

Tribhuvan University
Faculty of Humanities and Social Sciences
Master's Program in Crisis Management



Semester Based Course for Master of Arts in Crisis Management

Prepared by

Crisis Management Studies Subject Committee

2025

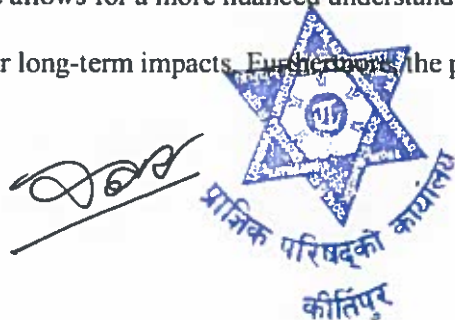


Introduction

The Master of Arts (MA) in Crisis Management Studies is a comprehensive and interdisciplinary program designed to equip students with the knowledge, skills, and leadership qualities necessary to address the complex challenges of crises and disasters. This program integrates theoretical foundations with practical applications, ensuring that graduates are prepared to analyze, manage, and mitigate crises and disasters effectively. By combining insights from public health, environmental science, earth sciences, sociology, law, and technology, the curriculum promotes a holistic understanding of crisis management that is both innovative and actionable.

The program's core objectives are centered on providing students with a deep understanding of the theories and principles underpinning crisis and disaster studies, while also equipping them with practical skills in crisis management. Students will gain proficiency in utilizing advanced technologies such as Geographic Information Systems (GIS), remote sensing, and other Information and Communication Technologies (ICTs) to enhance decision-making and response strategies. Additionally, the curriculum emphasizes the development of critical thinking and problem-solving skills, enabling students to assess crises from multiple perspectives and devise innovative solutions. Leadership and communication skills are also a key focus, ensuring that graduates can effectively lead teams, engage with diverse stakeholders, and disseminate critical information during high-pressure situations.

A distinctive feature of this program is its interdisciplinary approach, which encourages students to explore the intersections of various fields in the context of crisis management. This integration of knowledge allows for a more nuanced understanding of crisis and disaster, from their root causes to their long-term impacts. Furthermore, the program places a strong emphasis on



research, providing students with the tools to conduct quantitative and qualitative analyses contributing to the evolving body of knowledge in the field. Through this research-driven approach, students will be prepared to address real-world challenges and improve crisis management practices.

Community resilience and preparedness are also central to the program's mission. Students will learn how to work with communities to build capacity, enhance preparedness, and foster resilience against disasters. This community-oriented focus is complemented by a global perspective, as students will explore international trends and challenges in crisis management, applying their learning to both local and global contexts.

Upon completion of the program, graduates will possess a unique set of attributes, including the ability to analyze complex crises, utilize advanced technologies, lead with integrity, and communicate effectively. They will be equipped to conduct rigorous research, navigate ethical dilemmas, and support communities in building resilience. With a commitment to continuous learning and professional development, graduates will be prepared to make meaningful contributions to the field of crisis management, both locally and globally. This program is ideal for individuals seeking to advance their careers in crisis management, disaster response, or related fields, and to make a positive impact in an increasingly uncertain world.



Curriculum Objectives

1. To equip students with a comprehensive understanding of the foundational theories and principles that inform crisis and disaster studies.
2. To provide students with hands-on skills in crisis management, including the application of ICT, GIS, and remote sensing technologies.
3. To enhance students' capacity to critically evaluate and address various crises, encouraging the development of innovative and effective solutions.
4. To promote leadership abilities and creative thinking essential for managing crises and disasters effectively.
5. To encourage an interdisciplinary perspective on crisis management by integrating knowledge from fields such as public health, environmental science, sociology, and law.
6. To strengthen students' research capabilities, enabling them to perform both qualitative and quantitative analyses and contribute to scholarly advancements in the field.
7. To prepare students to collaborate with communities, enhancing their resilience and preparedness for crises and disasters.
8. To develop strong communication skills tailored to crisis and disaster scenarios, ensuring accurate and efficient information sharing.

Graduate Attributes/Competencies

Upon completing the Crisis Management Studies program, graduates will demonstrate the following qualities.

1. Ability to analyze complex crises by applying both theoretical frameworks and practical insights.



2. Proficiency in using advanced tools such as GIS, remote sensing, and ICT for effective crisis management.
3. Strong leadership skills and ability to make sound decisions in high-pressure situations.
4. Effective communication skills to engage with diverse stakeholders during crises.
5. Competence in conducting thorough research and utilizing findings to enhance crisis management strategies.
6. A deep understanding of the interconnectedness of various disciplines in the context of crisis management.
7. Commitment to ethical practices and the ability to navigate crisis situations with integrity.
8. Readiness to collaborate with communities to reinforce resilience and reduce disaster risks.
9. Awareness of global trends and challenges in crisis management, with the ability to adapt this knowledge to local and international contexts.
10. A dedication to lifelong learning and professional growth in the ever-evolving field of crisis management.

Number of Students in Class

There will be up to 50 students per class or cohort.

Eligibility for Admission



Students from any discipline with bachelor's degree (or equivalent to bachelor's degree) from Tribhuvan University or any university recognized by Tribhuvan University are eligible to apply for the admission.

Student Selection Process

Students will be selected on merit. The entrance examination will follow the rules of the Office of Dean, Faculty of Humanities and Social Sciences. The entrance exam curriculum will be prepared and modified periodically.

Evaluation of Theory Courses

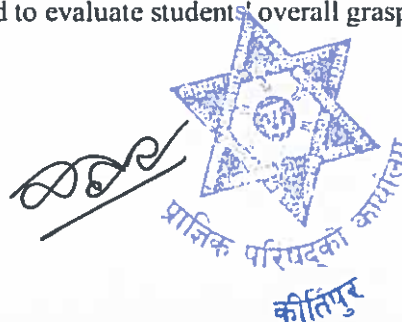
The evaluation of theory subjects in the program is designed to ensure a comprehensive assessment of students' understanding and application of knowledge. It follows a two-tier evaluation system: Continuous Internal Evaluation (CIE) and Summative End-of-Semester Exams.

1. Continuous Internal Evaluation (CIE)

- a. It is conducted by respective faculty members throughout the semester.
- b. It is based on the syllabus and learning objectives of each subject.
- c. It includes various assessment methods such as quizzes, assignments, presentations, class participation, and mid-term tests.
- d. It carries 40% overall marks for the subject.

2. Summative End-of-Semester Exams

- a. Comprehensive exams held at the end of each semester.
- b. It is designed to evaluate students' overall grasp of the subject matter.



- c. It covers the entire syllabus and emphasizes critical thinking, problem-solving, and application of theoretical concepts.
- d. End-of-the-Semester Exams carries 60% of the overall marks for the subject.

This balanced evaluation approach ensures that students are assessed not only on their performance in final exams but also on their consistent engagement and understanding throughout the semester. It promotes continuous learning, reduces exam-related stress, and provides a fair representation of students' academic progress.

Evaluation of Practical Courses

The evaluation of practical courses is structured to assess students' practical skills, hands-on competencies, and their ability to apply theoretical knowledge in real-world scenarios. The evaluation process consists of two key components: Continuous Internal Evaluation (CIE) and a Viva Voce examination at the end of the semester.

1. Continuous Internal Evaluation (CIE)

- a. It is conducted by the respective faculty members throughout the semester.
- b. CIE of practicum courses focuses on students' performance in practical tasks, projects, fieldwork, and other hands-on activities as per the syllabus.
- c. It includes regular assessments, observations, and feedback to ensure consistent progress and skill development.
- d. CIE accounts for 40% of the overall marks for the practicum subject.



2. End-of-the-Semester Viva Voce Examination

- a. It will be held at the end of the semester to evaluate students' understanding, application, and articulation of practical knowledge.
- b. It will be conducted by faculty or a panel of examiners, focusing on students' ability to explain their work, justify their methods, and demonstrate problem-solving skills.
- c. It carries 60% of the overall marks for the practicum subject.

At the end of the semester, the marks from both components (CIE and Viva Voce) are combined to prepare the overall score out of 100. This final score is then submitted to the concerned university authority for record-keeping and further processing.

Internship/Capstone

The Internship/Capstone component is a critical part of the program, designed to provide students with real-world experience or an opportunity to engage in in-depth research and project work. Students have the option to choose between completing a minimum 3-month internship at a pre-approved organization or undertaking a Capstone Project on a pre-agreed topic. Both options aim to enhance students' practical skills, professional competencies, and ability to apply theoretical knowledge to real-world challenges.

1. Internship Option:

- a. Students opting for this are placed for internship for a minimum of 3 months in a pre-approved organization relevant to the field of crisis management.



- b. The internship provides hands-on experience, exposure to professional environments, and the opportunity to develop practical skills in crisis management, leadership, and problem-solving.
- c. Students are expected to submit a detailed internship report at the end of the placement, documenting their experiences, learnings, and contributions.

2. Capstone Project Option

- a. Students who opt for the Capstone Project will work on a pre-agreed topic, conducting in-depth research and analysis under the guidance of a faculty mentor.
- b. The project allows students to explore a specific area of interest within crisis management, applying interdisciplinary knowledge and innovative thinking to address complex issues.
- c. A final project report and presentation are required, showcasing the research process, findings, and recommendations.

Both options are evaluated based on the quality of work, depth of analysis, and the ability to apply theoretical concepts to practical scenarios. The Internship/Capstone component not only prepares students for professional roles but also fosters critical thinking, problem-solving, and the ability to contribute meaningfully to the field of crisis management.

Thesis

Thesis writing is a pivotal component of a master's level program, providing students with an opportunity to conduct independent research and contribute original insights to the field of crisis



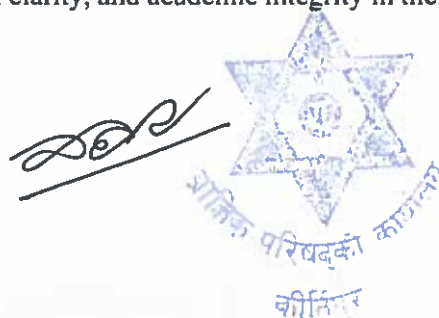
management. The process is structured to ensure systematic progress and academic rigor, beginning in the third semester and culminating in the fourth semester with a final submission and viva voce examination.

1. Proposal Presentation

- a. Students initiate the thesis writing process by developing a research proposal on a topic of their choice, aligned with the program's objectives and their academic interests.
- b. A formal proposal presentation is organized, where students present their research ideas, objectives, methodology, and expected outcomes to a panel of faculty members.
- c. Based on the presentation and feedback, a proposal supervisor is assigned to guide the student throughout the research process.
- d. Proposal Presentation must be completed by the end of the second semester.

2. Data Collection, Analysis, and Writing Phase

- a. Under the supervision of their assigned faculty mentor, students conduct in-depth research, collect and analyze data, and develop their thesis.
- b. Regular consultations with the supervisor ensure that the research stays on track and meets academic standards.
- c. Students are expected to demonstrate critical thinking, originality, and a thorough understanding of the subject matter in their writing.
- d. Throughout the writing process, students must adhere to the latest edition of the APA Style for citations, headings, and other formatting requirements. This ensures consistency, clarity, and academic integrity in their work.

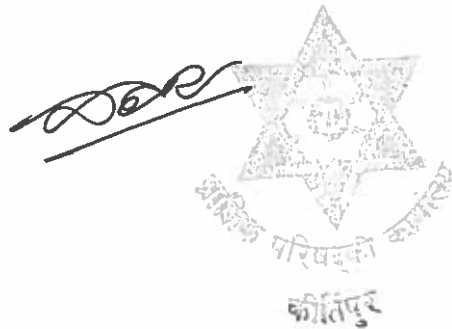


3. Final Submission and Viva Voce (Thesis Defense)

- a. Students must submit their final thesis before final exams of the fourth semester.
- b. The thesis is evaluated based on its academic quality, research methodology, findings, and contribution to the field.
- c. A viva voce (oral defense) is conducted, where students present their research to a panel of examiners and respond to questions. This assessment evaluates their depth of understanding, ability to defend their work, and overall research competence.
- d. This phase is expected to be completed before the end-of-the-semester exams of the fourth semester.

The thesis writing process is designed to enhance students' research skills, analytical abilities, and capacity to address complex issues in crisis management. It also prepares them for advanced academic pursuits or professional roles that require strong research and problem-solving capabilities. The final evaluation, combining the written thesis and viva voce performance, is submitted to the concerned university authority for record-keeping and degree conferral.

By following the latest edition of the APA Style, students ensure their work meets international academic standards, fostering professionalism and credibility in their research output.



Course Outline of All Semesters

Semester	Code	Subject Name	Cr. Hr.	Teac. Hr.	T/P
First	MCM 501	Fundamentals of Crisis & Disaster Management	3	48	T
	MCM 502	Law, Institutions, Governance, & Geopolitics	3	48	T
	MCM 503	GIS & ICT in Crisis Management	3	48	P
	MCM 504	Geological & Hydrological Hazards	3	48	T
	MCM 505	Research Methodology & Academic Writing	3	48	T
Second	MCM 551	Public Health Emergency and Response	3	48	T
	MCM 552	Quantitative and Qualitative Data Analysis	3	48	P
	MCM 553	First-Aid, Psychosocial Care, & Community Preparedness	3	48	P
	MCM 554	Environment, Climate Change, & Sustainable Development	3	48	T
	MCM 555	Economics of Disaster	3	48	T
Third	MCM 601	Crisis Communication and Conflict Management	3	48	P
	MCM 602	Leadership, Innovation, & Critical Thinking	3	48	P
	MCM 603	Humanitarian Assistance	3	48	T
	MCM 604	Emotional Intelligence & Negotiation Skills	3	48	P
	MCM 605	Human Dimensions in Disaster	3	48	T
Fourth	MCM 651	Organizational Crisis Management	3	48	T
	MCM 652	Internship-Capstone Project	3	48	P
	MCM 653	Research Seminar & Disaster Policy Lab	3	48	P
	MCM 654	Grant Proposal Writing and Project Management	3	48	P
	MCM 655	Thesis	6	-	-

Total Semester Credits: 63 Total Teaching Hours: 1008 Hours

T: Theory Courses; P: Practical Courses



MCM 501 Fundamentals of Crisis & Disaster Management

Semester	First
Course Name	Fundamentals of Crisis & Disaster Management
Course Code	MCM 501
Credit Hours/Teaching Hours	3/48 Hours
Theory/Practical	Theory

Course Description

Fundamentals of Crisis & Disaster Management is a theoretical course designed to introduce students to the core principles, theories, and practices of managing crises and disasters. It provides a foundational understanding of the field as an academic discipline, equipping students with essential knowledge to analyze and respond to emergencies effectively.

Course Objectives

The course aims to achieve the following objectives:

1. To develop a proper understanding of the foundational theories and concepts underlying crisis and disaster management as an academic discipline
2. To enable graduates to learn to critically analyze and evaluate various types of crises and disasters using theoretical frameworks
3. To develop insight into established practices and strategies for effective crisis prevention, response, and recovery
4. To prepare for professional work in crisis and disaster management by grounding in its fundamental principles and methodologies



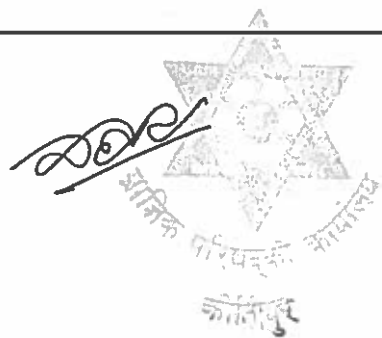
Course in Detail

The details in terms of units and specific topics are outlined in the table below.

Unit	Unit Topic and Content	Teaching Hours
I	Introduction to Crisis and Disaster Management <ul style="list-style-type: none"> - Extreme Events (Disaster, Crisis, Emergency, and Catastrophe) - Threat, Risk, and Vulnerability - Hazards and Types of Hazards - Historical evolution of crisis and disaster management - Crisis and Disaster Management Cycle/Phases - Ethical issues in crisis and disaster management 	6
II	Anatomy of Crisis and Disaster <ul style="list-style-type: none"> - Overview of the Theoretical and Practical Aspects of Crisis and Disaster Studies - Dynamics of Crisis - Nature and Stages of Crises - Behavior Issues in Crisis Situations - Chaos Theory and Crisis Management - Theorizing Disaster: Power, Culture, and Resilience - Anthropological and Sociological Approaches (Culture, Knowledge, Religion related to Hazard & Crisis/Disaster) 	6
III	Decision Making in Crisis and Disaster Environment <ul style="list-style-type: none"> - Essential characteristics and Models of Decision-Making - Organizational and Stakeholder Dynamics - Critical Thinking and Crisis Response - Institutional Failures and Predictable Surprises 	3
IV	Risk Assessment and Disaster Mapping <ul style="list-style-type: none"> - Risk Identification, Assessment, Mitigation Strategies - Public-Private Partnership in Risk Management - Disaster Risk Reduction (DRR) - Crisis Mapping (Data Analysis, Visual Analytics, and Rapid Response) - Early Warning Systems and Emergency Preparedness 	9



V	Emergency Response and Coordination <ul style="list-style-type: none"> - Principles of Emergency Response: Speed, Coordination, Resource Management - Emergency Operations Center (EOC) and Coordination Mechanisms - Challenges in Emergency Response: Logistics, Communication, Decision-Making 	6
VI	Disaster Recovery and Resilience Building <ul style="list-style-type: none"> - Principles of Disaster Recovery (Short-Term vs. Long-Term Recovery) - Social, Economic, and Environmental Dimensions of Recovery - Building Resilience (Community Empowerment, Infrastructure Rebuilding) - Linking Recovery Efforts to Sustainable Development Goals (SDGs) 	6
VII	Community Based Crisis and Disaster Management <ul style="list-style-type: none"> - Community-Based Disaster Risk Management - Role of the UN and International Organizations - Humanitarian Aid and Policy Interventions - Coordination in Complex Emergencies 	6
VIII	Case Studies in Crisis and Disaster Management <ul style="list-style-type: none"> - Recent National and International Case Studies - Nepal's Disaster Management Practices (Recent Earthquakes, Flood, Public Health Crisis) - Lessons from Major Disasters (Recent Disaster from Nepal and Beyond) - Lessons from Historical Crises (e.g., Cuban Missile Crisis) 	6



Teaching Methods

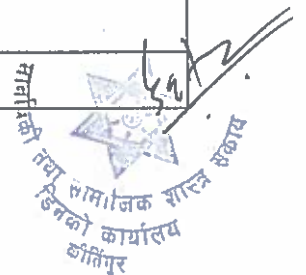
- 1. Lectures:** Instructors will deliver structured presentations to introduce key concepts, theories, and methodologies in research and academic writing. Lectures provide a foundational understanding of the course material, ensuring students grasp essential principles and frameworks relevant to crisis and disaster management studies.
- 2. Class Discussions:** Interactive discussions will be encouraged to foster critical thinking and deeper engagement with the course content. Students will analyze case studies, debate research methodologies, and share perspectives on ethical issues, enhancing their ability to apply theoretical knowledge to real-world scenarios.
- 3. Audiovisual (AV) Aids:** Multimedia tools such as videos, slideshows, and infographics will be used to illustrate complex concepts, making the learning process more engaging and accessible. AV aids help visualize data, research designs, and academic writing techniques, catering to diverse learning styles and reinforcing key points discussed in lectures and discussions.

Evaluation

The evaluation for this course is divided into two components: Continuous Internal Evaluation (40%) and a Comprehensive End-of-Semester Examination (60%).

1. Continuous Internal Evaluation (40%)

Heading	Out of 40 marks
Attendance	5
Class Participation and Activities	5
Pre-Board Internal Exams	10
Presentations/Assignments/Field/Quizzes etc.	2*10=20



The faculty conducts this component and is based on students' ongoing performance throughout the semester. The 40 marks are distributed as follows:

Attendance: 5 Marks based on the records of attendance.

Class Participation and Activity: 5 Marks (active engagement in discussions, activities, and contributions to class dynamics).

Pre-Board Internal Exam: 10 Marks for pre-board internal examination.

Remaining 20 Marks: These are divided into two evaluation formats, each worth 10 marks. Faculty have the flexibility to design these evaluations, but one format must be an individual presentation. The faculty can decide the remaining one format and may include: Written assignments (e.g., book reviews, analysis, critical reviews); Quizzes or tests on course content; Group projects or case study analyses, or practical exercises (e.g., data analysis, report writing).

2. Comprehensive End-of-Semester Examination (60%)

This is a centrally conducted examination at the end of the semester, covering the entire course content.

Recommended Readings

Alexander, D. (2002). *Principles of emergency planning and management*. Oxford University Press.

Brecher, M., & Wilkenfeld, J. (1997). *A study of crisis*. University of Michigan Press.

Coppola, D. P. (2015). *Introduction to international disaster management* (3rd ed.). Butterworth-Heinemann.



Cutting, T., Hayman, D., & Hussein, N. (2005). *Managing a crisis: A practical guide*. Palgrave Macmillan.

Deming, W. E. (2000). *Out of the crisis*. MIT Press.

France, K. (2007). *Crisis intervention: A handbook of immediate person-to-person help* (5th ed.). Charles C Thomas Publisher.

Haddow, G., Bullock, J., & Coppola, D. P. (2021). *Introduction to emergency management* (7th ed.). Butterworth-Heinemann.

Harvard Business Essentials. (2005). *Crisis management: Master the skills to prevent disaster*. Harvard Business School Press.

McEntire, D. A. (2007). *Disaster response and recovery: Strategies and tactics for resilience*. Wiley.

Millar, D. P., & Heath, R. L. (2008). *Responding to crisis: A rhetorical approach to crisis communication*. Routledge.

Roberts, A. R. (2005). *Crisis intervention handbook: Assessment, treatment, and research* (3rd ed.). Oxford University Press.

United Nations Office for Disaster Risk Reduction (UNISDR). (2015). *Sendai framework for disaster risk reduction 2015-2030*. United Nations.

Wisner, B., Gaillard, J. C., & Kelman, I. (Eds.). (2012). *The Routledge handbook of hazards and disaster risk reduction*. Routledge.



MCM 502 Law, Institutions, Governance, & Geopolitics

Semester	First
Course Name	Law, Institutions, Governance, & Geopolitics
Course Code	MCM 502
Credit Hours/Teaching Hours	3/48 Hours
Theory/Practical	Theory

Course Description

This course explores the interplay between law, institutions, governance, and geopolitics in crisis management. It begins with foundational concepts, examining national and international legal frameworks, including disaster risk reduction (DRR) laws, human rights, and humanitarian law, applied to crises like natural disasters, health emergencies, and conflicts. Case studies, particularly from Nepal, highlight successes and challenges in implementation. The course analyzes the roles of governmental and non-governmental institutions at local, national, and international levels, emphasizing coordination and challenges in crisis scenarios. It also covers governance strategies, such as crisis communication, policy formulation, transparency, and accountability. Additionally, the course integrates geopolitics, exploring how global power dynamics influence crisis responses and international cooperation.

Course Objectives

The course aims to achieve the following objectives:

1. To analyze the function of institutions in governing crises by considering the influence of regional and global power structures
2. To evaluate governance strategies and their effectiveness in crisis management, including the impact of geopolitical factors on decision-making
3. To develop critical thinking on legal, institutional, and geopolitical reforms for improving crisis management
4. To explore how geopolitical tensions and alliances shape international cooperation and crisis response mechanisms



5. To assess the role of geopolitics in resource allocation, humanitarian aid, and disaster diplomacy during crises
6. To identify and appreciate the role of legal frameworks in crisis management and their interaction with geopolitical dynamics.

Course in Detail

The details in terms of units and specific topics are outlined in the table below.

Unit	Unit Topic and Content	Teaching Hours
I	Introduction to Law, Institutions, Governance, and Geopolitics in Crisis Management <ul style="list-style-type: none"> - Definitions and Key Concepts of Law, Institutions, Governance - Key Concepts in Geopolitics (Friedrich Ratzel (1844-1904), Rudolf Kjellen (1864-1922), Current Usage) - Interrelationship Between Law, Institutions, and Governance - International Law and Institutions - The Role of Law and Governance in Crisis Management 	6
II	Legal Frameworks for Crisis Management <ul style="list-style-type: none"> - National and International Legal Frameworks - Disaster Risk Reduction (DRR) Laws in Nepal - Human Rights and Humanitarian Law in Crisis Situations - Legal Responses to Specific Crises: Health Emergencies, Natural Disasters, and Conflict - Case Studies Related to Legal Approaches in Past Crises in Nepal 	6
III	Institution Mechanism in Crisis Management <ul style="list-style-type: none"> - Institutional Frameworks (Local, National, and International Levels) - Role of Governmental Institutions in Crisis Management 	6




 गणतन्त्र नेपाल
 सामाजिक शास्त्र विभाग
 विनोद कार्यालय
 काठमाडौं

	<ul style="list-style-type: none"> - Non-Governmental Organizations and International Bodies - Coordination Among Institutions During Crises - Institutional Challenges in Crisis Management in Nepal 	
IV	Governance Strategies for Crisis Management <ul style="list-style-type: none"> - Governance Models in Crisis Situations - Crisis Communication and Information Management - Public Policy and Decision-Making in Crises - Transparency, Accountability, and Good Governance in Crisis Management - Governance Challenges in the Nepalese Context 	6
V	Legal and Institutional Reforms for Effective Crisis Management <ul style="list-style-type: none"> - Identifying Gaps in Existing Laws and Institutions - Proposals for Legal Reforms in Crisis Management - Institutional Reforms and Capacity Building - Enhancing Governance for Better Crisis Management - Lessons from Global Best Practices 	6
VI	Geographical Setting and World System in Geopolitics <ul style="list-style-type: none"> - Sir Halford Mackinder's Heartland Theory - Nicholas Spykman's Rimland Theory - Saul Cohen's Geostrategic - Geopolitical Regions - World System Analysis - Dimensions of a Historical System - Power and Politics in the World Economy - Geopolitical Codes (Containment-The Geopolitical Codes of US Hegemony; George Kennan's Geopolitical Code "Containment"; France's Gaullist European Geopolitical Code; India's Non-Alignment Code; Alternate Geopolitics) 	9
VII	Cycle of Global Politics and Regional Conflicts <ul style="list-style-type: none"> - Modelski's Long Cycles - 4.2 Cycle's of World Hegemony - 4.3 Cycles and Geopolitical World Order 	6

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	<ul style="list-style-type: none"> - Regional Conflicts and Ethnic Wars (Africa, Asia, Middle East , Europe , Freedom of Religion and the battle against extremism) - Cold Wars (Origin and Consequence) 	
VIII	<p>Natural Resources/Social and Political Issues</p> <ul style="list-style-type: none"> - Traditional and Transnational Focus - Nature of Targets, Context, Information - Pace and Trajectory of Events - Interaction Effects - Need for Collaboration - Policy Support & a Core Challenge, for Individuals, Governments and International Organizations 	3

Teaching Methods

1. **Lectures:** Instructors will deliver structured presentations to introduce key concepts, theories, and methodologies in research and academic writing. Lectures provide a foundational understanding of the course material, ensuring students grasp essential principles and frameworks relevant to crisis and disaster management studies.
2. **Class Discussions:** Interactive discussions will be encouraged to foster critical thinking and deeper engagement with the course content. Students will analyze case studies, debate research methodologies, and share perspectives on ethical issues, enhancing their ability to apply theoretical knowledge to real-world scenarios.
3. **Audiovisual (AV) Aids:** Multimedia tools such as videos, slideshows, and infographics will be used to illustrate complex concepts, making the learning process more engaging and accessible. AV aids help visualize data, research designs, and academic writing techniques, catering to diverse learning styles and reinforcing key points discussed in lectures and discussions.



Evaluation

The evaluation for this course is divided into two components: **Continuous Internal Evaluation (40%)** and a **Comprehensive End-of-Semester Examination (60%)**.

1. Continuous Internal Evaluation (40%):

Headings	Marks out of 40 Marks
Attendance	5
Class Participation and Activities	5
Pre-Board Internal Exam	10
Presentation/Assignments/Field/Quizzes etc.	2*10=20

The faculty conducts this component and is based on students' ongoing performance throughout the semester. The 40 marks are distributed as follows:

Attendance: 5 Marks based on the records of attendance.

Class Participation and Activity: 5 Marks (active engagement in discussions, activities, and contributions to class dynamics).

Pre-Board Internal Exam: 10 Marks for pre-board internal examination.

Remaining 20 Marks: These are divided into two evaluation formats, each worth 10 marks. Faculty have the flexibility to design these evaluations, but one format must be an **individual presentation**. The faculty can decide the remaining one format and may include: Written assignments (e.g., research proposals, critical reviews); Quizzes or tests on course content; Group projects or case study analyses. Practical exercises (e.g., data analysis, report writing).



2. Comprehensive End-of-Semester Examination (60%)

This is a centrally conducted examination at the end of the semester, covering the entire course content.

Recommended Readings

Alam, I. (2006). *Religious revivalism in South Asia*. South Asian Policy Analysis Network.

Arnold, R. A. (1999). *Economics in our times*. National Textbook Company.

Boin, A., McConnell, A., & 't Hart, P. (2021). *Governance for crisis management: Risk and resilience in a changing world*. Cambridge University Press.

<https://www.cambridge.org/core/books/politics-of-crisismanagement/CA51C2B81E41D80B40CA451299975BF6>

Boin, A., 't Hart, P., Stern, E., & Sundelius, B. (2016). *The politics of crisis management: Public leadership under pressure*. Cambridge University Press.

<https://www.cambridge.org/core/books/politics-of-crisis-management/D91A08EC1089E0463A1BEDBF244176FA>

Cohen, S. B. (1969). Geostrategic and geopolitical regions. In R. E. Kasperson & V. M. Julian (Eds.), *The structure of political geography* (pp. 178–186). Aldine Publishing Company.

Dikshit, R. D. (2003). *Political geography: The spatiality of politics* (3rd ed.). Tata McGraw-Hill Publishing Company.

Fink, S. (2002). *Crisis management: Planning for the inevitable* (Authors Guild Backinprint.com ed.). iUniverse.

Landman, T. (2018). Democracy and human rights: Concepts, measures, and relationships. *Politics and Governance*, 6(1), 48–59. <https://doi.org/10.17645/pag.v6i1.1186>

Mackinder, S. H. (1969). The geographical pivot of history. In R. E. Kasperson & V. M. Julian (Eds.), *The structure of political geography* (pp. 161–169). Aldine Publishing Company.

Manandhar, M. S. (1973). *Geopolitical basis of Nepal's existence*. *The Himalayan Review*, 5, 41–49.

Manandhar, M. S. (1982, February 24). *Nepal ko bhu rajnaitik awastha ra santi chetera*. *Gorkhapatra*.

Manandhar, M. S. (1982, March 3). *Nepal and India geopolitical reality*. *The Rising Nepal*.

Manandhar, M. S. (1989, May 3). *Geopolitical realities of the present Nepal-India impasse*. *JHILKO*, 10.



Manandhar, M. S. (1998, June 3). *Nepal-India relation: Security concern of India. The Rising Nepal*.

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Manandhar, M. S. (2006). Nepal's location; its security concern, Maoist insurgency, and water resource development. In B. P. Subedi & P. C. Padma (Eds.), *Geography and geographer's work in Nepal: Reflections on mountain environment and human activities* (pp. 1-9). Nepal Geographical Society.

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Paul, W. (1995). *Geography, people and places in a changing world*. National Textbook Company.

Ratzel, F. (1969). The laws of the spatial growth of states. In R. E. Kasperson & V. M. Julian (Eds.), *The structure of political geography* (pp. 17-33). Aldine Publishing Company.

Singh, A. (2018). *Disaster law: Emerging thresholds*. Routledge. https://www.routledge.com/Disaster-Law-Emerging_Thresholds/Singh/p/book/9780367277765

Skouteris, T. (n.d.). *Engaging history in international law*. Law Department, The American University in Cairo.

Spykman, N. (1969). Heartland and rimland. In R. E. Kasperson & V. M. Julian (Eds.), *The structure of political geography* (pp. 170-177). Aldine Publishing Company.

Taylor, P. J., & Flint, C. (2000). *Political geography: World economy, nation-state, and locality* (4th ed.). Longman Scientific and Technical.

Trebat, T. J. (2013). *The role of law in crisis management: Lessons from the Asian financial crisis*. Institute of Southeast Asian Studies.

Vadi, V. (2017). International law and its histories: Methodological risks and opportunities. *Harvard International Law Journal*, 58(2), 311-352.

Wallerstein, I. (1974). *The modern world-system*. Academic Press.

Westing, A. (Ed.). (1986). *Global resources and international conflict*. Stockholm International Peace Research Institute.



MCM 503 GIS & ICT in Crisis Management

Semester	First
Course Name	GIS & ICT in Crisis Management
Course Code	MCM 503
Credit Hours/Teaching Hours	3/48 Hours
Theory/Practical	Practical

Course Description

This practical course integrates Geographic Information System (GIS) and other Information and Communication Technologies (ICTs) including remote sensing to equip students with hands-on skills for crisis management. The course focuses on the application of ICT tools, GIS software, and remote sensing technologies to analyze, predict, and respond to crises effectively. Students will engage in real-world scenarios, using spatial data, ICT systems, and emerging technologies to develop actionable solutions for disaster prevention, preparedness, response, and recovery.

Course Objectives

The course aims to achieve the following objectives:

1. To apply ICT tools and GIS software for crisis mapping, vulnerability assessment, and early warning systems
2. To develop and manage spatial databases for real-time crisis decision-making.
3. Use social media analytics and ICT systems for crisis communication and information dissemination
4. To design and implement ICT-based crisis management strategies using GIS and remote sensing technologies
5. To evaluate cybersecurity risks and develop mitigation strategies for ICT systems in crisis scenarios



6. To create practical solutions for crisis management using open-source and commercial GIS tools

Course in Detail

The details in terms of units and specific topics are outlined in the table below.

Unit	Topic and Content	Teaching Hours
I	Introduction GIS and Remote Sensing <ul style="list-style-type: none"> - Hands-on exploration of GIS software (QGIS/ArcGIS). - Introduction to ICT tools for crisis management. 	6
II	GIS Data Preparation and Management <ul style="list-style-type: none"> - Data collection, cleaning, and geodatabase creation. - Spatial query and labeling exercises. 	6
III	Advance GIS Application for Early Warning, Predictive Analysis, Crisis Mapping and Assessment <ul style="list-style-type: none"> - Building early warning systems using GIS. - Predictive analytics for crisis forecasting - Mapping Hazard Zones using GIS - GIS in Vulnerability and Risk Assessment 	12
VI	Social Media Analytics for Crisis Communication (ICT) <ul style="list-style-type: none"> - Analyzing social media data for crisis communication. - Sentiment analysis and misinformation detection. 	6
VI	ICT Tools & AI for Crisis Response and Recovery <ul style="list-style-type: none"> - Developing an online crisis management portal using Drag-Drop Websites Platforms - Integrating GIS maps and social media. - Use of AI in Crisis and Disaster Management - Knowledge Management using ICTs 	6
VII	Cybersecurity and ICT Governance in Crisis Management <ul style="list-style-type: none"> - Simulating cyber threats and developing mitigation strategies - Case studies on ICT governance 	6
VIII	Group Projects Presentation <ul style="list-style-type: none"> - Group project presentations on ICT and GIS solutions for crisis events (e.g., earthquakes, floods, cyber threats). 	6



Teaching Methods

- 1. Presentation on Theoretical Backgrounds:** Short, focused presentations on key concepts such as ICT systems, GIS fundamentals, crisis informatics, and cybersecurity. Analysis of real-world examples (e.g., Hurricane Katrina, Nepal Earthquake) to illustrate the application of ICT and GIS in crisis management. Inviting industry experts and practitioners to share insights on the latest trends and challenges in crisis management. Encouraging students to ask questions, share perspectives, and engage in debates on topics like social media analytics, misinformation, and ICT governance.
- 2. Practical Lab:** The main method of teaching for this course is practical (ICT and GIS) lab. This provides hands-on experience with ICT tools, GIS software, and remote sensing technologies. Included structured, step-by-step exercises using GIS software (e.g., QGIS, ArcGIS) and ICT tools (e.g., social media APIs, crisis management platforms).
- 3. Field Visit:** Visits to organizations and agencies involved in crisis management, such as: Emergency Operations Centers (EOCs); DRRMA, GIS and remote sensing laboratories. It also includes practical activities in the field, such as collecting spatial data using GPS devices, conducting vulnerability assessments in disaster-prone areas. Observing the use of ICT tools in real-time crisis response. Partnering with local NGOs, government agencies, and private sector organizations to provide students with insights into real-world challenges and solutions.

Evaluation

The evaluation for this course is divided into two components: **Continuous Internal Evaluation** (40%) and a **Comprehensive End-of-Semester Examination** (60%).

- 1. Continuous Internal Evaluation (40%)**



Headings	Marks out of 40 Marks
Attendance	5
Class Participation & Activity	5
Practical Pre-Board Internal Exam	10
Project	20

The faculty conducts this component and is based on students' ongoing performance throughout the semester. The 40 marks are distributed as follows:

Attendance: 5 Marks based on the records of attendance.

Class Participation and Activity: 5 Marks (active engagement in discussions, activities, and contributions to class dynamics).

Practical Pre-Board Internal Exam: 10 Marks for practically oriented pre-board internal examination.

Remaining 20 Marks: Project work submission and presentation. It can be in the form of a project exhibition.

2. End-of-Semester Evaluation and Viva-Voce (60%)

Practically oriented written and performance-based examination and viva voce. The evaluation pattern can be decided by the faculty.

Recommended Readings

Bajracharya, B., Thapa, R. B., & Matin, M. A. (2021). *Earth observation science and applications for risk reduction and enhanced resilience in Hindu Kush Himalayan region*. Springer Nature.

Bhatta, B. (n.d.). *Remote sensing and GIS*.



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- Ehnis, C., & Bunker, D. (2012). Social media in disaster response: Queensland Police Service – Public engagement during the 2011 floods. *ACIS 2012 Proceedings*, 107.
- Gallaugh, J. (2017). *Information systems: A manager's guide to harnessing technology*. Flat World.
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- Gonçalves, A. (2017). *Social media analytics strategy: Using data to optimize business performance*. Apress. <https://doi.org/10.1007/978-1-4842-3102-9>
- Hughes, A., Palen, L., Sutton, J., Liu, S., & Vieweg, S. (2008). 'Site-seeing' in disaster: An examination of on-line social convergence. In F. Friedrich & B. Van de Walle (Eds.), *Proceedings of the 5th International ISCRAM Conference* (pp. 1–10). Washington, DC, USA.
- Liu, J. G., & Mason, P. J. (2016). *Image processing and GIS for remote sensing: Techniques and applications*. Wiley.
- Lu, B., Dao, P. D., Liu, J., He, Y., & Shang, J. (2020). Recent advances of hyperspectral imaging technology and applications in agriculture. *Remote Sensing*, 12(16), 2659. <https://doi.org/10.3390/rs12162659>
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- McInerney, D., & Kempeneers, P. (2014). *Open source geospatial tools: Applications in earth observations*. Springer.
- Mitroff, I. I. (2001). Crisis leadership. *Executive Excellence*, 18(8), 19.
- Maguire, D. J. (n.d.). *Geographical information systems*.



Murayama, Y., Velev, D., Zlateva, P., & Gonzalez, J. J. (Eds.). (2017). *Information technology in disaster risk reduction*. Springer. <https://doi.org/10.1007/978-3-319-68486-4>

Pourghasemi, H. R., & Gokceoglu, C. (2019). *Spatial modeling in GIS and R for earth and environmental sciences*. Elsevier.

Rainer, R. K., & Prince, B. (2020). *Introduction to information systems* (8th ed.). Wiley.

Subba, R., & Bui, T. (2010). An exploration of physical-virtual convergence behaviors in crisis situations. In *2010 43rd Hawaii International Conference on System Sciences* (pp. 1–10). IEEE. <https://doi.org/10.1109/HICSS.2010.54>

Subba, R., & Bui, T. (2017). Online convergence behavior, social media communications, and crisis response: An empirical study of the 2015 Nepal earthquake police Twitter project. *HICSS 2017*.

Taleb, N. N. (2010). *The black swan: The impact of the highly improbable* (2nd ed.). Random House Trade Paperbacks.

Van de Walle, B., & Turoff, M. (2008). Decision support systems in disaster management and response. *ResearchGate*.
<https://www.researchgate.net/publication/220385037> Decision Support for Emergency Situations

Varshney, P. K., & Arora, M. K. (2004). *Advanced image processing techniques for remotely sensed hyperspectral data*. Springer.

Verbyla, D. L. (2022). *Satellite remote sensing of natural resources*. CRC Press.

Wang, G., & Weng, Q. (2013). *Remote sensing of natural resources*. CRC Press.

Wang, L., Yin, D. Z., & Caers, J. (2023). *Data science for the geosciences*. Cambridge University Press.

Wani, A. A., Bali, B. S., Ahmad, S., Nazir, U., & Meraj, G. (2022). Geospatial modeling in landslide hazard assessment: A case study along Bandipora-Srinagar Highway, NW Himalaya, J&K, India. In *Geospatial modeling for environmental management* (pp. 113–125). CRC Press.



MCM 504 Geological and Hydrological Hazards

Semester	First
Course Name	Geological & Hydrological Hazards
Course Code	MCM 504
Credit Hours/Teaching Hours	3/48 Hours
Theory/Practical	Theory

Course Description

This program provides a comprehensive insight into geological and hydrological hazards, the reasons, impacts, and prevention of these hazards. The course covers the essentials of earth processes, natural hazards, and hydrometeorological phenomena with specific focus on risk assessment, early warning, and disaster management. The practical knowledge is imparted through field visits, case studies, and numerical tutorials so that students learn to analyze and prevent disasters.

Course Objectives

This aims to achieve the following objectives:

1. To identify, appreciate, and explain the fundamental processes behind geological and hydrological hazards.
2. To analyze the risks associated with disasters and develop mitigation strategies.
3. To utilize early warning systems and technology for hazard monitoring.
4. To apply integrated disaster risk management approaches in real-world scenarios.
5. To conduct field-based assessments and prepare disaster management plans.



Course in Detail

The details in terms of units and specific topics are outlined in the table below.

Unit	Topic and Content	Teaching Hours
I	Introduction to Geology, Hydrology and Related Hazards <ul style="list-style-type: none">- Introduction to earth science; scope and branches; methods of study; geological hazards and approach of their management- Introduction to hydrology, hydrological hazards and their management practices	3
II	Geological Processes and Hazards <ul style="list-style-type: none">- Minerals and Rocks: definition, formation process and classification.- Geological structures: bedding, foliation, joints, faults, folds, and unconformity; and their role in causing disasters.- Interior of Earth: Internal structures and their characteristics- Plate tectonics: definition, movement of the lithospheric plates, types of plate boundaries, continental drift, seafloor spreading, and subduction zones.- Geology of Nepal: Tectonic subdivisions; Geologic units and physiographic units; Origin of mountain ranges; Rock types found in Nepal- Study of Maps: Physiographic map, topographic map, geologic map and geological cross-section.- Earth Processes: Weathering, erosion and deposition; Geological work of river, groundwater, glacier, wind, ocean and sea.- Geological hazards: Causes, consequences and impact minimizing measures for earthquake, volcanoes, and landslides focusing on road, tunnel, dam, irrigational canal, and building construction.- Case Studies of Geological Hazards in Nepal	30



III	<p>Hydrological Process and Hazards</p> <ul style="list-style-type: none"> - Watershed, hydrological cycle and water Balance - Floods (Causes, Impacts, and Management) - Droughts (Causes, Consequences, and Mitigation) - Cyclones, Thunderstorms, and Hailstorms - Presentation of Rainfall Data and Estimation of Rainfall - Snowfall, Avalanches, and Glacial Hazards - Hydrological Analysis (Hydrological Losses; Rainfall-Runoff Relationship; Stream Gauging; Stream Flow; Rating Curve) - Introduction to agencies responsible for hydro-meteorological data, data acquisition, forecasting and disaster reduction - Case studies of hydrological hazards in Nepal 	12
VI	<p>Practical Application and Field Excursion</p> <ul style="list-style-type: none"> - Geological field excursion to understand geological data collection techniques and their interpretation (Submission of a field report is compulsory) - Hydro-meteorological field excursion to understand data collection techniques and their use in identifying potential hazards of the area. (Submission of a field report is compulsory) - Visits to agencies responsible for weather forecasting and monitoring of hydro-meteorological networks <p><i>(Field excursion is a mandatory component of internal assessment. Check details on internal assessment. the 3 teaching hours mentions in this unit is for class discussion and preparedness before the field visit).</i></p>	3



Teaching Methods

1. **Lectures:** Instructors will deliver structured presentations to introduce key concepts, theories, and methodologies in research and academic writing. Lectures provide a foundational understanding of the course material, ensuring students grasp essential principles and frameworks relevant to crisis and disaster management studies.
2. **Class Discussions:** Interactive discussions will be encouraged to foster critical thinking and deeper engagement with the course content. Students will analyze case studies, debate research methodologies, and share perspectives on ethical issues, enhancing their ability to apply theoretical knowledge to real-world scenarios.
3. **Audio-visual (AV) Aids:** Multimedia tools such as videos, slideshows, and infographics will be used to illustrate complex concepts, making the learning process more engaging and accessible. AV aids help visualize data, research designs, and academic writing techniques, catering to diverse learning styles and reinforcing key points discussed in lectures and discussions.
4. **Field Excursion:** There must be at least two field excursions to appreciate geological or hydrological processes.

Evaluation

The evaluation for this course is divided into two components: Continuous Internal Evaluation (40%) and a Comprehensive End-of-Semester Examination (60%).



1. Continuous Internal Evaluation (40%)

Headings	Marks out of 40 Marks
Attendance	5
Class Participation & Activity	5
Practical Pre-Board Internal Exam	10
Presentation/Assignments/Field/Quizzes etc.	2*10=20

This component is conducted by the faculty and is based on students' ongoing performance throughout the semester. The 40 marks are distributed as follows:

Attendance: 5 Marks based on the records of attendance.

Class Participation and Activity: 5 Marks (active engagement in discussions, activities, and contributions to class dynamics).

Pre-Board Internal Exam: 10 Marks for pre-board internal examination.

Remaining 20 Marks: This is divided into two Field excursions and report writing assignments. Faculty and students coordinate to visit two sites (one geological site and one hydrological site). This can be combined in the same day or could be in two different days. Each student must submit a field report (2 field reports of each site). 20 marks for two field visits and report writing (10 for each).

2. Comprehensive End-of-Semester Examination (60%):

This is a centrally conducted examination at the end of the semester, covering the entire course content.

Recommended Readings



Bilham, R., Bodin, P., & Jackson, M. (1995). Entertaining a great earthquake in western Nepal: Historic inactivity and geodetic test for the development of strain. *Journal of Nepal Geological Society*, 11, 73–88.

Chalise, S. R. (2001). An introduction to climate, hydrology, and landslide hazards in the Hindu Kush-Himalayan region. In L. Tianchi, S. R. Chalise, & B. N. Upreti (Eds.), *Landslide hazard mitigation* (pp. 51–62). ICIMOD.

Chow, V. T., Maidment, D. R., & Mays, L. W. (1988). *Applied hydrology*. McGraw-Hill.

Hamblin, W. K., & Christiansen, E. H. (1998). *Introduction to environmental geology*. Prentice-Hall.

Hydrometeorology: Advancing weather and climate science. (2016). (Series editor: John A. Knox). Wiley.

Joint Workshop: The Role of Hydrometeorological Services in Disaster Risk Management. (2012, March 12). Washington, D.C., United States.

Keffer, D. K. (1984). Landslides caused by earthquakes. *Geological Society of America Bulletin*, 95(4), 406–421.

Keller, E. K. (1999). *Introduction to environmental geology*. Prentice-Hall.

Multi-Hazard Early Warning Systems: A Checklist. (2017, May 22–23). Outcome of the first Multi-Hazard Early Warning Conference, Cancún, Mexico.

National Institute of Disaster Management, Ministry of Home Affairs, Government of India. (n.d.). *Hydrometeorological disasters manual*.

Pandey, M. R., Chitrakar, G. R., Kafle, B., Sapkota, S. N., Rajaure, S., & Gautam, U. P. (2002). *Seismic hazard map of Nepal*. National Seismological Centre, Department of Mines and Geology, Government of Nepal.

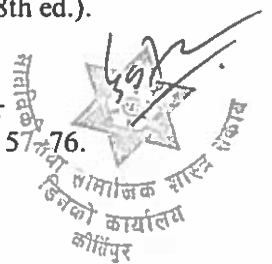
Paron, P. (n.d.). *Hydro-meteorological hazards, risks, and disasters*. Elsevier.

Quevauviller, P. (Ed.). (n.d.). *Hydro-meteorological extreme events; hydro-meteorological hazards: Interfacing science and policy*. Wiley Blackwell.

Subramanya, K. (n.d.). *Engineering hydrology*. Tata McGraw-Hill Publishing Co.

Tarbuck, E. J., & Lutgens, F. K. (2005). *Earth: An introduction to physical geology* (8th ed.). Prentice-Hall.

Tiwari, K. R., & Rayamajhi, S. (2018). Devastating monsoon: Water-induced disaster management practices in Nepal. *Forestry: Journal of Institute of Forestry, Nepal*, 15, 57–76.



United Nations Office for the Coordination of Humanitarian Affairs (OCHA), United Nations Office for Disaster Risk Reduction – Regional Office for Africa (UNDRR AF), International Network for Capacity Building in Integrated Water Resources Management (Cap-Net), & Nile IWRM Capacity Building Network (Nile IWRM Net). (2009, March). *Hydro-climatic disasters in water resources management: Training manual*.

Upreti, B. N. (1999). An overview of the stratigraphy and tectonics of the Nepal Himalaya. *Journal of Asian Earth Sciences*, 17(5–6), 577–606.

Upreti, B. N. (2001). The physiography and geology of Nepal and their bearing on the landslide problem. In L. Tianchi, S. R. Chalise, & B. N. Upreti (Eds.), *Landslide hazard mitigation* (pp. 31–48). ICIMOD.

World Bank, United Nations International Strategy for Disaster Reduction, & World Meteorological Organization. (2012, March 12). *The role of hydrometeorological services in disaster risk management*. Washington, D.C.

तारानिधि भट्टराई, निमानन्द रिजाल, र किशोर थापा. (२०७९). *बहतर सालको भूकम्प*. पब्लिकेसन नेपाल, काठमाण्डौ.



MCM 505 Research Methodology and Academic Writing

Semester	First
Course Code	MCM 505
Credit Hours/Teaching Hours	3/48 Hours
Theory/Practical	Theory

Course Description

This course provides a comprehensive understanding of research methodology and academic writing tailored for MA students in Crisis Management Studies. It covers qualitative, quantitative, and mixed-method research designs, emphasizing their application in disaster and crisis contexts. Students will learn ethical research practices, data collection, analysis techniques, and critical appraisal of literature. The course also focuses on developing skills in writing research reports, adhering to academic standards such as APA style. By the end, students will be equipped to design, conduct, and present research effectively, contributing to evidence-based practices in crisis and disaster management.

Course Objectives

The course aims to achieve the following objectives:

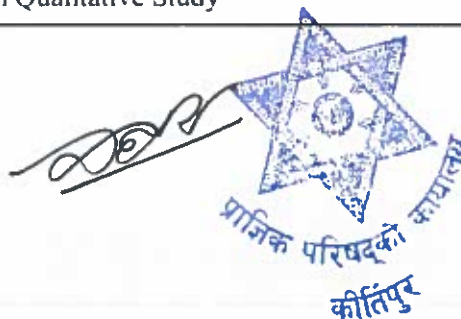
1. To familiarize students with quantitative, qualitative, and mixed-method research designs, enabling them to select and apply appropriate methodologies in crisis and disaster management studies
2. To equip students with the knowledge and skills to conduct research ethically, ensuring integrity and responsibility in data collection, analysis, and reporting
3. To develop students' abilities to write clear, concise, and well-structured research reports and academic papers, adhering to established standards such as APA style



Course in Detail

The details in terms of units and specific topics are outlined in the table below.

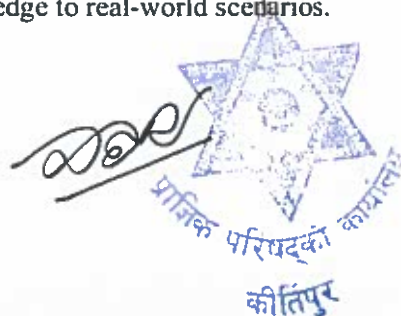
Unit	Unit Topic and Content	Teaching Hours
I	Introduction <ul style="list-style-type: none">- Methods of Knowing- Deductive and Inductive Process- Philosophy & Paradigms of Research- Science vs PseudoScience- Ethics and Human Subjects in Research- Use of Theory in Research	6
II	Language, Process of Research, and Review of Literature <ul style="list-style-type: none">- Validity of Research- Validity and Reliability of Measurement- Variables and Measurement- Types of Research Questions- Types of Relationship- Statement of Problem- Objectives- Hypothesis- Process of Research- Research Fallacies- Process Review of Literature	6
III	Quantitative Studies <ul style="list-style-type: none">- Definition and Characteristics- Use of Theory in Quantitative Study- Process of Quantitative Study- Statement of Problem , Objectives, and Research Questions in Quantitative Study- Hypothesis Setting- Research Designs in Quantitative Studies- Primary and Secondary Data- Sample Size Determination and Sampling Process- Report Writing in Quantitative Studies- Measurement Instruments: Standardized Instruments; Development of Instruments/Questionnaire- Metadata Analysis	9
IV	Qualitative Studies <ul style="list-style-type: none">- Definition and Characteristics- Use of Theory in Qualitative Study	9



	<ul style="list-style-type: none"> - Process of Qualitative Study - Major Types of Qualitative Studies - Statement of the Problems, Objectives, Research Questions in Qualitative Studies - Sample Size and Theoretical Saturation - Qualitative Data Collection Techniques - Ethics in Qualitative Studies at Different Stages - Validity of Qualitative Findings - Bracketing and Triangulation 	
V	Mixed Methodology <ul style="list-style-type: none"> - Pragmatism and Mixed methodology - Types of Mixed Methods Designs - Presentation of Results and Findings of Mixed Methodology - Action Research 	6
VI	Academic Writing <ul style="list-style-type: none"> - Characteristics of Academic Writing - Discipline in Academic Writing - GEDSI (Gender Equality Disability and Social Inclusion) and Academic Language - Writing Styles Sheets (APA Style) - AI and Academic Writing - Plagiarism - Citation Management Software - APA Style Formatting - Thesis/Dissertation Writing 	12

Teaching Methods

1. **Lectures:** Instructors will deliver structured presentations to introduce key concepts, theories, and methodologies in research and academic writing. Lectures provide a foundational understanding of the course material, ensuring students grasp essential principles and frameworks relevant to crisis and disaster management studies.
2. **Class Discussions:** Interactive discussions will be encouraged to foster critical thinking and deeper engagement with the course content. Students will analyze case studies, debate research methodologies, and share perspectives on ethical issues, enhancing their ability to apply theoretical knowledge to real-world scenarios.



3. **Audiovisual (AV) Aids:** Multimedia tools such as videos, slideshows, and infographics will be used to illustrate complex concepts, making the learning process more engaging and accessible. AV aids help visualize data, research designs, and academic writing techniques, catering to diverse learning styles and reinforcing key points discussed in lectures and discussions.

Evaluation

The evaluation for this course is divided into two components: **Continuous Internal Evaluation (40%)** and a **Comprehensive End-of-Semester Examination (60%)**.

1. Continuous Internal Evaluation (40%):

Headings	Marks out of 40 Marks
Attendance	5
Class Participation and Activities	5
Pre-Board Internal Exam	10
Presentation/Assignments/Field/Quizzes etc.	2*10=20

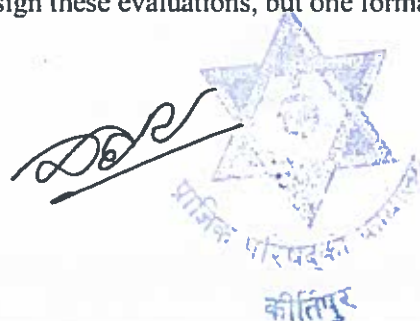
This component is conducted by the faculty and is based on students' ongoing performance throughout the semester. The 40 marks are distributed as follows:

Attendance: 5 Marks based on the records of attendance.

Class Participation and Activity: 5 Marks (active engagement in discussions, activities and contributions to class dynamics).

Pre-Board Internal Exam: 10 Marks for pre-board internal examination.

Remaining 20 Marks: These are divided into two evaluation formats, each worth 10 marks. Faculty have the flexibility to design these evaluations, but one format must be an



individual presentation. The remaining one format can be decided by the faculty and may include: Written assignments (e.g., research proposals, critical reviews); Quizzes or tests on course content; Group projects or case study analyses.
Practical exercises (e.g., data analysis, report writing).

2. Comprehensive End-of-Semester Examination (60%):

This is a centrally conducted examination at the end of the semester, covering the entire course content. It assesses students' overall understanding of research methodology and academic writing, with a focus on their ability to apply concepts to crisis and disaster management contexts.

Recommended Readings

APA Style Journal Article Reporting Standards (APA Style JARS). (n.d.). *APA Style*.
<https://apastyle.apa.org/jars>

Cannella, G. S., Giardina, M. D., Denzin, N. K., & Lincoln, Y. S. (Eds.). (2023). *The SAGE handbook of qualitative research* (6th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Eco, U. (2015). *How to write a thesis* (C. M. Farina & G. Farina, Trans.). The MIT Press.
(Original work published 1977)

Kerlinger, F. N. (2017). *Foundations of behavioral research*. Surjeet Publications.

Trochim, W. M. K. (2025). *The research methods knowledge base*. <https://conjointly.com/kb/>

