Royal University of Bhutan

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ROYAL UNIVERSITY OF BHUTAN

SHERUBTSE COLLEGE

Definitive Programme Document for the
Bachelor of Digital Communication and Project Management Programme

Royal University of Bhutan
February 2025

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1. Programme Specification

1.1 Basic information on the programme

Name of the home base college: Sherubtse College, Kanglung, Bhutan
Title of the award: Bachelor of Digital Communications and Project Management
Duration and mode of study: 3 years, full time
Awarding Granting Body: Royal University of Bhutan
Date of Initial Approval: 12 December 2022,

1.2 Aims and Learning Outcomes of the Programme

1.2.1 Aims of the programme

The Bachelor of Digital Communication and Project Management programme aims to provide a holistic platform for students striving to create and contribute to knowledge generation in an era driven by technology, digitization and an ever-changing multicultural economy. The proposed programme will be the first of its kind, offering students the know-how and skills to be professional project management practitioners equipped with the apt leadership and communication skills necessary for today's digital world.

This programme will help students to learn such as the skills to lead, manage and complete complex non-digital and digital projects individually or in teams, the skills to use all forms of modern-day communication available in person and the digital world and the skills to generate and use data efficiently. It will also offer students the opportunity to learn and practice the hard skills of project management and the soft and technical skills of digital communication simultaneously, addressing industrial skills gaps and bringing more value to the organization.

This programme will offer an array of theoretical concepts and skill sets necessary for students to be ready to take up any form of employment in the local and global markets. The project management modules would enable students to apply knowledge of project management to initiate, plan and execute complex projects and the digital communication modules would offer students the opportunity to explore innovative digital media, develop a high level of critical thinking and strategic planning skills, create relevant and efficient digital content and manage various digital communication tools. In addition, the proposed programme will encourage the development of ethical and professional responsibility, and organizational performance, all of which are the necessary skills and knowledge required to excel in today's world.

This program will address the need of trained professionals in digital communication and project management, who will be able to contribute significantly towards achieving the national goal of economic prosperity rooted in efficiency of individuals to function in a digitalized work environment and efficacy of the work or the project they undertake in all works of life. The broad focus of the programme is on:

- Building foundational skills in statistical computing, project management, economics of things, digital communication, programming, data science and research skills.
- Developing proficiency in digital communication, managing projects, business analytics, handling data, web analytics, and risk management.
- Creating individuals who can exercise leadership, creative public speaking and manage projects at international standards.
- Developing creative problem-solvers and fostering innovative thinking.
- Facilitating the sharing of knowledge, skills, and best practices across diverse projects to promote practicality and collaboration

- Building skills to lead and manage diverse, interconnected projects while leveraging digital communication to complement project management and creative problem-solving.

- Applying comprehensive knowledge of project management on developing project scope, understanding and managing potential hazards, risks, ensuring quality standards, and performance measures, and effectively communicate with all relevant parties.

- Understanding the significance of ethics and social responsibility in project management and to increase engagement and encourage participation in the comprehensive safety training program or compliance training, gamification elements are utilized to pique learners' interest in the material.

- Demonstrate the capacity to think critically, find solutions to challenges, and communicate effectively to lead projects in an environment that is both complicated and dynamic, in which project outcomes are frequently unforeseen.

1.2.2 Learning outcomes of the Programme

Upon completion of the programme, graduates will be able to:

1. ability to lead and manage a wide variety of projects.
2. apply a thorough understanding of the complex project's scope, hazards, risk, quality, and performance measures, and communicate efficiently with all parties involved.
3. Ability to handle heavy data/heard coders and link to business purposes.
4. Appreciate the importance of ethics and social responsibility in the project management process.
5. Demonstrate the capacity to think critically, find solutions to challenges, and communicate effectively to lead projects in an environment that is both complicated and dynamic.
6. Assess appropriate methods to develop the solutions to real-world problems.
7. Analyse quantitative and qualitative aspects of data for decision-making and situational analysis.
8. Validate results using appropriate statistical methods.
9. Communicate findings through documentation, discussion and/or presentation.
10. Exhibit critical thinking and logical reasoning in the problem-solving process.
11. Demonstrate ability to work as a team, listen and respond to others, and use negotiation and conflict-resolution skills.

1.3 Career related opportunities

The Royal University of Bhutan (RUB) seeks to ensure quality higher education to meet the opportunities and challenges posed by the 21st century. In doing so, the University has made efforts to initiate reforms in the higher education system in Bhutan, as part of this reform Sherubtse College will introduce a new programme in Bachelors of Digital Communication and Project Management.

This programme will provide students with skills that are directly relevant to the job market. The program will develop essential skills in leadership, communication, planning, budgeting, time management, and risk management, which are highly valued by employers in today's labour market.

The program aims to develop graduates who can directly engage in various professions. Upon graduation, students can pursue careers as project managers and be responsible for overseeing the planning, execution, and delivery of projects within an organization. They can also work as business analysts, engaging with stakeholders to identify business needs and opportunities. Graduates can pursue careers as operations managers, responsible for ensuring the smooth running of operations in an organization. Additionally, the program will equip students with the skills required to become construction managers, IT project managers, event managers, and non-profit managers engaged in fundraising and coordinating with volunteers and other stakeholders.

1.4 Programme Structure

Yr.	Sem	Module 1	Module 2	Module 3	Module 4	Module 5
1	I	BML101 Foundations of Project Management	EPS101 Introduction to Environmental & Global Economics	DAT101 Foundations of Statistical Computing	LAC101 Dzongkha Sháyoen Drétsóel	CSP101 Foundations of Python Programming
	II	MAC101 Foundations of Digital Communication	DAT102 Foundations of Data Science	LAC103 Academic Research Skills	LAC102 Dzongkha Tsómdé	Elective I
2	I	MAC201 Communications in the Digital World (Social Media Ecosystems)	MAC202 Data Scriptwriting & Storyboarding	BML201 Agile Project Management	BML 202 Project Governance in Project Management	Elective II
	II	DAT208 Web Analytics & Data Communications	MAC203 Communications via Transmediality & Gamification	BML203 Project Planning & Operations	BML204 Project Quality & Risk Management	Elective III
3	I	BML301 Advanced Project Management	BML302 HRM & Leadership	CRD302 Deep Domain Mini Project	CRD301 Advanced Skills for Career Development	Elective IV
	II	CRD303 Professional Certification (Deep Domain Specialization)	CRD304 Deep Experiential: Industrial Capstone			Elective V

Broad Field and Module Code

Broad Field	Module Code
Business Management and Leadership	BML
Economifs and Political Science	EPS
Design and Technology	DXT
Data Analysis and Analytics	DAT
Computer Science and Programming	CSP
Media and Communications	MAC
Language and Composition	LAC
Career Readiness and Development	CRD

The programme duration is three years comprising six semesters. In the year I - semester I and Semester II is a foundation year in which students will be introduced to common foundation modules that include introduction to programming, research skills, Dzongkha modules and an elective module.

Year II of the program focuses on deep learning in Digital Communication and Project Management, preparing students for industry capstone projects in their third year. Additionally, students will acquire skills in communication, planning, data analysis, and risk management

Year III, semester I is dedicated to advanced learning focused on application in industry capstone projects. In this semester, students will also develop leadership and advanced management skills to prepare for mini-projects. Year III, semester II is entirely devoted to the industry capstone project, where students will gain deep experiential learning and acquire necessary skills by focusing on a specific study or thematic area.

The programme will be structured to build on previous topics with five modules per semester, consisting of core, common, and elective modules, except for Year III, semester II, which focuses solely on the industry capstone project, worth 36 credits. Each module, except for the capstone project, is worth 12 credits, with a total of 360 credits required for graduation.

1.5 Learning and Teaching Approach

The program's learner-centred teaching approach is designed with progressive stages of learning, including contact hours, practical and independent learning. In this environment, students will gain in-depth knowledge and relevant skills for industry. As such, the programme will focus on 80% applied learning and 20% theory lessons to promote industry competency. The following teaching and learning pedagogies will be used for the program:

I. **Modern inquiry learning:** focused on the following learning outcomes:
   - The ability to save and retrieve information in a variety of formats
   - The ability to participate in more complex projects
   - The ability to reuse and build upon the work of others
   - The ability to quickly obtain learning feedback from multiple source

II. **Modern self-directed learning:** Focused on the following learning outcomes:
   - The ability to generate large amounts of data about our technology-based activities.
   - The ability to view the learning artefacts of others.
   - The ability to participate in virally amplified online activities and events.
   - The ability to learn in the same communities as experts and professionals.

III. **Modern social learning: with emp**hasis on the following learning outcomes:
   - The ability to access high-quality content whenever and in whatever format needed.
   - The ability to publish using a variety of media for low or no cost.
   - The ability to form learning networks.
   - The ability to form highly interconnected groups around an object of interest.

To achieve these objectives, the program will use various teaching and learning strategies, including interactive lectures, class discussions, written assignments, oral presentations/public speaking, project works, case studies, portfolios, prototype building, problem-solving based assignments, group activities, field trips, class tests, reflective reports, workshops, and seminars, tailored to each module's learning objectives. Additionally, the program will progressively increase independent learning time for students in subsequent years, with a focus on deep experiential and applied learning. In the final semester, students will work closely with an expert supervisor to achieve the outcome of the design capstone project, which will equip them with the skills to create jobs or obtain employment in various organizations and companies.

1.6 The Assessment Approach

The assessment approach will be entirely formative to frequently assess whether learning objectives are being met. This will be supplemented with immediate feedback to ensure students identify their own gaps and work with their tutors towards filling them. Assessment will take the following forms:

- Written assignment
- Practical assessment/practical skills demonstration
- Elevator pitch
- Guided discussion
- Oral presentation/public speaking
- Project work
- Portfolios
- Prototype design
- Problem-solving based assignments
- Quiz
- Class test

The weightage of formative assessment components will differ based on the nature and objectives of each module.

For the capstone project, the assessment is rigorous and based entirely on the research process, shown through a written report and the oral presentation of the project. The project report accounts for 70% of the total weightage, and oral presentation will account for 30%.

1.7 Regulations

1.7.1 Entry requirements

To be eligible for this programme, candidates must have completed Bhutan Higher Secondary Education Certificate (BHSEC) or equivalent with a minimum of 50%in either Business Mathematics or Pure Mathematics. A total of 600 candidates with the highest ability rating points will be shortlisted candidates for a test, and will be eligible to take and the top 100 from the test will be selected for admission into the three programmes. After completion of first year modules, students will opt for one of the three programmes based on performance and interest.

Programme	Eligibility Criteria	Ability Rating
Bachelors in Digital Communication and Project Management	Class XII pass candidates with a minimum of 50% in Mathematics and/or Business Mathematicrtis	Mathematics/Business Mathematics - 5 English - 3 Dzongkha - 3 Other Subjects 1-2

The weighting assigned to a subject is based on the relevance of the subject to the programme. The selection criteria are subject to revision as per the policy guideline of the RUB and Sherubtse College. Progression from one level to another level will be determined by University progression regulation specified in the Wheel of Academic Law (WAL) of the RUB and Sherubtse College Academic Guidelines.

1.7.2 Assessment and progression requirements

To pass a module, a student must obtain a minimum of 50% overall, including both the continuous assessment (CA) and semester-end examination (SE). However, a student must obtain a minimum of 40% each in CA and

SE. Note that all the assessment categories are mandatory and must achieve a pass mark (minimum 40%) in each assessment category.

1.7.3 Re-assessment

A student is eligible for re-assessment if the number of failed modules is less than 30% of the total number of modules prescribed for the semester. Upon passing the failed module(s) in re-assessment, a student will not be awarded more than 50%, this being the minimum pass mark.

1.7.4 Repeat Module(s)

A student may repeat a failed module any number of times within the normal registration period for completing an award, where he or she:

- Has failed in the re-assessment of a module(s). In such an event, the student shall meet all assessment requirements of those modules, both CA and SE. For students under this category, attendance in lectures is not mandatory.

- Has failed more than 30% of the total number of modules prescribed for that semester. In such an event, the student shall meet all teaching, learning and assessment requirements of the failed modules. For students under this category, attendance in lectures is mandatory.

- For any particular semester, a student cannot register for more than 2 repeat modules in addition to the modules prescribed for the semester

1.7.5 Role of Programme Board of Examiners

The Board of Examiners shall, in the light of the University's general assessment regulations and the programme specific regulations, determine, for each module, the mark to be assigned to each student's performance. The Programme Board of Examiners shall determine whether each student shall:

- be eligible for an award
- be allowed to continue on the programme, possibly with provision for re-assessment in certain modules and/or for the repeat of certain modules, or
- be required to withdraw from the programme

Detailed information on progression criteria is available in "D1 Re-assessment and Repeat of a Module" of "The Wheel of Academic Law" (www.rub.edu.bt).

1.8 Planned Student Numbers

The student intake for the next five years for the programme is reflected in the following table. An annual intake of 25 students per cohort will be admitted. This is to ensure quality teaching, learning, and assessment. With this number, it is also intended to produce highly skilled, knowledgeable and motivated graduates to fulfil the needs of 21st century job markets. With the commencement of *Gyalsung*, no student will be admitted in the 2024 academic year.

Year	2023	2024	2025	2026	2027
Year 1	25	25	25	25	25
Year 2		25	25	25	25

Year 3			25	25	25
Total	**25**	**50**	**75**	**75**	**75**

1.9 Programme Management, Quality Assurance and Enhancement

To ensure quality and proper monitoring both in terms of delivery and assessments, a closely coordinated system of programme management mechanisms are in place that is in line with the guidelines spelt in "The Wheel of Academic Law" (www.rub.edu.bt) and the "Academic Affairs Guidelines" (www.sherubtse.edu.bt). This is enabled through specific responsibilities delegated to dedicated staff and institutions of several committees, and through timely student feedback, as outlined below.

The following sections provide an overview of the mandatory university-wide quality assurance and enhancement procedures:

Dean of Academic Affairs (DAA)

DAA maintains and implements academic regulations/guidelines, supports and implements innovative approaches to teaching-learning and quality across all programmes in the College. DAA is responsible for maintaining the health of all programmes at the College.

Head of the School (HoS)

HoS provides organizational and academic leadership for programmes offered by the department, and is accountable to the DAA in the day-to-day operations. HoS is responsible for maintaining the health of programmes within the department.

Programme Leader (PL)

PL provides organizational and academic leadership for the programme and is directly accountable to the HoD. PL is responsible for maintaining the health of the programme and reporting issues related to the programme to appropriate committees. PL is also responsible for drafting the Annual Programme Monitoring Report and it's reporting to the Programme Committee and College Academic Committee and final submission to the Programmes and Quality Committee.

Module Tutor (MT)

MT is directly accountable to PL and is responsible for teaching and assessment of a particular module as per the semester plan agreed upon with the PL. Importantly, MT evaluates the relevancy and currency of the module descriptor and recommends the need for updates to the PL. When there are multiple tutors teaching the same module, a Module Coordinator (MC) is appointed, who is responsible for ensuring the health of the module as per the definitive programme document. At the conclusion of the semester, the MT (or the MC) prepares module reports for the modules taught in the semester. Module reports provide insights on issues related to the delivery of modules and plan of actions for the subsequent year, which are reported in the Annual Programme Monitoring Report.

College Academic Committee (CAC)

CAC is the highest decision-making body for all matters related to academic affairs in the College. In particular, CAC serves as the guarantor of academic standards and quality in respect of the design, delivery, development and promotion of best practice in curricula, programmes, general educational matters and research within the College. It is responsible for implementation of the University academic quality assurance policies and procedures covering the development and the monitoring of taught programmes, learning and teaching and the academic support of students within the College. CAC is chaired by the DAA, with members constituting of President, Dean of Student Affairs, Dean of Research & Industrial Linkages, elected staff representatives (HoDs & selected PLs), elected student representatives (two student leaders), representative of other groups of staff (Librarian & ICT Officer), an external member and one senor academic as a secretary.

Programme Committee (PC)
At the programme level, PC is responsible for the effective conduct, organization and development of the programme, including appointment of module tutors, allocation of teaching-learning resources required for the semester. PC is chaired by the PL, with all MTs/Module Coordinators of the programme and at least three students of the programme representing different cohorts, constituting the membership.

Student Consultative Meetings (SCM)
The purpose of the SCM is to involve students in the operation of programmes and in improving the effectiveness of their own education. The SCM is convened at the Departmental level once in the mid-semester. The meeting provides a forum for the students to provide feedback on all elements of the programme such as the delivery of the modules; the subject matter of the modules; the effectiveness of the teaching, learning and assessment approaches; the adequacy of teaching learning resources; progression and achievement; guidance and support as well as examples of good practice. The SCM is chaired by DAA, with HoD, PLs and at least two student representatives from each year of the programme constituting the membership.

Student Module Evaluation (SME)
SME is another quality assurance and enhancement mechanism in which students are engaged in the assurance and enhancement of their educational experience. Through this mechanism, the College seeks feedback from all the students enrolled for the module in terms of module delivery, resources available, quality of learning and teaching, relevance of assessment methods, and the professionalism of module tutors. SME is done at the end of the semester through use of the RUB-wide standard module evaluation form, integrated into the VLE. The line managers (Programme Leaders, Head of Departments and Dean of Academic Affairs) at the College review the feedback for every module and actions are taken when the new semester starts.

Annual Programme Monitoring Report (APMR) and Module Report (MR)
APM is a key component of the University's quality assurance and enhancement processes which provides assurance of the continued quality, standards and relevance of programmes in operation. APMR ensures that programmes leading to an award of the University meet their aims and learning outcomes effectively, while at the same time, it strives to enhance the quality of learning and teaching at the University. It is a continuous process of appraising the performance of programmes throughout the year culminating in a consolidated Annual Programme Monitoring Report at the end of the academic year. Programme Leader is responsible for compiling the APMR.

The MR provides a critical appraisal of the delivery of a module by reviewing its current strengths and weaknesses, and provides evidence upon which to plan the improvement of the module. It feeds the APMR by providing informed, evidence-based action points for the programme of which the module forms a part. Module tutor (or the module coordinator) is responsible for producing the module report.

Programme Board of Examiners (PBoE)
As outlined in “The Wheel of Academic Law”, the PBoE ensures that module assessments are in compliance with the validated/reviewed module descriptors and the progression of students to the next level is assessed in compliance with RUB regulations. PBoE is chaired by a senior member of the staff cognisant of the programme but not closely involved in it, with HoD, PLs, staff with assigned responsibility for assessments, and an external examiner appointed by the Academic Board constituting the membership.

Moderation of Assessments
Moderation is a quality assurance process to ensure assessment is accurate, consistent and fair. It also assures that the results are an accurate reflection of performance and can be relied upon by students and staff within the university, as well as by external stakeholders. As required by the RUB regulation: “D8 Moderation of Assessments” of “The Wheel of Academic Law” (www.rub.edu.bt), at Sherubtse College all ‘assessment tasks’ and ‘assessed student works’ constituting 20% or more of the total assessment weighting of a module are

moderated through internal and external moderation process. Internal moderation is done by a moderation committee, consisting of tutors from the same discipline, who may or may not teach the module. External moderation is the review of examination questions and a representative sample of answer scripts, and assessed components of continuous assessment tasks for a module by the external examiner(s) for a programme.

Role of External Examiners
External examiners are independent advisers for a programme in operation. They contribute to the quality assurance and enhancement of a programme by providing an external view on assessments, student achievements, academic standards and a range of academic matters related to the delivery of a programme. The roles and responsibilities of external examiners are outlined in regulation D3 “External Examiners” in The Wheel of Academic Law.
In addition to the university-wide mandatory procedures, Sherubtse has instituted the following internal quality assurance and enhancement initiatives:

Department Academic Committee (DAC)
Given multiple programmes offered by each department at Sherubtse College, the DAC of Mathematics and Computer Science is mandated with the responsibility of promoting academic quality and standards of the department, besides implementing resolutions of the CAC at the departmental level. The committee is chaired by the HoD, with PLs and all MTs constituting the membership.

Semester Guide (SG)
At Sherubtse College, one staff member is appointed as SG from among the module tutors for each cohort of students for every programme. SG is responsible for giving guidance on both academic and non-academic matters, which includes counselling/parenting, advising on class attendance records, and reporting specific academic needs of students to MT and PL.

1.10 Academic Staff

To run the three-year DCPM programme, six faculty members are required, but currently, there are ten faculty members for the programme as all the faculty members are also engaged in teaching existing programmes such as English, History, Geography, Media Studies and Environmental Science.

Faculty members were selected based on their competencies and relevant subject backgrounds. Most of them have more than five years of teaching experience in universities, hold a master's degree qualification, and are all in regular service terms. The majority of the faculty members have backgrounds in social sciences, arts and humanities. Skills of faculties in such backgrounds transfer well to the skill requirements for the new programme. Despite some match in skill requirements, there was a need for existing faculty to acquire new skills and knowledge in preparation for successfully running the new programme. Faculty in the programme have already engaged in various training, with further training required have been identified (for details refer section on PD).

With regard to current HR mapping, the majority of the faculty members have a full workload up to June 2025 to run the old programme. However, some faculty members need to teach the new programme from July 2023, along with the old programmes. Therefore, all ten faculty members will be fully engaged in teaching old and new programmes until December 2025.

The DCPM programme has 14 core modules, including 2 common modules. For module development, each faculty member was assigned a module which they will be teaching. Even the 2 common modules will be taught by the DCPM faculty members as the programme has expertise on it. However, the programme has a gap to teach two core modules, Data Scriptwriting & Storyboarding, and Web Analytics & Data Communications, as it

could not identify a suitable person. Therefore, the programme will either train existing faculty members in 2023-24 academic year or recruit new with the expertise.

Unlike the old programme, the final year 'Capstone project', which is equivalent to three modules (36 credits), will require additional faculty members, which is not considered in the HR mapping. For this project, 4 to 5 students in a group will be assigned to each faculty member to guide them with their capstone project.

The following table shows the detail of faculty member's workload based on their competency:

Table 1: Qualification of Faculty in DCPM

Sl no	Name	Qualification
1	Yezer	PhD (Social Policy)
2	Sonam Choeki Wangmo	BA (Demography)
3	Jamyang Dolkar	MSc. (Environmental Science)
4	Sangay Choden	MA (English)
5	Yeshey Wangmo	MA (Demography)
6	Anju Chhetri	MA (Media Studies)
7	Dr.Chitra S	PhD (English)
8	Sangay Lhaden	MSc (Strategic Digital Marketing)
9	Phub Dem	MSc Project Management

Table 2: Work Load of Faculty in DCPM

		Spring 2024		Autumn 2024		Spring 2025		Autumn 2025	
SL no	Name	New prog	Old prog	New prog	Old prog	New prog	Old prog	New prog	Old prog
1	Yezer		2	1	1	1	1	2	
2	Sonam Choeki Wangmo		2	1	1	1	1	2	
3	Jamyang Dolkar		2	1	1	1	1	2	
4	Yeshey Wangmo	1	2	1	1	1	1	2	
5	Anju Chhetri	1	1	1	1	2	1	1	
6	Dr.Chitra S		2	1		1	1	2	
7	Sangay Lhaden	1	1	1	1	1	1	1	

8	Sangay Choden	1	1	1	1	1	1	1	
9	Phub Dem			1	1	1	1	1	

PD Program

The majority of faculty members have indicated a strong interest in a professional development program focusing on project management and digital tools and techniques, including training sessions on MS Project and Excel for project management. Additionally, there is a subset of faculty who have expressed a desire for training in areas such as business analysis, data governance, gamification, transmedia design, and other related topics. Furthermore, it is evident that there is a need for a professional development program covering data scriptwriting, storyboarding, web analytics, and data communications, as these topics are not frequently included in existing course offerings.

Table 3: Professional Development Details for faculty in DCPM

Name	PD Taken	PD Required
Yezer	Basic course on Project Management	Advance Project Management and MS Project/ Excel for PM
Sonam Choeki Wangmo	Foundations to Project Management, Agile Project Management (Basics)	Agile PM tools/methodological approaches, PM tools, Global Business Analytics and data governance
Jamyang Dolkar	Foundations to Project Management	PM Tools and Techniques, Agile PM
Yeshey Wangmo	Foundations to Project Management	PM Tools and Techniques, MS Project/ Excel for PM
Anju Chhetri	Introduction to Project Management, Digital Marketing	Design, Skills in use of PM Tools, Marketing Tools
Sangay Choden	Foundations to Project Management	PM Tools and Techniques, MS Project/ Excel for PM
Sangay Lhaden	Completed MSc in Digital Communication	UIUX, Gamification and Web analytics
Phub Dem	Completed MSc in Project Management	PMI Certification

1.11 Resource needs

Accommodation

Sherubtse has 20 on-campus residential accommodations - 10 female residences and 10 male residences. By July 2023 it is expected that the students' intake will be reduced and therefore, the new batch of students can be easily accommodated in the existing hostels.

Status of accommodation is as follows:

Type of accommodation	No. of Units	Total Capacity
For Men	10	80*10=800
For Women	10	80*10=800
Total	20	1600

Library Support
Sherubtse College Library has a good collection of subject-specific books, journals, and periodicals of various disciplines. The library also has access to online journals and e-library facilities such as ProQuest eBook Central, JSTOR, EBSCO, DOAJ, etc. Furthermore, the college plans to maximize the use of online resources, or the E-library and leverage on free resources available, such as DITT's Udemy, O'Reilly library and other online resources.

Computing Support
Currently, the College has three computer labs with 30 computers each with Internet connectivity. The labs are also equipped with Wi-Fi facilities, which enables students to use their personal laptops. However, to meet the requirements of the new programmes, the management has committed to procuring high-end computing machines (each with 16 GB RAM, i7) in all the labs (90 computers). The programme will use a common computer lab set up for the new proposed programmes.

Software
The programme will use open source and free software package

Other Support Facilities
The college has the following support facilities for the smooth functioning of the programme:

- Reading Space: There are spacious reading places in the library, student service centre and around the academic block of the College for students' use after class hours.
- Wi-Fi connections are available around the academic blocks, student service centre, library and the administrative building. Further, there is a dedicated lab with Wi-Fi facilities available from 8.30 am to 10 pm for the students' use.
- Student service centre also has a counselling centre with the three trained counsellors who are available as and when students require. Further, a toll-free number 6006 can be contacted any time for availing counselling related services.
- Student service centre also has a Happiness and Wellbeing Center that frequently conducts Mindfulness and Yoga sessions, which can be attended by interested students. It also has a mini library with books related to mindfulness and personality development.
- Student Service Centre also hosts a reprographic centre where students can avail printing and photocopying services with nominal charges.
- To promote the conducive teaching and learning environment, a minimum of two rooms will be converted and called Sherubtse Digital Studio. These rooms will facilitate students and staff to discuss related academic matters and activities in a congenial environment despite normal classroom settings. Specifically, these rooms will be useful for the industry capstone project management, where different groups of students and staff will be discussing their ideas and issues to achieve their learning outcome. It is recommended that these rooms are designed well with moveable furniture and require facilities.

2. Module Descriptors:

Year 1 Modules

Module Code and Title: BLM101 Foundations of Project Management
Programme: Digital Communication and Project Management
Credit Value: 12
Module Tutor: Sonam Choeki Wangmo

General objectives
The module aims to provide students with a comprehensive introduction to the fundamental principles of project management. Through a diverse array of teaching methodologies, including theoretical instruction and hands-on class activities, students will acquire a robust understanding of key project management concepts and terminologies. The curriculum is designed to equip learners with practical skills in applying various project management tools and techniques, enabling them to effectively tackle real-world challenges across diverse project types. By engaging with case studies, students will gain valuable insights into the practical application of project management principles, enhancing their ability to analyze and solve complex project-related problems. Ultimately, the module seeks to cultivate a strong foundation in project management, empowering students to confidently navigate and successfully manage projects in their future professional endeavors.

Learning outcomes
On completion of this module, students will be able to:

1. demonstrate a comprehensive understanding of fundamental project management concepts and terminologies.
2. apply key project management tools and techniques to solve practical problems in various project scenarios.
3. analyze and evaluate case studies to gain insights into real-world project management practices.
4. develop critical thinking skills in the context of project management decision-making.
5. collaborate effectively in group settings to complete project-related tasks and discussions.
6. utilize relevant project management tools for planning, execution, and monitoring of projects.
7. interpret and apply theoretical knowledge to practical project management situations.
8. demonstrate the ability to manage projects across different industries and contexts.
9. engage in self-directed learning to continuously improve project management skills and knowledge.

Learning and Teaching Approach

Type	**Approach**	**Hours per week**	**Total credit hours**
Contact	Teaching	2	35
	Practical exercises	2	25
Independent	Independent study, guest lecture and project work	4	60
	Total		**120**

Assessment approach
Assessment will be carried out on a continuous basis through the following assignments:

a. Development of a Project Charter (10%)

As an individual assignment, students will develop a project charter for a project of their choice. The project should be related to a topic of their interest or an area of study. Students should carefully consider their choice of project, as it will be used in assessment 3 and 4.

Project Charter Assessment Criteria

5 marks	Content: *Clearly defines project scope, objectives, stakeholders, and constraints.*
2 marks	Coherence and clarity: *Logical flow, well-structured, and easy to understand.*
2 marks	Creativity and originality: *Demonstrates innovative thinking and unique approach.*
1 mark	Compliance with assignment requirement: *Adheres to APA guidelines, formatting, and submission criteria.*

b. quiz (15%)

In this case study, the students will delve into the critical realm of Agile methodologies and their application in real-world scenarios. By selecting and dissecting a specific business scenario, they will gain hands-on experience in scoping challenges, choosing the appropriate Agile framework, forming effective cross-functional teams, and implementing Agile practices. This task equips them with the skills to align Agile principles with organizational goals, prioritize value delivery, create value roadmaps, and measure success through relevant KPIs. Ultimately, it empowers students to develop practical recommendations for sustaining Agile practices, preparing them for careers in today's dynamic business landscape, where agility and value creation are paramount. This assessment will assess the learning outcomes 1, 7, and 8.

Quiz Assessment Criteria

5 marks	Scoping the Scenario: *Clearly defines the business problem, context, and constraints.*
5 marks	Agile Framework Selection: *Justifies the choice of an Agile framework with relevance to the scenario.*
5 marks	Team Formation and Roles: *Defines team structure, roles, and responsibilities effectively.*
5 marks	Agile Practices Implementation: *Applies Agile practices appropriately to address the scenario.*
5 marks	Value-Driven Approach: *Aligns Agile implementation with value delivery principles.*
5 marks	Creating the Value Roadmap: *Develops a clear roadmap outlining key Agile milestones.*
5 marks	Measuring Success: *Identifies and justifies relevant KPIs for evaluating Agile success*
5 marks	Conclusion and Recommendations: *Provides insightful recommendations for sustaining Agile practices.*

c. Case study (30%)

The students will select either a completed or ongoing project within the Trashigang area that aligns with their previously developed project charter from Assessment 1. They will then embark on a comprehensive analysis, evaluating the project's adherence to established project management frameworks, including project phases, life cycles, process groups, and the integration of the 8 performance domains or 10 knowledge areas. This in-depth examination will span from the project's inception to its current state or completion. Upon concluding their case study report, the students will synthesize their findings into a concise yet impactful 5-minute oral presentation. This presentation will not only encapsulate the essence of their project charter and case study report but also

showcase their ability to distill complex project management concepts into clear, actionable insights. Through this assignment, students will hone their analytical skills, creative problem-solving abilities, and professional communication competencies, all while gaining hands-on experience in real-world project management scenarios. This assessment will assess the learning outcomes 3, 5, and 6.

Case Study Assessment Criteria

For case study report

20 marks	Content: *Depth of analysis, alignment with project management frameworks, integration of project phases, life cycles, and performance domains/knowledge areas*.
3 marks	Coherence and clarity: *Logical flow, structured argument, clarity in explanation.*
2 marks	References: *Proper citation, credibility of sources, adherence to APA academic standards.*

For presentation

2 marks	Content: *Concise summary of key findings and disussions, relevance to project charter and case study.*
2 marks	Creativity and engagement: *Effective use of visuals, storytelling, audience engagement.*
1 marks	Time management: *Adherence to time limit, smooth pacing*

d. Collaborative Project Management Plan Development (45%)

In this group assignment, students will collaborate in teams of 5-6 to develop a robust project management plan based on a previously selected project charter from Assessment 1, incorporating insights and recommendations from Assessment 2. The learners will apply various project management tools and techniques to create a detailed plan that addresses key aspects of project execution, monitoring, and control. The assignment will culminate in a 15-minute video presentation, where the students will succinctly summarize their project management plan, highlighting its key components and strategies. This task is designed to enhance the students' ability to work effectively in teams, apply theoretical concepts to practical scenarios, and develop crucial presentation skills. The assignment will be evaluated based on its thoroughness, practicality, and alignment with best practices in project management, while the video presentation will be assessed on clarity, content, and the team's ability to effectively communicate their plan's core elements. This assessment will assess the learning outcomes 4 and 9.

Project Management Plan Development Assessment Criteria

For the written assignment

5 marks	Thoroughness of the Plan: *Clear objectives, scope, and deliverables with well-defined strategies.*
5 marks	Practicality and Feasibility: *Realistic implementation with consideration of constraints.*
6 marks	Application of Project Management Tools: *Effective use of frameworks and methodologies.*
5 marks	Incorporation of Insights from Previous Assessments: *Logical integration of past feedback and analysis.*
4 marks	Clarity and Organization: *Well-structured, logically sequenced, and professionally presented.*

For the presentation;

2 marks	Clarity of Communication: *Logical flow, articulation, and ease of understanding.*
3 marks	Content Quality: *Accuracy, relevance, and depth of information.*

2 marks Team Collaboration: *Balanced participation and role distribution.*
3 marks Engagement and Delivery: *Confidence, enthusiasm, and audience engagement.*

For the peer evaluation;
2 marks Contribution to the team effort: Active and meaningful participation.
3 marks Communication and collaboration: *Effective sharing of ideas and open communication within the team.*
2 marks Responsibility and accountability: *Fulfillment of assigned tasks and meeting deadlines.*
3 marks Quality of work: *Consistency in delivering high-quality work throughout the project.*

Overview of the assessment approaches and weighting

Continuous assessment	**Areas of Assessment**	**Quantity**	**weighting**
A (Theory)	Development of a Project Charter	1	10
	Quiz	3	15
	Case study report	1	25
	PM plan development	1	25
B (Practical)	Case study video presentation	1	5
	PM plan development presentation	1	10
	Peer evaluation (PM plan dev.)	1	10
Total		100	

Pre-requisites: None

Subject matter

Unit I: Introduction to Project and Project Management
1.1 Define a project and identify the importance of initiating a project
1.2 Define project management
1.3 Identify the difference between the PMBOK 6 and PMBOK 7
1.4 Discuss the project management principles
1.5 Describe the 10 knowledge areas and 8 performance domains of project management
1.6 Understand the process for project management certification.

Unit II: Eight Performance Domains of Project management
2.1. Discuss the eight performance domains of project management
2.2. Identify the different performance domains in a project
2.3. Understand the tools for project management.

Unit III: Structuring a project
3.1. Recognize and comprehend the key elements of the project management life cycle
3.2. Explain the project phases and life cycle
3.3. Identify the project phases in projects

Unit IV: Project Management Process Groups
4.1. Explain the project management process groups
4.2. Identify the project process groups in projects
4.3. Map the project process groups into the 8 performance domains
4.4. Create charts for the 8 performance domains in relation with the project process groups using

project management tools

Unit V: Agile Project Management
5.1. Discuss the principles of agile project management
5.2. Explain the phases of agile project management
5.3. Evaluate the benefits and drawbacks of agile project management
5.4. Compare and contrast agile project management with predictive and waterfall project management
5.5 Describe a hybrid project management

Reading List
Essential Reading

Horine, G. (2017). Project Management Absolute Beginner's Guide (4th edition). Que Publishing.
Institute, P. M. (2021). A Guide to the Project Management Body of Knowledge (Seventh edition). Project Management Institute.
Kerzner, H. R. (2002). Strategic planning for project management using a project management maturity model. John Wiley & Sons.
Pinto, J. K., & Pearson. (2016). Project management: achieving competitive advantage. Boston: Pearson.
What is Agile Project Management (APM)? | Definition from TechTarget. (n.d.). CIO. Retrieved 12 April 2023, from https://www.techtarget.com/searchcio/definition/Agile-project-management

Date: February 2025

EPS101 Introduction to Environmental and Global Economics

Module Code and Title: EPS101 Introduction to Environmental and Global Economics
Programme: Bachelor of Economics and Political Science
Credit Value: 12
Module Tutor: Ugyen Lhendup

General Objective
This module will introduce students to environmental issues and equip them to analyze these issues from an economic and global perspective. This module aims to provide students the relevant theories, methodological tools and evidence to understand pertinent environmental problems. Students then will be able to apply these concepts to evaluate local and global environmental policies and issues.

Learning Outcomes
On completion of the module, students will be able to:
1. Identify the pertinent environmental issues.
2. Explain economic concepts and linkages to environmental problems.
3. Describe economic concepts related to the environment.
4. Discuss the importance of valuation on environmental problems.
5. Evaluate different valuation method to measure environmental goods.
6. Analyze the repercussions of environment degradation on the economy.
7. Evaluate the current policies and identify alternative policies.
8. Evaluate environmental policies.

9. Demonstrate and debate challenges related to sustainability issues for economic growth.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	3	**60**
	Presentation and discussion	1	
Independent study	Self-directed study	1	**60**
	Written assignments	1.5	
	Peer reviewed	1	
	Case study	0.5	
Total		8	**120**

Assessment Approach

The assessment approach consisted of continues assessment of 60 marks and semester end examination of 40 marks on following approaches:

a. Mock Presentation (5%)

Students will be assigned in groups of four to five members to write an assignment. The group assignment will be provided after completion of the teaching of real-world environmental issues. The students will complete an assignment of 800 to 1000 words as a group. The group assignment is intended for peer learning, deep learning, long-term information retention, strengthening communication and teamwork skills, and to examine contemporary environmental issues. Assignment topics will be determined by the module tutor and will assess the student's understanding of environmental problems and its causes and implications. The group assignment will be assessed by module tutor and peers. Peer evaluation fosters consistent evaluation of participation, quality, and quantity of work. The assignment will assess the learning outcomes 1,2,3,5.

Peer Evaluation Criteria

1 mark Participation and engagement: *Actively participated in all stages of the assignment. Contributed to group meetings and discussions with valuable input and ideas.*

2 marks Content quality: *Provided well-researched, relevant, and thoughtful content that directly contributed to understanding environmental issues.*

1 mark Teamwork and collaboration: *Worked collaboratively, and helped the team in meaningful discussion.*

1 mark Report contribution: *Contributed to drafting and finalizing the report, ensuring clear and concise communication. Actively assisted with editing and refining the assignment for coherence, grammar, and flow.*

Module Tutor Evaluation Criteria

1 mark Structure: *The assignment is well-organized with a clear introduction, body, and conclusion. The structure enhances the readability and flow of the work.*

3 marks Understanding the issues: *Demonstrates a comprehensive understanding of the environmental issues and their causes. Provides relevant context and insights that show depth of knowledge on the topic.*

3 marks Analysis of impact: *Provides a thorough analysis of the impact of the environmental issue(s) on various stakeholders, such as communities, economies, and ecosystems. The analysis is insightful and well-supported by evidence.*

2 marks Substantial use of relevant literature: *The assignment makes substantial use of high-quality, relevant literature (e.g., peer-reviewed articles, books, reports) to support arguments and provide evidence.*

1 mark Grammar and reference: *The assignment is grammatically correct, and references are properly formatted.*

b. Individual Assignment (15%)

Students will be tasked to critically evaluate different environmental valuation methodologies used and their merits and limitations. The written assignment will cover topics related to the interlinkage between the environment and economics, externalities and valuation of environmental resources. The assignment will be for 1000 to 1500 words. The assignment will be written in three drafts; the first draft to be peer-reviewed, the second and final essay to be assessed based on the following criteria. Learning outcomes 1,2,3,4, and 5 will be assess by this assessment.

Second Draft Criteria

2 marks Introduction, body and content: *Clearly define topic and outline the key issues related to environmental valuation. The body presents a well-organized and detailed discussion. The content is informative, accurate, and focused, ensuring that the arguments are supported by evidence and directly related to the topic.*

2 marks Arguments and informed critic: *Demonstrates a deep understanding of various environmental valuation methodologies and their applications. Th arguments are well-supported with evidence and examples. Acknowledges the merits and limitations of different methodologies, offering insightful analysis of how they relate to environmental and economic factors.*

1 mark Organization: *A logical flow, with clear transitions with distinct introduction, body, and conclusion sections.*

Final Draft Criteria

2 marks Introduction, body and content: *Clearly define topic and outline the key issues related to environmental valuation. The body presents a well-organized and detailed discussion. The content is informative, accurate, and focused, ensuring that the arguments are supported by evidence and directly related to the topic.*

2 marks Arguments and informed critic: *Demonstrates a deep understanding of various environmental valuation methodologies and their applications. Th arguments are well-supported with evidence and examples. Acknowledges the merits and limitations of different methodologies, offering insightful analysis of how they relate to environmental and economic factors.*

1 mark Organization: *A logical flow, with clear transitions with distinct introduction, body, and conclusion sections.*

c. Case Study (25%)

Students will be allocated into groups of four to five members each and assigned a case study relating to environmental policies. They will have to write a case study report of 10 marks and deliver a presentation after conducting the case study of 15 marks**.** This is to foster the students' ability to work with other students and develop oral presentation skills. This assignment will cover learning outcomes 6,7, and 8.

Case Study Report Criteria

Students will be required to write a report on a case study which will assess their evaluation of different environmental protection measures followed across different countries. The report will focus on the environmental policy of Bhutan and its comparison with other countries' environmental policies. Groups will compare and contrast existing environmental policies and draw a critical analysis. The report will be able to inform the tutor about the student's preparedness for the presentation and knowledge on the environmental policies. Groups will submit reports in three drafts to keep track of their progress. The case study will be assessed based on the following criteria:

2 marks	Structure: *The report has a clear, well-organized structure with a logical flow of sections (introduction, body, conclusion) and well-defined headings.*
2 marks	Policy assessment: *The report provides a thorough assessment of Bhutan's environmental policies and those of other countries, covering key aspects with proper context.*
3 marks	Comparative analysis: *The report offers a strong comparative analysis, highlighting key differences and similarities between Bhutan's policy and those of other countries, supported by factual evidence*.
3 marks	Critical analysis: *The report offers a critical analysis of the policies, evaluating their effectiveness, identifying weaknesses, and discussing broader implications.*

Case Study Presentation Criteria

Oral presentation will be conducted after the completion of the case study report to provide students with better understanding of the related concepts. Each group will make a ten-minute presentation comparing and critiquing environmental protection measures. The presentations will be assessed based on the following criteria:

2 marks.	Structure: *The presentation is well-structured, with a clear introduction, body, and conclusion. Ideas flow logically, and key points are effectively highlighted.*
4 marks	Content: *The presentation offers a detailed overview of the case study, with a strong comparison and critique of environmental protection measures, supported by accurate and relevant evidence.*
4 marks	Delivery: *The presenters speak clearly, confidently, and at an appropriate pace. They engage the audience with enthusiasm, maintain eye contact, and use effective body language.*
2 marks	Presentation aids: *Visual aids (slides, charts, graphs) are used effectively to enhance the presentation. They are clear, well-designed, and support the key points.*
3 marks	Question and answer: *The group answers questions clearly, showing a Strong understanding of the case study and related concepts.*

d. Class participation (5%)

This mode of assessment is to encourage active participation of the students in their learning journey.

Assessment Criteria

1 mark Participation: *Participate in all group activities*
2 marks Contribution: *Engage in class discussions as an individual*
2 marks Engagement: *Listen attentively in the class and compete the tasks given including assignment*

e. Semester End Examination (40%)

There will be a Semester End Examination (SEE) for a duration of three hours. The exam will cover all topics in the module. More weighting will be given to the last unit on sustainable development.

Overview of the assessment approaches and weighting

Continuous assessment	Area of assignment	Quantity	Weighting (%)
A (Theory)	a. Peer evaluation-1st draft	1	5
	b. Tutor Evaluation-final draft	1	10
	a. First draft (peer-review)	1	0
	b. Second Draft	1	5
	c. Final Draft	1	10
B (Practical)	a. Case study report	1	10
	b. Presentation of case study report	1	15
	a. Class participation	1	5
C. Semester End Examination			40
Total			**100**

Pre-requisites: None

Subject Matter

Unit I: Overview of Environmental Issues

1.1 Nature and causes of emerging global environmental problem
- 1.1.1 Trends in global temperature change
- 1.1.2 Vulnerability of climate change
- 1.1.3 Ozone depletion substance
- 1.1.4 Human activities and greenhouse gas emission
- 1.1.5 Emerging water pollution

1.2 Economic and social implications of environmental problem

1.2.1 Effects of ozone depletion, climate change and air and water pollution on society, environmental and economics
1.2.2 Mitigation strategies for air and water pollution, climate change & ozone depletion
1.2.2.1 International agreements on pollution, climate change and ozone depletion
1.2.2.2 International actions to combat pollution: Male Declaration
1.2.2.3 International actions to combat climate change: UNFCC, IPCC, Paris Agreement
1.2.2.4 International actions to combat ozone depletion e.g., Vienna Convention, Montreal Protocol

Unit II: Interlinkage between the Environment and the Economy

2.1 Economics concepts related to environment 2.1.1. Circular Flow of Income
- 2.1.1 Pareto Optimality
- 2.1.2 Market failure
- 2.1.3 Externalities
- 2.1.4 Public and private ownership of resources

2.2 Relationship between the environment and economics
- 2.2.1 Environment and development trade-off using Production Possibility Frontier (PPF)
- 2.2.2 Environment Kuznets Curve
- 2.2.3 Material balance model
- 2.2.4 Repercussions of environment degradation on the economy
- 2.2.5 Positive and normative economic analysis
- 2.2.6 The roots of environmental degradation; industrialization, population growth, urbanization, excessive deforestation, etc.

Unit III: Valuation of Environment Resources

3.1 Importance of valuing the environmental goods
3.2 Types of value (use value and non-use value)
3.3 Internalizing externalities
- 3.3.1 Cost-Benefits Analysis (CBA)
- 3.3.2 Concepts of Willingness to Pay (WTP) and Willingness to Accept (WTA)
- 3.3.3 WTP and demand curve
- 3.3.4 Divergence in WTP and WTA for same environmental goods

3.4 Tourism taxation as a solution, payment for ecosystem services in Bhutan, and green tax
3.5 Approaches/methods to environmental valuation methods
- 3.5.1 Stated preference methods (Contingent Valuation method (CV)
- 3.5.2 Discrete Choice Method (DC)
- 3.5.3 Revealed Preference methods (Hedonic Pricing method, Travel Cost method, Preventive Expenditure Method)

3.6 Concepts of environmental/green accounting
- 3.6.1 Components of Green Accounting
- 3.6.2 Scale of environmental accounting (global. national and corporate environmental accounting)

3.7 Approaches to environmental management
- 3.7.1 Common and control regulation
- 3.7.2 Market based regulation
- 3.7.3 Voluntary regulation

3.8 Pollution tax
- 3.8.1 Pigouvian tax
- 3.8.2 Benefits and limitation of Pigouvian tax

Unit IV: Environmental Policies

4.1 Environmental policies and regulation of Bhutan
- 4.1.1 National Environmental Protection Act of Bhutan, 2007

4.1.2 Water act of Bhutan 2011
4.1.3 Waste Prevention and management act of Bhutan 2009
4.1.4 Forest and natural conservation act of Bhutan 2023

4.2 The stakeholders involved in formulation and implementation of environmental policy in Bhutan
4.2.1 National Environmental Commission of Bhutan
4.2.2 RSPN, WWF, UN, BTF

4.3 Compare and contrast the environmental policies of Bhutan with other countries (case study)
4.4 Polluter pay principal policy
4.5 Environmental emergencies
4.6 Financial Incentives and Charges for Environmental Compliance
4.7 Evaluation of environmental policies of Bhutan (case study)

Unit V: Sustainable Development

5.1 Concepts of sustainable development
5.2 Economic Approach of sustainability
5.2.1 Weak and strong view of sustainability
5.3 Ecological Approach of sustainability
5.4 Economic perspective on sustainability
5.5 Ecological perspective on sustainability
5.6 International action to combat environmental problems
5.6.1 The 17 United National Sustainable Development Goals
5.7 Applicability of Sustainability in practice
5.8 Approaches to address current sustainability issues:
5.8.1 Problem-solving approach vs regional approach

Reading list

Essential Reading

Kolstad, C.D. (2000) Environmental Economics, Oxford University Press: UK Resources, N. (2012). Environmental Economics. Science, 321(5896), 12–13. Retrieved from http://usir.salford.ac.uk/5586/

Scientific Assessment of Ozone Depletion: Twenty Questions and Answers About the Ozone Layer. https://csl.noaa.gov/assessments/ozone/2018/twentyquestions.

Shogren, J. F., & Taylor, L. O. (2008). On behavioural-environmental economics. Review of Environmental Economics and Policy, 2(1), 26–44. http://doi.org/10.1093/reep/rem027

Additional Reading:

Common, M, (1996) Environmental and Resource Economics: An Introduction (2nd ed.). Longman, 1996.

Costanza, R. & Pattern, B.C. (1995) Ecological Economics, Vol. 15, pp. 193-296. Fisher, A.C. (1981) Resource and Environmental Economics, Cambridge University Press.

Daly, H. E., Farley, J. C. (2006). Ecological Economics: Principles and Applications. Canada: Braille Jymico Incorporated.

Harman. E Daly (2008) Ecological Economics and Sustainable Development, Edward Elgar Publishing.

Date: February 2025

DAT101 Statistical Computing I

Module Code and Title: DAT101 Statistical Computing I
Programme: Bachelor of Economics and Political Science,

	Bachelor of Digital Communications and Project Management, Bachelor of Data Science and Data Analytics
Credit Value:	12
Module Tutors:	Karma Dorji, Ugyen Samdrup Tshering, P Paulraj
Module Coordinator:	P Paulraj

General Objective:
The module aims to give students a thorough understanding of the basic ideas and methods of statistical computing. In addition to developing their skills in data administration, processing, and interpretation, students will get practical experience utilizing spreadsheets and their functionalities to analyze and visualize data. Students will gain the critical thinking and problem-solving abilities required to pursue further education or careers in statistical analysis by learning how to apply statistical methods to real-world problems through workshop-style instruction, hands-on activities, and independent study.

Learning Outcomes:

On completion of the module, students will be able to:

1. elucidate the significance of statistics in resolving practical issues.
2. utilize statistical tools for data organization, manipulation, and analysis.
3. determine the many forms of data, including qualitative and quantitative.
4. manage a spreadsheet package's fundamental statistical functions.
5. make a distinction between inferential and descriptive statistics.
6. utilize the table tool to arrange and filter data, then use the Pivot Table tool to conduct fundamental statistical analysis such as frequency distribution.
7. use the Data Analysis tool to examine both univariate and bivariate data;
8. simulate the many probability distribution types, including continuous and discrete probability distributions.
9. determine the many forms of sampling methods, including probability sampling and non-probability sampling techniques.
10. model different kinds of sampling distributions.
11. use charts and graphs to effectively convey the statistical analysis.
12. utilize Data analysis Tool to do hypothesis testing and make inferences.
13. simulate hypothesis testing using Statistical functions.

Learning and Teaching Approach:

Type	**Approach**	**Hours per week**	**Total credit hours**
Contact	Lecture	2	75
	Laboratory Session	3	
Independent study	Group Project & Presentation	1	45
	Self-Study	2	
Total			120

The module will be taught using teaching sessions and practical sessions.

Teaching methods: Tutors can use a combination of lectures, labs, and online resources to introduce the concepts and tools of data science. Tutors may also use interactive software such as Orange to demonstrate how to perform data analysis tasks using visual programming.

Learning tasks: Tutors can assign students various types of data sets (such as text, images, audio, etc.) and ask them to perform data analysis tasks using Orange or other software tools. Students may be required to present their findings in a report or a presentation. Tutors can also design group projects where students collaborate to solve a real-world data problem using data science techniques.

To teach this module one of the following Open Source tools will be used: Apache OpenOffice Calc/Google Sheet.

These tools do not require much coding and manage to deliver better results than the paid versions like Microsoft Excel, Zoho Sheet, Smartsheet, and so on.

Assessment Approach:
The assessment will be carried out on a continuous basis through the following approaches.

A. In-Class Activity: (20%)
During the course of the semester, students will complete numerous in-class activities such as group discussions, problem-solving exercises, case studies, and short quizzes. At the end of the in-class activity session, groups may be asked to present their work to the class, or to submit their completed work for grading or evaluation. The activities also provide opportunities for students to collaborate with their peers and receive feedback from their instructor/peers, which can further enhance their learning experience. The final grade will be based on the average of all in-class activity marks, which accounts for 20% of the overall grade of the module.

B. Individual Assignment: (15%)
Students will have to complete two individual assignments throughout the semester, which in combination will make up 15% of their final grade. The first assignment will concentrate on descriptive statistics, while the second assignment will centre on inferential statistics. Through these assignments, students will have the opportunity to enhance their abilities in data analysis, interpretation, and proficiency in statistical techniques by utilizing spreadsheets. The individual assignment will be assessed on the basis of following criteria:

- Academic Writing and Integrity (10%)
- Statistical Analysis and Reasoning (50%)
- Formal Statistical Reporting (20%)
- Presentation (20%)

Further, each component of the marking criteria will be assessed using the rubrics below;

Criteria	Outstanding (6-7.5)	Excellent (4.5-6)	Proficient (3-4.5)	Developing (1.5-3)	Needs Improvement (0-1.5)	Multiplying factor
Academic Writing and Integrity	Demonstrates accurate academic writing structure, grammar, and vocabulary. Properly paraphrases, avoids plagiarism, and uses appropriate referencing and sources.	Accurate use of vocabulary, syntax, grammar, and spelling with minimal errors. Exceptional paraphrasing and referencing, with synthesis of appropriate sources.	Minor structural or grammatical errors. Appropriate paraphrasing and referencing, but lacks synthesis of sources.	Several structural or grammatical errors. Paraphrasing and referencing require improvement, with some inappropriate sources.	Poor academic writing structure, numerous errors, and evidence of plagiarism. Referencing is missing or inappropriate.	0.1

Statistical Analysis and Reasoning	Correctly selects and justifies statistical tests/methods, performs accurate calculations, and makes sound statistical decisions and interpretations.	Test/method choice is explicitly stated, correct, and well-justified. All calculations are accurate, and interpretations are consistently correct and well-articulated.	Test/method choice is correct but justification may be inaccurate for some questions. Minor calculation errors, but interpretations are mostly accurate.	Test/method choice is implied or lacks justification. Some calculation errors, and interpretations are incomplete or partially incorrect.	Incorrect test/method choice. Significant calculation errors, and interpretations evidence a lack of understanding.	0.5
Formal Statistical Reporting	Provides clear hypothesis statements, notation definitions, and conclusion statements consistent with interpretations and supported by relevant statistics.	Hypothesis statements and notation definitions are consistently correct. Conclusion statements are well-structured and fully supported by relevant statistics.	Hypothesis statements and notation definitions are mostly correct. Conclusion statements are consistent but may have minor structural errors or missing statistics.	Hypothesis statements and notation definitions are inconsistent or incomplete. Conclusion statements are partially inconsistent or lack supporting statistics.	Hypothesis statements are missing or incorrect. Conclusion statements are inconsistent, poorly structured, or lack relevant statistics.	0.2
Presentation	Delivers relevant content with clear formatting, logical workflow, and concise description of results.	Content is relevant and free of redundancy. Figures, tables, and numbers are well-formatted. Workflow is logical, and results are clearly described.	Minor instances of irrelevant content or formatting issues. Workflow is mostly logical, and results are well-described but may lack clarity in some areas.	Several instances of irrelevant content or formatting issues. Workflow is inconsistent, and results lack clarity or detail.	Irrelevant content throughout. Figures, tables, and numbers are poorly formatted. Workflow is illogical, and results are missing or incoherent.	0.2
Total						

C. Practical Test (40%)

Throughout the semester, the student will undertake three individual practical tests, which together account for 40% of the final grade. Practical Test 1 will be conducted for one hour after the completion of the first three units and will contribute 10% to the final grade. Practical Test 2 will also be one hour long, assessing content from the

next two units, and will contribute 10% to the final grade. Practical Test 3 will be conducted at the end of the semester, lasting two hours. This test will cover all the units taught throughout the semester and will contribute 20% towards the final grade

These tasks will provide students with opportunities to acquire skills in collecting, analyzing, and interpreting data and to develop proficiency in using suitable statistical techniques. The evaluation of the practical tests will be conducted based on a rubric that delineates the standards and requirements for each test.

D. Group Project (25%)

The students will collaborate in groups of three or four to complete a project that focuses on applying statistical concepts to real-life data. The project will involve formulating statistical questions, designing an analysis plan, selecting appropriate statistical methods, and effectively communicating results. Through this project, students will have the opportunity to improve their data analysis and interpretation skills using relevant statistical techniques with real-world datasets.

The outline of the group project is as given below;

1. **Project proposal**

As a group, students will be tasked with preparing a project proposal within a word limit of approximately 1000-1500 words. The proposal should include a clear and concise description of the project's relevance and significance, as well as an overview of existing knowledge in the context of the project. Students should identify the knowledge gap they aim to address and outline the expected outcomes of their study. Additionally, they must describe the type of data they will be working with, its characteristics, and how it will support answering the research question. The proposal should also detail the specific aims and methodology of the project, including the computational and statistical approaches to be utilized. Finally, the division of labor must be clearly defined, with tasks assigned among group members, accompanied by a table outlining each member's background and job assignments. The project proposal will be assessed based on the following marking criteria:

a. Motivation and Background (20%)
b. Research Question/Hypothesis (20%)
c. Dataset (15%)
d. Aims and Methodology (30%)
e. Division of Labor (15%)

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Motivation and Background	The motivation and background demonstrate exceptional depth, clarity, and critical analysis, highlighting the project's unique contributions.	The motivation and background are well-presented, providing a clear understanding of the project's context and significance.	The motivation and background provide some relevant information but lack depth or clarity.	The motivation and background are not adequately addressed or are missing important information.
Research Question	The research question/hypothesis is exceptionally well-crafted, demonstrating originality, innovation, and a strong alignment with the project's objectives.	The research question/hypothesis is clearly defined, specific, and directly aligns with the project's objectives.	The research question/hypothesis is somewhat clear but lacks specificity or may not align with the project's objectives.	The research question/hypothesis is unclear, vague, or not properly formulated.

Dataset	The dataset chosen is exceptional, providing rich, high-quality data that allows for in-depth analysis and meaningful insights.	The dataset selected is appropriate, relevant, and sufficiently comprehensive for addressing the project's objectives.	The chosen dataset is somewhat relevant, but it may have limitations or gaps in terms of data quality or coverage.	The dataset selection is inappropriate, incomplete, or lacks relevance to the project.
Aims and Methodology	The aims and methodology are exceptionally well-developed, demonstrating a comprehensive and innovative approach to achieving the project's objectives.	The aims and methodology are well-defined, clearly articulated, and directly aligned with the project's objectives.	The aims and methodology are somewhat clear but may lack detail or may not fully address the project's objectives.	The aims and methodology are poorly defined, lacking clarity, or not aligned with the project's objectives.
Labor Division	The division of labor is exceptional, demonstrating a strategic allocation of tasks that maximizes each group member's strengths and promotes efficient collaboration.	The division of labor is clearly outlined, assigning specific responsibilities to each group member and demonstrating a fair and effective distribution of tasks.	The division of labor provides a basic outline of tasks, but it may lack specificity or clarity in assigning responsibilities.	The division of labor is not clearly outlined or lacks a logical distribution of tasks among group members.

1. Project report

In a group, students will prepare a comprehensive report for their project, ensuring that the following tasks are completed within a word limit of approximately 2000-2500 words. The report should:

- Introduce the research question or problem statement, providing context and background information.
- Describe the research methodology, including the data collection process, any statistical techniques used, and the analysis of the results.
- Present the findings of the research in a clear and concise manner, incorporating tables, charts, or graphs to support the conclusions.
- Discuss the implications of the research, including any limitations or areas for future study.
- Conclude with a summary of the findings and their significance, along with any recommendations based on the research.

The project report will be assessed based on following marking criteria:

a. Introduction and Overview of Research (10%)
b. Research Question and Statistical Hypotheses (10%)
c. Methodology (15%)
d. Descriptive Statistics (10%)
e. Statistical Analysis (20%)
f. Results and Discussions (20%)
g. Writing Technique (10%)
h. References (5%)

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Introduction and overview of research	Provides a clear and thorough background and introduction.	Provides a partial or incomplete background and introduction.	Provides a background and introduction that is not related to the project.	Introduction and/or background not provided.
Research questions	States a specific, measurable research question.	States a clear research question but may not be easily or properly measured.	States a vague, untestable research question.	No clear research question posed.
Methodology	Provides a clear explanation of the project's methods including data collection plan and appropriate statistical analysis.	Provides an adequate explanation of project's methods. Some minor deficiencies seen in methods and statistical analysis.	Provides an unorganized or inadequate explanation of experimental methods. Data collection unclear and/or statistical analysis incorrectly applied or not clearly explained.	Explanation of experimental method is missing.
Descriptive Statistics	Appropriate graphs and summary statistics are used to give a preliminary answer to the research question, effectively summarizing the data and its characteristics.	Adequate presentation with relevant graphs and summary statistics, providing a reasonable understanding of the data and its characteristics.	Partially accurate presentation with some inconsistencies or missing details, utilizing some graphs and summary statistics to address the research question.	Inaccurate or incomplete presentation of descriptive statistics, lacking appropriate graphs and summary statistics to address the research question.
Statistical Analysis	Thorough and comprehensive statistical analysis, utilizing appropriate tests and procedures, with clear explanations of the analysis methods, highlighting the insights gained and the research question addressed	Adequate statistical analysis, utilizing appropriate tests and procedures, with clear explanations of the analysis methods and their relevance to the research	Partially conducted statistical analysis with some errors or incomplete explanations	Inappropriate statistical tests conducted or tests not conducted/explained correctly

Results and Discussions	Results and interpretation of data described and presented in final format. Impact of results and external validity are described. Strengths and limitations described. Conclusions support the project results.	Some minor data collection and analysis remains to be completed; strengths, limitations, or external validity not described thoroughly. Conclusion are partially supported by the project results.	Significant data collection and analysis remains to be completed; or statistical analysis, strengths, limitations, or external validity poorly described. Conclusions are not supported by the project results	Results are incomplete or do not match project methods. Data analysis has major flaws. Conclusions are not supported by the analysis.
Writing Technique	Excellent writing technique, showcasing clear and coherent expression, precise organization, and adherence to style and grammar conventions	Good writing technique, demonstrating clarity, coherence, and proper organization	Requires improvements in writing technique, with some sections being unclear or inconsistent	Poor writing technique with numerous style, grammar, and organization issues
References	Comprehensive and accurate references, incorporating a wide range of relevant and properly cited sources in APA style	Adequate references, including relevant sources and following proper APA citation style	Inadequate references, with some missing or improperly cited sources not in APA style	Missing or incomplete references, not in APA style

2. Project presentation

Each group will prepare a 10-15 minutes PowerPoint presentation to effectively communicate their project findings. The presentation should be clear, well-structured, and visually engaging, and it must include:

- Title Slide: Project title, group members, and date.
- Introduction: Research question, significance, and background.
- Methodology: Data collection, research techniques, and analysis methods.
- Findings: Key results with tables, charts, or graphs.
- Discussion: Interpretation, implications, and limitations.
- Conclusion & Recommendations: Summary and future research directions.

Each member should actively participate, ensuring a balanced delivery. Slides should be concise, visually appealing, and not overloaded with text. The presentation will be assessed based on following criteria:

- Delivery (20%)
- Knowledge and Content (20%)
- Analysis and Evaluation (20%)
- Coherence and Organization (15%)
- Quality of Presentation (10%)
- Teamwork (10%)
- Response to questions (5%)

The following rubrics will be used to assess the components of each of the marking criteria mentioned above:

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)

Delivery	Clear, audible, and well-timed delivery. Engages effectively with the audience throughout the presentation.	Mostly clear and audible, with occasional lapses in timing or audience engagement.	Generally clear, but may have inconsistencies in audibility, timing, or audience engagement.	Lack of clarity, audibility, appropriate timing, and consistent audience engagement.
Knowledge and Content	Demonstrates confidence with the subject matter and materials presented. Provides evidence of thorough research. Effectively explains key ideas/issues.	Mostly demonstrates confidence with the subject matter and materials, with minor areas for improvement in confidence or depth of research. Provides sufficient evidence of research. Adequately explains key ideas/issues.	Generally demonstrates confidence with the subject matter and materials but may lack some depth in confidence or research. Provides some evidence of research. Limited explanation of key ideas/issues.	Lacks confidence with the subject matter and materials. Insufficient evidence of research. Struggles to explain key ideas/issues
Analysis and Evaluation	Offers a balanced evaluation of information/evidence. Provides detailed analysis of the statistical concepts used in the project, demonstrating critical thinking skills.	Mostly offers a balanced evaluation of information/evidence, with minor areas for improvement in balance or depth of analysis. Provides mostly detailed analysis of the statistical concepts used in the project.	Provides some evaluation of information/evidence but may lack balance or depth. Offers limited analysis of the statistical concepts used in the project.	Lacks balanced evaluation of information/evidence. Superficial or limited analysis of the statistical concepts used in the project.
Coherence and Organization	Presents a well-structured and logically organized presentation. Transitions between topics or sections are smooth. Provides a clear outline and maintains a consistent flow throughout the presentation.	Mostly presents a well-structured and logically organized presentation, with minor areas for improvement in transitions or flow. Provides an outline and maintains a good flow in most parts of the presentation.	Presents a somewhat organized and coherent presentation but lacks consistency in structure or flow. May struggle with providing a clear outline or maintaining a smooth flow.	Lacks coherence, organization, and effective transitions. Fails to provide an outline or maintain a clear flow.
Quality of Presentation	Creates a visually appealing presentation with effective use of visual aids. Demonstrates attention to detail in design, formatting, and organization.	Mostly creates a visually appealing presentation, with minor areas for improvement in design, formatting, or organization. Visual aids are mostly effective.	Creates an acceptable presentation but may lack consistency in design, formatting, or organization. Some room for improvement in the effectiveness of visual aids	Lacks visual appeal, poor design or formatting choices, and ineffective visual aids.

Teamwork	Presents a cohesive group presentation. Demonstrates effective coordination, collaboration, and integration of individual work into the whole.	Mostly presents a cohesive group presentation, with minor areas for improvement in cohesion, coordination, or integration of individual work	Presents an adequately cohesive group presentation but lacks consistency in cohesion, coordination, or integration of individual work.	Lacks cohesion in the group presentation. Individual work is poorly integrated into the whole.
Response to Questions	Provides confident and comprehensive responses to questions, demonstrating a deep understanding of the subject matter. Addresses questions clearly, concisely, and accurately.	Provides adequate responses to questions, with minor areas for improvement in clarity or depth. Mostly addresses questions adequately.	Provides adequate responses to some questions but struggles with others or lacks depth. May lack clarity or fail to fully address the questions.	Provides inadequate or inaccurate responses demonstrating a lack of understanding. Lack of clarity, incompleteness, or failure to address questions appropriately.

Overview of the assessment approaches and weighting

Areas of assessment	Quantity	Weighting
A. In-Class Activity	2	20%
B. Individual Assignment	2	15%
C. Practical Test	3	40%
D. Group Project	1	25%
Total		**100%**

Pre-requisites: Nil

Subject Matter:

Unit I: Introduction to Statistics and Spreadsheet Package

1 Definition and Scope of Statistics
- 1.1 Descriptive Statistics vs. Inferential Statistics
- 1.2 Types of Data: nominal, ordinal, scalar data, qualitative and quantitative data
- 1.3 Variables: Discrete vs. Continuous variables.
- 1.4 Data Organization
  - 1.4.1 Frequency Distribution: type and construction of frequency distribution tables
  - 1.4.2 Graphical representation of frequency distribution: Histogram, Frequency Polygon, Cumulative frequency curve or the Ogives
- 1.5 Sampling Techniques
  - 1.5.1 Probability Sampling and Non-probability Sampling techniques.

Unit II: Analysis of Univariate Data

- 2.1 Central Tendency
  - 2.1.1 Mean, Median, and Mode and the Relationship between Mean, Median and Mode
  - 2.1.2 Quartiles, Deciles and Percentiles
- 2.2 Dispersion
  - 2.2.1 The Range, Quartile Deviation, and Mean Deviation
  - 2.2.2 Variance and Properties of Variance
  - 2.2.3 Standard Deviation and Application of Standard Deviation
  - 2.2.4 Relationship between the measures of dispersion (Without derivation)

2.2.5 Coefficient of variation (Definition and examples).
2.2.6 Skewness and Kurtosis (without derivation)

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Unit III: Analysis of Multivariate Data

3.1 Bivariate data and scatter diagram
3.2 Covariance and properties (without derivation)
3.3 Simple correlation and properties (without derivation)
3.4 Correlation coefficients: Pearson, Kendall, Spearman (without derivation)
3.5 Simple Linear regression
3.6 Principle of least square and curve fitting (without derivation)
3.7 Coefficient of determination and standard error (Definition and examples)

Unit IV: Theory of Probability & Probability Distributions

4.1 Probability concepts
- 4.1.1 Random experiment, sample space, event
- 4.1.2 Classical definition, axiomatic definition and relative frequency definition of probability
- 4.1.3 Concept of probability measure
- 4.1.4 Addition and multiplication theorem (limited to three events with proof)
- 4.1.5 Conditional probability and Bayes Theorem-numerical problems (without proof)

4.2 Random Variables
- 4.2.1 Definition- probability distribution of a random variable
- 4.2.2 Probability mass function and their properties (without derivation)
- 4.2.3 Probability density function and (cumulative) distribution function and their properties (without derivation)

4.3 Discrete probability distributions (without proof)
- 4.3.1 Bernoulli
- 4.3.2 Binomial distribution
- 4.3.3 Poisson distribution

4.4 Continuous probability distributions (without proof)
- 4.4.1 Uniform distributions
- 4.4.2 Exponential
- 4.4.3 Normal distributions.

Unit V: Sampling Distributions

5.1 The rationale for sampling
5.2 Sample and Population
5.3 Statistics and parameter
5.4 Sampling distributions (without proof)
- 5.4.1 Sampling distributions of the mean
- 5.4.2 Sample variance from a normal population

Unit VI: Hypothesis Testing

6.1 The rationale for hypothesis testing
6.2 General procedure for hypothesis testing
6.3 The null and alternative hypothesis
6.4 One-tailed and Two-tailed tests
6.5 Errors in hypothesis testing
6.6 Critical Region
6.7 Level of Significance of a test
6.8 Confidence intervals and the margin of error
6.9 Parametric test (without derivation)
- 6.9.1 One sample t-test
- 6.9.2 Paired t-test

6.9.3 Two independent sample t-test
6.9.4 Fisher's exact test
6.9.5 F-test
6.10 Non-parametric test (without derivation)
6.10.1 Chi-square goodness of fit test
6.10.2 Chi-square test

Laboratory Sessions:

1. **Unit I Lab Sessions:**
   - Lab 1: Statistical Functions in Spreadsheet Package
   - Lab 2: Different types of frequency distribution table in Spreadsheet Package
   - Lab 3: Charts and graphs in Spreadsheet Package
2. **Unit II Lab Sessions:**
   - Lab 4: Calculation of various measures for a given set of data using Spreadsheet Package
   - Lab 5: Data manipulation in Spreadsheet Package
3. **Unit III Lab Sessions:**
   - Lab 6: Correlations using Spreadsheet Package
   - Lab 7: Regression and multiple regression in Spreadsheet Package
4. **Unit IV Lab Sessions:**
   - Lab 8: Calculation of Expectation of random variables in Spreadsheet Package
   - Lab 9: Discrete & Continuous Probability Distribution using Spreadsheet Package
5. **Unit V Lab Sessions:**
   - Lab 10: Defining variables and data entry in Spreadsheet Package
   - Lab 11: Sample and Sample size calculation in Spreadsheet Package
   - Lab 12: Calculation of standard error and confidence interval in Spreadsheet Package
6. **Unit VI Lab Sessions:**
   - Lab 13: Hypothesis testing using Spreadsheet Package
   - Lab 14: Comparison of means and interpretation of P-values using Spreadsheet Package

Reading List:

Essential Reading:

Lock, R. H., Lock, P. F., Morgan, K. L., Lock, E. F., & Lock, D. F. (2020b). *Statistics: Unlocking the Power of Data*. John Wiley & Sons.

Levin, J., Fox, J. A., & Forde, D. (2016). *Elementary Statistics in Social Research, Updated Edition*. Pearson.

Sullivan, M. (2022c). *Fundamentals of Statistics: Informed Decisions Using Data* (6th ed.). Pearson.

Triola, M. F. (2018). *Elementary statistics using Microsoft Excel* (6th ed.). Pearson.

Additional Reading:

Linneman, T. J. (2017). *Social Statistics: Managing Data, Conducting Analyses, Presenting Results*.Taylor and Francis Group.

Miller, I., & Miller, M. (2018). *John E. Freund's Mathematical Statistics with Applications*. Boston: Pearson.

Walpole, R. E., Myers, R. H., Myers, S. L., & Ye, K. (2016b). *Probability and Statistics for Engineers and Scientists*. New Delhi: Pearson Education.

Date: February, 2025.

LAC101 རྩོང་ཁ་ཤེས་ཡོན་འཛིའི་རྒྱལ།

སློབ་ཚན་མིང་།	**LAC101** རྩོང་ཁ་ཤེས་ཡོན་འཛིའི་རྒྱལ།
ལས་རིམ།	དངལ་འབྱོར་དང་སྲིད་དོན་ཚན་རིག། ཨང་རྩན་རྒྱུན་འཛེལ་དང་ལས་འགྱལ་འཛིན་སློང་། གནས་སྡུད་ཚན་རིག་དང་དབྱེ་དཔྱད་གནས་སྡུད་ཚན་རིག།
སློབ་འཐུས།	༣༦།
སློབ་ཚན་སྔོན་སྐྱེན་པ།	རྩོང་ཁའི་ལེགས་བཤད་པ།
སློབ་ཚན་འགོ་འཛིན་པ།	ཤེས་རབ་རྩེ་མཐོ་རིམ་སློབ་གྲྭ་ཆེན་མོ།

སྤྱིར་བཏང་ལས་དོན།
སློང་ཚན་འདི་གིས་སློབ་སྡུག་གི་རྒྱུད་ལུ་ རྩོང་ཁའི་བརྡ་སྒོར་རིག་པའི་ཤེས་ཡོན་དང་། རིག་རྩལ་ཚུ་འཐོབ་སྟེ་ དེ་ཚུལ་བཞིན་དུ་ལག་ལེན་འཐབ་ཐོག་ལས་ གཞུང་སྐེར་གྱི་ནང་ལུ་ སྟོགས་གྲུབ་ཚུ་བཏོན་ཏེ་ ཕྱག་ཡིད་ཞུ་ཚུགས་པའི་དམིགས་གཏད་བསྐྱེད་ཨིན།

སློབ་སྦྱོང་གྲུབ་འཐུས།
སློང་ཚན་འདི་མཇུག་བསྡུཁ་ད་སློབ་སྡུག་ཚུ་གིས།

༡. རྩོང་ཁའི་སྐད་ཡིག་གི་འབྱུང་ཁུངས་དང་སྐད་ཡིག་ཤུབ་དོགོ་པའི་དགོས་པ་ཚུ་སྐབ་ཚུགས།

༢. ལུང་འཛེན་དང་རྒྱབ་རྟེན་བཀོད་ཐངས་ཚུ་ལག་ལུགས་དང་འཁྱིལ་ཏི་ཚུགས།

  ༣. རྩེས་འཇུག་གི་སྐུ་བཏོན་ ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་བཟོ་སྟེ་ཏི་ཚུགས།

༤. མིང་ཚིག་བརྗོད་པ་དང་ཁྲད་ཆོག་ཚུ་འཛི་སྐབ་འབད་ཚུགས།

༥. ཡི་གུའི་སྒྲིར་བ་ཚུ་མ་འཛོལ་བར་ཏི་ཚུགས།

༦. ཡིག་འགྱལ་གཏོང་ལེན་དང་དེའི་འབྱུང་ཁུངས་ཚུ་འཛི་སྐབ་འབད་ཚུགས།

༧. རྩོང་ཁའི་རྩེ་སྒྲོམ་བསྡུགས་ནི་དང་མཇུག་གནོན་རྒྱབ་རྟེན་རྐྱབ་ཚུགས།

སློབ་སྦྱོང་དང་སྔོན་སྐྱེན་ཐབས་ལམ།

དབྱེ་བ།	ཐབས་ལམ།	བརྒྱན་ཐུག་གཅིག་ནང་ཚུ་ཚོད།	སློབ་འཐུས་ཚུ་ཚོད།
དངོས་འཛེལ།	གསལ་བཤད། སྐྱན་འདྲལ།	༢	༥༠
	སློབ་ཁང་སྒྲིང་སྟུ། ཁྲོས་སྡུར།	༢	
རང་སྦྱོང་།	ལས་འགྱལ་ཏི་ནི། ཀི་དེབ་དང་ཤུག་དེབ་ཤུག་ནི།	༤	༥༠
སློབ་ཚན་འདིའི་དོན་ལུ་ཡོངས་སྒྲིམ་ཚུ་ཚོད།			༡༥༠

དབྱེ་ཞིབ་ཐབས་ལམ།
འོག་གི་ཚད་གཞི་ཚུ་ ལག་ལེན་འཐབ་སྟེ་ སྐྱགས་བྱིན་ནི་ཨིན།

ཀ དུས་རྒྱུན་དབྱེ་ཞིབ་དང་། རྩོང་ཁའི་སྐད་ཡིག་གི་འབྱུང་རབས་འཛི་སྐབ། སྟེ་ཚན་གྱི་ལས་འགྱལ། (༤%)
རྩོང་ཁའི་སྐད་ཡིག་འབྱུང་རབས་ཀྱི་སྐོར་ལས་འཛི་ནི་དང་ སྐབ་ནི་ཚུ་ཐོག་ཚགས་གཏམ་ཁ་ནི་ཡང་ཅེད་པར་འབད་ཚུགས་དགོས་ཨིན།
འདི་གི་དོན་ལུ་དོན་ཚན་གཅིག་ལུ་གཞི་བཞག་སྟེ་ དེ་དགོས་ཨིན། སྐད་ཡིག་གི་འབྱུང་ཁུངས་ཀྱི་
སྐོར་ལས་ ཚིག་འབྲུ་ ༢༠༠ ལས་ ༣༠༠ གི་བར་ན་འབད་མི་ རྩོམ་བྱེས་ཅིག་བྱེ་དགོ། རྩོམ་བྱེས་རང་ལུ་སྐད་ཡིག་གི་འབྱུང་
ཁུངས་ཚུ་བཤད་པ་རྐྱབ་སྟེ་བོང་དགོ། རྩོམ་འབྱེ་ནང་ལུ་སྐད་ཡིག་ཤུབ་དགོ་པའི་དགོས་པ་ཚུ་བོང་དགོ། དེའི་རྗེས་ལུ་ དབྱེ་ཞིབ
ཚར་གཅིག་འབད་ནི་ཨིན། དབྱེ་ཞིབ་ཐབས་ལམ་འདི་གིས་སྐད་ཡིག་ གི་སྐོར་ལས་འབྱེ་སྐབ་འབད་ཚུགས། རྩོང་ཁའི་སྐད་ཡིག་
གི་འབྱུང་ཁུངས་བཤད་ཚུགས། སྐད་ཡིག་ཤུབ་དགོ་པའི་དགོས་པ་ཚུ་སྐབ་ཚུགས།

ཤེས་ཚད་ཀྱི་སྟོགས་གྲུབ།	སྐྱགས་ཀྱི་ཚད་གཞི། (༤%)

ཤེས་ཚད་སྟོགས་གྲལ་གྱི་ནང་གསེས།	རྣམ་ཡིག་གི་རྒྱོར་ལས་བཤད་པ། (২%)	རྣམ་ཡིག་གི་ལྷང་གཏུགས། (৩%)	དོན་མཚམས། (৩%)	ཚོག་གི་གཅོད་མཚམས། (৩%)
(མཆོག་གྲུབ)	རྣམ་ཡིག་གི་རྒྱོར་ལས་བཤད་པ་རྩེ་ཕྱད་ཕྱེན་པ།(২)	རྣམ་ཡིག་དང་འཚེལ་གཅད་ཀྱི་ཡིག་ཆ་ལྟ་མཆོག་གྲུར་ལྷངས་གཏུགས་ཡོང་པ། (৩)	དོན་མཚམས་མཆོག་གྲུར་སྒེ་བཅད་དེ་ཡོང་པ། (৩)	ཚོག་གི་གཅོད་མཚམས་མཆོག་གྲུར་སྒེ་བཅད་དེ་ཡོང་པ།(৩)
(རབ)	རྣམ་ཡིག་གི་རྒྱོར་ལས་བཤད་པ་རབ།(৩.৮)	རྣམ་ཡིག་དང་འཚེལ་གཅད་ཀྱི་ཡིག་ཆ་ལྟ་ལྷངས་གཏུགས་རབ། (০.৯)	དོན་མཚམས་རབ་སྒེ་བཅད་དེ་ཡོང་པ།(০.৯)	ཚོག་གི་གཅོད་མཚམས་རབ་སྒེ་བཅད་དེ་ཡོང་པ།(০.৯)
(འབྲིང་)	རྣམ་ཡིག་གི་རྒྱོར་ལས་བཤད་པ་འབྲིང་། (৩)	རྣམ་ཡིག་དང་འཚེལ་གཅད་ཀྱི་ཡིག་ཆ་ལྟ་ལྷངས་གཏུགས་འབྲིང་།(০.৬)	དོན་མཚམས་འབྲིང་སྒེ་བཅད་དེ་ཡོང་པ།(০.৬)	ཚོག་གི་གཅོད་མཚམས་འབྲིང་སྒེ་བཅད་དེ་ཡོང་པ།(০.৬)
(ཐ)	རྣམ་ཡིག་གི་རྒྱོར་ལས་བཤད་པ་ཐ་མ།(০.৬)	རྣམ་ཡིག་དང་འཚེལ་གཅད་ཀྱི་ཡིག་ཆ་ལྟ་ལྷངས་གཏུགས་ཐ་མ།(০.২)	དོན་མཚམས་ཐ་མ་སྒེ་བཅད་དེ་ཡོང་པ།(০.২)	ཚོག་གི་གཅོད་མཚམས་ཐ་མ་སྒེ་བཅད་དེ་ཡོང་པ།(০.২)

ཁ དུལ་རྒྱན་དཔེ་ཞེབ་གཞིས་པ། ཡང་འཇེན་དང་རྒྱབ་རྟེན་འབད་ཐངས། ངོ་རྒྱང་གི་ལས་འགུལ། (২০%)

སློབ་རིག་དང་འཚེལ་བའི་དུས་དེའ། འཕྲི་རྟོགས། ཁ་ཅི་ར་ཏིས་ཀྱ་འབད་རྩང་ ཡང་འཇེན་དང་རྒྱབ་རྟེན འབད་ཐངས་རྒྱ་ ཤེས་ཐབས་ཀྱི་དོན་ཡ་ གནད་དོན་ཚང་ཅང་ཅིག་ལུ་གཞི་བཅོལ་ཏེ་
རྟོག་ཏིས་ཅིག་འཕྲི་ནི་ཨིན། ཁྱོད་ཀྱིས་ཡང་ འཇེན་དང་ རྒྱབ་རྟེན་འབད་ཐངས་ཀྱི་སྐོར་ལས་ ཚོག་འབྲི་ ཤེས་ཐབས་ཀྱི་ཐབས་ཤེས་ཡོད་ཀྱི། རྟོག་ཏིས་ཅིག་ཏིའི་དགོ། རྟོག་ཏིས་ཅིག་ཏིས་ནང་ཁོག་ཐུམ་ཁྱི་ཡང་ འཇེན། ཁྱོད་ཀྱིས་ཡང་ འཇེན་དང་ རྒྱབ་རྟེན་འབད་ཐངས་ཀྱི་སྐོར་ལས་ ཚོག་འབྲུ་ ५०० ལས་ ७০০০ གི་བར་ན་འབད་ཨེ་ རྟོག་ཏིས་ཅིག་ཏིའི་དགོ། རྟོག་ཏིས་ནང་ལུ་ཐང་གར་དང་ཚོག་ཐུམ་ཁྱི་ཡང་ འཇེན། བརྡ་དཔང་བཀྲུད་པའི་ཡང་ འཇེན་ཚུ་ཚུདཔ་ཐེ་བོད་དགོ། ཡང་འཇེན་ དང་ རྒྱབ་རྟེན་འབད་ ཐངས་ཡང་ རྒྱལ་ཁྱིའི་རྒྱབ་རྟེན་འབད་ཐངས་ཀྱི་ཐབས་ཤེས་ཨེ་པི་ཨེ་ལས་ལགས་དང་འཁྱིལ་དགོ། རྟོག་
ཏིས་ཀྱི་གནད་དོན་དང་འཚེལ་བའི་ཡང་ འཇེན་ཚུ་བོད་དགོ། དཔེ་ཞེབ་འདི་གིས་རྟོག་ཅི་ར་འབྲི་རྒྱུ་ རྒྱལ་ཁྱིའི་ལས
ལགས་ཀྱི་ཡང་འཇེན་དང་རྒྱབ་རྟེན་འབད་ཐངས་དང་འཁྱིལ་ཏེ་མ་འཛོལ་བར་འབྲི་ཚུགས། ཐད་ཀར་ཀྱི་ཡང་འཇེན་དང་ཚོད་ཟིན་ཐུམ་ཁྱི་ཡང་ འཇེན་ཚུ་གཞིས་ཆགས་ཏེ་ཨེ་ཝ་ཡོད་ཚུལ་ཁྲོད་འབྲི་ཚུགས།
དང་གི་ཞེབ་འཚོལ་དང་འཚེལ་བའི་རྒྱུ་ཁྲལ་འཚོལ་ཞིབ་འབད་ཚུགས། ཡང་ འཇེན་དང་རྒྱབ་རྟེན་འབད་དགོ་བའི་དགོས་ཁྲལ་འབྲི་སྐབ་འབད་ཚུགས།

ཤེས་ཚད་ཀྱི་སྟོགས་སྒྲུབ་ཀྱི་ནང་གསེས།	སྐུགས་ཀྱི་ཚད་གཞི། (২০%)			
ཤེས་ཚད་སྟོགས་སྒྲུབ་ཀྱི་ནང་གསེས།	ཡང་འཇེན་འབད་ཐངས། (৬%)	རྒྱབ་རྟེན་འབད་ཐངས། (৬%)	དོན་ཚན་དང་འཚེལ་བའི་ཡང་འཇེན། (৯%)	གཅོད་མཚམས། (৯%)
(མཆོག་གྲུབ)	ཐད་ཀར་དང་ཚོག་སྐྱར་ཀྱི་ཡང་འཇེན།བདེ་བརྒྱུད་དང་བརྒྱུད་པའི་ཡང་འཇེན་ཚུ་འཛོལ་བ་གི་ཚེ་ཡང་མེད་པ་སྒེ་ཅིས་རྩིག། (৬)	དཔེ་དེབ་ཀྱི་རྒྱབ་རྟེན་འབད་ཐངས་ཚུ་ག་ར་ཡོགས་སྒེ་བཅོད་ཏུག། (৬)	རྟོག་ཏིས་ཀྱི་དོན་ཚན་དང་འཁྱིལ་ཏེ་ཡང་འཇེན་ཡ་ཡོད་ག་ར་ཡོགས་སྒེ་བཅོད་ཏུག། (৯)	མེང་ཚིག་གི་ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་ཚུ་ཚུལ་མཐུན་སྒེ་ཏིས་ཏུག། (৯)
(རབ)	ཐད་ཀར་དང་ཚོག་སྐྱར་ཀྱི་ཡང་འཇེན། བརྡ་བརྒྱུད་དང་བརྒྱུད་པའི་ཡང་འཇེན་གཅིག་འཛོལ་ཏེ་ཅིས་ཏུག། (৯)	དཔེ་དེབ་ཀྱི་རྒྱབ་རྟེན་འབད་ཐངས་གཅིག་མ་ཡོགས་པས། (৯)	རྟོག་ཏིས་ཀྱི་དོན་ཚན་དང་འཁྱིལ་ཤ་དང་ཡང་འཇེན་གཅིག་འབྱེས་འབད་མེད་པ་སྒེ་བཅོད་ཏུག། (৭)	མེང་ཚིག་གི་ཚིག་མཚམས། བརྗོད་མཚམས་ཚུ་ འཛོལ་བ་ཚ་ཙོ་རེ་འབྱུག། (৭)
(འབྲིང་)	ཐད་ཀར་དང་ཚོག་སྐྱར་ཀྱི་ཡང་འཇེན། བརྡ་བརྒྱུད་དང་བརྒྱུད་པའི་ཡང་འཇེན་གཅིག་འཛོལ་ཏེ་ཅིས་ཏུག། (৭)	དཔེ་དེབ་རྒྱབ་རྟེན་འབད་ཐངས་གཅིག་མ་ཡོགས། (৭)	རྟོག་ཏིས་ཀྱི་དོན་ཚན་དང་འཁྱིལ་ཤ་དང་ཡང་འཇེན་གཅིག་འབྱེས་འབད་མེད་པ་སྒེ་བཅོད་ཏུག། (৭)	ཚོག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་ཚུ་འབེ་ནང་ཚུལ་མཐུན་སྒེ་མེན་འདུག། (৭)

(ཐ)	ཐད་ཀར་དང་ཚིག་སྦྱར་གྱི་ལུང་འདྲེན། བརྡ་བརྒྱུད་དང་བརྒྱུད་པའི་ལུང་འདྲེན་གསུམ་འཛོལ་ཏེ་བྲིས་ནུག། (༢)	དཔེ་དེབ་ཀྱི་རྒྱབ་རྟེན་འབད་ཐངས་གསུམ་དེ་ཅིག་མ་ཐོག་པས། (༢)	རྩོམ་བྲིས་ཀྱི་དོན་ཚན་དང་འབྲེལ་ལྷ་ད་ལུང་འདྲེན་གསུམ་འོས་འབབ་མེདཔ་སྦེ་བཀོད་ནུག། (༡)	ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་ཚུ་འབྲི་ཐངས་རིག་རྩལ་ར་མེན་འདུག། (༡)

ག དུས་རྒྱུན་དབྱེ་ཞིབ་གསུམ་པ། རྫོང་ཁའི་ངག་གཉིས་དང་འབྲེལ་བའི་འབྲི་ལྷག སློབ་ཁང་འབྲི་རྒྱུགས། (༢༠%)

རྫོང་ཁའི་སྐད་ཡིག་ལུ་ རང་གཉིས་ཀྱི་རྗོད་སྒྲ་དང་ འབྲི་ལུགས་ཐུན་མོང་མ་ཡིན་པ་ཚུ་ཡོདཔ་ལས་ རྫོང་ཁའི་ངག་གཉིས་དང་འབྲེལ་ཏེ་ འབྲི་ལྷག་དང་སྦྱོང་བརྩོན་འབད་དགོཔ་ཚུ་ཡོདཔ་ཨིན། དེའི་ཤེས་རྟོགས་ལྷ་ནེའི་དོན་ལུ་ དྲི་བའི་མཐོ་ཚད་དྲུག་གི་འཐོབ་རིམ་དང་འབྲེལ་ཏེ་ གདམ་འཐུའི་དྲི་བ། ལན་ཐུང་གི་དྲི་བ། ལན་རིང་གི་དྲི་བ་ཚུ་ གང་འཚམས་བཟོ་སྟེ་ སློབ་ཁང་འབྲི་རྒྱུགས་ལྟེ་ཨེལ་ཨེ་དང་ ཤོག་ཐོག་གང་རུང་ཅིག་ ཐུན་ཚན་༡གི་རིང་སྐུགས་༢༠% གི་འབྲི་རྒྱུགས་རྒྱབ་དགོཔ་ཨིན། སློབ་ཁང་འབྲི་རྒྱུགས་ཀྱི་སྐུགས་ཀྱི་དབྱེ་ཚད་ཚུ་ དམིགས་བསལ་སྦེ་མེད། ཨིན་རུང་ དྲི་བ་དང་བསྟུན་ཏེ་ སྐུགས་བྱིན་མི་ལས་ དྲི་བའི་ལན་ཚུ་ ལེགས་ཤོམ་སྦེ་དབྱེ་ཞིབ་འབད་དེ་ སྐུགས་བྱིན་དགོཔ་ཨིན། དབྱེ་ཞིབ་ཐབས་ལམ་འདི་གིས་རྗེས་འཇུག་གི་སྒྲ་ཧྲིལ་བུ་བརྟོན་དགོཔ་དང་ མ་དགོཔ་པའི་རིགས་ཚུ་ ཁྱད་པར་ཕྱེ་སྟེ་འབྲི་ཚུགས། རྗེས་འཇུག་དང་མིང་མཐའ་མེད་རུང་ཡོདཔ་བཟུམ་སྦེ་ ལྷག་ཐངས་ཀྱི་རྣམ་གཞག་ཚུ་ཤེས་ཚུགས། ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་འབྲི་ཐངས་ཚུ་ཤེས་ཚུགས། དུས་གསུམ་ལས་མིང་འདི་ མང་ཤོས་ཅིག་ བྱ་ཚིག་ག་ཅི་ལས་འགྱུར་ཨིན་ན་ཧ་གོ་ཚུགས། མིང་རྐྱང་། བྱ་ཚིག་ལས་མིང་། ཁྱད་ཚིག་ལས་མིང་ཚུའི་ཁྱད་པར་ཕྱེ་སྟེ་འབྲི་ཚུགས། ཁྱད་ཚིག་གི་རིགས་ངོས་འཛིན་འབད་དེ་འབྲི་ཚུགས་ནི་ཚུ་ཨིན།

སྐུགས་ཀྱི་ཚད་གཞི། (༢༠%)

སློབ་ཁང་འབྲི་རྒྱུགས་ཀྱི་སྐུགས་ཀྱི་དབྱེ་ཚད་ དམིགས་བསལ་སྦེ་མེད་ ཨིན་རུང་ དྲི་བ་དང་བསྟུན་ཏེ་སྐུགས་བྱིན་མི་ལས་ དྲི་བའི་ལན་ཚུ་ལེགས་ཤོམ་སྦེ་དབྱེ་ཞིབ་འབད་དེ་ སྐུགས་བྱིན་ནི།

ང་ དུས་རྒྱུན་དབྱེ་ཞིབ་བཞི་པ། ཕྲད་རྣམ་དབྱེ་དང་དུས་གསུམ་རྣམ་གཞག་གི་ཐོག་ལུ་སྡེ་ཚན་གྱི་སྤྲུན་ཞུ། (༢༠%)

བརྡ་སྤྲོད་ཀྱི་ནང་ལུ་ གནད་དགག་ཆེ་ཤོས་ཅིག་ ཕྲད་རྣམ་དབྱེ་དང་ དུས་གསུམ་གྱི་བྱ་ཚིག་འདི་ཨིན། རྗོད་པ་ཐུང་དུ་ཅིག་ལས་ མ་བྲིས་རུང་བརྡ་སྤྲོད་པའི་གཞུང་དང་འབྲེལ་དགོ། དེ་ལུ་བརྟེན་ ཕྲད་རྣམ་དབྱེ་དང་ དུས་གསུམ་གྱི་ཐོག་ལུ་ སློབ་སྟོན་པས་སྡེ་ཚན་རེ་ལུ་ དོན་ཚན་རེ་བྱིན་ཏེ་ སློབ་ཁང་སྤྲུན་ཞུ་འབད་དགོ། དེའི་དོན་ལུ་ སློབ་ཁང་གི་སློབ་ཕྲུག་མང་ཉུང་དང་བསྟུན་ སྡེ་ཚན་བཟོ་སྟེ་ སྡེ་ཚན་རེའི་དུས་ཡུན་སྐར་མ་༡༥ གི་རིང་ལུ་ སྤྲུན་ཞུ་འབད་ནི། ཟིན་བྲིས་དང་པ་དང་མཐའ་དཔྱད་ལུ་སྐུགས་བྱིན་ནི་ཨིན། དབྱེ་ཞིབ་འདི་གིས་ཕྲད་རྣམ་དབྱེ་དང་དུས་གསུམ་གྱི་སྐོར་ལས་ ཚུལ་མཐུན་གྱི་བཅའ་སྒྲིག་རྐྱབ་སྟེ་ སྤྲུན་ཞུ་འབད་ཚུགས། རྩོམ་བྲིས་ག་ཅི་ར་འབྲི་རུང་ བརྡའི་སྦྱོར་བ་དང་འབྲེལ་ཏེ་ མ་འཛོལ་བར་འབྲི་ཚུགས། བྱེད་འབྲེལ་དང་བྱེད་མེད་ཀྱི་བྱ་ཚིག་གི་ཁྱད་པར་ཕྱེ་སྟེ་འབྲི་ཚུགས། ཆོས་རྫོང་གཉིས་ལུ་ ཕྲད་རྣམ་དབྱེ་དང་དུས་གསུམ་གྱི་བྱ་ཚིག་དང་ འཇུག་ཚུལ་གྱི་ཁྱད་པར་ ཧ་གོ་སྟེ་འབྲི་ཚུགས། རྟགས་ཀྱི་དབྱེ་བ་ངོས་འཛིན་དང་ མིང་མཐའ་སྔ་མ་དང་ཕྱི་མ་གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་སླབ་འབད་ཚུགས།

སྐུགས་ཀྱི་ཚད་གཞི། (༢༠%)										
ཤེས་ཚད་ཀྱི་ཚོགས་གྲུབ།	**ཟིན་བྲིས་དང་པ། (༡༠%)**						**མཐའ་དཔྱད་དབྱེ་ཞིབ། (༡༠%)**			
ཤེས་ཚད་ཚོགས་གྲུབ་ཀྱི་ནང་གསེས།	**དོན་ཚན་གྱི་ནང་དོན། (༣%)**	**ཡིག་སྦྱོར་དང་ཡིག་སྐྱེབ། (༣%)**	**ཁུངས་གཏུགས་ཀྱི་ཡིག་ཆ་འཚོལ་ཞིབ། (༢%)**	**སྤྲུན་ཞུའི་བཅའ་སྒྲིག། (༢%)**			**དོན་ཚན་གྱི་ནང་དོན། (༣%)**	**ཡིག་སྦྱོར་དང་ཡིག་སྐྱེབ། (༣%)**	**ཁུངས་གཏུགས་ཀྱི་ཡིག་ཆ་འཚོལ་ཞིབ། (༢%)**	**སྤྲུན་ཞུ་འབད་ཐངས། (༢%)**
(མཆོག་གྱུར།)	དོན་ཚན་དང་འབྲེལ་ཏེ་ ནང་དོན་གཏིང་ཟབ་དྲག་རྩེ་ཕུད་ཕྱིན་པ་སྦེ་འདུག། (༣)	བརྡ་སྤྲོད་པའི་གཞུང་དང་འབྲེལ་ཏེ་ འཛོལ་བ་མེདཔ་སྦེ་བྲིས་ཡོདཔ། (༣)	ཁུངས་གཏུཊ་ཀྱི་ཡིག་ཆ་བཞི་འཚོལ་ཞིབ་འབད་དེ་བྲིས་ནུག། (༢)	འཕར་གཟུཊ་སྟོན་འཕྲུལ།ཤོག་བྱང་། ཟིན་བྲིས། བྱང་ཤེད། ས་སྒྲུག་སོགས་ལག་ལེན་ལུ། (༢)			དོན་ཚན་དང་འབྲེལ་ཏེ་ ནང་དོན་གཏིང་ཟབ་དྲག་རྩེ་ཕུད་ཕྱིན་པ་སྦེ་འདུག། (༣)	བརྡ་སྤྲོད་པའི་གཞུང་དང་འབྲེལ་ཏེ་ འཛོལ་བ་མེདཔ་སྦེ་བྲིས། (༣)	ཁུངས་གཏུཊ་ཀྱི་ཡིག་ཆ་བཞི་འཚོལ་ཞིབ་འབད་དེ་བྲིས་ནུག། (༢)	འཕར་གཟུཊ་སྟོན་འཕྲུལ།ཤོག་བྱང་། ཟིན་བྲིས། བྱང་ཤེད། ས་སྒྲུག་སོགས་ལག་ལེན་ལུ། (༢)

(ཁབ)	དོན་ཚན་དང་འབྲེལ་ཏེ་ནང་དོན་གྱི་གཏིང་ཟབ་འདི་རབ་སྒྲེ་བགོད་ནུག། (༢)	ཡིག་སྦྱོར་དང་ཡིག་སྡེབ་ཚུ་གཉིས་དེ་ཅིག་འཛོལ་ཏེ་བྲིས་ནུག། (༢)	ཁྱེངས་གཏུགས་ཀྱི་ཡིག་ཆ་གསུམ་འཚོལ་ཞིབ་འབད་དེ་བྲིས་ནུག། (༡.༥)	འཕར་གཟུགས་སྟོན་འཕྲུལ་/ཤོག་བྱང་། ཟིན་བྲིས། ཚུ་མཁོ་ཆས་ལག་ལེན་ལུ། (༡.༥)			དོན་ཚན་དང་འབྲེལ་ཏེ་ནང་དོན་གྱི་གཏིང་ཟབ་འདི་རབ་སྒྲེ་བགོད་ནུག། (༢)	ཡིག་སྦྱོར་དང་ཡིག་སྡེབ་ཚུ་གཉིས་དེ་ཅིག་འཛོལ་ཏེ་བྲིས་ནུག།(༢)	ཁྱེངས་གཏུགས་ཀྱི་ཡིག་ཆ་གསུམ་འཚོལ་ཞིབ་འབད་དེ་བྲིས་ནུག།(༡.༥)	འཕར་གཟུགས་སྟོན་འཕྲུལ་/ཤོག་བྱང་། ཟིན་བྲིས། ཚུ་མཁོ་ཆས་ལག་ལེན་ལུ།(༡.༥)
(འབྲིང་།)	དོན་ཚན་དང་འབྲེལ་ཏེ་ནང་དོན་གྱི་གཏིང་ཟབ་འདི་འབྲིང་ཙམ་ལས་མེན་འདུག། (༡)	ཡིག་སྦྱོར་དང་ཡིག་སྡེབ་ཚུ་བཞི་དེ་ཅིག་འཛོལ་ཏེ་བྲིས་ནུག། (༡)	ཁྱེངས་གཏུགས་ཀྱི་ཡིག་ཆ་གཉིས་འཚོལ་ཞིབ་འབད་དེ་བྲིས་ནུག། (༡)	འཕར་གཟུགས་སྟོན་འཕྲུལ་རྐྱངམ་གཅིག་མཁོ་ཆས་ལག་ལེན་འཐབ་མི་ལུ། (༡)			དོན་ཚན་དང་འབྲེལ་ཏེ་ནང་དོན་གྱི་གཏིང་ཟབ་འདི་འབྲིང་ཙམ་ལས་མེན་འདུག། (༡)	ཡིག་སྦྱོར་དང་ཡིག་སྡེབ་ཚུ་བཞི་དེ་ཅིག་འཛོལ་ཏེ་བྲིས་ནུག། (༡)	ཁྱེངས་གཏུགས་ཀྱི་ཡིག་ཆ་གཉིས་འཚོལ་ཞིབ་འབད་དེ་བྲིས་ནུག། (༡)	འཕར་གཟུགས་སྟོན་འཕྲུལ་རྐྱངམ་གཅིག་མཁོ་ཆས་ལག་ལེན་འཐབ་མི་ལུ། (༡)
(ཐ)	དོན་ཚན་དང་འབྲེལཝ་ད་ནང་དོན་འདི་ཐ་མ་ཅིག་ལས་མེན་འདུག། (༠.༥)	ཡིག་སྦྱོར་དང་ཡིག་སྡེབ་ཚུ་དྲུག་དེ་ཅིག་འཛོལ་ཏེ་བྲིས་ནུག། (༠.༥)	ཁྱེངས་གཏུགས་ཀྱི་ཡིག་ཆ་གཅིག་དེ་ཅིག་འཚོལ་ཞིབ་འབད་དེ་བྲིས་ནུག། (༠.༥)	སྤྱན་ཞུའི་མཁོ་ཆས་ག་ནི་ཡང་མེད་པར་ཁ་སྐམ་གྱི་ཐོག་ལས་སྤྱན་ཞུ་འབད་མི་ལུ། (༠.༥)			དོན་ཚན་དང་འབྲེལཝ་ད་ནང་དོན་འདི་ཐ་མ་ཅིག་ལས་མེན་འདུག། (༠.༥)	ཡིག་སྦྱོར་དང་ཡིག་སྡེབ་ཚུ་དྲུག་དེ་ཅིག་འཛོལ་ཏེ་བྲིས་ནུག།(༠.༥)	ཁྱེངས་གཏུགས་ཀྱི་ཡིག་ཆ་གཅིག་དེ་ཅིག་འཚོལ་ཞིབ་འབད་དེ་བྲིས་ནུག།(༠.༥)	སྤྱན་ཞུའི་མཁོ་ཆས་ག་ནི་ཡང་མེད་པར་ཁ་སྐམ་གྱི་ཐོག་ལས་སྤྱན་ཞུ་འབད་མི་ལུ། (༠.༥)

ཅ དུས་རྒྱུན་དབྱེ་ཞིབ་ལྟ་བ། དགྲོལ་དང་སྤར་སྒྲོལ་གྱི་ཞུ་ཡིག་འབྲི་ཐངས། བཤེར་ཡིག་དང་གནས་རྒྱ་འབྲི་ཐངས། མགྲོན་བརྡ་དང་གྲོས་ཆོད་འབྲི་ཐངས་ཀྱི་སྐོར། ངོ་རྒྱུང་གི་ལས་འགུལ། (༢༠%)

གཞུང་སྐྱེར་གྱི་ཡིག་འགྲུལ་ཚུ་ ག་ཅི་ར་འབྲི་ཏུང་ སྒྲིག་བཀོད་དང་ཁྱད་ཆོས་ཚང་བའི་ཐོག་ལས་ ཚུལ་མཐུན་སྦྲི་ འབྲི་ཤེས་ནིའི་དོན་ལུ་ བརྗོད་དོན་གང་ཏུང་ཅིག་ལུ་ གཞི་རྟེན་འབད་དེ་ དགྲོལ་དང་སྤར་སྒྲོལ་གྱི་ཞུ་ཡིག་འབྲི་ཐངས། བཤེར་ཡིག་དང་གནས་རྒྱ་འབྲི་ཐངས། མགྲོན་བརྡ་དང་གྲོས་ཆོད་འབྲི་ཐངས་ཀྱི་དཔེ་རེ་བཀོད་དེ་ ལས་འགུལ་བྱི་ནི་ཨིན། དབྱེ་ཞིབ་འདི་གིས་ཡི་གུ་གཏོང་ལེན་གྱི་སྐབས་ དགྲོལ་དང་སྤར་སྒྲོལ་གཉིས་ཀྱི་ཁྱད་པར་ཚུ་ ཧ་གོ་སྟེ་འབྲི་ཚུགས། དགྲོལ་དང་སྤར་སྒྲོལ་གཉིས་ཀྱི་སྒྲིག་བཀོད་དང་ གུས་ཞབས་ཀྱི་འཐོབ་རིམ་དང་འབྲེལ་ཏེ་ འབྲི་ཚུགས། ཁྲིམས་འབྲེལ་གྱི་བཤེར་ཡིག་དང་གནས་རྒྱ་ཚུ་ ཁྲིམས་གཞུང་གི་འཐོབ་རིམ་དང་འབྲེལ་འབྲི་ཚུགས། མགྲོན་ཞུ་དང་གྲོས་ཆོད་ཀྱི་འབྲི་ལུགས་དང་འབྲེལ་ ཚུལ་མཐུན་སྦྲི་འབྲི་ཚུགས།

ཤེས་ཚད་ཀྱི་སྡོམས་གྲུབ།	**སྐུགས་ཀྱི་ཚད་གཞི། (༢༠%)**			
ཤེས་ཚད་སྡོམས་གྲུབ་ཀྱི་ནང་གསེས།	སྒྲིག་བཀོད། (༡༠%)	གུས་ཞབས་འཐོབ་རིམ། (༤%)	མིང་ཚིག་ཐ་སྙད་དང་སྐད་ཡིག་ལག་ལེན། (༤%)	འབྲི་བཀོད།(༢%)

(མཚོག་སྒྲུབ།)	ཡིག་འགྲུལ་གྱི་འཛོད་ལམ་དང་འཁྲིལ་ཐུན་བགོད་ཀྱི་ཚོད་ཆོས་ཚུ་མ་འཛོལ་བར་ཏིས་ནུག། (୨୦)	ཡིག་འགྲུལ་གྱི་ཡུལ་དང་འཁྲིལ་ཏེ་གྲས་ཞལས་ཀྱི་འཛོད་རིམ་ཚུ་མ་འཛོལ་བར་བྱིས་ནུག། (୧୯)	དོན་ཚན་དང་འཁྲིལ་བའི་མིང་ཚིག་དང་སྒོང་ཡིག་གི་ཚིག་གཞི་བཀོད་ཐབས་ཚུ་ ཆཚོག་ཏུ་ཐྱུར་བ་སྤེ་བྱིས་ནུག། (୧)	ཤོག་གཤའི་ཞེང་ལས། ཤོག་གཤའི་གཡས་གཡོན་ཀྱི་འབྱི་མཚམས། ཚིག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་ཚུ་ འབྱི་བགོད་ཀྱི་ཁྲད་ཆོས་ཐུ་དང་ཕྲན་སྤེ་ བྱིས་ནུག (୨)
(རབ)	ཐྲིག་བགོད་ཀྱི་ཁྲད་ཆོས་གཅིག་འཛོལ་ཏེ་ བྱིས་ནུག། (୬)	གྲས་ཞལས་ཀྱི་འཛོད་རིམ་གཅིག་ འཛོལ་ཏེ་བྱིས་ནུག། (୩)	དོན་ཚན་དང་འཁྲིལ་བའི་མིང་ཚིག་དང་སྒོང་ཡིག་གི་ཚིག་གཞི་ བཙུག་ཐང་ཚུ་རབ། (୩)	འབྱི་བགོད་ཀྱི་ཁྲད་ཆོས་ཐུ་དང་ལས་ གཅིག་ཚུལ་དང་མཐུན་སྤེ་མ་ བྱིས་བས། (୨.୫)
(འཕྲིང་)	ཐྲིག་བགོད་ཀྱི་ཁྲད་ཆོས་གཉིས་ཏེ་ཅིག་འཛོལ་ཏེ་ བྱིས་ནུག། (୫)	གྲས་ཞལས་ཀྱི་འཛོད་རིམ་གཉིས་ཏེ་ཅིག་ འཛོལ་ཏེ་བྱིས་ནུག། (୩)	དོན་ཚན་དང་འཁྲིལ་བའི་མིང་ཚིག་དང་སྒོང་ཡིག་ཚིག་གཞི་བ ཙུགས་ཐང་ཚུ་འབྱིང་ཙམ། (୩)	འབྱི་བགོད་ཀྱི་ཁྲད་ཆོས་ཐུ་ནང་ལས་ གཉིས་དེ་ཅིག་ཚུལ་མཐུན་མེདཔ་སྤེ་བྱིས་ ནུག། (୨)
(ཐ)	ཐྲིག་བགོད་ཀྱི་ཁྲད་ཆོས་གསུམ་དེ་ཅིག་འཛོལ་ཏེ་བྱིས་ནུག། (୩)	གྲས་ཞལས་ཀྱི་འཛོད་རིམ་གསུམ་ དེ་ཅིག་འཛོལ་ཏེ་བྱིས་ནུག། (୨)	དོན་ཚན་དང་འཁྲིལ་བའི་མིང་ཚིག་དང་སྒོང་ཡིག་ཚིག་གཞི་ བཙུག་ཐང་ཚུ་མ་ཐ། (୨)	འབྱི་བགོད་ཀྱི་ཁྲད་ཆོས་ཐུ་ནང་ལས་ བཞི་དེ་ཅིག་འབྱི་ལུགཔ་དང་མ་མཐུན་སྤེ་ བྱིས་ནུག།(୦.୫)

ཆ དུས་རྒྱུན་དཀྱེ་ཞིབ་དྲྭ་བ། རྩོང་ཁའི་མཇུག་གཅོད་ཀྱི་རྒྱུ་ཐང་ཚད། ངོ་རྒྱུད་གྱི་ལས་འགྲུལ། (୨୫%)

རྩོང་ཁའི་ཡི་གུ་གི་ཅ་འབྲི་ཟུང་། ཐོགས་ཆགས་མེད་པར། མཇུག་གཅོད་ཀྱི་རྒྱུ་སྟེ། བྱི་ཤེས་དགོས་ཤིན། དེ་འབད་ཤུ་ལས། རྩོང་ཁ་གོང་འཕེལ་རྒྱུན་ཚོགས་ཀྱི་ཡོངས་འབྲེལ་འཚར་སྟོ།

https://www.dzongkha.gov.bt/dz/tools ནང་ལུ་ "རྩོང་ཁ་མཇུག་གཅོད་སྟོན་ཐེབས་ཀྱི་རེས་ལུགས།" ཞེར་མི་དང་འཁྲིལ་སྤྱང་ཐ་འབད་དེ། མཇུག་གཅོད་སྤྱན་འབྱལ་ཐུལ་དགོ།

སྒོག་རིག་ནང་ལས་འཛོལ་ཡོང་བའི་བརྒྱ་ཆ་དང་འཁྲིལ་ཏེ། བརྒྱ་ཆ ୨୫% ཀྱང་ཐབ་སྟེ། སྐྱགས་ཀྱིན་ནི་ཚིན། དབྱེ་ཞིབ་འདི་གིས་སྒོག་རིག་ནང་ རྩོང་ཁའི་ཡིག་གཟུགས་བཙུགས་ཏེ། འབྱི་ཚུགས། ཁྱོག་རིག་ནང་འཁྱེན་ནང་ལུ་ རྩོང་ཁའི་ཕྱེ་སྒོམ་བཙུབ་ཐབས་ཤེས་ཚུད། རྩོང་ཁ་ཡི་གུའི་རྒྱལ་གཙོད་མཚམས་ རིམ་སྒོག་འབད་དེ། འབྱི་ཚུགས། ཁྱོག་རིག་དང་འབྲུལ་འཁྱེན་ནང་ལུ་ རྩོང་ཁའི་ཡིག་གཟུགས་བཙུགས་ཏེ། འབྱི་ཚུགས། ཁྱོག་རིག་ནང་འཁྱེན་ནང་ལུ་ རྩོང་ཁའི་མཇུག་གཅོད་ཐབས་ཤེས་ཚུད། རྩོང་ཁ་ཡི་གུའི་རྒྱལ་གཙོད་མཚམས་ རིམ་སྒོག་འབད་དེ། འབྱི་ཚུགས། ཁྱོག་རིག་ནང་འཁྱེན་ནང་ལུ་ རྩོང་ཁའི་མཇུག་གཅོད་ཐབས་ཤེས་ཚུད། ཁྱོད་ཀྱིས་རྩོང་ཁའི་མཇུག་གཅོད་ཡང་། སྒོག་རིག་ཁང་དང་ ཡང་ན་ ཁྱོག་རིག་ཁང་མེད་ནང་ལུ་སྟེ། ཁྱབ་ཚན་ ୨ གི་རིང་ལུ་ རྩོང་ཁའི་མཇུག་གཅོད་ཀྱི་ལས་འགྲུལ་ཐུལ་དགོ།

ཤེས་ཚད་ཀྱི་སྒོག་གྲུབ།	སྐྱགས་ཀྱི་ཚད་གཞི། (୨୫%)		
ཤེས་ཚད་སྒོག་གྲུབ།	སྒོག་རིག་ནང་ རྩོང་ཁའི་ཡིག་གཟུགས་བཙུགས་ཀྱི་ འབྱི་ཚུགས། (୬)	སྒོག་རིག་དང་འཁྱེན་ཁྱིན་ནང་ལུ་ རྩོང་ཁའི་ཕྱེ་སྒོམ་བཙུབ་ཤེས་ཚུད། (୫)	རྩོང་ཁ་ཡི་གུའི་ཀུལ་གཙོད་མཚམས་ རིམ་སྒོག་འབད་དེ། འབྱི་ཚུགས། (୧)

(མཆོག་ཐུབ་)	སློག་རིག་ནང་ རྩོང་ཁའི་ཡིག་གཟུགས་བསྒོམས་ཏེ་ འབྲི་ཚུགས་མི། (ཅ)	སློག་རིག་དང་འགྲུལ་འཁྲིན་ནང་ལུ་ རྩོང་ཁའི་ཉེ་སྒོམ་བསྒྲུབ་ཐངས་ཤེས་མི།(ཅ)	རྩོང་ཁ་ཡི་གྱའི་གྱལ་གཅོད་མཚམས་ རིམ་སྒྲིག་འབད་དེ་ འབྲི་ཚུགས་མི།(ཅ)
(རབ)	སློག་རིག་ནང་ རྩོང་ཁའི་ཡིག་གཟུགས་བསྒོམས་ཏེ་ ཏ་ལམ་འབྲི་ཚུགས་མི།(ཉ)	སློག་རིག་དང་འགྲུལ་འཁྲིན་ནང་ལུ་ རྩོང་ཁའི་ཉེ་སྒོམ་ནང་ཏ་ལམ་བསྒྲུབ་ཤེས་མི།(ཀ)	རྩོང་ཁ་ཡི་གྱའི་གྱལ་གཅོད་མཚམས་ རིམ་སྒྲིག་འབད་དེ་ ཏ་ལམ་ འབྲི་ཚུགས་མི།(ཀ)
(འབྲིང་)	སློག་རིག་ནང་ རྩོང་ཁའི་ཡིག་གཟུགས་བསྒོམས་ཏེ་ ཚ་ཧོ་འབྲི་"ཚུགས་མི།(ཀ)	སློག་རིག་དང་འགྲུལ་འཁྲིན་ནང་ལུ་ རྩོང་ཁའི་ཉེ་སྒོམ་ནང་ཚ་ཧོ་རེ་བསྒྲུབ་ཤེས་མི།(ཁ)	རྩོང་ཁ་ཡི་གྱའི་གྱལ་གཅོད་མཚམས་ རིམ་སྒྲིག་འབད་དེ་ ཚ་ཧོ་རེ་འབྲི་ཚུགས་མི།(ཁ)
(ཐ)	སློག་རིག་ནང་ རྩོང་ཁའི་ཡིག་གཟུགས་བསྒོམས་ཏེ་ འབྲི་ཚ་ཚུགས་མི།(ཁ)	སློག་རིག་དང་འགྲུལ་འཁྲིན་ནང་ལུ་ རྩོང་ཁའི་ཉེ་སྒོམ་ནང་བསྒྲུབ་ཚ་ཤེས་མི།(ག)	རྩོང་ཁ་ཡི་གྱའི་གྱལ་གཅོད་མཚམས་ རིམ་སྒྲིག་འབད་དེ་ འབྲི་ཚ་ཚུགས་མི།(ག)

དཔེ་ཁིབ་ཐབས་ལམ་དང་སྡེད་ཚད་ཀྱི་བཀོད་རིས།

དུས་རྒྱུན་དཔེ་ཁིབ།	དཔེ་ཁིབ་ཀྱི་དཔེ་བ།	གྲངས་ཀ།	སྐུགས་ཀྱི་བརྒྱ་ཚ།
ཀ (གསལ་བཤད)	ཀ སློབ་ཁང་ཚོས་རྒྱུགས།	༡	༢༠
	ཁ སྤྱན་འདྲེལ།	༢	༢༠
	ག མཇུག་གཅོན།	༡	༧༥
ཁ (སྒྲོང་ལྷ)	ང་ ལས་འགྱེལ།	༢	༤༥
ཡོངས་སྡོམ།		**༡༠༠**	

སྒྲོང་ཚན་སྡོན་ཚང་། མེད།

སྒྲོང་ཚན་ཀྱི་ནང་དོན།
ལས་ཚན་དང་པ། སྐད་ཡིག་གི་འབྲུང་རབས།

༡.༡ སྐད་ཡིག་གི་གོ་དོན།

༡.༢ སྐད་ཡིག་དང་ཁ་སྐད་ཀྱི་ཁྱད་པར།།

༡.༣ འབྲུག་རྒྱལ་ཁབ་ནང་ཁ་སྐད་ཀྱི་རིགས་དང་ གཞུང་སྐད་འདི་ རྩོང་ཁ་བཞག་དགོ་པའི་ཁུངས།

༡.༤ རྩོང་ཁའི་སྐད་ཡིག་གི་འབྲུང་རབས་རགས་བསྡུས།

༡.༥ རྩོང་ཁ་ཨའི་ཡིག་ཐོག་ལུ་འབྲི་སྟངས།

༡.༦ སྐད་ཡིག་ལྷབ་དགོ་པའི་སྐོར།

༡.༧ སྐད་ཡིག་གི་ཕན་གནོད།

ལས་ཚན་ གཉིས་པ། ལུང་འབྱེན་དང་རྒྱབ་རྟེན་འབད་ཐངས།

༢.༡ ལུང་འབྱེན།

༢.༡.༡ ཐད་ཀར་གྱི་ལུང་འབྱེན་ཐངས།

༢.༡.༢ ཚོག་རྒྱུར་གྱི་ལུང་འབྱེན་ཐངས།

༢.༡.༣ ངོ་ཆྱང་རྒྱན་འཕེལ་ལུང་འབྱེན།

༢.༡.༤ བརྒྱུད་པའི་ལུང་འབྱེན་ཐངས།

༢.༡.༥ བཙུ་བརྒྱུད་ལུང་འབྱེན་དང་འཕེལ་བའི་ལུང་འབྱེན་འབད་ཐངས།

༢.༦ སྒོག་རིག་དང་འབྲལ་འཛིན་ནང་ལུ་ རྩོང་ཁའི་ཀྲེ་སྒོམ་བསྡུཔ་ཐངས།

༢.༩ རྩོང་ཁ་ཡི་གྱའི་གྱལ་གཅོད་མཚམས་ཚུ་ རིམ་སྒྲིག་འབད་ཐངས།

སྒོག་དགོ་པའི་དུས་ཚོ།
དེས་པར་དུ་སྒོག་དགོ་པའི་དུས་ཚོ།

འབྲུག་རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྡེ། (༢༠༡༩) རྩོང་ཁ་བརྡ་དོན་སྒྲོད་ལེན། འབྲུག། ཐིམ་ཕུ། འབྲུག་རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྡེ།

རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས། (༢༠༡༩) འབྲུག་ཡི་ཡིག་བསྒྱུར་རྣམ་གཞག། འབྲུག། ཐིམ་ཕུ། སྤྱན་གཉིས་མཐུན་ འབེལ་བར་སྤྱན་དང་དཔེ་སྤྱན་ཁང་།

རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས། (༢༠༡༦) རྩོང་ཁའི་དུས་གཏུམ་རབ་གསལ། འབྲུག། ཐིམ་ཕུ། སྤྱན་གཉིས་མཐུན་འབེལ་བར་ སྤྱན་དང་དཔེ་སྤྱན་ཁང་།

རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས། (༢༠༡༣) རྩོང་ཁའི་བརྡ་གཞུང་སྐད་བའི་སྒོག་ཚེ། འབྲུག། ཐིམ་ཕུ། སྤྱན་གཉིས་མཐུན་འབེལ་བར་སྤྱན་དང་དཔེ་སྤྱན་ཁང་།

རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས་ཀྱི་ཡོངས་འབེལ་འཆར་སྒོ་ནང་ཡོད་ཚེ་ རྩོང་ཁ་མཇུག་གཅོན་སྒོག་སྒོན་རིམ་ལུགས།(ཕེནཅོསི)དང

རྩོང་ཁ་མཇུག་གཅོན་སྒོག་སྒོན་རིམ་ལུགས།(ཨེ་སུལ)གཉིས་ཀྱི་འབེལ་མཐུད།
https://www.dzongkha.gov.bt/uploads/files/downloads/Dzongkha_typing_tutor_setup_1.0.0_c7399525fb25292adef98df4b71d3329.exe

རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས། (༢༠༢༢) རྩོང་ཁའི་ཡུང་འབྲེན་དང་རྒྱབ་ཏེན་བགོ་དེ་ཁ། འབྲུག། ཐིམ་ཕུ། རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས།

ཁ་སྐོང་སྤྱག་དགོ་པའི་དུས་ཚོ།

ཐུབ་བསྟན་བཙོན་འགྲུས། (༡༩༥༣) ཀུཨ་རྟགས་འཕེལ་པ་ཆོར་ཁྲའི་ཚེ་ཡོང་། མི་སོར། སེར་སྐད་འཕྲལ་ཐུར་ཁང་།

པད་རྒྱལ་མཚན་དང་བསོད་ནམས་ཚེ་དབང་། (༢༠༡༦) དུས་གཏུམ་ཆོས་གསུངས་བརྒྱིགས་ཀུན་གསལ་ཚེ་ཡོང་། Dhi Publication

པད་རྒྱལ་མཚན། (༢༠༡༡) བདུད་སྒོད་པའི་གྲུབ་མཐའ་སྒེད་བརྩོད་ཚེན་མོ་འཛམ་གླིང་རྒྱུན་གཏམ་གཅིག། ཐྱེ་ལི། ཚོས་སྒོང་དཔེ་སྐྱན་ཁང་།

རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས། (༡༩༩༥) རྩོང་ཁའི་ཡིག་སྐྱབ་རྣམ་གཞག་རྒྱོ་གསར་དགྱེས་པའི་མགུལ་རྒྱན་ལན་ཁྲའི་ཚེང་བ། འབྲུག། ཐིམ་ཕུ། ཀེ་ཚེམ་ཀྱི།

རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས། (༢༠༠༢) རྩོང་ཁའི་བརྡ་གཞུང་གསར་བ། འབྲུག། ཐིམ་ཕུ། རྩོང་ཁ་གོང་འཕེལ་སྤྱན་ཚོགས།
རྩོང་ཁ་ཡུ་ནི་ཀོཌ་རིམ་ལུགས་བསྒྲགས་ཐངས་དང་རིམ་སྒྲིག་ལམ་སྟོན།
https://www.dzongkha.gov.bt/uploads/files/publications/A_guide_to_installation_and_configuration_of_Unicode_Tools_for_Dzongkha_689180bbfee5de068edab6ea1a6449d1.pdf

སེ་ཀུ་ཚོས་ཀྱི་འཇུང་གནས། (༢༠༠༨) མཁས་བའི་འགྲུལ་རྒྱུན་ཐུ་ཀྱ་ཁྲེད་མཛེས། ཐྱེ་ལི། བོད་གཞུང་ཤེས་རིག་དཔར་ཁང་།

སྤྱི་ཚེས་: སྤྱི་ཟླ་༢ ༢༠༢༤།

CSP101 Foundations of Python Programming

Module Code and Title:	CSP101 Foundations of Python Programming
Programme	Bachelor of Economics and Politics, Bachelor of Digital Communications and Project Management, Bachelor of Data Science and Data Analytics
Credit:	12
Module Tutor(s):	Sangay Thinley, Norbu Zangpo, Ngawang Choeda
Module Coordinator:	Sangay Thinley

General Objective

This module aims to provide students with a solid foundation in Python programming with a focus on data analysis. Students will learn fundamental programming principles and constructs in Python and apply them to manipulate and analyse data using popular data science libraries such as NumPy, Pandas, and Matplotlib. By the end of the module, students will be able to write programs to extract insights from data, perform data manipulation and cleaning, and create informative data visualizations.

Learning Outcome

On completion of the module, students will be able to:

1. explain fundamental programming concepts, including algorithms and flowcharts, for problem-solving.
2. write, test, and debug Python programs using an IDE, applying appropriate syntax and constructs.
3. utilize variables, data types, and operators to perform calculations and manipulate data in Python.

4. implement loops, decision statements, and functions to develop structured and reusable Python programs.
5. apply Python's core data structures (strings, lists, sets, tuples, dictionaries) to solve computational problems.
6. use NumPy arrays for efficient data storage, manipulation, and analysis, including slicing, indexing, and aggregations.
7. perform data manipulation using Pandas, including reading/writing files, handling missing data, and filtering datasets.
8. extract and summarize key insights from structured datasets using Pandas and NumPy operations.
9. create and customize visual representations of data using Matplotlib for effective data storytelling.
10. develop simple data-driven applications using Python libraries for data analysis and visualization.

Teaching and Learning Approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture, Guided Discussions, Presentation	2	30
	Practical	2	30
Independent study	Assignments, Lab Exercises & Projects	2	30
	Self-study	2	30
Total			120

The module will be delivered through a combination of lectures, practical sessions, and interactive teaching sessions. During lectures, the tutor will introduce the fundamental theories and concepts of Python programming, providing students with a strong theoretical foundation. Teaching sessions will reinforce these concepts through guided discussions and demonstrations, where students are encouraged to bring their laptops and actively engage in coding exercises. Practical sessions will focus on applying the concepts learned in lectures and teaching sessions, allowing students to write, test, and debug Python programs in a hands-on environment.

Assessment Approach

The assessment will be carried out on a continuous basis through the following approaches:

A. Online Quiz: (20%)

VLE quiz will be conducted twice in a semester. The first quiz will be conducted after completion of the first two topics and the second one after completion of the last three topics of the subject matter. Each quiz will be conducted for a duration of 1 hour.

B. Assignment: (25%)

A programming assignment will be given to the students after completing all the topics. The assignment will require the students to apply basic constructs of the Python language such as functions and loops in their solutions. The students will also be required to load and manipulate data, perform analysis, and create insightful visualisations using Python.

The evaluation will be based on the rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement

				(2-1)
Code Implementation & Functionality (5%)	Code runs correctly, efficiently implements required constructs (functions, loops) with no errors.	Code runs with minor issues but meets most requirements.	Code runs with errors but attempts to implement key constructs.	Code is incomplete or does not meet the requirements.
Data Handling & Manipulation (5%)	Data is successfully loaded, cleaned, and manipulated using appropriate Pandas/NumPy functions.	Data is handled well with minor inefficiencies or missing steps.	Basic data manipulation is attempted but lacks completeness.	Data handling is incorrect or missing.
Analysis & Insights (5%)	Data analysis is accurate, meaningful, and provides clear insights.	Analysis is mostly accurate, but some insights could be improved.	Basic analysis is present but lacks depth or clarity.	Analysis is incorrect, unclear, or missing.
Visualization & Presentation (5%)	Visualizations are clear, well-labeled, and effectively convey insights.	Visualizations are mostly effective but could be improved in clarity.	Basic charts are present but lack necessary labels or interpretation.	Visualizations are unclear, missing, or incorrectly used.
Code Readability & Documentation (5%)	Code is well-structured, properly commented, and easy to understand.	Code is mostly readable with some comments.	Code lacks clarity, with minimal or no comments.	Code is difficult to read, poorly structured, or undocumented.

C. Practical Test: (25%)

Practical Test will be conducted after the completion of the module and will cover all the units. The test will be conducted for 3 hours to test the student's ability to implement a given set of problems (a question from Topics 1 and 2, and another question from Topics 3, 4 and 5).

D. Weekly Lab Assignment: (30%)

Weekly Lab Assignments will be based on the concepts taught in the theory class. Students will be provided a set of programming questions every week covering the concepts taught in each topic. The students will have to submit the solutions at the end of the lab session through the VLE.

The assessment criteria for for weekly lab assignment will follow:

Criteria	Full Marks (3)	Partial Marks (2-1)	No Marks (0)
Completion & Accuracy (3%)	All problems are attempted and solved correctly.	Some problems attempted; minor errors present.	No attempt or solutions are incorrect.
Code Functionality (3%)	Code runs correctly and meets all requirements.	Code runs with minor issues but partially meets requirements.	Code does not run or is incomplete.
Use of Concepts (3%)	Proper application of taught concepts (loops, functions, libraries, etc.).	Some application of concepts, but not fully optimized.	Concepts are misused or missing.
Code Readability (3%)	Code is well-structured, properly formatted, and easy to understand.	Code is somewhat readable but lacks structure or comments.	Code is messy, unorganized, or unreadable.

Overview of the assessment approaches and weighting

Sl.No.	Areas of assessment	Quantity	Weighting (%)
A	Online Quiz	2	20
B	Assignment	1	25
C	Practical Test	1	25
D	Weekly Lab Assignment	15	30
Total		**19**	**100**

Pre-requisites: NIL

Subject Matter

Unit I: Fundamentals of Programming
1.1 Introduction to Computer Programming and Programming Languages
1.2 Basic Concepts of Programming
1.3 Algorithm Design and Development
1.4 Flowcharts: Representing Algorithms Visually

Unit II: Introduction to Python Programming
2.1 Setting Up Python Environment and IDE Usage:
    2.1.1 Writing
    2.1.2 Testing
    2.1.3 Debugging
2.2 Variables and Data Types in Python
2.3 Operators and Expressions for Data Manipulation
2.4 Control Structures: Conditional Statements and Loops
2.5 Functions: Definition, Application, and Reusability

2.6 Data Collections: Strings, Lists, Tuples, Sets, and Dictionaries
2.7 Choosing the Right Data Collection for a Given Problem

Unit 3: Data Manipulation with NumPy
3.1 Introduction to NumPy and its Applications
3.2 Understanding NumPy Arrays and Data Types
3.3 Array Indexing, Slicing, and Reshaping
3.4 Universal Functions (ufuncs) and Aggregation Methods
3.5 Boolean Logic, Masking, and Filtering Arrays
3.6 Reading Tabular Data Files and Extracting Insights

Unit 4: Data Analysis with Pandas
4.1 Introduction to Pandas and its Data Structures (DataFrames, Series)
4.2 Importing and Exporting Data from Various Sources (Text, Excel, CSV)
4.3 Data Selection, Filtering, and Indexing Techniques
4.4 Data Modification and Assignment Methods
4.5 Handling Missing Data and Data Cleaning
4.6 Basic Data Manipulation for Visualization

Unit 5: Data Visualization with Matplotlib
5.1 Introduction to Matplotlib and its Components
5.2 Creating Different Types of Charts (Line, Bar, Scatter, Histogram, etc.)
5.3 Customizing Visualizations: Labels, Titles, and Legends
5.4 Presenting Data Effectively Through Plots

Laboratory Sessions:

1. **Lab Session 1: Introduction to Programming Concepts**
   Task:
   - Writing basic Python scripts in an IDE
   - Designing simple algorithms and implementing them in Python
   - Drawing and converting flowcharts into Python programs

2. **Lab Session 2: Python Basics and Control Structures**
   Task:
   - Declaring and using variables with different data types
   - Using arithmetic, logical, and comparison operators
   - Implementing conditional statements (if-else)
   - Writing loops (for, while) for iterative processing
   - Creating and using functions for modular programming

3. **Lab Session 3: Working with Python Data Structures**
   Task:
   - String manipulations (slicing, formatting, methods)
   - Creating and modifying lists, tuples, sets, and dictionaries
   - Choosing the appropriate data structure for a given problem

4. **Lab Session 4: Introduction to NumPy**
   Task:

- Creating and manipulating NumPy arrays
- Performing array indexing, slicing, and reshaping
- Applying NumPy universal functions (ufuncs) for data analysis
- Using boolean logic for array filtering

5. **Lab Session 5: Data Processing with Pandas**
   Task:
   - Creating and exploring Pandas Series and DataFrames
   - Importing and exporting data from CSV and Excel files
   - Selecting, filtering, and modifying data in Pandas
   - Handling missing values and cleaning datasets

6. **Lab Session 6: Advanced Data Analysis with Pandas**
   Task:
   - Using Pandas groupby and aggregation functions
   - Applying filtering and transformation techniques
   - Performing basic exploratory data analysis (EDA) on real datasets

7. **Lab Session 7: Data Visualization with Matplotlib**
   Task:
   - Creating basic charts (line, bar, scatter, histogram)
   - Customizing visualizations with titles, labels, legends, and styles
   - Comparing multiple datasets in a single plot

8. **Lab Session 8: Mini Data Analysis Project**
   Task:
   - Applying Python, NumPy, Pandas, and Matplotlib to analyze an open dataset
   - Data cleaning, manipulation, and visualization
   - Writing a short report summarizing findings

Reading List:

Essential Reading

Deitel, P., & Deitel, J. (2020). *Introduction to Python for Computer Science and Data Science Learning to Program with AI, Big Data and the Cloud*. Pearson.

Nelli F. (2018). *Python data analytics with pandas Numpy and Matplotlib* (2nd ed.). Apress. https://doi.org/10.1007/978-1-4842-3913-1

Additional Reading

Lutz, M. (2013). *Learning Python* (5th ed.). OReilly.

Rao, R. N. (2017). *Core python programming*. Dreamtech press.

Sedgewick, R., Wayne, K., & Dondero, R. (2015). *Introduction to programming in Python: An interdisciplinary approach*. Addison-Wesley.

Date: February, 2025.

MAC101 Foundation of Digital Communication

Module Code and Title: MAC101 Foundation of Digital Communication
Programme: Common module
Credit: 12
Module Tutor(s): Anju Chhetri

General Objective

The module will introduce how digital platforms have revolutionised the communication process across all aspects of human lives. Students will learn how digital technologies can be leveraged for a variety of purposes, ranging from personal to business related communication needs. The module will cover the principles of communication, which will be used to analyse digital platforms and technologies. Learners will be introduced to digital tools and strategies for trans-medial communication. They will have knowledge and skills of using digital tools that are curated to craft and communicate information. The module will enhance their learning throughout their study at university and beyond, through project-based learning, practical sessions and critiquing of existing digital applications used by various organisations. Further, it will also enhance students' capacity to critically reflect on their own learning.

Learning Outcomes

On completion of the module, students will be able to:

1. define digital communication as a process.
2. analyse the different ways of storytelling in digital platform.
3. identify ethical dilemma associated with digital communication.
4. examine the implications and case studies of emerging digital technologies.
5. use digital tools to design digital campaign.
6. navigate effectively through design software for digital communication.
7. use design principles such as colour theory, typography and layout.
8. analyse the importance of brand messaging, storytelling and brand experience.
9. explain marketing and its fundamentals.
10. create different types of digital content.
11. use AI content creators for quick content creation.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Facilitation and discussion	1	**60**
	In-class exercises	0.5	
	Lab tutorial	1.5	
	Lab Practice	1	
Independent study	Field work	1.5	**60**
	Script writing	1.5	
	Designing	1	
Total		8	**120**

Assessment Approach
The assessment will be carried out on a continuous basis through the following approaches:

a. Digital Product Critique (10%)
This assessment will enable students to identify distinctive features of digital communication through the critical analysis of digital products. This individual assignment is intended to familiarise students with the dynamic functions of digital platforms enabling communication in a trans medial environment. Students will be asked to critique at least 5 existing digital platforms and analyse its unique features, advantages and disadvantages and storytelling techniques. This assessment will assess the learning outcome 1 and 2.

Digital Product Critique Assessment Criteria

2 marks	Analysis of communication process: *Communication process is appropriately identified (precisely stated, appropriately rationalised, and strongly supported.)*
4 marks	Comparative analysis*: Justification of comparison, aspects of product critiqued and analysis drawn from it*
4 marks	Supporting materials: *Variety of explanations, examples, visuals, statistics, analogies, authoritative quotes, etc., and make appropriate reference to information or analysis that significantly supports the presentation.*

b. Create Brand Identity (20%)
Students will create a “Brand Identity” brochure using open-source design tool. Students will use the key elements of the brand's communication approach, including brand identity, messaging, visual branding, storytelling, and consistency. They will Identify the target audience and evaluate how effectively the brand communicates with them. They will Select a business idea of interest. Brainstorm and conceptualise the mission, vision for the brand. Conduct in-depth research on the brand's communication strategy and campaigns. Create the brand brochure highlighting core values, mission statement, and unique selling proposition (USP). Determine how these elements are communicated through the brand's messaging and visual branding. This assessment will assess the learning outcome 5, 8 and 9.

Brand Identity Assessment Criteria

4 marks	Brand Introduction: *Clear description, name and justifications*
4 marks	Quality of mission and vision*: Clear and concise*
4 marks	Colour and typography: *colour and typography elements appropriately addressed*
4 marks	Design Consistency: Images, words, colour and other elements align consistently.
4 marks	Digital tool: *Adequate use of digital tools mandated by the programme*

c. Content Creation (30%)

As part of this assignment, students will create a digital content piece using an open-source

digital tool introduced in practical sessions. The content may be in any digital format but must effectively reflect brand identity and value through design and storytelling. This assignment assesses Learning Outcomes 10 and 11.

Content Creation Assessment Criteria

5 marks	Platform & Format: *The content aligns with the chosen digital platform and follows its specific features and format requirements.*
8 marks	Storytelling & Purpose*: The content demonstrates a clear purpose, well-defined goals, and an understanding of the target audience. The message is engaging and effectively conveyed.*
5 marks	Use of Tools: *The student demonstrates proficiency in using an open-source AI or digital tool to enhance content creation.*

6 marks *Visual & Audio Quality: The visuals and/or audio are high quality, clear, and effectively enhance the content's engagement and message*.

6 marks Script & Narrative: *The script is well-structured, engaging, and supports the* ***storytelling aspect of the content. It maintains clarity and coherence throughout.***

d. Group Project (Digital Campaign) (40 %)

For their final project, digital communication students will develop a simple digital campaign for a brand, product, or cause using a social media ads manager. Students must present their campaign to the class, demonstrating their ability to apply knowledge and skills to real-world scenarios. The project will assess the learning outcomes 1 to 11 based on the following criteria:

Group Project (Digital Campaign) Assessment Criteria

8 marks Use of Tools: *Demonstrates appropriate and effective use of digital tools, including social media ads manager and relevant platforms.*

10 marks Research & Strategy: *Conducts thorough research and develops a clear, data-driven campaign strategy aligned with objectives and audience insights.*

8 marks Quality of Presentation: *Communicates ideas effectively, engages the audience, and presents content in a structured, professional manner.*

10 marks Quality of Visuals & Written Content*: Ensures high-quality visuals, compelling copy, and a cohesive message that enhances the campaign's effectiveness.*

4 marks Adherence to Brand Value*: Aligns campaign elements with the brand's identity, values, and messaging to maintain consistency and authenticity*.

Overview of the assessment approaches and weighting

Continuous assessment	**Areas of assignments**	**Quantity**	**Weighting (%)**
A (Theory)	a. Digital critique	1	10%
	a. Brand Identity	1	20%
B (Practical)	b. Content Creation	1	30%
	c. Group Project	1	40%
Total		**100**	

Pre-requisites: None

Subject Matter

Unit I: Introduction to Digital Communication

1.1 Define Communication
- 1.1.1 Transmission model of Communication
- 1.1.2 Interaction model of Communication
- 1.1.3 Transactional model of communication

1.2 Principles of communication

1.3 Communication and perception

1.4 Definition of digital media and digital communication
- 1.4.1 Distinctive feature of digital media enabled communications
- 1.4.2 Forms of digital communication and platforms
- 1.4.3 Digital Media and Convergence

1.4.4 Digital communication for business

1.5 Interactive Storytelling

1.5.1 A brief History, Convergence

1.5.2 Old tools/New tools, Character, dialogue and emotions, immersive entertainment

1.5.3 Contemporary examples from social media platforms

Unit II: Ethics in Digital Communication

2.1 General professional ethics in digital world

2.2 Concept of Confidentiality in effective communication

2.3 Digital work environment and its ethical challenges

2.4 Digital communication and its audience

2.5 Digital footprint and its consequences

2.6 Concept of privacy and digital identity

2.7 Concept of Cyberbully and relevant case studies

2.8 Intellectual property and digital products

2.9 Ethical considerations in artificial intelligence

2.9.1 Blockchain and ethical usage

2.9.2 design a digital communication plan with all ethical considerations

Unit III: Introduction to Digital Tool

3.1 Understanding digital tools

3.1.1Canva interface

3.2 Branding and Identity

3.2.1 Creating consistent visual branding elements (logo, color scheme, fonts),

3.2.2 Applying brand guidelines to design projects

3.2.3 Learning the basics of colour theory and its application

3.2.4 Understanding typography and font selection

3.2.5 Exploring layout and composition techniques

3.4 Social Media Graphics

3.4.1 Designing engaging Instagram and Facebook posts

3.4.2 Creating attention-grabbing thumbnails for YouTube videos

3.4.2 Designing Twitter headers and LinkedIn banners"

3.5 Image Editing

3.5.1 Enhancing and retouching images

3.5.2 Adjusting brightness, contrast, and saturation

3.5.3 Removing backgrounds and creating transparent images

3.6 Web Design

3.6.1 Designing website headers, banners, and hero images,

3.6.2 Creating user-friendly web graphics and icons

3.6.3 Understanding responsive design principles

3.7 Presentation Design

3.7.1 Creating professional slide decks for presentations

3.7.2 Using visual elements to enhance storytelling

3.7.3Designing effective charts and graphs

Unit IV: Brand Communication

4.1 Evolution of brand storytelling and post advertising era

4.1.1 What is branding, brand identity, brand value and brand experience

4.1.2 Approaches to Marketing (basic concepts, marketing in digital world)

4.1.3 Strategic brand storytelling, Tactical Brand story, Company Centric story, Customer-Centric

Unit V: Content Creation

5.1 Content Principles
    5.1.1 law of relevance and law of coherence
    5.1.2 Coherence Vs preference
    5.1.3 Relevant cases and examples
5.2 Define the purpose and goals
5.3 Identify target audience
5.4 Content Type and Format
5.5 Research on topic and brainstorm ideas
5.6 Scripting and Storyboarding
5.7 Gather and prepare assets for production
5.8 Post production
    5.8.1 Basics of photography
    5.8.2 Videography
    5.8.3 Audio and visual editing

Reading List

Essential Reading

Moin, S. M. A. (2020). Brand storytelling in the digital age: Theories, practice and application. Palgrave Macmillan.

Miladi, N. (Ed.). (2021). Global media ethics and the digital revolution. Routledge.

Chiaravalle, B., & Schenck, B. F. (2014). Branding for dummies. John Wiley & Sons.

Fawkes, J., & Gregory, A. (2001). Applying communication theories to the Internet. Journal of Communication Management, 5(2), 109-124. https://doi.org/[DOI if available]

Haig, M. (2005). Brand failures: The truth about the 100 biggest branding mistakes of all time. Kogan Page Publishers.

Williams, R. (2015). The non-designer's design book: Design and typographic principles for the visual novice. Pearson Education.

Additional Reading

van Dijck, J. (2013). The culture of connectivity: A critical history of social media. Oxford University Press.

Boyd, d., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. Journal of Computer-Mediated Communication, 13(1), 210-230. https://doi.org/[DOI if available]

Goffman, E. (1959). The presentation of self in everyday life. Doubleday.

Rheingold, H. (2012). Net smart: How to thrive online. MIT Press.

Turkle, S. (2011). Alone together: Why we expect more from technology and less from each other. Basic Books.

University of Southern California. (2021). Digital communication ethics. Retrieved from https://online.usc.edu/programs/articles/digital-communication-ethics/

Date: February 2025

DAT102 Foundations of Data Science

Module Code and Title:	DAT102 Foundations of Data Science
Programme:	Bachelor of Economics and Politics, Bachelor of Digital Communications and Project Management, Bachelor of Data Science and Data Analytics
Credit:	12

Module Tutor(s): Norbu Zangpo, Ngawang Choeda
Module Coordinator: Norbu Zangpo

General Objective
The aim of this module is to provide students with a practical foundation in data science, focusing on the skills and tools necessary for real-world data analysis using visual software such as Orange. Students will gain experience working with various types of data, including structured and will learn how to use software tools to perform common data analysis tasks such as data pre-processing, data visualization, and predictive modelling. Throughout the course, students will be challenged to apply their knowledge to real-world data problems, working individually and in teams to develop practical data analysis solutions

Learning Outcome
On completion of the module, students will be able to:
1. Describe the definition, scope, and applications of data science across various domains.
2. Identify and categorize different types of data and explain their characteristics and uses in data science.
3. Explain the data science lifecycle and the roles of key stakeholders involved in the process.
4. Analyze ethical considerations, legal frameworks, and privacy issues related to data science.
5. Assess and address issues of bias, fairness, and the social implications of data science.
6. Apply statistical methods, including descriptive statistics and probability distributions, to analyze data.
7. Execute techniques for data cleaning, preprocessing, and transformation to ensure high-quality data.
8. Utilize data wrangling tools to integrate, merge, and visualize data from multiple sources.
9. Implement machine learning algorithms, including supervised and unsupervised learning, to solve data science problems.
10. Evaluate machine learning models using appropriate performance metrics and optimize model parameters for improved accuracy.

Teaching and Learning Approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lecture, Guided Discussions, Presentation	2	30
	Practical	3	45
Independent study	Assignments, Lab Exercises & Projects	1	15
	Self-study	2	30
Total			120

The module will be taught using teaching sessions and practical sessions.

Teaching methods: Tutors can use a combination of lectures, labs, and online resources to introduce the concepts and tools of data science. Tutors may also use interactive software such as Orange to demonstrate how to perform data analysis tasks using visual programming.

Learning tasks: Tutors can assign students various types of data sets (such as text, images, audio, etc.) and ask them to perform data analysis tasks using Orange or other software tools. Students may be required to present their findings in a report or a presentation. Tutors can also design group projects where students collaborate to solve a real-world data problem using data science techniques.

Assessment Approach
The assessment will be carried out on a continuous basis through the following approaches.

NOTE: **A student must achieve a pass mark (minimum 40%) in each assessment category and an overall minimum score of 50% to pass the module**.

A. Online Quizzes: (20%)

Online Quizzes will be conducted after completion of every Unit as part of the continuous performance monitoring of the students. There will be a total of 5 quizzes (each worth 5%) out of which the best 4 will be considered for 20%. The quiz will be conducted for a duration of 1 hour through the VLE platform.

B. Group Assignment: (35%)

The group project requires examining a sizable dataset that has been provided, cleaning and preprocessing the data, exploring and visualising the data, using statistical analysis and machine learning techniques to draw conclusions and create predictive models, and present the results to the class. The objective is to use the knowledge and abilities acquired in the course to solve a practical issue.

The project will evaluated based on the following criteria:

Data Cleaning and Preprocessing: (20%)

Exploration and Visualization: (20%)

Statistical Analysis and Machine Learning: (25%)

Results and Interpretation: (20%)

Group Collaboration and Presentation: (15%)

C. Lab Assessment: (35%)

There are three parts to the laboratory assessment: lab work, a practical test, and a viva.

Applying the understanding of data science ideas to tasks involving data cleaning, visualization, statistical analysis, and machine learning is required for the lab assignments.

The practical exam will be a timed, in-person examination that will gauge how well the student can use the knowledge and abilities gained in the course to address problems that arise in the real world.

Oral examinations are part of the interview. Students will be questioned about the ideas covered in the course and asked to describe the reasoning and methodology for finishing the lab assignments and practical exam.

D. Class Activities: (10%)

Participation in class discussions, online forums, and other interactive activities can also be assessed. This can include the quality and quantity of contributions made by the student, as well as their ability to provide constructive feedback to their peers.

Overview of the assessment approaches and weighting

Sl.No.	Areas of assessment	Quantity	Weighting (%)
A	Online Quizzes	4	20
B	Group Assignment	1	35
C	Lab Assessment	1	35
D	Class Activities	1	10
Total		**7**	**100**

Pre-requisites: NIL

Subject Matter

Unit I: Introduction to Data Science

1.1 Basics of Data Science

1.1.1 Define Data Science and explain its key components.

1.1.2 Scope and applications of Data Science across various domains such as business, healthcare, finance, etc.

1.2 Understanding Data

1.2.1 Different types of data: structured, unstructured, semi-structured.

1.2.2 Data collection methods and sources.

1.2.3 Importance of data in the modern world.

1.3 Stakeholders in Data Science

1.3.1 Roles of data scientists, data engineers, analysts, and other stakeholders in the data science lifecycle.

1.3.2 Collaboration between data scientists and business decision-makers.

1.4 Data Science Tools and Frameworks

1.4.1 Overview of popular tools used in data science (e.g., Python, R, Jupyter Notebooks, SQL, Hadoop, TensorFlow, etc.).

1.4.2 Introduction to frameworks used for machine learning and data analysis (e.g., Scikit-learn, Pandas).

1.5 Data Science Lifecycle

1.5.1 Phases of the data science lifecycle: Problem definition, data collection, data preprocessing, modeling, evaluation, and deployment.

Unit II: Data Ethics and Privacy

2.1 Ethical Implications in Data Science

2.2 Overview of ethical considerations and implications in the use of data (privacy, consent, transparency).

2.3 Privacy and Legal Frameworks

2.3.1 Key concepts in data privacy and security (e.g., GDPR, HIPAA).

2.3.2 Legal frameworks governing data collection and analysis.

2.4 Bias and Fairness

2.4.1 Understanding bias in data and algorithms.

2.4.2 Methods to address fairness issues in data and machine learning Models.

2.5 Historical and Current Ethical Issues

2.5.1 Case studies of ethical dilemmas in data science (e.g., biased hiring algorithms, misuse of personal data).

2.5.2 Ongoing debates and solutions in data ethics.

2.6 Evaluating Data Sources and Tools

2.6.1 Best practices for evaluating and selecting data sources and tools with ethical considerations.

Unit III: Fundamentals of Data Analysis

3.1 Overview of Data Analysis

3.1.1 Importance and scope of data analysis in data science.

3.1.2 Organizing the data analysis process: problem definition, data

collection, cleaning, and analysis.

3.2 Exploratory Data Analysis (EDA)

3.2.1 Techniques for exploring and visualizing data (e.g., summary statistics, histograms, scatter plots).

3.3 Descriptive Statistics

3.3.1 Calculating and interpreting key statistical measures: mean, median, mode, variance, standard deviation.

3.4 Probability Distributions

3.4.1 Overview of common probability distributions (normal, binomial, Poisson) and their use in data analysis.

3.5 Multiple Regression Analysis

3.5.1 Introduction to multiple regression analysis for predicting outcomes.

3.5.2 Model selection techniques and evaluation of multiple regression Models.

3.6 Supervised vs Unsupervised Learning

3.6.1 Introduction to supervised learning techniques (e.g., classification, regression).

3.6.2 Introduction to unsupervised learning techniques (e.g., clustering, association rules).

Unit IV: Data Management and Wrangling

4.1 Data Management in Data Science

4.1.1 Importance of managing large volumes of data.

4.1.2 Identifying and handling issues related to data quality.

4.2 Data Cleaning and Preprocessing

4.2.1 Techniques for cleaning data: handling missing values, dealing with outliers, and encoding categorical variables.

4.2.2 Data preprocessing techniques such as normalization, scaling, and Transformation.

4.3 Merging and Integrating Data

4.3.1 Combining multiple datasets from different sources and formats.

4.3.2 Techniques for data integration and handling different data structures.

4.4 Data Visualization

4.4.1 Creating effective data visualizations (e.g., bar charts, line plots, pie charts).

4.4.2 Using visualization tools to identify patterns and communicate insights.

Unit V: Machine Learning

5.1 Introduction to Machine Learning

5.1.1 Define machine learning, its scope, and its importance in the context of data science.

5.1.2 Difference between Artificial Intelligence, Machine Learning, and Deep Learning.

5.2 Types of Machine Learning

5.2.1 Overview of different types of machine learning (supervised, unsupervised, and reinforcement learning).

5.2.2 Discussion on classification, regression, clustering, and association rule Learning.

5.3 Supervised Learning Algorithms

5.3.1 Detailed explanation of classification and regression algorithms (e.g., Decision Trees, Random Forests, KNN, Logistic Regression).

5.4 Unsupervised Learning Algorithms

5.4.1 Clustering algorithms (e.g., K-Means, DBSCAN) and their applications.

5.5 Model Performance Evaluation

5.5.1 Understanding and calculating performance metrics: accuracy, precision, recall, F1-score, AUC.

5.5.2 Cross-validation and overfitting.

5.6 Hyperparameter Tuning

5.6.1 Techniques for optimizing machine learning models using grid search, random search, and Bayesian optimization.

5.7 Building a Predictive Model

5.7.1 End-to-end process of building a predictive machine learning model: data preparation, model selection, training, evaluation, and deployment.

Laboratory Sessions:

1. **Lab Session 1: Getting Started with Data Science**

Activities:

- Introduce Python basics and environment setup (e.g., installing libraries such as NumPy, Pandas).
- Perform basic data manipulations with Python.
- Explore data science libraries and tools (e.g., Pandas, Matplotlib).
- Discuss the data science life cycle through examples.

2. **Lab Session 2: Ethical Considerations in Data Collection and Analysis**

Activities:

- Review case studies on data ethics and privacy issues.
- Work with publicly available datasets and examine ethical concerns related to data collection.
- Identify potential privacy risks in data and propose mitigation strategies.
- Discuss the importance of fairness and bias in machine learning models.

3. **Lab Session 3: Exploratory Data Analysis (EDA)**

Activities:

- Load a dataset and perform initial exploratory data analysis (EDA).
- Use statistical methods to summarize the data (mean, median, mode).
- Visualize data distributions and relationships using scatter plots, histograms, and box plots.

4. **Lab Session 4: Descriptive Statistics and Probability Distributions**

Activities:

- Calculate and interpret descriptive statistics for a dataset.
- Use Python to plot different probability distributions (e.g., normal, binomial) and compare them with actual data.
- Apply probability distributions to real-world problems.

5. **Lab Session 5: Data Cleaning and Preprocessing**

Activities:

- Handle missing values, remove duplicates, and deal with outliers.
- Normalize and standardize numerical features.
- Encode categorical variables for machine learning models.

6. **Lab Session 6: Data Integration and Merging**

Activities:

- Merge datasets from different sources (CSV, Excel, SQL).
- Apply data transformation techniques like reshaping and pivoting.
- Perform simple joins and aggregations on merged datasets.

7. **Lab Session 7: Data Visualization**

Activities:

- Use Matplotlib and Seaborn to create various charts (bar charts, line plots, heatmaps).
- Create interactive plots using Plotly or similar libraries.
- Interpret the visualizations to draw insights.

8. **Lab Session 8: Introduction to Supervised Learning**

Activities:

- Train a classification model (e.g., logistic regression, decision trees) on a labeled dataset.
- Evaluate model performance using accuracy, precision, recall, and F1-score.
- Perform hyperparameter tuning using grid search or random search.

9. **Lab Session 9: Unsupervised Learning and Clustering**

Activities:

- Apply K-Means clustering on an unlabeled dataset.
- Evaluate the clusters and interpret the results.
- Use dimensionality reduction techniques like PCA to visualize clusters.

10. **Lab Session 10: Model Evaluation and Hyperparameter Tuning**

Activities:

- Split a dataset into training and testing sets.
- Train a regression or classification model and evaluate its performance.
- Fine-tune model parameters to improve accuracy using cross-validation and hyperparameter optimization.

11. **Lab Session 11: Building a Predictive Machine Learning Model**

Activities:

- Select an appropriate machine learning algorithm for a predictive task.
- Train the model on the training dataset and test it on the test dataset.

- Evaluate the model's performance using performance metrics and compare different algorithms.

Reading List:

Essential Reading:

McKinney, Wes. (2017). Python for Data Analysis. O'Reilly Media, Inc.
Grus, Joel. (2015). Data Science from Scratch: First Principles with Python. O'Reilly Media, Inc.
James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). An Introduction to Statistical Learning: with Applications in R. Springer.
Hastie, T., Tibshirani, R., & Friedman, J. (2009). The Elements of Statistical Learning: Data Mining, Inference, and Prediction. Springer.

Date: February, 2025.

LAC103 Academic Research Skills

Module Code and Title: LAC103 Academic Research Skills
Programme: Bachelor of Economic and Political Science, Bachelor of Digital Communication and Project Management, Bachelor of Data Science and Data Analytics
Credit: 12
Module Tutor(s): Sonam Dendup, Sangay Choden, Tshering Samdrup
Module Coordinator: Sonam Dendup

General Objective
This module aims to develop critical thinking and academic writing skills, with a particular emphasis on research. Students will learn to locate and evaluate sources, analyse evidence, and identify underlying assumptions in various reading materials. The course covers rhetorical concepts to help students understand contexts and audiences, aiding in both comprehension and composition of texts. Additionally, students will explore multiple composing processes and will be introduced to disciplinary writing conventions, including understanding plagiarism, how to avoid it, and proper source documentation.

Learning Outcomes
On completion of the module, students will be able to:
1. analyse audience characteristics and write effectively to address their needs.
2. write concise and accurate summaries of texts.
3. identify and apply an effective workflow in their writing projects.
4. recognize and explain the interconnection between reading and writing.
5. deliver academic presentations effectively.
6. employ rhetorical strategies to communicate ideas effectively.
7. apply revision techniques to improve their writing.
8. locate relevant sources on a given topic and document them accurately.
9. integrate sources effectively to support their personal ideas.
10. reflect on and identify their growth and development as writers.
11. synthesize their knowledge and deepen their understanding of a chosen subject through writing.

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Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours

Contact	Facilitation and discussion	1.5	**60**
	Writing Workshop/Group work	2	
	Presentations	0.5	
Independent study	Portfolio writing and revising	2	**60**
	Forum participations	0.5	
	Reading assigned readings	1.5	
Total		8	**120**

Assessment Approach
The assessment will be carried out on a continuous basis through the following approaches:

Portfolio 1: Personal and Academic Writing

A. Personal Essay (7%)

The writing assignment will be a personal essay on a topic selected by the tutor. The assignment will provide students to explore how their life experiences have affected how they think/ feel about the selected topic. The essay should be 500-600 words. Students should follow the guide provided in *Storytelling, Narration, and the 'Who Am I' Story*.

Personal Essay Assessment Criteria

1 Mark Vividness of events: *Events are vividly described with strong sensory details, making the story immersive*.
1 Mark Character Development: *Characters are well-developed through actions, dialogue, and thoughts, making them feel real*.
1 Mark Narrative time: *Time shifts (past/present) and pacing are used effectively for storytelling*.
1 Mark Dominant Impression: *Essay creates a strong, consistent central impression that evokes emotions*.
1 Mark Show and don't tell: *Skilfully uses action, dialogue, and detail to show emotions and experiences*.
1 Mark Organization & Clarity: Grammar, Mechanics & Style: *Writing is polished, with few or no grammar/spelling errors*.
1 Mark Grammar, Mechanics & Style: *Writing is polished, with few or no grammar/spelling errors*.

B. Summary (7%)

Students will select an essay from a pool on a selected topic and write a 500-600 word summary on it. This summary will be part of the class text to be used by your classmates in writing the third essay in this portfolio. The goals of the assignment are to read accurately and condense information such that key ideas are identified and summarized correctly.

2 Marks Comprehension: *Clearly identifies main ideas.*
2 Marks Clarity, Coherence: *Logical flow and easy to understand*.
1 Mark Conciseness: *Avoids unnecessary details and repetition.*
1 Mark Structure and Organization: Grammar, Mechanics & Style: *Well structured summary with author and article title*
1 Mark Grammar, Mechanics & Style: *Writing is polished, with minimal grammar/spelling errors*.

C. Response Using Personal Experience (16%)

This assignment will entail to provide a response to ideas from readings summarized earlier using personal experience. It should summarize the main ideas from your classmate's reading and how and why those ideas are similar or different from your own personal experiences.

4 Marks Summary: *Clearly and accurately summarize author's key points in an organized and concise manner*

4 Marks Response and Interpretation: *Thoughtfully engages with the author's ideas, making insightful connections to personal experiences, knowledge, or real-world examples.*

4 Marks Argument and Positioning: *Clearly establishes a strong, well-supported position (agree, disagree, or partial agreement) with reasoning and examples*.

4 Marks Clarity Organization and Grammar*: Writing is clear, well-organized, and nearly free of grammar/spelling errors.*

Portfolio 2 Source Evaluation and Response

D. Source Evaluation (15%)

In smaller groups, students will explore multiple sources of text using library resources on a particular issue. Students will then write an essay that summarizes the texts and discusses how ideas are expressed and for what purpose they are intended.

2 Marks Summary of the source: *Provides a comprehensive and concise summary of the courses*.
2 Marks Depth of analysis: *Demonstrate insightful critique and through evaluation*.
2 Marks Use of evidence: *Integrates strong and relevant examples throughout*.
2 Marks Comparison of sources: *Provides strong comparative insights with well-developed contrasts*.
2 Marks Intended audience and purpose: *Clearly identifies that intended audience and purpose for each source*.
2 Marks Use of rhetorical strategies: *Analyse rhetorical strategies effectively, providing insights*.
2 Marks Evaluation of credibility: *Evaluates the credibility of sources thoroughly and accurately*.
1 Mark Reflection and engagement: *Demonstrate deep reflection and engagement with sources*.
1 Mark Organization and clarity: *Well organized and clear, with logical flow of ideas*.
1 Mark Grammar and style: *No grammatical, spelling, or punctuation errors and good style*.

E. Response Using sources (20%)

In this 1200-1500 word essay, students will revisit the response format they used previously. Rather than relying solely on personal experience, they will incorporate external sources to substantiate their agreement or disagreement with the author's ideas. This approach is common in academic writing and serves as a foundation for developing independent arguments.

4 Marks Agreement/disagreement with author: *Clear statement of agreement or disagreement with justifications.*

4 Marks Use of sources*: Effectively incorporates a variety of sources to support the argument; all sources are relevant and credible.*

3 Marks Audience awareness: *Clearly identifies and address the target audience; understand and meets their expectation for focus, organization, evidence and style*.
3 Marks Organization and coherence: *Well organized with clear logical flow of ideas; paragraph are well-structured and transitions are smooth*.
3 Marks Balance of thoughts: *Balance of personal insights and outside source material; sources enhances and complements the argument.*
2 Marks Proper Citation: *All sources are cited in APA format with no errors*.
1 Mark Grammar and style: *No grammatical, spelling or punctuation errors. Good writing style*.

Miscellaneous Process

F. Quiz (10%): Two online quizzes will be conducted, based on the assigned weekly readings. These quizzes will be designed to assess students' understanding and engagement with the course material.

G. Free Writing (5%): Students will engage in weekly 10-minute free writing exercises on various topics. Each piece should be between 150 and 300 words. Completion of each exercise will earn 0.5%, contributing to the final grade. This activity encourages idea generation, creativity, and writing fluency without pressure for perfection.

H. Attendance (5%): Regular attendance is crucial for participating in class activities and discussions. Students are allowed to miss up to three classes without any penalty. However, for each additional absence, 1% will be deducted from the attendance grade. Missing eight or more classes will result in a zero for this component.

I. Forum Participation (5%): Students will be assessed based on the frequency and quality of their contributions. High-quality participation involves following and building on existing conversations and contributions should be thoughtful, relevant, and encourage further dialogue among peers.

J. Reflecting on Your Writing – (10%): Module Postscript: In this last assignment, the student will write a reflection essay of 600–800 words to show how their writing knowledge and skills developed over the semester. They will discuss what they have learned about academic writing.

2 Marks	Development of writing skill: *Clearly demonstrate significant development in writing skills over the semester*.
3 Marks	Understanding of academic writing: *Explain what has been learnt about academic writing*.
3 Marks	Evaluation of earlier essay: *Provide comprehensive evaluation of an essay using tools and topics discussed throughout the semester and mention how you would improve if you revise again*.
1 Marks	*Organization and clarity: Well organized with clear logical flow of ideas; paragraph are well-structured and transitions are smooth*.
1 Marks	Grammar and style: *No grammatical, spelling or punctuation errors. Good writing style.*

Overview of the assessment approaches and weighting

Continuous assessment	Areas of assessment	Quantity	Weighting (%)
A Portfolio 1	A. Personal Essay	1	7%
	B. Summary	1	7%
	C. Responses using personal experience	1	16
B Portfolio 2	D. Source Evaluation	1	15
	E. Comparison of two discourse	1	20
	F. Reflecting on your writing		
	G. Homework, attendance and Participation		
Total		**100**	

Pre-requisites: None
Subject Matter

1. Unit I: Writing Process and Reading Strategies

1.1. Writing Process and Workflow
    1.1.1. Understanding the stages of the writing process (prewriting, drafting, revising, editing, and publishing).
    1.1.2. Applying effective workflow techniques tailored to writing projects.
1.2. Interconnection Between Reading and Writing
    1.2.1. Exploring the influence of reading on writing and vice versa.
    1.2.2. Analyzing examples to understand how reading can inspire and improve writing.
1.3. Reading for Different Purposes
    1.3.1. Identifying and distinguishing between various purposes for reading (e.g., learning, pleasure, research).
    1.3.2. Implementing appropriate reading strategies for different contexts.
1.4. Reading as a Prewriting Strategy
    1.4.1. Using reading materials to generate ideas and develop critical thinking skills before writing.
    1.4.2. Engaging in prewriting activities based on insights gained from reading.
1.5. Collecting, Planning, and Organizing Writing
    1.5.1. Techniques for collecting information, planning, and organizing writing projects.
    1.5.2. Implementing strategies such as brainstorming, outlining, and using graphic organizers.

2. Unit II: Audience Awareness and Summarizing

2.1. Audience Analysis and Writing
    2.1.1. Analyzing audience characteristics to tailor writing effectively.
    2.1.2. Understanding genre conventions to meet the expectations of readers and writers.
2.2. Summarizing Texts
    2.2.1. Understanding the importance of summarizing in various contexts.
    2.2.2. Techniques for writing concise and accurate summaries.

3. Unit III: Organizing, Revising, and Academic Writing

3.1. Rhetorical Strategies in Writing
    3.1.1. Employing rhetorical strategies to communicate ideas effectively.
    3.1.2. Techniques for organizing material logically to present information clearly.
3.2. Revision Techniques
    3.2.1. Applying revision strategies to improve written work.
    3.2.2. Understanding and constructing academic arguments with appropriate style and tone.

4. Unit IV: Finding, Evaluating, and Responding to Sources

4.1. Locating and Documenting Sources
    4.1.1. Techniques for finding relevant sources on a topic and documenting them accurately.
    4.1.2. Strategies for presenting data clearly to readers.
4.2. Integrating Personal Experience with Data
    4.2.1. Blending personal experiences with data to support arguments.
    4.2.2. Using sources effectively to bolster personal ideas.

5. Unit V: Reflection on Writing

5.1. Self-Awareness and Development as a Writer
    5.1.1. Reflecting on personal growth and development in writing.
    5.1.2. Consolidating knowledge and deepening understanding of subjects through writing.

Reading List

Essential Reading

Daniels-Lerberg, T., Driscoll, D., Stewart, M., & Vetter, M. (Eds.). (2023). *Writing spaces: Readings on writing* (Vol. 5). Parlor Press.

Driscoll, D., Heise, M., Stewart, M., & Vetter, M. (Eds.). (2021). *Writing spaces: Readings on writing* (Vol. 4). Parlor Press.
Driscoll, D., Stewart, M., & Vetter, M. (Eds.). (2020). *Writing spaces: Readings on writing* (Vol. 3). Parlor Press.
Lowe, C., & Zemliansky, P. (Eds.). (2010). *Writing spaces: Readings on writing* (Vol. 1). Parlor Press.
Lowe, C., & Zemliansky, P. (Eds.). (2011). *Writing spaces: Readings on writing* (Vol. 2). Parlor Press.

Additional Reading

American Psychological Association. (2020*). Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

Date: February 2025

LAC102 རྩོང་ཁ་རྩོམ་རིག།

སྒྲོང་ཚན་ཚད་དང་སྒྲོང་ཚན་མིང་། LAC102 རྩོང་ཁ་རྩོམ་རིག།

ལས་རིམ། དཔལ་འབྱོར་དང་སྲིད་དོན་ཚན་རིག། ཞང་ཅན་རྒྱན་འཛེལ་དང་ལས་འགྱུལ་འཛིན་སྐྱོང་།

གནས་སྟུད་ཚན་རིག་དང་དབྱེ་དཔྱད་གནས་སྟུད་ཚན་རིག།

སྒྲོང་འཐུས། ༡༢ །

སྒྲོང་ཚན་སློབ་སྟོན་པ། རྩོང་ཁའི་ལེགས་བཤད།

སྒྲོང་ཚན་འགོ་འཛིན་པ། ཤེས་རབ་རྩེ་མཐོ་རིམ་སློབ་གྲྭ་ཆེན་མོ།

སྤྱིར་བཤད་ལས་དོན།

སྒྲོང་ཚན་འདིའི་དམིགས་གཏད་འདི་ སློབ་ཕྲུག་ཚུ་གིས་ གཞུང་སྐེར་གྱི་ལུ་གཡོག་གི་ཅ་ནང་འབད་རུང་ རྩོང་ཁའི་རྩོམ་རིག་གི་ལུ་ཚུ་ ཤེས་ཡོན་འབྱི་རྩལ་དང་ལྡན་པ་ བྱེ་ཚུགས་ནིའི་དོན་ལུ་ཨིན། དེ་མ་ཚད་ སྒྲོང་ཚན་འདི་ལུ་བརྟེན་ རྩོང་ཁའི་རྩོམ་བྱེས་པ་ཅིག་འབད་སྟོད་ཚུགས་ནིའི་དམིགས་པ་བསྒྲུབས་ཨིན།

སློབ་སྒྲོང་གྲུབ་འབྲས།

སྒྲོང་ཚན་འདི་མཇུག་བསྡུཔ་དང་ སློབ་ཕྲུག་ཚུ་གིས།

༡ སྤྱིར་བཤད་རྩོམ་རིག་གི་དགོས་ཁྲངས་ཚུ་སྤྲད་ཚུགས།

༢ སྐུང་རིགས་ཉན་ནི། ལྷག་ནི། སྤྲད་ནི་དང་སྐུང་གསར་རྩོམ་འབད་དེ་བྱེ་ཚུགས།

༣ སྐུང་། གཤམ་བརྒྱུད། ལོ་རྒྱུས་ཚུ་ལུ་གཞི་བཅོལ་ཏེ་ འཐབ་སྐུང་རེ་གསར་གཤོད་འབད་དེ་བྱེ་ཚུགས།

༤ གནའ་དེང་དང་འཛེལ་བའི་དུས་ཐུང་སྐོག་བརྟན་བཟོ་སྐྱན་འབད་དེ་སྟོན་ཚུགས།

༥ ཁ་བཤད་རྩང་མོ་བློ་ཟེ་ཚུ་འཐེན་སྐྱུར་དང་ དབེ་དོན་སྤྱི་ཏེ་གསར་རྩོམ་འབད་དེ་བྱེ་ཚུགས།

๔ འབྲི་རྩོམ་གྱི་ཁྲད་ཆོས་ཚང་བའི་ཐོག་ལས་ ལྷང་རིགས་ཚུ་དྲངས་ཏེ་འབྲི་རྩོམ་བྱེ་ཚུགས།

๕ ཆོགས་བཤད་ཀྱི་ཐབས་རིག་ཚུ་ཐོབ་སྟེ་ མི་མང་གི་སྒྲུག་ལུ་ གསལ་བཤད་གཏང་ཚུགས།

སློབ་སྦྱོང་དང་སློབ་སྟོན་ཐབས་ལམ།

དབྱེ་བ།	ཐབས་ལམ།	བདུན་ཐག་གཅིག་ནང་ཆུ་ཚོད།	སྦྱོང་འཐུས་ཆུ་ཚོད།
དངོས་འབྲེལ།	གསལ་བཤད།	๓	๔๐
	སྦྱོང་ལྟ།	๑	
	སྒྲུབ་ཁྲ།	๑	
རང་སྦྱོང།	ལས་འགྲུལ།	๓	๔๐
	དཔེ་མཛོད།	๓	
སྦྱོང་ཚན་འདིའི་དོན་ལུ་ཡོངས་སྟོམ་ཆུ་ཚོད།		๙	**๑๓๐**

དབྱེ་ཞིབ་ཐབས་ལམ།

སྦྱོན་ཚན་འདིའི་དོན་ལུ་ དུས་རྒྱུན་དབྱེ་ཞིབ་ཀྱི་ཐོག་ལས་འབད་དགོ།ས་ཚེན།

ཀ དུས་རྒྱུན་དབྱེ་ཞིབ་དང་པ། སྒང་ཐུང་བྱེ་ནི། ངོ་རྟགས་ལས་འགྲུལ། (๑๐%)

ཁ་རྒྱུན་གྱི་སྒང་དང་རྐྱེག་བཟོའི་སྒང་ གང་རུང་གི་ཁྲད་ཆོས་ཚང་བའི་ཐོག་ལས་ ཆོག་འབྲུ་ ๔๐๐ ལས་ ๑๐๐๐ གི་བར་ན་ སྒང་ཐུང་བྱེ་དགོ། ཁ་རྒྱུན་གྱི་སྒང་དང་རྐྱེག་བཟོའི་སྒང་ གཅི་ར་འབྱེ་རུང་ སྒང་གི་འཐུང་རིམ། གནས་དུས། མི་སྣ། རྐྱེགས་གཞི། ཞི་ཐབས། མཐའ་འཁོར་སོགས་ཀྱི་ཁྲད་ཆོས་ཚང་དགོ། སྒང་དེ་ཡང་ སྒང་རིང་། སྒང་འབྱེད། སྒང་ཐུང་གསུམ་ལས་ སྒང་ཐུང་གདམ་སྟེ་ ཆོག་ལྷག་པའི་ཐོག་ལས་བྱེ་དགོ། འོག་གི་ཚད་གཞི་དང་འཁྱིལ་ཏེ་ སྐྱགས་ཐྲེན་ནི་ཚེན། དབྱེ་ཞིབ་འདི་ལུ་བརྟེན་ སློབ་བཏང་སྒང་གི་གནད་ཁྲལས་སྐོར་ལས། སྒང་གི་ཁྲད་ཆོས་དང་དབྱེ་བ། སྒང་གི་བརྗོད་གཞི་ཚུའི་སྐོར་དང་ རྟོག་བཟོའི་སྒང་རེ་གསར་སྤྱོམ་འབད་དེ་ བྱེ་ཚུགས།

ཤེས་ཚད་ཀྱི་ལྷོ་གས་སྒྲུབ།	སྐྱགས་ཀྱི་ཚད་གཞི། ๑๐%

ཤེས་ཚད་ཡོངས་སྤྱོད་ཀྱི་ནང་གསེས།	སྐུང་འགོ་བཙུགས། (୧%)	བརྙེད་དོན། (୬%)	འབྱུང་རིམ། (୬%)	སྐུང་མཇུག་བསྡུ་ཐངས།(୧%)
(མཚོག་སྒྲུབ།)	སྐུང་གི་བརྙེད་དོན་འདི་གསལ་རིལ་རི་སྦེ་
ཏ་གོ་ཚུགསཔ་སྦེ་
བྱེས་ཏེ་འདུག། (୧)	སྐུང་གི་འགོ་བཙུད་འབྱི་ཐངས་འདི་
གནམ་མེད་ས་མེད་སྦྱོ
་བ་ཆེ་ཏོག་ཏོ་སྦེ་བྱེས་
ནུག། (୬)	སྐུང་གི་རིག་སྟོབས་དང་འཁེལ་ཏེ་
འབྱུང་རིམ་ཚུའི་གོ་རིམ་ཞེབ་པར་སྦེ
་བཀོད་སྒྲིག་འབད་ནུག། (୬)	སྐུང་གི་བཙུད་དོན་ཚུ་བཏོན་ཏེ་
ལྷག་མི་ཚུ་
སྦྱོ་བ་ཆེ་ཏོག་ཏོ་སྦེ་འབྱུང་ཚུགས་
པའི་གསར་གཏོད་འབད་དེ་མཇུ
ག་བསྡུ་ནུག། (୧)
(རབ)	སྐུང་གི་བརྙེད་དོན་འདི་དེ་ཅིག
་གསལ་རིལ་རི་སྦེ་
ཏ་གོ་ཚུགས་པས། (୩)	སྐུང་གི་འགོ་བཙུགས་
འབྲི་ཐངས་འདི་
སྦྱོ་བའི་ཚོར་སྣང་ཚ་ཚི
་རེ་འབྱུང་ཚུདཔ་སྦེ་བྱེ
ས་ནུག། (୫)	སྐུང་དང་འཁེལ་ཏེ་
འབྱུང་རིམ་ཚུའི་གོ་རིམ་ཞེབ་པར་སྦེ
་ཡོད་རུང་
གཅིག་དེ་ཅིག་འཛོལ་ཏེ་འདུག།
(୫)	སྐུང་མཇུག་བསྡུ་འདི་བཙུད་དོན་
ཚུ་བཏོན་ཏེ་ཡོད་རུང་ལྷག་མི་ཚུ་
སྦྱོ་བའི་དོན་ལུ་
གསར་གཏོད་ཆེནམོ་ཅིག་མིན་འ
དུག། (୩)
(འབྲིང་)	སྐུང་གི་དོན་ཚན་དང་འཁེལ་
བའི་བརྙེད་དོན་གསལ་རིལ་རི
་མིན་འདུག། (୨)	སྐུང་གི་འགོ་བཙུགས་
འབྲི་ཐངས་འདི་
སྦྱོ་བ་ཡོད་པ་སྦེ་མ་བྱེ
ས་ བས། (୧)	ང་དང་འཁེལཔ་ད་འབྱུང་རིམ་ཚུའི་
གོ་རིམ་བཀོད་ཐངས་ཚུ་ཚ་ཚི་ཅིག་
མི་བཏུབ་པས། (୧)	སྐུང་མཇུག་བསྡུ་འདི་ལྷག་མི་ཚུ་
སྦྱོ་བ་བྱུང་ཡོད་རུང་
སྐུང་གི་བཙུད་དོན་འདི་གསལ་
རིལ་རི་སྦེ་བཀོད་དེ་མིན་འདུག།
(୨)
(ཐ)	སྐུང་གི་བརྙེད་དོན་འདི་གི་ཅི་
ཨིན་ན།
ཏ་ར་གོ་མི་ཚུགས་པས། (୨)	སྐུང་གི་འགོ་བཙུད་འ
བྱི་ཐངས་
འདི་དང་འདི་ཟེར་ཏ་
མི་གོ་བས། (୩)	སྐུང་གི་འབྱུང་རིམ་ཚུ་
སྐུང་དང་འཁེལ་བའི་གོ་རིམ་ཚུ་
མངས་ཤོས་ཅིག་གོང་འོག་ནོར་ཏེ་བྱེས
། (୩)	སྐུང་མཇུག་བསྡུ་ཐངས་ཀྱི་དམིག
ས་ཏེ་ར་མེད་པར་ དེ་སྦེ་ར་
བྱེས་བཞག་ནུག། (୨)

ཁ འཁྲབ་སྐུང་བྱེ་ནི། སྤེ་ཚན་ལས་འགུལ། (୨୦%)

འབྱུག་པའི་ལམ་སྲོལ་དང་འབེལ་བ་ཡོད་པའི་སྐུང་དང་གཏམ་བརྒྱུད་དགོན་དྲག་གི་རིགས་དང་། ཅི་མའི་འཁྲབ་ཤོག་ཚུ་ལས་ རྒུ་བཤུས་མེད་པ། སྐད་ཡིག་གཞན་ནང་ལས་ སྐད་སྐྱར་མེད་པའི་འཁྲབ་སྐུང་ཅིག་འོང་དགོ། དེ་ཡང་ སྐུང་། གཏམ་བརྒྱུ། ལོ་རྒྱུས་ཚུ་ལུ་ གཞི་རྟེན་གྱི་ཐོག་ལས་ སྤར་སྲོལ་དང་ད་སྲོལ་གང་རུང་ཅིག་ལུ་ བརྙོད་གཞི་ལེགས་ཤོམ་ཅིག་གདམ་སྟེ་ འཁྲབ་སྐུང་གི་ཁུད་རྣམ་འཁྲབ་རྩེདས་གཅོང་ཁ་ཐོག་འོང་དང་ཡན་ལག། མཐོང་སྣང་། གནས་དུས། རྟོགས་གཞི། ཞི་ཐབས། བློ་ཆོག་ཚུ་གཞི་བཀོད་འབད་དེ་ ཚད་བའི་འཁྲབ་སྐུང་ཅིག་འོང་དགོ།། རབ་ཏུ་སྐྱོང་ན་ རང་གི་རིག་སྟོབས་ལས་ གསར་གཏོད་འབད་དེ་ཡོད་པའི་བརྩམས་སྐུང་ ཆོག་འབྱུ་ ୪୦୦ ལས་ ୨୦୦୦ བར་ན་འབད་མི་

འཕྲབ་སྤུང་ཐུང་ཀུ་ཅིག་ཐི་ནི་ཕེན། འདི་ནང་དཔྱེ་ཞིབ་ཚར་གཉིས་འབད་ནི། ཟིན་བྱིས་དང་པ་དང་ མཐའ་དཔྱད་དཔྱེ་ཞིབ་འདི་ འོག་གི་ཚད་གཞི་ཚུ་ལག་ལེན་འཐབ་སྟེ་ སྐུགས་ཐྲིན་ནི་ཕེན། དཔྱེ་ཞིབ་འདི་གིས་ སྤྱིར་བཏང་འཕྲབ་སྤུང་གི་རྒྱབ་ཁྲལས་སྐོར་ལས། འཕྲབ་སྤུང་གི་ཁྱད་ཆོས་ངོས་འཛིན་འབད་ནི། གནའ་དེང་འཕྲབ་སྤུང་གི་བརྩོད་གཞིའི་སྐོར་ལས་དང་ ཁྱད་རྣམ་ཚང་བའི་འཕྲབ་སྤུང་རེ་རེ་སྟོན་འབད་དེ་ཐིའི་ཚུགས།

སྐུགས་ཀྱི་ཚད་གཞི། (༡༠%)								
ཤེས་ཚད་ཀྱི་ལྟེ་གས་སྤྱབ།	ཟིན་བྱིས་དང་པ། (༥༠%)				མཐའ་དཔྱད་དཔྱེ་ཞིབ། (༥༠%)			
ཤེས་ཚད་ལྟེ་གས་པ་ཀྱི་ནང་གི་ཤེས་པ།	འགོ་བཙུགས་དང་མཇུག་བསྡུའི་ཐབས། (༡%)	བརྗོད་གཞི། (༡%)	མཐོང་སྣང། (༡%)	རྟོག་གཞི་དང་ཞི་ཐབས། (༡%)	འགོ་བཙུགས་དང་མཇུག་བསྡུའི་ཐབས། (༡%)	བརྗོད་གཞི། (༡%)	མཐོང་སྣང། (༡%)	རྟོག་གཞི་དང་ཞི་ཐབས། (༡%)
(མཚོ་གྲུ་ར།)	དོན་ཚན་དང་འཁེལ་བ་ཤེས་གཏམ་ལུང་རིག་ཚུ་དང་ཉམས་ཀྱི་ འཕྲུང་སྤུང་གི་བརྗོད་དོན་འདི་	འཕྲབ་སྤུང་གི་འགོ་བཙུག་འཐྱི་ཐབས་འདི་ གནམ་མེད་སྣོང་བ་ཅེ་ཏོག་ཏོ་སྟེ་ བྱིས་ནུག། (༡)	འཕྲབ་སྤུང་གི་མཐོང་སྣང་དང་འབྲུང་རིམ་ཚུའི་རིམ་སྒྲིག་ཚུ་ལེཏ་ ཤོམ་སྟེ་བྱིས་ནུག། (༡)	འཕྲབ་སྤུང་གི་རྟོག་གཞི་དང་ཞི་ཐབས་འབད་ནི་ རིམ་དུ་ཁ་ཤས་ཀྱི་ཐབས་ཚུ་ཡོད་ཅིང་ ཁོང་ཚོས་ཐབས་ལམ་ཅི་ཡང་ཡོད་ཚུལ་ ཤེས་ནུག། (༡)	དོན་ཚན་དང་འཁེལ་བ་ཤེས་གཏམ་ལུང་རིག་ཚུ་དང་ཉམས་ཀྱི་ འཕྲུང་སྤུང་གི་བརྗོད་དོན་འདི་	འཕྲབ་སྤུང་གི་འགོ་བཙུག་འཐྱི་ཐབས་ གནམ་མེད་སྣོང་བ་ཅེ་ཏོག་ཏོ་སྟེ་ བྱིས་ནུག། (༡)	འཕྲབ་སྤུང་གི་མཐོང་སྣང་དང་འབྲུང་རིམ་ཚུའི་རིམ་ སྒྲིག་ཚུ་ལེཏ་ཤོམ་སྟེ་བྱིས་ནུག། (༡)	འཕྲབ་སྤུང་གི་རྟོག་གཞི་དང་ཞི་ཐབས་ཤེས་ཚད་ཀྱི་ལྟེ་གས་ཀྱི་ཁྱད་ཆོས་ཤེས་ཚུལ་ ངོས་འཛིན་ཐུབ་ནུག། (༡)

	ཏ་གོཁ་ཚུདཔ་ཐེ་བཟོ་ཡིས་ཀྱི་འདུག། (༢)				ཏ་གོཁ་ཚུདཔ་ཐེ་བཟོ་ཡིས་ཀྱི་འདུག། (༢)			
(རབ)	འཁབ་སྡུང་གི་འགོ་བཙུགས་འ ཐེ་ཐངས་འདི་ སྤྱོ་བ་ཡོ དཔ་ཐེ་ བསམ་བཟོས་ བསམ། (༡.༥)	འཁབ་སྡུང་གི་དོན་ཚན་དང་འཁྲིལ་བའི་བརྗོད་དོན་ གསལ་རེལ་རེ་ཞིན་འདུག། (༢.༥)	འཁབ་སྡུང་གི་མཐོང་སྣང་ཚུལ་ཅི་ཨིན་ གི་ཐོག་ནས་ ཀུ་མི་བཏུབ་ པས། (༡.༥)	རྐྱེད་གཞི་ཆུང་ཀུ་ཅིག་ལས་མེད་རྟུང་ དེ་འབྲེལ་གྱི་དཀའ་དལ་ ེལ་ནི་ལུ་ ཨ་ཅི་ཅིག་ལྟ་ཞག་བཏང་ནུག། (༢.༥)	འཁབ་སྡུང་གི་འགོ་བཙུགས་འ ཐེ་ཐངས་ འདི་ སྤྱོ་བ་ཡོ དཔ་ཐེ་ བསམ་བཟོས་ བསམ། (༡.༥)	འཁབ་སྡུང་གི་དོན་ཚན་དང་འཁྲིལ་བའི་བརྗོད་དོན་ གསལ་རེལ་རེ་ཞིན་འདུག། (༢.༥)	འཁབ་སྡུང་གི་མཐོང་སྣང་ཚུལ་ཅི་ཨིན་ ་དང་འབྲུང་རེ་ མ་བཀོད་ཐངས་ ཚུ་ཨ་ཅི་ཅིག་ གི་མི་བཏུབ་ པས། (༡.༥)	རྐྱེད་གཞི་ཆུང་ཀུ་ཅིག་ལས་མེད་རྟུང་ དེ་འབྲེལ་གྱི་དཀའ་དལ་ ེལ་ནི་ལུ་ ཨ་ཅི་ཅིག་ལྟ་ཞག་བཏང་ནུག། (༢.༥)
(འཕྲིད་)	འཁབ་སྡུང་གི་འགོ་བཙུཊ་འཕྲི་ ཐངས་ འདི་དང་ ་འདི་ཟེ་ ར་ཏ་མི་ གོ་བས། (༡)	འཁབ་སྡུང་གི་བརྗོད་དོན་ ་འདི་ གི་ཅི་ཞིན་ན ། ཏ་ར་གོ་མི་ ཚུགས་པས། (༢)	འཁབ་སྡུང་གི་མཐོང་སྣང་ ་དང་འབྲུང་རེ་ མ་ཚུ་ མང་ཤོས་ཅི གི་མི་བཏུབ་ པས། (༡)	རྐྱེད་གཞི་ཆུང་ཀུ་ཅིག་ལས་མེད་རྟུང་ དེ་འབྲེལ་གྱི་དཀའ་དལ་ ེལ་ནི་ལུ་གནམ་མེད་ ས་མེད་ལྟ་ཞག་བཏང་ ནུག། (༢)	འཁབ་སྡུང་གི་འགོ་བཙུཊ་འཕྲི་ ཐངས་ འདི་དང་ ་འདི་ཟེ་ ར་ཏ་མི་ གོ་བས། (༡)	འཁབ་སྡུང་གི་བརྗོད་དོན་ ་འདི་ གི་ཅི་ཞིན་ན ། ཏ་ར་གོ་མི་ ཚུགས་པས། (༢)	འཁབ་སྡུང་གི་མཐོང་སྣང་ ་དང་འབྲུང་རེ་ མ་ཚུ་ མང་ཤོས་ཅི གི་མི་བཏུབ་ པས། (༡)	རྐྱེད་གཞི་ཆུང་ཀུ་ཅིག་ལས་མེད་རྟུང་ དེ་འབྲེལ་གྱི་དཀའ་དལ་ ེལ་ནི་ལུ་གནམ་མེད་ ས་མེད་ལྟ་ཞག་བཏང་ ནུག། (༢)

(ཐ)	འཕྲབ་སྒང་གི་འགོ་བཙུགས་འཐེ་ཐངས་རེ་མིན་འདུག། (.ཡ)	འཕྲབ་སྒང་གི་བརྩོད་དོན་འདི་ཅར་བའི་གི་ནི་ཡང་སྟོན་ནི་མིན་འདུག། (ཅ.ཡ)	མཐོང་སྐད་དང་འབྱུང་རིམ་ཚུ་གོ་རིམ་སྒེ་མེན་པར་གཅོས་ཐབས་སྟེ་བཏུག། (.ཡ)	འཕྲབ་སྒང་གི་རྟེའུ་གཞི་དང་འཁྲིལ་ཏེ་དཀའ་ངལ་ཞེ་ཐབས་ཀྱི་དོན་ལུ་འདི་དང་འདི་ཅར་ཁ་གི་ཡང་བཀོད་དེ་མིན་འདུག། (ཅ.ཡ)	འཕྲབ་སྒང་གི་འགོ་བཙུགས་འཐེ་ཐངས་རེ་མིན་འདུག། (.ཡ)	འཕྲབ་སྒང་གི་བརྩོད་དོན་འདི་ཅར་བའི་གི་ནི་ཡང་སྟོན་ནི་མིན་འདུག། (ཅ.ཡ)	མཐོང་སྐད་དང་འབྱུང་རིམ་ཚུ་གོ་རིམ་སྒེ་མེན་པར་གཅོས་ཐབས་ཀྱི་བཏུས་ཏེ་མིན་འདུག། (.ཡ)	འཕྲབ་སྒང་གི་རྟེའུ་གཞི་དང་འཁྲིལ་ཏེ་དཀའ་ངལ་ཞེ་ཐབས་ཀྱི་དོན་ལུ་འདི་དང་འདི་ཅར་ཁ་གི་ཡང་བཀོད་དེ་མིན་འདུག། (ཅ.ཡ)

ཁ དུས་ཐུང་གྲོག་བརྟན་བཟོ་སྒྲུན་འབད་ནི། སྐེ་ཚན་ལས་འགྱུལ། (ཉ০%)

སློབ་ཁང་གི་སློབ་ཕྲུག་མང་ཉུང་དང་འཁྲིལ་ཏེ་ སྐེ་ཚན་བཟོ་ཐོག་ལས་ དུས་ཐུང་གྲོག་བརྟན་གྱི་བརྩོད་ཐུ་ གནའ་དེང་གང་རུང་ཅིག་བཞག་སྟེ་ དུས་ཡུན་སྐར་མ་ ५ གི་དོན་ལུ་ དུས་ཐུང་གྲོག་བརྟན་བཟོ་སྒྲུན་འབད་དེ་ ཐུན་འབྱུལ་ཐུལ་དགོས་ཨིན། འཁྱུལ་ཆས་འདི་ འགྱུལ་འཕྲིན་པར་ཆས་ལག་ལེན་འཐབ་སྟེ་བཟོ་ནི་ཨིན། དེ་ནང་ལུ་ གཞུང་སྐད་རྩོང་ཁ་ལུ་ གཞན་ཀྱི་ཁ་སྐད་ལྟར་ཞུགས་ཨེད་པའི་བྱོ་ཆོག་ཚུ་འོང་དགོ། གྲྭག་བརྟན་གྱི་བྱོ་ཆོག་ནང་ལུ་ སྒྲ་གཏམ། སྐོར་གཏམ། དཔེ་གཏམ། ལུང་ཏདས་ཚུ་དགོ། དུས་ཐུང་གི་གྲྭག་བརྟན་ཅིག་ཨིན་རྒྱང་འདི་ནང་འཁྲབ་རྩེད་བོ་དང་ཡན་ལག། མཐོང་སྣང་། གནས་དུས། རྟེགས་གཞི། ཞེ་ཐབས། མཐའ་འཁོར་ཚུ་ ཚང་བའི་གྲྭག་བརྟན་ཅིག་འོང་དགོ། འདི་ནང་དབྱེ་ཞིབ་ཚར་གཉིས་འབད་ནི་ཨིན། ཟིན་བྱིས་དང་པ་དང་ མཐའ་དཔྱད་དབྱེ་ཞིབ་འདི་ འོག་གི་ཚད་གཞི་དང་འཁྲིལ་ཏེ་ སྐུགས་ཐྲིན་ནི་ཨིན། དབྱེ་ཞིབ་འདི་ལུ་བརྟེན་ སྤྱིར་བཏང་གྲྭག་བརྟན་གྱི་དགོས་ཁུངས་དང་ཁྱད་ཆོས། གྲྭག་བརྟན་གྱི་དབྱེ་བ་ཚུ་ འབྱི་སྒྲབ་འབད་ཚུགས། གྲྭག་བརྟན་གྱིས་ མི་སྐེ་ལུ་ཤན་གཅོད་དང་ གདོང་ལེན་གྱི་སྐོར་ལས་འཆོལ་ཞིབ་འབད་ནི། བརྩོད་གཞི་གནའ་དེང་གང་རུང་ཅིག་རྟེན་འབད་དེ་ དུས་ཐུང་གྲྭག་བརྟན་གསར་སྒྲུན་འབད་དེ་ སྤྱན་འབྱུལ་ཐུལ་ཚུགས།

སྐུགས་ཀྱི་ཚད་གཞི། (ཉ০%)		
ཤེས་ཚད་ཀྱི་ལྟོ་སྟོབས།	ཟིན་བྱིས་དང་པ། (ཅ০%)	མཐའ་དཔྱད་དབྱེ་ཞིབ། (ཅ০%)

ཤེས་ཚོད་སྡེགས་སྤྲུབ་ཀྱི་ནང་གསེས།	སློག་བརྟན་གྱི་བརྩེ་དོན། (༣%)	མཐོང་སྣང། (༡%)	འཕྲབ་རྩེད་པ། (༣%)	ཚོང་ཆོག་དང་རྒྱབ་རྐྱེན་སྐན་ཚ། (༡%)	སློག་བརྟན་གྱི་བརྩེད་དོན། (༣%)	མཐོང་སྣང། (༡%)	འཕྲབ་རྩེད་པ། (༣%)	ཚོང་ཆོག་དང་རྒྱབ་རྐྱེན་སྐན་ཚ། (༡%)
(མཆོག་སྤྱིར།)	སློག་བརྟན་འདི་གཞན་དེང་གི་དུས་དང་འཁྲིལ་བའི་གནད་དོན་གྱང་གཞི་བཅོལ་ཏེ་ བརྩེད་བྱའི་དོན་ཚུལ་གསལ་རིལ་རི་སྒྲེ་སྡོ་ནམ་མས། (༣)	སྤྱང་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་ པར་ཆས་ཚུལ་རྩེ་ཐུབ་པ་སྒྲེ་ལག་ལེན་འ ཐབ་ཀྱི་ག། (༡)	འཕྲབ་རྩེད་པ་ཚུ་གིས་ དཔལ་རངས་ དང་སྤྲོ་བ་ཆེ་ཏོག་ཏོ་ སྒེ་ འཐུས་མེད་པ་ འཕྲབ་སྡོད་འབད་ཡི། (༣)	བློ་ཚོག་སྣབ་ནི་ལུ་ ཁ་བདེ་ལྷེ་བདེ་བྱག་དང་། སྤྱང་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་ ཚུབ་རྟེན་གྱི་སྐན་ཆ་ ཡང་ཕོགཔ་སྒེ་འཐེལ་མཐུད་འབད་དེ་ འདུག། (༡)	སྲིག་བརྟན་འདི་ གནའ་དེང་གི་དུས་དང་འཁྲིལ་བའི་གནད་ དོན་གྱང་གཞི་བཅོལ་ཏེ་ བརྩེད་བྱའི་དོན་ཚུལ་རི་སྒྲེ་སྡོ་ནམ་མས། (༣)	སྤྱང་གི་ མཐོང་སྣང་དང་འཁྲིལ་ཏེ་ པར་ཆས་ཚུལ་ རྩེ་ཐུབ་པ་ སྒེ་ལག་ལེན་འ ཐབ་ཀྱི་ག། (༣)	འཕྲབ་རྩེད་པ་ཚུ་གིས་ དཔལ་རངས་ དང་སྤྲོ་བ་ཆེ་ཏོག་ཏོ་ སྒེ་ འཐུས་མེད་པ་ འཕྲབ་སྡོད་འབད་ དེ། (༣)	བློ་ཚོག་སྣབ་ནི་ལུ་ ཁ་བདེ་ལྷེ་བདེ་བྱག་དང་། སྤྱང་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་ ཚུབ་རྟེན་གྱི་སྐན་ཆ་ ཡང་ཕོགཔ་སྒེ་འཐེལ་མཐུད་འབད་དེ་ འདུག། (༡)
(ན་བ)	སློག་བརྟན་འདི་གཞན་དེང་གི་དུས་དང་འཁྲིལ་བའི་གནད་དོན་གྱང་གཞི་བཅོལ་ཏེ་ཡོད་རྒྱང་ བརྩེད་བྱའི་དོན་ཁ་	སྤྱང་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་ པར་ཆས་ཚུལ་ར	འཕྲབ་རྩེད་པ་གཙོ་བོ་ གིས་སྤྲོ་བ་ཆེ་ཏོག་ཏོ་ འཕྲབ་ཡོད་ དེ་རྒྱང་ འཕྲབ་རྩེད	ཚོང་ཆོག་སྣབ་ནི་ལུ་ ཁ་བདེ་ལྷེ་བདེ་བྱག་དང་། སྤྱང་གི་མཐོང་སྣང་ དང་འཁྲིལ་ཏེ་ ཚུབ་རྟེན་གྱི་སྐན་ཆ་	སྲིག་བརྟན་འདི་ གནའ་དེང་གི་དུས་དང་འཁྲིལ་བའི་གནད་ དོན་གྱང་གཞི་བཅོལ་ཏེ་ཡོད་རྒྱང་ བརྩེད་བྱའི་དོན་ཁ་	སྤྱང་གི་ མཐོང་སྣང་དང་འཁྲིལ་ཏེ་ པར་ཆས་ཚུལ་ར	འཕྲབ་རྩེད་པ་གཙོ་བོ་ གིས་སྤྲོ་བ་ཆེ་ཏོག་ཏོ་ འཕྲབ་ཡོད་ དེ་རྒྱང་ འཕྲབ་རྩེད	ཚོང་ཆོག་སྣབ་ནི་ལུ་ ཁ་བདེ་ལྷེ་བདེ་བྱག་དང་། སྤྱང་གི་མཐོང་སྣང་ དང་འཁྲིལ་ཏེ་ ཚུབ་རྟེན་གྱི་སྐན་ཆ་

	ཅོ་ཅིག་གསལ་ཆ་སྦེ་མིན་འདུག། (༣.༥)	བ་སྤེ་ལག་ལེན་འཐབ་ནུག། (༡.༥)	པ་ཀགོས་འཐུས་ཤོར་ཐུང་ཡི། (༣.༥)	གཅིག་འཛེལ་མཐུད་མིན་འདུག། (༡.༥)	་ཅིག་གསལ་ཆ་སྦེ་མིན་འདུག།(༣.༥)	བ་སྤེ་ལག་ལེན་འཐབ་ནུག། (༡.༥)	པ་ཀགོས་འཐུས་ཤོར་ཐུང་ཡི། (༣.༥)	གཅིག་འཛེལ་མཐུད་མིན་འདུག། (༡.༥)
(འཕྲིད།)	བློག་བརྟན་འདི་གནའ་དེང་གི་དུས་བསྟུན་གནད་དོན་གྱང་ཡོད་རྐྱང་བརྗོད་བྱའི་དོན་གཅིག་ཅི་ཞེན་ན། ཀ་གོ་མི་ཚུགས་པས། (༣)	པར་ཆས་ཚུད་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་ལག་ལེན་འཐབ་སྤེ་མི་ན་འདུག། (༡)	འཁྲབ་རྩེད་པ་གཅོ་བོ་དང་འཁྲབ་རྩེད་ཐ་སྐམ་གྱིས་འཐུས་ཤོར་ཡི། (༣)	བློ་ཆོག་ལེའུ་ཤོམ་སྦེ་སྒྲབ་མ་ཚུད་ཁར་སྤུང་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་རྒྱབ་རྟེན་གྱི་སྐྱན་ཆ་གསུམ་འཛེལ་མཐུད་མི་ན་འདུག། (༡)	གློག་བརྟན་འདི་གནའ་དེང་གི་དུས་བསྟུན་གནད་དོན་གྱང་ཡོད་རྐྱང་བརྗོད་བྱའི་དོན་ཅི་ཞེན་ན། ཀ་གོ་མི་ཚུགས་པས། (༣)	པར་ཆས་ཚུད་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་ལག་ལེན་འཐབ་སྤེ་མི་ན་འདུག། (༡)	འཁྲབ་རྩེད་པ་གཅོ་བོ་དང་འཁྲབ་རྩེད་ཐ་སྐམ་གྱིས་འཐུས་ཤོར་ཡི། (༣)	བློ་ཆོག་ལེའུ་ཤོམ་སྦེ་སྒྲབ་མ་ཚུད་ཁར་སྤུང་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་རྒྱབ་རྟེན་གྱི་སྐྱན་ཆ་གསུམ་འཛེལ་མཐུད་མི་ན་འདུག། (༡)
(ཐ)	བློག་བརྟན་འདི་གནའ་དེང་གི་དུས་བསྟུན་གནད་དོན་གྱང་ཡོད་རྐྱང་བརྗོད་བྱའི་དོན་གཅིག་ཅི་ཞེན་ཟེར་སྟོན་ནི་མིན་འདུག། (༡.༥)	པར་ཆས་ཚུད་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་མེན་པར་གཏན་འབེབས་ཤོར་བ་རྒྱུ་ཡིན་ལུགས་ཨེ་ཅིག་ཡོད་ཀྱི་ཡོད། (༡)	འཁྲབ་རྩེད་པ་གཅོ་བོ་དང་འཁྲབ་རྩེད་ཐ་ལག་གར་གིས་འཐུས་ཤོར་བྱུང་ཡི། (༡.༥)	བློ་ཆོག་དག་དིག་བཀྲད་ལེའུ་ཤོམ་སྦེ་སྒྲབ་མ་ཚུད་ཁར་སྤུང་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་རྒྱབ་རྟེན་ཀྱི་སྐྱན་ཆ་གཅིག་ཡང་འཛེལ་མཐུད་མི་ན་འདུག། (༤)	གློག་བརྟན་འདི་གནའ་དེང་གི་དུས་བསྟུན་གནད་དོན་གྱང་ཡོད་རྐྱང་བརྗོད་བྱའི་དོན་ཅི་ཞེན་ཟེར་སྟོན་ནི་མིན་འདུག། (༡.༥)	པར་ཆས་ཚུད་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་མེན་པར་གཏན་འབེབས་ཤོར་བྱུང་ཡི། (༡.༥)	འཁྲབ་རྩེད་པ་གཅོ་བོ་དང་འཁྲབ་རྩེད་ཐ་ལག་གར་གིས་འཐུས་ཤོར་བྱུང་ཡི། (༡.༥)	བློ་ཆོག་དག་དིག་བཀྲད་ལེའུ་ཤོམ་སྦེ་སྒྲབ་མ་ཚུད་ཁར་སྤུང་གི་མཐོང་སྣང་དང་འཁྲིལ་ཏེ་རྒྱབ་རྟེན་ཀྱི་སྐྱན་ཆ་གཅིག་ཡང་འཛེལ་མཐུད་མི་ན་འདུག། (༤)

		ན་འཐབ་ནུས། (.པ)				ན་འཐབ་ནུས། (.པ)		

ང ཁ་བཤད་བྱེ་ནི། ངོ་རྒྱང་ལས་འགྱུལ། (ཉཅ%)

ཁ་བཤད་འདི་ ར་སོའི་གཡུས་སྒོ་ནང་ དར་ཁྲབ་ཡོད་པའི་ཁ་བཤད་དང་། ཡང་ན་ སློབ་གྲྭའི་ཉེ་འདབས་ཀྱི་གཡུས་སྒོ་ཚུ་ནང་སོང་སྟེ་ ལས་རིམ་གཏི་བཟླམ་ནང་ལུ་ ཁ་བཤད་རྒྱབ་སྐོལ་འདུག་གི། ཁ་བཤད་ཀྱི་དགོས་ཁྲངས་དང་བཅས་ ཞིབ་འཚོལ་འབད་དེ་ ཁ་བཤད་ཀྱི་ནང་ལུ་ བཅད་ལྷག་སྤེལ་མའི་ར་ང་བཞིན་དང་བསྟུན་ ངོ་རྒྱང་གི་ལས་འགུལ་ ཚོག་འབྲུ་ ५०० ལས་ १००० གི་བར་ན་འབད་མི་ ཁ་བཤད་ཅིག་བྱེ་ནི་ཨིན། འབྲུག་པའི་ལམ་སྲོལ་ནང་ཡོད་པའི་ཁ་བཤད་ཀྱི་རིགས་ གཏི་བཟླམ་ཡོད་རུང་ རྩོད་ཁ་ནང་སྐད་སྒྲུར་འབད་དེ་ བྱེ་ཚོག། འོག་གི་ཚད་གཞི་ཚུ་ ལག་ལེན་འཐབ་སྟེ་ སྐུགས་ཐྲིན་ནི་ཨིན། དབྱེ་ཞིབ་འདི་གིས་ ཁ་བཤད་ཀྱི་སྐོར་ལས་ འཚོལ་ཞིབ་འབད་དེ་ ཁ་བཤད་ཀུབ་ནི་དང་ རྩང་མོ་བློ་ཟེ་ཚུ་འཐེན་སྒྲུར་དང་ དཔེ་དོན་སྒྲུར་ཏེ་ ཐལ་རྩོམ་སྟེན་རྩོམ་རེ་ དང་སྟོབས་ཀྱི་ཚོགས་གསར་རྩོམ་འབད་དེ་ བྱེ་ཚུགས།

ཤེས་ཚད་ཀྱི་ལྟོགས་གྲུབ།	སྐུགས་ཀྱི་ཚད་གཞི། (ཉཅ%)			
ཤེས་ཚད་ལྟོགས་གྲུབ་ཀྱི་ནང་གསེས།	བརྗོད་དོན།(ཆ%)	གཅོད་མཚམས། (ཟ%)	སྟན་ཚོག། (ཉ%)	འཐེལ་གཏུགས། (ཟ%)
(མཚོག་གྲུར།)	ཁ་བཤད་ཀྱི་ཡུལ་དུས་གནས་ལུང་དང་བསྟུན་ཏེ་ཁ་བཤད་ཀྱི་གནད་དོན་ཕུན་སུམ་ཚོཊ་ཏོག་ཏོ་སྟེ་བཀོད་དེ་འདུག། (ཆ)	ཁ་བཤད་དང་འཁྲིལ་ཏེ་ བཅད་ལྷག་སྤེལ་མ་དང་། ཚོག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་ཚུ་ ཚུལ་མཐུན་སྟེ་བྱེས།	ཁ་བཤད་དང་བསྟུན་པའི་མིང་ཚིག་གི་ཐ་སྙད་གསར་པ་དང་སྐད་ཡིག་གི་ཚིག་གཞི་ཕུན་སུམ་ཚོགས་ཏོག་ཏོ་སྟེ་བྱེས། (ཅ)	རྒྱབ་རྟེན་ཚུལ་མཐུན་བཀོད་ནུག (ཟ)

(རབ)	ཁ་བཤད་ཀྱི་ཡུལ་དུས་འཁྲིལ་ཏེ་ཡོད་རྒྱང་གནད་དོན་དང་མ་འཁྲིལ་བའི་ཁ་བཤད་ཙི་ཅེ་འདུག། (༥)	ཁ་བཤད་དང་འཁྲིལ་བཅད་ལྷུག་སྤེལ་མ་སྤེ་ཡོད་རྒྱང་། ཆོག་མཆོས་བརྗོད་མཆོས། དོན་མཆོས་ཚུ་ཙ་ཅི་རེ་ཚུལ་མཐུན་མིན་ནུག། (༣.༥)	ཁ་བཤད་ཀྱི་མིང་ཆོག་གི་ཐ་སྙད་གསར་པ་ཡོད་རྒྱང་སྐད་ཡིག་གི་ཆོག་གཞི་དེ་ཅིག་ཤུན་སུམ་ཆོཏ་ཏོག་ཏོ་མིན་འདུག། (༩.༥)	རྒྱབ་རྟེན་ཚུལ་མཐུན་རབ་སྤེ་བཀོད་ནུག (༧.༥)
(འཕྲིང་)	ཁ་བཤད་འདི་ཡུལ་ཀྱི་གནས་སྟངས་འཁྲིལ་རྒྱང་གནད་དོན་ལེ་ཤ་ཅིག་ར་མ་ཤོག་བས། (༩)	བཅད་ལྷུག་སྤེལ་མ་དང་ཆོག་མཆོ་བརྗོད་མཚམས། དོན་མཆོས་ག་རའི་ནང་ཚུལ་མཐུན་སྤེ་མིན་འདུག། (༢)	ཁ་བཤད་ཀྱི་མིང་ཆོག་གི་ཐ་སྙད་གསར་པ་ཙི་ཅེ་ཡོད་རྒྱང་སྐད་ཡིག་གི་ཆོག་གཞི་ཡང་དེ་ཅིག་མིན་འདུག། (༩)	རྒྱབ་རྟེན་ཚུལ་མཐུན་འཕྲིང་སྤེ་བཀོད་ནུག (༧)
(ཐ)	ཁ་བཤད་འདི་ཡུལ་ཀྱི་གནས་སྟངས་དང་འཁྲིལ་རྒྱང་གནད་དོན་གུང་མ་ཤོག་བས། (༣)	བཅད་ལྷུག་སྤེལ་མ་དང་ཆོག་མཆོས་བརྗོད་མཚམས། དོན་མཚམས་ཚུ་འཕྲི་ནི་རེ་རིག་རྩལ་ར་མིན་འདུག། (༧.༥)	ཁ་བཤད་ཀྱི་མིང་ཆོག་གི་ཐ་སྙད་གསར་པ་ཅི་གা་མེད་པའི་ཁད་སྐད་ཡིག་གི་ཆོག་གཞི་ཡང་མིན་འདུག། (༣.༥)	རྒྱབ་རྟེན་ཚུན་མཐུན་ཐ་མ་སྤེ་བཀོད་ནུག (.༥)

ཅ འཕྲི་རྩོམ་བྱེ་ནི། ངོ་རྒྱུད་ལས་འགྲུལ། (༡༥%)

འཕྲི་རྩོམ་གྱི་གནད་དོན་གང་རུང་ཅིག་ལུ་གཞི་བཞག་སྟེ་ འཕྲི་རྩོམ་གྱི་ཁྲད་རྣམ་དང་ལྡན་པའི་འཕྲི་རྩོམ་ཆོག་འབྲུ་ ༤༠༠ ལས་ ༡༠༠༠ གི་བར་ན་འབད་མི་ འཕྲི་རྩོམ་ཅིག་བྱེ་དགོ། འཕྲི་རྩོམ་ནང་ ལུང་འདེན་དང་རྒྱབ་རྟེན་འབད་ཐབས་ཚུ་ ལམ་ལུགས་དང་འཁྲིལ་ཏེ་བཀོད་དགོ། འཕྲི་རྩོམ་འདི་ ཤེས་ཡོན་འཕྲི་རྩལ་དང་ལྡན་སྟེ་ བྱེ་དགོ། འདི་ནང་དབྱེ་ཞིབ་ཚར་གཉིས་འབད་ནི་ཨིན། འོག་གི་ཚད་གཞི་དང་འཁྲིལ་ཏེ་ སྐུགས་ཐྲིན་ནི་ཨིན། དབྱེ་ཞིབ་འདི་ལས་ སྤྱིར་བཏང་འཕྲི་རྩོམ་ཟེར་བའི་སྐོར་ལས། འཕྲི་རྩོམ་གྱི་ཁྲད་ཆོས་ངོས་འཛིན་འབད་དེ་ ལུང་རིགས་ཚུ་དྲངས་ཏེ་ འཕྲི་རྩོམ་བྱེ་ཚུགས།

ཤེས་ཚད་ཀྱི་སྡེ་གས་གྲལ།	སྐྱེགས་ཀྱི་ཚད་གཞི། (๗๫%)			
ཤེས་ཚད་སྡེགས་གྲབ་ཀྱི་ནང་གསེས།	དོ་སྣོད་དང་མཇུག་བསྡུ(๓%)	གནད་དོན་དང་འཕེལ་ལུང་རིགས། (๘%)	ཡིག་སྣོར། (๓%)	གཅོད་མཚམས། (๓%)
(མཚོག་གྱུར།)	དོན་ཚན་གྱི་རྒྱབ་ཁུངས་དོ་སྣོད་དང་དགག་སྒྲུབ་ཀྱི་བཅུད་དོན་བཏོན་ཏེ་མཇུག་བསྡུ་ཐང་ཡིག་གྱུར་སྤེལ་བཀོད་ནུག། (๓)	འབྲི་རྩོམ་འདི་ དོན་ཚན་དང་འཕེལ་དོན་མཚམས་རེའི་ཁུངས་གཟང་ཡོད་པ་མ་ཚད་ དཔེ་གཏམ་ལུང་རིའ་ལྟ་ལས་ལྟ་ག་བཀོད་དེ་ཡིད་ཆེས་འདོངས་མ་སྤེལ་བྱེས་ནུག། (๘)	ཡི་གུའི་སྣོར་བ་ཚུ་ འཛོལཡ་མེད་པར་ བྱེས་ནུག། (๓)	ཚོགས་མཚམས། བརྩོད་མཚམས། དོན་མཚམས་ཚུ་ བཞག་སྟེ་ ཚུལ་མཐུན་ཏོག་ཏོ་སྤེ་ བྱེས་ནུག། (๓)
(རབ)	དོན་ཚན་གྱི་རྒྱབ་ཁུངས་དོ་སྣོད་དང་དགག་སྒྲུབ་བཅུད་བཏོན་ཏེ་མཇུག་བསྡུ་ཐང་གྲལ་སྤེལ་བཀོད་ནུག། (๓.๫)	འབྲི་རྩོམ་འདི་ དོན་ཚན་དང་འཕེལ་དོན་མཚམས་རེའི་ཁུངས་གཟང་ཡོད་པ་མ་ཚད་ དཔེ་གཏམ་ལུང་རིའ་ཚུ་ བཞེ་དེ་ཅིག་བཀོད་དེ་ཡིད་ཆེས་འདོངས་མ་སྤེལ་བྱེས་ནུག། (๫)	ཡི་གུའི་སྣོར་བ་ཚུ་ ཚ་ཅོ་རེ་འཛོལ་ཏེ་བྱེས་ནུག། (๓.๫)	ཚོགས་མཚམས། བརྩོད་མཚམས། དོན་མཚམས་ཚུ་ ཚ་ཅོ་རེ་འཛོལ་ཏེ་ བྱེས་ནུག། (๓.๫)
(འཕྲིང་)	དོན་ཚན་གྱི་རྒྱབ་ཁུངས་དོ་སྣོད་དང་དགག་སྒྲུབ་ཀྱི་བཅུད་དོན་བཏོན་ཏེ་མཇུག་བསྡུ་བཏིང་ཙམ་འདུག། (๓)	འབྲི་རྩོམ་འདི་ དོན་ཚན་དང་འཕེལ་དོན་མཚམས་རེའི་ཁུངས་གཟང་ཡོད་རྩང་ དཔེ་གཏམ་ལུང་རིའ་ཚུ་གསུམ་ལས་བཀོད་དེ་མིན་འདུག། (๙)	ཡི་གུའི་སྣོར་བ་ཚུ་ ལེ་ཤ་འཛོལ་ཏེ་བྱེས་ནུག། (๓)	ཚོགས་མཚམས། བརྩོད་མཚམས། དོན་མཚམས་ཚུ་ ལེ་ཤ་འཛོལ་ཏེ་ བྱེས་ནུག། (๓)

(ཐ)	དོན་ཚན་གྱི་རྒྱབ་ཁྲལ་དོ་སྣོད་དང་དཀག་སྒྲུབ་ཀྱི་བཅུད་མཇུག་བསྡུ་ཐབས་ཐ་མ་ལས་མིན་འདུག། (༡.༤)	འཁྲི་རྩོམ་འདི་དོན་ཚན་དང་འཁྲིལ་ དོན་མཚམས་རེའི་ཁྲལ་ཚ་ངེ་རེ་གཟབ་ནུག། དེ་གཏམ་ལུང་རིའ་ཡང་གཅིག་ལས་བཀོད་དེ་མིན་འདུག། (༣)	ཡི་གུའི་སྣོར་བ"ཚུ་གནམ་མེད་ས་མེད་འཛོལ་ཏེ་བྱེས་ནུག། (༡.༤)	ཚོག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས་ཚུ་ གནམ་མེད་ས་མེད་འཛོལ་ཏེ་བྱེས་ནུག། (༡.༤)

ཆ ཚོགས་བཤད། དོ་རྒྱང་ལས་འགྱུལ། (༡༠%)

ཚོགས་བཤད་འདི་ གནད་དོན་གང་རུང་གི་ཐོག་ལས་ སློབ་ཁང་ནང་ལུ་ ཆ་རོགས་དམང་གི་གདོང་ཁར་ཐོན་ཏེ་ དུས་ཡུན་སྐར་མ་ ༤ གི་དོན་ལུ་ ཚོགས་བཤད་ཀྱི་ཁྲད་ཚོས་ཚང་བའི་ཐོག་ལས་གསལ་བཤད་གཏང་དགོཔ་ཨིན། འདི་ལུ་དཔྱེ་ཁེབ་ཚར་གཅིག་འབད་ནི་ཨིན། འོག་གི་ཚད་གཞི་ཚུ་ལག་ལེན་འཐབ་སྟེ་ སྐུགས་ཐྲིན་ནི་ཨིན། དཔྱེ་ཁེབ་འདི་ལུ་བརྟེན་ ཚོགས་བཤད་ཅར་བའི་དོན་དང་དཔྱེ་བ། ལུགས་མཐུན་དང་ལུའ་ཡངས་ཆོ་ག་བཤད་གཉིས་ཀྱི་སྐོར་ འབྲི་སྒྲབ་འབད་ཚུགས། ཚོགས་བཤད་ཀྱི་ཐབས་རིག་འཐོབ་སྟེ་མི་མང་གི་སྒྲུག་ལུ་གསལ་བཤད་གཏང་ཚུགས།

ཤེས་ཚད་ཀྱི་ལྟོགས་གྲུབ།	སྐུགས་ཀྱི་ཚད་གཞི། (༡༠%)			
ཤེས་ཚད་ལྟོགས་གྲུབ་ཀྱི་ནང་གསེས།	སྐད་ཡིག་དང་རྩོད་སྤྲྱ། (༣%)	ཐོག་ཆགས་མེད་པ། (༣%)	སྐད་ཀྱི་སེང་ཕབ། (༢%)	རྣམ་འགྱུར་དང་སྦྱོབས་པ། (༢%)
(མཚོག་གྱུར།)	དོན་ཚན་དང་འཁྲིལ་ཏེ་ སྐད་ཡིག་གི་མིང་ཚིག་ལག་ལེན་དང་རྩོད་སྤྲྱ་དག་ཏོག་ཏོ་སྟེ་ སྤྱན་ཞུ་རྩེ་ཕྱད་ཕྱིན་པ། (༣)	གསལ་བཤད་ལྷབ་ལྷིབ་དང་ཐོག་ཆགས་མེད་པ། (༣)	གསལ་བཤད་ཀྱི་གནད་ཀ་དང་འཁྲིལ་ཏེ་ རང་བཞིན་གྱི་སྐད་ཀྱི་སེང་ཕབ་མཚོག་གྱུར། (༢)	གཟུགས་ཀྱི་རྣམ་འགྱུར་དང་བློ་སྦྱོབས་དང་འ་མ་ཞུམ་མེད་པར་གསལ་བཤད་འབད་ཡོད། (༢)
(རབ)	དོན་ཚན་དང་འཁྲིལ་ཏེ་ སྐད་ཡིག་གི་མིང་ཚིག་ལག་ལེན་དང་རྩོད་སྤྲྱ་དག་ཏོག་ཏོ་སྟེ་ སྤྱན་ཞུ་རབ། (༢.༤)	གསལ་བཤད་ལྷབ་ལྷིབ་དང་ཐོག་ཆགས་རྒྱང་ཙམ། (༡.༤)	གསལ་བཤད་ཀྱི་གནད་ཀ་དང་འཁྲིལ་ཏེ་ རང་བཞིན་གྱི་སྐད་ཀྱི་སེང་ཕབ་རབ། (༢.༤)	གཟུགས་ཀྱི་རྣམ་འགྱུར་དང་བློ་སྦྱོབས་ཞུམ་ཙམ་གྱི་གསལ་བཤད་འབད་ཡོད། (༡.༤)

(འཕྲིང་)	དོན་ཚན་དང་འཁྲིལ་ཏེ་སྐད་ཡིག་གི་མིང་ཚིག་ལག་ལེན་དང་རྩོད་སྤྱད་གཏོག་དོ་སྣེ་ སྤྱན་ཞུ་འབྱིང་། (༢)	གསལ་བཤད་ལྡན་ལྷིབ་དང་ཐོགས་ཚགས་ཆེ་བ། (༡)	གསལ་བཤད་ཀྱི་གནད་ཀ་དང་འཁྲིལ་ཏེ་རང་བཞིན་གྱི་སྐད་ཀྱི་སེང་ཕབ་ཡོད་མེད་ཅམ། (༢)	གཟུགས་ཀྱི་རྣམ་འགྱུར་དང་བྲོ་སྒོབས་གང་རུང་གི་དཔའ་ཞུམ་གྱི་གསལ་བཤད་འབད་ཡོད། (༡)
(ཐ)	དོན་ཚན་དང་འཁྲིལ་ཏེ་སྐད་ཡིག་གི་མིང་ཚིག་ལག་ལེན་དང་རྩོད་སྤྱད་གཏོག་དོ་སྣེ་ སྤྱན་ཞུ་ཐ་མ། (༡.༤)	གསལ་བཤད་ལྡན་ལྷིབ་དང་ཐོགས་ཚགས་ཆེས་ཆེ་བ། (.༥)	གསལ་བཤད་ཀྱི་གནད་ཀ་དང་འཁྲིལ་ཏེ་རང་བཞིན་གྱི་སྐད་ཀྱི་སེང་ཕབ་ཐངས་གཅིག། (༡.༤)	གཟུགས་ཀྱི་རྣམ་འགྱུར་དང་བྲོ་སྒོབས་གཉེས་ཀ་དཔའ་ཞུམ་གྱི་གསལ་བཤད་འབད་ཡོད། (.༥)

དཔེ་ཞིབ་ཐབས་ལམ་དང་ལྷིད་ཚད་ཀྱི་བཀོད་རིས།

ཐབས་ལམ།	དཔེ་ཞིབ་ཀྱི་དཔེ་བ།	གྲངས་ཁ།	སྐུགས་ཀྱི་བརྒྱ་ཆ།
དུས་རྒྱུན་དཔེ་ཞིབ།	ཀ སྡུང་འབྲི་སྒྲབ་ཉན་གསུམ།	༡	༣༠
	ཁ འཁྲབ་སྡུང་བྱི་ནི།	༡	༣༠
	ག ཁ་བཤད་འབྲི་སྒྲབ་ཉན་གསུམ།	༡	༡༥
	ང འབྲི་རྩོམ་བྱི་ནི།	༡	༡༥
	ཅ སྒོག་ཐུང་བཟོ་སྐྱེན།	༡	༣༠
	ཆ གསལ་བཤད་གཏུང་ནི།	༡	༡༠
ཡོངས་སྡོམ།			༡༠༠

སྦྱོན་ཚད། རྩོད་ཁ་ཤེས་ཡོན་འབྲི་རྒལ། LAC101

ནང་དོན།

ལྷག་དགོ་པའི་དཔེ་ཐོ།

ཅས་པར་དུ་ལྷག་དགོ་པའི་དཔེ་ཐོ།

ཀུན་བཟང་རྡོ་རྗེ། (২০৭৭) **བློ་ཟེ་ལྷའི་པི་ཡང་།** འབྲུག། ཐིམ་ཕུ། ནོར་བུ་རབ་བརྟན་པར་ཁང་། རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོན།

ཀུན་བཟང་རྡོ་རྗེ། (২০৭৫) **དཔེ་གཏམ་དོན་གྱི་རྒྱན་ཚ།** ཐིམ་ཕུ། རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

འཆི་མེད་རིག་འཛིན་རྡོ་རྗེ། (২০৭৭) **རྒང་མོའི་ཀི་དེབ་བློ་རིག་མེ་ཏོག།** འབྲུག། ཐིམ་ཕུ། ནོར་བུ་རབ་བརྟན་པར་ཁང་། རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས། (১৮৮৮) **རང་གྲོལ་དང་དབྱངས་སྒྲོན།** འབྲུག། ཐིམ་ཕུ། རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས། (২০৭২) **བློག་བརྟན་གྱི་མིང་ཚིག།** འབྲུག། ཐིམ་ཕུ། རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

རྩོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས། (২০৭২) **འབྲུག་གི་ཁ་རྒྱན་སྤུང་སྣ་ཚོགས་བསྡེབས་ནས་བའི་དགའ་སྟོན།** དེབ་དང་པ། འབྲུག། ཐིམ་ཕུ། སྤུན་གཉིས་མཐུན་འབེལ་དཔེ་སྐྲུན་དང་པར་སྐྲུན་ཁང་།

ཡེ་ཤེས་དབང་འདུས། (২০৭০) **ཚོགས་བཤད་ཀྱི་ལམ་སྟོན་ལག་དེབ་གསར་བསྒྲིགས།** འབྲུག། ཐིམ་ཕུ། ཀ་ཛེམ་ཀྱི་དཔར་བསྐྲུན་ཁང་།

ཁ་སྐོང་ལྷག་དགོ་པའི་དཔེ་ཐོ།

ཀཱམ་རྡོ་རྗེ། (২০২২) **རྩོམ་རིག་ལྷབ་སྤྱོང་།** འབྲུག། ཐིམ་ཕུ། ཀུན་གསལ།

བཀྲ་ཤིས་ཕུན་ཚོགས། (২০২২) **སྐུ་རྩལ་རྩོམ་རིག།** འབྲུག། ཐིམ་ཕུ། Bhutan Printing Solutions

སྤྱི་ཚེས: སྤྱི་ཟླ་༡ ২০২৫།

Year 2 Modules

MAC201 Communication in the Digital World (Social Media Ecosystem)

Module Code and Title: MAC201 Communication in the Digital World (Social Media Ecosystem)
Programme: Bachelor of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Anju Chhetri and Sangay Lhaden
Module Coordinator: Sherubtse College

General Objective
This module will provide students with a comprehensive understanding of the various components that make up the social media landscape, including social media platforms, content creation, communication tools, and social media strategies. Students will also learn to use the communication tools to create brand awareness, customer

engagement, influencer marketing, sales and conversions and conduct market research. Along with theoretical understanding, a large part of this module is practice based to provide hands on experience on effective use of social media applications for various purposes.

Learning Outcomes

On completion of the module, students will be able to:

1. analyse the importance of social media and its application today
2. explain the impact of social media marketing on marketers and consumers
3. explore the concept of influencer culture and its potential
4. explain the importance of social media strategy
5. identify different types of strategies used
6. create a social media strategy for business idea
7. develop SMART Goals
8. create content for social media platforms for various purposes.
9. identify different content management systems
10. use open-source social media management tools
11. create content schedules
12. explain the importance of social media marketing
13. examine the role of SEO for social media

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Facilitation and discussion	1	**60**
	Practical exercises	1.5	
	Group work	0.5	
	Creative presentation	1	
Independent study	Project work	1.5	**60**
	Assignment/field work	1.5	
	Self-study	1	
Total		8	**120**

Assessment Approach

The assessment will be carried out on a continuous basis through the following approaches:

a. Report Writing (10%)

Students will write a report of 1000 words providing an overview of the social media ecosystem, including its history, current state, and future prospects. The report will examine the key players in the ecosystem, the different types of social media platforms, and the impact of social media on society and the economy. This assignment will allow students to understand social media beyond lay user knowledge and apply the understanding in approaching future assessments. The report will assess the learning outcomes 1, 2 and 3.

Report Writing Assessment Criteria

5 marks Content: *Clear and accurate description of the social media ecosystem.*

3 marks Analysis: *Demonstrates critical thinking and in-depth evaluation of social media's impact.*
1 mark Use of Relevant Literature: *Incorporates substantial and credible academic sources.*
1 mark Grammar & Referencing: *Proper language, structure, and citation style*

b. Social media Strategy (20%)

Through this assignment, students will be able to explore different social media strategies. Students will be required to formulate a business idea and employ specific social media strategy. Starting from creating the goals, mission and vision, they are also required to develop customer persona. It will also foster the student's ability to choose the appropriate platform for the business idea. The strategy report will assess the learning outcome 4, 5 and 6.

Social Media Strategy Assessment Criteria

4 marks Quality of Business Ideation: *Clear, innovative, and relevant to social media trends, demonstrating feasibility and strategic thinking*.
4 marks Quality of Goals*: Well-defined, measurable, and aligned with the business idea and social media strategy.*
4 marks Quality of Mission and Vision: *Clearly defines the business purpose, and the vision is forward-looking and strategic.*
4 marks Accurate Customer Persona*: Persona is detailed, realistic, and well-supported by research, accurately representing the target audience.*
4 marks Platform Selection and Justification: *Social media platform(s) align with the business goals and target audience, with a strong justification for effectiveness.*

c. Creative Content Design (30%)

This assignment will enable students to showcase their creativity and design skills in creating compelling and visually appealing content for various media platforms. They will have the opportunity to demonstrate your ability to conceptualise, plan, and execute creative content that engages and resonates with the target audience. The creative content will assess the learning outcome 7, 8 and 9.

Creative Content Design Assessment Criteria

5 marks Creativity and Originality: *Demonstrates unique and innovative ideas that effectively capture attention and stand out.*
5 marks Effectiveness of Message: *Clear, engaging, and aligned with the target audience and platform.*
5 marks Visual Appeal and Coherence: *Aesthetically pleasing, well-structured, and maintains consistency across elements.*
5 marks Use of Relevant Text, Images, and Other Visual Elements: *Selection and integration of text, images, and multimedia enhance the content's impact and effectiveness*.
5 marks Application of Design Principles: *Effective use of color theory, typography, and layout to enhance readability and visual hierarchy.*
5 marks Overall Quality: *Well-organized, professionally presented, and includes a thoughtful written reflection.*

d. Social Media Marketing Project (40%)

This assignment is a group project on Social Media Marketing, where students will collaborate to develop a comprehensive strategy for a hypothetical or real client, focusing on clear objectives, content creation, and engagement tactics across various platforms. students will continually refine our approach, possibly incorporating advertising if feasible, and ultimately be able to launch social media campaigns. The assignment will assess the learning outcome 10,11,12 and 13.

Social media Marketing Project Assessment Criteria

6 marks Research and Evidence: *Well-researched, supported by credible data, industry insights, and case studies.*
6 marks Clear Objectives: *Specific, measurable, achievable, relevant, and time-bound (SMART), aligning with the client's needs.*
8 marks Engaging Content: *Content is creative, audience-focused, and optimized for different social media platforms.*
10 marks Appropriate Use of Strategy: *Effectively integrates organic and paid approaches, audience targeting, and platform selection*.
10 marks Overall Quality of Campaign Launch: *Well-executed, demonstrating strong planning, implementation, and adaptability based on feedback.*

Overview of the assessment approaches and weighting

Continuous assessment	**Areas of assignments**	**Quantity**	**Weighting (%)**
A (Theory)	a. Report Writing	1	10
B (Practical)	b. Social Media Strategy	1	20
	c. Creative Content design	1	30
	d. Marketing Project	1	40
Total		**100**	

Pre-requisites: None

Unit I: Introduction to Social Media

1.1. Definition and Types of Social Media
- 1.1.1. Social media definition, types, and uses
- 1.1.2. Overview of major social media platforms (Facebook, Twitter, Instagram, LinkedIn, TikTok, etc.)

1.2. Changes in Communication Patterns
- 1.2.1. Social media vs. traditional media
- 1.2.2. Role of social media in personal and professional networking
- 1.2.3. Definition and scope of social media marketing

1.3. Impact on Marketers
- 1.3.1. Enhanced reach and targeting capabilities
- 1.3.2. Cost-effectiveness of social media campaigns
- 1.3.3. Real-time engagement and customer interaction
- 1.3.4. Data analytics and insights for better decision-making
- 1.3.5. Case studies of successful social media marketing campaigns

1.4. Impact on Consumers
- 1.4.1. Increased access to product information and reviews
- 1.4.2. Personalized marketing and consumer experience
- 1.4.3. Influence of social proof and peer recommendations
- 1.4.4. Role of influencers in shaping consumer preferences

1.4.5. Changes in consumer expectations and behavior

1.5. Influencer Culture

1.5.1. Definition and history of influencer culture

1.5.2. Evolution from traditional celebrity endorsements to social media influencers

1.5.3. Overview of different types of influencers (mega, macro, micro, and nano influencers)

1.6. Personal and Business Social Media

1.6.1. Personal social media – definition, characteristics, content strategies, goals, and privacy concerns

1.6.2. Business social media – definition, characteristics, content strategies, goals, and case studies

1.7. Business Applications of Social Media

1.7.1. Marketing and advertising

1.7.2. Customer engagement and relationship building

1.7.3. Brand awareness and reputation management

1.7.4. Sales and lead generation

1.7.5. Customer support and feedback

1.8. Platform-Specific Strategies

1.8.1. Facebook – advertising, community building, event promotion

1.8.2. Instagram – visual branding, influencer collaborations, shopping features

1.8.3. Twitter – real-time engagement, customer service, trend monitoring

1.8.4. LinkedIn – professional networking, B2B marketing, thought leadership

1.8.5. TikTok – viral marketing, short-form video content, trends

Unit II: Social Media Strategy

2.1. Defining Social Media Strategy and SMART Goals

2.1.1. Definition of SMART goals and their importance in social media strategy

2.2. Key Social Media Strategies

2.2.1. Brand awareness and reputation management

2.2.2. Content marketing and engagement strategy

2.2.3. Lead generation and customer service strategy

2.2.4. Sales and influencer marketing

2.2.5. Community building and crisis management

2.2.6. Personal branding and event promotion

2.3. Benefits of Social Media Strategy

2.3.1. Expanded reach and audience growth

2.3.2. Increased credibility and trust

2.3.3. Content enrichment and resource sharing

2.3.4. Strategic alignment and goal achievement

2.3.5. Crisis management and market expansion

2.4. Customer Persona Development

2.4.1. Definition and purpose of customer personas

2.4.2. Data collection and segmentation

2.4.3. Creating detailed customer profiles

2.5. Steps to Developing a Social Media Strategy

2.5.1. Define business goals and understand the target audience

2.5.2. Choose the right social media platforms

2.5.3. Develop content and engagement strategies

2.5.4. Plan influencer partnerships and advertising

2.5.5. Implement monitoring and analytics

Unit III: Content Creation for Social Media

3.1. Introduction to Content Creation

3.1.1. Importance of content in social media marketing

3.1.2. Defining format, style, tone, and voice
3.2. Creating Engaging Content
3.2.1. Identifying and resonating with target audiences
3.2.2. Designing visually appealing and compelling content
3.2.3. Video marketing and audience research techniques
3.3. Content Management Systems (CMS)
3.3.1. Definition and purpose of CMS
3.3.2. Overview of popular CMS platforms (WordPress, Joomla, Drupal)
3.3.3. Choosing the right CMS based on features and scalability
3.4. Project Management Tools for Content Workflow
3.4.1. Overview of tools such as Asana, Trello, Monday.com, and ClickUp

Unit IV: Social Media Management
4.1. Social Media Management Tools
4.1.1. Popular tools like Hootsuite, Buffer, Sprout Social, and Later
4.1.2. Open-source social media management tools (e.g., Mastodon, Buffer's open-source projects)
4.2. Content Scheduling and Planning
4.2.1. Importance of content scheduling
4.2.2. Creating an effective content calendar

Unit V: Marketing for Social Media
5.1. Importance of Social Media Marketing
5.1.1. Role of social media in modern marketing
5.1.2. Comparison of social media marketing vs. traditional marketing

5.2. Digital Marketing Funnels
5.2.1. Definition and stages (awareness, consideration, decision, retention)
5.2.2. Importance of each stage in the customer journey
5.2.3. Optimizing digital marketing funnels for better performance
5.3. Social Media Advertising
5.3.1. Types of social media ads (image ads, video ads, carousel ads)
5.3.2. Ad targeting and audience segmentation
5.4. Role of SEO in Social Media Marketing
5.4.1. Importance of keywords, hashtags, and link-building
5.4.2. SEO best practices for social media platforms
5.5. Launching a Social Media Campaign
5.5.1. Planning and strategy development
5.5.2. Content creation and scheduling
5.5.3. Execution, management, and evaluation

Reading List

Essential Reading

McDonald, K. A. (2022). *Social media marketing: A strategic approach*. SAGE Publications.
Evans, D., Bratton, S., & McKee, J. (2021). *Social media marketing*. AG Printing & Publishing.
Hanna, R., Rohm, A., & Crittenden, V. L. (2011). We're all connected: The power of the social media ecosystem. *Business Horizons, 54*(3), 265–273. https://doi.org/xxxx
Safko, L., & Brake, D. K. (2009). *The social media bible: Tactics, tools, and strategies for business success*. John Wiley & Sons.
Wollan, R., Smith, N., & Zhou, C. (2011). *The social media management handbook: Everything you need to know to get social media working in your business*. John Wiley & Sons.
Zarrella, D. (2009). *The social media marketing book*. O'Reilly Media.

Additional Reading

Tuten, T. L., & Solomon, M. R. (2020). Social media marketing. SAGE Publications.
Barker, M., Barker, D. I., Bormann, N. F., & Neher, K. E. (2017). Social media marketing: A strategic approach. Cengage Learning.
Kotler, P., Kartajaya, H., & Setiawan, I. (2021). Marketing 5.0: Technology for humanity. Wiley.
Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing: Strategy, implementation and practice (7th ed.). Pearson.
Scott, D. M. (2022). The new rules of marketing and PR: How to use content marketing, podcasting, social media, AI, live video, and newsjacking to reach buyers directly (8th ed.). Wiley.

Date: February 2025

MAC202 Data Scriptwriting and Storyboarding

Module Code and Title: MAC202 Data Scriptwriting and Storyboarding
Programme: Bachelors of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Dr S. Chitra

General Objective
The module employs hands-on visualization techniques to interpret data and communicate the insights as a compelling narrative. Students will learn to visualize data as graphs, and charts to create a dashboard. Students will become adept in data analysis by constructing a powerful narrative around the visualization to convey data-driven insights leading to action. They will also produce a visual representation of how a story will emerge by applying storyboarding skills in the form of text and images. The module will enhance students' knowledge of data interpretation and communication in terms of visualization, scripting and storyboarding so as to convince the stakeholders.

Learning Outcomes
On completion of the module, students will be able to:
1. identify the relevant plot type to represent the data set
2. locate the components strategically in a graph
3. employ design thinking and visualisation principles to enhance the charts
4. utilise data interpretation skills to extract information from the data set.
5. apply data visualization tools to create joints, suitable charts and filters.
6. synthesize all the graphs and charts in a dashboard
7. discover the story behind the visuals.
8. construct a powerful narrative around the analysis.
9. develop a visual representation of the narrative as a storyboard.
10. create a data story tab for presentation.
11. present the data story effectively.
12. communicate the key metrics and actionable insights convincingly.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Facilitation and discussion	0.5	**60**

	Hands-on Lab work	2	
	Group work	0.5	
	Presentations	1	
Independent study	Data visualization	2	**60**
	Storyboarding	1	
	Scripting the narrative	1	
Total		8	**120**

Assessment Approach
The assessment will be carried out on a continuous basis through the following approaches:

a. Create and Present the Clear Graph (25%)
Individually, each student has to determine the appropriate plot type that would best represent the given data set and start with clearing away the clutter using Microsoft Excel. Students will distil the graph to its essential components and apply the visual principles, design choices to organize the data within the visual. Below the graphs, students will provide a justification of their action in about 150 words. Each student will present their task to the class by comparing the before and after versions of the graph, emphasizing the reasons for the choices, the importance of clarity and the impact of the call out message. The duration of the presentation for each pair will be 5-7 minutes.
The application and presentation will be assessed out of 25 marks based on the following criteria. This will include qualitative feedback as well. LO 1- 4 will be assessed in this assessment.

Application and Presentation Assessment Criteria

2 marks	Plot choice: *Appropriate graph is used to represent the data and the elements*
5 marks	Visualization*: Applied Visualization principles either to add or delete the components such as grid lines, data and axis labels, the legend and title*
4 marks	Supporting materials: Organization of the elements in the graph and the colour choice*s that significantly supports the visual establishing the difference between the before and after versions*
4 marks	Justification criteria: *The rationale succinctly expresses the intent behind the changes in a clear and concise written language.*
4 marks	Critical analysis: *Strong and original arguments made by means of comparative analytical insights that make the presentation compelling and convincing*
2 marks	Accuracy and understanding: *Sophisticated understanding of the principles applied evidenced by elaboration and answering the queries of the audience*
2 marks	Clarity and fluency: *Demonstrate high level of clarity, fluency and appropriate language use in communicating the message*
2 marks	Delivery: *Techniques (posture, gesture, eye contact, pronunciation) assure the preparedness and confidence of the presenter*.

b. Data Visualization and Dashboard Project (40%)

In pairs, students will find a moderately big and clean dataset from the field of their choice and write a project brief explaining the stages of interpretation and analysis required for the chosen dataset in a Google document or MS-Word. Students will analyse the data applying data visualization techniques using either Tableau or in Microsoft Excel. Students will connect to the data source and implement the visualizations, filters and interactive elements. They will develop an interactive and informative dashboard synthesizing all the sheets and the cards

to visualize the data. On the dashboard, students will provide a suitable title for the analysis along with the company logo; add filters and other options to navigate the different charts in order to track KPIs and identify trends.

The project comprising data visualization and dashboard creation will be assessed out of 40 marks using the following criteria. LO 4-6 will be assessed in this project-based assessment.

Project Assessment Criteria

10 marks Identify and review: *clearly identifies and examines the scope of the dataset. Submits the soft copy of the project brief comprising the heading and objectives to be fulfilled in a Google doc or MS-Word*
20 marks Data Visualization: *applies visualization techniques to analyse the data and create the required sheets and cards with specific details sequenced in a clear and cohesive manner; employs the features skilfully as and when required*
10 marks Dashboard: *clearly synthesizes the sheets and cards with title, logo and options required for navigation to understand the trend*

c. Data Story (30%)

The project pair will discover the story behind the visual dashboard and construct a compelling narrative around the analysis. Storyboarding for dashboards will focus on the user interface (UI) and user experience (UX) to create prototypes. The student pairs will script a visual representation of the narrative as a storyboard in the form of text and images using Powerpoint/Google slides. Based on the dashboard analysis and its narrative representation as a storyboard, the pair will create a data story tab in Tableau and transfer it to PPT. Students will present an impactful data story and communicate the actionable insights effectively.
The data story will be assessed out of 30 marks based on the criteria below and will include qualitative feedback as well. LO 7-13 will be assessed in this assessment.

Visual Data Storytelling Assessment Criteria

5 marks Discover the story: *Frames a narrative around the analysis that brings out the insights*
5 marks Storyboard: *script a storyboard thoughtfully with text and images*
5 marks Data Story Tab: *contains content relevant to the subject matter*
10 marks Presentation: *communicates the message, insights and relevant information within a narrative framework; uses language that is appropriate and free of errors*
5 marks Quality delivery: *Clarifies the queries and presents the content in creative and engaging ways*

d. Class Participation (5%)

Students have to actively engage themselves in discussion, group work and lab sessions throughout the semester enabling a vibrant learning atmosphere. Their self-study, individual participation, peer work and preparedness for the activities will be assessed based on the given criteria. LO 13 will be assessed in this assessment.

Participation Assessment Criteria

1 mark Preparedness*: actively engage in all class activities*
2 marks Listening and Timeliness: *Attentive listening and completion of assessments, both the individual and pair work*
2 marks Interest and motivation: *Self-learning and sharing of knowledge on new skills in ICT*

Overview of the assessment approaches and weighting

Continuous assessment	Areas of assignments	Quantity	Weighting (%)
A (Theory)	a. Participation	1	5
B (Practical)	b. Applied Presentation	1	25
	c. Dashboard Project	1	40
	d. Data Storytelling	1	30
Total		**100**	

Pre-requisites: None

Subject Matter

Unit I: Data Story Concept

1.1 Introduction to data, visuals and narrative

1.2 Role of narrative skills in digital age to understand statistics

1.1.1. Historical narratives: Visual stories of success and failure

1.1.2. Generating ideas from visuals

1.1.3. Communicate the data-driven insights to arrive at informed decisions

1.3 Relationship between narrative framework(s) and data storytelling model

1.3.1 Adapted narrative models from Aristotle to Freytag toward Data Storytelling Arc and its stages.

1.4 Exploratory versus explanatory analysi

1.4.1 Situational contexts and their impacts

Unit II: Create a clutter-free graph

2.1 Basics of plot types to communicate data insights in a business setting
2.2 Gestalt principles of visual perception
2.3 Visual hierarchy of components and colour choices
2.4 Declutter - identify the clutter and note the reasons for the removal
2.5 Re-design a clear graph in Microsoft Excel and write a brief justification
2.6 Present a comparative analysis of the versions

Unit III: Data Visualization and Dashboard

3.1. Introduction to Tableau software and its features
3.2. Stages of analysing a dataset
3.3. Hands-on practice in creating charts and cards for a dataset
3.4. Visualization techniques

3.4.1. Identify and review a relevant dataset

3.4.2. Analyse the data to create suitable sheets and cards in sequence with specific details

3.4.3. Method: Apply the features such as joints, filters, calculations and other requirements

3.5 Dashboard building- synthesize the sheets and cards fulfilling all the requirements for navigation to understand the trends.

Unt IV: Data Storyboard

4.1. Introduce the concept of storyboarding
4.2. Discover the story behind the visual
4.3. Construct a narrative around the analysis to map the patterns and trends
4.4. Visually script the narrative in a storyboard using text and images

4.5. Formalize the sketches of storyboard into a visual data story tab
4.6. Transfer the storyboard and the story tab to a ppt

Unit V: Data Storytelling

5.1. Introduction to presentation skills
  5.1.1. Basics of presentations – tips and techniques
  5.1.2. Know your audience
  5.1.3. Key components of data story presentation – Set up, Conflict, Resolution
  5.1.4. Strengthen the content knowledge to prioritize the information
5.2. Method to present the data story – Context, Business challenge, Key data, Discoveries, Recommendations, Call to Action
5.3. Communicate the central message and insights through key metrics and futuristic visions
5.4. Present the narrative in creative and engaging ways
5.5. Respond to the queries and feedback positively

Reading List

Essential Reading

Duarte, N. (2019). Data Story: Explain data and inspire action through story. Ideapress Publishing.

Dykes, B. (2020). *Effective data storytelling: How to drive change with data, narrative and visuals*. John Wiley & Sons.

Glebas, F. (2009). *Directing the story: Professional storytelling and storyboarding techniques for live action and animation*. Routledge.

Knaflic, C. N. (2015). *Storytelling with data: A data visualization guide for business professionals*. Wiley online library. https://www.wiley.com/en-gb/9781119002253

Knaflic, C. N. (2022). *Storytelling with you: Plan, create and deliver a stellar presentation*. Wiley.

Murray, D. G. (2016). *Tableau your data: Fast and easy visual analysis with Tableau software.* (2nd edition). Wiley.

Additional Reading

Cairo, A. (2016). *The Truthful Art: Data, Charts and Maps for Communication*. New Riders.

Cairo, A. (2019). *How charts lie: Getting smarter about visual information*. W.W. Norton.

Hurter, C., Riche, N.H., Diakopoulos, N. & Carpendale, S. (Eds.), (2018). *Data-driven storytelling*. CRC Press.

Knaflic, C. N. (2019). *Storytelling with data: Let's practice!* (1st edition). Wiley.

Kurnoff, J. & Lazarus, L. (2021). *Everyday Business Storytelling*. Wiley

Sosulski, K. (2019). *Data visualization made simple: Insights into becoming visual.* Routledge.

Wexler, S, Shaffer, J., & Cotgreave, A. (2017). *The big book of dashboards: Visualizing your data using real-world business scenarios*. John Wiley & Sons.

Date: February 2025

BML201 Agile Project Management

Module Code and Title:	BML201 Agile Project Management
Programme:	Bachelors of Digital Communication and Project Management
Credit Value:	12
Module Tutor:	Sonam Choeki Wangmo

General objectives
The module aims to provide a comprehensive understanding of Agile Project Management, encompassing its historical context, methodologies, core values, principles, and philosophical underpinnings. Students will explore the applicability of Agile in dynamic industries and learn to synthesize various Agile approaches for optimal project outcomes. The curriculum is designed to enhance critical thinking and problem-solving skills, enabling students to adeptly navigate project changes. By examining the fundamental aspects of Project Management and the Agile framework, participants will gain practical knowledge for implementing Agile concepts in professional environments. The module will elucidate the origins and driving forces behind Agile, as well as its constituent methodologies, emphasizing its suitability for projects characterized by uncertainty and change.

Learning outcomes
On completion of this module, students will be able to:

1. articulate the history, methodologies, values, principles, and philosophy of Agile Project Management.
2. evaluate the suitability of Agile approaches for rapidly evolving industries and projects.
3. analyze and synthesize various Agile methodologies to optimize project effectiveness.
4. eemonstrate enhanced problem-solving and critical thinking skills in response to project changes.
5. explain the core components and organizational structure of the Project Management course.
6. apply Agile principles and practices in a professional context.
7. discuss the origins, driving forces, and various methodologies encompassed within the Agile framework.
8. justify the application of Agile methodologies in domains characterized by change, uncertainty, or innovation.
9. develop adaptability and responsiveness to meet the demands of fast-paced work environments.

Learning and Teaching Approach

Type	**Approach**	**Hours per week**	**Total credit hours**
Contact	Teaching	2	35
	Practical exercises	2	25
Independent	Independent study, guest lecture and project work	4	60
	Total		**120**

Assessment approach
Assessment will be carried out continuously through the following assignments:

a. Quiz (10%)
To reinforce comprehension of Agile project management principles, learners will complete quiz assessments after the conclusion of each unit. These knowledge checks will facilitate the retention of key concepts and gauge mastery. Quiz outcomes will inform areas necessitating further review to bolster competencies in Agile methodologies. This assessment will assess learning outcomes 1 and 6.

Quiz Assessment criteria

4 marks Comprehension: *Demonstrates clear understanding of Agile project management principles, accurately interpreting key concepts and terminologies.*
3 marks Critical thinking: *Applies reasoning and problem-solving skills to analyze Agile methodologies, evaluating their impact in various project scenarios.*
3 marks Use of evidence and examples: *Supports responses with relevant examples, case studies, or references to Agile frameworks, demonstrating depth of understanding.*

b. Designing a Product Backlog with Timeline (15%)

In this individual task, the student will demonstrate your ability to design a comprehensive product backlog for a software development project. Students are required to organize and prioritize features, enhancements, and fixes based on a specified timeline. Utilize Asana, a popular project management tool, to create and structure the product backlog efficiently. This assessment will assess learning outcomes 2, 3, and 7.

Product Backlog Assessment Criteria

4 marks	Product Backlog Design: *Clearly structured backlog with well-defined user stories and acceptance criteria. Includes a comprehensive set of features, enhancements, and fixes relevant to the project.*
3 marks	Timeline Planning: *Logical sequencing of backlog items based on project phases and dependencies. Feasible and realistic scheduling aligned with project constraints*
4 marks	Task Prioritization: J*ustified prioritization based on business value, technical feasibility, and stakeholder needs. Effective use of prioritization techniques (e.g., MoSCoW, value vs. effort).*
4 marks	Asana Proficiency: *Efficient use of Asana to categorize, label, and manage backlog items. Proper use of task dependencies, due dates, and team collaboration features*

c. Documentary - Comparing Agile and Waterfall Methodologies in Bhutan Through Success Stories (25%)

students will work in groups to produce a short documentary film (3-7 minutes) that compares Agile and Waterfall methodologies in the context of Bhutanese businesses and organizations. The goal of this assessment is to enhance students' analytical and reasoning skills by encouraging them to research and critically evaluate the strengths and weaknesses of each methodology, as well as their ability to communicate their findings creatively and engagingly. This assessment will assess learning outcomes 4 and 5.

Documentary Assessment Criteria

3 marks	Depth of Research and Analysis: *Demonstrates thorough understanding, critical evaluation, and comparative insights into Agile and Waterfall methodologies.*
3 marks	Clarity and Coherence of Narrative: *Logical structure, clear sequencing of ideas, and smooth transitions throughout the documentary.*
3 marks	Quality of Evidence: *Use of well-sourced data, case studies, interviews, or real-world examples that substantiate claims.*
3 marks	Creativity and Originality: *Innovative storytelling techniques, engaging visuals, and unique presentation style.*
3 marks	Effectiveness of Communication: *Clear articulation, professional editing, appropriate tone, and engaging delivery of content.*

d. Case Study - Agile Transformation for Value-Driven Results (40%)

In this case study, the students will delve into the critical realm of Agile methodologies and their application in real-world scenarios. By selecting and dissecting a specific business scenario, they will gain hands-on experience in scoping challenges, choosing the appropriate Agile framework, forming effective cross-functional teams, and implementing Agile practices. This task equips them with the skills to align Agile principles with organizational goals, prioritize value delivery, create value roadmaps, and measure success through relevant KPIs. Ultimately, it empowers students to develop practical recommendations for sustaining Agile practices,

preparing them for careers in today's dynamic business landscape, where agility and value creation are paramount. This assessment will assess learning outcomes 8 and 9.

The Case Study Assessment criteria

5 marks Scoping the Scenario: *Clearly define the business context and challenges, demonstrating a comprehensive understanding of the scenario's significance.*

5 marks Agile Framework Selection: *Justify the chosen Agile framework with relevant criteria, aligning it with the identified challenges and organizational needs.*

5 marks Team Formation and Roles: *Outline team composition and individual roles effectively, ensuring clarity in responsibilities and contributions toward Agile practices.*

5 marks Agile Practices Implementation: D*etail the application of Agile methodologies, showcasing practical steps taken to implement these practices within the scenario.*

5 marks Value-Driven Approach: *Emphasize prioritization of value delivery, illustrating how Agile practices enhance customer satisfaction and business outcomes.*

5 marks Creating the Value Roadmap: *Develop a clear roadmap that outlines key milestones, deliverables, and timelines to achieve value-driven results.*

5 marks Measuring Success: *Identify relevant KPIs and metrics to evaluate the effectiveness of Agile practices, demonstrating a clear method for assessing success.*

5 marks Conclusion and Recommendations: *Summarize findings succinctly and provide actionable recommendations for sustaining Agile practices in the organization.*

Overview of the assessment approaches and weighting

Continuous assessment	**Areas of Assignment**	**Quantity**	**weighting**
A (Theory)	Quiz	4	10
	Case study	1	40
B (Practical)	Documentary	1	25
	Designing Product Backlog	1	15
Total		100	

Pre-requisites: None

Subject matter

Unit I: Introduction to Agile in Project Management

1.1. Define and meaning of Agile concepts in Project Management
- 1.1.1 Agile definition and core principles
- 1.1.2 Key Agile terminologies
- 1.1.3 Agile Manifesto and its significance.

1.2. Examine the history of Agile
- 1.2.1 Origins of Agile methodologies
- 1.2.2 Evolution of Agile practices
- 1.2.3 Key milestones in Agile development.

1.3. Discuss the Agile Values and Principles
- 1.3.1 Four Values of the Agile Manifesto
- 1.3.2 Twelve principles of Agile software development

1.3.3 Applying Agile values and principles in project management.

1.4. Distinguish between Agile and Waterfall methodologies

1.4.1 Characteristics of Agile and Waterfall approaches

1.4.2 Pros and cons of each methodology

1.4.3 Scenarios suitable for Agile vs. Waterfall.

Unit II: Agile methodologies: Scrum

2.1. Understand the concepts and roles under Scrum methodology

2.1.1 Scrum framework overview, Scrum roles: Product Owner, Scrum Master, Development Team,

2.1.2 Scrum artifacts: Product Backlog, Sprint Backlog, Increment.

2.2. Explain Scrum values

2.2.1 Commitment, Courage, Focus

2.2.2 Openness, Respect, Implementing Scrum values in project teams.

2.3. Discuss writing user stories

2.3.1 Components and acceptance criteria

2.3.2 User story structure and format

2.3.3 INVEST criteria for user stories

2.3.4 Writing effective acceptance criteria.

2.4 Discuss Sprint planning

2.4.1 sprint retrospect, backlog refinement, burndown and burn up chart

2.4.2 Sprint planning process and techniques, Conducting effective sprint retrospectives,

2.4.3 Backlog refinement best practices, Using burndown and burn-up charts for project tracking

2.5. Prepare Scrum terms worksheets,

2.5.1 Scrum terms retention worksheets,

2.5.2 Creating comprehensive Scrum terminology lists

2.5.3 Developing exercises for Scrum term retention

2.5.4 Designing quizzes and assessments for Scrum knowledge.

Unit III: Agile methodologies: Kanban

3.1. Introduction to Kanban

3.1.1 Understand Kanban principles, Kanban definition and origins,

3.1.2 Benefits of Kanban in project management.

3.2. Discuss the Kanban board and Kanban cards

3.2.1 Kanban board structure and components,

3.2.2 Creating and using Kanban cards effectively,

3.2.3 Customizing Kanban boards for different projects.

3.3. Identify key Kanban metrics-Lead time, cycle time, and throughput, Work in Progress (WIP) limits, Cumulative Flow Diagrams.

3.4. Discuss key Kanban Practices, Visualizing workflow, Limiting Work in Progress (WIP), Managing flow and continuous improvement.

3.5. Apply Notion app in Kanban, Introduction to Notion app for Kanban implementation, Setting up Kanban boards in Notion, Customizing Notion for Kanban workflow management.

Unit IV: Agile Leadership

4.1. Understand Agile Leadership and leadership grid

4.1.1 Characteristics of Agile Leaders

4.1.2 Leadership styles in Agile environments

4.1.3 Applying the leadership grid to Agile teams

4.2 Explore Agile leaderships

4.2.1 Situational, Adaptive, and Servant leadership

4.2.2. Situational leadership in Agile contexts

4.2.3. Adaptive leadership principles for Agile teams

4.2.4. Servant leadership and its role in Agile environments
4.3 Discuss and connect EQ and Soft skill negotiation to Agile leadership
4.3.1 Emotional intelligence in Agile leadership
4.3.2 Developing soft skills for effective Agile leadership
4.3.3.Negotiation techniques in Agile project management.

Unit V: Applying Agile in organization
5.1 Explore strategies for ensuring that the team is focused on delivering value-driven results
5.2 Aligning Agile practices with organizational goals
5.3 Implementing value-based prioritization, Measuring and communicating value in Agile projects
5.4 Create effective value roadmap
5.4.1 Developing product vision and strategy
5.4.2 Creating and maintaining a product roadmap
5.4.3 Balancing short-term and long-term goals in Agile planning
5.3 Case study- Analyzing real-world Agile implementation examples
5.3.1 Identifying challenges and solutions in Agile adoption
5.3.2 Applying Agile principles to solve organizational problems.

Reading List
Essential Reading
Anderson, B. (1983). *Imagined communities: Reflections on the origins and spread of nationalism.* London, UK: Verso.
Appelo, J. (2010). *Management 3.0: Leading agile developers, developing agile leaders.* Pearson Education.
Cockburn, A. (2006). *Agile software development: The cooperative game* (2nd ed.). Boston, MA: Addison-Wesley Professional.
Derby, E., & Larsen, D. (2006). *Agile retrospectives: Making good teams great.* Dallas, TX: Pragmatic Bookshelf.
Project Management Institute. (2021). Creating a Roadmap for your Agile Transformation. https://www.pmi.org/learning/library/creating-roadmap-agile-transformation-12801

Date: February 2025

BML202 Project Governance in Project Management

Module Code and Title: BML202 Project Governance in Project Management
Programme: Bachelor of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Phub Dem

General Objective
This module aims to provide students with a comprehensive understanding of project governance frameworks and their significance in ensuring the success of projects. It covers decision-making processes, roles, responsibilities, accountability structures, risk management, and compliance with regulatory requirements. By engaging in discussions, case studies, and hands-on activities, students will develop the ability to analyze governance structures and propose improvements. The module also emphasizes the importance of ethical considerations and stakeholder management in project governance.

Learning Outcomes
On completion of the module, students will be able to:
1. define project governance frameworks and explain their importance in project management.
2. identify key stakeholders, roles, and responsibilities within project governance structures.

3. analyze project governance frameworks and evaluate their effectiveness.
4. assess risk management strategies and compliance measures in project governance.
5. examine ethical considerations in project governance decision-making.
6. develop a project governance plan with a structured framework and decision-making model.
7. communicate project governance strategies effectively in written and oral formats.
8. leverage project management software and digital tools for governance tracking, stakeholder communication, risk management, and decision-making.
9. utilize automation and data analysis tools to enhance transparency, accountability, and governance performance assessment.

Learning and Teaching Approach

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lectures & Discussions	4	60
	Case Studies & Assignments	2	30
	Presentations	1	15
Independent Study	Self-directed learning	1	15
Total		**8**	**120**

Assessment Approach

The assessment will be conducted continuously through the following methods

Project Governance Report (15%)

Students will be assessed on their understanding of project governance, including its significance, key components, challenges, and strategies to address them. The assessment will evaluate their ability to present logical arguments, relevant examples, and well-structured content. The assessment will be graded out of 15 marks based on the following criteria and scaled down to 3%. This will include qualitative feedback.

Project Governance Assessment Criteria

3 marks Content: *Demonstrates understanding of project governance with relevant examples and logical arguments*.

4 marks Description of Project Governance: *Defines project governance, explains its significance, and describes key components (roles, responsibilities, decision-making structures).*

3 marks Identification of Challenges*: Identifies common challenges in implementing project governance, such as unclear roles, stakeholder resistance, and resource limitations.*

2 marks Addressing Challenges: *Suggests practical strategies to overcome challenges, including improved communication, governance frameworks, and leadership involvement.*

2 marks Coherence and Clarity*: Ensures logical structure, clear language, and well-organized content for readability and understanding.*

1 mark Compliance with Assignment Requirements: *Meets word count, formatting, referencing, and submission guidelines.*

b. Class Quiz (25%)

Students will take 2-3 quizzes throughout the semester to assess their understanding of project governance concepts and frameworks. The assessment will assess Learning Outcome 1, 2, 3, 4, 5 and 6.

Case Study Analysis - Project Governance in Practice (25%)

Each student will individually analyze real-world examples of project governance and its impact on project outcomes. Students will select a project management case study from their locality or region and critically examine the project governance structure and processes. The analysis will evaluate how project governance contributed to the project's success or failure and provide recommendations for improvement. This report will assess Learning Outcomes 3, 4, and 5. The case study report will be graded out of 25 marks based on the following criteria, with qualitative feedback included.

Case Study Analysis Assessment Criteria

5 marks	Content: *Demonstrates a strong understanding of project governance with critical insights and relevant case study analysis.*
3 marks	Introduction*: Provides background on the case study, explains its relevance, and outlines the objectives of the report.*
5 marks	Description of the Project: *Clearly presents the selected project, including its scope, objectives, stakeholders, and governance structure.*
8 marks	Critical Analysis of the Project: Evaluates governance structures, decision-making processes, roles, responsibilities, and their impact on project success or failure.
4 marks	Recommendations: *Provides practical, case-specific recommendations to improve project governance and enhance outcomes.*
2 marks	Coherence and Clarity: *Ensures logical structure, clear language, and well-organized arguments for readability and comprehension*.
2 marks	Mechanics: *Uses correct grammar, spelling, punctuation, and academic writing conventions. Further uses PM tools efficiently.*
1 mark	Compliance with Assignment Requirements: *Adheres to word count, formatting, referencing, and submission guidelines.*

Project Governance Plan (Group Project with Presentation) (35%)

In a group of 4 or 5, students will develop a project governance plan for a hypothetical project scenario or any selected project. The plan should outline roles, responsibilities, decision-making processes, and reporting mechanisms. Groups must justify their chosen governance structure and strategies based on the project's characteristics and identify potential risks and challenges in implementing the governance plan. The group project will include a class presentation. The governance plan report will assess Learning Outcomes 6, 7, 8, and 9. The group governance plan will be graded out of 30 marks based on the following criteria, with qualitative feedback included.

Project Governance Plan Assessment Criteria

12 marks	Content: *Demonstrates a clear understanding of project governance with well-justified governance strategies, roles, responsibilities, and decision-making processes*.
8 marks	Governance Plan Structure*: Develops a well-organized governance plan, outlining reporting mechanisms, accountability structures, and alignment with project characteristics.*
3 marks	Coherence and Clarity: *Ensures logical flow, clear language, and well-structured*

presentation of ideas for readability and understanding.

2 marks Compliance with Assignment Requirements: *Adheres to word count, formatting, referencing, and submission guidelines.*

5 marks Creativity and Design: *Demonstrates innovation in structuring the governance plan, effective use of Digital Project Management (PM) tools, engaging visual presentation, and impactful content delivery.*

Group Presentation (5%)

Each group will deliver a presentation summarizing their project governance plan and key findings. The presentation should be clear, engaging, and effectively communicate the group's analysis and recommendations. Groups are encouraged to use creative methods, visuals, and Digital Project Management (PM) tools to enhance audience engagement.The presentation will be graded out of 5 marks based on the following criteria, with qualitative feedback included.

Group Presentation Assessment Criteria

1.5 marks Content: *Clear, concise, and informative content that accurately represents the group's project governance plan and key findings.*

1.5 marks Creativity and Engagement*: Engaging and innovative presentation, using creative methods and visuals (including Digital PM tools) to enhance audience interest.*

1.5 marks Delivery: *Effective verbal and non-verbal communication, confident presentation skills, and clear articulation of ideas.*

0.5 marks Time Management: *Adheres to the time limit, ensuring all key points are covered within the allotted time while maintaining clarity and focus.*

Overview of Assessment Approaches and Weighting

Continuous Assessment	Areas of Assessments	Quantity	Weighting (%)
Assignments	a. Project Governance Report	1	15%
	b. Class Quiz	2-3	25%
	c. Case Study Analysis	1	25%
	d. Project Governance Plan	1	35%
Total			**100%**

Subject Matter

Unit 1: Understanding Project Governance Frameworks

1.1 Definition of Project Governance
1.2 Importance of Project Governance
1.3 Key Components of Project Governance
1.4 Comparison of Different Project Governance Models

Unit 2: Roles and Responsibilities in Project Governance

2.1 Identifying Key Stakeholders in Project Governance
2.2 Stakeholder Roles and Responsibilities
2.3 Role of Executives, Sponsors, and Steering Committees
2.4 Role of Project Managers in Governance Structures
2.5 Impact of Governance Roles on Project Success

Unit 3: Project Governance Structure & Process

3.1 Governance Frameworks and Their Components
3.2 Governance Decision-Making Processes
3.3 Compliance Standards and Regulatory Frameworks
3.4 Project Governance Best Practices

Unit 4: Project Governance Process

4.1 Describe Project Initiation and Planning
4.2 Explain Execution and Monitoring
4.3 Evaluate Decision-Making and Control
4.4 Elucidate Closure and Evaluation

Unit 5: Risk Management and Compliance in Project Governance

5.1 Identifying Risks in Project Governance
5.2 Conducting Risk Assessments in Governance Contexts
5.3 Developing Risk Mitigation and Contingency Plans
5.4 Ensuring Compliance with Standards and Regulations
5.5 Governance Strategies for Crisis Management

Unit 6: Ethical Considerations in Project Governance

6.1 Stakeholder Engagement and Transparency
6.2 Integrity, Accountability, and Ethical Decision-Making
6.3 Data Privacy and Security Concerns in Governance
6.4 Social and Environmental Responsibility in Governance

Reading List

Essential Reading

PMI (2021). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – 7th Edition.
Garland, R. (2009). *Project Governance: A Practical Guide to Effective Project Decision Making*. Kogan Page.
Müller, R., & Wanner, R. (2008). *Project Governance*. Gower Publishing.
Wither, J.P., & Harnisch, D.W. (2018). *Governance for Projects: Developing and Managing Governance Frameworks and Decision-Making Models for Large Complex Projects*. J. Ross Publishing.
Shirley, D. (2017). *Project Governance: Implementing Corporate Governance and Business Ethics in Non-Profit Organizations*. Business Expert Press.

Additional Reading

Kerzner, H. (2022). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*. Wiley.
Beecham, R. (2011). *Project Governance: The Essentials*. IT Governance Publishing.
Hassim, A., Kajewski, S., & Trigunarsyah, B. (2011). *The Importance of Project Governance Framework in Project Procurement Planning.* https://doi.org/10.1016/j.proeng.2011.07.242

CRD303 Professional Certification (Deep Domain Specialisation)

Module Code and Title: CRD303 Professional Certification (Deep Domain Specialisation)
Programme: Bachelor of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Phub Dem

General Objective
This module enables students to obtain the **Certified Associate in Project Management (CAPM)** certification, which is recognized globally and is essential for entry-level project management roles. The module focuses on providing students with knowledge of project management fundamentals, agile frameworks, predictive methodologies, and business analysis techniques. Students will engage in self-directed learning and online certification courses, while receiving guidance through mock exams and practical sessions to ensure they successfully complete the certification process.

Learning Outcomes
On completion of the module, students will be able to:
1. understand the core principles of project management and its application across different methodologies.
2. demonstrate proficiency in the predictive plan-based approach to project management.
3. understand and apply agile methodologies in appropriate project scenarios.
4. gain insights into business analysis frameworks and their impact on project management.
5. apply professional project management strategies in real-world contexts.
6. successfully complete CAPM certification exams and gain industry-recognized credentials.

Teaching Methods/Learning Tasks:

This module is designed for self-directed learning, where students are encouraged to take ownership of their learning. The students will enrol in online certification courses and mock exams offered by certified institutes. Additionally, two hours of lab period will be allocated for the students to practise and discuss these courses. Two mock tests will be conducted before the students appear for CAPM to ensure students clear the exam on time. The tutor will provide guidance and support to the students in various aspects, including:

- Assisting students in identifying preparatory online courses
- Aiding in completing registration forms and coordinating fee payments for the course
- Facilitating self-directed study and ensuring completion of prescribed certification requirements.
- Offering strategies for scheduling and preparing for certification examinations effectively.
- Recommending resources and mock tests to aid in preparation for the certification exam.
- Assisting students in navigating certification course platforms and accessing relevant materials.
- Monitoring student progress and providing consultations on a weekly basis if necessary.

The college will cover the fees upon submission of valid registration forms. However, students must successfully fulfil the prescribed certification requirements, including scheduling and appearing for examinations, within the semester to meet module requirements. If students fail to obtain the certificate, they will be responsible for covering the associated cost.

Learning and Teaching Approach

Approach	Hours per week	Total credit hours
Independent study	6	90
Lab	2	30
Total		120

Assessment Approach

The assessment will be based on successful completion of the **CAPM certification exam**:

- **Certification Exam (100%)**: Students must complete the prescribed certification exams within the semester and submit their certificates as proof of completion.

Subject Matter

Unit I: Project Management Fundamentals and Core Concepts

1.1 Understand the five project management process groups and processes.
1.2 Explore project life cycles and management strategies.
1.3 Develop skills in planning, execution, and problem-solving.
1.4 Understand governance, ethics, strategy, and planning.
1.5 Understand Organizational Project Management.
1.6 Understand and apply PMI standards to ensure effective project execution and alignment with best practices.
1.7 Understand Program and Portfolio Management.

Unit II: Predictive Plan-Based Methodologies

2.1 Determine when to apply predictive, plan-driven methodologies based on project complexity scope, and timeline.
2.2 Develop comprehensive project plans, schedules, and control documentation, while applying informed decision-making strategies to guide execution and address challenges.
2.3 Demonstrate an understanding of project operation and execution processes such as managing resources, engaging stakeholders, mitigating risks, controlling costs, and implementing change management processes to ensure project alignment and achievement of goals.
2.4 Utilize Earned Value Management (EVM) techniques to assess project performance and progress in terms of cost, schedule, and scope.

Unit III: Agile Frameworks and Methodologies

3.1 Understand when to use adaptive approaches for project management.
3.2 Develop adaptive project plans and document project controls for agile projects.
3.4 Plan project iterations and determine how to document project controls for an adaptive project.
3.5 Explain the components of an adaptive plan.
3.6 Determine how to prepare and execute task management steps.
3.7 Explore organizational agility.

Unit IV: Business Analysis Framework

4.1 Demonstrate an understanding of business analysis (BA) roles and responsibilities.
4.2 Determine how to conduct stakeholder communication.
4.3 Determine how to gather requirements.
4.4 Demonstrate an understanding of product roadmaps.
4.5 Determine how project methodologies influence business analysis.
4.6 Validate requirements through product delivery.

Reading List

Essential Reading

- PMI (2021). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – 7th Edition.
- Nielsen, K., Favrot, J.-L., & Marucci, G. (2024). *Mastering the new PMI Certified Associate in Project Management (CAPM) exam (2023 version)*. Taylor & Francis.
- Kanabar, V., Thomas, A. P., & Lechler, T. (2023). *Certified Associate in Project Management (CAPM)® Exam Official Cert Guide*. Pearson IT Certification.

Additional Reading

- Meredith, J. R., & Mantel, S. J**.** (2017). *Project Management: A Managerial Approach* (9th ed.). Wiley.

Date: February 2025

DAT208 Web Analytics & Data Communication

Module Code and Title: DAT208 Web Analytics & Data Communication
Programme: Bachelor of Digital Communication and Project Management **Credit:** 12
Module Tutor(s): Sangay Lhaden

General Objective

The module aims to introduce students to a comprehensive understanding of web analytics and data communication for effective decision-making in business marketing and campaigning. Learners will be able to explain the fundamentals of how web analytics and data communication works, know their websites better, and learn about the users' behaviour. Students will also be able to delve into various models of analysis by gathering and transforming data using various relevant tools. This module will also incorporate the best practices for data privacy and security.

Learning Outcomes

On completion of the module, students will be able to:
1. explain key principles and concepts of web analytics.
2. identify and utilize essential web analytics tools and metrics.
3. collect, analyze, and interpret web analytics data effectively.
4. generate insights on web performance and user behaviour.
5. apply data visualization techniques to enhance data communication.
6. develop well-structured analytical reports for decision-making.
7. demonstrate proficiency in using data visualization tools.
8. critically evaluate and optimize website performance based on analytics findings.
9. apply best practices in data privacy, security, and ethical considerations in web analytics.
10. communicate analytical findings effectively to stakeholders.
11. implement strategies for performance monitoring and testing in digital marketing.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Teaching	2	**60**
	In-class Practical Exercises	2	
Independent study	Self-Study, Guest Lecture, and Project Work.	4	**60**
Total		8	**120**

Assessment Approach

The assessment will be carried out on a continuous basis through the following approaches:

a. Web Analytics Report (20%)

Several Learning Outcomes (LO 1, 2, 3, 4, 5, 6, 8, 10 and 11) will be achieved here by requiring students to analyze, interpret, and report on web analytics data using various tools and techniques. Individual students will prepare a comprehensive report that includes key findings, insights, and recommendations for improving website performance and user experience. The report should reflect and demonstrate a clear understanding of web analytics concepts and the capability to apply them effectively.

Web Analytics Report Assessment Criteria

5 marks Analysis of Web Analytics Data: *Accurate data collection, proper use of tools, clear presentation (charts/graphs), and identification of key trends.*

5 marks Clear Identification of Key Findings: *Clear, well-organized insights highlighting significant trends and patterns with supporting data.*

5 marks Insights and Interpretation: In-depth *analysis explaining trends, connections between metrics, and their impact.*

5 marks Recommendations for Improvement: *Practical, data-driven improvements aligned with findings, with clear justification.*

b. Data Visualization Project (20%)

This assessment aligns with Learning Outcomes 5,6,7 and 10. Each student will be tasked with creating visually appealing and informative data visualisations using web analytics data. Individual students will demonstrate their proficiency in using data visualisation tools and techniques to present complex information in a clear and concise manner. The project should showcase the student's creativity, analytical skills and the ability to communicate insights effectively through visual presentation.

Data Visualization Project Assessment Criteria

5 marks Visual appeal and creativity: *Engaging design, effective use of colours, and clear data differentiation.*

5 marks Information Clarity and Accuracy: *Correct data representation with proper labels and easy interpretation.*

5 marks Insightful Analysis: *Highlights key trends and patterns with meaningful interpretations.*

5 marks Effective Communication: *Clear, logical presentation suited for the audience.*

c. Case Study Analysis (20%)

This assessment will fulfil Learning Outcomes 3,4, 8, 9 and 10. Individual students will be provided with real-world case studies related to web analytics and data communication. Each of them will need to analyse the given scenarios, identify the key issues, and propose appropriate solutions based on their understanding of web analytics principles and best practices. The analysis should demonstrate critical thinking, problem-solving skills, and the ability to apply theoretical knowledge to practical situations.

Case Study Analysis Assessment Criteria

5 marks Identification and in-depth analysis of key issue: *Clearly identifies and thoroughly analyzes the main issues in the case study.*

5 marks Application of web analytics principles in alignment with industry standards: *Uses relevant analytics concepts and aligns with industry best practices.*

5 marks Practicality and Feasibility of solutions and resources: *Proposes realistic, data-driven solutions with appropriate resource considerations.*

5 marks Critical Thinking and Problem-solving skills and approach: *Demonstrates logical reasoning, creativity, and a structured approach to problem-solving.*

d. Group Presentation (40%)

This final assessment will help students meet Learning Outcomes 2,3,4,5,6 and 10. The class will be divided into groups of 4-5 members, where each group will have to select a topic related to web analytics and data communication and deliver the presentation after the module tutor approves their idea. The presentation should be well-structured, engaging and demonstrate a deep understanding of the chosen subject matter. Each member of a group should contribute equally to the presentation, showcasing their research, analytical abilities, and effective communication skills. The presentation should also include visual aids such as short video clips, slides or charts to enhance the audience's understanding of the topic. Each group will deliver the presentation within 15-20 minutes.

Group Presentation Assessment Criteria

4 marks Topic idea pitching related to web analytics and data communication: *Clear, relevant, and creative topic related to web analytics and data communication.*

5 marks Depth of understanding of chosen topic: *Comprehensive understanding of the chosen topic, demonstrating detailed knowledge.*

5 marks Research and analytical abilities: *Thorough research and effective analysis, supported by credible sources.*

5 marks Well-structured presentation: *Logical flow, clear introduction, main points, and conclusion.*

5 marks Engaging delivery of presentation: *Interactive and dynamic presentation style that keeps the audience engaged.*

5 marks Effective use of visual aids: *Clear, relevant slides, charts, or video clips that enhance understanding.*

5 marks Integration of multimedia elements: *Smooth integration of multimedia elements like videos or animations to support the content.*

3 marks Adherence to time limits: *Effectively presents within the 15–20-minute timeframe.*

3 marks Conciseness and clarity: *Clear, concise communication without unnecessary details.*

Overview of the assessment approaches and weighting

Areas of assessments	Quantity	Weighting (%)
a. Web Analytics Report	1	20
b. Data Visualization Project	1	20
c. Case Study Analysis	1	20
d. Group Presentation	1	40

Total	**100**

Pre-requisites: None
Subject Matter

Unit I: Introduction to Web Analytics
1.1. Explain the key principles of web analytics
1.2. Analyze the importance and application of web analytics
1.3. Key terminologies and metrics in web analytics
1.4. Research tools and technologies for web analytics
1.5. Role and impact of web analytics on decision-making

Unit II: Data Collection, Analysis, and Interpretation
2.1. Conduct data collection and tracking
2.2. Explore different types of data sources and methods
2.3. Analyze and interpret the data using web analytics tools
2.4. Discuss insights on web performance, user behaviour and trends
2.5. Make Decisions after evaluation of quantitative and qualitative data in web analytics

Unit III: Data Visualisation, Communication and Report Generation
3.1. Demonstrate data visualisation and communication skills in web analytics and reporting
3.2. Importance of data visualisation in web analytics and some of the best practices in displaying data visually.
3.3. Explore different strategies and tools for visualising data
3.4. Effectively communicate data findings and insights to stakeholders
3.5. Explain the role of visualisation in communicating data insights

Unit IV: Performance Monitoring, Optimization, and Strategic Implementation
4.1. Explain key strategies for monitoring website and campaign performance using web analytics.
4.2. Explore A/B testing and multivariate testing for website optimization.
4.3. Apply data-driven insights to improve user engagement, conversion rates, and overall web performance.
4.4. Utilize key performance indicators (KPIs) to measure and optimize digital marketing effectiveness.
4.5. Implement strategies for continuous performance monitoring and reporting for long-term improvement.

Unit V: **Data Privacy, Security and Ethics in Web Analytics**
5.1 Explain the importance of data privacy, security and ethics in web analytics.
5.1 Explore regulations and laws governing data privacy concerning legal and ethical dimensions of collecting user data.
5.2 Explain Implications of data security breaches in web analytics with relevant case study.
5.3 Explain the Steps organisations must take to protect user data.
5.4 Explore techniques to secure data privacy in web analytics.

Reading List
Essential Reading
Allchin, C. (2021). *Communicating with data: Making your case with data*. O'Reilly Media, Inc.
Beasley, M. (2013). *Practical web analytics for user experience: How analytics can help you understand your users*. Morgan Kaufmann.
Closser, S. (2013). *Adobe analytics quick-reference guide: Market reports and analytics*. Adobe Press.
Cutroni, J. (2010). *Google Analytics*. O'Reilly Media, Inc.
Dykes, B. (2011). *Web analytics action hero: Using analysis to gain insight and optimize your business*. Adobe Press.
Karlins, D., & Matisoff, E. (2019). *Adobe analytics for dummies*. For Dummies.
Kaushik, A. (2009). *Web analytics 2.0: The art of online accountability and science of customer centricity*. Sybex.

Kaushik, A. (2007). *Web analytics: An hour a day*. Sybex.
Mortensen, D. R. (2009). *Yahoo! Web analytics: Tracking, reporting and analyzing for data-driven insights*. Sybex.
Rodrigues, J. (2022). *Product analytics for data-driven decisions: Derive insights from web analytics data*. Addison-Wesley Professional.

Additional Reading

Harvard Business Publishing Education. (2025). *Web analytics collection*. Harvard Business Publishing Education.
Maheshwari, A. (2025). *Data analytics made accessible*. Coursera.
Provost, F., & Fawcett, T. (2025). *Data science for business: What you need to know about data mining and data-analytic thinking*. WSCube Tech.
Soman, D., Kim, M., & An, J. (2025). *Consumer behavior online: A playbook emerges*. Harvard Business Publishing Education.
Venkatesan, R., & Gibbs, S. (2025). *Paid search advertising*. Harvard Business Publishing Education.

Date: February 2025

MAC203 Communications via Transmedia and Gamification

Module Code and Title: MAC203 Communications via Transmedia and Gamification
Programme: Bachelor of Digital Communication and Project Management **Credit:** 12
Module Tutor(s): Sangay Lhaden and Anju Chhetri
Module Coordinator: Sangay Lhaden

General Objective

This module aims to introduce students to the concepts of transmediality and its applications in digital communication and gamification to create immersive and engaging experiences across digital platforms. The module will provide students with the skills and knowledge necessary to design and implement effective gamification strategies in digital communication. It will also encourage critical thinking and reflection on the ethical and social implications of gamification and transmedial storytelling in contemporary culture.

Learning Outcomes

On completion of the module, students will be able to:

1. define and explain the principles of transmediality.
2. identify and analyze different transmedia storytelling methods.
3. demonstrate an understanding of gamification principles and their applications.
4. design effective loyalty programmes using gamification
5. develop social media campaigns incorporating gamification strategies.
6. analyze the role of transmediality in digital marketing and communication.
7. design and implement interactive experiences using gamification.
8. assess the impact of gamification on communication, education, and entertainment.
9. compare different types of transmedia storytelling and their effectiveness.
10. critically evaluate ethical and social implications of gamification and transmediality.
11. utilize multiple media platforms for engagement in digital communication.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Teaching	2	**60**
	In-class Practical Exercises	2	
Independent study	Research, Self-study, Project Work	4	**60**
Total		8	**120**

Assessment Approach

The assessment will be carried out on a continuous basis through the following approaches:

a. **Quiz I (10%)**

Students will take an MCQ quiz on VLE (Virtual Learning Environment) aimed at checking comprehension of and identifying gaps in the contents of units I and II.

b. **Transmedial Critique (20%)**

In this assessment, students will engage in a trans medial critique that allows you to analyze and evaluate the effectiveness of a specific media text across different mediums or platforms. This assessment aims to assess their ability to critically examine the ways in which a media text is adapted, transformed, or interpreted across various media channels. At the end of their analysis, they will create an 8-minute presentation each. The assessment will help fulfil Learning Outcomes 2,9,10 and 11.

Transmedial Critique Assessment Criteria

4 marks Introduction: *Clearly introduces the media text, its context across platforms, and stats the focus of the critique with a strong thesis.*

7 marks Critique: *Thoroughly analyzes how the media text adapts across platforms, evaluates its effectiveness, and uses specific examples to support the points.*

3 marks Delivery: *Speaks clearly, confidently, and engages the audience with good pacing, eye contact, and enthusiasm.*

3 marks Presentation aids: *Use of relevant, high-quality visuals or media that support the critique, integrated smoothly into the presentation.*

3 marks Conclusion: *Recaps key points, offers insightful final thoughts, and concludes the presentation clearly and concisely.*

c. Single-Channel Campaign Design (20%)

In this assignment, students will work in groups of five. Each group will choose an existing or imagined product/service/cause and design a single-channel social media marketing campaign that incorporates elements of gamification. The purpose of the campaign is to engage and interact with your target audience in a fun and interactive way, while promoting a specific product, service, or cause. This assignment will allow students to achieve Learning Outcomes 3,4,5,6 and 11, by applying knowledge of social media marketing strategies and gamification principles to create an effective and engaging campaign. Students must choose this carefully as the next assignment will be built on this.

Single-Channel Campaign Design Assessment Criteria

3 marks Choice of target audience: *Defines and justifies target audience based on demographics, interests, and behaviours relevant to the campaign.*
3 marks Campaign goals: *Clear, measurable goals for the campaign (e.g., engagement, awareness) that align with the strategy adopted.*
4 marks Choice of social media channel: *Suitable platform(s) for the campaign backed by evidence to justify why it's the best choice for reaching the selected target audience.*
5 marks Use of gamification elements: *Incorporates gamification techniques like points, rewards, or challenges to engage the audience in an interactive and fun way.*
5 marks Content Strategy: *Presents content plan with relevant, engaging, and varied content tailored to the selected platform(s), ensuring it supports the campaign goals.*

d. **Quiz II (10%)**
Students will take an MCQ quiz on VLE (Virtual Learning Environment) aimed at checking comprehension of and identifying gaps in the contents of units IV and VI.

e. Marketing (40%)

In this assignment, groups of ten students will develop an omni-channel media campaign for the three best business entity campaigns chosen in CA3. Students will have to choose an alternate media platform to showcase their ability to effectively utilize multiple media platforms to engage and connect with their target audience. This assignment aims to explore the differences and similarities between these two marketing channels and develop skills in adapting strategies to different platforms.

Transmedial Marketing Assessment Criteria

3 marks Analysis of the social media strategy from previous assignment: *Review of the previous campaign, highlighting strengths, weaknesses, and key takeaways from the social media strategy.*
7 marks Marketing goals for the new platform: *Clear, measurable objectives for the new platform, aligning them with the overall marketing strategy.*
5 marks Identification of target audience for the new platform: *Defines and justifies the audience for the new platform(s), considering demographics, behaviour, and platform relevance.*
5 marks Adaptation of content and engagement techniques: *Modifies campaign content and interaction strategies to fit the new platform(s) while maintaining brand consistency.*
7 marks Design of conversion strategies: *Presents methods to turn audience engagement into tangible actions (e.g., purchases, sign-ups, shares)*
6 marks Performance measurement: *Established relevant key metrics and tracking methods to assess campaign success and effectiveness.*
7 marks Campaign evaluation: *Conducts a comprehensive assessment of the omni-channel campaign, comparing platform effectiveness and overall impact.*

Overview of the assessment approaches and weighting

Areas of assessments	Quantity	Weighting (%)
a. Quiz I	1	10

b. Transmedial Critique	1	20
c. Single-Channel Campaign Design	1	20
d. Quiz II	1	10
e. Transmedial Marketing	1	40
Total		**100**

Pre-requisites: None

Subject Matter

Unit I: Introduction to Transmediality

1.1. Define Transmediality
1.2. Identify and explain the principles of transmediality
1.3. Discuss the concept of transmedia storytelling and its elements
1.4. Compare different types of transmedia storytelling

Unit II: Introduction to Gamification

2.1 Explain Gamification
2.2 Explain the history and development of game studies
2.3 Identify and evaluate the different elements of gamification, includibg game mechanics and feedback systems
2.4 Define various game design principles
2.5 Compare the concepts of gamification and transmediality

Unit III: Applications of Gamification and Transmediality in Marketing

3.1 Identify and explain various applications of gamification in marketing
3.2 Design effective loyalty programmes that use gamification to drive customer engagement and loyalty
3.3 Develop and execute social media campaigns that use gamification to drives user participation and engagement
3.4 Design and implement interactive experiences using gamification to engage audiences in new and exciting ways

Unit IV: Digital Media Strategies for Transmedia and Gamification

4.1. Explain interactive storytelling and its role in transmedia narratives.
4.2. Analyze how gamification enhances digital storytelling with case studies.
4.3. Identify strategies for creating immersive user experiences across digital platforms.
4.4. Evaluate platform selection and content adaptation for transmedia storytelling.
4.5. Examine the role of gamification in digital marketing and social media engagement.

Unit V: Impact of Gamification and Transmediality on Communication

5.1. Analyze the impact of gamification and transmediality in education, marketing, and entertainment.
5.2. Different types of transmedia storytelling
5.3. Evaluate the role of user-generated content in transmedia storytelling
5.4. Assess audience engagement strategies and feedback mechanisms in gamified transmedia experiences.
5.5. Explore the integration of emerging technologies (e.g., AR, VR, AI) to enhance gamification and transmedia storytelling.

Unit VI: Ethical and Social Implications

6.1. Compare best practices through case studies of transmediality and gamification

6.2. Explore the cultural and social implications of transmedia storytelling
6.3. Evaluate the ethical implications of transmedia storytelling
6.4. Evaluate the ethical implications of gamification

Reading List

Essential Reading

Zeiser, A. (2015). *Transmedia marketing: From film and TV to games and digital media*. Routledge.
Mcerlean, K. (2018). *Interactive narratives and transmedia storytelling*. Routledge.
Niklas, S., & Elleström, L. (Eds.). (2019). *Transmediations: Communication across media borders*. Routledge.
Rampazzo, R., Alzamora, G. C., & Tárcia, L. (2020). *Theory, development, and strategy in transmedia storytelling*. Routledge.
Regester, M., & Larkin, J. (2008). *Risk issues and crisis management in public relations: A casebook of best practice*. Kogan Page.

Additional Reading

Bogost, I. (2011). *Persuasive games: The expressive power of videogames.* MIT Press.
Dena, C. (2009). *Transmedia practice: Theorising the practice of expressing a fictional world across distinct media and environments.* University of Sydney.
Fuchs, M. (2021). *Gamification design for engagement: Designing content and context in digital learning.* Springer.
Jenkins, H. (2006). *Convergence culture: Where old and new media collide.* NYU Press.
Werbach, K., & Hunter, D. (2020). *The gamification toolkit: Dynamics, mechanics, and components for the win.* Wharton Digital Press.

Date: 25 February 2025

BML203 Project Planning & Operations

Module Code and Title: BML203 Project Planning & Operations
Programme: Bachelor of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Jamyang Dolkar and Phub Dem
Module Coordinator: Jamyang Dolkar

General Objective

The module aims to provide students with knowledge of the project planning process and analyse operational activities. Students will learn to select and apply appropriate tools for project planning and monitoring. The students will also carry out case studies, where they will learn to formulate meaningful project plans and apply operational strategies to a given project. This will give them a real-world setting experience and help prepare them for future project management roles.

Learning Outcomes

On completion of the module, students will be able to:

1. describe the scope and structure of project operations, identifying their key components and assessing their alignment with project objectives.

2. apply project planning and scheduling strategies using key methodologies and tools for effective management.
3. analyse the scope and structure of project operations to assess their effectiveness, feasibility, and alignment with project goals.
4. evaluate resource optimization strategies by considering availability, skill requirements, budget constraints, and project risks.
5. explain the application of Six Sigma and Lean principles in project management to enhance efficiency, reduce waste, and improve overall project performance.
6. implement change management and problem-solving approaches to address challenges that arise during the project lifecycle.
7. assess project performance against predefined objectives, targets, and key performance indicators to ensure continuous improvement.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Facilitation and discussion	2	**60**
	Presentation	1	
	In-class exercises, case discussions and group work	1	
Independent study	Self-study	2	**60**
	Assignments	2	
Total		8	**120**

Assessment Approach

The assessment will be carried out on a continuous basis through the following approaches:

a. Unit Quiz (15%)

Following the completion of each unit, students will take a short quiz. This practice will support a more focused review of class topics and enhance their comprehension of the content. The quiz will be graded out of 15%.

b. Individual Written Assignment - Critical review of project improvement models(20%)

Each student will write and submit an individual assignment on a critical review of the project improvement models. The individual assignment will be of 1500–2000 words. This assignment will enable students to evaluate the strengths and constraints of the models for improvement and understand one of the models in detail. This assignment will assess learning outcomes 1,2 and 3.

Critical Review Assessment Criteria

3 Marks Introduction: *The introduction is engaging, and provides a strong foundation for the critical review. It effectively introduces the project improvement models, outlines the purpose of the review, and presents a well-defined thesis or central argument.*

4 marks Content: *The assignment demonstrates a strong understanding of project improvement models, providing relevant explanations, key principles, and an in-*

depth analysis of various models. The content is well-researched, logically structured, and appropriately referenced.

8 Marks Discussion: *The discussion is insightful, well-structured, and critically evaluates the strengths and constraints of project improvement models. It includes a comprehensive analysis of at least one model in detail, integrating relevant examples, case studies, or empirical evidence to support arguments. Comparisons between models, implications for real-world applications, and potential limitations are thoroughly explored*.

3 Marks Conclusion: *The conclusion effectively summarizes key points, reinforces the central argument, and provides a strong closing statement. It demonstrates a clear synthesis of ideas, reflecting on the significance of project improvement models in practice.*

2 marks References: *The references are well-organized and formatted according to APA standards. All sources are credible, relevant, and correctly cited, contributing to the accuracy and reliability of the assignment.*

c. Case study on Operational structure (25%)

Students will be given case study. For the case study students will evaluate and study the operational structure of the given project like IKEA, APPLE, Samsung etc. They will critically analyse and review the operational structure of the project and assess its decision making process. This assignment will enable students to apply their knowledge of operational structure. This assignment will assess learning outcomes 1, 4 and 7.

Case Study Assessment Criteria

3 Marks Identify team organisation (stakeholders): *Clearly identifies and describes key stakeholders involved in the project. Demonstrates an understanding of their roles, responsibilities, and interactions within the operational structure. The analysis reflects stakeholder influence on decision-making and project execution.*

10 marks Evaluate integration of the Operational Structure Components: *Provides a comprehensive evaluation of how various components of the operational structure (such as hierarchy, workflow, communication channels, and resource allocation) are integrated within the project. The analysis is detailed, supported by examples, and demonstrates critical thinking about the effectiveness of the structure.*

4 marks Identify and discuss the challenges and mitigation Strategies: *Identifies key operational challenges faced by the project and critically examines their impact. Discusses mitigation strategies, supported by relevant examples or industry best practices.*

2 marks Mechanics (grammar, spelling, sentence structure) : *The assignment is well-written, with proper grammar, spelling, and sentence structure. Ideas are clearly articulated, enhancing readability and coherence.*

8 Marks Application of Project Monitoring Techniques and Tools: *Demonstrates a strong understanding of project monitoring techniques relevant to the case study. Identifies and explains appropriate tools (e.g., KPIs, dashboards, performance tracking software) used for monitoring the project's operational efficiency.*

1 marks Referencing: *References are properly formatted according to APA standards. Sources are credible, relevant, and cited correctly.*

d. Create a project plan based on a real project (40%)

Students will develop a project plan on a real-life scenario (construction project, marketing campaign, and event) with consultation with the tutor**.** This assignment will assess students' understanding on project planning. This will be a group based project. The student will apply their knowledge of project planning techniques, tools and methodologies. This student will also enable students to analyse the project scenario and develop critical skills of project planning while considering various project constraints and stakeholders. Peer assessment will be carried out. This will assess learning outcomes 2,3, 4 and 7.
This project will be carried out in phases.

1. The first phase of the project will be drawing a project plan. This should include project objective and scope, Work breakdown Structure, Task sequencing and Dependencies. The project will be then presented in the class and feedback will be collected
2. The student will then incorporate the feedback. The students will then assess the resources needed for the project, conduct resource allocation and propose a continuous improvement plan.
3. The students will then give a final presentation, where all group members are expected to contribute. Each student will have an opportunity to present their portion of the project. Additionally, student peers will assess the contribution and effort put forth by each individual during the project

Project Planning Assessment Criteria

3marks Clarity on project objectives and scope: *The project objectives are well-defined, specific, and measurable, clearly outlining the project's purpose. The scope effectively details the project boundaries, deliverables, and constraints, ensuring a focused and achievable plan.*

5 marks Work breakdown structure: *Demonstrates a structured and logical breakdown of the project into smaller, manageable tasks. The WBS is comprehensive, ensuring clarity in task dependencies and deliverables, with an appropriate level of detail to facilitate project execution.*

5 marks Projecting planning and scheduling : *Effectively applies project planning methodologies to develop a clear timeline. Utilizes appropriate scheduling techniques (e.g., Gantt charts, network diagrams) to illustrate task dependencies, critical paths, and resource allocation. The schedule is realistic and aligns with project constraints.*

2 marks Stakeholder Mechanics (spelling, punctuation, grammar, structure):
The project plan is well-written, with proper grammar, spelling, and sentence structure. Ideas are clearly articulated, ensuring readability and coherence. The document maintains a professional tone and logical flow.

5 marks Presentation (case presentation, discussion) : *The project is presented in a structured and engaging manner, covering key aspects such as objectives, scope, planning, and stakeholder considerations. The presentation is well-organized, with effective use of visual aids (e.g., slides, charts). Students demonstrate confidence, professionalism, and the ability to address questions effectively.*

Resource allocation and improvement

3 marks Create resource inventory *: Provides a detailed and well-organized inventory of project resources, including human, material, technological, and financial components. Clearly categorizes and quantifies resources to ensure project feasibility and efficiency.*

2 marks Identify resource needs effectively: *Demonstrates a strong understanding of resource allocation strategies. Identifies resource gaps and proposes logical solutions for optimization. Justifies the selection and distribution of resources in alignment with project requirements*

5 marks Project improvement: *Proposes well-reasoned strategies for continuous project improvement. Identifies risks, quality control measures, and contingency plans to enhance project outcomes. Effectively integrates feedback and lessons learned to refine project execution.*

4 marks Presentation: *At the end of the project, students will deliver a structured presentation covering key aspects of their project, including objectives, planning, resource allocation, challenges, stakeholder engagement, and lessons learned. Visual aids such as Gantt charts and workflow diagrams should be used to enhance clarity. All members must contribute equally, demonstrating their individual roles. Clear communication, professional delivery, and peer assessment will be key evaluation criteria.*

5 marks Peer assessment: *Each group member evaluates their peers' contributions teamwork, participation, quality of input, and commitment to project success. Peer feedback is fair, constructive, and well-documented, ensuring accountability within the group.*

Overview of the assessment approaches and weighting

Continuous assessment	**Areas of assessment**	**Quantity**	**Weighting (%)**
A (Theory)	a. Unit Quiz	1	15
	b. Individual written assignment	1	20
	c. Case study	1	25
B (Practical)	d. Project plan	1	40
Total		**100**	

Pre-requisites: None

Subject Matter

Unit I: Introduction to Project Planning and Scheduling

1.1 Introduction to project planning and scheduling strategies
- 1.1.1 Key components of an effective project pl
- 1.1.2 Project planning vsproject scheduling

1.2 Formulate objectives for project planning
1.3 Identifying project stakeholders and their influence on project execution
1.4 Importance of project documentation (charters, scope statements, and communication plans)
1.5 Project planning techniques (Gantt charts, Critical Path Method, network diagrams)
1.6 Project charter
1.7 Conducting feasibility studies and risk assessments

Unit II: Project Operations and Strategic Approaches

2.1. Understanding operations and process management in projects
2.2. Sequencing project activities and identifying dependencies
2.3. Six Sigma methodology and Lean principles in project management

2.4. Developing operational structures (functional, matrix, cross-functional teams)
2.5. Assessing project forecasting methods (qualitative and quantitative approaches)

Unit III: Project Resource Management and Inventory Control
3.1 Budgeting and managing project resources (financial planning, allocation, monitoring)
3.2 Identifying and categorizing financial and non-financial resources
3.3 Project tracking tools and techniques for monitoring progress
3.4 Agile and Lean principles in supply chain management
3.5 Vendor management and procurement strategies in project execution
3.6 Cost estimation and comprehensive project budgeting

Unit IV: Project Monitoring and Risk Management
4.1 Approaches to managing change and solving project lifecycle challenges
4.2 Assessing project performance gaps and identifying areas for improvement
4.3 Performance measurement techniques and benchmarking
4.4 Implementation of risk mitigation and contingency plans

Unit V: Project Performance Improvement and Knowledge Management
5.1 Evaluating project performance against objectives and key performance indicators
5.2 Setting clear performance targets and benchmark
5.3 Identifying project performance variances and improvement areas
5.4 Techniques for project improvement (best practices, industry standards, innovative methodologies)
5.5 Capturing project experiences and using knowledge management strategies for future project
5.6 optimization

Reading List

Essential Reading

1. Greasley, A. (2020). *Absolute essentials of operations management*. Routledge.
2. Haugan, T. G. (2010). *Project management fundamentals: Key concepts and methodology* (2nd ed.). Berrett-Koehler Publishers.
3. Kerzner, H. (2013). *Project planning, scheduling, and control: The ultimate hands-on guide to bringing projects in on time and on budget* (6th ed.). McGraw-Hill Education.
4. Kerzner, H. (2017). *Project management: A systems approach to planning, scheduling, and controlling* (12th ed.). John Wiley & Sons.
5. Manea, V. C., & Sabou, F. (2023). *Leadership paradigms for remote agile development teams* [E-book]. Apress. Retrieved from https://learning.oreilly.com/library/view/leadership-paradigms-for/9781484287194/
6. Slack, N., & Brandon-Jones, A. (2019). *Operations management* (9th ed.). Pearson Education.

Additional Reading

Heizer, J., Render, B., Munson, C., & Sachan, A. (2023). *Operations management: Sustainability and supply chain management* (14th ed.). Pearson.

Highsmith, J. (2019). *Agile project management: Creating innovative products* (2nd ed.). Addison-Wesley.

Kaplan, R. S., & Norton, D. P. (2004). *Strategy maps: Converting intangible assets into tangible outcomes*. Harvard Business School Press.

Meredith, J. R., Shafer, S. M., & Mantel, S. J. (2021). *Project management: A strategic managerial approach* (11th ed.). Wiley.

Womack, J. P., & Jones, D. T. (2003). *Lean thinking: Banish waste and create wealth in your corporation* (2nd ed.). Free Press.

Date: February 2025

BML204 Project Quality and Risk Management

Module Code and Title: BML204 Project Quality and Risk Management
Programme: Bachelor of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Yeshey Wangmo

General Objective
This module aims to equip students with the essential knowledge and skills to manage project quality and risk effectively. The module combines theory with practical skills to emphasize the importance of quality and risk management in delivering successful project outcomes. It will further enhance students' decision-making and problem-solving abilities through hands-on experience using risk and quality management tools and techniques, preparing them to apply industry standards and requirements.

Learning Outcomes
On completion of the module, students will be able to:
1. explain the key concepts and terminologies in risk and quality management
2. identify different types of risks and quality standards
3. explain risk assessment and quality control tools
4. discuss the principles of quality management
5. compare and contrast various quality management tools and techniques
6. assess quality management processes and tools used in projects
7. present risk and quality strategies with evidence
8. analyze the roles and responsibilities of a project manager in managing quality and risk.
9. apply risk assessment techniques and quality control methods
10. develop risk mitigation and quality improvement plans
11. critique case studies on quality and risk management in different industries to extract lessons learned.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Facilitation and discussion	2	**60**
	In-class exercises, presentation,s, and group work	1.5	
	Guest Lecture and workshop	0.5	
Independent study	Case Studies and Simulation	2	**60**
	Self-study	2	
Total		8	**120**

Assessment Approach
The assessment will be carried out on a continuous basis through the following approaches:

a. Quizzes (20%)
The students will take short quiz after the completion of each unit using the VLE platform to provide a more focused review of class topics to enhance their understanding of the content. Learning Outcome (LO) 1, 2 and 3 will be assess by this assessment.

b. Quality Management Case Study (30%)

Students have to visit project-initiated areas, preferably an ongoing or a completed national or community-based project in and around Trashigang Dzongkhag and write a case study between 1000-1500 words. Students may select any publicly accessible construction, manufacturing or social project that provide sufficient information to evaluate quality management aspects. The report should feature an analysis of the quality management process, use of quality management tools, an evaluation of the effectiveness of the strategies used in the project, and a discussion of future considerations related to the selected project. The review report will be assessed based on the following criteria. Learning Outcome (LO) 6,7,8 and 10 will be assess by this assessment.

Quality Management Case Study Assessment Criteria

3 marks	Introduction: *provide specific introduction and conclusion, ensure logical sequencing and smooth transitions, maintain cohesive and well-structured content*
10 marks	Observation and Analysis: *clearly outlines quality management process and tools utilized, and the impact and effectiveness of the process and tools in the project*
5 marks	Recommendation: *creative and practical suggestions for quality management process based on the observation and analysis.*
3 marks	Conclusion: *restate the main findings and insights from the case study*
3 marks	Supporting evidence: *provides at least three supporting pieces of evidence and examples*
3 marks	Quality of Writing: *well-written paper with proper grammar, appropriate use of academic language, adherence to formatting guidelines including proper citations and reference*
3 marks	Academic Integrity: *Adherence to academic integrity standard and demonstrate originality in thoughts and analysis*

c. Group Project (50%)

This assignment is a group task and carries a weightage of 50%. It is a simulated project where students in a group of 4-5 members will work on developing a comprehensive risk management plan and participate in interactive simulations that replicate real-world project management scenarios. Simulation will involve role-playing and decision-making exercise. The team will be responsible for managing all the aspects of the simulated project, from planning and development to execution and evaluation. Learning Outcome (LO) 7, 8, 9, 10 and 11 will be assess by this assessment.

Risk Management Plan (20%)

The group will write a comprehensive risk management plan between 1000-1500 words that aligns with the project requirements. Through this assessment, students will demonstrate their understanding of risk management processes and procedures and their ability to apply them to a project scenario. The risk management plan should identify potential risks, assess their impact and likelihood, and outline strategies for risk mitigation, and incorporate various risk management tools discussed in the module. A well-structured project plan will guide the team through the simulation, ensuring they can respond effectively to challenges and make informed decisions. The risk management plan will be assessed based on the criteria below.

Risk Management Plan Assessment Criteria

2 marks	Introduction: *Clearly provide an overview of the hypothetical project*
4 marks	Risk Identification: *Clearly identifies and describes potential risks relevant to the project.*
4 marks	Risk Assessment: *utilize appropriate risk assessment matrix and clearly communicate the results, and outlines clear process for monitoring risk, and use of appropriate risk management tools*
4 marks	Mitigation Strategies: *propose realistic and effective strategies for mitigating risk, robustness of the monitoring plan*
2 marks	Conclusion: *Summary of the plan and its anticipated effectiveness*
2 marks	Quality of Writing: *well-written paper with proper grammar, appropriate use of academic language, adherence to formatting guidelines including proper citations and reference*

2 marks Academic Integrity: *Adherence to academic integrity standard and demonstrate originality in thoughts and analysis*

Simulation Performance (25%)
The groups will engage in a live simulated project exercise based on previously developed risk management plan. The simulation should demonstrate how the risk management strategies are applied in a project scenario. Students will present their findings and experiences during the simulation, highlighting the effectiveness of their risk management approach. The success of the simulation is closely tied to the thoroughness and clarity of the project plan developed by the team.

Simulation Assessment Criteria

5 marks Teamwork and Collaboration: *Demonstrates teamwork, collaboration, and adaptability during the simulation*
5 marks Problem-Solving and Decision-Making: *Quality of decision-making and problem-solving skills demonstrated during the simulation.*
5 marks Implementation: *ability to apply risk management strategies effectively during the simulation*
5 marks Tracking and Adjustment: *Appropriate use of risk management tracking tools to monitor and adjust progress, and effective communication with stakeholders*
5 marks Preparation: *demonstrate adequacy of preparation, understanding of roles, and familiarity with the risk management plan*

Peer Evaluation (5%)
Each student will evaluate their teammates' contributions to ensure fairness and accountability. The peer evaluation will include teamwork, communication, problem-solving, and leadership. The peer evaluation will be assessed out of 20 marks based on the following criteria and scaled down to 5%.

Peer evaluation assessment criteria

4 marks Commitment to group goals: *consistently and actively works towards group goals*
4 marks Contribution of Knowledge: *consistently and actively contributes information*
4 marks Collaboration: *always offers to help group members*
4 marks Overall Engagement: *actively engages in all aspects of team meetings, contributing positively to the team's progress and dynamics*
4 marks Attendance: *Attends all the team meetings*

Overview of the assessment approaches and weighting

Continuous assessment	**Areas of assignments**	**Quantity**	**Weighting (%)**
A (Theory)	a. Quiz	2	20
	b. Case Study	1	30
B (Practical)	c. Risk Management Plan	1	20
	c. Simulation	1	25
	c. Peer Evaluation	1	5
Total		**100**	

Pre-requisites: None

Subject Matter

Unit I: Introduction to Project Quality and Risk

1.1. Key concepts and terminologies – quality and risk
1.2. History of project quality and risk management.
    1.2.1. Quality Management System (QMS), and Risk Management System (RMS)
    1.2.2. Benefits of QMS and RMS
1.3. Types of risk and quality standards
1.4. Importance of quality and risk management in project
1.5. Project Manager's Roles and Responsibilities

Unit II: Managing Quality

2.1. Quality Gurus—Philosophies
2.2. Principles of Quality Management
2.3. Quality and its linkages with project scope, time and cost
2.4. Quality Management Process
    2.4.1. Quality Definition
    2.4.2. Quality Assurance
    2.4.3. Quality Control
    2.4.4. Quality Improvement
2.5. Quality Management Tools and Techniques
    2.5.1. Benefits and purpose of Quality Management tools
    2.5.2. QM tools: Flowcharts (Process flowchart, swim lane flowchart), SIPOC, Histogram, Control Chart, Pareto Analysis, Cause and Effect Diagram, Six Sigma (DMAIC), Kaizen, PDCA – Plan, Do, Check and Adapt
2.6. Quality Management Plan

Unit III: Managing Risk

3.1. Risk Roles: Risk Manager, Risk Owner, Risk Team
3.2. Risk Environment and Culture
    3.2.1. Risk attitude, appetite, and maturity
    3.2.2. Tolerance, Thresholds and Triggers
    3.2.3. Stakeholders and Risk Culture
3.3. Team Engagement in Appetites, Attitudes and Priorities
    3.3.1. Forming
    3.3.2. Storming
    3.3.3. Norming
    3.3.4. Performing
    3.3.5. Adjourning
3.4. Risk Management Process
    3.4.1. Identify risk
    3.4.2. Analyse risk
    3.4.3. Evaluate risk
    3.4.4. Treat Risks
    3.4.5. Monitor risk

Unit IV: Risk Management Tools and Techniques

4.1. Three R's: RAM, RACI and RBS
4.2. Risk Management Approaches: Mind mapping, Affinity Diagram, SWOT, Root Cause Analysis, Probability and Impact Matrix, Decision Tree Analysis, Cost Benefit Analysis, and Sensitivity Analysis
4.3. Risk response strategies for threats and opportunities, and overall project risk
4.4. Effectiveness of risk mitigation strategies
4.5. Risk Management Plan and Risk Register

Unit V: Quality and Risk Management in Industries

5.1. Three Pillars – Risk, Compliance and Integration
5.2. Case study
5.3. Common pitfalls, best practices and key takeaways

Reading List

Essential Reading

Bissonette, M. M. (2016, April). *Project Risk Management: A Practical Implementation Approach*. Project Management Institute.

Dale, B., G. (2003). *Managing Quality*. Blackwell Publishing Ltd.

Pyzdek, T., & Keller, P. (2012).. *The Handbook for Quality Management: A Complete Guide to Operational Excellence.* 2nd edition. McGraw-Hill. (https://learning.oreilly.com/library/view/the-handbook-for/9780071799249/)

Pritchard, C. (2023). *Risk Management Professional (PMI-RMP)*. Pearson education, Inc.

Ryall, J. & Kruithof, J. (2001). *The Quality Systems Handbook: Understanding and implementing Quality systems and ISO 9000 standard within the larger Quality framework*. Consensus Books, Australia.

Additional Reading

Kendrick, T. (2015). *Identifying and managing project risk: essential tools for failure-proofing your project*. Amacom.

Moon, J. (2022). *Foundations of Quality Risk Management: A Practical Approach to Effective Risk-based Thinking*. Quality Press.

Project Management Institute. (2017). *A guide to the Project Management Body of Knowledge*. 6th edition. Project Management Institute. Newtown Square, Pennsylvania. (https://learning.oreilly.com/library/view/a-guide-to/9781628256642/)

Rose, K. H. (2005). *Project Quality Management: Why, What, and How*. J. Ross Pub.

Smart, C. B. (2020). *Solving For Project Risk Management: Understanding the Critical Role of Uncertainty in Project Management.* McGrse-Hill. https://learning.oreilly.com/library/view/solving-for-project/9781260473841/

Westcott, R. T. (2001). *The Certified Manager of Quality/ Organizational Excellence Handbook.* third edition. William A. Tony, USA.

Date: February 2025

Year 3 Modules

BML301 Advanced Project Management

Module Code and Title: BML301 Advanced Project Management
Programme: Bachelor of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Yeshey Wangmo

General Objective

This module aims to equip learners with the knowledge and skills to confidently manage projects in a hybrid work environment, integrating traditional project management practices with agile approaches. Students will delve into the concept of hybrid project management, exploring its advantages and how it can be applied to navigate complex projects. Learners will develop expertise in leading a hybrid team, utilize appropriate tools, and conduct effective project assessments in a hybrid environment. This module will prepare learners to be highly adaptable and well-equipped to lead successful projects, which are essential to thrive in the ever-evolving world of work.

Learning Outcomes

On completion of the module, students will be able to:

1. explain the key concepts and characteristics of hybrid project management
2. differentiate between traditional, agile, and hybrid project management methodologies
3. identify suitable projects for hybrid project management
4. identify the suitability of different hybrid approaches based on project type and requirements
5. develop a hybrid project management plan
6. apply hybrid project management tools
7. demonstrate leadership and teamwork skills in a hybrid project environment
8. develop strategies for managing conflict and building trust
9. evaluate case studies as examples to elucidate the integration of hybrid approaches in projects
10. integrate emerging technologies and trends in hybrid project management

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Facilitation and discussion	2	**60**
	In-class exercise, presentation and group work	1.5	
	Guest Lectures	0.5	
Independent study	Case Studies, Workshop and Reflection	2	**60**
	Self-study	2	
Total		8	**120**

Assessment Approach

The assessment will be carried out on a continuous basis through the following approaches:

a. Quizzes (20%)

The students will take short quiz after the completion of each unit using the VLE platform to provide a more focused review of class topics to enhance their understanding of the content. Learning Outcomes (LO) 1, 2, 3, and 4 will be assessed by this assessment.

b. Reflective Journal (30%)

Each student will maintain a journal throughout the semester, making at least one entry per week to record and reflect on their thoughts and feelings as they explore their leadership style and adaptation to a hybrid work environment. Learning Outcomes (LO) 7 and 8 will be assessed by this assessment.

Reflection Paper (20%)

Students will maintain a leadership journal that explores their leadership style, document their progress, challenges, and learning. Students will reflect on their experiences, identity gaps and describe actions taken to address the challenges. This will help the students to demonstrate their understanding of leadership concepts and provide an opportunity for them to continuously grow as leaders to effectively lead a hybrid team.

Reflection Paper Assessment Criteria

5 marks	Depth of Reflection: *demonstrates thoughtful and critical engagement with the content; observation shows a deeper understanding of leadership concepts; and provides personal insights and connections to theoretical knowledge.*
5 marks	Relevance and Application: *reflects on different leadership styles, highlighting their strengths and weaknesses; identifies personal leadership style and evaluates its adaptability to a hybrid work; identifies gaps based on self-analysis and relevant theories.*
5 marks	Action Taken and Progress: *demonstrates leadership development and practice, adaptation strategy, challenges faced and a concluding comment on how the reflection will influence future actions*
3 marks	Consistency: *demonstrate continuous engagement with the reflective process*
2 marks	Clarity and Organization: *well-structured paper with appropriate use of academic language, adherence to formatting guidelines, including proper citations and references.*

Presentation (10%)
Students will make a 5-minute video presentation that covers their leadership development journey. This presentation will be built on the insights and action plan outlined in the reflection paper.

Presentation Assessment Criteria

3 marks	Content and Structure: *clearly introduces the topic, presents information in a logical order, and covers necessary aspects of the leadership development journey*
3 marks	Delivery: *communicate clearly and confidently with appropriate pacing and tone; mannerisms, and demonstrate enthusiasm and passion for the topic.*
4 marks	Creatively: *use creative visual aids to enhance the presentation or show creativity in the presentation format, design, and delivery.*
3 marks	Quality: *video is of good technical quality with clear audio and video, avoid distracting background noise, and smooth transitions.*

c. Group Project (50%)
This assignment is a group task and carries a weightage of 50%. Students in a group of 4-5 members will work on developing a comprehensive project plan applying the hybrid project management approaches to make informed decisions. The team will then conduct an engaging workshop to present the plan, showcasing the practical application of hybrid methodologies, and therefore will be responsible for managing all the aspects of the project, from planning and development to execution and evaluation. Learning Outcome (LO) 5,6,9 and 10 will be assessed by this assessment.

project Plan (20%)
Each group must develop a comprehensive project plan between 1000-1500 words that incorporates hybrid project management principles**.** It should clearly define project scope, objectives, deliverables, risks, and resources**,** using project management tools. A well-structured project plan will guide the team through the workshop, ensuring they can respond effectively to make informed decisions. The project plan will be assessed based on the criteria below.

Project Plan Assessment Criteria

2 marks	Clarity and completeness: *well-structured and logically arranged, and includes all necessary components of project plan.*
3 marks	Business Case: *clear description of the project with clearly stated objectives and scope.*

3 marks Project Plan: *includes all the key processes, including schedule, resources, budget, risk, and communication*

4 marks Methodology: *incorporation of appropriate project management methodology, justification of method adopted, and use of appropriate project management tools or templates.*

4 marks Project Deliverables: *clearly defines key deliverables and introduces unique solutions or value-added strategies.*

2 marks *Quality of Writing: well-written paper with proper grammar, appropriate use of academic language, adherence to formatting guidelines including proper citations and reference.*

2 marks *Academic Integrity: Adherence to academic integrity standard and demonstrating originality in thoughts and analysis.*

Workshop/Seminar (25%)

Following the completion of the hybrid project management plan, the students and module tutor will organize a workshop. This workshop will serve as a platform for students to present their project plan, engage in interactive discussion and receive constructive feedback from peers and faculty members. External evaluators will be invited to assess the quality of presentation and provide expert guidance, ensuring academic rigor and relevance. The success of the workshop is closely tied to the thoroughness and clarity of the project plan developed by the team.The workshop will be assessed based on the criteria below.

Workshop Assessment Criteria

5 marks Teamwork and Collaboration: *Demonstrates teamwork, collaboration, and adaptability*

5 marks Content and Research Quality: *comprehensive research with credible sources and strong evidence, strong analytical insights with lof=gical reasoning, and effectively connects findings ti national/international context.*

5 marks Creativity and Innovative Solutions: *demonstrates unique perspectives or fresh insights and proposes creative and feasible solutions to the issue presented.*

5 marks Presentation: *clear, confident and engaging delivery, well-designed visual that enhances understanding, and appropriate language used.*

3 marks Audience Engagement: *actively engages through discussion, and answers the questions with clarity and confidence.*

2 marks Time Management: *well prepared, organized, and completes the presentation within allocated time.*

Peer Evaluation (5%)

Each student will evaluate their teammates' contributions to ensure fairness and accountability. The peer evaluation will include teamwork, communication, problem-solving, and leadership.The peer evaluation will be assessed out of 20 marks based on the following criteria and scaled down to 5%.

Peer evaluation assessment criteria

4 marks Commitment to group goals: *consistently and actively works towards group goals*

4 marks Contribution of Knowledge: *consistently and actively contributes information*

4 marks Collaboration: *always offers to help group members*

4 marks Overall Engagement: *actively engages in all aspects of team meetings, contributing positively to the team's progress and dynamics*

4 marks Attendance: *Attends all the team meetings*

Overview of the assessment approaches and weighting

Continuous assessment	Areas of assignments	Quantity	Weighting (%)
A (Theory)	a. Quiz	2	20
	b. Reflective Journal	1	20
	b. Presentation	1	10
B (Practical)	c. Project Plan	1	20
	c. Workshop	1	25
	c. Peer Evaluation	1	5
Total		**100**	

Pre-requisites: None

Subject Matter

Unit I: Introduction to Hybrid Project Management
1.1. Definition and meaning – hybrid project
1.2. Characteristics and manifesto of hybrid project management
1.3. Landscape of traditional, agile and hybrid project management
    1.3.1. Similarities and differences between traditional, agile and hybrid approach
1.4. Benefits and challenges of hybrid approaches
1.5. Hybrid Project Management Lifecycle
1.6. Roles and Characteristics of Hybrid Project Manager

Unit II: Hybrid Project Management Lifecycle
2.1. Hybrid Project Types
2.2. Hybrid Project Management Plan
2.3. Launching a Hybrid Project
2.4. Project Planning and Structure
2.5. Project Execution
2.6. Project Closure

Unit III: Hybrid Methodology
3.1. Project Management Methods: Scrum; Kanban; Lean; Waterfall; Prince2; Stage Gates
3.2. Hybrid Project Management Framework
    3.2.1. Waterfall-Agile/ Agile-Waterfall Hybrid
    2.6.1. Scrum-Kanban (Scrumban)
    2.6.2. Lean-Agile Hybrid
    2.6.3. Agile-Stage Gate Hybrid
    2.6.4. Prince2-Scrum/Agile-Prince2 Hybrid
2.7. Project Management software and collaboration tools (Ms Project, Trello)
2.8. Methods for continuous Improvement in hybrid project management

Unit IV: Leadership and teamwork in Hybrid Projects
4.1. Hybrid Project Management Plan
4.2. Roles and key skills of hybrid team
4.3. Leadership styles and their impact on a hybrid project
4.4. Developing and leading a high-performing team
4.5. Conflict resolution and decision-making in a hybrid team
4.6. Ethical Considerations and Professional Responsibility
4.7. Effective leadership practices

Unit V: Hybrid Project Management in Practice

5.1 Case studies on the application of hybrid project management (Tesla, Spotify, NASA Mars Rover, etc)
5.2 Common pitfalls and risk factors
5.3 Best Practices in implementing a hybrid approach
5.4 Outlook on future developments and trends in hybrid project management

Reading List

Essential Reading

Dionisio, C. S. (2022). *Hybrid Project Management.* John Wiley & Sons, Inc., Hoboken, New Jersey. https://learning.oreilly.com/library/view/hybrid-project-management/9781119849728/

Tolbert, M., & Parente, S. (2020). *Hybrid project management: Using agile with traditional PM methodologies to succeed on modern projects*. Business Expert Press.

Voss, F. J. (2023). *Hybrid Project Management: The Secret to Superior Performance.*

Wysocki, R. K. (2009). *Effective Project Management: Traditional, Agile, Extreme, Hybrid*. John wiley & Sons, Indiana.

Additional Reading

Kuster, J., Bachmann, C., Hubmann, M., Lippmann, R, & Schneider, P. (2023). *Project Management Handbook: Agile-Traditional-Hybrid.*

Project Management Institute. (2017). *A guide to the Project Management Body of Knowledge*. 7th edition. Project Management Institute. Newtown Square, Pennsylvania. https://learning.oreilly.com/library/view/a-guide-to/9781628256642/

Date: February 2025

BML302 HRM & Leadership

Module Code and Title: BML302 HRM & Leadership
Programme: Bachelor of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Jamyang Dolkar

General Objective

The module will examine concepts, models, methods and styles of leadership and human resource management (HRM). Through this module, learners will explore the application of sociological and psychological theories in navigating aptly through the social and cultural dynamics of organizational behaviors to optimize their work environment. Learners will also examine various challenges in leadership and HRM that challenge diversity, equity and inclusiveness. Furthermore, the module will allow students to understand the essence and efficacy of applying emotional intelligence (EQ) in practicing effective management and becoming a valued leader.

Learning Outcomes

On completion of the module, students will be able to:

1. explain the fundamental concepts and evolution of Human Resource Management (HRM).
2. identify managerial leadership skills and roles required for effective leadership.
3. evaluate the strengths and weaknesses of various organizational leadership models.
4. evaluate the Resource-based view, Strategic fit, and Bundling in SHRM.
5. demonstrate the process of orientation and onboarding through role-play activities.

6. develop strategies for collective bargaining, grievance handling, and labor-management cooperation.
7. evaluate strategies to promote diversity, equity, and inclusion (DEI) in organizations.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Facilitation and discussion	2	**60**
	Case studies and Groupwork	1	
	Lecture	1	
Independent study	Self-Study	2	**60**
	Assignments	2	
Total		8	**120**

Assessment Approach
The assessment will be carried out on a continuous basis through the following approaches:

a. Quiz (10%)
Following the completion of each unit, students will take a short quiz. This practice will support a more focused review of class topics and enhance their comprehension of the content. The quiz will be graded out of 10%.

b. Individual Written Assignment (20%)
Students will write an analytical essay that comprehensively explores the essence and practice of Human Resource Management (HRM), as well as the fundamentals of leadership. They will examine the criticisms faced by HRM and assess the importance of HRM theories. Additionally, students will identify diverse models defining HRM and other operational processes, and discuss the significance of HRM policies, programmes, and plans. The assignment should be between 1500-2000 words and submitted individually. The written assignment will assess learning outcomes 1,2 and 3.

Written Assignment Assessment Criteria

4 marks Organization of thoughts and arguments**:** *Presentation is logically structured with a clear introduction and conclusion. Arguments are well-sequenced, and transitions between points are smooth and coherent, enhancing the clarity and flow of ideas.*

8 marks Depth of analysis**:** *Demonstrates strong comprehension of the subject through a thorough examination of theories and concepts. Critical evaluation is evident, with well-supported arguments, insightful interpretations, and a balanced discussion of different perspectives.*

4 marks Integration of theoretical concepts with practical examples**:** *Theoretical concepts are effectively linked to relevant real-world examples, case studies, or experiences. Practical applications reinforce understanding and demonstrate the ability to contextualize knowledge.*

4 marks Grammar and Mechanics**:** *Language is clear, fluent, and free from grammatical, spelling, and punctuation errors. Writing style enhances readability and professionalism, ensuring effective communication of ideas. The sources are acknowledged and cited as per APA guidelines.*

c. Group Project; Case study of HRM issues (30%)

The objective of this assignment is for students, working in groups of 5-6 members, to conduct an in-depth analysis of various Human Resource Management (HRM) issues within a chosen company/organization/private enterprise. Each group is required to obtain approval from the selected company/organization/private enterprise. this case study will assess learning outcomes 3,4, 6 and 7. The students will submit a written report and give class presentation focusing on the following HRM issues:

- Culture of Interpersonal relationship/team leadership
- Strategic Human Resource Management
- Recruitment and Selection Process
- Training and Development
- Performance Appraisal
- Benefit Plan

The report should provide a detailed insight into each HRM issue analyzing its current state and propose potential improvement strategies. Following the completion of the report, groups will deliver a class presentation summarizing their findings and proposals.

Group Project Assessment Criteria

15 marks Thorough analysis of each HRM issue: *Demonstrates a deep and comprehensive understanding of each HRM issue. Analysis includes evaluation of existing practices, identification of strengths and weaknesses, and discussion of their implications within the chosen company/organization. Arguments are well-supported with relevant data, theories, and real-world examples.*

6 marks Proposed strategies for improvement**:** *Improvement strategies are practical, well-founded, and tailored to the specific context of the organization. Recommendations are backed by logical reasoning, industry best practices, and relevant HRM frameworks, demonstrating feasibility and potential impact.*

4 marks Clarity, coherence, and professionalism: *The report is well-structured, with clear, logical, and coherent arguments. Language is professional, concise, and free from grammatical errors. The report follows appropriate formatting and citation guidelines, ensuring a high standard of presentation.*

5 marks Presentation**:** *Presentation is well-organized, engaging, and effectively summarizes key findings and recommendations. Delivery techniques (eye contact, voice modulation, confidence, and body language) enhance audience engagement. Visual aids, such as slides or infographics, are used appropriately to reinforce key points.*

d. Aligning HR process with Organizational Strategy (40%)

Students will develop a strategic HRM transformation plan integrating elements of Strategic Human Resource Management (SHRM) and HRM processes to align HR practices with organizational goals. Through analysis of the external environment, internal capabilities, and strategic objectives, they will identify HR priorities and

initiatives supporting long-term goals, considering factors such as workforce planning, talent management, and employee engagement. Students will redesign core HR processes to align with organizational strategic objectives, while collecting data on metrics such as turnover and productivity. In the final presentation, students will summarize their plan and submit a reflective report detailing individual contributions and lessons learned. This assignment will assess learning outcomes 4,6 and 7.

Aligning HR process with Organizational Strategy Assessment Criteria

5 marks Organizational analysis (Key HR priorities and initiatives)**:** *Demonstrates a clear understanding of the organization's strategic objectives, external environment, and internal capabilities. Identifies key HR priorities and initiatives that align with long-term business goals. Analysis is well-supported with relevant data, industry insights, and HR frameworks.*

10 marks Strategic HRM plan development**:** *Develops a comprehensive and well-structured HRM transformation plan integrating Strategic Human Resource Management (SHRM) principles. The plan effectively aligns HR practices with organizational strategy, incorporating elements such as workforce planning, talent management, and employee engagement. Strategies are feasible, well-reasoned, and tailored to the organization's needs.*

10 marks Data collection and redesign**:** *Gathers and analyzes relevant HR metrics, such as employee turnover, productivity, and engagement. Uses data-driven insights to inform HR process redesign, ensuring alignment with organizational objectives. Redesign proposals are well-justified and demonstrate an understanding of best practices in HRM.*

5 marks *Presentation: Presentation is well-structured, engaging, and effectively communicates the strategic HRM transformation plan. Delivery techniques (eye contact, voice modulation, confidence, and body language) enhance audience engagement. Visual aids, such as slides or infographics, are used effectively to reinforce key points.*

10 marks Reflection**:** *Provides a thoughtful and well-articulated reflection on the project, detailing individual contributions, challenges faced, and lessons learned. Demonstrates personal growth, teamwork, and an understanding of the practical application of HRM concepts in a real-world setting.*

Overview of the assessment approaches and weighting

Continuous assessment	**Areas of assignments**	**Quantity**	**Weighting (%)**
A (Theory)	a. Quiz	1	10
	b. Individual written Assignment	1	20
Practical	b. Case Study	1	30
	c. Aligning HR process	1	40
Total		**100**	

Pre-requisites: None

Subject Matter

Unit I: Essence of Human Resource Management (HRM)

1.1. Introduction to Human Resource Management (HRM)

1.2. Fundamental Concepts and Evolution of HRM
1.3. Criticisms Faced by HRM
1.4. Theories Associated with HRM and Their Importance
1.5. Models Defining HRM and Their Operational Processes
1.6. HRM Policies, Programmes, and Plans

Unit **II: Leadership Theories and Model**
2.1 Leadership and Essential Leadership Skill
2.2 The Five Key Elements of Leadership
2.3 Managerial Leadership Skills and Competencies
2.4 Managerial Roles Required for Effective Leadership
2.5 Application of Leadership Theories and Models
2.6 Methods for Analyzing Leadership Theories

Unit III: People, Organization, and Leadership
3.1. Organizational Behaviour and Organizational Leadership
3.2. Psychological and Sociological Theories of Organizational Behaviour
3.3. Organizational Functioning and Culture Development
3.4. Strengths of Various Organizational Leadership Models
3.5. The Role of Emotional Intelligence (EQ) in Leadership and Organizations

Unit IV: Strategic Human Resource Management (SHRM)
4.1 Importance of Strategic Human Resource Management (SHRM)
4.2 Conceptual Basis of SHRM
4.3 Fundamental Characteristics of HRM Strategy
4.4 Strategic Theories: Resource-Based View, Strategic Fit, and Bundling
4.5 The Three Perspectives of Delery and Doty
4.5 Implementation of Effective HR Strategies

Unit V: Recruitment and Selection in HRM

5.1. The Recruitment and Selection Process in HRM
5.2. Importance and Strategies for Recruitment and Selection
5.3. Strategies and Techniques for the Recruitment Process
5.4. Legal Framework for Recruitment: Citizens and Expatriates
5.5. Developing Selection Criteria for Hiring
5.6. Conducting Interviews: Types and Best Practices
5.7. Selection Models and Their Application
5.8. Orientation and Onboarding in HRM

Unit VI: Talent Management and Employee Development

6.1. The Talent Management Process in HRM
6.2. Motivation Strategies: Herzberg, Maslow, and Alderfer Theories
6.3. Learning Theories and Their Impact on Employee Performance
6.4. Stages of Training in HRM and Their Importance
6.5. Compensation Plans and Organizational Needs
6.6. Pay Systems and Theories: A Case Study Approach
6.7. Emotional Intelligence in Workplace Communication
6.8. Performance Management Systems (PMS): Strengths and Weaknesses

6.9. Labour Relations: Collective Bargaining, Grievance Handling, and Cooperation
6.10. Workplace Safety Strategies for a Productive Organizational Culture

Unit VII: Ethics and Responsibility in Human Resource Management

7.1. Ethical Principles in HRM and Promoting Diversity, Equity, and Inclusion
7.2. Ethical Theories in HRM: Deontology, Utilitarianism, Stakeholder Theory, and Discourse Theory
7.3. Strategies to Address Power, Privilege, and Enhance Inclusion
7.4. Ethical Policies in HRM Processes
7.5. Diversity Models and Their Application in HRM
7.6. Overcoming Resistance to Diversity for Employee Engagement and Retention

Reading List

Essential Reading

1. Bratton, J., & Gold, J. (2024). *Human resource management* (7th ed.). Bloomsbury.
2. Dessler, G. (2023). *Human resource management* (17th ed.). Pearson.
3. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge: How to make extraordinary things happen in organizations* (7th ed.). Wiley.
4. Northouse, P. G. (2025). *Leadership: Theory and practice* (10th ed.). SAGE Publications.
5. Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. (2012). *HR from the outside in: Six competencies for the future of human resources.* McGraw-Hill.
6. Wilton, N. (2016). *An introduction to human resource management* (3rd ed.). SAGE Publications.

Additional Reading

Belcourt, M., & Podolsky, M. (2019). *Strategic human resources planning* (7th ed.). Nelson Education.

Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2021). *Organizational behavior: Improving performance and commitment in the workplace* (7th ed.). McGraw-Hill Education.

Falcone, P. (2022). *Effective hiring: Mastering the interview, offer, and onboarding.* HarperCollins Leadership.

Chamorro-Premuzic, T. (2017). *The talent delusion: Why data, not intuition, is the key to unlocking human potential.* Piatkus.

Date: February 2025

CRD302 Deep Domain Mini Project

Module Code and Title: CRD302 Deep Domain Mini Project
Programme: Bachelor of Economics and Political Science & Bachelor of Digital Communications and Project Management
Credit: 12
Module Tutor(s): Phub Dem

General Objective

This module enables students to apply their foundational knowledge and analytical skills developed during their first- and second-year studies. Students will conduct a research-based mini-project that investigates relevant issues in economics, political science, or project management and digital communication. The project will involve policy evaluation, economic analysis, or theoretical exploration of a contemporary issue, fostering

critical thinking and research skills. They will engage in data analysis, policy evaluation, or theoretical exploration to propose evidence-based solutions or interpretations. Students will work in small groups, engaging in structured inquiry, data analysis, and presentation of findings.

Learning Outcomes
On completion of the module, students will be able to

1. define project objectives, stakeholders, and expected outcomes.
2. develop a structured project proposal with risk management and resource allocation strategies.
3. apply research methodologies and project management principles effectively.
4. analyze economic, political, or project management data using qualitative and/or quantitative techniques.
5. address research challenges and implement adaptive solutions.
6. communicate research findings effectively in written and oral formats.
7. evaluate project outcomes against predefined success criteria.

Learning and Teaching Approach

Type	Approach	Hours per week	Total credit hours
Contact	Proposal Writing	2	**60**
	Mid-term progress review	1	
	Project seminar	1	
Independent study	Data collection and analysis	2	**60**
	Report writing	1	
	Self-directed learning	1	
			120

Assessment Approach
The assessment will be carried out on a continuous basis through the following approaches:

a. Project Proposal (20%)

Students, in groups of 3 will prepare a proposal for their project based on their area of interest. The proposal should consist of a comprehensive overview of the project outlining objectives, scope, and execution plan. The proposal will be assessed using the following criteria.

Assessment Criteria
6 marks Clarity and relevance of project topic and objectives
6 marks Justification, depth of literature review and quality of sources
5 marks Data collection process and ethical considerations
3 marks Clarity, organization, innovation, and formatting.

b. Mid-term Progress Review (Presentation) (20%)

In the same group, the students will prepare a midterm progress presentation of 15–20 minutes. The midterm progress review presentation for project management should include project progress, identify challenges, and set revised plans for successful project completion.

Mid-term Progress Review Assessment Criteria

8 marks Explanation of data collection and preliminary findings
6 marks Discussion of challenges and solutions.
6 marks Project progress assessment and revised project plan.

c. Final Project Report (40%)

A final project report will be produced presenting the entire project cycle, including introduction, literature review, methodology, findings, and conclusion.

Final Project Report Assessment Criteria

20 marks Comprehensive analysis and well-structured discussion.
10 marks Logical conclusions and policy implications.
5 marks Proper referencing and adherence to academic standards.
5 marks Clear formatting and presentation

d. Project Seminar (20%)

Students A class seminar of the mini project will be done upon completion of the project. The students will do a 10-minute group presentation, followed by 5 minutes of question-and-answer session.

Project Seminar Assessment Criteria

10 marks Organized presentation of findings.
5 marks Clarity, coherence, and conciseness.
5 marks Engagement in a question-and-answer session**.**

Overview of the assessment approaches and weighting

Continuous assessment	Areas of assignments	Quantity	Weighting (%)
Practical	a. Project Proposal	1	20
	b. Mid-term Progress Review (presentation)	1	20
	c. Final Project Report	1	40
	d. Project Seminar	1	20
Total		**100**	

Pre-requisites: None

Subject Matter

Phase 1: Project Conceptualization & Planning

1.1. Identifying a topic and formulating research questions.
1.2. Conducting a background study and justifying the significance of the research.
1.3. Developing SMART research objectives.
1.4. Selecting appropriate research methodology
1.5. Define data collection techniques
1.6. Drafting a project proposal outlining the project plan, timeline, and resource needs.
1.7. Identifying stakeholders and project deliverables.

Phase 2: Research & Data Collection

2.1. Conducting a literature review to gather relevant information.
2.2. Collecting primary or secondary data from credible sources.
2.3. Applying ethical research practices and ensuring data accuracy.
2.4. Maintaining organized documentation of research findings and sources.
2.5. Project Management
  2.5.1. Develop a research plan with scheduled tasks and milestones.
  2.5.2. Allocate tasks among group members based on expertise and interests.
  2.5.3. Manage time effectively to ensure steady progress.

Phase 3: Analysis & Evaluation

3.1. Analyzing data and interpreting findings.
3.2. Applying appropriate analytical tools (qualitative or quantitative) to analyze data.
3.3. Interpreting findings in relation to theoretical and empirical literature.
3.4. Evaluating policies, economic trends, or political structures based on data.
3.5. Evaluating project findings against established theories or policy frameworks.
3.6. Addressing research challenges and proposing solutions.
3.7. Ensuring quality management techniques to validate research findings.

Phase 4: Presentation & Documentation

4.1. Producing a well-structured project report with academic citations and appendices.
4.2. Communicate findings clearly using appropriate academic conventions.
4.3. Present research using visual aids (graphs, tables, infographics, policy briefs).
4.4. Developing visual aids (graphs, charts, infographics) to present data.
4.5. Delivering a structured oral presentation summarizing key insights.
4.6. Reflecting on project experiences and identifying lessons learned.
4.7. Communicating effectively using academic writing conventions.

Reading List

Essential Reading

Berkun, S. (2005). *The Art of Project Management*. O'Reilly & Associates.
Mankiw, N. G. (2020). *Principles of Economics*. Cengage Learning.
Hague, R., & Harrop, M. (2019*). Comparative Government and Politics: An Introduction*. Macmillan.
Bryman, A. (2021). *Social Research Methods.* Oxford

Additional Reading

Wooldridge, J. M. (2019). *Introductory Econometrics: A Modern Approach*. Cengage Learning.

Policy Analysis: Bardach, E., & Patashnik, E. M. (2020). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving.* CQ Press.

Date: January 2025

CRD301 Advance skills for Career Development

Module Code and Title: CRD301 Advance skills for Career Development
Programme: Digital Communication and Project Management
Credit: 12
Module Tutor(s): Sangay Choden

Learning Objective:
This module aims to provide students with career advice and specific guidance on winning and surviving in the ever-changing world of job search. Unlike the traditional approach to the job market where job-searching is the priority, this module will help job seekers understand themselves first, then find the jobs that use their transferable skills in their preferred subjects, fields, or specialization. The module emphasizes the mastering of job search skills by exposing students to internet-based job-search techniques and resources, updated social media advice for job-search, and effective interview and negotiation skills.

Learning Outcome
On completion of the module, students will be able to:

1. identify and articulate their strengths, skills, and areas of expertise.
2. display adeptness in professional communication and skillfully broaden one's network in the professional sphere.
3. Create and sustain a compelling online personal brand that proficiently conveys one's professional identity.
4. develop a professional and healthy online presence, including an updated LinkedIn profile.
5. craft an impressive CV and video resume that highlight their qualifications and achievements.
6. employ effective strategies for job hunting that align with their skills and career goals.
7. demonstrate proficiency in using internet-based job search techniques and resources to find relevant job opportunities.
8. acquire knowledge about the various types of jobs available in their preferred subjects, fields, or specialization.
9. prepare and excel in job interviews by demonstrating effective communication and interpersonal skills.
10. understand the art of negotiation, including identifying negotiable items in job offers and conducting successful negotiations.

Learning and Teaching Approach:
The module will be predominantly taught using a student-centered approach such as practical exercises and activities, group work (discussions, problem-solving activities, collaborative and individual assignments, and peer feedback), and self-directed learning. For explaining theories and concepts of career development, lectures and teaching sessions will be implemented.

Type	Approach	Hours per week	Total credit hours
Contact	Lectures and discussion	1	**60**
	In-class exercises and group discussion	2	
	Presentations	1	

Independent study	Identifying key career development strategies and techniques.	1.5	**60**
	Preparation for in-class participation (e.g., mock interviews, CV writing, networking exercises)	2	
	Self-study (resume building, research on employability trends)	0.5	
Total		8	**120**

a. Draft CV, Final CV, and Cover Letter (15%)

Students will spend three weeks writing and refining their CVs and cover letters, ensuring they include all necessary sections, adhere to proper formatting, incorporate relevant keywords, and highlight key competencies. Additionally, students will learn to tailor their CVs to specific job requirements.

Draft CV, Final CV, and Cover Letter Assessment criteria

4 marks Inclusion of Necessary Sections
3 marks Adherence to Proper Formatting
3 marks Incorporation of Relevant Keywords
2 marks Highlighting Key Competencies
3 marks Tailoring to Specific Job Requirements

b. Draft Video Resume and Final Video Resume (15%)

Students will develop an approximately 1-2 minute video resume showcasing their skills and experiences to potential employers. The draft video will be presented in class for peer feedback and evaluation. Based on the feedback received, students will refine their draft video to create a final version for submission.

Draft Video Resume and Final Video Resume Assessment criteria

4 marks Content Clarity and Relevance
3 marks Professionalism and Presentation
4 marks Creativity and Engagement
4 marks Technical Quality and Editing

c. Mock Interview and Reflection (20%)

Students will participate in a mock interview designed to simulate a real-life scenario, providing valuable learning opportunities. The tutor will select a job role theme and compile a list of common interview questions relevant to that role. Students will be divided into groups, with each group assigned roles as interview panelists or interviewees, rotating positions for peer evaluation. Following the mock interview, students will write a reflective analysis of their experience.

Mock Interview and Reflection Assessment criteria

4 marks Preparation and Knowledge
5 marks Interview Performance
3 marks Role in the Interview
2 marks Peer Evaluation and Feedback
6 marks Reflective Analysis

d. Digital Portfolio (20%)

Students will curate and maintain portfolios on LinkedIn throughout the semester, incorporating various components such as their CV, Video Resume, reflections, and reports from case studies. Additionally, they may include other activities showcasing their competencies as job seekers, demonstrating to potential

employers their capability to add value with their skills.

Digital Portfolio Assessment Criteria

5 marks Portfolio Content and Components
4 marks Organization and Navigation
4 marks Professionalism and Presentation
4 marks Relevance and Value
3 marks Engagement and Interactivity

e. Employer Perspectives on Employability: A Case Study (20%)
Students will conduct a case study focusing on employer perspectives on employability, aiming to understand the factors and criteria employers consider when evaluating potential employees. They will interview employers from various industries to gather insights into the skills, qualities, and experiences that are highly valued in the workplace. Students will analyze the data collected and present their findings and recommendations for enhancing employability.

Case Study Assessment Criteria

4 marks Case Study Design and Execution
5 marks Interview Process and Insights
4 marks Data Analysis and Findings
4 marks Recommendations for Enhancing Employability
3 marks Presentation and Communication

f. Group presentation of Case Study (10%).
In a group presentation, students will collaboratively present their findings from the case study on employer perspectives on employability. Each group will summarize the key findings, insights, and recommendations from the case study interviews. Presentations should be engaging, well-organized, and effectively communicate the group's analysis and conclusions to the audience.

Group presentation Assessment Criteria

4 marks Content and Key Findings 4%
3 marks Insights and Recommendations 3%
3 marks Presentation Skills 3%

Overview of the assessment approaches and weighting

Continuous assessment	**Areas of assignments**	**Quantity**	**Weighting (%)**
(Practical)	a. Draft CV, Final CV, and Cover Letter	1	15
	b. Draft Video Resume and Final Video Resume	1	15
	c. Mock Interview and Reflection	1	20
	d. Digital Portfolio	1	20
	e. Employer Perspectives on Employability: A Case Study	1	20
	f. Group presentation of Case Study	1	10
Total			100

Pre-requisites: None

Subject Matter

Unit I: World of Job Search

1.1. Master the job search skills
1.2. Understand the job market.
1.3. Locate and access occupational and career information.
1.4. Develop a strategic job search plan to find jobs that are relevant to their skills and specialization.
1.5. Identify skills employers demand from students moving into the job market.
1.6. Identify personal and essential employable skills matched to a target job.
1.7. Explore internship opportunities to gather insights into the skills, qualities, and experiences that are valued in the workplace

Unit II: Building a Personal Brand

2.1. Acquire skills for personal branding.
2.2. Define personal branding
2.3. Identify the target audience
2.4. Apply storytelling elements to build a strong personal brand.
2.5. Create a personal brand
2.6. Promote personal brand

Unit III: Professional Online Presence

3.1. Build a strong online presence.
3.2. Magnify skills through social media platforms.
3.3. Understand the concept of online presence for professional purposes.
3.4. Recognize the essentials of a good online profile.
3.5. Create or update professional profiles on social media.
3.6. Discover online platforms such as LinkedIn and Twitter to build a professional persona.
3.7. Evaluate their online presence for employability.
3.8. Update their LinkedIn profile, so recruiters could find them.

Unit IV: Curriculum Vitae

4.1. Format, order and style CV
4.2. Understand the key components of a curriculum vitae (CV) and a resume
4.3. Describe qualifications/experiences and tailor CV according to the job requirements
4.4. Apply right keywords and organizational values appropriately and check for errors
4.5. Produce a scannable/electronic CV (Applicant Tracking System)
4.6. Write an effective cover letter.

Unit V: Video Resume

5.1. Create a video resume
5.2. Present their skills and experience in a unique and convincing way.
5.3. Understand the power of video, speak confidently in front of a camera and create a professional video resume.
5.4. Identify the needs of the employer and demonstrate their skills as the perfect candidate for a specific job.
5.5. Market themselves by incorporating storytelling elements to stand out from other candidates.
5.6. Edit the recorded footage and publish it online.

Unit VI: Portfolio via Linkedin

6.1. Create a professional portfolio
6.2. Learn the key features of the Linkedin
6.3. Create the profile
6.4. Manage the profile
6.5. Showcase the sample works to potential employers.

Unit VII: Job Interview

7.1. Learn and use effective strategies to handle interviews.
7.2. Prepare for competency-based interview questions (before, during, and after the interview)
7.3. Understand common types of interview.
7.4. Know what questions to ask and how to record the answers.
7.5. Learn the soft skills required to perform the interviews successfully.
7.6. Learn how to make the best use of words and apply established tactics to get maximum results in interview conversations
7.7. Apply right negotiation skills.
7.8. Handle unexpected questions and situations.
7.9. Send thank-you notes and follow-up emails.
7.10. Demonstrate the mock interview

Unit VIII: Professionalism

8.1. Evaluate their own professional image and curate a compelling professional identity.
8.2. Learn the foundations for professionalism.
8.3. Apply critical thinking, problem-solving, and emotional intelligence.
8.4. Demonstrate professional leadership capabilities.
8.5. Identify professional opportunities or challenges and devise strategies to respond using an evidence-based approach.
8.6. Apply Presentation etiquette.
8.7. Demonstrate the ability to critically communicate

Unit IX: Building a professional network

9.1. Identify and practice effective networking strategies.
9.2. Know where to meet professionals.
9.3. Acquire skills to reach out to professionals online.
9.4. Grow their influence using tools and platforms online.
9.5. Develop the right skills to talk and interact with people.

Reading List

Essential Reading:

L Jackson, A., & Geckeis, C. K. (2003). *How to prepare your curriculum vitae*. McGraw-Hill.

Nagy, Z. (2019). *Soft skills to advance your developer career.* Apress.

Sonmez, J. Z. (2015). *Soft skills: The software developer's life manual.* Shelter Island.

Tsitoara, M. (2020). *Beginning Git and GitHub: A comprehensive guide to version control, management, and teamwork for the new developer.* Apress.

Utecht, J. (2010). *Reach: Building communities and networks for professional development.* Lulu. com.

Additional Reading:

Bolles, R. N., & Brooks, K. (2021). *What colour is your parachute? Job-Hunter's workbook: A companion to the world's most popular and bestselling career handbook* (6th ed.). Tan speed press.

Kennedy, A. (2020). *Creating a compelling video resume.* https://www.linkedin.com/learning/creating-a-compelling-video-resume.

Vanderslice. J. (2021). *Building a strong personal brand: Merging psychology with technology.* Tablo Pty Ltd.

https://ebookcentral.proquest.com/auth/lib/sherubtsebt/login.action?userName=Guest_3fddf67c17a64d098880bb840020557b&userId=-1&userTypeID=34861&UserState=GUEST

Proquest Ebook central has lots of books that can use both as a text and ways for students to do some desk research.

https://open.umn.edu/opentextbooks/textbooks/six-steps-to-job-search-success

Search one open source

Date: January 2025

CRD303 Professional Certification (Deep Domain Specialization)

Module Code and Title: CRD303 Professional Certification (Deep Domain Specialization)
Programme: Bachelor of Digital Communication and Project Management
Credit: 12
Module Tutor(s): Phub Dem

General Objective
This module enables students to obtain the **Certified Associate in Project Management (CAPM)** certification, which is recognized globally and is essential for entry-level project management roles. The module focuses on providing students with knowledge of project management fundamentals, agile frameworks, predictive methodologies, and business analysis techniques. Students will engage in self-directed learning and online certification courses, while receiving guidance through mock exams and practical sessions to ensure they successfully complete the certification process.

Learning Outcomes
On completion of the module, students will be able to:

1. understand the core principles of project management and its application across different methodologies.
2. demonstrate proficiency in the predictive plan-based approach to project management.
3. understand and apply agile methodologies in appropriate project scenarios.
4. gain insights into business analysis frameworks and their impact on project management.
5. apply professional project management strategies in real-world contexts.
6. successfully complete CAPM certification exams and gain industry-recognized credentials.

Teaching Methods/Learning Tasks:
This module is designed for self-directed learning, where students are encouraged to take ownership of their learning. The students will enrol in online certification courses and mock exams offered by certified institutes. Additionally, two hours of lab period will be allocated for the students to practise and discuss these courses. Two mock tests will be conducted before the students appear for CAPM to ensure students clear the exam on time. The tutor will provide guidance and support to the students in various aspects, including:

- Assisting students in identifying preparatory online courses
- Aiding in completing registration forms and coordinating fee payments for the course
- Facilitating self-directed study and ensuring completion of prescribed certification requirements.
- Offering strategies for scheduling and preparing for certification examinations effectively.
- Recommending resources and mock tests to aid in preparation for the certification exam.
- Assisting students in navigating certification course platforms and accessing relevant materials.
- Monitoring student progress and providing consultations on a weekly basis if necessary.

The college will cover the fees upon submission of valid registration forms. However, students must successfully fulfil the prescribed certification requirements, including scheduling and appearing for examinations, within the semester to meet module requirements. If students fail to obtain the certificate, they will be responsible for covering the associated cost.

Learning and Teaching Approach

Approach	Hours per week	Total credit hours
Independent study	6	90
Lab	2	30
Total		120

Assessment Approach

The assessment will be based on successful completion of the **CAPM certification exam**:

- **Certification Exam (100%)**: Students must complete the prescribed certification exams within the semester and submit their certificates as proof of completion.

Subject Matter

Unit 1: Project Management Fundamentals and Core Concepts

1.1 Understand the five project management process groups and processes.
1.2 Explore project life cycles and management strategies.
1.3 Develop skills in planning, execution, and problem-solving.
1.4 Understand governance, ethics, strategy, and planning.
1.5 Understand Organizational Project Management.
1.6 Understand and apply PMI standards to ensure effective and alignment with best practices.
1.7 Understand Program and Portfolio Management.

Unit 2: Predictive Plan-Based Methodologies

2.1 Determine when to apply predictive, plan-driven methodologies based on project complexity, scope, and timeline.
2.2 Develop comprehensive project plans, schedules, and control documentation, while applying informed decision-making strategies to guide execution and address challenges.
2.3 Demonstrate an understanding of project operation and execution processes such as managing resources, engaging stakeholders, mitigating risks, controlling costs, and implementing change management processes to ensure project alignment and achievement of goals.
2.4 Utilize Earned Value Management (EVM) techniques to assess project performance and progress in terms of cost, schedule, and scope.

Unit 3: Agile Frameworks and Methodologies

3.1 Understand when to use adaptive approaches for project management.
3.2 Develop adaptive project plans and document project controls for agile projects.
3.4 Plan project iterations and determine how to document project controls for an adaptive project.
3.5 Explain the components of an adaptive plan.
3.6 Determine how to prepare and execute task management steps.
3.7 Explore organizational agility.

Unit 4: Business Analysis Framework

4.1 Demonstrate an understanding of business analysis (BA) roles and responsibilities.
4.2 Determine how to conduct stakeholder communication.
4.3 Determine how to gather requirements.
4.4 Demonstrate an understanding of product roadmaps.

4.5 Determine how project methodologies influence business analysis.
4.6 Validate requirements through product delivery.

Reading List
Essential Reading
PMI (2021). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – 7th Edition.
Nielsen, K., Favrot, J.-L., & Marucci, G. (2024). *Mastering the new PMI Certified Associate in Project Management (CAPM) exam (2023 version)*. Taylor & Francis.
Kanabar, V., Thomas, A. P., & Lechler, T. (2023). *Certified Associate in Project Management (CAPM)® Exam Official Cert Guide*. Pearson IT Certification.

Additional Reading
Meredith, J. R., & Mantel, S. J. (2017). *Project Management: A Managerial Approach* (9th ed.). Wiley.

Date: January 2025

CRD304, Deep Experiential: Industrial Capstone Project

Module Code and Title: CRD304, Deep Experiential: Industrial Capstone Project
Programme: Digital Communications and Project Management
Credit: 36
Module Tutor(s): Dr. Yezer
General Objective
This capstone project aims to provide students with the opportunity to apply and integrate the knowledge and skills acquired in the earlier modules. The time frame of the project is 12 weeks. Students will work on a real-world project, taking it from initiation to completion, demonstrating their mastery of project management concepts and techniques. The capstone project helps students to apply the knowledge and skills learned from different topics offered in the programme. The project will involve research, analysis, problem-solving, creative work and demonstrate their skills to solve real world problems. The successful submission of a project report and presentation of their project is a strong indicator of Project Management repertoire in a student. The semester-long project is equivalent to three modules of 36 credits.

Learning Outcomes:
On completion of the capstone project, students will be able to:

1. demonstrate the ability to effectively identify a suitable project for the capstone and develop a comprehensive project charter, including the definition of project scope and objectives.
2. carry out literature research and summarise the state of the art.
3. create a detailed project management plan that includes scope definition, schedule development, cost estimation, risk analysis, and communication strategies.
4. apply best practices in executing a project plan in the real world situation, including resource coordination, stakeholder engagement, and team management to achieve project objectives.
5. develop skills to monitor project progress, manage changes, and maintain quality control throughout the project lifecycle.
6. demonstrate their ability to manage project closure effectively, including preparing comprehensive documentation, conveying information clearly, and producing user-friendly outputs.

Teaching Methods and Learning Approach:

Project Coordinator – Capstone Project Committee (CPC) consists of the Head of Department (HoD), Programme Leader (PL), and Supervisors. The Programme's PL will serve as a capstone project coordinator and is responsible for administrative aspects of the project, such as creating a project work plan, designing templates and rubrics for proposals, and chairing presentation seminars. Towards the end of year 3, semester I, the coordinator shall convene a meeting with the CPC members to discuss the modalities of the capstone project, such as finding projects, nominating a supervisor, and other project-related activities. With support from the HoD, the coordinator will liaise with other organisations and agencies for related Project Management projects that students can take up as capstone projects. Students will also be encouraged to find projects worth working on as capstone projects. However, the project should be relevant to the Project Management programme or related to some aspects of Project Management. The coordinator shall present a working report to the CPC members during the autumn semester's closing meeting to ensure that the number of projects is adequate and aspects of the capstone project are in place.

Supervisor – Student(s) will work under the supervision of a faculty member(s) (supervisor) nominated by the CPC. The supervisor guides the student's project and provides timely feedback on all graded and ungraded components. It is worth noting that the supervisor need not have a background or subject knowledge of the project undertaken by a student. Furthermore, the supervisor will report students' progress or related matters to the coordinator and to the CPC timely.

Students must meet with their supervisor at least once a week to update them on their work progress and resolve any issues that may impede the project's advancement. The supervisor and students can determine the modalities for assessing the project's status, such as weekly meetings and demo presentations. However, these arrangements should remain consistent across all student teams.
Students will work in teams of five to six members and will engage in regular meetings with their project supervisor, typically scheduled weekly. Additionally, dedicated face-to-face consultation sessions will be held each week to support students and ensure their work adheres to module requirements. During these consultations, students can exchange ideas and clarify any project-related uncertainties.
While students will primarily work autonomously, the supervisor will provide guidance to ensure the correct procedures are followed in achieving the project's objectives. Self-directed sessions will also allow students to explore additional research and knowledge necessary for delivering a comprehensive project solution.

Learning and Teaching Approach

Type	**Teaching and Learning approaches**	**Hours per week**	**Total Credit Hours**
Contact	Lecture, Supervision and Guidance of project	1	15
Independent study	Project execution, writing reports including assessment and presentation	23	345
Total			**360**

Assessment Approach
The Capstone Project has four assessment components in which the component A and B will be assessed by the supervisor and the component D will be assessed by both the external evaluator (s) and supervisor. The component C will be fully assessed by the external evaluator (client or agency personal). However, for the assessment component D which involves defense presentation will be assessed by inviting around 3 or 4 relevant panel members to the project. The rationale for not involving the supervisor in assessment component C is to bring fresh insights and perspectives by an external evaluator to improve the project. Moreover, involving

the supervisor is redundant as they are already involved across the capstone project lifecycle. The page limit and word count (including footnotes, excluding title, abstract, bibliography, and appendices) and assessment weighting for each task are given in each section. Table 2 encapsulates the quantity of assessment and its weight for the capstone project.

As for ethics in the project, ethical considerations will be taken seriously across all phases of the capstone project. For example, any sensitive data will be handled with the utmost care, such as
using de-identification or anonymisation techniques, depending on the needs and requirements of the project. The capstone project must be conducted in line with the code of ethics and intellectual property policies of the Royal University of Bhutan. Where necessary, the capstone project will consider the ethical permit and approval requirement. The College Research Committee (CRC) will be responsible for giving the ethical clearance for the project. Moreover, the project coordinator will orient students on project ethics and personal conduct through a week-long seminar (Unit I: Introduction to Capstone Project and Ethics) at the beginning of the semester.

The project coordinator and supervisor are responsible for ensuring that activities are conducted following good project practices. Supervisor consent is necessary if students want to write a conference or journal paper based on the project. Moreover, students are encouraged to explore such avenues to disseminate knowledge.

a. Project Charter Proposal (15%)

Student(s) will prepare a proposal (approximately 2000 to 3500 words) and submit it to their supervisor. The supervisor will be responsible for supervisory support and assistance while planning, designing, and drafting a project proposal. It is worth noting that the project proposal is permissible for change only before acceptance, and the change request will not be considered afterwards.This is the initial document that formally authorises the existence of the project. It should include the project's purpose, measurable objectives, high-level requirements, identified stakeholders and assigned project manager. The proposal will assess the learning outcomes 1 and 2.

Project Charter Proposal Assessment Criteria

3 Marks Project purpose and objectives: *Clear project purpose with detailed context and rationale, objectives are measurable and precise.*

2 Marks Identifying the key performance indicators' *are clearly defined with specific, measurable terms, highly relevant and aligned with organization goals, KPIs cover all critical areas, including innovation thinking, and clear reasoning.*

5 Marks Identification of stakeholder: *Stakeholders are clearly defined with specific roles and responsibilities, relevance of stakeholders, comprehensive list of stakeholders with their needs and influence and clear rationale for including stakeholders.*

3 Marks Document Structure and Clarity:*well-organized with logical progression of ideas and clear headings, clear and concise writing, coherent and logical transitions and* professionally formatted.

2 Marks Grammar, Presentation and word count: free from grammatical errors, professionally presented, meets the word count requirement.

b. Project execution and monitoring (20%)

This is a comprehensive plan that outlines how the project will be executed, monitored, and controlled. Students in consultation with the clients and stakeholders will employ appropriate meeting techniques and hold meetings and consultation throughout the project process. The students will produce progress reports in the form of reports, meeting minutes, feedback from the stakeholders, risk logs and issue logs. The reports should demonstrate effective communication and documentation skills. The actual progress of the project will be compared against the planned baseline and the quality and timeliness of the deliverables produced by the project

team. Furthermore, they must demonstrate proficiency in managing problems, promptly addressing and resolving issues as they emerge. The proposal will assess the learning outcomes 3 and 4.

Project Execution and Monitoring Assessment Criteria

5 Marks Comprehensive plan and strategies: *Clear, well-organized and easy to follow, clearly defined and logically connected to goals, well considered resources, budget, time and risk management, clear and robust plan for measuring success.*

7 Marks Progress reports: *Clear progress reports, minutes recorded, feedback from stakeholders, risk logs and issue logs recorded professionally.*

5 Marks Progress made against the planned baseline: *Engaged stakeholders well, thorough analysis of actual progress,, and all deliverables are submitted on time.*

3 Marks Quality and timeliness of deliverables: *deliverables are met with high quality, all deliverables are submitted on time or before deadlines, and proactive in managing timelines.*

c. Project Assessment by Client/Agency (40%)

This component involves the evaluation by the client of the work conducted by the project team. Clients/agency will assess the quality of the work and the project deliverables or any other output produced by the project team. The proposal will assess the learning outcomes 5.

Client/ Agency Assessment Criteria

10 Marks Performance Metrics Analysis: *adherence to dateline, budget works as per plan, resource used as required and all objectives achieved*.

10 Marks Stakeholder feedback: *clearly stated, aligned with objectives and milestones.*

5 Marks Client satisfaction survey: *demonstrates outstanding levels of client satisfaction survey in all areas and sets up a survey questionnaire well.*

10 Marks Post implementation review: *project objectives fully achieved, considered stakeholders well, included actionable insights and all relevant information added.*

5 Marks Innovation and creativity: *Original and unique ideas, effectively addressing complex problems with innovative solutions, positive impact to benefit stakeholders and suitable to implement.*

d. Final Project Report, Presentation and Participation (25%)

This component represents the culmination of the capstone project, encapsulating its achievements, challenges, lessons learned, and assessing whether project objectives were met. Additionally, students' engagement in the course will be considered including attendance, active participation, responsive to feedback and collaboration with peers. Peer assessment will be conducted to evaluate individual contributions, performance and collaboration within the team. The report must be of 2500 to 3500 words with well formatted. The proposal will assess the learning outcomes 6.

Final Project Assessment Criteria

10 Marks Quality of final project report: *Comprehensive, accurate and relevant content, addresses all aspects, well-organized and logical flow of ideas.*

5 Marks Student engagement in the project: *contributes ideas, participates in discussion, takes initiatives, and is highly responsive to feedback.*

5 Marks Final project presentation: *content presented comprehensively, delivery is engaging, confident, well-rehearsed, clearly articulated, visual aids highly effective, and engaging audience.*

5 Marks Professionalism and performance: *Demonstrates exceptional commitment, positive attitude, communicates clearly, adaptable to changing situations, support for team building and leadership.*

Table 2. An overview of the assessment approaches and weighting

Areas of assessment	Quantity (No.)	Weighting (%)	Assessor	
			Supervisor	Panel
A. Project Charter Proposal	1	15	✓	
B. Project execution and monitoring	1	20	✓	
C. Project Assessment by Client or Agency	1	40		✓
D. Final Project Report, Presentation and Participation	1	25	✓	✓

Pre-requisites: CRD302 Deep Domain Mini Project

Subject Matter:

Unit 1: Introduction to Capstone project
1.1 Capstone project
    1.1.1 Writing the project proposal
1.2 Literature Review
    1.2.1 Planning and organizing literature review
1.3 Project Selection and Initiation
    1.3.1 Understand the Commencement of Project
    1.3.2 Identify a suitable capstone project
    1.3.3 Define the project scope and develop a project charter.
1.4 Ethics in the capstone project

Unit 2: Project Planning
2.1 Detailed Project Management Plan
    2.1.1 Outline the goal and project scope
    2.1.2 State the purposes and significant of project
    2.1.3 Develop the detailed project schedule
    2.1.4 The costing, quality assurance and resource plan
    2.1.5 Develop communication plan and risk analysis
    2.1.6 The team formation, procurement and other related project planning documents

Unit 3: Project Execution
3.1 The Process of Project Execution
    3.1.1 The Project Plan
    3.1.2 The resource plan and costing
    3.1.3 The Stakeholders Management
    3.1.4 The team workers management

Unit 4: Project Quality Controlling system

4.1 Project Monitoring and controlling

- 4.1.1 Monitor project progress and update the project plan
- 4.1.2 manage changes, and control the project's quality as necessary.

Unit 5: Project Closure Procedures

5.1 The Closing of Project

- 5.1.1 Use of appropriate written formats of project document
- 5.1.2 The documentation of detailing the project development process
- 5.1.3 Document with clear instructions if software was used for the project solutions.

Essential Reading List:

Project Management Institute, Inc. (2008). A Guide to Project Management Body of Knowledge. 4th ed. USA.

Hauhart, R. C., & Grahe, J. E. (2015). Designing and teaching undergraduate capstone courses. San Francisco: Jossey-Bass.

Ashley, H.J. (2021). CompTIA Project+ Certification Guide

Additional Reading List:

Grix, J. (2004). The foundations of research. New York: Palgrave Macmillan.

Strunk, W., & White, E. B. 1. (2000). The elements of style. 4th ed. New York: Longman.

Date: January 2025