	0	0	0	0	0	Annual
2	Short term courses offered	Number	3	5	5	5	5	6	6	6	7	7	7	7	Annual
3	Connectivity enhanced	mbps	22	32	32	40	40	50	50	60	60	80	80	100	Annual
4	Online courses	Number	0	0	0	1	1	1	1	2	2	2	3	3	Annual

Theme 6: Diversification of Revenue Streams

Sl. No	Key Performance Indicator	Unit of measurement	Target												Remarks
			2019 -20	2020 -21	2021 -22	2022 -23	2023 -24	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	
1	Income sources identified and pursued (excluding research grant)	Number	4	5	5	6	6	7	7	7	7	7	7	7	Annual
2	Investment plans identified and implemented	Number	2	3	3	3	3	3	3	3	3	3	3	3	Annual
3	Branding and promotional activities	Number	10	10	10	10	10	10	10	10	10	10	10	10	Annual

PROGRAMMES AND STUDENT PROJECTION

Summary

TOTAL FOR SCE												
	2019	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**
Diploma (undergrad)												
Bachelor's Degree	613	471	289	141	210	280	350	390	390	390	390	390
Postgrad (cert./Dip.)	246	289	470	535	580	610	640	640	640	640	640	640
Masters	145	187	245	320	355	360	380	405	410	410	410	410
PhD	0	0	0	0	0	0	3	6	9	11	13	15
Grand total	**1004**	**947**	**1004**	**996**	**1145**	**1250**	**1373**	**1441**	**1449**	**1451**	**1453**	**1455**
Part time	156	23	0	0	0	0	0	0	0	0	0	0
Full time	848	924	1004	996	1145	1250	1373	1441	1449	1451	1453	1455
Annual Intake	36	35	35	35	105	105	105	105	105	105	105	105
Number of programmes	**16**	**15**	**14**	**16**	**18**	**18**	**21**	**21**	**21**	**21**	**21**	**21**
Number Diploma programmes												
Number of Degree programmes	3	3	2	1	3	3	3	3	3	3	3	3
Number PG cert/Dip programmes	6	4	3	3	3	3	3	3	3	3	3	3
Number of Masters programmes	7	8	9	12	12	12	14	14	14	14	14	14
Number of PhD programmes	0	0	0	0	0	0	1	1	1	1	1	1

Details

Cohort	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
B.Ed Primary												
Year 2	0	0	0	0	0	0	0	0	0	0	0	0
Year 3	39	0	0	0	0	0	0	0	0	0	0	0
Year 4	47	39	0	0	0	0	0	0	0	0	0	0
Total	**86**	**39**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
B.Ed Secondary												
Year 1	0	0	0	0	0	0	0	0	0	0	0	0
Year 2	183	0	0	0	0	0	0	0	0	0	0	0
Year 3	178	183	0	0	0	0	0	0	0	0	0	0
Year 4	130	178	183	0	0	0	0	0	0	0	0	0
Total	491	361	183	0	0	0	0	0	0	0	0	0
BA in Social Work												
Year 1	36	35	35	35	40	40	40	40	40	40	40	40
Year 2	0	36	35	35	35	40	40	40	40	40	40	40
Year 3	0	0	36	35	35	35	40	40	40	40	40	40
Year 4	0	0	0	36	35	35	35	40	40	40	40	40
Total	36	71	106	141	145	150	155	160	160	160	160	160
BA Applied Psychology (full time)												
Year 1	0	0	0	0	35	35	35	35	35	35	35	35
Year 2	0	0	0	0	0	35	35	35	35	35	35	35
Year 3	0	0	0	0	0	0	35	35	35	35	35	35
Year 4	0	0	0	0	0	0	0	35	35	35	35	35
Total	**0**	**0**	**0**	**0**	**35**	**70**	**105**	**140**	**140**	**140**	**140**	**140**

Cohort	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
B Sc Library Science/Library and Information Management												
Year 1	0	0	0	0	30	30	30	30	30	30	30	30
Year 2	0	0	0	0	0	30	30	30	30	30	30	30
Year 3	0	0	0	0	0	0	30	30	30	30	30	30
Total	**0**	**0**	**0**	**0**	**30**	**60**	**90**	**90**	**90**	**90**	**90**	**90**
Pg Dip Education (full time)												
Year 1	77	175	175	220	220	220	220	220	220	220	220	220
Year 2	0	0	175	175	220	220	220	220	220	220	220	220
Total	77	175	350	395	440	440	440	440	440	440	440	440
Pg Dip Contemplative Counselling Psychology (full time)												
Year 1	40	40	60	60	60	90	90	90	90	90	90	90
Year 2	0	40	40	60	60	60	90	90	90	90	90	90
Total	40	80	100	120	120	150	180	180	180	180	180	180
Pg Certificate in Higher Education (full time)												
Year 1	0	20	20	20	20	20	20	20	20	20	20	20
Total	**0**	**20**	**20**	**20**	**20**	**20**	**20**	**20**	**20**	**20**	**20**	**20**
M. Ed in Chemistry												
Year 1	11	10	10	10	10	10	10	10	10	10	10	10
Year 2	10	11	10	10	10	10	10	10	10	10	10	10
Total	21	21	20	20	20	20	20	20	20	20	20	20
M. Ed in Physics												
Year 1	11	10	10	10	10	10	10	10	10	10	10	10
Year 2	10	11	10	10	10	10	10	10	10	10	10	10
Total	21	21	20	20	20	20	20	20	20	20	20	20

Cohort	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
M. Ed in Biology												
Year 1	12	10	10	10	10	10	10	10	10	10	10	10
Year 2	10	12	10	10	10	10	10	10	10	10	10	10
Total	22	22	20	20	20	20	20	20	20	20	20	20
M. Ed in Maths												
Year 1	12	10	10	10	15	15	15	20	20	20	20	20
Year 2	10	12	10	10	10	15	15	15	20	20	20	20
Total	22	22	20	20	25	30	30	35	40	40	40	40
M. Ed in English												
Year 1	12	20	20	20	20	20	20	20	20	20	20	20
Year 2	0	12	20	20	20	20	20	20	20	20	20	20
Total	12	32	40	40	40	40	40	40	40	40	40	40
M. Ed in Geography												
Year 1	20	20	20	20	20	20	20	20	20	20	20	20
Year 2	0	20	20	20	20	20	20	20	20	20	20	20
Total	20	40	40	40	40	40	40	40	40	40	40	40
M. Ed in History												
Year 1	0	20	20	20	20	20	20	20	20	20	20	20
Year 2	0	0	20	20	20	20	20	20	20	20	20	20
Total	0	20	40	40	40	40	40	40	40	40	40	40
M. Ed in IT												
Year 1	0	0	20	20	20	20	20	20	20	20	20	20
Year 2	0	0	0	20	20	20	20	20	20	20	20	20
Total	0	0	20	40	40	40	40	40	40	40	40	40

Cohort	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
M. Ed in Business and Enterpreneurship												
Year 1	0	0	0	10	10	10	10	10	10	10	10	10
Year 2	0	0	0	0	10	10	10	10	10	10	10	10
Total	0	0	0	10	20	20	20	20	20	20	20	20
M. Ed in Accountancy												
Year 1	0	0	0	10	10	10	10	10	10	10	10	10
Year 2	0	0	0	0	10	10	10	10	10	10	10	10
Total	0	0	0	10	20	20	20	20	20	20	20	20
M. Ed in Economics												
Year 1	0	0	0	10	10	10	10	10	10	10	10	10
Year 2	0	0	0	0	10	10	10	10	10	10	10	10
Total	0	0	0	10	20	20	20	20	20	20	20	20
M. Ed in Environmental Science												
Year 1	0	0	0	0	0	0	10	10	10	10	10	10
Year 2	0	0	0	0	0	0	0	10	10	10	10	10
Total	0	0	0	0	0	0	10	20	20	20	20	20
MA Social Work (full time)												
Year 1	0	0	0	0	0	0	10	10	10	10	10	10
Year 2	0	0	0	0	0	0	0	10	10	10	10	10
Total	**0**	**0**	**0**	**0**	**0**	**0**	**10**	**20**	**20**	**20**	**20**	**20**
MA in Contemplative Counselling Psychology (full time)												
Year 1	0	0	25	25	25	25	25	25	25	25	25	25
Year 2	0	0	0	25	25	25	25	25	25	25	25	25
Total	**0**	**0**	**25**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**

Cohort	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
PhD in Education Studies (full time)												
Year 1	0	0	0	0	0	0	3	3	3	5	5	5
Year 2	0	0	0	0	0	0	0	3	3	3	5	5
Year 3	0	0	0	0	0	0	0	0	3	3	3	5
Total	**0**	**0**	**0**	**0**	**0**	**0**	**3**	**6**	**9**	**11**	**13**	**15**
MA in Contemplative Counselling Psychology (Part Time)												
Year 1	9	0	0	0	0	0	0	0	0	0	0	0
Year 2	18	9	0	0	0	0	0	0	0	0	0	0
Total	**27**	**9**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Pg Dip Contemplative Counselling Psychology (Part time)												
Year 1	0	0	0	0	0	0	0	0	0	0	0	0
Year 2	25	0	0	0	0	0	0	0	0	0	0	0
Total	**25**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Pg Dip in Education (part time)												
Year 1	14	0	0	0	0	0	0	0	0	0	0	0
Year 2	28	14	0	0	0	0	0	0	0	0	0	0
Total	**42**	**14**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Pg Certificate in Higher Education (part time)												
Year 1	42	0	0	0	0	0	0	0	0	0	0	0
Total	**42**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
PgDiploma in Higher Education (part time)												
Year 1	20	0	0	0	0	0	0	0	0	0	0	0
Total	**20**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**