

BAHIR DAR UNIVERSITY



INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

A CURRICULUM FOR THE DEGREE OF BACHELOR OF SCIENCE (BSc) IN DISASTER RISK MANAGEMENT AND SUSTAINABLE DEVELOPMENT

MAY, 2020

BAHIR DAR, Ethiopia

**A CURRICULUM FOR THE DEGREE OF BACHELOR OF SCIENCE (BSc)
IN DISASTER RISK MANAGEMENT AND SUSTAINABLE
DEVELOPMENT**

**DEPARTMENT OF DISASTER RISK MANAGEMENT AND SUSTAINABLE
DEVELOPMENT**

**INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY
STUDIES**

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[This draft document is a revised curriculum for Bachelor Degree in “Disaster Risk Management and Sustainable Development” under the Department of Disaster Risk Management and Sustainable Development in the Institute of Disaster Risk Management and Food Security Studies submitted to Bahir Dar University for discussion, amendments and approval. This revised curriculum is prepared with a due consideration of the general directions from MoSHE particularly following the changes in the standard period of study (from three to four academic years with 8 semesters) for a bachelor degree programs.]

MAY, 2020

BAHIR DAR

EXECUTIVE SUMMARY

Name of the Degree Program: Disaster Risk Management and Sustainable Development

Name of the Degree to be awarded: Bachelor of Science in Disaster Risk Management and Sustainable Development in Amharic as: የሳይንስ ባችለር ዲግሪ በአደጋ መከላከልና ዘላቂ ልማት

Degree to be awarded by: Bahir Dar University, Subjected to the Approval of the Senate

Standard Period of Study: 4 Academic Years with 8 Semesters

Commencement of the Program: Each year in September starting from 2020/2021

Fees / Charges:

Cost-sharing

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1. Background of the Program

Like most developing economies, Ethiopia is found to be vulnerable to a wide range of environmental problems. Drought and flood represent major challenges, but a number of other hazards affect communities and livelihoods. These include: frost and hail, crop pests and diseases, livestock diseases, human diseases, conflict, landslides, earthquakes and urban and forest fires. Climate change is predicted to further increase exposure to climate-related and hydrological hazards and given the overall economic importance of agriculture and its vulnerability to climate variability, the livelihood of poor households and the scarce diffusion of irrigation and water-shed management practices make Ethiopia particularly vulnerable.

Capacity to effectively prevent, mitigate, prepare for and respond to disaster risks triggered by these hazards require knowledge, skills, motivation and resources that includes training, education, policy support, and systemic accountability. Legislative framework on disaster management in Ethiopia started since the 1973/74 famine. By identifying the key gaps, the National Policy on Disaster Prevention and Management provides an opportunity for the integration of disaster risk management and sustainable development initiatives in higher education and research institutions. However there remains the gap in addressing the professionalization and capacity development challenges of the DRM workforce.

As a response for the identified gap, Bahir Dar University has established “The Department of Disaster Risk Management and Sustainable Development (DRMS)” in 2005. Given the disaster risk management context of Ethiopia, the need for a revision arises from systematic analysis of stakeholders’ feedback. The feedback came from various stakeholders in different time and place including workshops that have been prepared by the department of disaster risk management and sustainable development. The feedback containing the critique and recommendation has been sourced from members of the training community as well as government and non-government organizations. The feedbacks provided by stakeholders and training community includes:- redundancy of course contents; dichotomization of courses that could be one and exclusion of unnecessary and inclusion of unnecessary courses for the program. Most importantly, substantial revision was undertaken by the department considering current and emerging disaster risk challenges of the globe in general and Ethiopia in particular

2. Rationale of the Program

Ethiopia, like other countries in Sub-Saharan Africa is prone to disaster risks of natural and anthropogenic origin. Common disasters in recent years include famine, diseases, environmental degradation and conflicts, which have disproportionately affected most vulnerable groups such as women, children, elderly and the disabled members of society. This program is developed in response to the ongoing need to building disaster resilient communities through strengthening capacity to prevent, plan and respond to disasters within the sustainable development framework. The program is designed to fill a widely sought after but sparsely provided focus at undergraduate level. Using multi-disciplinary approach, the program seeks to produce competent professionals who are equipped with both academic and practical knowledge and skills in managing all the phases of the disaster cycle. Whilst the program deals with topics at a local level, topics of international relevance are also covered to ensure graduates are able to fit at both local and international levels.

3. Rationale for Revision

There are various reasons to review the current curriculum. First, the implementation of new educational road map of the country changes the current three-year study period of the degree programs into a four-year degree programs to enable universities to provide basic and general courses in the freshman academic year. Second, the dynamism of the disaster risk management issues in the country changes over the last 10 years (for instance: DRM policy was ratified in 2013 and resulting growing need of improving emergency preparedness and response capabilities of the existing DRM workforce in Ethiopia, as well as the growing interest of city governments in managing urban risks, etc). Third, the recent tracer study involving DRM graduates of 12 African universities, including Bahir Dar University, documented evidences that confirm strong work-force traction for DRM graduates across Africa, include high employment prospects and placements across diverse fields. Significantly, considerable numbers of graduates have taken up government positions at (sub) national or local scales in a wide range of ministries and government departments. This new employment patterns necessitates the need to revise the current curriculum so that our graduates offer a high value skill-set that is "fit-for-purpose" for multiple fields and sectors.

Moreover, at Macro level there is huge shifts with regard to policies strategies to bring about sustainable development at the country which is being witnessed in many critical successes. Growth and Transformation plan (GTP) and Climate-Resilient Green Economy (CRGE) and others are some

of the policy shifts we need to in line with at large. The recent International Conference held in Sendai, Japan has formulated a new framework for Disaster Risk Reduction (SFDRR) which has superseded the Hyogo Framework for Action (HFA) and other new Global Frameworks & DRR related initiatives (SD Goals, Paris Agreement, Urban Agendas) are another reasons to do so.

Upon this understanding of new developments, in terms of employment patterns and policy changes at global and national levels including the new direction taken up by MoSHE, the department decides to revise the existing curriculum.

4. Philosophy of the Program

The philosophical standpoint regarding the nature of disaster risks and its management has evolved over time. This can be seen in the view of the two dominant perspectives- 'Disasters as acts of nature' vs 'Disasters as acts of man'. The first perspective views disasters as the characteristics of **natural hazards** and often focuses on scientific weather forecasting and engineering solutions to the management of disaster risks. However, the second perspective views disasters as unanswered questions of development and tend to focus on reducing disaster risks developmentally. This approach placed the importance of **human vulnerability** as the key drive of disaster related loss in the forefront. As a result, Hazards research and vulnerability research traditions, dominated by physical and social sciences respectively, born out of these two opposing perspectives.

However, critics on this two opposing views of disasters leads to the development of newly emerging paradigm that tries to perceive hazards and disasters as two sides of the same coin where neither can be fully understood from the view point of either physical science or social science alone. Rather this recent view reemphasizes **the mutual interactions between nature and society**.

Therefore, our revised curriculum is primarily informed by this newly emerging paradigm that views disasters as a serious disruption resulted from the interaction between nature and society. This makes the program a trans-disciplinary field involving integration of knowledge from various disciplines. The revised curriculum enables the would-be graduates to offer a high value skill-set that is "fit-for-purpose" for multiple fields and sectors.

5. Goal of the Program

The overall goal of this undergraduate program is to produce high quality graduates acquainted with knowledge, skills and attitudes that could contribute for effective disaster risk management in a sustainable manner to build a disaster resilient society.

6. Objectives of the Program

Specifically, the program seeks to:

- Produce e qualified graduates with the required knowledge and skills to practice disaster risk management in a sustainable manner.
- Foster an informed and critical attitude towards theoretical and applied aspects of disaster risk management and sustainable development.
- Develop knowledge and skills required to improve livelihood and food security status of the society.
- Produce graduates who could facilitate DRM mainstreaming into various development sector activities.
- Produce qualified graduates with the required capacity of research design and analytical skills related to disaster risk and development
- Produce qualified graduates with effective coordination, communication and facilitation knowledge and skills related to disaster risk management.

7. Professional Profile

The program consists of a blend of academic knowledge and skills-based disciplines to produce well equipped expertise in disaster risk management and sustainable development that are expected to serve as professionals in a wider spectrum of areas related to the management of disaster risks. A professional in Disaster Risk Management and Sustainable Development is expected to perform the following tasks listed under eight career path ways:

Career path ways/ Duty	Tasks						
	1	2	3	4	5	6	7
DRM Expert/Practitioner	Organize participatory CBDRM	Perform hazard, vulnerability & capacity assessments	Formulate comprehensive DRR/CCA plan; develop Contingency plans	Coordinate DRM activities with stakeholders;	mobilize resources for DRM activities	Develop performance indicators for DRM activities	Monitor, evaluate implementation of DRM activities
Community Facilitator	Identify vulnerable and marginalized groups	Perform community-based social and resource mapping; collect information related to DRR	Coordinate communities to implement DRR plans	Organize communities to implement DRR plans; mobilize community resources	Identify challenges and unmet needs of vulnerable groups among risk prone communities	Disseminate DRR related information to communities; organize community experience sharing	Mobilized community-based institutions during emergencies
Safety officer	Identify safety risks in different contexts	Identify requirement for safety equipment	Develop safety risk maps	Develop safety management plan	Coordinate implementation of safety measures; find	Monitor and supervise availability and functionality of	Conduct accident investigation and

		and signs			resources for safety activities	safety equipment and signs	communicate investigation report
EIA/SIA expert	Conduct environmental & social impact assessment	Develop environmental strategic impact assessment	Perform environmental auditing	Coordinate monitoring & evaluation of environmental impact assessment performances	Review Environmental Impact Assessment Documents		
Public Health Emergency Expert	Describe the epidemiology of public health problems in emergency settings	Identify key public health intervention strategies in emergency settings	Coordinate epidemic investigation & management	Communicate public health risk information with concerned stakeholders			
Livelihood and food security expert	Identify potential livelihoods options in different contexts	Conduct livelihood and food security assessments	Develop plan for livelihood diversification and income generation	Coordinate implementation of Livelihood & food security activities with different stakeholders	Monitor and evaluate livelihood and food security program activities		
Researcher	Identify action research problem	Organize action research team	Identify resources	Undertake action research	Write report and disseminate findings of action research		
Teacher/trainer	Develop syllabus	Prepare training materials	Prepare teaching aids	Conduct seminar, workshops	Facilitate field practice	Evaluate students' performance	

8. Graduate Profile

A graduate profile in disaster risk management and sustainable development Program is expected to:

Knowledge

- Describe concepts and definitions related to disaster risk management and sustainable development.
- Explain principles, standards and frameworks in disaster risk management and sustainable development
- Identify, prioritize and characterize hazards and risks
- Identify and profile vulnerability/capacity conditions of communities and places
- Explain the research methods and tools related to disaster risk and sustainable development
- Explain appropriate and innovative solutions for problems related to disaster risk management and sustainable development
- Distinguish the major public health problems and intervention strategies

Skill

- Perform risk and environmental impact assessments
- Develop DRR and contingency plans
- Produce hazard, vulnerability and risk maps
- Coordinate and facilitate preparedness and response activities during disaster emergencies,
- Communicate and disseminate disaster risk related information
- Conduct action research and consultancy in the area of disaster risk management and sustainable development
- Teach/train disaster risk management and sustainable development related courses.
- Demonstrate safety management procedures and standards

Attitude

- Appreciate the role of disaster risk management for sustainable development.
- Value participation of disaster affected communities in decision making processes of disaster risk management.
- Promote disaster prevention and safety culture
- Sympathize the needs of disaster affected communities
- Advocate human rights during emergencies

9. Admission Requirements

For regular program, students whose stream is natural science and social science and who can fulfill the higher education requirements set by the Ministry of Education can join the department. **For Extension and Summer Programs**, students who graduate in certificate level and above in General agriculture, Agricultural Economics, Agricultural Extension, Social Science, Applied science, Engineering and other related fields of study could register for the program.

10. Mode of Delivery

The delivery of modules and course will include both block and parallel methods for regular, extension, summer and distance programs

11. Duration of the Study

The following are the standard period of study for regular, summer, extension and distance programs

- ❖ 4 years (8 semester)for regular under graduate program
- ❖ 6 years(12 semester and 5 kirmete) for extension undergraduate program
- ❖ 6 years (12 semester) for summer under graduate program
- ❖ 7 Years (14 semester) for distance under graduate program

12. Graduation Requirements

From the total of courses taken (with a minimum of 148 credit hours or 250 CP) ~~a candidate eligible for graduation should score 2.0 or better cumulative grade point average (CGPA) over all courses including their major, supportive and common courses. Candidates who have grades like F (Failed), I (Incomplete), NG (No Grade) shall not become eligible for graduation.~~

13. Degree Nomenclature

Nomenclature of the degree to be awarded on successful completion of the program leads to a certification referred in English as: **Degree of Bachelor of Science in Disaster Risk Management and Sustainable Development**, in Amharic as:

የሳይንስ ባችለር ዲግሪ በአደጋ ሥጋት መከላከልና ዘላቂ ልማት

14. Assessment Strategies

- i. For theory part courses work
 - Quizzes, tests, assignments, mid and final Examination
- ii. For practical courses
 - Laboratory reports/ field reports, practical examinations, written examinations
- iii. For research project; field practice and seminars –

Quality of paper presented, style of presentation, adequacy of defending the material presented

15. Resources

15.1 Core Staff Profile

Currently, the following core staffs are available to run the program.

<i>S.No</i>	<i>Full Name</i>	<i>Specialization</i>	<i>Qualification</i>	<i>Academic Position</i>	Remark
1.	Adane Tesfaye	Agricultural Pest Management	PhD	Ass. Professor	
2.	Abraham Mebrat	Environmental Engineering	PhD	Associate Professor	
3.	Mossa Endris	Social Anthropology	PhD	Ass.professor	
4.	Birhan Sisay	Developmental Studies (Livelihood & Development)	PhD	Ass.professor	
5.	Tesfahun Asmamaw	Environmental & Geographical Science	PhD	Ass.professor	
6.	Alebel Ayenalem	DRMSD	MSC	Lecturer	
7.	Tarekegn Ayalew	Risk, Crisis, and Disaster Management	MSC	Lecture r	
8.	Yidnekachew Merkeb	Public Health	MSC	Lecturer	
9.	Misganaw Teshager	DRMSD	MSC	Lecture r	<i>PhD Candidate</i>
10.	Fairuz Temam	DRMSD	MSC	Lecturer	
11.	Mentesinot Azene	Development Studies(Environment & Development)	PhD	Ass.professor	
12.	Neima Ahmed	Gender & Development Studies	MSC	Lecturer	
13.	Jemal Simeneh	ICT	BSC	Graduate A.	
14.	Birhanu Gedef	DRMSD	M.A	Ass.professor	
15.	Birtukan Atinkut	DRMSD	MSC	Ass.professor	<i>PhD Candidate</i>
16.	Yilebes Addisu	DRMSD	MSC	Ass.professor	<i>PhD Candidate</i>
17.	Haileyesus Abate	ICT	BSC	Assist. ICT	
18.	Desalegne Chanie	Watershed Management	PhD	Ass.Professor	
19.	Henok Abate	DRMSD	MSC	Lecturer	
20.	Yosef Tameru	Public Health	MSC	Lecturer	
21.	Adey Belete	DRMSD	MSC	Lecturer	
22.	Zerihun Yohanes	Environmental Management	PhD	Ass.professor	

23.	Asaye Yesmaw	DRMSD	MSc	Lecturer	
24.	Mekonon Getachew	DRMSD	BSc	Graduate II	<i>MSc Candidate</i>
25.	Muluneh Getaneh	Natural risk management	MSc	Lecturer	<i>PhD Candidate</i>
26.	Emiyamerew Yoseph	DRMSD	BSc	Technical Assi	<i>MSc Candidate</i>
27.	Dejene Sahlu	Water Resources Engineering and Management	PhD	Ass.Professor	

15.2 Affiliated Staff profile

S.No	Full Name	Specialization	Qualification	Academic Position	Remark
1	Atalel Wubalem	Agricultural Economics	MSc	Lecturer	Agr.Economics Dept
2	Kassahun Tasie	Agricultural Economics	MSc	Lecturer	Agr.Economics Dept
3	Hawulet Mohamed	Agricultural Economics	MSc	Lecturer	Agr.Economics Dept
4	Anteneh Mulugeta	Statistics	MSc	Lecturer	Agr.Economics Dept
5	Gashaw Bimerew	Agro-meteorologist	PhD	Ass.Professor	NaRM Dept
6.	Zemen Ayalew	Agricultural Economics	PhD	Ass.Professor	Agr.Economics Dept

15.3. Existing Physical Resources and Infrastructure

The program has basic instructional materials and equipment and has enough reference books and has facilities for producing even the most basic instructional materials. Furthermore, the program will have more partners in the future; given the International and Regional focus that Ethiopia to be a Disaster research and training center. Moreover, to commence this program the IDRMFSS has got sufficient learning materials, study guides for the course as well as the research works. This research and Educational facilities lab will continually be improved and upgraded as the need arises. We will soon have a dedicated laboratory available for advanced image processing and GIS applications and shall be used for accessing and making use of the online data resources. In their stay at our IDRMFSS students will get lab and field practices and excursion, all the necessities are ready for the action. Moreover, we have recently established a computer and GIS laboratory which can be used for Computer and GIS courses this curriculum could have.

15.4. Collaboration and partnershiping

We have established collaboration both in the university and outside the university. within the university we have a strong linkage with College of agriculture and environmental sciences, College of social sciences, College of business and economics, Bahir Dar Institute of Technology (BIT) and others to make use of the university facilities at our best disposal. Besides, we had the working agreement with other organizations operationalize in National Disaster risk Management Commission (NDRMC), Ethiopia like Ethiopian Industrial park corporation (EIPC), Ethiopian Red Cross Society(ERCS), UNDP, USAID, FDRMC, Oxfam-GB, CARE Ethiopia and others where we can tap the resources and study materials developed. In Addition to that, the institute has a number o of network and collaboration out of Ethiopia like Peri Peri U consortium member, Global Network for Disaster Risk (GNDR), African Union, Wageningen University and Arizona University.

16. Quality Assurance Mechanisms

The quality of the program is assessed in terms of the instruction performance and the impact of the program on the quality of graduates looking for further studies. With regard to instruction performance, in line with the University policy, students' evaluations are taken in to account. The quality of graduates is measured by the feedback obtained from the employers and stakeholders who are the immediate beneficiaries of the program and also the graduates who are able to rate their own confidence in meeting the challenges they encounter after graduation.

Moreover, the quality assurance officer of the institute shall make sure that teaching and learning process is smooth and according to program and course plans. The quality assurance shall discuss

with course instructors and students to get a feedback on the teaching and learning environment. Written individual works, discussion groups and practical works will form principal ways by which students will be expected to both learn and be assessed.

17. Course Information

17.1 Program Structure

This program organized with seven modules and fifty sixtyt courses.

17.2 List of Modules and Courses

Module Code	Module Name	Course Name	Course Code	Credit	Lec	Prac	Tutorial	Home Study	CP
Drms-M01	Common Courses								
		Mathematics for Natural Sciences	Math1011	3	3	2	0	5	5
		Communicative English Skills I	FLEn1011	3	3	0	0	7	5
		Geography of Ethiopia and the Horn	GeES1011	3	3	0	0	7	5
		General Physics	Phys1011	3	2	1	0	7	5
		General Psychology	Psyc1011	3	3	0	0	7	5
		Critical Thinking	LoCT1011	3	3	0	0	7	5
		Physical Fitness	SpSc1011	P/F	1	0	1	0	P/F
		Introduction to Emerging Technologies	EmTe1012	3	2	3	0	5	5
		Communicative English Skills II	FLEn1012	3	3	0	0	7	5
		History of Ethiopia and the Horn	Hist1012	3	3	0	0	7	5
		General Chemistry	Chem1012	3	2	0	3	5	5
		General Biology	Biol1012	3	2	0	3	5	5
		Moral and Civic Education	MCiE1012	2	2	0	0	6	4
		Social Anthropology	Anth1012	2	2	0	0	6	4
		Inclusiveness	Incl1012	2	2	0	0	6	4
		Entrepreneurship	MGMT 1012	3	3	0	0	5	5

Drms-M02	SUPPORTIVE COURSES								
	Economics	Econ2021	3(3+0)	3	0	0	6	5	
	Natural Resources	Geog2022	3(3+0)	3	0	0	6	5	
	Climate Science & Agro Meteorology	Drms2023	3(3+0)	3	0	0	6	5	
	Earth Science	Geol2024	2(2+0)	2	0	0	5	4	
	Computer & Its Application	Inct2025	3(2+1)	2	1	0	5	5	
Drms-M03	FUNDAMENTALS OF DISASTER RISK MANAGEMENT								
	Introduction to Disaster Risk Management	Drms2031	3(3+0)	3	0	0	7	5	
	Natural Hazards	Drms2032	3(3+0)	3	0	0	7	5	
	Anthropogenic Hazards	Drms2033	3(3+0)	3	0	0	7	5	
	Perception & Identification of Risk	Drms2034	2(2+0)	2	0	0	5	4	
	Disaster Risk Reduction	Drms2035	3(3+0)	3	0	0	6	5	
	Early Warning & Risk Information System	Drms2036	3(3+0)	3	0	0	7	5	
	Emergency Preparedness & Response	Drms3037	3(3+0)	3	0	0	5	5	
	Emergency Logistics Management	Drms4038	2(2+0)	2	0	0	6	4	
	Drought and Flood Management	Drms3039	3(3+0)	3	0	0	7	5	
	Community Based DRM	Drms2030	3(2+1)	2	1	0	5	6	
Drms-M04	SUBJECT SPECIFIC DISASTER RISK MANAGEMENT								
	Climate Change & Disaster	Drms4041	3(3+0)	3	0	0	6	5	
	Crop Production & Risk Management	Drms3042	3(2+1)	2	1	3	6	6	
	Animal Production & Risk Management	Drms3043	3(2+1)	2	1	3	6	6	
	Urban Risk Management	Drms3044	3(3+0)	3	0	0	5	4	

	Fire Risk Management	Drms4045	3(2+1)	2	1	0	5	6	
Drms-M05	DISASTER AND SUSTAINABLE DEVELOPMENT								
	Sustainable Development	Drms3051	3(3+0)	3	0	0	6	5	
	Livelihoods and Food Security	Drms2052	3(3+0)	3	0	0	6	5	
	Disaster Risk Governance & Policy	Drms4053	3(3+0)	3	0	0	6	5	
	Disaster Risk Financing and Insurance	Drms3054	2(2+0)	2	0	0	5	4	
	Project Management in DRM	Drms4055	2(2+0)	2	0	0	6	4	
	Development Planning & DRR	Drms3056	3(3+0)	3	0	3	7	5	
	Relief and Development	Drms4057	3(3+0)	3	0	0	6	5	
Drms-M06	CROSS-CUTTING ISSUES IN DRM								
	Sociology of Disasters	Drms3061	2(2+0)	2	0	0	5	4	
	Gender, Disaster & Development	Drms4061	3(3+0)	3	0	0	5	5	
	Health & Nutrition	Drms3062	3(3+0)	3	0	3	5	5	
	Food safety	Drms4063	2(2+0)	2	0	3	5	4	
	Occupational Safety & Health	Drms4064	3(3+0)	3	0	3	6	5	
	Disaster epidemiology	Drms4065	3(3+0)	3	0	3	6	5	
	Peace & Conflict Management	Drms4066	3(3+0)	3	0	0	5	5	
	Migration & Refugees	Drms3067	2(2+0)	2	0	3	6	4	
	Disaster Trauma Counselling	Drms4068	3(3+0)	3	0	0	5	5	
Drms-M07	RESEARCH METHODS AND TOOLS IN DRM								
	Statistics for DRM	Drms2071	3(3+0)	3	0	3	7	5	
	GIS & Remote Sensing in DRM	Drms3072	3(2+1)	2	1	3	5	6	
	Environmental & Social Impact Assessment	Drms4073	3(2+1)	2	1	3	7	6	
	Research Methods in DRM	Drms3074	3(3+0)	3	0	3	7	5	
	Scientific Writing Skill &	Drms3075	1(0+1)	0	0	0	5	3	

		Seminar Presentation							
		Senior Research Proposal	Drms3076	1(0+1)	0	0	0	5	3
		Senior Research Report	Drms4077	1(0+1)	0	0	0	6	3
		Senior Research Presentation	Drms4078	1(0+1)	0	0	0	3	3

17.3. Semester Breakdown

Regular

Year 1 Semester I

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Introduction to Emerging Technologies	EmTe 1011	Parallel	3	48	2	0	5	5
Communicative English Skills I	EnLa 1011	parallel	3	48	0	0	7	5
Geography of Ethiopia and the Horn	GeES 1012	Parallel	3	48	0	0	7	5
General Biology	Biol 1011	parallel	3(2+1)	48	1	0	7	5
General Psychology and Life Skills	Psyc 1011	Parallel	3	48	0	0	7	5
Critical thinking	Lo Ct 1011	Parallel	3	48	0	0	7	5
Physical fitness	SpSc 1011	Parallel	2 (P/F)		0	1	0	P/F
Total			18					30

Year 1 Semester II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Communicative English Skills II	FLEn1012	parallel	3	3	0	0	7	5
History of Ethiopia and the Horn	Hist1012	Parallel	3	3	0	0	7	5
General Chemistry	Chem1012	parallel	3	2	0	3	5	5
General Biology	Biol1012	Parallel	3	2	0	3	5	5
Moral and Civic Education	MCiE1012	Parallel	2	2	0	0	6	4
Social Anthropology	Anth1012	Parallel	2	2	0	0	6	4
Inclusiveness	Incl1012	Parallel	2	2	0	0	6	4
Total			18					32

Year 2 Semester I

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Introduction to Disaster Risk Management	Drms2031	Parallel	3(3+0)	3	0	0	7	5
Natural Resources	Geog2022	parallel	3(3+0)	3	0	0	6	5
Natural Hazards	Drms2032	Parallel	3(3+0)	3	0	0	7	5
Earth Science	Geol2024	Parallel	2(2+0)	2	0	0	5	4
Economics	Econ2021	Parallel	3(3+0)	3	0	0	6	5
Anthropogenic Hazards	Drms2033	Parallel	3(3+0)	3	0	0	7	5
Statistics for DRM	Drms2071	Parallel	3(3+0)	3	0	3	7	5
Total			20					34

Year 2 Semester II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Computer and its application	Inct2025	parallel	3(2+1)	3	1	0	5	5
Perception & Identification of Risk	Drms2034	Parallel	2(2+0)	2	0	0	5	4
Early Warning & Risk Information System	Drms2036	Parallel	3(3+0)	3	0	0	7	5
Livelihoods and Food Security	Drms2052	Parallel	3(3+0)	3	0	0	7	5
Community Based DRM	Drms2030	Parallel	3(2+1)	3	1	0	5	5
Disaster Risk Reduction	Drms2035	Parallel	3(3+0)	3	0	0	6	5
Climate Science & Agro-meteorology	Drms2023	Parallel	3(3+0)	3	0	0	6	5
	Total		20					34

Year 3 Semester I

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Emergency Preparedness & Response	Drms3037	Parallel	3(3+0)	3	0	0	5	5
Sociology of disaster	Drms3061	Parallel	2(2+0)	2	0	0	5	4
Animal Production & Risk Management	Drms3043	parallel	3(2+1)	2	1	3	6	5
Crop Production & Risk Management	Drms3042	Parallel	3(2+1)	2	1	3	6	5
GIS & Remote Sensing in DRM	Drms3072	Parallel	3(2+1)	2	1	3	5	5
Research Methods in DRM	Drms3074	Parallel	3(3+0)	3	0	3	7	5
Sustainable Development	Drms3051	Parallel	3(3+0)	3	0	0	6	5
	Total		20					34

Year 3 Semester II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Drought and Flood Management	Drms3039	Parallel	3(3+0)	3	0	0	7	5
Disaster Risk Financing & Insurance	Drms3054	Parallel	2(2+0)	2	0	0	5	4
Urban Risk Management	Drms3044	Parallel	3(3+0)	3	0	0	5	4
Health & Nutrition	Drms3062	Parallel	3(3+0)	3	0	3	5	5
Development Planning & Disaster Risk Reduction	Drms3056	Parallel	3(3+0)	3	0	3	7	5
Senior Research Proposal	Drms3076	Parallel	1(0+1)	0	1	0	5	3
Scientific Writing Skill & Seminar Presentation	Drms3075	Parallel	1(0+1)	0	1	0	5	3
Migration & Refugees	Drms3067	Parallel	2(2+0)	2	0	3	6	4
	Total		18					33

Year 4 Semester I

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Gender, Disaster and Development	Drms4061	Parallel	3(3+0)	3	0	0	5	5
Disaster epidemiology	Drms4065	Parallel	3(3+0)	3	0	3	5	5
Fire Risk Management	Drms4045	Parallel	3(2+1)	2	1	0	5	5
Climate Change & Disaster	Drms4041	Parallel	3(3+0)	3	0	0	6	5
Disaster Trauma Counseling	Drms4068	Parallel	3(3+0)	3	0	0	5	5
Project Management in DRM	Drms4055	Parallel	2(2+0)	2	0	0	6	4
Emergency Logistics Management	Drms4038	Parallel	2(2+0)	2	0	0	6	4
Senior Research Report	Drms4077	Parallel	1(0+1)	0	1	0	6	2
	Total		20					35

Year 4 Semester II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Relief and Development	Drms4057	Parallel	3(3+0)	3	0	0	6	5
Food safety	Drms4063	Parallel	2(2+0)	2	0	3	5	4
Peace & Conflict Management	Drms4066	Parallel	3(3+0)	3	0	0	5	5
Occupational Safety & Health	Drms4064	Parallel	3(3+0)	3	0	3	5	5
Environmental & Social Impact Assessment	Drms4073	Parallel	3(2+1)	2	1	3	7	5
Disaster Risk Governance & Policy	Drms4053	Parallel	3(3+0)	3	0	0	6	5
Senior Research Project Presentation	Drms4078	Parallel	1(0+1)	0	1	0	3	3
Entrepreneurship	MGMT 1012	Parallel	3(3+0)	3	0	0	5	5
			21					37

Total Cr.Hr = 155

Total CP =280

Extension**Year 1 Semester I**

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Introduction to Emerging Technologies	EmTe	Parallel	3	3	2	0	5	5
Communicative English I	EnLa	parallel	3	3	0	0	7	5
Geography of Ethiopia and orn	GeES	Parallel	3	3	0	0	7	5
General Biology	Biol 1011	parallel	3(2+1)	3	1	0	7	5
	Total	Parallel	12					20

Year 1 Semester II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
General Psychology and Life Skills	Psyc 1011	Parallel	3	48	0	0	7	5
Critical thinking	Lo Ct 1011	Parallel	3	48	0	0	7	5
Physical fitness	SpSc 1011	Parallel	2		0	1	0	P/F
Communicative English Skills II	FLEn1012	parallel	3	3	0	0	7	5
History of Ethiopia and the Horn	Hist1012	Parallel	3	3	0	0	7	5
	Total		12					20

Year 1 Semester III (kirmet)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
General Chemistry	Chem1012	parallel	3	2	0	3	5	5
General Biology	Biol1012	Parallel	3	2	0	3	5	5
Moral and Civic Education	MCiE1012	Parallel	2	2	0	0	6	4
	Total		8					14

Year 2 Semesters I

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Inclusiveness	Incl1012	Parallel	2	2	0	0	6	4
Introduction to Disaster Risk Management	Drms2031	Parallel	3	3	0	0	7	5
Natural Resources	Geog2022	parallel	3	3	0	0	6	5
Natural Hazards	Drms2032	Parallel	3	3	0	0	7	5
	Total		11					19

Year 2 Semesters II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Social Anthropology	Anth1012	Parallel	2	2	0	0	6	4
Earth Science	Geol2024	Parallel	2	2	0	0	5	4
Economics	Econ2021	Parallel	3	3	0	0	6	5
Anthropogenic Hazards	Drms2033	Parallel	3	3	0	0	7	5
Perception & Identification of Risk	Drms2034	Parallel	2	2	0	0	5	4
	Total		12					22

Year 2 Semesters III

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Statistics for DRM	Drms2071	Parallel	3(3+0)	3	0	3	7	5
Computer and its application	Inct2025	parallel	3(2+1)	3	1	0	5	5
Early Warning & Risk Information System	Drms2036	Parallel	3(3+0)	3	0	0	7	5
	Total		9					15

Year 3 Semesters I

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Livelihoods and Food Security	Drms2052	Parallel	3(3+0)	3	0	0	7	5
Community Based DRM	Drms2030	Parallel	3(2+1)	3	1	0	5	5
Disaster Risk Reduction	Drms2035	Parallel	3(3+0)	3	0	0	6	5
Climate Science & Agro-meteorology	Drms2023	Parallel	3(3+0)	3	0	0	6	5
	Total		12					20

Year 3 Semesters II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS
Emergency Preparedness & Response	Drms3037	Parallel	3(3+0)	3	0	0	5
Sociology of disaster	Drms3061	Parallel	2(2+0)	2	0	0	5
Animal Production & Risk Management	Drms3043	parallel	3(2+1)	2	1	3	6
Crop Production & Risk Management	Drms3042	Parallel	3(2+1)	2	1	3	6
	Total		11				22

Year 3 Semesters III

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
GIS & Remote Sensing in DRM	Drms3072	Parallel	3(2+1)	2	1	3	5	5
Research Methods in DRM	Drms3074	Parallel	3(3+0)	3	0	3	7	5
Sustainable Development	Drms3051	Parallel	3(3+0)	3	0	0	6	5
	Total		9					15

Year 4 Semesters I

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Drought and Flood Management	Drms3039	Parallel	3(3+0)	3	0	0	7	5
Disaster Risk Financing & Insurance	Drms3054	Parallel	2(2+0)	2	0	0	5	4
Urban Risk Management	Drms3044	Parallel	3(3+0)	3	0	0	5	4
Health & Nutrition	Drms3062	Parallel	3(3+0)	3	0	3	5	5
	Total		11					18

Year 4 Semesters II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Development Planning & Disaster Risk Reduction	Drms3056	Parallel	3(3+0)	3	0	3	7	5
Senior Research Proposal	Drms3076	Parallel	1(0+1)	0	1	0	5	3
Scientific Writing Skill & Seminar Presentation	Drms3075	Parallel	1(0+1)	0	1	0	5	3
Migration & Refugees	Drms3067	Parallel	2(2+0)	2	0	3	6	4
Gender, Disaster and Development	Drms4061	Parallel	3(3+0)	3	0	0	5	5
	Total		10					20

Year 4 Semesters III

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Disaster epidemiology	Drms4065	Parallel	3(3+0)	3	0	3	5	5
Fire Risk Management	Drms4045	Parallel	3(2+1)	2	1	0	5	5
Climate Change & Disaster	Drms4041	Parallel	3(3+0)	3	0	0	6	5
	Total		9					15

Year 5 Semesters I

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Disaster Trauma Counseling	Drms4068	Parallel	3(3+0)	3	0	0	5	5
Project Management in DRM	Drms4055	Parallel	2(2+0)	2	0	0	6	4
Emergency Logistics Management	Drms4038	Parallel	2(2+0)	2	0	0	6	4
Senior Research Report	Drms4077	Parallel	1(0+1)	0	1	0	6	2
	Total		11					15

Year 5 Semesters II

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Relief and Development	Drms4057	Parallel	3(3+0)	3	0	0	6	5
Food safety	Drms4063	Parallel	2(2+0)	2	0	3	5	4
Peace & Conflict Management	Drms4066	Parallel	3(3+0)	3	0	0	5	5
Occupational Safety & Health	Drms4064	Parallel	3(3+0)	3	0	3	5	5
	Total		11					19

Year 5 Semesters III

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Environmental & Social Impact Assessment	Drms4073	Parallel	3(2+1)	2	1	3	7	5
Disaster Risk Governance & Policy	Drms4053	Parallel	3(3+0)	3	0	0	6	5
Senior Research Project Presentation	Drms4078	Parallel	1(0+1)	0	1	0	3	3
Entrepreneurship	MGMT 1012	Parallel	3(3+0)	3	0	0	5	5
	Total		10					18

Summer**Year 1 Semester I (kiremt)**

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Introduction to Emerging Technologies	EmTe 1011	Parallel	3	48	2	0	5	5
Communicative English Skills I	EnLa 1011	parallel	3	48	0	0	7	5
Geography of Ethiopia and the Horn	GeES 1012	Parallel	3	48	0	0	7	5
General Biology	Biol 1011	parallel	3(2+1)	48	1	0	7	5
General Psychology and Life Skills	Psyc 1011	Parallel	3	48	0	0	7	5
	Total		15					25

Year 1 Semester II (Bega)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Critical thinking	Lo Ct 1011	Parallel	3	48	0	0	7	5
Physical fitness	SpSc 1011	Parallel	2 (P/F)		0	1	0	P/F
Communicative English Skills II	FLEn1012	parallel	3	3	0	0	7	5
History of Ethiopia and the Horn	Hist1012	Parallel	3	3	0	0	7	5
	Total		9					15

Year 2 Semester I (kiremt)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
General Chemistry	Chem1012	parallel	3	2	0	3	5	5
General Biology	Biol1012	Parallel	3	2	0	3	5	5
Moral and Civic Education	MCiE1012	Parallel	2	2	0	0	6	4
Social Anthropology	Anth1012	Parallel	2	2	0	0	6	4
Inclusiveness	Incl1012	Parallel	2	2	0	0	6	4
Introduction to Disaster Risk Management	Drms2031	Parallel	3(3+0)	3	0	0	7	5
	Total		15					27

Year 2 Semesters II (Bega)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Natural Resources	Geog2022	parallel	3(3+0)	3	0	0	6	5
Natural Hazards	Drm2032	Parallel	3(3+0)	3	0	0	7	5
Earth Science	Geol2024	Parallel	2(2+0)	2	0	0	5	4
	Total		8					14

Year 3 Semesters I (Kiremt)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Economics	Econ2021	Parallel	3(3+0)	3	0	0	6	5
Anthropogenic Hazards	Drms2033	Parallel	3(3+0)	3	0	0	7	5
Statistics for DRM	Drms2071	Parallel	3(3+0)	3	0	3	7	5
Computer and its application	Inct2025	parallel	3(2+1)	3	1	0	5	5
Perception & Identification of Risk	Drms2034	Parallel	2(2+0)	2	0	0	5	4
	Total		14					24

Year 3 Semesters II (Bega)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Early Warning & Risk Information	Drms2036	Parallel	3(3+0)	3	0	0	7	5
Livelihoods and Food Security	Drms2052	Parallel	3(3+0)	3	0	0	7	5
Community Based DRM	Drms2030	Parallel	3(2+1)	3	1	0	5	5
	Total		9					15

Year 4 Semesters I (Kiremt)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Disaster Risk Reduction	Drms2035	Parallel	3(3+0)	3	0	0	6	5
Climate Science & Agro-meteorology	Drms2023	Parallel	3(3+0)	3	0	0	6	5
Emergency Preparedness & Response	Drms3037	Parallel	3(3+0)	3	0	0	5	5
Sociology of disaster	Drms3061	Parallel	2(2+0)	2	0	0	5	4
Animal Production & Risk Management	Drms3043	parallel	3(2+1)	2	1	3	6	5
	Total		14					24

Year 4 Semesters II (Bega)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Crop Production & Risk Management	Drms3042	Parallel	3(2+1)	2	1	3	6	5
GIS & Remote Sensing in DRM	Drms3072	Parallel	3(2+1)	2	1	3	5	5
Research Methods in DRM	Drms3074	Parallel	3(3+0)	3	0	3	7	5
	Total		9					15

Year 5 Semester I (Kiremt)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Sustainable Development	Drms3051	Parallel	3(3+0)	3	0	0	6	5
Drought and Flood Management	Drms3039	Parallel	3(3+0)	3	0	0	7	5
Disaster Risk Financing & Insurance	Drms3054	Parallel	2(2+0)	2	0	0	5	4
Urban Risk Management	Drms3044	Parallel	3(3+0)	3	0	0	5	4
Health & Nutrition	Drms3062	Parallel	3(3+0)	3	0	3	5	5
	Total		14					23

Year 5 Semesters II (Bega)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Development Planning & Disaster Risk Reduction	Drms3056	Parallel	3(3+0)	3	0	3	7	5
Senior Research Proposal	Drms3076	Parallel	1(0+1)	0	1	0	5	3
Scientific Writing Skill & Seminar Presentation	Drms3075	Parallel	1(0+1)	0	1	0	5	3
Migration & Refugees	Drms3067	Parallel	2(2+0)	2	0	3	6	4
	Total		8					16

Year 6 Semester I (Kiremt)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Gender, Disaster and Development	Drms4061	Parallel	3(3+0)	3	0	0	5	5
Disaster epidemiology	Drms4065	Parallel	3(3+0)	3	0	3	5	5
Fire Risk Management	Drms4045	Parallel	3(2+1)	2	1	0	5	5
Climate Change & Disaster	Drms4041	Parallel	3(3+0)	3	0	0	6	5
Disaster Trauma Counseling	Drms4068	Parallel	3(3+0)	3	0	0	5	5
	Total		15					25

Year 6 Semesters II (Bega)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Project Management in DRM	Drms4055	Parallel	2(2+0)	2	0	0	6	4
Emergency Logistics Management	Drms4038	Parallel	2(2+0)	2	0	0	6	4
Senior Research Report	Drms4077	Parallel	1(0+1)	0	1	0	6	2
Relief and Development	Drms4057	Parallel	3(3+0)	3	0	0	6	5
	Total		8					15

Year 7 Semester I (Kiremt)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Food safety	Drms4063	Parallel	2(2+0)	2	0	3	5	4
Peace & Conflict Management	Drms4066	Parallel	3(3+0)	3	0	0	5	5
Occupational Safety & Health	Drms4064	Parallel	3(3+0)	3	0	3	5	5
Environmental & Social Impact Assessment	Drms4073	Parallel	3(2+1)	2	1	3	7	5
	Total		11					19

Year 7 Semesters II (Bega)

Course Title	Course Code	Course Delivery	Cr Hrs	L	P	T	HS	CP
Disaster Risk Governance	Drms4053	Parallel	3(3+0)	3	0	0	6	5
Senior Research Project ation	Drms4078	Parallel	1(0+1)	0	1	0	3	3
Entrepreneurship	MGMT 1012	Parallel	3(3+0)	3	0	0	5	5
	Total		7					13

Total Cr.Hr = 156

Total CP =280

18. Module Profile

Bahir Dar University							
Institute of Disaster Risk Management and Food Security Studies							
Name of the Department: Disaster Risk Management and Sustainable Development							
Module Name	SUPPORTIVE COURSES						
Module Code	Drms-M02						
Total CP	24						
Module description	This module consists of the supportive courses of the DRM field that are intended to provide students with well-grounded in a comprehensive knowledge of the holistic perspective of the environment and natural resources, introduction to earth's features and its dynamics, basic concepts of economics and introduce computer basics to students of different backgrounds who will have different responsibilities.						
Objectives of the module	After completion of this module students will be able to: <ul style="list-style-type: none"> • Define environmental and natural resources and explain its principles and scope. • Understand the nature of the earth; • Describe what an economics means • Indicate how different economic principles are used to analyze and solve problems in various areas of the agriculture sector. • list and describe the components of a computer system, • develop the skill to surf the internet 						
Module competence	After completion of this module a student is expected to: <ul style="list-style-type: none"> • Comprehend how the earth's natural system operate and interrelate with one another. • Engage in problem solving of environmental issues. • Know various decision rules that guide rational decision making in firms • Develop an understanding for basic market structures and their application; • explain the reasons why we use computers and describe the potential and capabilities of computers, 						
Mode of delivery	Parallel						
t-Learning methods	Lecture, Presentation, Reflection, Practical						
Assessment techniques	Quiz, test, writing reaction paper, mid exam, final exam						
Courses of the Module							
Course Name	Course code	Cr hr	L	T	P	HS	CP
Economics	Econ2021	3(3+0)	3	0	0	6	5
Natural Resources	Geog2022	3(3+0)	3	0	0	6	5
Climate Science & Agro Meteorology	Drms2023	3(3+0)	3	0	0	6	5
Earth Science	Geol2024	2(2+0)	2	0	0	5	4
Computer & Its Application	Inct2025	3(2+1)	2	1	0	5	5

Bahir Dar University							
Institute of Disaster Risk Management and Food Security Studies							
Name of the Department: Disaster Risk Management and Sustainable Development							
Module Name	Fundamentals of Disaster Risk Management						
Module Code	Drms-M03						
Total CP	48						
Module description	This module consists of the core courses of the DRM field that are intended to provide students with the basic understanding of the context of the current state of disasters and prevalence of disaster risks through dynamic and holistic conceptual frameworks that enhances efforts to develop an effective and holistic risk & disaster management. Making a clear understanding of the theoretical and applied disciplines that define disaster risk and its management.						
Objectives of the module	After completion of this module students will be able to: <ul style="list-style-type: none"> • Understand the basic concepts related to disaster risk and disaster management • Know the spatial & temporal characteristics as well as the causes, impacts & mitigation measures of natural and anthropogenic hazards • Perform risk assessment and planning • Understand how EW & Information systems work for effective preparedness and response • Understand the design and implementation of DRR programs • Understand the management of emergency resources 						
Module competence	After completion of this module a student is expected to: <ul style="list-style-type: none"> • Analyse the dynamics of disaster risk • Characterize the nature of different hazards • Perform risk assessment & planning for DRR & Emergency response 						
Mode of delivery	Parallel						
t-Learning methods	Lecture, Presentation, Reflection, Practical						
Assessment techniques	Quiz, test, writing reaction paper, mid exam, final exam						
Courses of the Module							
Course Name	Course code	Cr hr	L	T	P	HS	CP
Introduction to Disaster Risk Management	Drms2031	3(3+0)	3	0	0	7	5
Natural Hazards	Drms2032	3(3+0)	3	0	0	7	5
Anthropogenic Hazards	Drms2033	3(3+0)	3	0	0	7	5
Perception & Identification of Risk	Drms2034	2(2+0)	2	0	0	5	4
Disaster Risk Reduction	Drms2035	3(3+0)	3	0	0	6	5
Early Warning & Risk Information System	Drms2036	3(3+0)	3	0	0	7	5
Emergency Preparedness & Response	Drms3037	3(3+0)	3	0	0	5	5
Emergency Logistics Management	Drms4038	2(2+0)	2	0	0	6	4
Drought and Flood Management	Drms3039	3(3+0)	3	0	0	7	5
Community Based DRM	Drms2030	3(2+1)	2	1	0	5	6

Bahir Dar University Institute of Disaster Risk Management and Food Security Studies Name of the Department: Disaster Risk Management and Sustainable Development							
Module Name	Subject Specific Disaster Risk Management						
Module Code	Drms-M04						
Total CP	24						
Module description	This module is intended to equip students with the skills and knowledge needed to apply disaster risk management principles and processes in various development sectors in both rural and urban settings. The module particularly focuses on application of risk management principles within the agriculture sector as well as the management of risks including fire incidents in the context of urban settings.						
Objectives of the module	Upon completion of this module, students will be able to <ul style="list-style-type: none"> • Conduct agricultural risk assessment • Develop agricultural risk reduction plans • Explain relation between urbanization and disaster risks • Identify various urban hazards and risk reduction measures • 						
Module competence	After completion of this module a student is expected to: <ul style="list-style-type: none"> • Perform agricultural risk assessment • Identify agricultural risk reduction measures • Identify structural and non-structural mitigation strategies that help to reduce fire and other urban risks • Recognise the need for mainstreaming DRM activities into rural agriculture as well as urban development programs 						
Mode of delivery	Parallel						
t-Learning methods	Lecture, Presentation, Reflection, Practical						
Assessment techniques	Quiz, test, writing reaction paper, mid exam, final exam						
Courses of the Module							
Course Title	Course code	Crhr	L	T	P	HS	CP
Climate Change & Disaster	Drms4041	3(3+0)	3	0	0	6	5
Crop Production & Risk Management	Drms3042	3(2+1)	2	1	3	6	6
Animal Production & Risk Management	Drms3043	3(2+1)	2	1	3	6	6
Urban Risk Management	Drms3044	3(3+0)	3	0	0	5	4
Fire Risk Management	Drms4045	3(2+1)	2	1	0	5	6

<p style="text-align: center;">Bahir Dar University Institute of Disaster Risk Management and Food Security Studies Name of the Department: Disaster Risk Management and Sustainable Development</p>								
Module Name	Disaster and Development							
Module Code	Drms-M05							
Total CP	33							
Module description	This module comprises seven courses related to Disasters and Development. This module introduces the concepts, policies and theories of development (sustainable development) and disaster risks in order to integrate disaster risk reduction/ or management efforts in project and development planning efforts for sustainable development.							
Objectives of the module	<p>Upon successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Understand the concepts and theories of development • Explain the interrelation between disaster and development • Describe concepts of food and livelihood security • Assess the enabling environments for mainstreaming disaster risk reduction • Understand the tools and ways to integrate disaster risk reduction efforts in project and development planning. 							
Module competence	<p>After completion of this module a student is expected to:</p> <ul style="list-style-type: none"> • Analyze the nexus between disaster and development • Apply tools for mainstreaming DRR into development planning • Conduct food and livelihood security assessments 							
Mode of delivery	Mixed (parallel and Block)							
t-Learning methods	Lecture, Presentation, Reflection, Practical							
Assessment techniques	Quiz, test, writing reaction paper, mid exam, final exam							
Courses of the Module								
Course Title	Course code	Crhr	L	T	P	HS	CP	
Sustainable Development	Drms3051	3(3+0)	3	0	0	6	5	
Livelihoods and Food Security	Drms2052	3(3+0)	3	0	0	6	5	
Disaster Risk Governance & Policy	Drms4053	3(3+0)	3	0	0	6	5	
Disaster Risk Financing and Insurance	Drms3054	2(2+0)	2	0	0	5	4	
Project Management in DRM	Drms4055	2(2+0)	2	0	0	6	4	
Development Planning & DRR	Drms3056	3(3+0)	3	0	3	7	5	
Relief and Development	Drms4057	3(3+0)	3	0	0	6	5	

Bahir Dar University							
Institute of Disaster Risk Management and Food Security Studies							
Name of the Department: Disaster Risk Management and Sustainable Development							
Module Name	Cross Cutting issues in DRM						
Module Code	Drms-M06						
Total CP	39						
Module description	This module provides a basic understanding of cross cutting issues such as migration & refugee, health & nutrition as well as gender issues in the context of disaster emergencies. Primarily it focuses on policy dialogues and empirical evidences regard to migration, gender, epidemiology health and nutrition and their relation to disaster.						
Objectives of the module	<p>Upon successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Describe the variations in the construction of gender in different social and cultural contexts; • Recognize concepts of health and nutrition • Discuss the causes, types and nature of Migration • Explain temporary or permanent, internal or international migration • Comprehend disease epidemiology • Identify vulnerable groups in disaster • Discuss public health interventions in the context of nutrition before, during and after humanitarian crisis 						
Module competence	<p>After completion of this module a student is expected to:</p> <ul style="list-style-type: none"> • analyze health issues in the context of disaster emergencies • apply health and safety issues in occupations • work with refugee & displaced populations • develop skills of counseling in disaster situations • Conduct nutritional assessments in the context of emergencies • Appreciate the role of gender in disaster emergencies 						
Mode of delivery	Mixed (Parallel and Block)						
t-Learning methods	Lecture, Presentation, Reflection, Practical						
Assessment techniques	Quiz, test, writing reaction paper, mid exam, final exam						
Courses of the Module							
Course Name	Course code	Cr hr	L	T	P	HS	CP
Sociology of Disasters	Drms3061	2(2+0)	2	0	0	5	4
Gender, Disaster & Development	Drms4061	3(3+0)	3	0	0	5	5
Health & Nutrition	Drms3062	3(3+0)	3	0	3	5	5
Food safety	Drms4063	2(2+0)	2	0	3	5	4
Occupational Safety & Health	Drms4064	3(3+0)	3	0	3	6	5
Disaster epidemiology	Drms4065	3(3+0)	3	0	3	6	5
Peace & Conflict Management	Drms4066	3(3+0)	3	0	0	5	5
Migration & Refugees	Drms3067	2(2+0)	2	0	3	6	4



Bahir Dar University

Institute of Disaster Risk Management and Food Security Studies

Name of the Department: Disaster Risk Management and Sustainable Development

Module Name	Research Methods & Tools
Module Code	Drms-M07
Total CP	17
Module description	<p>This module is designed to develop students' research skills by giving due emphasis to ways of collecting, documenting, organizing, and analyzing both qualitative and quantitative data. The module is believed to expose students to scientific research methods. In this part of the module student will train on the ways of designing and conducting research. It briefly introduces students to the complementarities of the research method and it emphasizes the discussion on designing, collecting, analyzing both qualitative and quantitative research data.</p> <p>Disaster risk information is spatial in nature and Geographic Information Systems (GIS) play an important role in disaster risk management. Knowing the spatial distribution of risks and opportunities helps in development planning. Therefore the module tries to enhance the capabilities of students in Food Security and livelihood Analysis by providing them with an understanding on the use of spatial and Earth Observation information as a tool to integrate knowledge about disaster risk management in a meaningful and innovative way. And finally, the module will introduce Students to know the establishing statements, details, analysis, conclusion and link components on written papers and know the details on how to prepare the introduction, how to go about critical review of the literature and how to write acceptable reports and finally, how to summarized in a Power Point presentation that will be presented and defended in the seminar day of the programme.</p>
Objectives of the module	<p>After completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Introduce the essential principles of research methodology that constitute the foundation the applied research enterprise • Provide the methodological basis to assess the validity and reliability of research results reported in the professional literature and presented in public discourse • Introduce the range of quantitative and qualitative research tools commonly used to design and carry out professional research projects • Give students an opportunity to design their individual research projects • Apply GIS and RS for designing implementations of large

	<p>scale early warning systems</p> <ul style="list-style-type: none"> • Use participatory GIS (PGIS) at community level • Apply GIS/remote sensing in hazard, vulnerability and risk assessment. • Application of remote sensing data and image processing techniques to monitor hazardous events and assess damage • Understand the spatial data requirements in disaster risk management <p>Employ risk information in emergency preparedness planning Visualize hazard and risk information</p>						
Module competence	<p>After completion of this module a student is expected to:</p> <ul style="list-style-type: none"> • Analyse the dynamics of disaster risk • Characterize the nature of different hazards • Perform risk assessment & planning for DRR & Emergency response 						
Mode of delivery	Mixed (Parallel)						
t-Learning methods	Lecture, Presentation, Reflection, Practical						
Assessment techniques	Quiz, test, writing reaction paper, mid exam, final exam						
Courses of the Module							
Course Name	Course code	Cr hr	L	T	P	HS	CP
Statistics for DRM	Drms2071	3(3+0)	3	0	3	7	5
GIS & Remote Sensing in DRM	Drms3072	3(2+1)	2	1	3	5	6
Environmental & Social Impact Assessment	Drms4073	3(2+1)	2	1	3	7	6
Research Methods in DRM	Drms3074	3(3+0)	3	0	3	7	5
Scientific Writing Skill & Seminar Presentation	Drms3075	1(0+1)	0	0	0	5	3
Senior Research Proposal	Drms3076	1(0+1)	0	0	0	5	3
Senior Research Report	Drms4077	1(0+1)	0	0	0	6	3
Senior Research Presentation	Drms4078	1(0+1)	0	0	0	3	3

19. Course Guidebooks



BAHIR DAR UNIVERSITY

**Institute of Disaster Risk Management and Food Security Studies
Department of Disaster Risk Management & Sustainable Development**

1. Course Information						
Course Title	Mathematics for Natural Sciences					
Course Code	Math1011					
Credit Hrs./ ECTS	Cr Hrs=3	L=3	T=2	P=0	H=5	CP=5
Semester	I					
Year	I					
Pre-requisites	None					
Target Group	First Year DRMSD Students					
Status of the course	Common					
Instructor's Name and Address						
2. Course Description:						
<p>The course intends to prepare natural science students with the basic concepts and materials from mathematics that necessitate a good foundation to treat fundamental mathematical tools in science. This course rigorously discusses the basic concepts of logic and set theory, the real and complex number systems, mathematical induction, least upper bound and greatest lower bound, functions and types of functions, polynomial and rational functions, logarithmic and exponential functions, trigonometric functions, hyperbolic functions and their graphs and analytic geometry.</p>						
3. Course Objectives						
<p>After completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ✓ apply propositional logic in reasoning, ✓ use quantifiers in open propositions in mathematical logic ✓ understand concepts of sets and set operations ✓ understand the fundamental properties of real numbers ✓ use mathematical induction in proofs ✓ analyze least upper bound and greatest lower bound ✓ understand the fundamental properties of complex numbers ✓ express complex numbers in polar representation ✓ explain different types of functions, their inverses and their graphs ✓ evaluate zeros of polynomials ✓ Understand basic properties of logarithmic, exponential, hyperbolic, and trigonometric functions ✓ understand basic concept of analytic geometry ✓ derive equations of conic sections 						
4. Syllabus Components						
4.1. Course Contents, Methods & strategies, and learning outcomes						
Time	Content & sub-contents	Methods and strategies	Students Task	Learning Outcomes: At the end of this chapter students will be able to:		

Week 1-3	<p>Chapter One: Propositional Logic and Set Theory</p> <p>1.1. Definition and examples of proposition</p> <p>1.1.1 Logical connectives</p> <p>1.1.2 Compound (or complex) propositions</p> <p>1.1.3 Tautology and contradiction</p> <p>1.1.4 Open proposition and quantifiers</p> <p>1.2 Set theory</p> <p>1.2.1 The concept of a set</p> <p>1.2.2 Description of sets</p> <p>1.2.3 Set operations and Venn diagrams</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Problem solving method • Class work • Tutorials 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. 	<ul style="list-style-type: none"> • Describe the concepts of mathematical logic and set theory, • Apply logic in reasoning and mathematical proofs, • State properties of sets and use set operations,
Week 4 - 7	<p>Chapter Two: The Real and Complex Number Systems</p> <p>2.1 The real Number System</p> <p>2.1.1 The natural numbers, Principle of mathematical induction and the Well ordering principle</p> <p>2.1.2 The integers, rational numbers and irrational numbers</p> <p>2.1.3 Upper bound, lower bound, lub, glb, completeness property of the set of real numbers.</p> <p>2.2 Complex number system</p> <p>2.2.1 Definition of complex numbers and the underlying operations</p> <p>2.2.2 Polar representation of complex numbers and the De-Moivre's formula</p> <p>2.2.3 Extraction of roots</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Problem solving method • Class work • Tutorials 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. 	<ul style="list-style-type: none"> • Describe the fundamental properties of real and complex numbers, • Find least upper bound and greatest lower bound sets, • Use mathematical induction in proofs, • Write polar representation of complex numbers,
Week 8-11	<p>Chapter Three. Functions</p> <p>3.1 Review of relations and functions</p> <p>3.2 Real-valued functions and their properties</p> <p>3.3 Types of functions (one-to-one, onto) and inverse of a function</p> <p>3.4 Polynomials, zero's of polynomials, rational functions, and their graphs,</p> <p>3.5 Definitions and basic properties of logarithmic, exponential, hyperbolic, trigonometric functions, and their graphs</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Problem solving method • Class work • Tutorials 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. 	<ul style="list-style-type: none"> • Identify different types of functions, their inverses and graphs, • Find zero's of some polynomials, • Use basic properties of logarithmic, exponential, hyperbolic, and trigonometric functions. • Find inverse of a given function

Week 12 - 16	Chapter Four: Analytic Geometry 4.1 The straight-line: Division of segments and various forms of equation of a line. 4.2 Circles 4.2.1 Definition of circle and examples 4.2.2 Equation of a circle centre at the origin and different from the origin. 4.2.3 Intersection of a circle and a line 4.3 Parabola 4.3.1 Definition of parabola and standard form of equation of parabola. 4.3.2 Equation of parabola parallel to the x-axis (the y-axis) 4.4 Ellipse 4.4.1 Definition of Ellipse and examples 4.4.2 Equation of ellipse centre at the origin and different from the origin 4.5 Hyperbola 4.5.1 Equation of hyperbola of center at the origin transverse axis to x-axis (the y-axis)	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Problem solving method • Class work • Tutorials 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. 	<ul style="list-style-type: none"> • Identify various forms of conic sections' • Derive the Equations of different conic sections.
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4.2. Assessment Strategies & Techniques and Course Policy

Assessment	<ul style="list-style-type: none"> ➤ Continuous assessment (Tests, Quizes, Assignments 25 %) • Test.....10% • Group assignment10% • Quiz.....5% ➤ Mid.....25% ➤ Final exam50% Total.....100%
Course policy	A student has to: <ul style="list-style-type: none"> - attend at least 85% of the classes. - take all continuous assessments and mid Exam. - take final examination. - respect all rules & regulations of the university.

4.3 Instructional Resources

Module

- Module for the course *Mathematics for Natural Sciences*

References

- Haile, A. & Alemu, Y. (1983). *Mathematics an Introductory course*.AAU.
- Abay, A. (1998). *An Introduction to Analytic Geometry*. AAU.

Approval Section

	Name	Signature	Date
Chair Holder			
Department Head			



BAHIR DAR UNIVERSITY

**Institute of Disaster Risk Management and Food Security Studies
Department of Disaster Risk Management & Sustainable Development**

1. Course Information						
Course Title	Communicative English Skills I					
Course Code	FLEn1011					
Credit Hrs./ ECTS	Cr Hrs=3	L=3	T=0	P=0	H=7	CP=5
Semester	I					
Year	I					
Pre-requisites	None					
Target Group	First year DRMSD students					
Instructor's name and Address:						
Status of the course: Common						
2. Course Description: Communicative English Skills I is a course designed to enable students to communicate in English intelligibly with acceptable accuracy, fluency and ability to use English appropriately in different contexts. The course exposes students to English language learning activities designed to help students use English for their academic and social needs. Students would be engaged in language learning development activities through doing and reflection on action. This includes grammar and vocabulary as used in communicative events and all skills and their sub-skills: speaking, listening, reading and writing. The language and skills are integrated where one becomes a resource to the other. There are six units covering topics related to the life world of students as well as of societal relevance.						
3. Objective of the course Upon completing this module, you will be able to: <ul style="list-style-type: none"> ➤ express yourself in social and academic events in English; ➤ use English with reasonable level of accuracy and fluency; ➤ listen to talks related to social and academic events given in English; ➤ read and understand academic and other texts written in English; ➤ write in English as academically and socially appropriate; and ➤ learn and develop your English on your own. 						
4. Syllabus Components						
4.1. Course Contents, Methods & strategies, and learning outcomes						
Time	Content & sub-contents	Methods and strategies	Students Task	Learning Outcomes: At the end of this chapter students will be able to:		

Week 1 & 2	UNIT 1: Study Skills 1.1 Listening 1.2 Grammar focus: Modals and infinitives for giving advice 1.3 Reading 1.4 Grammar focus: Present perfect tense 1.5 Reflections 1.6 Self assessment 1.7 Summary	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Reading • Individual work • Group discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take notes • Answer questions • Read • Doing class works and home works, • Reflects 	<ul style="list-style-type: none"> • Develop listening skills • Develop the knowledge of grammar • Use the present perfect tense ; modals appropriately and correctly • Develop reading skills
Week 3 - 6	Unit 2: Health and Fitness 2.1 Listening: Zinedine Zidane 2.2 Grammar focus: Conditionals 2.3 Reading: Health and fitness 2.4 Vocabulary: Guessing meaning from context 2.5 Reflections 2.6 Self assessment 2.7 Summary	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Gapped Lecture • Group discussion • Class work • Tutorials 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions • Reflects 	<ul style="list-style-type: none"> • Take lecture notes by listening to a talk; • Give advice using appropriate language; • Identify the various purposes for reading; • Read and make notes; • Guess meanings of words from a context • Use the present perfect tense appropriately and correctly

Weeks 7 & 8	<p>Unit 3: Cultural Values</p> <p>3.1. Listening: Cultural tourism</p> <p>3.2 Grammar focus: The present simple, past simple, present perfect and past perfect in contrast</p> <p>3.3 Strategies for improving English grammar knowledge</p> <p>3.4 Reading: The Awramba community</p> <p>3.5 Reflections</p> <p>3.6 Self assessment</p> <p>3.7 Summary</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Gapped Lecture • Group discussion • Class work • Tutorials • Reflections 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions • Reflects 	<ul style="list-style-type: none"> • listen to a lecture; • make notes while listening to a lecture; • read an article and answer comprehension questions; • work out meanings of new words from context; • use simple present, simple past, present perfect and past perfect tenses orally and in writing; • converse in English about culture and cultural values; and reflects.
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Week 9-12	<p>Unit 4: Wildlife</p> <p>4.1 Listening: Human-wildlife interaction</p> <p>4.2 Reading: Africa's wild animals</p> <p>4.3 Vocabulary: Denotative and connotative meanings</p> <p>4.4 Grammar focus: Conditionals revised</p> <p>4.5 Reflections</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Reading • Individual work • Group discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions • Reflects 	<ul style="list-style-type: none"> • interact in English based on background knowledge; • listen to a talk and take notes; • predict the content of a reading text; • make notes while reading; • explain and use the denotative and connotative meanings of words; • interact in English using written notes and answers to exercises ; and • reflect on your learning experiences.
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Week 13 - 16	<p>Unit 5: Population</p> <p>5.1 Listening: Population density 5.2 Reading: Population pyramid 5.3 Vocabulary: Collocation 5.4 Grammar focus: Voice 5.5 Reflections</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Reading • Individual work • Group discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. • Reflects 	<ul style="list-style-type: none"> • predict the content of a listening text; • read and summarize an article; • interact in English using notes,; • construct correct active and passive sentences; • reflect on the relevance of the tasks in this unit; and • self-assess the progress you have made in learning English.
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4.2. Assessment Strategies & Techniques and Course Policy

Assessment	<ul style="list-style-type: none"> • Test.....8% • Quiz.....8% • Assignments.....9% • Mid.....25%. • Final Exam50% Total..... 100%
Course policy	A student has to:

- attend at least 85% of the classes.
- take all continuous assessments and mid Exam.
- take final examination.
- respect all rules & regulations of the university.

4.3 Instructional Resources

Module

Module for the course Communicative English Skills I

References

Gairns, R. & Redman, S. 1986. *Working with words: A guide to teaching and learning vocabulary*. Cambridge University Press.

Murphy R. 2004. *English grammar in use: A self-study reference and practice book for intermediate students of English* (3rd Ed.). Cambridge University Press.

Approval section

	Name	Signature	Date
Chair Holder's			
Department Head's			



Institute of Disaster Risk Management and Food Security Studies

Department of Disaster Risk Management & Sustainable Development

1. Course information						
Course Title	Geography of Ethiopia and the Horn					
Course Code	GeES 1011					
Credit Hrs/ECTS	Cr Hrs = 3	L = 3	T = 0	P = 0	H = 7	CP = 5
Semester	I					
Year	I					
Pre-requisites	None					
Target group	First year DRMSD students					
Status of the Course	Common course					
Instructor's Name and Address						
2. COURSE DESCRIPTION						
This course attempts to familiarize students with the basic geographic concepts particularly in relation to						

Ethiopia and the Horn of Africa. It is also intended to provide students a sense of place and time (geographic literacy) that are pivotal in producing knowledgeable and competent citizens that are able to comprehend and analyze problems and contribute to their solutions. The course consists of four parts. The first part provides a brief description on the location, shape and size of Ethiopia as well as basic skills of reading maps. Part two introduces the physical background and natural resource endowment of Ethiopia and the Horn which includes its geology and mineral resources, topography, climate, drainage and water resources, soil, fauna and flora. The third part of the course focuses on the demographic characteristics of the country and its implications on economic development. The fourth component of the course offers treatment of the various economic activities of Ethiopia and the Horn which include agriculture, manufacturing and service sectors. Moreover, Ethiopia in a globalizing world is treated in the perspectives of the pros and cons of globalization on its natural resources, population and socio-economic conditions.

3. COURSE OBJECTIVES

Upon completion of this course the students will be able to:

- Describe the location, shape and size of Ethiopia and the Horn
- Explain the implications of location, shape and size of Ethiopia and the Horn on the physical environment, socioeconomic and political aspects.
- Elaborate the major geological events; the resultant landforms and mineral resources of Ethiopia and the Horn.
- Identify the major drainage systems and water resources of Ethiopia and their implications for regional development and integration.
- Develop an understanding of the climate of Ethiopia, its dynamics and implications on the livelihoods of its inhabitants.
- Examine the spatio-temporal distribution and abundance of natural vegetation, wildlife and Soil resources of Ethiopia.
- Discuss the demographic attributes and dynamics as well as the ethnic diversity of Ethiopia.
- Read maps as well as compute basic demographic and climatic rates
- Appreciate the biophysical and socio-cultural diversities in Ethiopia and the Horn
- Explicate the major types of economic activities in Ethiopia; discern their spatio-temporal distributions and their contributions to the overall development of the country.
- Comprehend the effects of globalization on the socioeconomic development of Ethiopian and the Horn.

4. EXPECTED LEARNING OUTCOMES

- Acquire basic knowledge on the geographic attributes of Ethiopia and the Horn
- Develop a sense of appreciation and tolerance of cultural diversities and their interactions
- Acquire general understanding of physical geographic process, and human environment relationships
- Develop ethical aptitudes and dispositions necessary to live in harmony with the natural environment
- Develop an understanding of national population distributional patterns and dynamics
- Conceptualize the comparative advantages of economic regimes; and understand the impacts of globalization
- Understand their country's overall geographic conditions and opportunities; and be proud of the natural endowments and cultural wisdom that help them develop a sense of being an Ethiopian.

5. Syllabus Components

5.1. Course content, methods & strategies, and learning outcomes

Time	Contents and sub-contents	Methods and strategies	Student Task	Learning Outcomes: At the end of this chapter students will be able to:
Week 1 & 2	<p>1. INTRODUCTION (5 hrs)</p> <p>1.1. Geography: Definition, scope, themes and approaches</p> <p>1.2. Location, Shape and Size of Ethiopia and the Horn</p> <p>1.2.1. Location and its effects</p> <p>1.2.2. The shape of Ethiopia and its implication</p> <p>1.2.3. The size of Ethiopia and its implications</p> <p>1.3. Basic Skills of Map Reading</p>	<ul style="list-style-type: none"> • Lecture • Group discussion • Class work (map reading) 	<ul style="list-style-type: none"> • Attend the lesson and take short note, • Asking and answering questions, • Participating in group discussion • Doing class work and homework. 	<ul style="list-style-type: none"> • Describe the concept of location, size, shape... of geographic features in spatial context • To read and differentiate Earth's surface features from maps • Acquire basic knowledge on the geographic attributes of Ethiopia and the horn
Week 2, 3 & 4	<p>2. The Geology of Ethiopia & the horn (5 hrs)</p> <p>2.1. Introduction</p> <p>2.2. The geologic process: Endogenic and Exogenic forces</p> <p>2.3. The geological time scale and age dating techniques</p> <p>2.4. Geological processes and the resulting landforms</p> <p>2.4.1. The Precambrian Era geologic processes and resultant features</p> <p>2.4.2. The Paleozoic Era geologic processes and resultant features</p> <p>2.4.3. The Cenozoic Era geologic processes and resultant features</p> <p>2.5. Rock and Mineral resources of Ethiopia</p>	<ul style="list-style-type: none"> • Lecture • Group discussion • Class work (map reading) • Home work 	<ul style="list-style-type: none"> • Attend the lesson and take short note, • Asking and answering questions, • Participating in group discussion • Doing class work and homework. 	<ul style="list-style-type: none"> • Describe the concept of geology, geological time scale and dating, the geologic processes and their effects on the surface on the Earth (Landform formations...) • Acquire general understanding of physical geographic process, and human environment relationships • Acquire basic knowledge on major rock types and mineral resources in Ethiopia and the horn

Week 4 & 5	<p>3. The Topography of Ethiopia and the horn (3 hrs)</p> <p>3.1. Introduction</p> <p>3.2. Physiographic divisions</p> <p>3.2.1. The western highlands and lowlands</p> <p>3.2.2. The southern highlands and lowlands</p> <p>3.2.3. The rift valley</p> <p>3.3. The impact of relief on biophysical and socioeconomic conditions</p>	<ul style="list-style-type: none"> • Lecture • Group discussion • Class work (map reading) • Home work 	<ul style="list-style-type: none"> • Attend the lesson and take short note, • Asking and answering questions, • Participating in group discussion • Doing class work and homework. 	<ul style="list-style-type: none"> • Describe the concept of physiography and physiographic divisions • Acquire general understanding topographic conditions of Ethiopia • Acquire basic knowledge on the geographic location and areal extent Ethiopian highlands • Understand the effect of topography on climate and socioeconomic conditions of the settlers.
Week 6 & 7	<p>4. Drainage systems and water resources of Ethiopia and the horn (5 hrs)</p> <p>4.1. Introduction</p> <p>4.2. Major drainage systems of Ethiopia</p> <p>4.3. Water resources: Rivers, Lakes, and subsurface water</p> <p>4.4. General characteristics of Ethiopian rivers</p> <p>4.5. Water resources potentials and development in Ethiopia</p>	<ul style="list-style-type: none"> • Lecture • Group discussion • Class work (map reading) • Home work 	<ul style="list-style-type: none"> • Attend the lesson and take short note, • Asking and answering questions, • Participating in group discussion • Doing class work and homework. 	<ul style="list-style-type: none"> • Acquire basic knowledge on water resources of Ethiopia • Describe the concept of drainage and drainage systems • Characterize the major river basins of Ethiopia
Week 8 and 9	<p>5. The climate of Ethiopia and the horn (7 hrs)</p> <p>5.1. Introduction</p> <p>5.2. Element and controls of weather and climate</p> <p>5.3. Spatiotemporal patterns and distribution of temperature and rainfall in Ethiopia</p> <p>5.4. Agro-ecological zones of Ethiopia</p> <p>5.5. Climate and its implications on biophysical and socioeconomic aspects</p> <p>5.6. Climate change/ global warming: causes, consequences and response mechanisms</p>	<ul style="list-style-type: none"> • Lecture • Group discussion • Class work (map reading) • Home work 	<ul style="list-style-type: none"> • Attend the lesson and take short note, • Asking and answering questions, • Participating in group discussion • Doing class work and homework. 	<ul style="list-style-type: none"> • Describe the concept climate and weather • Understand weather and climatic conditions of Ethiopia (climatic zonation and zoning in Ethiopia) • Describe the concept of agroecology and agro-ecological zonation's • Understand agro-ecological zones of Ethiopia

Week 10 & 11	<p>6. Soils, Natural vegetation and Wildlife resources of Ethiopia and the horn (6 hrs)</p> <p>6.1. Introduction</p> <p>6.2. Ethiopian soils: types, degradation and conservation</p> <p>6.3. Types and distribution of natural vegetation in Ethiopia</p> <p>6.4. Natural vegetation: Uses, degradation and conservation strategies</p> <p>6.5. Wildlife resources of Ethiopia: Types, Importance, and conservation strategies</p>	<ul style="list-style-type: none"> • Lecture • Group discussion • Class work (map reading) • Home work 	<ul style="list-style-type: none"> • Attend the lesson and take short note, • Asking and answering questions, • Participating in group discussion • Doing class work and homework. 	<ul style="list-style-type: none"> • Describe the concept natural resources • Explain the major types on natural resources of Ethiopia • Understand the geographic distribution of major natural resources of Ethiopia • Acquire knowledge on natural resources degradation and conservation, and their extent in Ethiopia
Week 12 & 13	<p>7. Population of Ethiopia and the horn (8 hrs)</p> <p>7.1. Introduction</p> <p>7.2. Population data: uses and sources</p> <p>7.3. Population dynamics: Fertility, Mortality and migration</p> <p>7.4. Population distribution and composition</p> <p>7.5. Sociocultural aspects of Ethiopian population: Education, health and languages</p> <p>7.6. Settlement types and patterns</p>	<ul style="list-style-type: none"> • Lecture • Group discussion • Class work (map reading) • Home work 	<ul style="list-style-type: none"> • Attend the lesson and take short note, • Asking and answering questions, • Participating in group discussion • Doing class work and homework. 	<ul style="list-style-type: none"> • Describe the concept population, population dynamics, distributions and sociocultural aspects of Ethiopian population • Acquire general understanding of physical geographic process, and human environment relationships • Develop ethical aptitudes and dispositions necessary to live in harmony with the natural environment • Develop an understanding of national population distributional patterns and dynamics

Week 14, 15 & 16	<p>8. Economic activities in Ethiopia (9 hrs)</p> <p>8.1. Introduction</p> <p>8.2. Mining, fishing and forestry</p> <p>8.3. Agriculture in Ethiopia</p> <p>8.3.1. Contributions, potentials & characteristics of agriculture in Ethiopia</p> <p>8.3.2. Agricultural systems in Ethiopia</p> <p>8.3.3. Major problems of Ethiopian agriculture</p> <p>8.4. Manufacturing in Ethiopia</p> <p>8.4.1. Manufacturing: essence and contributions</p> <p>8.4.2. Types, characteristics and distributions of manufacturing</p> <p>8.4.3. Industrial development in Ethiopia: Challenges and prospects</p> <p>8.5. The service sector in Ethiopia</p> <p>8.5.1. Transportation and communication in Ethiopia: types, roles and characteristics</p> <p>8.5.2. Trade in Ethiopia: Types, contributions and characteristics</p> <p>8.5.3. Tourism in Ethiopia: Types, major tourist attraction sites, challenges and prospects</p>	<ul style="list-style-type: none"> • Lecture • Group discussion • Class work (map reading) • Home work 	<ul style="list-style-type: none"> • Attend the lesson and take short note, • Asking and answering questions, • Participating in group discussion • Doing class work and homework. 	<ul style="list-style-type: none"> • Describe the concept socioeconomic activities • Understand agricultural systems of Ethiopia • Develop a sense of appreciation and tolerance of cultural diversities and their interactions • Conceptualize the comparative advantages of economic regimes; and understand the impacts of globalization
	4.2. Assessment strategies and techniques and course policy			
Assessment	<ul style="list-style-type: none"> • Continuous assessment (tests (10%), Quizzes (5%), assessment (10%)) 25% • Mid 25% • Final Exam 50% • Total 100% 			
Course policy	<p>A student has to:</p> <ul style="list-style-type: none"> • Attend at least 85% of the classes. • Take all continuous assessments and mid exam. • Take final examination. • Respect all rules and regulations of the university. 			

4.3. Instructional resources

Textbooks:

- Addis Ababa University (2001). Introductory geography of Ethiopia, Teachers Text, Department of Geography
 Awulachew S.B., et al (2007). Water resources and irrigation development in Ethiopia. Colombo, Srilanka:
 IWMI (working paper 123)
 Paolo Billi (2015). Landscape and Landforms of Ethiopia. Springer Dordrecht Heidelberg New York, London.
 Module of Geography of Ethiopia and the Horn

Reference:

- Abbate E., Bruni P., Sagri M. (2015) Geology of Ethiopia: a review and geomorphological perspectives.
 Assefa M., Melese W., Shimelis G. (2014). Nile river Basin; Ecohydrological challenges, climate change and
 hydropolitics. Springer International Publishing, Switzerland.
 Engdawork Assefa (2015). Characterization and classification of major agricultural soils in CASCEP
 intervention Wereda's in the central highlands of Oromia Region, Ethiopia, Addis Ababa University
 Eyasu Elias (2016). Soils of the Ethiopian Highlands: Geomorphology and properties. CASCAPE Project,
 ALTRA, Wageningen University and Research Center (Wageningen UR). The Netherlands. 385 pp
 Laurence G., Jeremias M., Tilahun A., Kenneth M. (2012). Integrated Natural Resource Management in The
 Highlands of Eastern Africa; From Concept to Practice. New York, Earthscan.
 Ministry of Agriculture/MOA/ (1998). Agro-ecological zones of Ethiopia: Natural Resources Management and
 Regulatory Department, Addis Ababa
 Robert, E.G, James, F.P & Michael T. (2007). Essentials of physical geography. Thomson Higher education,
 Belmont, 8th edition.
 Solomom T., Jean-Pierre M., Yves D., (2003). Geology and mineral potential of Ethiopia: a note on geology and
 mineral map of Ethiopia. Elsevier Ltd.
 UNDP, FAO (1984) Ethiopia Forest Resources and Potential for Development; An assistance to land use
 planning.

Approval Section			
	Name	Signature	Date
Chair holder			
Department Head			



BAHIR DAR UNIVERSITY

**Institute of Disaster Risk Management and Food Security Studies
Department of Disaster Risk Management & Sustainable Development**

1. Course Information						
Course Title	General Physics					
Course Code	Phys1011					
Credit Hrs./ ECTS	Cr Hrs=3	L=2	T=1	P=0	H=7	Cp=5
Contact Hrs.	Two lecture hours + 1 Tutorial					
Semester	I					
Year	I					
Pre-requisites	None					
Target Group	First year DRMSD students					
Status of the Course	Common course					
Instructor's Name and Address						
2. Course Description:						
<p>This algebra based course provides science students the basic concepts of physics. It also equips them with the vocabulary, description and quantification of the mechanism of how the natural world around us behaves. It is also designed on the assumption that, it covers most topics for much diversified fields of science application, as students inevitably go in different direction. At the same time it puts on focus the field of physics as a central and binding of all sciences. It is hoped to provide students with working knowledge of some the problems they face in of their everyday life. It is also imparts pleasant experience to students knowing that, phenomenon as complex as the movement of satellites, planets, stars and galaxies are governed with just a very simple law of gravitation.</p> <p>The course is organized into 7 chapters. The chapters on mechanics introduce the principles and laws governing the motion of objects and the interaction between them as well as conservation laws. The chapter on heat and temperature discusses the interaction between systems through energy transfer and describes some basic thermal properties of such systems. The chapters on oscillations, waves and optics provide basic concepts of periodic motions, how waves transfer energy from one place to the other, and use the concepts of</p>						

light rays to explain image formation by mirrors and lenses. Electromagnetism and electronics introduces the basic electric and magnetic phenomena using the concept of field and treats elementary concepts of semiconductors. Cross-cutting applications of physics explain the roles of physics in Agriculture, Industries, Medicine, Archeology, Power Generation, Earth and Space Sciences.

3. Objective of the course

- Develop knowledge and skills in basic measurement and uncertainty.
- Understand the basic concepts of physics and the relations between them (Laws).
- Describe and explain natural phenomena using the basic concepts and laws.
- Apply the basic concepts and laws to practical situations.
- Develop the algebraic skills needed to solve theoretical and practical problems.
- Appreciate the applicability of physics to a wide range of disciplines.

4. Course Syllabus

Week	Content	Methods and teaching strategies	Students Task	Learning outcomes
1	<p>1. Physical quantities and basics of Measurement</p> <p><i>1.1. Basics of Measurement</i></p> <p><i>1.1.1 Fundamental units</i></p> <p><i>1.1.2 Derived Units</i></p> <p><i>1.1.3 Uncertainties and significant figures</i></p> <p><i>1.1.4 Adding and multiplying measured quantities</i></p> <p><i>1.2. Physical Quantities</i></p> <p><i>1.2.1 Scalars and Vectors</i></p> <p><i>1.2.1. Representation of a vector</i></p> <p><i>1.2.2. Unit vector</i></p> <p><i>1.2.3. Addition of vectors</i></p> <p>Algebraic method</p> <p>Geometrical method</p>	<p>Lecture</p> <p>Oral questions</p> <p>Group discussion</p>	<p>Attend the lesson</p> <p>Take notes</p> <p>Active participation</p>	<p>Apply the rules of significant figures.</p> <p>Describe fundamental and derived units</p> <p>Define vector and scalars</p> <p>Apply the rules of vectors to physical problems</p>
2-5	<p>2. Kinematics and particle dynamics</p> <p><i>2.1. Kinematics</i></p> <p><i>2.1.1 Displacement, velocity and acceleration in</i></p>			

	<p><i>1D and 2D</i></p> <p><i>2.1.2 Motion with constant acceleration</i></p> <p><i>2.1.3 Projectile motion with Free Fall</i></p> <p><i>2.2. Dynamics</i></p> <p><i>2.2.1 The concept of forces as a measure of interaction</i></p> <p><i>2.2.2 Types of forces</i></p> <p><i>2.2.3 Newton's laws of motion and their application</i></p> <p><i>2.2.4 Circular motion</i></p> <p><i>2.2.5 Newton's law of universal gravitation and Examples</i></p> <p><i>2.2.6 Kepler's laws, satellite motion and weightlessness</i></p> <p><i>2.3. Work, energy and momentum</i></p> <p><i>2.3.1 Work and energy</i></p> <p><i>2.3.2 Linear momentum</i></p> <p><i>2.3.3 Conservation of energy and linear momentum</i></p> <p><i>2.3.4 Power</i></p> <p><i>2.3.5 The concept of center of mass</i></p>	<p>Lecture</p> <p>Oral questions</p> <p>Group discussion</p>	<p>Attend the lesson</p> <p>Take notes</p> <p>Active participation</p>	<p>Describe displacement velocity and acceleration</p> <p>Differentiate one dimensional motion and two.</p> <p>Apply the laws to everyday experience.</p> <p>Differentiate between force work and power.</p> <p>Describe the concept of center of mass.</p>
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6-7	<p>3. Properties of bulk matter and fluid mechanics</p> <p><i>3.1. Properties of bulk matter</i></p> <p><i>3.1.1. Density, specific gravity</i></p> <p><i>3.1.2. Modulus of elasticity</i></p> <p><i>3.1.3. Young's modulus</i></p> <p><i>3.1.4. Shear modulus</i></p> <p><i>3.1.5. Bulk modulus</i></p> <p><i>3.2. Fluid mechanics</i></p> <p><i>3.2.1. Variation of pressure with depth</i></p> <p><i>3.2.2. Pressure measurements</i></p> <p><i>3.2.3. Archimedes's principle</i></p> <p><i>3.3. Fluid dynamics</i></p> <p><i>3.3.1. Bernoulli's equation</i></p>	<p>Lecture</p> <p>Oral questions</p> <p>Group discussion</p>	<p>Attend the lesson</p> <p>Take notes</p> <p>Active participation</p>	<p>Describe the concept of mass density and specific gravity.</p> <p>Differentiate between hydrostatics and hydrodynamics.</p> <p>Differentiate among the modulus.</p> <p>Describe Archimedes principle</p> <p>Apply the concept of hydrostatic to everyday experience.</p> <p>Apply the concept of hydrodynamics to everyday experience.</p>
8	Mid exam			

9-10	<p>4. Heat and thermodynamics</p> <p><i>4.1. Temperature and the zeroth law of thermodynamics</i></p> <p><i>4.2. Thermal expansion of solids</i></p> <p><i>4.3. Heat and the first Law of Thermodynamics</i></p> <p><i>4.3.1. Heat capacity and specific heat</i></p> <p><i>4.3.2. Change of phase and latent heat</i></p> <p><i>4.3.3. First law of thermodynamics</i></p> <p><i>4.3.4. Mechanisms of thermal energy transfer</i></p>	<p>Lecture</p> <p>Oral questions</p> <p>Group discussion</p>	<p>Attend the lesson</p> <p>Take notes</p> <p>Active participation</p>	<p>Define zeroth law of thermodynamics.</p> <p>Define first law of thermodynamics.</p> <p>Describe the latent heat of fusion and vaporization</p>
11-12	<p>5. Oscillations, waves and geometrical Optics</p> <p><i>5.1. Simple Harmonic Motion (SHM)</i></p> <p><i>5.1.2. Definition of oscillations and SHM</i></p> <p><i>5.1.1. Physical systems executing SHM Having one degree of freedom (simple pendulum, mass-spring)</i></p> <p><i>5.1.2. Basic Characteristics of SHM</i></p> <p><i>5.1.3. Equation of SHM V</i></p> <p><i>5.1.4. Energy in SHM</i></p> <p><i>5.1.5. Driven Oscillations and resonance</i></p>	<p>Lecture</p> <p>Oral questions</p> <p>Group discussion</p>	<p>Attend the lesson</p> <p>Take notes</p> <p>Active participation</p>	<p>Define oscillation</p> <p>Define SHM</p> <p>Describe the properties of waves.</p> <p>Differentiate between waves and oscillations</p> <p>Apply the equation of SHM to everyday experience.</p> <p>Differentiate the different</p>

	<p><i>5.2. Wave Characteristics</i></p> <p><i>5.2.1. Wave Formation and propagation</i></p> <p><i>5.2.2. Transverse and longitudinal waves</i></p> <p><i>5.2.3. The Doppler effect</i></p> <p><i>5.3. Image formation</i></p> <p><i>5.3.1. Image formation by flat mirrors</i></p> <p><i>5.3.2. Image formation by Spherical Mirrors</i></p> <p><i>5.3.3. Image formation by thin lenses</i></p>			<p>types of waves.</p> <p>Differentiate the different propagation of waves.</p> <p>Describe the difference between mirrors and lenses</p> <p>Describe different types of image formation.</p>
13-14	<p>6. Electromagnetism and electronics</p> <p><i>6.1. Electric field</i></p> <p><i>6.1.1. Properties of electric charges</i></p> <p><i>6.1.2. Coulombs law</i></p> <p><i>6.1.3. Electric field due to point charge</i></p> <p><i>6.2. Electric Potential</i></p> <p><i>6.2.1. Electric potential energy and potential difference</i></p> <p><i>6.2.2. Relations between potential and electric field</i></p> <p><i>6.3. Direct Current Circuits</i></p> <p><i>6.3.1. Electric current</i></p>	<p>Lecture</p> <p>Oral questions</p> <p>Group discussion</p>	<p>Attend the lesson</p> <p>Take notes</p> <p>Active participation</p>	<p>Define electric charges</p> <p>Define electric field</p> <p>Define magnetic field</p> <p>Differentiate between fields</p>

	<p>6.3.2. <i>Resistance and Ohms law</i></p> <p>6.3.3. <i>Equivalent resistance and Kirchhoff's rules</i></p> <p>6.3.4. <i>Electrical power</i></p> <p>6.4. <i>Magnetic field</i></p> <p>6.4.1. <i>Source of magnetic field.</i></p> <p>6.4.2. <i>Properties of magnetic field</i></p> <p>6.5. <i>Electromagnetic Induction</i></p> <p>6.5.1. <i>Magnetic flux</i></p> <p>6.5.2. <i>Faraday's Law of induction</i></p> <p>6.6. <i>Semiconductor diodes and transistors</i></p> <p>6.6.1. <i>Classification of materials based on electrical conductivity</i></p> <p>6.6.2. <i>Definition and properties of diodes</i></p> <p>6.6.3. <i>Diodes characteristics curve</i></p> <p>6.6.4. <i>Definition and properties of Transistors</i></p> <p>6.6.5. <i>Types of Transistors and their circuit Symbols</i></p>			<p>and potentials.</p> <p>Apply the field and potential formulas to everyday experience.</p> <p>Apply the laws of electrical circuits to everyday experience.</p> <p>Differentiate between magnetic and electric field</p> <p>Apply the laws induction.</p> <p>Describe the character of diods</p> <p>Describe transistors</p>
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15	<p>7. Application of physics</p> <p><i>7.1. Application in Agriculture.</i></p> <p><i>7.1.1. Energy balance concept, energy in soils, moisture Content, Soil densities, Soil moisture characteristics.</i></p> <p><i>7.2. Physics and industries.</i></p> <p><i>7.2.1. Principle of motor and generator</i></p> <p><i>7.3. Physics in health sciences and medical imaging.</i></p> <p><i>7.3.1. Radiation and its biological effect, x-ray, MRI, Ultrasound</i></p> <p><i>7.4. Physics and Archaeology.</i></p> <p><i>7.4.1. Radioactive dating</i></p> <p><i>7.5. Application in earth and space sciences.</i></p> <p><i>7.5.1. Geothermal energy, seismology, radio and TV communications</i></p> <p><i>7.6. Application in power generation.</i></p> <p><i>7.6.1. Solar and wind energy, nuclear power plants, hydroelectric power</i></p>	<p>Lecture/video</p> <p>Group discussion</p>	<p>Attend the lesson</p> <p>Take notes</p>	<p>Describe applications of physics to:</p> <p>Electrical energy</p> <p>Energy balance and environment</p> <p>Medical industry</p> <p>Seismic exploration and geothermal energy.</p> <p>Archeology and radioactive dating</p>
16	<p>Final exam</p>			

5. Assessment

Assessment	<ul style="list-style-type: none"> • Continues assessment (Tests, Quizzes, Assignments,)25% <ul style="list-style-type: none"> Home take test.....10% Group assignment10% Quiz.....5% • Mid.....25%. • Final Exam50% Total.....100%
Course policy	A student has to: <ul style="list-style-type: none"> - attend at least 85% of the classes. - take all continuous assessments and mid Exam. - take final examination. - respect all rules & regulations of the university.

6. Resources

Serway, R. A. and Vuille, C., 2018, College Physics, 11th ed., Cengage Learning, Boston, USA

University Physics with Modern Physics by Young, freedman and Lewis Ford

Physics for Scientists and Engineers with Modern Physics by Douglas C. Giancoli

Fundamentals of physics by David Halliday, Robert Resnick and Gearl Walker

College Physics by Hugh D. Young Sears Zemansky, 9th edition

Tayal D.C. *Basic Electronics*. 2nd ed. Himalaya Publishing House Mumbai, (1998).

Approval Section			
	Name	Signature	Date
Chair Holder's Name			
Department Head's Name			



BAHIR DAR UNIVERSITY

**Institute of Disaster Risk Management and Food Security Studies
Department of Disaster Risk Management & Sustainable Development**

1. Course Information

Course Title	General Psychology					
Course Code	Psyc1011					
Credit Hrs./ ECTS	Cr Hrs=3	L=3	T=0	P=0	H=7	CP = 5
Semester	II					
Year	I					
Pre-requisites	None					
Target Group	First year DRMSD students					
Status of the Course	Common course					
Instructor's Name and Address						

2. Course Description: This course introduces students with an overview of concept of psychology and life skills. More specifically, topics will be covered historical foundations of psychology, Goals of psychology, research methods in psychology , Sensation and Perception ,Memory and Forgetting, motivation and emotion, personality, psychological disorders and psychotherapy Besides, it also introduce students to the core set of life skills, which are important in realizing holistic development of students that is sense of well-being, confidence and academic performance so that they can lead happy, healthy, successful, and productive life.

3. Objectives of the course

After completion of this course students will be able to:

- Define the concept of psychology
- Compare and contrast the major perspectives in Psychology
- Explain the various research methods in Psychology
- Discuss Concept of sensation and perception
- Explain the process of learning a new behavior from different theoretical basis
- Describe motivational and emotional processes
- Discuss personality theories
- Describe the characteristics of major psychological disorders
- Demonstrate social and interpersonal skills in everyday life.
- Apply knowledge of psychology to one's own life & to develop life skills.

4. COURSE CONTENTS

Week	Contents	Methods and teaching strategies	Students Task	Learning outcomes
Week 1	Chapter One: Essence of Psychology	Gape lecture	<ul style="list-style-type: none"> • Attend the lesson • Take notes • Active participation 	<ul style="list-style-type: none"> • Define meanings of the term psychology • Point out the goals of psychology • discuss historical and theoretical perspectives of psychology • Evaluate the role of psychology in real life situations of human beings
	1.1. Definition of Basic Concepts 1.2. Goals of Psychology 1.3. Historical Background of Psychology 1.4. Theoretical Perspectives in Psychology 1.5. Branches of Psychology 1.6. Research Methods in Psychology	Buss group discussion Independent learning		
Week 2 & 3	Chapter Two: Sensation and perception	Gape lecture	<ul style="list-style-type: none"> • Listen and 	<ul style="list-style-type: none"> • Define meanings of

	<p>2.1 .The meanings of sensation and perception</p> <p>2.2. The sensory laws: Sensory thresholds and sensory adaption.</p> <p>2.3.Perception</p> <p>2.3.1.Selectivity of perception: Attention</p> <p>2.3.2.From perception</p> <p>2.3.3.Depth perception</p> <p>2.3.4.PerceptualConstancies</p> <p>2.3.5.Perceptual Illusion</p>	<p>Group discussion</p> <p>Independent learning</p> <p>Question and answering</p>	<p>take notes</p> <ul style="list-style-type: none"> • Answer questions • Doing home works, • Reading assignments 	<p>sensation and perception</p> <ul style="list-style-type: none"> • Discuss <p>From perception</p> <p>Depth perception</p> <p>Perceptual Constancies</p> <p>Perceptual Illusion</p>
Week 4 & 5	<p>Chapter Three: Learning and its theories</p> <p>3.1 Definition and characteristics of Learning</p> <p>3.2 Factors Influencing Learning</p> <p>3.3 Theories of Learning</p> <p>3.3.1. Behavioral Theory of Learning</p> <p>3.3.2. Social Learning Theory</p> <p>3.3.3. Cognitive Learning Theory</p>	<p>Gape lecture</p> <p>Group discussion</p> <p>Independent learning</p> <p>Role play</p>	<ul style="list-style-type: none"> • Attend the lesson • Take notes • Answer questions <p>Ask questions</p> <p>Doing homeworks/ assignments</p>	<ul style="list-style-type: none"> • Define concept of learning • Identify factors that affect learning • Discuss theories of learning • Evaluate implications of learning theories
Week 6	<p>Chapter Four: Memory and Forgetting</p> <p>4.1.. Meaning of Memory</p> <p>4.1.1. Stages of Memory</p> <p>4.1.2. Factors Affecting Memory</p> <p>4.2. Forgetting</p> <p>4.2.1. Meaning and Concepts of Forgetting</p> <p>4.2.2.Theories of Forgetting</p> <p>4.3. Improving Memory</p>	<p>Gape lecture</p> <p>Group discussion</p> <p>Independent learning</p> <p>Question and answering</p>	<ul style="list-style-type: none"> • Attend the lesson • Take notes • Answer questions • Ask questions 	<ul style="list-style-type: none"> • Define memory and forgetting • Describe the stages of memory • State factors affect memory • Explain ways of improving memory
Week 7 & 8	<p>Chapter Five: Motivation and Emotion</p>	<p>Gape lecture</p>	<ul style="list-style-type: none"> • Attend the lesson 	<ul style="list-style-type: none"> • Define concept of motivation

	<p>5.1. Motivation</p> <p>5.1.1. Definition and Types of Motivation</p> <p>5.1.2. Theories of Motivation and their Applications</p> <p>5.1.3. Conflict of Motives and Frustration</p> <p>5.2. Emotion</p> <p>5.2.1. Definition of Emotion</p> <p>5.2.2. Components of Emotion</p> <p>5.2.3. Theories of Emotion</p>	<p>Group discussion</p> <p>Independent learning</p> <p>Role play</p> <p>Question and answering</p>	<ul style="list-style-type: none"> • Take notes • Answer questions • Ask questions • Doing home works 	<ul style="list-style-type: none"> • Explain types of motivation • Elucidate conflict of motives • Define emotion • Elaborate frustration • Discuss theories of motivation and emotion
Week 9	Chapter Six :Personality Development			
	<p>6.1 meanings of personality</p> <p>6.2 Theories of Personality</p> <p>6.2.1 The psychoanalytic theory of personality</p> <p>6.2.2 The trait theory of personality</p> <p>6.2.3 Humanistic theory of Personality</p>	<p>Gape lecture</p> <p>Group discussion</p> <p>Independent learning</p>	<ul style="list-style-type: none"> • Attend the lesson • Take notes 	<ul style="list-style-type: none"> • Define concept of personality • Explain theories of personality • Explain conflict of motives • Define emotion • Elaborate frustration • Discuss theories of motivation and emotion
Week 10	Chapter Seven: Psychological Disorders and Treatment Techniques	<p>Gape lecture</p> <p>Group discussion</p>	<ul style="list-style-type: none"> • Attend the lesson • Take notes • Answer questions 	<ul style="list-style-type: none"> • Explain nature of Psychological Disorders • Elucidate causes of Psychological Disorders • Discuss treatment techniques
	<p>7.1. Nature of Psychological Disorders</p> <p>7.2. Causes of Psychological Disorders</p> <p>7.3. Types of Psychological Disorders</p> <p>7.4. Treatment Techniques</p>	<p>Independent learning</p>		
Week 10	Chapter Eight: Introduction to Life Skills	<p>Gape lecture</p> <p>Group discussion</p>	<ul style="list-style-type: none"> • Attend the lesson • Take notes • Answer questions 	<ul style="list-style-type: none"> • define the term life skill • explain goals of life skill • State components of life skill
	<p>8.1. Nature and Definition of Life skills</p> <p>8.2. Goals of Life Skills</p> <p>8.3. Components of Life Skills</p>	<p>Independent learning</p>		
Week 11-	Chapter Nine: Intra-personal and Personal Skills			

12	<p>9.1. Self-Concept and Self-Awareness</p> <p>9.2. Self-Esteem and Self-Confidence</p> <p>9.3. Self-Control</p> <p>9.4. Resilience and Coping with Stress</p> <p>9.5. Anger Management</p> <p>9.6. Problem Solving and Decision Making</p>	<p>Gape lecture</p> <p>Group discussion</p> <p>Independent learning</p>	<ul style="list-style-type: none"> Attend the lesson Take notes Answer questions 	<ul style="list-style-type: none"> Define self-concept, and related terms Explain stress coping mechanisms Describe features of emotional intelligence
Week 13	<p>Chapter Ten: Academic Skills</p> <p>10.1. Time Management</p> <p>10.2. Note-taking and Study Skills</p> <p>10.3. Test-Taking Skill</p> <p>10.4. Test Anxiety and Overcoming Test Anxiety</p> <p>10.5. Goal Setting</p>	<p>Brainstorming, gapped Lecture, Buzz Group discussion method</p>	<ul style="list-style-type: none"> Active Listening Asking Questions Note-taking Answering 	<ul style="list-style-type: none"> Describe features of time management Identify note-taking and study skills Explain test anxiety coping mechanisms
Week 14 & 15	<p>Chapter Eleven: Social Skills</p> <p>11.1. Understanding Intercultural Diversity and Diversity Management</p> <p>11.2. Gender and Social Inclusion</p> <p>11.3. Interpersonal Communication Skills</p> <p>11.4. Social Influences and Peer Pressure</p> <p>11.5. Assertiveness</p> <p>11.6. Conflict and Conflict Resolution</p> <p>11.7. Team Work</p> <p>11.8 Overcoming Risky Behavior</p>			
Week 16 is Reserved For Final Examination				

Asses men t	<ul style="list-style-type: none"> ➤ Continues assessment (Test, Quiz, and Group assignment 25%) <ul style="list-style-type: none"> • Test.....10% • Group assignment10% • Quiz.....5% ➤ Mid.....25%. ➤ Final exam50% Total.....100
Cours e policy	<p>A student has to:</p> <ul style="list-style-type: none"> - Attend at least 85% of the classes. - Take all continuous assessments and mid Exam. - Take final examination. - Respect all rules & regulations of the university.

6. Instructional resources

General Psychology Module

References

- Burnard, P. (1989). Teaching interpersonal skills: A handbook of experiential learning for health professionals. London, UK: Chapman and Hall.
- Coon, D. & Mitterer, J.O. (2008). Introduction to psychology: Gateways to mind and behavior (12th ed). New York, NY: McGraw Hill.
- Feldman, R.S. (2018). Essentials of understanding psychology (13th ed). New York, NY: McGraw Hill. Gray, P. & Bjorklund, D.F. (2017). *Psychology* (7th ed). New York, NY: Worth Publishers.
- Haddon, P.F. (1990). Mastering personal and interpersonal skills: Key techniques *and personal success* London, UK: Thorogood Ltd.
- Hays, J. (2002). Interpersonal skills at work (2nd ed). New York, NY: Routledge
- Kalat, J.W. (2013). Introduction to psychology (13th ed). New York, NY: McGraw Hill.
- Lahey, B.B. (2008). Psychology: An introduction (10th ed). New York, NY: McGraw Hill.
- Lilienfeld, S.O., Lynn, S.J., Namy, L.L. & Woolf, N.J. (2017). Psychology: From Inquiry to Understanding (3rd ed). Upper Saddle River, NJ: Pearson Education.

Meyers, D.G. & DeWall, C.N. (2016). Exploring psychology in modules (10thed). New York, NY:

Worth publishers.

Pavord, E. & Donnelly, E. (2015). Communication and interpersonal skills (2nded). Banbury, UK:

Lantern publishing

Weiten, W. (2014). *Psychology: Themes and variations* (briefer version, 9thed). Belmont, CA:

Wadsworth Publishing

Approval Section			
	Name	Signature	Date
Chair Holder's Name			
Department Head's Name			



BAHIR DAR UNIVERSITY

Institute of Disaster Risk Management and Food Security Studies

Department of Disaster Risk Management & Sustainable Development

1. Course Information

Course Title	Physical Fitness					
Course Code	SpSc 1011					
Credit Hrs./ ECTS	P/F	L=1	T = 1	P=1	H = ?	CP = P/F
Semester	I					
Year	I					
Pre-requisites	None					

Target Group	First year DRMSD students			
Instructor's name and address				
Status of the course	Common			
2. Course Description:				
<p>This course serve as an introduction to the theory and practice of a variety of exercise designed to improve the health and conduct of students. This including cardiovascular, flexibility, muscular strength endurance and body compositions. The course primary focus on the role that physical exercise plays in the promotion of health and wellness. Stages of changing behavior, Principles of fitness training, and other precondition are also included in the course. In addition, test and measurement of each health related fitness components are also included. Altimetry, student will develop physical, social and psychological and as well as skill development.</p>				
3. Objective of the course				
<p>Upon completing this module, you will be able to:</p> <ul style="list-style-type: none"> ➤ Describe basic concepts of physical fitness ➤ List at least four health related physical fitness components. ➤ Identify the behaviors that promote wellness of individuals. ➤ Describe the principles followed by fitness trainer/trainees while participating in fitness program. ➤ Adjust their characters and interest with others while engaged in exercise. ➤ Appreciate the way of testing each health related fitness level of individual ➤ Recognized the response of the body to various types of exercise ➤ Engaged in conditioning programs which may help to develop health relate fitness. ➤ Demonstrate exercises that used to develop each heath related fitness components ➤ Develop health related fitness at an optimum level 				
4. Syllabus Components				
4.1. Course Contents, Methods & strategies, and learning outcomes				
Time	Content & sub-contents	Teaching strategies	Learning strategies	Learning objectives: At the end of this chapter students will be able to:

Week 1& 2	<p>UNIT 1: Basic concepts of Physical fitness</p> <p>1.1 Physical fitness</p> <p>1.1.1. Definition</p> <p>1.1.2. Factors affecting fitness</p> <p>1.1.3. components of fitness</p> <p>1.1.4. Means to develop fitness.</p> <ul style="list-style-type: none"> - Physical exercise, - activity - games and sport 	<p>Brainstorming</p> <p>Class activity</p> <p>Pair discussion</p> <p>Reflections</p> <p>Gapped Lecture</p>	<p>Listen and take notes</p> <p>Doing class activity individually</p> <p>Compare and contrast their work</p> <p>Reflects</p>	<ul style="list-style-type: none"> • Define physical fitness • List at least four factors that affect physical fitness level of individuals. • Describe the components of physical fitness • Differentiate physical exercise from physical fitness
Week 3	<p>Unit 2: Benefits of physical exercise</p> <p>2.1 Why Physical exercise and Wellness?</p> <p>2.2 Behaviors that contribute for Wellness</p> <p>2.3 Physical exercise and hypokinetic disease (coronary heart disease, blood pressure, diabetes, and lower back pain), Cardiovascular disease and others disease (Cancer and Sexually Transmitted Infections....)</p>	<p>Questioning and answering</p> <p>Class activity</p> <p>Pair discussion</p> <p>Group discussion</p> <p>Reflections</p> <p>Gapped Lecture</p>	<p>Asking and answering questions</p> <p>take short notes,</p> <p>Doing class works</p> <p>Participating in pair and group discussions.</p> <p>Reflects</p> <p>Listen and take notes</p>	<p>Describe wellness and its dimensions</p> <p>Describe the behaviors that promote wellness of individuals</p> <p>Identify at least three Hypokinetic disease</p>
	<p>Chapter 3 : Nutrients and principles of physical training</p> <p>3.1. macro and micronutrients</p> <p>3.2. diet before, during and after exercise</p> <p>3.3. Principles of Fitness training</p>	<p>-Brainstorming</p> <p>--Gapped Lecture</p> <p>- Questioning and answering</p> <p>- Class activity</p> <p>- Pair/ Group discussion</p> <p>- Reflections</p>	<p>-Listen and take short notes,</p> <p>-Asking and answering</p> <p>-Doing class activity</p> <p>-participating in group discussions.</p> <p>-Reflects</p>	<p>Identify the type of food taken before, during and after exercise</p> <p>- Describe the principles of fitness training</p>

Weeks 4 & 5	Unit 4: Health related physical fitness program 3.1. major parts of physical fitness Training prescriptions - Objectives and FITT (F-frequency, I- intensity-Time and T-type of exercise) 3.2. Types of exercise to develop each health related fitness components 3.3. health related fitness tests 3.3.1. preconditions for tests 3.3.2. Some health related fitness tests - sit and reach test (flexibility) - 2 min step test (cardiorespiratory) - 1 min Push-up test (strength endurance)	-Brainstorming --Gapped Lecture - Questioning and answering - Demonstration - Class activity - Pair/ Group discussion - Reflections	Attend the lesson -Listen and take short notes, -Asking and answering questions -Doing class activity -participating in group discussions. -Reflects	- - Explain the parts of fitness training prescriptions - Identify at least three exercises that used to develop each health related fitness components. - Relate their fitness level with their health, wellness, behavior, age, sex. . and other conditions																														
Practical session																																		
Week 6-16	Unit 5: Fitness development 4.1. preconditions for fitness training 4.2. Workouts for better Cardiorespiratory development 4.3. Exercise for better Flexibility performance 4.4. Workout for muscular strength and endurance.	- Explanation - Organize -Demonstration - Feedback - Motivation	- Observe - Imitate - try to perform as the teacher demonstrate -Take feedback	- Demonstrate exercises that used to develop each health related fitness components - Develop their health related fitness at optimum level.																														
4.2. Assessment Strategies & Techniques and Course Policy																																		
Assessment	- Quizzes (5 %), Group assignment (theoretical/presentation = 10%) and Group assignment (practice demonstration = 10%) -Mid exam (written).....25%. - practical exams (Continues assessment)50% Flexibility: =15 marks <table border="1" data-bbox="355 1530 1377 1654"> <tr> <td>sit and reach test</td> <td>negative</td> <td>0 – 10 cm</td> <td>+ 11cm</td> <td>+15 cm</td> </tr> <tr> <td>male</td> <td>< 8 marks</td> <td>8-14 marks</td> <td>15 marks</td> <td>-</td> </tr> <tr> <td>female</td> <td>< 5 marks</td> <td>5-10 marks</td> <td>-</td> <td>15 marks</td> </tr> </table> Cardio respiratory: = (15%), <table border="1" data-bbox="355 1692 1377 1850"> <tr> <td>2 min step test</td> <td>< 10 marks</td> <td>10-12 marks</td> <td>13-15 marks</td> <td>15marks</td> </tr> <tr> <td>Male</td> <td><100</td> <td>100-119</td> <td>120- 130</td> <td>>130 rep.</td> </tr> <tr> <td>Female</td> <td><90</td> <td>90- 109</td> <td>110- 120</td> <td>>120 rep.</td> </tr> </table> Muscular strength endurance = (15%),				sit and reach test	negative	0 – 10 cm	+ 11cm	+15 cm	male	< 8 marks	8-14 marks	15 marks	-	female	< 5 marks	5-10 marks	-	15 marks	2 min step test	< 10 marks	10-12 marks	13-15 marks	15marks	Male	<100	100-119	120- 130	>130 rep.	Female	<90	90- 109	110- 120	>120 rep.
sit and reach test	negative	0 – 10 cm	+ 11cm	+15 cm																														
male	< 8 marks	8-14 marks	15 marks	-																														
female	< 5 marks	5-10 marks	-	15 marks																														
2 min step test	< 10 marks	10-12 marks	13-15 marks	15marks																														
Male	<100	100-119	120- 130	>130 rep.																														
Female	<90	90- 109	110- 120	>120 rep.																														

	1 min Push-up test	< 10 marks	10-12 marks	13-15 marks	15marks
	Male	< 20	20-29	30- 39	>40 rep.
	Female	< 20	20- 29	30- 39	>30rep.
Good Conduct (5%)					
NOTE: criteria and conditions for practical exam are based on international norms and the fitness level of some undergraduate students.					
Course policy	A student has to: <ul style="list-style-type: none"> - Attend at least 85% of the classes. - Take all assignments, presentations, demonstrations, mid Exam and continuous assessments. - Respect all rules & regulations of the university. 				
4.3 Instructional Resources Text book <ul style="list-style-type: none"> • Scott F., Lisa J., Jonathan H., Althea M., David M., (2018) Concepts of Fitness and Wellness, University System of Georgia, Galileo Open Learning Materials, 2nd Edition Reference <ul style="list-style-type: none"> • Charles B. Corbin, Gregory J. Weik, William R. Corbin and Karen A. Welk (2006) Concepts of Fitness and Wellness, a comprehensive lifestyle approach, 6th Edition • Tesfayie Dessalegn (2004) Module for the course health and fitness, bahir dar university sport academy 					

Approval Section			
	Name	Signature	Date
Chair Holder's Name			
Department Head's Name			

Bahir Dar University
Institute of Disaster Risk Management and Food Security Studies
Department of Disaster Risk Management and Sustainable Development

1. Course Information



Course Title	Critical Thinking					
Course Code	LoCT 1011					
Credit Hrs./ ECTS	Cr Hrs=3	L=3	T=0	P=0	H=7	CP=5
Semester	I					
Year	I					
Pre-requisites	None					
Target Group	All First Year Undergraduate Students					
Status of the Course	Common Course					
Instructor's Name &Address						

2. Course Description:

Logic and Critical Thinking is an inquiry that takes arguments as its basic objects of investigation. Logic is concerned with the study of arguments, and it seeks to establish the conditions under which an argument may be considered acceptable or good. Critical thinking is an exercise, a habit, a manner of perception and reasoning that has principles of logic as its fulcrum, and dynamically involves various reasoning skills that ought to be human approach to issues and events of life. To think critically is to examine ideas, evaluate them against what you already know and make decisions about their merit. The aim of logic and critical thinking course is to maintaining an 'objective' position. When you think critically, you weigh up all sides of an argument and evaluate its validity, strengths and weaknesses. Thus, critical thinking skills entail actively seeking all sides of an argument evaluating the soundness of the claims asserted and the evidence used to support the claims. This course attempts to introduce the fundamental concepts of logic and methods of logical reasoning. The primary aim of this course is to teach students essential skills of analyzing, evaluating, and constructing arguments, and to sharpen their ability to execute the skills in thinking and writing.

3. Objective of the course

At the end of the course, students should be able to:

- Understand the relationship of logic and philosophy,
 - Recognize the core areas of philosophy,
 - Appreciate the necessity learning logic and philosophy,
 - Understand basic logical concepts, arguments,
 - Understand deductions, inductiveness, validity, strength, soundness, and cogency,
 - Develop the skill to construct sound argument and evaluate arguments;
 - Cultivate the habits of critical thinking and develop sensitivity to clear and accurate usage of language;
 - Differentiate cognitive meanings from emotive meanings of words,
 - Differentiate standard forms of categorical propositions from other types of sentences used in any language,
 - Apply symbols to denote standard forms of categorical propositions to form further logical assertions among them.
-  Develop logical and open-mind that weighs ideas and people rationally;
-  Develop confidence when arguing with others,



Demonstrate logical argumentative ability,

1

	<ul style="list-style-type: none"> ➤ Develop logical reasoning skill in their day to day life, and ➤ Appreciate logical reasoning, disproving mob-mentality and avoid social prejudice. ➤ Understand the basic concepts and principles of critical thinking. ➤ Understand the criterion of good argument. 			
	<ul style="list-style-type: none"> ➤ Identify the factors that affect critical thinking. 			
<p>4. Syllabus Components</p>	<ul style="list-style-type: none"> ➤ Apply critical thinking principles to real life situation. 			
<p>4.1. Course Contents, Methods & strategies, and learning outcomes</p>				

Argument.	✓ Self-Reading.	discussions.	Learning Outcomes:
2.5. Factors Affecting Critical Thinking	Methods and ✓ Debate	At the end of this	thinking.
Content & sub-contents	Students Task	chapter students	• Appreciate the
2.6. Relevance of Critical Thinking.	strategies	able to:	relevance of learning
Chapter I: Introducing Philosophy	✓ Brainstorming	➤ Attend the lesson and	➤ Understand the critical thinking in
1.1. Introduction	✓ Gaped Lecture,	take short notes,	meaning and nature of
Chapter III: Basic Concepts of Logic	✓ Group	➤ Asking and answering	philosophy.
1.2. Meaning and Definition of philosophy	✓ Brainstorming	➤ Attend the lesson and	• Describe the basic
3.1 Introduction	✓ Gaped Lecture,	take short notes,	concepts in logic,
3.2 Basic Concepts of Logic	Discussion,	questions,	• Differentiate
1.3. Core Branches of Philosophy.	✓ Group	➤ Asking and answering	➤ Recognize the core
3.3 Techniques of recognizing arguments	Pair Discussion,	Discussion, Doing class works,	argument from non
1.4. Importance of Teaching Logic and	✓ Peer-Learning	➤	areas of philosophy,
3.4 Types of Arguments	✓ Pair Discussion,	➤	argument,
Philosophy	✓ Self-Reading.	Participating in group	• Describe deductive
3.4.1 Deductive Arguments	✓ Peer-Learning	discussions.	necessity learning logic
3.4.2 Inductive Arguments	Debate	✓ Self-Reading.	discussions and philosophy,
3.5 Evaluation of Arguments	Debate		and inductive
Chapter II: Basic Concepts of Critical Thinking	✓ Brainstorming	➤ Attend the lesson and	• Define what critical
3.5.1 Evaluating Deductive Argument	✓ Gaped Lecture,	take short notes,	thinking is,
Evaluating Inductive Arguments	✓ Group	➤ Asking and answering	• Be able to critically
2.1. Introduction	Discussion,	questions,	• Describe principles
2.2. Meaning and Definition of Critical Thinking.	✓ Pair Discussion,	➤	of critical thinking,
2.3. Principles of Critical Thinking.	➤	Doing class works	Formulate their own
2.4. Criterion/Standard of Argument Good	✓ Peer-Learning	➤ Participating in group	• Identify factors that
			good arguments
			affect critical

Chapter IV: Logic and Language

4.1 Introduction

4.2 Logic and Meaning

✓ Brainstorming

✓ Gaped Lecture,

✓ Group

➤ Attend the lesson and

take short notes,

➤ Asking and answering

- Understand the relationship between logic and language

Weeks 8 & 9	4.2.1	Cognitive and Emotive meaning of Words	✓	Discussion, Pair Discussion,	➤	questions, Doing class works	•	Describe emotive and cognitive functions of language
	4.2.2	Intensional and Extensional Meaning of Terms	✓	Peer-Learning, Self-Reading.	➤	Participating in group discussions.	•	Describe intensional and extensional meaning,
	4.3	Logic and Definition	✓	Debate				• Describe types of of definitions and their respective purpose,
	4.3.1	Types and Purposes of Definition						• Explain methods of producing intensional and extensional definitions.
	4.3.2	Techniques of Definition						
	4.3.2.1	Extensional techniques of Definitions						
	4.3.2.2	Intensional Techniques of Definitions						
	4.4	Criteria for Lexical Definitions						
Weeks 10 – 13	Chapter V: Informal Fallacies		✓	Brainstorming			•	Define what fallacy is
	5.1.	Introduction	✓	Gaped Lecture,	➤	Attend the lesson and		
	5.2.	Types of Fallacies: Formal and Informal	✓	Group		take short notes,	•	Explain formal and informal fallacies
	5.3.	Categories of Informal Fallacies		Discussion,	➤	Asking and answering		
	5.3.1.	Fallacies of Relevance	✓	Pair Discussion,		questions,	•	Describe varieties of informal fallacies
	5.3.2.	Fallacies of Weak Induction	✓	Peer-Learning	➤	Doing class works		
	5.3.3.	Fallacies of Presumption	✓	Self-Reading.	➤	Participating in group		
5.3.4.	Fallacies of Ambiguity	✓	Debate		discussions.	•	Be conscious not to	

5.3.5. Fallacies of Grammatical Analogy

commit these fallacies in their life.

14 —16 Weeks	Chapter VI : Categorical Propositions		➤ Attend the lesson and	• Define what
	6.1. Introduction	✓ Brainstorming	take short notes,	categorical
	6.2. Categorical Propositions	✓ Gaped Lecture,	➤ Asking and answering	proposition is,
	6.2.1. The Components of Categorical Propositions	✓ Group Discussion,	➤ Doing class works	• Explain standards and attributes of
	6.2.2. Attributes of Categorical Propositions: Quality, Quantity, and Distribution	✓ Pair Discussion,	➤ Participating in group discussions.	categorical proposition,
	6.2.3. Representing Categorical Propositions	✓ Self-Reading.		• Describe traditional
	6.2.3.1. Venn Diagrams	✓ Debate		and modern square
	6.2.3.2. Boolean and Aristotelian Square of Oppositions			of opposition
	6.2.3.3. Evaluating Immediate Inferences: Venn Diagrams and Square of Oppositions			• Understand immediate inferences based on
	6.2.3.4. Logical Operations: Conversion, Obversion, and Contraposition			rules of conversion, obversion, and contraposition

3

Assessment	<ul style="list-style-type: none"> ✓ Test.....10% ✓ Group (Individual) Assignment.....10% ✓ Quiz/Presentation5% ✓ Mid..... 25%. ✓ Final Exam50% ✓ Total.....100%
Course policy	<p>A student has to:</p> <ul style="list-style-type: none"> ✓ Attend at least 85% of the classes. ✓ Take all continuous assessments and mid Exam. ✓ Take final examination. ✓ Respect all rules & regulations of the university.

4.3 Instructional Resources

Textbooks

- Hurley, Patrick. (2014) A Concise Introduction to Logic, 12th Edition, Wadsworth, Cengage Learning.
- Hurley, Patrick. (2012) A Concise Introduction to Logic, 11th Edition, Wadsworth, Cengage Learning.

Reference Books

- Copi, Irving M. and Carl Cohen, (1990) Introduction to Logic, New York: Macmillan Publishing Company.
- Damer, Edward. (2005). Attacking faulty reasoning. A practical guide to fallacy free argument. Wadsworth Cengage learning, USA.
- Fogelin, Robert. (1987) Understanding Arguments: An Introduction to Informal Logic, New York: Harcourt Brace Jvanovich Publisher.
- Guttenplan, Samuel: (1991) the Language of Logic. Oxford: Blackwell Publishers
- Stephen, C. (200) the Power of Logic. London and Toronto: Mayfield Publishing Company.
- Simico, N.D and G.G James. (1983) Elementary Logic, Belmont, Ca: Wadsworth Publishing Company.


- Walelign, Emiru, (2009) Freshman Logic, Addis Ababa.

Approval Section

	Name	Signature	Date

Assigned Instructor

Chair Holder

 <p>BAHIR DAR UNIVERSITY Institute of Disaster Risk Management and Food Security Studies</p>					
Program	Disaster Risk Management & Sustainable Development				
Courses code	EMTE1012				
Courses Title	Introduction to Emerging Technology				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module name	Common Courses				
Module number	M01				
Course Chair					
Instructor/Tutor					
ECTS credit (CP)	3				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	3	-	-	5	8
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	1st Year DRMSD Students.				
Year /semester	Year 1 Semester II				
Pre-requisites	None				
Status of the course	Common				

Course Description

This course will enable students to explore current breakthrough technologies in the areas of Artificial Intelligence, Internet of Things and Augmented Reality that have emerged over the past few years. Besides helping learners become literate in emerging technologies, the course will prepare them to use technology in their respective professional preparations.

Objective of the course

Up on the completion of this course students will be able to:

- Identify different emerging technologies
- Differentiate different emerging technologies
- Select appropriate technology and tools for a given task
- Identify necessary inputs for application of emerging technologies

Syllabus Components

1.1. Course Contents, Methods & strategies, and learning outcomes

Time	Content & sub-contents	Methods & Strategies	Students Task	Learning
------	------------------------	----------------------	---------------	----------

				Outcomes: At the end of this chapter students will be able to
Week 1-2	<p>Chapter 1: Introduction to Emerging Technologies</p> <p>1.1 Evolution of Technologies</p> <p>1.1.1 Introduction to Industrial revolution (IR)</p> <p>1.1.2 Historical Background (IR 1.0, IR 2.0, IR 3.0)</p> <p>1.1.3 Fourth Industrial Revolution (IR 4.0)</p> <p>1.2 Role of Data for Emerging Technologies</p> <p>1.3 Enabling devices and network (Programmable devices)</p> <p>1.4 Human to Machine Interaction</p> <p>1.5 Future Trends in Emerging Technologies</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Reading • Individual work • Group discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take notes • Answer questions • Read • Doing class works and home works, • Reflects 	<ul style="list-style-type: none"> • Develop knowledge of IR • Identifies programmable device • Develop the knowledge how computer interact with machine • Develop general knowledge about emerging technologies
Week 3 - 4	<p>Chapter 2: Introduction to Data Science</p> <p>2.1. Overview for Data Science</p> <p>2.1.1. Definition of data and information</p> <p>2.1.2. Data types and representation</p> <p>2.2. Data Value Chain</p> <p>2.2.1. Data Acquisition</p> <p>2.2.2. Data Analysis</p> <p>2.2.3. Data Curating</p> <p>2.2.4. Data Storage</p> <p>2.2.5. Data Usage</p> <p>2.3. Basic concepts of Big data</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Gapped Lecture • Group discussion • Class work • Tutorials 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. • Reflects 	<ul style="list-style-type: none"> • Develop the Knowledge of data science • Identify the various data value chain • Know how about Big data

Week 5 – 7	<p>Chapter 3: Artificial Intelligence (AI)</p> <p>3.1. Introduction to AI</p> <p>3.1.1. What is AI</p> <p>3.1.2. History of AI</p> <p>3.1.3. Levels of AI</p> <p>3.1.4. Types of AI</p> <p>3.2. Applications of AI</p> <p>3.2.1. Agriculture</p> <p>3.2.2. Health</p> <p>3.2.3. Business (Emerging market)</p> <p>3.2.4. Education</p> <p>3.3. AI tools and platforms (e.g.: scratch/object tracking)</p> <p>3.4. Sample application with hands on activity (simulation based)</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Gapped Lecture • Group discussion • Class work • Tutorials • Reflections 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. • Reflects 	<ul style="list-style-type: none"> • Develop the knowledge of AI • Know how where to use AI
Week 8 – 10	<p>Chapter 4: Internet of Things (IoT)</p> <p>4.1. Overview of IoT</p> <p>4.1.1. What is IoT?</p> <p>4.1.2. History of IoT</p> <p>4.1.3. Advantage of IoT</p> <p>4.2. How IoT Works</p> <p>4.2.1. Architecture of IoT</p> <p>4.2.2. Device and Network</p> <p>4.3. IOT tools and platforms (e.g.: KAA IoT /Device Hive/Zetta/Things Board...)</p> <p>4.4. Sample application with hands on activity (e.g. IOT based smart farming)</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Reading • Individual work • Group discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. • Reflects 	<ul style="list-style-type: none"> • Develop the general knowledge of IOT. • know how IoT works and where to Put on

Week 11-12	<p>Chapter 5: Augmented Reality (AR)</p> <p>5.1. Introduction to AR</p> <p>5.2. Virtual reality (VR), Augmented Reality (AR) vs mixed reality (MR)</p> <p>5.3. Architecture of AR systems.</p> <p>5.4. Application of AR systems (education, medical, assistance, entertainment) workshop-oriented hands demo</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Reading • Individual work • Group discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. • Reflects 	<ul style="list-style-type: none"> • Develop the knowledge of AR • Identify and differentiate about VR, AR and MR • Develop the knowledge of AR architecture and its Application area.
Week 13	<p>Chapter 6: Ethics and professionalism of emerging technologies</p> <p>6.1. Technology and ethics</p> <p>6.2. Digital privacy</p> <p>6.3. Accountability and trust</p> <p>6.4. Treats and challenges</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Reading • Individual work • Group discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. • Reflects 	<ul style="list-style-type: none"> • Develop general knowledge on ethics and professionalism of emerging technologies

Week 14 – 15	<p>Chapter 7: Other Emerging Technologies</p> <p>7.1. Nanotechnology</p> <p>7.2. Biotechnology</p> <p>7.3. Blockchain technology</p> <p>7.4. Cloud and quantum computing</p> <p>7.5. Autonomic computing</p> <p>7.6. Computer vision</p> <p>7.7. Embed systems</p> <p>7.8. Cyber security</p> <p>7.9. Additive manufacturing (3D Printing)</p> <p>Etc. ...</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Reading • Individual work • Group discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. • Reflects 	<ul style="list-style-type: none"> • Know how about currently available emerging technologies
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1.2. Assessment Strategies & Techniques and Course Policy

1.2.1. Assessments

- Continues assessment (Test (8%), Quiz (8%), Assignment (9%),)25%
- Mid.....25%.
- Final Exam50%
- Total..... 100%

1.2.2. Course policy

A student has to:

- attend at least 85% of the classes.
- take all continuous assessments and mid Exam.
- take final examination.
- respect all rules & regulations of the university.

1.3. Instructional Recourses

Module

- Module for the course Introduction to Emerging Technology

References


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Francesco Corea (2017). *Artificial Intelligence and Exponential Technologies: Business Models Evolution and New Investment Opportunities*.

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Approved By: -

	Full Name	signature	Date
Chair Holder: -	-----	-----	-----
Department Head: -	-----	-----	-----

 <p>BAHIR DAR UNIVERSITY Institute of Disaster Risk Management and Food Security Studies</p>					
Program	Disaster Risk Management & Sustainable Development				
Courses code	FLen1012				
Courses Title	Communicative English Skills II				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module name	Common Courses				
Module number	M01				
Course Chair					
Instructor/Tutor					
ECTS credit (CP)	3				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	3	-	-	5	8
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	1st Year DRMSD Students.				
Year /semester	Year 1 Semester II				
Pre-requisites	None				
Status of the course	Common				

Course Description: This course contains the following contents: Reading, Grammar, Speaking and Writing

Course Objectives: At the end of this course students should be able to:

- develop their proficiency with reading, speaking and writing skills.
- learn vocabularies that are assumed unfamiliar to them.
- develop their knowledge of grammar
- become successful in living a community successfully and endeavor to execute skills to solve problems that may occur in their community;
- develop their speaking and writing abilities in different areas including ‘life skills’; and
- learn to read on supplementary readings

Contents and sub contents	Teaching methods	Total hrs	Delivery time	
			Week	Hrs
Unit I: Life Skills Reading passage: The concept of life skills Grammar: Active and passive voices Speaking Writing	Gaped lecture Question and answer Students' participation Gap Lecture question and answer &Reflection	15hrs	1 st (1.1-1.4) 2 nd (1.5-1.7) 3 rd (1.8 -1.11)	6hrs 6hrs 3hrs
Unit II: Speculations about the future of Science Reading passage: Grassroots attack in bilharzia Grammar: Future Tense Speaking Writing	Gaped lecture Approach Question and answer Students' participation Gap lecture Question and answer	18 hrs	3 rd (2.1-2.2) 4 th (2.3-2.5) 5 th (2.6 - 2.7) 6 th (2.8-2.9)	3hrs 6hrs 6hrs 3hrs
Unit III: Environmental protection Reading: Environmental Challenges: A river run through Grammar: Modal verbs Speaking Writing	Gaped lecture Question and answer Students independent work	27 hrs	6 th (3.1 - 3.3) 7 th (3.4 - 3.10) 8 th (mid exam) 9 th (3.10.1.- 3.10.6.1) 10 th (3.9.2- 3.10.1)	3hrs 6hrs 6hrs 6hrs 6hrs
Unit IV: Indigenous Knowledge Reading: A local Pathway to Global Development Grammar: Reported Speech Speaking Writing	Students' engagement Gaped lecture Problem Solving Approach Question and answer	24 hrs	11 th (4.1-4.2.1) 12 th (4.2.2-4.2.4) 13 th (4.2-4.3) 14 th (4.5-4.6)	6hrs 6hrs 6hrs 6hrs

Unit V: Cultural Heritage Reading: Cultural Heritage What is it? Why is it important Grammar: Relative Clauses Speaking Writing	Gaped lecture Problem Question and answer			
Supplementary Reading	Students' engagement		16 th week	

Type	Mid Exam	FinalExam	Test	Group work In Class
Time and unit	Unit 1-2 7 th or 8 th week	Unit 3-4 15 th or 16 th week	Unit 3-4 13 th week	Unit2(5 th Week and Unit 4 12 th week
Mark	30%	50%	10 %	10%



BAHIR DAR UNIVERSITY
Institute of Disaster Risk Management and Food Security Studies

Program	Disaster Risk Management & Sustainable Development				
Courses code	Hist 1012				
Courses Title	History of Ethiopia and the Horn				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module name	Common Courses				
Module number	M01				
Course Chair					
Instructor/Tutor					
ECTS credit (CP)	3				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	3	-	-	5	8
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	1st Year DRMSD Students.				
Year /semester	Year 1 Semester II				
Pre-requisites	None				
Status of the course	Common				

Course Description:

This course is a common course given to Higher Learning Institutions Students/HLIS. Students will learn about the role of history in human life and goals of studying history. Students will also learn the importance of history in nation building and the making of identity in time and space. This course covers the major historical processes in Ethiopia and the Horn. The course is also concerned with how the sociocultural, religious, economic and political experiences of the past are interwoven in the making of the current Ethiopia and the Horn. It is useful to know how personalities helped change the scenario, and how societies, peoples and the world that we live in have changed over time and its implication for history of Ethiopia and the Horn. It is helpful to understand history as a base for shaping and bettering of the future.

Objectives of the course

After completing the course, students will be able to:

- Distinguish meaning, nature and uses of history
- Identify pertinent sources for the history of the peoples of Ethiopia and the Horn
- Describe changes & continuities that unfolded in Ethiopia and the Horn
- Elucidate the causes, courses and consequences of events happened in the region
- Explain the nature of the region's external contacts and their effects
- Appreciate peoples' achievements, heritages and cultural diversities of the region

Syllabus Components				
Course Contents, Methods & strategies, and learning outcomes				
Time	Content & sub-contents	Methods and strategies	Students Task	Learning Outcomes: At the end of this chapter students will be able to:
Week 1- 3	<p>Unit 1: Introduction</p> <p>1.1. Concepts of History: Meaning, Nature and Uses</p> <p>1.2. Sources & Methods of Historical Study</p> <p>1.3. Origin and Development of Historiography of Ethiopia and the Horn</p> <p>1.4. Introducing and Understanding Ethiopia and the Horn</p> <p>Unit 2: Peoples and Cultures in Ethiopia and the Horn</p> <p>2.1. Human Evolution</p> <p>2.2. Neolithic Revolution</p> <p>2.3. The Peopling of the Region</p> <p>2.3.1. Languages and Linguistic Processes: Afro-Asiatic Super Family (Cushitic, Semitic & Omotic Families) and Nilo-Saharan (Chari-Nile & Koman families)</p> <p>2.3.2. Settlement Patterns 2.3.3. Economic Formations</p> <p>2.4. Religion and Religious Processes</p> <p>2.4.1. Indigenous</p> <p>2.4.2. Judaism</p> <p>2.4.3. Christianity</p> <p>2.4.4. Islam</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Class work 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. 	<ul style="list-style-type: none"> • Describe the general concepts of history • Mention the relevant sources for History of Ethiopia and the Horn • Explain Ethiopia and the Horn in relation to human evolution and Neolithic Revolution

Week 4&5	<p>Unit 3: Politics, Economy & Socio-Cultural Processes in Ethiopia & the Horn to end of 13th Century</p> <p>3.1. Evolution of States</p> <p>3.2. Ancient Polities</p> <p>3.2.1. North and Northeast</p> <p>3.2.1.1. Punt</p> <p>3.2.1.2. Damat</p> <p>3.2.1.3. Axum</p> <p>3.2.1.4. Zagwe</p> <p>3.2.2. East, Central, Southern and Western</p> <p>3.2.2.1. Agaw, Bizamo, Damot, Enaraya, Gafat.</p> <p>3.2.2.2. Muslim Sultanates (Shewa, Ifat, Dawaro, Fatagar, Bali, Hadiya, Arebabani, Shirka, Dera...)</p> <p>3.3. External Contacts</p> <p>3.4. Economic Formations (Agriculture, Handicraft, Trade...)</p> <p>3.5. Socio-cultural achievements (Architecture, Writing ...)</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Class work 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. 	<ul style="list-style-type: none"> • Mention the various socio-cultural and political achievements in civilizations of the region • Trace the origin and developments of states in the region during the ancient period
Weeks 6&7	<p>Unit 4: Politics, Economy & Socio-Cultural Processes from Late 13th – the beginning of 16th Century</p> <p>4.1. “Restoration” of the “Solomonic” Dynasty</p> <p>4.2. Power Struggle, Consolidation, Territorial and Religious Expansion of the Christian Kingdom</p> <p>4.2.1. Succession Problem and the Establishment of Royal Prison</p> <p>4.2.2. Territorial Expansion towards Agaw, Bizamo, Damot, Red Sea, Bete-Israel/“Falasha...”</p> <p>4.2.3. Evangelization and Religious Movements</p> <p>4.3. Social, Economic and Political Dynamics of Muslim Sultanates</p> <p>4.3.1. Political Developments in the Muslim Sultanates and the Rise of Adal</p> <p>4.3.2. Trade and the Expansion of Islam</p> <p>4.4. Rivalry between the Christian Kingdom and the Muslim Sultanates</p> <p>4.5. External Relations</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Class work 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions. 	<ul style="list-style-type: none"> • Explain the long term effect of the „Solomonic“ dynasty in the region. • Describe the dynamics of the territorial expansion of the Christian kingdom and rivalry between the Christian Kingdom and Muslim Sultanates in the region • Discuss the role of foreign relations and interventions from ancient to modern times in Ethiopia and the Horn

Week 8-10	<p>Unit 5: Politics, Economy & Socio-Cultural Processes from Early 16th –the End of the 18th Century</p> <p>5.1. Interaction and Conflicts of the Christian Kingdom and the Sultanate of Adal</p> <p>5.2. Foreign Interventions and Religious Controversies</p> <p>5.3. Population Movements</p> <p> 5.3.1. Population Movements of the Afar, Somali and Argobba</p> <p> 5.3.2. Gadaa System and Oromo Population Movement (1522- 1618)</p> <p>5.4. Interaction and integration across ethnic and religious diversities</p> <p>5.5. Peoples and States in Eastern, Central, Southern and Western Regions</p> <p> 5.5.1. Kushitic: Afar, Somali, Oromo, Sidama, Hadya, Kembata, Konso, Gedeo, Burji...</p> <p> 5.5.2. Semitic: Harari Emirate, Shewa Kingdom, Gurage Polity...</p> <p> 5.5.3. Omotic: Kaffa, Wolayita, Gamo Gofa, Dawro, Konta, Yem...</p> <p> 5.5.4. Nilotic: Anuak, Nuer, Berta, Gumuz...</p> <p>5.6. The Period of Gondar (1636-1769) and “Zamana Mesafint/Era of Princes” (1769-1855)</p> <p> 5.6.1. The Revival of the Christian Kingdom</p> <p> 5.6.2. Gondar achievements: architecture, painting, music, literature, urbanization, trade etc.</p> <p> 5.6.3. Gondar Political Developments: “Close Door Policy,” Reforms, “Byzantine Politics”...</p> <p> 5.6.4. Major Features of Era of Princes (1769-1855) and Yejju Dynasty (1786-1853)</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Class work • 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> • Describe the interplay between local developments and foreign influences • Examine the role of population movements in shaping the modern Ethiopia and the Horn • Explain the major socio-economic, religious & political achievements of Gonder period • List the characteristic features and effects of “Zemene Mesafint” • Assess the developments in Eastern, Central, Southern & Western parts of Ethiopia & the Horn
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Week 11-13	<p>Unit 6: Internal Interactions and External Relations from the 1800–1941</p> <p>6.1. The Nature of Interactions among peoples and states of Ethiopia and the Horn 6.1.1. Peoples and sates of Kafa, Wollaitta, Gibe, Leqa, Qabena, Shawa... 6.1.2. The Role Trade and Trade Routes in the interaction</p> <p>6.2. Power Rivalry</p> <p>6.3. The Making of Modern Empire State (Territorial Expansion, Centralization process...)</p> <p>6.4. Modernization Attempts: administration, military, innovation, education, road construction, railway, transportation & communication, constitution...</p> <p>6.5. Socio-Economic Issues/Processes: agriculture, disease & famine, trade, slavery, manufacturing...</p> <p>6.6. External Relations, Challenges and Threats 6.6.1. External Diplomatic Relations and Treaties 6. 6. 2. The Major Battles (Meqdela, Gundet, Gura, Dogali, Mattama, Adwa, Maychew...) 6. 6. 3. Italian Occupation and the Patriotic Resistance</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Class work 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> • Analyze the political process for formation of Modern Ethiopia and the Horn identify the social and economic developments from 1800-1941 • Appreciate the move towards modernization and the challenges encountered • Trace legacies of major battles, victories and the roles of patriots
Week 14& 15	<p>Unit 7: Internal Interactions and External Relations from the 1941–1994</p> <p>7.1. Post 1941 Imperial Period 7.1. 1. Political Scene: Restoration & Consolidation of Imperial Power and External Relations 7.1. 2. Socio-economic Conditions: agriculture & tenancy, famine, factories, education, health, transportation, religion, welfare institutions (idir, iqub...) 7.1.3. Opposition: Conspiracies, Revolts and Downfall of the Monarchical Regime</p> <p>7.2. The Derg Regime (1974-1991) . 7.2. 1. The Rise of Derg and the Political Momentum 7.2.2. Attempts at Reforms: Land Reform, Development through Cooperation Campaign, Collectivization, Agricultural Marketing Corporation, Resettlement, Villagization, Literacy... 7.2. 3. Internal oppositions, Ethio-Somali War, International Changes & End of the Derg</p> <p>7.3. Historical Developments, 1991-1994 (transitional charter: language & identity issues...)</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Class work • 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> • Explain the socio-economic and political progresses of the post 1941 imperial period • Describe the major changes, and challenges that led to the demise of the monarchy • Discuss the political momentum, reforms and oppositions during the Derg period • Describe the historical developments from 1991-1994

Week 14-16	<p>Unit 8: Cross-Cutting Issues in History of Ethiopia and the Horn</p> <p>8.1. The Role of Women in Ethiopian History (economic, political, cultural and social)</p> <p>8.2. Environmental Dynamics: changes and continuities (deforestation, drought, pollution...)</p> <p>8.3. Indigenous Knowledge: education, folk medicine, conflict resolution mechanisms (Makabanto, Shimigilinna, Yejoka, Samugnit, Guma, Luwa, Byto, Heer, Seera...)</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion • Class work 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> •Mention the role of Women in Ethiopian History •Discuss the environmental change in Ethiopia and the Horn across periods
Assessment Strategies & Techniques and Course Policy				
Assessment	<ul style="list-style-type: none"> • Continues assessment (Tests, Quizzes, Assignments,)20% • Mid..... .30%. • Final Exam50% Total..... 100% 			
Course policy	<p>A student has to:</p> <ul style="list-style-type: none"> - attend at least 85% of the classes. - take all continuous assessments and mid Exam. - take final examination. - respect all rules & regulations of the university. 			
<p>Instructional Resources</p> <p>Reference</p> <p>Abir, Mordechai. <i>Ethiopia and the Red Sea: The Rise and Decline of the Solomonic Dynasty and Muslim-European Rivalry in the Region</i>. Frankcass, 1980.</p> <p>_____. <i>Ethiopia: The Era of The Prince; The Challenge of Islam and The Re-unification of The Christian Empire 1769-1855</i>. Institute of Asian & African Studies the Hebrew University, 1968.</p> <p>Alberto, Sbacchi. <i>Ethiopia under Mussolini: Fascism and the Colonial Experience</i>. 1985.</p> <p>Alemayehu Haile et al. <i>History of the Oromo to the Sixteenth Century</i>. Finfinne: OCTB, 2006.</p> <p>Andargachew Tiruneh. <i>The Ethiopia Revolution 1974-1987: Transformation from Aristocracy to Totalitarian Autocracy</i>. Cambridge University Press, 1993.</p> <p>Asmarom Legesse. <i>Gada: Three Approaches to Study of African Society</i>. London: Free Press.</p> <p>Bahru Zewde. <i>A History of Modern Ethiopia, 1855-1991</i>. Addis Ababa University Press.</p> <p>_____. <i>A Short History of Ethiopia and the Horn</i>.1998.</p> <p>_____. <i>Society, State and History, Selected Essays</i>. Addis Ababa: AAU Pres, 2008.</p> <p>Bender, M. L. and et al. Eds. <i>The Languages of Ethiopia</i>. London, 1976.</p> <p>Clark, J.D. <i>The Prehistoric Cultures of the Horn of Africa</i>. Cambridge University Press, 1954.</p> <p>Crabtree J Pam &Campana V. Douglas. <i>Archaeology and Pre-history</i>.</p>				

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BAHIR DAR UNIVERSITY

Institute of Disaster Risk Management and Food Security Studies

Department of Disaster Risk Management & Sustainable Development

1. Course Information

Course Title	General Chemistry					
Course Code	Chem. 1012					
Credit Hrs./ ECTS	Cr Hrs=3	L=2	T=0	P=3	H=0	CP=5
Semester	II					
Year	I					
Pre-requisites	None					
Target Group	1 st Year DRMSD Students.					
Instructor's name and Address:						

Status of the course: Common

2. Course Description:

The course covers essential ideas in chemistry, measurements and units, classification of matter, composition of substances and solution, chemical reactions, reactions stoichiometry, electronic structure and periodic properties of elements, the chemical bond and molecular geometry, concepts of equilibrium and acid-base equilibrium, basic concepts of organic chemistry and some selected laboratory activities.

3. Objective of the course

Upon completing this module, you will be able to:

- Recall and summarize the previous High and preparatory School chemistry concepts
- Ensure readiness and develop interest towards basics of chemistry
- Understand the basic principles of chemistry concepts
- List out possible chemical units and composition of matter
- Predict the type of compounds formed from the elements based on their location in the periodic table
- Discuss about stoichiometry of chemical reactions
- Understand the quantum mechanical model of an atom and describe the periodic properties of the elements
- Discuss the formation of ionic and covalent bonds
- Predict the molecular structures of simple compounds using VSEPR theory
- Explain the dynamic nature of chemical equilibrium and discuss acid-base equilibrium
- Name and differentiate different organic compounds based on their functional groups
- Describe the structure and properties of hydrocarbons and their derivatives
- Grasp the general guidelines of laboratory work
- Develop the skill of handling and operating some laboratory equipment
- Develop the skill of performing different laboratory activities

4. Syllabus Components

4.1. Course Contents, Methods & strategies, and learning outcomes

Time	Content & sub-contents	Methods and strategies	Students Task	Learning Outcomes: At the end of this chapter students will be able to:

Week 1 & 2	<p>UNIT 1: Essential Ideas in Chemistry</p> <p>1.2 Chemistry in Context</p> <p>1.2.1 Chemistry as the central science</p> <p>1.2.2 The scientific method</p> <p>1.2.3 The Domains of Chemistry</p> <p>1.3 State and classification of matter</p> <p>1.3.1 State of matter</p> <p>1.3.2 Classification of matter</p> <p>1.4 Physical and chemical properties</p> <p>1.5 Extensive and intensive property</p> <p>1.6 Measurements and units</p> <p>1.6.1 SI units</p> <p>1.6.2 Derived SI units</p> <p>1.7 Measurement uncertainty</p> <p>1.7.1 Significant figures in measurement</p> <p>1.7.2 Significant figures in calculation</p> <p>1.7.3 Accuracy and Precision</p> <p>1.8 Conversion factors and dimensional analysis</p>	<ul style="list-style-type: none"> • Brain-storming • Lecture • Gapped lecture • Group discussions • Demonstration 	<ul style="list-style-type: none"> • Attend the lesson • Listen & take notes • Answer questions • Read • Doing class works & home works, • Reflects 	<ul style="list-style-type: none"> • Describe the scientific method • Differentiate hypotheses, theories, and laws • Provide examples illustrating macroscopic, microscopic, and symbolic domains • Describe the basic properties of each physical state of matter: solid, liquid, and gas • Classify matter as an element, compound, homogeneous mixture, or heterogeneous mixture with regard to its physical state and composition • Identify properties of matter as extensive or intensive • Define accuracy and precision • Correctly represent uncertainty in quantities using significant figure • Apply proper rounding rules to computed quantities
Week 2 - 3	<p>Unit 2: Atoms, Molecules and Ions</p> <p>2.1 Atomic structure and symbolism</p> <p>2.1.1 Chemical symbols and isotopes</p> <p>2.1.2 Atomic mass unit and average atomic mass</p> <p>2.2 Chemical formulas</p> <p>2.3 The periodic table</p> <p>2.3.1 Historical development of the periodic table</p> <p>2.3.2 Classification of elements in the periodic table</p>	<ul style="list-style-type: none"> • Brain-storming • Lecture • Gapped lecture • Group discussions • Demonstration 	<ul style="list-style-type: none"> • Attend the lesson • Listen & take notes • Answer questions • Read • Doing class works & home works, • Reflects 	<ul style="list-style-type: none"> • Define the atomic mass unit and average atomic mass • Calculate average atomic mass and isotopic abundance • Represent the bonding arrangement of atoms within molecules using structural formulas

	<p>2.4 Ionic and Molecular compounds</p> <p>2.4.1 Formation of Ionic Compounds</p> <p>2.4.2 Formation of molecular compounds</p> <p>2.5 Chemical nomenclature</p> <p>2.5.1 Ionic compounds</p> <p>2.5.1.1 Compounds Containing only Monatomic Ions</p> <p>2.5.1.2 Compounds Containing Polyatomic Ions</p> <p>2.5.1.3 Compounds Containing a Metal Ion with a Variable Charge</p> <p>2.5.1.4 Ionic Hydrates</p> <p>2.5.2 Molecular compounds</p> <p>2.5.2.1 Compounds composed of two elements</p> <p>2.5.2.2 Binary acids Oxyacids</p>			<ul style="list-style-type: none"> • Predict the type of compound formed from elements based on their location within the periodic table • Derive names for common types of inorganic compounds using a systematic approach
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Weeks 4-5	<p>Unit 3: Composition of Substances and Solutions</p> <p>3.1 Formula mass and mole concept</p> <p>3.1.1 Formula mass</p> <p>3.1.2 Mole concept</p> <p>3.2 Determining empirical and molecular formulas</p> <p>3.2.1 Percent composition</p> <p>3.2.2 Determination of empirical formulas</p> <p>3.2.3 Determination of molecular formulas</p> <p>3.3 Molarity and other concentration units</p> <p>3.3.1 Molarity</p> <p>3.3.2 Dilution of solution</p> <p>3.3.3 Percentage (W/W, W/V and V/V)</p> <p>3.3.3.1 Mass Percentage</p> <p>3.3.3.2 Volume Percentage</p> <p>3.3.3.3 Mass-Volume Percentage</p> <p>Parts per million (ppm) & Part per billion (ppb)</p>	<ul style="list-style-type: none"> • Brain-storming • Lecture • Gapped lecture • Group discussions • Demonstration 	<ul style="list-style-type: none"> • Attend the lesson • Listen & take notes • Answer questions • Read • Doing class works & home works, • Reflects 	<ul style="list-style-type: none"> • Define the amount unit mole and the related quantity Avogadro's number • Explain the relation between mass, moles, and numbers of atoms or molecules, and perform calculations deriving these quantities from one another • Compute the percent composition of a compound • Determine the empirical and molecular formula of a compound • Calculate solution concentrations using molarity • Perform dilution calculations using the dilution equation
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Week 6-7	<p>Unit 4. Stoichiometry of Chemical Reaction</p> <p>4.1 Writing and balancing chemical equations</p> <p>4.1.1 Writing chemical equation</p> <p>4.1.2 Balancing chemical equation</p> <p>4.1.3 Equation for ionic reaction</p> <p>4.2 Classification of chemical reactions</p> <p>4.2.1 Acid base reactions</p> <p>4.2.2 Precipitation reactions and solubility rules</p> <p>4.2.3 Redox reactions</p> <p>4.3 Reaction stoichiometry</p> <p>4.4 Reaction yields</p> <p>4.4.1 Limiting reactant</p> <p>4.4.2 Percent yield</p> <p>4.5 Quantitative Chemical Analysis</p> <p>4.5.1 Acid-base titration</p> <p>4.5.2 Gravimetric analysis</p>	<ul style="list-style-type: none"> • Brain-storming • Lecture • Gapped lecture • Group discussions • Demonstration 	<ul style="list-style-type: none"> • Attend the lesson • Listen & take notes • Answer questions • Read • Doing class works & home works, • Reflects 	<ul style="list-style-type: none"> • Write chemical equations in molecular, total ionic, and net ionic formats. • Classify chemical reactions as one of three types given appropriate descriptions or chemical equation • Predict the solubility of common inorganic compounds • Perform stoichiometric calculations involving mass, moles, & solution molarity. • Explain the concepts of theoretical yield & limiting reactants/reagents. • Derive the theoretical yield & % yield for a reaction under specified conditions. • Describe the fundamental aspects of titrations and gravimetric analysis.
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	<p>Unit 5: Electronic Structure and Periodic Properties of Elements</p> <p>5.1. Electromagnetic energy</p> <p>5.1.1. The Characteristics of Light</p> <p>5.1.2. Quantization and Photons</p> <p>5.2. The Bohr Model</p> <p>5.3. Development of Quantum theory</p> <p>5.3.1. The quantum mechanical model of an atom</p> <p>5.3.2. Quantum Theory of electrons in atoms</p> <p>5.3.3. The Pauli exclusion principle</p>	<ul style="list-style-type: none"> • Brain-storming • Lecture • Gapped lecture • Group discussions • Demonstration 	<ul style="list-style-type: none"> • Attend the lesson • Listen & take notes • Answer questions • Read • Doing class works & home works, • Reflects 	<ul style="list-style-type: none"> • Explain the wave and particle nature of light • Describe the Bohr model of the hydrogen atom. • Extend the concept of wave-particle duality that was observed in electromagnetic radiation to matter as well • List and differentiate the four quantum numbers that form the basis for completely specifying the state of an electron in an atom
Week 8-9	<p>5.4. Electronic structure of atoms</p> <p>5.4.1. Orbital energies and atomic structure</p> <p>5.4.2. The Aufbau principle</p> <p>5.4.3. Electronic configuration and the periodic table</p> <p>5.4.4. Electronic configuration of ions</p> <p>5.5. Periodic variation in element properties</p> <p>5.5.1. Variation in covalent radius</p> <p>5.5.2. Variation in ionic radii</p> <p>5.5.3. Variation in ionization energies.</p> <p>5.5.4. Variation in electron affinities</p>			<ul style="list-style-type: none"> • Relate electron configurations to element classifications in the periodic table • Describe and explain the observed trends in atomic size, ionization energy, and electron affinity of the elements

Week 9-10	<p>Unit 6. Chemical Bonding and Molecular Geometry</p> <p>6.1. Ionic Bonding</p> <p>6.1.1. Formation of Ionic Compounds</p> <p>6.1.2. Electronic structure of cations and anions</p> <p>6.2. Covalent Bonding</p> <p>6.2.1. Formation of covalent bonds.</p> <p>6.2.2. Polarity of covalent bonds</p> <p>6.3. Lewis structures</p> <p>6.3.1. Writing Lewis structures with the octet rule</p> <p>6.3.2. Exception to the octet rule</p> <p>6.4. Formal charges and resonances</p> <p>6.4.1. Calculating formal charge</p> <p>6.4.2. Predicting molecular structure using formal charge</p>	<ul style="list-style-type: none"> • Brain-storming • Lecture • Gapped lecture • Group discussions • Demonstration 	<ul style="list-style-type: none"> • Attend the lesson • Listen & take notes • Answer questions • Read • Doing class works & home works, • Reflects 	<ul style="list-style-type: none"> • Explain the formation of cations, anions, and ionic compounds • Describe the formation of covalent bonds • Define electronegativity and identify the polarity of covalent bonds • Draw Lewis structures depicting the bonding in simple molecules • Compute formal charges for atoms in any Lewis structure. • Identify the most reasonable Lewis structure for a given molecule using formal charges
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	<p>6.4.3. Resonance</p> <p>6.5. Strengths of ionic and covalent bonds</p> <p>6.5.1. Ionic bond strength and lattice energy</p> <p>6.5.2. Bond strength of covalent bond</p> <p>6.6. Molecular structure and polarity</p> <p>6.6.1. Valence shell electron pair repulsion theory (VSEPR)</p> <p>6.6.2. Molecular structure and dipole moment</p>			<ul style="list-style-type: none"> • Explain the concept of resonance and draw Lewis structures representing resonance forms for a given molecule • Compute lattice energies for ionic compounds using Born-Haber cycle • Predict the structures of molecules using valence shell electron pair repulsion (VSEPR) theory. • Explain the concepts of polar covalent bonds and molecular polarity
Week 11-12	<p>Unit 7. Equilibrium Concepts and Acid-base Equilibrium</p> <p>7.1. Chemical equilibrium</p> <p>7.2. Le Chatelier's principle</p> <p>7.3. Equilibrium calculation</p> <p>7.4. Concepts of acid-base</p> <p>7.4.1. Arrhenius concept</p> <p>7.4.2. Bronsted-Lowery concept</p> <p>7.4.3. Lewis concept</p> <p>7.5. pH and pOH</p> <p>7.6. Relative strengths of acids and bases</p> <p>7.7. Buffers solution</p>	<ul style="list-style-type: none"> • Brain-storming • Lecture • Gapped lecture • Group discussions • Demonstration 	<ul style="list-style-type: none"> • Attend the lesson • Listen & take notes • Answer questions • Read • Doing class works & home works, • Reflects 	<ul style="list-style-type: none"> • Explain the dynamic nature of a chemical equilibrium • Predict the response of a stressed equilibrium using Le Châtelier's principle • Calculate equilibrium concentrations and equilibrium constants • Identify acids, bases based on the three acid-base concepts. • Express hydronium and hydroxide ion concentrations on the pH and pOH scales • Calculate the pH and pOH of a given solution • Determine the relative strengths of acids and bases. • Describe the composition and function of acid-base buffer

Week 13 - 14	<p>Unit 8: Organic Chemistry</p> <p>8.1. Hydrocarbons</p> <p>8.1.1 Alkanes</p> <p>8.1.2. Alkenes</p> <p>8.1.2 Alkynes</p> <p>8.2 Aromatic Hydrocarbons</p> <p>8.3 Alcohols and Ethers</p> <p>8.3.1 Alcohols</p> <p>8.3.2 Ethers</p> <p>8.4 Aldehydes, Ketones, Carboxylic acids and Esters</p> <p>8.4.1 Aldehydes and Ketones</p> <p>8.4.2 Carboxylic acids and Esters</p> <p>8.5 Amines and Amides</p> <p>8.5.1 Amines</p> <p>8.5.2 Amides</p>	<ul style="list-style-type: none"> • Brain-storming • Lecture • Gapped lecture • Group discussions • Demonstration 	<ul style="list-style-type: none"> • Attend the lesson • Listen & take notes • Answer questions • Read • Doing class works & home works, Reflects 	<ul style="list-style-type: none"> • Explain the importance of hydrocarbons and the reason for their diversity • Name saturated and unsaturated hydrocarbons, and molecules derived from them • Describe the reactions characteristic of saturated and unsaturated hydrocarbons • Describe the structure and properties of alcohols and ethers • Describe the structure and properties of aldehydes, ketones, carboxylic acids and esters. • Describe the structure and properties of an amine and amides
Week 15 - 16	Final Examination Week			
4.2. Assessment Strategies & Techniques and Course Policy				
Assessment	<ul style="list-style-type: none"> • Test.....8% • Quiz.....8% • Lab report.....9% • Mid.....25%. • Final Exam (Lab. Work 10% + Theory 40%).....50% Total..... 100% 			
Course policy	<p>A student has to:</p> <ul style="list-style-type: none"> - Attend at least 85% of the classes - Attend all laboratory sessions - Write report for all laboratory sessions - Take all continuous assessments and mid Exam. - Take final examination. - Respect all rules & regulations of the university. 			
4.3 Instructional ResourcesReferences				
1. R. Chang, General Chemistry: The Essential Concepts, 5 th ed., 2008				

2. J.W. Hill and R.H. Petrucci, General Chemistry: An Integrated Approach, 2nd ed., 1999.
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4. David W. Ball, Introductory Chemistry, Cleveland State University, 2011, (<http://www.saylor.org/books>)
5. J. E. Brady, J. W. Russel and J.R. Holum, General Chemistry: Principles and Structure, 5th ed., 2006.
6. S. S. Zumdahl and S.A. Zumdahl, Chemistry, 7th ed., 2007
7. J. McMurry, Organic Chemistry, 8th ed., 20P

Approval section			
	Name	Signature	Date
Chair Holder's			
Department Head's			



BAHIR DAR UNIVERSITY

Institute of Disaster Risk Management and Food Security Studies

Department of Disaster Risk Management & Sustainable Development

1. Course Information

Course Title	General Biology				
Course Code	Biol. 1012				
Credit Hrs./ ECTS	Cr Hrs=3	Lecture Hrs. = 2	Laboratory Hrs. = 3	Total Hrs. = 5	CP = 5
Semester	II				
Year	I				
Pre-requisites	None				
Target Group	DRMSD First Year Students , Semester II				
Instructor's name and Address:					
Status of the course: Common					

2. Course Description:

The Course introduces basic concepts of science, scientific methods and the subject matter of biology. Chemical basis of life, basic characteristics of living things, origin of life, cellular structure, cell metabolism and transformation of energy are described in detail. The course covers basic ideas of genetics and evolution, infection and immunity,

taxonomy of organisms, major ecological and natural resource conservation concepts and population and health aspects. The general features of invertebrate and vertebrate animals and the application of biology in different disciplines are also discussed.

3. Objective of the course

Upon completing this course, you will be able to:

- ✓ Explain the scope of biology and molecular basis of life
- ✓ Describe life activities from the cellular point of view
- ✓ Manipulate basic biological tool, record data and draw conclusions
- ✓ Develop scientific attitude, skill and conduct biological experiments using scientific procedures
- ✓ Outline basic processes of energy transduction and synthesis of intermediate or final products in living cells
- ✓ Understand the basic concepts of genetics and inheritance
- ✓ Understand the concepts of infection and immunity
- ✓ Classify organisms based on their cellular organization and complexity
- ✓ Explain components, processes and interrelationships within a given ecosystem
- ✓ Know the general features of invertebrate and vertebrate animals
- ✓ Appreciate the practical uses of biological knowledge and its application in the wider society

4. Syllabus Components

4.1. Course Contents, Methods & strategies, and learning outcomes

Time	Content & sub-contents	Methods and strategies	Students Task	Learning Outcomes: At the end of this chapter students will be able to:
Week 1	Chapter 1: Introduction 1.1 The meaning and scope of biology 1.2 The nature and origin of life 1.3. Scientific method	<ul style="list-style-type: none"> • Introduce biological disciplines • Brainstorming • Group discussion • Asking questions • Providing short notes 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Peer idea Sharing ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ Develop positive attitude to words disciplines in biology ▪ Describe the scope of biology in solving problems in day to day life ▪ Discuss scientific methods in biology

Week 2 & 3	<p>Chapter2: Biological Molecules</p> <p>2.1. Carbohydrates 2.2. Lipids 2.3. Proteins 2.4. Nucleic acids 2.5. Vitamins and coenzymes 2.6. Water 2.7. Minerals</p>	<ul style="list-style-type: none"> • Introduce the main molecules in life. • Brain storming • Lecture on the chemical components of each of the seven biological molecules • Providing short notes • Group discussion • Ask questions • Laboratory experiments 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Pear idea Sharing ▪ Ask and answer questions ▪ Act on laboratory experiments and write reports 	<ul style="list-style-type: none"> ▪ Describe the types of biological molecules and the chemical components of each. ▪ Develop laboratory skills in identifying major biological components ▪ Develop positive attitudes to acquire all the biological components by taking a balanced diet for healthy life
Weeks 4 & 5	<p>Chapter 3: The cellular basis of life</p> <p>3.1. The cell theory 3.2. Cell organelles 3.3. Structure and Function of Organelles 3.4. Cellular diversity 3.5. Transport in cells 3.5.1. Nature and structure of biological membranes 3.5.2. Membrane permeability and material transport 3.5.3. Types of transport in cells (diffusion, osmosis, active transport, bulk transport) 3.5.4. Factors affecting membrane permeability</p>	<ul style="list-style-type: none"> • Introduce the cell theory and structures • Brain storming • Lecture on the cell structures and functions, cellular diversity • Providing short notes • Promote group discussion • Ask questions and facilitate expression of the contents of the chapter 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Pear idea Sharing ▪ Ask and answer questions ▪ laboratory activities to understand cell structure using generalized cells (Fresh mount preparation and observation of plant and animal cells) 	<ul style="list-style-type: none"> ▪ Explain cell structures and functions <p>Describe the function of cell organelles</p>

Week 6 & 7	<p>Chapter 4. Cellular metabolism and Metabolic Disorders</p> <p>4.1. Cellular metabolism</p> <p>4.2. Enzymes and their role in Metabolism</p> <p>4.2.1. Chemical nature of enzymes</p> <p>4.2.2. Mechanisms of enzyme action</p> <p>4.2.3. Factors affecting enzyme activity</p> <p>4.3. Biosynthesis and Bioenergetics</p> <p>4.3.1. Photosynthesis</p> <p>4.3.1.1. Photosynthetic Pigments and light</p> <p>4.3.1.2. Stages of photosynthesis</p> <p>4.3.2. Biosynthesis of other molecules</p> <p>4.3.3. Cellular respiration</p> <p>4.3.3.1. Anaerobic respiration</p> <p>4.3.3.2. Aerobic respiration</p> <p>4.4. Metabolic Disorders, diagnosis and treatments (<i>Diabetes mellitus</i>)</p>	<ul style="list-style-type: none"> • Introduce the metabolic processes in cell • Brain storming • Lecture on the metabolic processes and their products • Providing short notes • Promote group discussion • Ask questions and facilitate expression of the contents of the chapter 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Peer idea Sharing ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ List types of cellular metabolic processes ▪ Discuss the normal metabolic processes of cells and factors affecting the normal functioning
Week 8 & 9	<p>5.1. Basic Principles of Mendelian genetics and Patterns of inheritance</p> <p>5.2. Molecular genetics and inheritance</p> <p>5.2.1. DNA, Gene, Chromosomes and Cell division</p> <p>5.2.1. ABO blood groups and Rh Factors</p> <p>5.3. Introduction to Evolution</p>	<ul style="list-style-type: none"> • Introduce principles of genetics Mendelian Vs Molecular • Brain storming • Group discussion • Lecture on inheritance of characteristics in living things; about DNA, Chromosomes, and Cell division 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Peer idea Sharing ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ Explain Mendelian genetics and molecular genetics ▪ Discuss inheritance of characteristics

Week 10 & 11	<p>Chapter 6: Infectious diseases and Immunity</p> <p>6.1. Principles of infectious diseases 6.2. Types of infectious disease and their causative agent 6.3. Modes of transmission 6.4. Host defenses against infectious diseases 6.5. Adverse immune reactions (responses) 6.6. Tumor Immunology</p>	<ul style="list-style-type: none"> • Introduce principles of infectious diseases • Brain storming • Group discussion • Lecture on types of infectious diseases, mode of transmission and immunity 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Peer idea Sharing ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ Explain principles of infectious diseases ▪ Describe types of infectious diseases mode of transmission and body reaction against diseases
Week 12	<p>Chapter 7: Taxonomy of organisms</p> <p>7.1. Early attempts to classify organisms 7.2. Modern Views of Classification (Schemes of Classification) 7.3. Domains of Life and the Hierarchical System of Classification 7.4. Binomial Nomenclature</p>	<ul style="list-style-type: none"> • Introduce history of taxonomy • Brain storming • Group discussion • Lecture on view of classification hierarchical system of classification, and nomenclature of organisms 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Peer idea Sharing ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ Explain principles history of taxonomy ▪ Discuss view and hierarchical system of classification as well as nomenclature
Week 13	<p>Chapter 8: Ecology and conservation of natural resources</p> <p>8.1. Definition of ecological terms and Basic concepts of Ecology 8. 1.1. Aquatic and terrestrial ecosystems 8.1.2. Flow of energy through the ecosystem 8.1.3. Cycling of materials (nutrients) 8.2. Conservation of natural resources 8.2.1. Principles of conservation 8.3. Environmental Pollution and Public Health</p>	<ul style="list-style-type: none"> • Introduce ecological terms and basic concepts • Brain storming • Group discussion • Lecture on view of classification hierarchical system of classification, and nomenclature of organisms 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Peer idea Sharing ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ Explain types of ecosystem and ecological functions ▪ Discuss how to protect the natural ecosystems from destruction and pollution; implication of natural resource conservation to public health and agriculture

Week 14	<p>Chapter 9: Introduction to botany and zoology</p> <p>9.1 Introduction to Botany 9.1.1. Algology 9.1.2. Bryology and Pteridology 9.1.3. Seed plants 9.2. Introduction to Zoology 9.2.1. Invertebrates 9.2.2. Vertebrates</p>	<ul style="list-style-type: none"> • Introduce types and structural organization of plants and animals • Brain storming • Group discussion • Lecture on simple plants, higher plants, invertebrate and vertebrate animals 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Peer idea Sharing ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ Explain botany and zoology ▪ Comparative description of simple higher plants; invertebrates and vertebrates
Week 15 & 16	<p>Chapter 10: Application of biological sciences</p> <p>10.1. Application of Biology in medicine and other health sciences (Fast diagnosis tools, drug and vaccine production, gene therapy, immuno-diagnosis, immunotherapy, transplantation, medicinal plants) 10.2. Application of Biology in technology (Application of bacteria in concrete strengthening, Environmental Engineering, Biosystems Engineering, Chemical Engineering, Biosensors) 10.3. Application of Biology in agriculture (soil fertility, tissue culture, animal breeding and transgenic animals, plant disease and pest management) 10.4. Application of Biology in industries (Food, brewery, pharmaceuticals, tannery and textile, single cell production, preservation) 10.5. Application of Biology in waste treatments and recycling (Bioenergy, bioremediation, water treatment, biomining) 10.6. Application of Biology in forensic Science 10.7. Biological warfare</p>	<ul style="list-style-type: none"> • Introduce how to manipulate organisms for human well being • Brain storming • Group discussion • Lecture on application of biology in medicine, engineering, agriculture, industry, waste treatment, forensic sciences, and warfare 	<ul style="list-style-type: none"> ▪ Attend the lesson ▪ Listen and take notes ▪ Answer questions ▪ Peer idea Sharing ▪ Ask and answer questions 	<ul style="list-style-type: none"> ▪ Explain how to use biological components of this world for human welfare ▪ Discuss application of organisms in different sectors
4.2. Assessment Strategies & Techniques and Course Policy				

Assessment	<ul style="list-style-type: none"> • Test.....8% • Quiz.....8% • Assignments.....9% • Mid.....25% • Final Exam50% Total..... 100%
Course policy	<p>A student has to:</p> <ul style="list-style-type: none"> - Attend at least 85% of the classes. - Take all continuous assessments and mid Exam. - Take final examination. - Respect all rules & regulations of the university.

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2. Campbell N.A., Reece, J.B. and Mitchell L.G. (1999). **Biology**. Benjamin Cummings Publishing Company Inc an imprint of Addison Wesley Longman, Inc, United States of America.

3. Eldon D. Enger, Frederick C. Ross and David B. Bailey (2005). *Concepts in Biology*. 11th ed. Tata Mc Graw-Hill, New Delhi, India.

4. Guttman B.S. and Hopkins III J.W. (1999). **Biology**. The McGraw-Hill Companies, Inc., United States of America.

5. Keeton , W.T.and Mc Fadden, C.H (1983). *Elements of Biological Science*. 3rd ed.

6. Postlethwait, J.H. and Hopson, J.L. (2006). **Modern Biology**. Holt, Rinhart and Winson, United States of America.

7. Presson J. and Jenner J. (2008). **Biology: Dimensions of Life**. The McGraw-Hill Companies, Inc., United States of America.

8. Raven, P.H. and Jonson, G.B (2011). *Biology*. 9th ed. McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020

9. Robert, M.B.V. (1986). *Biology: A Functional Approach*. Thomas Nelson & Sons, Canada.

10. Sandra Pennington (2000). *Introduction to Genetics*. 11th hours (Malden, Mass)

11. Starr, C. and Taggart, R. (1987). *Biology: the Unity & Diversity of Life*. 4th ed. Wadsworth Publishing Company, Belmont, California.

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13. Sylvia S. Mader (2001). *Biology*. 7th ed. Mc Graw-Hill

14. Taylor, D.J., Stout , G.W. Green, N.P.O. and Soper R. (2008). *Biological Science*, Cambridge University Press,

Proposed lab. Activities for General Biology (Biol.1012)

Session 1. Basic tools of the Biologist and handling skills

Session 2. Preliminary use of the microscope

Session 3. The cell: structure of generalized cells (Fresh mount preparation and observation of plant and animal cells)

Session 4. Testing for biologically important molecules(Carbohydrates, proteins and Lipids)

Session 5. Dialysis, Diffusion and Osmosis

Approval section

	Name	Signature	Date
Chair Holder's			
DeptHead's			



Wisdom at the source of the Blue Nile

BAHIR DAR UNIVERSITY

Institute of Disaster Risk Management and Food Security Studies

Department of Disaster Risk Management & Sustainable Development

1. Course Information						
Course Title	Moral and Civic Education					
Course Code	MCiE1012					
Credit Hrs./ ECTS	Cr Hrs=2	L=2	T=0	P=0	H=6	Cp=4
Contact Hrs.	2(2 Lecture)					
Semester	II					
Year	I					
Pre-requisites	None					
Target Group	First Year DRMSD Students					
2. Course Description:						
<p>This course is designed for undergraduate students with the aim of producing good citizens. It emphasizes on equipping learners with the necessary civic competence and active participation in public life. It will also help them to exercise their democratic rights and discharging their responsibilities effectively by familiarizing them with necessary civic knowledge and skills. In countries such as ours, where the process of cultivating modern constitutional and democratic values in the minds of citizens is experiencing serious challenges, largely because the country had no established civic culture and partly because these values and principles are not yet well-institutionalized, civics and ethical education remains to be imperative. To this end, the course introduces learners to the basics of civics and ethics, citizenship, morality and the goals of studying civics and ethics. It exposes students to the meanings, foundations, approaches, values and principles of ethics and civic virtue that learners must be equipped with both as citizens and professionals in their encounter with real life situations both to be morally matured and responsible while making decisions and taking actions. The course also elucidate the nature, purpose and forms of state and government, constitution, democracy and human rights, the nature of democratic citizenship, modes of cultivating civic-virtues in our citizens mainly within the context of Ethiopia.</p>						
3. Objective of the course						
<p>At the end of the course, students should be able to:</p> <ul style="list-style-type: none"> ❖ Understand the subject matter of Civics and Ethics; ❖ Cultivate certain moral values and civic virtues that enable them to be morally matured and competent in their professional and citizenry lives by practically exposing them to moral and civic debates/discussions and engagements. ❖ Develop such values/ virtues as recognition, appreciation and tolerance towards diversity and also build culture of peace ❖ Gain knowledge about the theoretical discourses and practices of state, government and citizenship, and their mutual interplay especially in the context of Ethiopia; ❖ Develop individual and/or collective potential of becoming self-confident citizens who can effectively participate in their legal-political, socio-economic and cultural lives; ❖ Understand the essences of such values and principles as democracy and human rights, multiculturalism and constitution and constitutionalism with especial reference to Ethiopia; ❖ Develop analytical and reflective skill of identifying global or national level development, democracy/governance and peace related issues of civics and ethics and then be able to produce or evaluate policies and practices in a civically and ethically responsible manner. 						
4. Syllabus Components						
4.1. Course Contents, Methods & strategies, and learning outcomes						

Time	Content & sub-contents	Methods and strategies	Students Task	Learning Outcomes: At the end of this chapter students will be able to:
Week 1& 2	<p>Chapter I: Understanding Civics and Ethics</p> <p>1.1. Defining Civics, Ethics, Morality and amorality</p> <p>1.2. The Origin and Development of Civics and ethical education</p> <p>1.3. The purpose of civics and ethical education</p> <p>1.4. Citizen: Rights and responsibilities</p> <p>1.5. Competences of good citizen</p>	<ul style="list-style-type: none"> ✓ Brainstorming ✓ Gaped Lecture, ✓ Group Discussion, ✓ Pair Discussion, ✓ Peer-Learning ✓ Self-Reading. ✓ Debate 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> • Describe the concepts Civics, Ethics and morality • Explain concepts of good citizens
Week 3 – 6	<p>Chapter II: Approaches to Ethics</p> <p>2.1. Normative ethics</p> <p>2.1.1. Teleological Ethics (Consequentialist)</p> <ul style="list-style-type: none"> ➤ Hedonism ➤ Ethical and psychological Egoism: Epicureanism and Cyrenaicism ➤ Social Hedonism: Utilitarianism <p>2.1.2. Deontological Ethics (Non Consequentialist)</p> <ul style="list-style-type: none"> ➤ Performance of One's own Duty ➤ Devine-based Morality ➤ Kant's Categorical Imperative ➤ W.D. Ross's Prima Facie duty <p>2.1.3. Virtue Ethics and Civic Virtues</p> <ul style="list-style-type: none"> ➤ Basic Principles of Civic Virtues ➤ How to be virtuous person? <p>2.2. Non-Normative Ethics</p> <ul style="list-style-type: none"> ➤ Meta Ethics ➤ Absolutism/Objectivism ➤ Relativism/Subjectivism and Conventionalism ➤ Naturalism and Non-naturalism 	<ul style="list-style-type: none"> ✓ Brainstorming ✓ Gaped Lecture, ✓ Group Discussion, ✓ Pair Discussion, ✓ Peer-Learning ✓ Self-Reading. ✓ Debate 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> • Describe normative ethics • Elaborate teleological and deontological ethics • Explain non-normative ethics

Weeks 7 & 8	<p>Chapter III: Chapter three: Ethical decision making and moral judgment</p> <p>3.1 How can we make ethical decisions and actions</p> <ul style="list-style-type: none"> ○ Ethical principles and values of moral judgment ○ Moral institutions and critical reasoning ○ Rationalization ○ Types of reasoning ○ Ethics and religious faith ○ Testing moral arguments <p>3.2 Thinking ethically: a framework for decision making</p> <ul style="list-style-type: none"> ○ Fairness and Justice Approach ○ The Common Good Approach ○ The Rights Approach <p>3.3. To Whom or What Does Morality Apply?</p> <ul style="list-style-type: none"> ○ Religious Morality ○ Morality and Nature ○ Individual Morality ○ Social Morality <p>3.4. Who is Morally/Ethically Responsible?</p> <ul style="list-style-type: none"> ○ Moral Judgments ○ What Makes an Action Moral? <p>3.5 Why Should Human Beings Be Moral?</p> <ul style="list-style-type: none"> ○ Argument from Enlightened Self-Interest ○ Argument from Tradition and Law ○ Common Human Needs 	<ul style="list-style-type: none"> ✓ Brainstorming ✓ Gaped Lecture, Group Discussion, ✓ Pair Discussion, ✓ Peer-Learning ✓ Self-Reading. ✓ Debate 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> • Identify the moral foundations we base our ethical standards. • Identify how good ethical decision made. • Understand why we need to be moral.
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Weeks 9-12	<p>Chapter Four: State, Government and Citizenship</p> <p>4.1. Defining State</p> <p>4.2. Rival Theories of State</p> <ul style="list-style-type: none"> ○ The Pluralist State ○ The Capitalist State ○ The Leviathan State ○ The Patriarchal State <p>4.3. The Role of the State</p> <ul style="list-style-type: none"> ○ Minimal States ○ Developmental States ○ Social Democratic (Welfare) States ○ Collectivized States ○ Totalitarian States ○ Religious States <p>4.4. Understanding Government</p> <ul style="list-style-type: none"> ○ What is Government? ○ Purposes and Functions of Government <p>4.5. Understanding Citizenship</p> <ul style="list-style-type: none"> ○ Defining Citizenship ○ Theorizing Citizenship ✓ Citizenship in Liberal Thought ✓ Citizenship in Communitarian Thought ✓ Citizenship in Republican Thought ✓ Multicultural Citizenship ○ Modes/Ways of Acquiring and Loosing Citizenship ○ Ways of Acquiring Citizenship ○ The Modes of Acquiring Ethiopian Citizenship ○ Dual Citizenship ○ Ways of Loosing Citizenship ○ Statelessness 	<ul style="list-style-type: none"> ✓ Brainstorming ✓ Gaped Lecture, ✓ Group Discussion, ✓ Pair Discussion, ✓ Peer-Learning ✓ Self-Reading. ✓ Debate 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> • Define state • Distinguish the different theories of state • Explain the role of state in different perspectives • Elaborate the main functions of government • Define citizenship • Identify the different theories of state • Explain ways of gaining and losing citizenship
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Weeks 13-16	<p>Chapter V: Constitution, Democracy and Human Rights</p> <p>5.1. Constitution and Constitutionalism</p> <ul style="list-style-type: none"> ➤ Peculiar features of Constitution ➤ Major Purpose and Functions of ➤ Classification of Constitutions ➤ The Constitutional Experience of Ethiopia: pre and post 1931 <p>5.2. Democracy and Democratization</p> <ul style="list-style-type: none"> ➤ Definitions and Forms of Democracy ➤ Views on Democracy: Substantive and Procedural Views ➤ Fundamental Values and Principles of Democracy ➤ Democratization and Its Waves ➤ Major actors in Democratization Process ➤ Democracy and Good Governance in Ethiopia <p>5.3. Human Rights</p> <ul style="list-style-type: none"> ➤ Definitions and Nature of Human Rights ➤ Basic Characteristics of Human Rights ➤ Dimensions of Human Rights ➤ The Protection and Promotion of Human Rights <ul style="list-style-type: none"> - Human Rights Instruments: Documents - Oversight Mechanisms: Institutions 	<ul style="list-style-type: none"> ✓ Brainstorming ✓ Gaped Lecture, ✓ Group Discussion, ✓ Pair Discussion, ✓ Peer-Learning ✓ Self-Reading. ✓ Debate 	<ul style="list-style-type: none"> • Attend the lesson and take short notes, • Asking and answering questions, • Doing class works • Participating in group discussions. 	<ul style="list-style-type: none"> • Discern the deference between constitution and constitutionalism • Describe the major functions of type of constitution • Explain the traditional and written constitutional experience of Ethiopia • Elaborate the views on democracy • Identify the basic features of human rights
4.2. Assessment Strategies & Techniques and Course Policy				
Assessment	<ul style="list-style-type: none"> • Quiz-----7% • Test-----8% • Group Assignment-----10% • Mid -Exam-----25%. • Final Exam-----50% Total----- 100% 			
Course policy	<p>A student has to:</p> <ul style="list-style-type: none"> - Attend at least 85% of the classes. - Take all continuous assessments and mid Exam. - Take final examination. 			

- Respect all rules & regulations of the university.

4.3 Instructional Resources

References

- Alexander, Larry (eds.).(1998). Constitutionalism: Philosophical Foundations. Cambridge: Cambridge University Press.
- Assefa Fisseha. (2006). Federalism and Accommodation of Ethnic Diversity in Ethiopia: Comparative Study. Utrecht: Wolf Legal Publishers.
- Charles F. Kettering Foundation. & Harwood Group.1991. Citizens and politics: a view from Main Street America. Dayton, Ohio: The Foundation.
- David S. Oderberg and Timothy Chapel. (2004). Human values, new essays on ethics and natural law palgrave Macmillan, Great Britain.
- Fasil Nahum. 1997. Constitution for a Nation of Nations: The Ethiopian Prospect. Lawrenceville,NJ: Red Sea Publishers.
- FDRE. (1995). The Constitution of the Federal Democratic of Ethiopia. Federal NegarritGazeta: Addis Abeba
- Francis Snare (1992). The Nature of Moral Thinking. Rutledge, U.S.A and Canada
- Frechette,S. (1981). Environmental Ethics. U.S.A.: The Boxwood Press.
- Goodin, Robert E. 2005. Reflective Democracy. Oxford University Press: New York.
- James Paul and Clapham .1972. Ethiopian Constitutional Development: A source book. Haile Selassie I university: Addis Ababa.
- Jeavons, T. (1991). Learning for the common good: liberal education, civic education, and teaching about philanthropy. Washington, DC: Association of American Colleges.
- John M.Rist Real Ethics. (2004).Reconsidering the Foundations of Morality Cambridge university press U.K and U.S.A
- Macedo, S. (2000). Diversity and distrust: civic education in a multicultural democracy. Cambridge, Mass: Harvard University Press.
- Melzer, A. M., Weinberger, J., &Zinman, M. R. (1998). Multiculturalism and American Democracy. Lawrence, Kansas: University Press of Kansas.
- Munitz, Milton K., (ed.) (1961). A Modern Introduction to Ethics, The Free Press of Clencoe
- Navia, Luis E. and Kelly, Eugene. (1980). Ethics and the Search for Values, Prometheus Books.
- Niemi, R. G., &Junn, J. (1998). Civic education: what makes students learn? New Haven: Yale University Press.
- Norman, Richard. (1985). The Moral Photospheres: An introduction to Ethics, Oxford, and Clarendon Press.
- Nzongola, Ntalajia and Margaret C. 1998. The State and Democracy in Africa. Asmara: Africa World Press.
- Oppenheim, A. N. (1977). Civic education and participation in democracy: the German case. London; Beverly Hills: Sage.
- Penrose, W. O. (1952). Freedom is ourselves: Legal rights and duties of the citizen as a basis for civic education. Newark: University of Delaware Press.

Approval Sheet

Name	Signature	Date
Instructor _____	_____	_____
Chair holder _____	_____	_____
Department head _____	_____	_____



BAHIR DAR UNIVERSITY

Institute of Disaster Risk Management and Food Security Studies

Department of Disaster Risk Management & Sustainable Development

6. Course Information						
Course Title	Social Anthropology					
Course Code	Anth1012					
Credit Hrs/ECTS	Cr Hrs = 2	L = 2	T = 0	P = 0	H = 6	CP= 4
Contact Hours	2					
Semester	II					
Year	I					
Pre-requisites	None					
Target group	DRMSD first year students					
Status of the Course	Common Course					
Instructor's Name and Address						
7. COURSE DESCRIPTION						
<p>This course is designed to introduce the anthropology of Ethiopian societies and cultures to first year students' of Higher Learning Institutions (HLIs). It covers basic concepts of anthropology such as culture, society and humanity. It also discusses themes including unity and diversity; kinship, marriage and family; indigenous knowledge systems and local governance, identity, multiculturalism, conflict, conflict resolution and peacemaking system; intra and inter-ethnic relations of Ethiopian peoples. In addition, the course explores culture areas of Ethiopia such as plough culture, <i>Enset</i> culture and pastoralism. The course further covers marginalized minority and vulnerable groups in terms of age, gender, occupation and ethnicity by taking ethnographic case studies into account and discuss ways of inclusive growth.</p>						
8. COURSE OBJECTIVES						
<p>Upon completion of this course the students will be able to:</p> <ul style="list-style-type: none"> ○ Develop an understanding of the nature of anthropology and its broader scope in making sense of humanity in a global perspective; ○ Understand the cultural and biological diversity of humanity and unity in diversity across the world and in Ethiopia; ○ Analyze the problems of ethnocentrism against the backdrop of cultural relativism; ○ Realize the socially constructed nature of identities & social categories such as gender, ethnicity, race and sexuality; ○ Explore the various peoples and cultures of Ethiopia; ○ Understand the social, cultural, political, religious& economic life of different ethno linguistic & cultural groups of Ethiopia; ○ Understand different forms marginalization and develop skills inclusiveness; ○ Appreciate the customary systems of governance and conflict resolution institutions of the various peoples of Ethiopia; ○ Know about values, norms and cultural practices that maintain society together; ○ Recognize the culture area of peoples of Ethiopia and the forms of interaction developed over time 						

among themselves; and

- Develop broader views and skills to deal with people from a wide variety of socioeconomic and cultural backgrounds.

4. EXPECTED LEARNING OUTCOMES

Up on successful completion of this course, students will be able to:

- ☑ Understand the nature of the discipline of Social Anthropology.
- ☑ Understand (social) anthological perspectives.
- ☑ Describe various anthropological theories and concepts.
- ☑ Identify basic elements of culture and social life (groups, institutions, organizations, society).
- ☑ Explain human cultural diversity.
- ☑ Describe theories of race and ethnicity.
- ☑ Understand multiculturalism and enter-ethnic relations.
- ☑ Apply their knowledge to comprehend their surroundings.

5. Syllabus Components

5.1. Course content, methods & strategies, and learning outcomes

Time	Contents and sub-contents	Methods and strategies	Student Task	Learning Outcomes: At the end of this chapter students will be able to:
Week 1, 2, 3, & 4	<p>1. Introducing Anthropology and its Subject matter (8 hrs)</p> <p>1.1. Sketching the subject matter, scope and concerns of anthropology.</p> <p>1.1.1. Anthropological imagination: asking questions and seeing the world anthropologically.</p> <p>1.1.2. Defining Features of Anthropology- holism, relativism & comparative perspectives</p> <p>1.1.3. Methods of Research in anthropology: ethnography & ethnographic methods.</p> <p>1.2. Sub-fields of Anthropology: Four Mirrors for Understanding Humanity.</p> <p>1.3. The relation between anthropology and other disciplines.</p>	<ul style="list-style-type: none"> • Brainstorming • Gaped lecture • Group discussion • Pair discussion 	<ul style="list-style-type: none"> • Attending lectures and discussions. • Asking and answering questions. • Participating in group discussion. • Doing class work and homework. 	<ul style="list-style-type: none"> • Define anthropology and social anthropology • Describe the subject matter of social anthropology • Explain the essence of anthropological perspective • Describe research method in social anthropology • Explain the relation between social anthropology and other social sciences.

Week 5, 6, 7, & 8	<p>2. Culture and Society (8 hrs)</p> <p>2.1. Conceptualizing Culture: What Culture Is and What Culture Isn't?</p> <p>2.2. Characteristics features of culture: what differentiates culture from other traditions?</p> <p>2.3. Aspects of Culture –Material & Non-material (values, beliefs & norms)</p> <p>2.4. Levels of culture: universality, generality and particularity (cultural diversity)</p> <p>2.5. Ethnocentrism, Cultural relativism, and human rights</p> <p>2.6. Cultural Change: what is cultural change?</p> <ul style="list-style-type: none"> ✓ Cultural Diffusion versus Cultural Assimilation ✓ Innovation <p>2.7. Culture areas and cultural contacts in Ethiopia:</p> <p>2.7.1. Plough culture area</p> <p>2.7.2. Enset culture area</p> <p>2.7.3. Pastoral societies culture area</p> <p>2.7.4. Historical and social interactions between culture areas</p>	<ul style="list-style-type: none"> • Brainstorming • Gaped lecture • Group discussion • Pair discussion 	<ul style="list-style-type: none"> • Attending lectures and discussions. • Asking and answering questions. • Participating in group discussion. • Doing class work and homework. 	<ul style="list-style-type: none"> • Define the concepts of culture and society. • Describe the features of culture. • Acquire basic knowledge on the aspects and levels of culture. • Describe the attitudes toward cultural variation. • Discuss cultural change. • Explain cultural diversity. • Discuss major anthropological works in the case of Ethiopian societies and cultures
Week 9 & 10	<p>3. Social Organizations and Relationships (4 hrs)</p> <p>3.1. Marriage - rules, functions and forms of Marriage</p> <p>3.2. Family: types and functions of Family</p> <p>3.3. Kinship System: types of kin groups and rules of descent</p> <p>3.4. Kinship and Gender Across Cultures</p> <p>3.5. Sex and Gender: Mapping differences in cross cultural perspective</p> <p>3.6. Gender –as power relations</p>	<ul style="list-style-type: none"> • Brainstorming • Gaped lecture • Group discussion • Pair discussion • Home work 	<ul style="list-style-type: none"> • Attending lectures and discussions. • Asking and answering questions. • Participating in group discussion. • Doing class work and homework. 	<ul style="list-style-type: none"> • Define the concept of social organization. • Describe family and kinship as forms of social institutions and organizations. • Explain the nexus among kinship, sex, and gender.

Week 11 & 12	<p>4. Religion and Religious Diversity (4 hrs)</p> <p>4.1. The concept of religion</p> <p>4.2. Origin, functions and expressions of religion</p> <p>4.3. Kinds of Religion</p> <p>4.4. Religion and Change:</p> <ul style="list-style-type: none"> ✓ Revitalization and Fundamentalism ✓ Syncretism ✓ Anti-modernism and fundamentalism 	<ul style="list-style-type: none"> • Brainstorming • Gaped lecture • Group discussion • Pair discussion • Home work 	<ul style="list-style-type: none"> • Attending lectures and discussions. • Asking and answering questions. • Participating in group discussion. • Doing class work and homework. 	<ul style="list-style-type: none"> • Acquire knowledge on the concept of religion. • Describe the origin & functions of religion. • Describe kinds of religion. • Explain religion and change.
Week 13 & 14	<p>5. Theories of inter-ethnic relations and multiculturalism in Ethiopia(4 hrs)</p> <p>5.1. The Scales of Human Identity: Who am I? Understanding ‘self’ & ‘other’</p> <p>5.2. Ethnicity and Race: What’s in a name?</p> <p>5.3. Ethnic Groups & Ethnic Identity</p> <p>5.4. Race –the social construction of racial identity</p> <p>5.5. Primordialism, Instrumentalism, Social constructivism</p> <p>5.6. Debates on inter-ethnic relations and identities</p>	<ul style="list-style-type: none"> • Brainstorming • Gaped lecture • Group discussion • Pair discussion • Home work 	<ul style="list-style-type: none"> • Attending lectures and discussions. • Asking and answering questions. • Participating in group discussion. • Doing class work and homework. 	<ul style="list-style-type: none"> • Describe inter-ethnic relations. • Discuss the concept of multiculturalism. • Describe the perspectives of social theories on ethnicity and race. • Explain multiculturalism and inter-ethnic relations in Ethiopia.
Week 15 & 16	<p>6. Customary and local governance systems in Ethiopia (4 hrs)</p> <p>6.1. Indigenous intra and inter-ethnic conflict resolution institutions</p> <ul style="list-style-type: none"> ✓ Ethnographic cases: commonalities and shared practices (e.g., Oromo and Somali, Afar and Tigray; Gedeo and Oromo; Guraghe and Siltie; Amhara and Tigray) <p>6.2. Customary/Local governance systems</p> <ul style="list-style-type: none"> ✓ Ethnographic cases: Oromo Geda; Somali-Gurti; Gamo, Gofa, Wolayita-Woga; Guraghe-Sera 	<ul style="list-style-type: none"> • Brainstorming • Gaped lecture • Group discussion • Pair discussion • Home work 	<ul style="list-style-type: none"> • Attending lectures and discussions. • Asking and answering questions. • Participating in group discussion. • Doing class work and homework. 	<ul style="list-style-type: none"> • Define the concept of indigenous knowledge. • Describe indigenous conflict resolution mechanisms in Ethiopia. • Discuss customary/local governance systems in Ethiopia.
5.2. Assessment strategies and techniques and course policy				

Assessment	<ul style="list-style-type: none"> • Continuous Assessment (test: 9; quiz: 8; assignment: 8)..... 25% • Mid Exam..... 25% • Final Exam..... 50% Total 100%
Course policy	<p>A student has to:</p> <ul style="list-style-type: none"> • Attend at least 85% of the classes. • Take all continuous assessments and mid exam. • Take final examination. • Respect all rules and regulations of the university.

5.3. Instructional resources

Textbooks:

- Ferraro, G. and Andreatta, S. (2010). *Cultural Anthropology: An Applied Perspective*. (8th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Guest, K. J. (2016). *Essentials of Cultural Anthropology*. (1st ed.). Canada: W. W. Norton & Company, Inc.
- Kottak, C. P. (2015). *Cultural Anthropology: Appreciating Cultural Diversity*. (16th ed.). New York: McGraw Hill.

References:

- Asmarom Legesse. (2006). *Oromo Democracy: an Indigenous African Political System*. The Red Sea Press, Inc.
- Clifford Geertz. (1973). *The Interpretation of Cultures*. A Division of Harper Collins Publishers.
- Donald N. Levine. (1972). *Wax & Gold: Tradition and Innovation in Ethiopian Culture*. Chicago & London: The University of Chicago Press.
- Eriksen, T. H. (2001). *Small Places, larger Issues: An introduction to social and cultural anthropology*. London: Pluto Press.
- Eriksen, T. H. (2004). *What is anthropology?* London: Pluto Press.
- Eriksen, T. Hylland. (2002). *Ethnicity and Nationalism*. London: Pluto Press.
- Eriksen, T.H. and Nielsen, F.S. (2001). *A History of Anthropology*. London: Pluto Press.
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- Shack, William S. (1966). *The Gurage: A People of the Enset Culture*. London: Oxford University Press.
- Smith, C. and Davies, E. (2008). *Anthropology for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

Approval Section			
	Name	Signature	Date
Chair Holder's Name			
Department Head's Name			



Bahir Dar University
Institute of Disaster Risk Management and Food Security Studies
Department of Disaster Risk Management and Sustainable Development

1. Course Information						
Course Title	Inclusiveness					
Course Code	Incl1012					
Credit Hrs./ ECTS	Cr Hrs=2	L=2	T=0	P=0	H=6	CP=4
Semester	II					
Year	I					
Pre-requisites	None					
Target Group	DRMSD first year students					
Instructor's Name and Address:						
Status of the course: Common						
2. Course Description:						
<p>Development efforts of any organization need to include and benefit people with various types of disabilities, people at risks of exclusion/discrimination and marginalization, through providing quality education and training, creating equity, accessibility, employability, promoting prosperity, reducing poverty and enhancing peace, stability and creating inclusive society. Unfortunately, this has not been the practice for the majority of people with disabilities and vulnerable groups, due to unfavorable attitude, negligence, inaccessibility and exclusion from all development endeavors. It is obvious that people with disabilities are the large stand most disadvantaged minority in the world. They are about 15 percent of the global population (about one billion people), and 17.6 million in Ethiopia, with most extended families including someone with a disability (World Health Organization and World Bank and 2011). An exclusion practice of this large number of persons with disabilities in Ethiopia is an indicator of violating fundamental human rights that undermines their potential/ability to contribute to poverty reduction and economic growth within their household, their community and the country. It is clear that it is not impairment, but the exclusion practices that has contributed for insecurity (conflict), poverty aggravation for persons with disabilities and vulnerabilities, that has highly demanding inclusive practices. Exclusion practices of persons with disabilities have a long history, affecting the life of people with disabilities and the society at large. In the past and even today people have been discriminated due to their disabilities.</p> <p>Inclusiveness promotes effective developments through full participation of all members of a population, people with disabilities and vulnerabilities, where all are equal contributors of development and equitable beneficiaries. Through inclusive practices, it is possible to identify and remove social and physical barriers so that people with disabilities and vulnerabilities can participate and benefit from all developments. Genuine inclusion of people with disabilities and vulnerabilities allow of them to actively participate in development processes and eliminate dependence syndrome, leads to broader benefits for families and communities, reduces the impacts of poverty, and positively contributes to a country's economic growth, development and ultimately create inclusive society. All stages of development processes of any organization should be inclusive through creating equal access to education, health care services, work and employment, social protection and all development center of human being.</p> <p>Hence, in this course, the higher education students will learn how to assess, understand and address the needs of persons with disabilities and vulnerabilities; and provide relevant support or seek extra support from experts. He/she also learns how to adapt and implementing services for an inclusive environment that aimed to develop holistic development such as affective, cognitive and</p>						

psychosocial skills of the population with disabilities and vulnerabilities. Identification and removal/management of environmental barriers would find a crucial place in the course. The students learn how to give more attention and support for persons with; hearing impairments, visual impairment, deaf-Blind, autism, physical and health impairments, intellectually challenged, emotional and behavior disorders, learning difficulty, communication disorders, vulnerable persons including gifted and talented, and those at risk due to different reason (persons who are environmentally and culturally deprived, abused, torched, abandoned, and orphaned..etc.). All University students should be given the chance to study the specific developmental characteristics of each group of persons with disabilities and vulnerabilities. Furth more, they also identify the major environmental and social barriers that hinder the development of individuals; and come up with appropriate intervention strategies in inclusive settings of their respective professional environment and any development settings where all citizens are equally benefited.

3.Objective of the course

The objective of this course is to develop knowledge, skill and attitude of the learners so that they can provide appropriate services, the tools and strategies that help to create a convenient inclusive environment. This course encourages learners exploring the benefits of collaborating with colleagues to design and implement inclusion an all sphere of life. It also guides the discovery of ways to modify environment as well as services and practices to meet the needs of all persons with disabilities and vulnerabilities in inclusive environment. As a result of reviewing various reading materials, completing the assignments, engaging in related discussions, and strongly workings on activities, towards the completion of the course, the students will be able to:

- Identify the needs and potentials of persons with disabilities and vulnerabilities.
- Identify environmental and social barriers that hinder the needs, potentials and full participations, in all aspects of life of persons disabilities and vulnerabilities
- Demonstrate desirable inclusive attitude towards all persons with disabilities and vulnerabilities in full participations
- Apply various assessment strategies for service provisions for evidence-based planning and implementation to meet the needs of persons with disabilities and vulnerabilities
- Adapt environments and services according to the need and potential of the persons with disabilities and vulnerabilities
- Utilize appropriate assistive technology and other support mechanisms that address the needs of persons with disabilities and vulnerabilities
- Respect and advocate for the right of persons with disabilities and vulnerabilities
- Collaboratively work with special needs experts and significant others for the life success of all persons with disabilities and vulnerabilities in every endeavor and in all environments.
- Create and maintain successful inclusive environment for persons with disabilities and vulnerabilities
- Promote the process of building inclusive society

4. Syllabus Components

4.1. Course Contents, Methods & strategies, and learning outcomes

Time	Content & sub-contents	Methods and strategies	Students Task	Learning Outcomes: At the end of this chapter students will be able to:
Week 1-3	Chapter 1: Understanding Disabilities and Vulnerabilities 1.9 Definitions of disability and vulnerability 1.10Types of disabilities and vulnerabilities 1.11 Causes of disability and vulnerability 1.12Historical movements from segregation to inclusion 1.13The effects of attitude on the move towards inclusion 1.14Models of disability	<ul style="list-style-type: none"> • Listening • discussion • Reflections • Gapped Lecture 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take notes • Answer questions • Read • Doing class works and home works, • Reflects 	<ul style="list-style-type: none"> • Define disability and vulnerability • List different types of disabilities and vulnerabilities • Explain brief causes of disability and vulnerability • Describe the brief historical movements from segregation to inclusion • Describe the effect of attitude on the move towards inclusion • Discuss models of disability

Week 4&5	<p>Chapter 2: Concept of Inclusion</p> <p>2.4 Definition inclusion 2.5 Principles of inclusion 2.6 Rationale for inclusion 2.7 Features inclusive environment</p>	<ul style="list-style-type: none"> • Listening • Note-taking • Brainstorming • Gapped Lecture • Group discussion • Class work • Tutorials 	<ul style="list-style-type: none"> • Attend the lesson • Listen and take short notes, • Asking and answering questions, • Doing class works and home works, • Participating in group discussions • Reflects 	<ul style="list-style-type: none"> • Define inclusion • Discuss the principles of inclusion • Discuss the rationale for inclusion • Describe inclusive environment
Weeks 6-9	<p>Chapter 3: Identification, Assessment and Differentiated Services</p> <p>3.1 Level of disabilities for support 3.2 Needs and potentials of persons with disabilities 3.3 Needs and potentials of persons with vulnerabilities 3.4 Assessment and evaluation Availability of legal frameworks in line with inclusion 3.5 Assessment and evaluation inclusiveness of the sector plans 3.6 Assessment and evaluation attitude towards inclusion 3.7 Assessment and evaluation of accessibilities of social and physical environments 3.8 Assessment and evaluation of strategies and plans that remove social and physical barriers to facilitate inclusiveness 3.9 The components and purpose of differentiated service plans 3.10, Assistive technologies and software to enhance inclusion</p>	<ul style="list-style-type: none"> • Brainstorming • Gapped Lecture • Group discussion/c cooperative teaching • Class work • Reflections • Group and individual presentation • Field visit • Role-play • Seminar 	<ul style="list-style-type: none"> • Attend the lesson • Asking and answering questions, • Group discussion • Doing group and individual presentations • Participating in group discussions , field visits, • Reflection • Special needs/Inclusive education experts consultation 	<ul style="list-style-type: none"> • Refer to identify the level of disability to the right professionals for appropriate support • Identify the needs and potential of persons with disabilities for support • Identify the needs of persons with vulnerabilities for support • Assess and evaluate the availability of legal frameworks in line with inclusion • Assess and evaluate the inclusiveness of the sector plans • Assess and evaluate the favorability of attitude • Assess and evaluate the accessibilities of social and physical environments • Design strategies and plans that remove social and physical barriers to facilitate inclusiveness • Describe the components and purpose of differentiated services plans • Use applicable assistive technologies and software to enhance inclusion

Week 10	<p>Chapter 4: Promoting Inclusive Culture</p> <p>4.3 Definition of Inclusive Culture</p> <p>4.4 Dimensions of Inclusive culture</p> <p>4.5 Policy related to Inclusive Culture</p> <p>4.6 Building Inclusive Community</p> <p>4.7 Means of Establishing Inclusive Culture</p> <p>4.8 Inclusive Values</p> <p>4.9 Indigenous Inclusive Values and Practices</p>	<ul style="list-style-type: none"> • Brainstorming • Cooperative teaching • Group discussion • Reflections • Gapped Lecture • Role-play • Individual/group presentation 	<ul style="list-style-type: none"> • Asking and answering questions, • Doing individual/group assignment • Participating in group discussions • Reflects • Expert consultation 	<ul style="list-style-type: none"> • Define Inclusive Culture • Discuss the dimensions of Inclusive culture • Evaluate policy related to Inclusive Culture • Explain the process of building community for inclusive culture • Discuss approaches of establishing inclusive culture • Discuss inclusive values • Explore and discuss indigenous inclusive values • Evaluate existing inclusive practices
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Week 11&12	<p>Chapter 5: Inclusion for Peace, Democracy and Development</p> <p>5.1. Definition of Peace, Democracy and development from the perspective of Inclusiveness</p> <p>5.2. Sources of exclusionary practices</p> <p>5.3. Exclusionary practices in the community</p> <p>5.4. Respecting diverse needs, culture, values, demands and ideas</p> <p>5.5. Conflict emanated from exclusion</p> <p>5.6. The full participation of the marginalized group of people</p> <p>5.7. The democratic principles for inclusive practices</p> <p>5.8. The importance of inclusion for psychosocial development</p> <p>5.9. The importance of inclusion for economic development</p> <p>5.10. The importance of inclusion for peace</p>	<ul style="list-style-type: none"> • Brainstorming • Using cooperative learning • Individual work and group work • Group discussion • Reflections • Gapped Lecture • Role-play • Seminar 	<ul style="list-style-type: none"> • Asking and answering questions, • Doing group and individual works, • Group discussions • Reflection • Participation in role play and seminar 	<ul style="list-style-type: none"> • Define Peace, Democracy and development from the perspective of Inclusiveness • Identify sources of exclusionary practices • Discuss exclusionary practices in the community • Discuss respecting diverse needs, culture, values, demands and ideas • Discuss conflict emanated from exclusion • Explain means and benefits of participation of the marginalized group of people • Discuss the democratic principles for inclusive practices • Explain the importance of inclusion for psychosocial development • Elaborate the importance of inclusion for economic development • Discuss the importance of inclusion for peace
Week 13	<p>Chapter 6: Legal framework</p> <p>6.1. Components of legal framework</p> <p>6.2. International legal frame works in relation to inclusiveness</p> <p>6.3. National legal frame works in relation to inclusiveness</p>	<ul style="list-style-type: none"> • Brainstorming • Using cooperative learning • Individual and group assignment • Group discussion • Reflections • Gapped Lecture • Role-play • Field visit 	<ul style="list-style-type: none"> • Asking and answering questions, • Doing group and individual works and presentations • Group discussions • Reflection • Participation in role play and field visit 	<ul style="list-style-type: none"> • Define the components of legal framework • Identify all international and national legal frame works in relation to inclusiveness • Discuss the legal frameworks and their implementations • Exploring the gaps of the legal framework specific to the sector • Assess and evaluate persons with disabilities are equally and equitably treated • Assess and evaluate the legal frameworks and plans are implemented

Week 14	<p>Chapter 7 Resources Management for Inclusion</p> <p>7.1. Resources for inclusion</p> <p>7.2. Planning for inclusion services</p>	<ul style="list-style-type: none"> • Brainstorming • Using cooperative learning • Interactive lecture • Group discussion • Reflection assignment 	<ul style="list-style-type: none"> • Asking and answering questions, • Group discussions • Reflection 	<ul style="list-style-type: none"> • Define inclusive resources • Explain the need of planning for inclusion services • Identify appropriate resources for inclusive development • Discuss how to develop budget for inclusive services
Week 15&16	<p>Chapter 8: Collaborative Partnerships with stakeholders</p> <p>8.1. Definition of collaboration, partnership and stakeholder</p> <p>8.2. Key elements of successful collaboration</p> <p>8.3. The benefits and challenges of collaboration for various stakeholders for the success of inclusion</p> <p>8.4. The strategies for effective co-planning and team working</p> <p>8.5. Characteristics of successful stockholders' partnerships</p> <p>8.6. Strategies for community involvement</p>	<ul style="list-style-type: none"> • Brainstorming • Using cooperative teaching • Interactive lecture • Group discussion • Reflection assignment • Role-play • field visit 	<ul style="list-style-type: none"> • Asking and answering questions, • Doing group discussion, • Reflection • Participation in field visit and role-play 	<ul style="list-style-type: none"> • Define collaboration, partnership and stakeholder • Identify key elements of successful collaboration • Describe the benefits and challenges of collaboration for various stakeholders for the success of inclusion • Discuss the strategies for effective co-planning and team working • Identify characteristics of successful partnerships • Design strategies for community involvement
4.2. Assessment Strategies & Techniques and Course Policy				
Assessment	<ul style="list-style-type: none"> • Test.....10% • Assignment/group/assignment10% • Quiz-----5% • Midterm Exam.....25%. • Final Exam50% Total..... 100% 			
Course policy	<p>A student has to:</p> <ul style="list-style-type: none"> - attend at least 85% of the classes. - take all continuous assessments and mid Exam. - take final examination. - respect all rules & regulations of the university. 			
4.3 Instructional Resources				
Module				
Module for the course: Inclusiveness				
References				
<ol style="list-style-type: none"> 1. Alemayehu Teklemariam and TemsegenFereja (2011). Special Need Education in Ethiopia: Practice of Special Needs Education around the World. Washington: Gallaudet University Press. 2. Alemayehu Teklemariam (2019). Inclusive Education in Ethiopia: WILEY and Blackwell: Singapore 3. A Teachers Guide (2001). UNESCO. Inclusive Education and Classroom Practice in Secondary Education (2004). 4. Berit H. Johanson and Alemayehu Teklemariam (2006). Towards Special Needs Education as a University Discipline: An Important step on the way to Education for All. In When All Means All. Hakapaino Oy: Helsinki 5. TirussewTeferra and Alemayehu Teklemariam (2007). Including the Excluded: Integrating disability into EFA Fast Track Initiative Process and National Education Plans in Ethiopia. World Vision 6. MOE (2007). School Improvement Program 				

7. MOE (2010). Special Needs Program strategies implementation guide.
8. MOE (Ministry of Education). (2006). *Special Needs Education Program Strategy*. Addis Ababa
9. Understanding and responding to children's need in inclusive classroom (2010).
www.european-agency.org
10. ዓለማየሁ-ትክለማርያም (2009). በመተባበሪያማር:- አንድ-ለሁሉም፣ ሁሉም-ለአንድ፣ አዲስአበባ:- ፋርኢስትአታሚ
11. ዓለማየሁ-ትክለማርያም (2011). አካቶትምህርት-ለምን፣ ምን፣ ለንማን እንዴት፤ አዲስአበባ:- ፋርኢስትአታሚ

Approval section

	Name	Signature	Date
Instructor's			
Chair Holder's			
Department Head's			

 <p>BAHIR DAR UNIVERSITY Institute of Disaster Risk Management and Food Security Studies</p>							
Program	Disaster Risk Management and Sustainable Development						
Courses code	Drms 2031						
Courses Title	Introduction to Disaster Risk Management						
Degree Program	BSc. in Disaster Risk Management and Sustainable Development						
Module name	Conceptual Understanding of Disaster Risk Management						
Module number	03						
Course chair							
Instructor/Tutor							
CP credit (CP)	6						
Contact hours	Lectures	Tutorials seminars	&	Laboratory workshop	&	Home Study	Total
	48	-		-		114	162
Lecture days, hours & room							
Tutorial /lab days & hour							
Target group	2nd Year Disaster Risk Management and Sustainable Development						

	Students
Year /semester	2nd Year, 1st Semester
Pre-requisites	None
Status of the course	Major

Course Description:

The course deals about the fundamentals of disaster management, concepts, definitions and elements of disaster and disaster risk management; multidisciplinary nature of the subject disaster risk management; paradigm shift in disaster risk management understanding and approaches; types of disaster risk management approaches and disaster models

Course Objectives:

At the end of the course students should be able to:

- Understand the basic concepts, nature and issues related to disaster and disaster management
- Understand the fundamentals of disaster and disaster management
- Define key terminologies in disaster risk management
- Understand basic methodologies in disaster risk assessment
- Describe the various approaches of disaster management and disaster models

Schedule of lecture topics, Activities and readings				
Week	Lecture (hrs)	Conceptual focus	Activities/tasks	Readings
W1-2	6	CHAPTER 1: Introduction to disaster management 1.1. Basics Concepts evolving terminologies in Disaster Management 1.2.Nature and Scope of Disaster Management 1.3.Historical Evolution	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout compiled by the teacher
W3-5	9	1.4. Classification of Disasters <ul style="list-style-type: none"> • Socio-Natural Disasters • Anthropogenic Disasters • Technological Disasters 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	
		1.5. Elements of disaster management 1.6. Disaster as multidisciplinary field		
		1.7. Disaster Risks Trends <ul style="list-style-type: none"> • Global Disaster Risk Trends • Costs and Frequency • Historical Review of Disasters Trends 1.7. Case Studies on Impacts of Disasters <ul style="list-style-type: none"> • Economic • Social • Environmental • Physical Infrastructure 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Adams, J. 1994. At Risk. UCL Press, London
W6-8	9	CHAPTER 2: DISASTER RISK MANAGEMENT 2.1. Introduction to Disaster Risk Management <ul style="list-style-type: none"> • Hazards • Disaster Risk • Vulnerability (Types and Causes, Models) • Capacity and Types of Capacity • Level of Capacities 		
		3.2.Meaning and scope of disaster risk management <ul style="list-style-type: none"> •Paradigm shift in disaster risk management • HFA and Post HFA framework • SDGs, Sendai framework (2015-2030) and 	Active participation during lecturing, group discussion, take notes from lecture and	Blaikie, P. 1994. At Risk. Natural Hazards, People's

		Paris agreement • Development in International protocols	assignment presentation	Vulnerability, and Disasters. Rutledge, London.
W9-10	9	3.2 Components of Risk and Risk Assessment -Hazard assessment • Vulnerability Assessment • Capacity analysis • Risk Assessment • Multi-Hazard Vulnerability and Risk Assessment • Perception and Attitude Assessment -Resilience Assessment • Concepts and approaches • Adaptation and Resilience • Linkage between hazards, vulnerability and resilience • Resilience Frameworks	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	
W11-13	9	CHAPTER 3: DISASTER MANAGEMENT CYCLE -Pre-disaster phase (prevention, mitigation and preparedness) -Disaster phase (Relief-Response) -Post disaster phase (Recovery, Rehabilitation and reconstruction)	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout prepared by the teacher
W14-16	9	CHAPTER 4: DISASTER RISK MANAGEMENT APPROACHES AND MODELS 4.1. Approaches to Risk Management -Structural Risk Reduction Strategies -Non-Structural Risk Reduction Strategies including Risk Transfer, -Insurance and Risk Financing 4.2. Disaster management models -Disaster continuum model -Pre- during and after disaster model -Expand and stretched disaster model -Pressure, release or crunch model -Livelihood Approaches -Disaster Formula -DRR and others	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout prepared by the teacher

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, and field work.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Quiz	7%
Test	8%
Assignment	10%
Mid Exam.....	25%
Final exam.....	50%

Grading: is as per the university regulation

Course policy

All students are expected to abide by the code of conduct of students (article 194, 195, 196, 197, 198 and 199, of the Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Since the course does have a number of practical exercises in the laboratory, students are urged to attend every practical session. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 15% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Cell phones: Cell phones must be turned off before entering the class as they are disruptive and annoying to all of us in the class. So, please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes.

Reference:

1. Adams, J. 1994. At Risk. UCL Press, London

2. Alexander, D. 1993. Natural Disasters. UCL Press, London
3. Bryant, E. 1991. Natural Hazards. CUP, Cambridge
4. Blaikie, P. 1994. At Risk. Natural Hazards, People's Vulnerability, and Disasters. Rutledge, London.

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Department head

Signature

 BAHIR DAR UNIVERSITY Institute of Disaster Risk Management and Food Security Studies					
Program	Disaster Risk Management and Sustainable Development				
Courses code	Geog2022				
Courses Title	Environment and Natural Resources				
Degree Program	BSc in Disaster Risk Management and Sustainable Development				
Module name	SUPPORTIVE COURSES				
Module number	02				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	5				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	32			49	81
Lecture days, hours, & room	Mon1-2, Tue 1, B3R1				
Tutorial /lab days & hour					
Target group	1st Year Disaster Risk Management and Sustainable Development Students				
Year /semester	1st Year, 1st Semester				
Pre-requisites	none				
Status of the course	Supportive				

Course Description

Students shall be well grounded in a comprehensive knowledge of the holistic perspective of the environment and natural resources and empowered through analytical techniques and management skills to apply such knowledge to the sustainable management of the environment. It embraces a wide variety of topics from different areas of study,

including among others environment, energy, the Earth systems, human-nature interaction; Environmental problems have a cultural and social context, sustainable development.

Objectives

At the end of course work, the students will be able to

- Define environmental and natural resources and explain its principles and scope.
- Comprehend how the earth's natural system operate and interrelate with one another.
- Describe how human activities impact natural systems.
- Summarize major environmental and natural resources policies and regulations
- Engage in problem solving of environmental issues.

Weeks	conceptual Focus and contents	Activities/ Task	Reading/Assignments/Discussions
Week 1	<p>Chapter ONE: BASICS AND CONCEPTS OF ENVIRONMENT AND NATURAL RESOURCES</p> <ul style="list-style-type: none"> ❖ Introduction ❖ Describe the scope of Environment and natural resources ❖ Identify global Environmental problems. ❖ Summarize the linkage between Population-resource-environment. ❖ Explain how Population size becomes as global environmental challenge. ❖ Explain the nexus among Development-resources-sustainability. ❖ Identify the Earth materials. 	<p>take note from Lecture , forward any queries, Group discussion Be able to answer Evaluations, and take assignments</p> <p>Test 1</p>	<p>Andrew, The human impact on the Natural Environment, Seventh Edition</p>
Week 2	<p>Chapter Two: The Earth's atmosphere</p> <ul style="list-style-type: none"> ❖ Evolution and composition of the atmosphere ❖ Vertical layers of the atmosphere and their characteristics ❖ Energy balance of the Earth and its atmosphere <p>Energy flow and consequence of differential energy distribution</p>	<p>Quiz 1</p>	

	<p>CHAPTER Three: ENVIRONMENTAL PLANNING LAW AND POLICY</p> <ul style="list-style-type: none"> ❖ Definitions of terminologies. Concept, evolution, purpose and structure of Environmental Law. ❖ International Agreements, Conventions and Treaties in Environmental Law. ❖ Environmental Law and International action on Management of Environmental Resources <p>Sectoral and functional environmental laws. The institutionalization of Environmental Policy, planning and management.</p>	<p>Answer questions Group discussion Group presentations,</p>	<p>An introduction to its interior, surface and atmosphere, Cambridge University Press, Year: 2008 Andrew, The human impact on the Natural Environment, Seventh Edition, Hogan, E., Robert, J., Grassi, G., and Bridge water, A. V. (eds.). (1992). "Biomass Thermal Processing. Proceedings of the First Canada/European Community Contractors Meeting." CPL Press, Berkshire, United Kingdom.</p>
Week 3, 4	<p>CHAPTER FOUR: THE ROLE OF FORESTRY IN THE ENVIRONMENT</p> <ul style="list-style-type: none"> • Introduction to socio-economic and ecological roles of forests • Forest cover history of Ethiopia <ul style="list-style-type: none"> .Natural high forests .Planted forests • Woodlands and other vegetation covers • Importance of forests in Ethiopia • Role in national economy • Role in local economy and socio-culture • Ecological roles 	<p>Participate on Presentations , and discussions Be able to answer Evaluations, and take assignments</p>	<p>Andrew, The human impact on the Natural Environment, Seventh Edition "First Biomass Conference of the Americas: Energy, Environment, Agriculture, and Industry," Vols. I-III (1993, 1942). NREL/CP-200-5768, DE93010050 (and subsequent biennial books). National Renewable Energy Laboratory, Golden, CO. Klass, D. L. (ed.). (1993). "Energy from Biomass and Wastes XVI (and previous annual books)." Institute of Gas Technology, Chicago, IL.</p>
	<p>Chapter Five: Global water Resources</p> <ul style="list-style-type: none"> ❖ The concept of water ❖ The hydrosphere ❖ The hydrologic cycle ❖ Distribution of Water Resource 	<p>Answer questions take note from Lecture , forward any quarries, Group discussion</p>	<p>Xu, Y., &Braune, E. (2009). <i>Sustainable groundwater resources in Africa: water supply and sanitation environment</i>. CRC Press. Kay, B. (Ed.). (2006). <i>Water resources: Health, environment and development</i>. CRC Press.</p>
Week 7,8 and 9,10,11	<p>Chapter Six: Energy and Environment</p> <ul style="list-style-type: none"> ❖ What is energy ❖ Energy Concepts ❖ Energy and development ❖ Global energy matters <p>Energy sources and trends</p> <ul style="list-style-type: none"> ❖ Historical background and trends ❖ Types of renewable energy 	<p>Participate on Presentations , and discussions Be able to answer Evaluations, and take assignments Quiz 2</p>	<p>Chris Miller (2001) Planning and Environmental Protection: A Review of Law and Policy</p>

	<ul style="list-style-type: none"> ❖ Global energy use ❖ National Energy use status ❖ Future energy needs ❖ Comparison of renewable and non- renewable energy source <p>Renewable energy Resource and its Environmental impact</p> <ul style="list-style-type: none"> ❖ Energy Consumption ❖ Energy Supply ❖ Environmental and Social Impacts of Energy Production and consumption. ❖ Energy conservation ❖ Features of mineral and energy resources ❖ Features of environmental problems from development of mineral and energy resources 		
Week 12,13	<p>Chapter seven: Soil and Environment</p> <ul style="list-style-type: none"> ❖ Soil as a Dynamic Body ❖ Soil forming factors ❖ Physical properties of soil ❖ Soil erosion and controlling methods ❖ Deforestation ,land degradation and desertification 	<p>Participate on Presentations , and discussions Be able to answer Evaluations, and take assignments</p> <p>Test 2</p>	<p>Xi, B., Jiang, Y., Li, M., Yang, Y., & Huang, C. (2016). <i>Optimization of Solid Waste Conversion Process and Risk Control of Groundwater Pollution</i>. Springer.</p>
Week 14,15	<p>Chapter Eight : Cities and Solid Waste Management</p> <ul style="list-style-type: none"> ❖ Waste disposal and management ❖ Hierarchy of integrated solid waste management ❖ Sewage disposal and treatment ❖ Hazardous waste 	<p>Field visit, Discussion and Report writing</p>	<p>Solid Waste Management in the World's Cities: Water and Sanitation in the World's Cities 2010</p>
Week 16	<p>Presentations of group assignments</p>		

METHODOLOGY AND ASSESSMENT

1. **Formal Lecture:** the instructor will Lecture on the most theoretical and practical concepts of the topics and students will be able to develop the required conceptualization and articulation for the topic
2. **Assignments:** Students will form groups, and each group is given topic from the course guide book. The group has a leader who contacts the lecturer and make sure that every member is participating.
3. Each team should make sure that the reviewed concepts have scholarly articulation, reception, critics, and group opinions.
4. Quiz will be administered whenever the lecturer feels the necessity of it.
5. Final examination will be given according to the date set on the academic calendar of the university.

VALUES FOR ASSESSMENTS

Assessment/Evaluation

Assessment is carried out both as a continuous process during course delivery, which constitutes 50% weight in the total mark and final exam, which constitutes maximum of 50%.

The assessment methods involved are summarized as follow:

- Continuous assessment [Quiz, Test results, Group assignment reports, Individual assignment reports, Practical session participation/Field work or visit, Project work and Class activity]
- Final exam

Test 1 -----	8 %
Quiz 1 -----	7%
Assignment -----	10%
Mid exam -----	25%
Final exam-----	50%

COURSE POLICY

All students are expected to abide by the code of conduct of students (article 194, 195, 196, 197, 198 and 199, of the Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Since the course does have a number of practical exercises in the laboratory, students are urged to attend every practical session. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 15% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Reference Text book

“First Biomass Conference of the Americas: Energy, Environment, Agriculture, and Industry,” Vols. I–III (1993, 1992). NREL/CP-200-5768, DE93010050 (and subsequent biennial books).

Andrew, The human impact on the Natural Environment, Seventh Edition

Garg, R. (2006). Ecological and environmental studies

Godish, T. (1997) air quality .New York, USA

Hogan, E., Robert, J., Grassi, G., and Bridgwater, A. V. (eds.). (1992). “Biomass Thermal Processing. Proceedings of the First Canada/European Community Contractors Meeting.” CPL Press, Berkshire, United Kingdom.

Hogan, E., Robert, J., Grassi, G., and Bridgwater, A. V. (eds.). (1992). “Biomass Thermal Processing. Proceedings of the First Canada/European Community Contractors Meeting.” CPL Press, Berkshire, United Kingdom.

Katyal, T. (2001). Environmental pollution, Delhi India

Miller, G. (1990). Living in the environment, an introduction to Environmental Science

Stewart, T. (1979). Air pollution, Human Health and public policy. New York

Xi, B., Jiang, Y., Li, M., Yang, Y., & Huang, C. (2016). *Optimization of Solid Waste Conversion Process and Risk Control of Groundwater Pollution*. Springer.

Approved by:

Dr.Zerihun Yohannes

Name, Course Instructor /Tutor_____
Signature_____
Name, Course chair_____
Signature_____
Name, Department Head_____
Signature**BAHIR DAR UNIVERSITY****INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES**

Program	Disaster Risk Management and Sustainable Development						
Courses code	Drms 2032						
Courses Title	Natural Hazards						
Degree Program	BSc. in Disaster Risk Management and Sustainable Development						
Module name	Conceptual Understanding of Disaster Risk Management						
Module number	03						
Course chair							
Instructor/Tutor							
CP credit (CP)	5						
Contact hours per week	Lectures	Tutorials & seminars	&	Laboratory & workshop	&	Home Study	Total
	48	-		-		71	135
Lecture days, hours & room	-						
Tutorial /lab days & hour							
Target group	2nd Year Disaster Risk Management and Sustainable Development Students						
Year /semester	2nd Year, 2nd Semester						
Pre-requisites	None						
Status of the course	Major						

Course Description:

Natural hazards are one of the central facets of disaster causation. As natural processes or phenomenon occurring in the biosphere, these events may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. This course examines the characteristics of various

forms of natural hazards. It explores types, nature and causes of geological, meteorological and biological hazards

Course objectives:

At the end of the course, students should be able to:

- Understand the significant important of natural hazards and their analysis processes
- Describe the different types of natural hazards which trigger slow and/or rapid on set disasters
- Describe prediction methods, vulnerability factors, adverse effects, risk reduction measures
- Describe the post disaster needs of each natural hazard to human welfare and security.

Schedule of lecture topics, Activities and readings				
Week	Lecture (hrs)	Conceptual focus	Activities/tasks	Reading
W1-3	9	CHAPTER1:INTRODUCTIONTO HAZARDS 1.1.Introduction to <ul style="list-style-type: none"> • Scientific Methods, Principles and logic. • Universe, Solar System, Earth • Concept of Time, Space, Scale, Matter, Energy, Form and • Geomorphic Processes 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Alexander, D. 1993. Natural Disasters Keith and Petley (2009). Environmental Hazards
		1.2. Dynamics Earths -Earth's Structure and Composition <ul style="list-style-type: none"> • Plate Tectonics • Atmospheric Structure • Earth Heat System 		
W4-6	9	CHAPTER 2: OVERVIEW OF HAZARDS 2.1. Meaning, Concepts and Common Categories of Hazards 2.2. Basic characteristics of hazards		
W7-9	9	CHAPTER 3.HYDRO-METEOROLOGICAL HAZARDS 3.1.Hydro-Metrological systems Overview of Elements of Weather and Climate <ul style="list-style-type: none"> • Hydrological Cycle 		

		<ul style="list-style-type: none"> • Metrological System • Hydro-Meteorological Phenomena 		
		3.2. Hydro-Meteorological Hazards <ul style="list-style-type: none"> ➤ Drought ➤ Flood ➤ Tropical cyclone ➤ Others 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Leaving behind Disaster: a guide for disaster risk Reduction in Ethiopian context
		CHAPTER 4: GEO- HAZARDS	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Bryant, E. 1991. Natural Hazards
W10-12	9	<ul style="list-style-type: none"> • Earthquakes • Volcanic Eruptions 		
		<ul style="list-style-type: none"> • land slides • Tsunamis 		
		CHAPTER 5: BIOLOGICAL HAZARDS		
W12-16	12	<ul style="list-style-type: none"> • Pest Infestation • Epidemics and Pandemics • Transmission of biological hazards • Risk assessment of biological hazards • Controlling exposure to biological hazards 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, and field work.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Quiz	-----7%
Test	-----8%
Assignment	-----10%
Mid Exam	-----25%
Final exam	-----50%

Grading: is as per the university regulation

Course policy

All students are expected to abide by the code of conduct of students (article 194, 195, 196, 197, 198 and 199, of the Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Since the course does have a number of practical exercises in the laboratory, students are urged to attend every practical session. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 15% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

References

1. Adams, J. 1994. At Risk. UCL Press, London
2. Alexander, D. 1993. Natural Disasters. UCL Press, London
3. Bryant, E. 1991. Natural Hazards. CUP, Cambridge
4. Blaikie, P. 1994. At Risk. Natural Hazards, People's Vulnerability, and Disasters. Rutledge, London.
5. IRRI and Save USA. 2006. Leaving behind Disaster: a guide for disaster risk Reduction in Ethiopian context
6. UNDP, 1992. Introduction to hazards 2nd Ed. PP. 168

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department head

Signature



BAHIR DAR UNIVERSITY
COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

Program	Disaster Risk Management and Sustainable Development				
Courses code	Geol2024				
Courses Title	Earth Science				
Degree Program	BSc. in Disaster Risk Management and Sustainable Development				
Module name	Supportive Courses				
Module number	M02				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	4				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	-	60	108
Lecture days, hours & room	-				
Tutorial /lab days & hour					
Target group	2nd Year Disaster Risk Management and Sustainable Development Students				
Year /semester	2nd 1st Semester				
Pre-requisites	None				
Status of the course	Supportive				

Description of the course

The course “Introduction to Earth’s Features and its Dynamics” is prepared for undergraduate students in the department of Disaster Risk Management and Sustainable Development. The purpose of providing this course is letting students to describe and understand the basic features of the earth and its components/resources that interact with human beings in history. After the end of the course, students are expected to relate the process of disaster risk management with physical resources of the earth. The course describes the foundations of Earth Science and its dynamics in the following topics: basics of Earth’s resources, Earth’s climate, features of surface water, rocks and soil formation, and Earth’s Dynamics.

Objective

The overall objective of the course is enabling students to:

- Understand the nature of the earth;
- Describe/explain internal and external processes in the formation of the earth;
- Understand the internal external forces/factors for Earth's dynamics;
- Appreciate various hypothesis in the formation of the earth;
- Describe/explain the nature of various natural resources and their spatial distribution; and
- Associate the process of disaster risk management with of the geography of the earth.

Contents

Chapter One: Introduction to the overall features of the earth

1.1 Definition of the earth

1.2 Earth Science and its Sub-Disciplines?

1.3 Spheres the Earth

1.4 The evolution of the earth

1.5 Earth's dating system

Chapter Two: Basic features of the planet earth

2.1 Shape and Structure

2.2 Chemical composition

2.3 Landform

2.4 The interior of the earth

Chapter Three: Plate tectonic theory

3.1 Earth's tectonic plates

3.2 Plate boundaries

3.3 How plates move

3.4 Hot spots

Chapter Four: Rocks and soil formation

- 4.1 Types and properties of rocks
- 4.2 Processes in rock formation
- 4.3 Types and properties of soil
- 4.4 Process in soil formation

Chapter Five: Dynamics of the earth's environment

- 5.1 Climate: Internal and external forces/processes; Human and natural factors/processes
- 5.2 Landform: types, properties, responsible internal and external forces/processes; responsible human and natural factors/processes.
- 5.3 Mapping the spatial distribution of hot spot places of the Earth.

Method of delivery

In addition to the class work, field works/observations is believed to be essential to deliver the course in a complete manner.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Quiz -----	7%
Test -----	8%
Assignment -----	10%
Mid Exam-----	25%
Final exam-----	50%

Grading: is as per the university regulation

Course policy

All students are expected to abide by the code of conduct of students (article 194, 195, 196, 197, 198 and 199, of the Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Since the course does have a number of practical exercises in the laboratory, students are urged to attend every practical session. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the

assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 15% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

References

David Huddart and Tim Stott. *Earth Environments: Past, Present and Future*, Liverpool John Moores University, UK, 2010.

Huggett, R. J. *Fundamentals of geomorphology*/Richard John Huggett. *Routledge fundamentals of physical geography series*, 2003.

Huddart, David, and Tim A. Stott. *Earth environments*. John Wiley & Sons, 2020.



BAHIR DAR UNIVERSITY

INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management and Sustainable Development				
Degree	BSc. In Disaster Risk Management and Sustainable Development				
Module Name	Supportive Courses				
Module Code	02				
Module Coordinator					
Course Title	Economics				
Course Code	Econ2021				
Lecturer					
	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	0	0	33	81
Course Objectives & Competences to be Acquired	<ul style="list-style-type: none"> ❖ The primary objective of this course is to introduce students to a number of economics concepts; both microeconomic and macroeconomic concepts, and to indicate how these principles are used to analyze and solve problems in various areas of the economic sector. Upon completion of this course, students will be able to: ❖ Describe what an economics means; ❖ Meaning and uses of microeconomics and macroeconomics, and their differences; ❖ Basic economic concepts including opportunity costs, scarcity, absolute advantage, comparative advantage and Production Possibility Frontier (PPF); ❖ Describe and understand the major theories of consumer behavior; ❖ Describe and understand the law of demand and the law of supply; 				

	<ul style="list-style-type: none"> ❖ How elasticity is calculated and its relevance to understanding responsiveness of goods and services demand and supply for any change in the market; ❖ Describe and understand the major theories of production and cost; ❖ Know various decision rules that guide rational decision making in firms ❖ Develop an understanding for basic market structures and their application; ❖ <u>Describe the way in which National Income Accounting measures through different approaches;</u> ❖ <u>Understand the share of the different economic sectors to Ethiopia's GDP;</u> ❖ <u>Describe what unemployment and inflation means; and</u> ❖ <u>Describe and understand the policies that used by the government to stabilize macroeconomic problems.</u> 			
Course Description/Course Contents	Definition and scope of economics; branches of economics and their differences; basic concepts of economics (scarcity, productive resources, choice, opportunity cost, absolute and comparative advantage); production possibility frontier; alternative economic systems; theory of demand, supply and market equilibrium and their application; theory of production and cost; market structures; measurement of national income accounting (GDP) and; the different tools of macroeconomic policies.			
Pre-requisites	None			
Semester				
Status of Course	Compulsory			
Teaching & Learning Methods	The course will be delivered through lectures, class discussions, brainstorming, reading assignment, group discussion, exercises and students taking this course will be assessed through quizzes, individual and/or group assignments, mid-term and final examinations.			
Week	Lecture (Hrs)	Contents	Activities	Readings
1 st -3 th	9	1. Introduction: Basic Concepts in Economics Definition and Scope of Economics Branches of economics Basic Economic Concepts: Scarcity, Productive Resources (Labor, Capital, Entrepreneurship, and Land) and outputs (goods and services), Types of goods, Fundamental Economic Problems, Choice, Opportunity Cost, Absolute	Lecture and taking lecture note Individual assignment	Dwivedi pp 3-23 Sundharam pp 1-43 Jhingan pp 1-65

		and Comparative Advantage Production Possibility Frontier and economic growth Alternative Economic Systems		
4 th -6 th	9	2. Demand, Supply and Utility Theories Definition, law and determinants of demand for goods and services Definition, law and determinants of supply of goods and services Market Equilibrium Government and Price Determination Elasticities of Demand and Supply and their determinants Theory of utility and consumer behavior Approaches of utility (Cardinal and Ordinal approaches) Concepts of Indifference curve, budget line and Consumers equilibrium determination	Lecture and taking lecture note Individual assignment Quiz	Dwivedi pp 42-70 Henderson pp 98-109 Jhingan pp 87-120 Samuelson pp 77-95 Stanlake pp 113-161 Sundharam pp 59-339 Salvatore and Diulio, pp 13-24
7 th -9 th	9	3. Theory of production and cost Definitions of Production Short run and long run Production function Concepts of total product and iso-quants Returns to scale Costs of production and different types of costs Short run and long run costs Relationship between cost and production Profit maximization: Optimal decision rules	Lecture and taking lecture note Group assignment	Salvatore and Diulio, pp 104-110, Dwivedi, 1999 pp 138-187
10 th -11 th	6	4. Types of Market Structures, characteristics, equilibrium conditions and profit maximization Perfect competitive market structure Monopoly market structure	Lecture and taking lecture note	Salvatore and Diulio, pp 111-126

		Monopolistic competition market structure Oligopoly market structure		
12 th - 14 th	9	5. National Income Accounting Circular flow model Approaches for measuring economic performance (GDP) Real and nominal GDP and GNP The contribution of different sectors to Ethiopia's GDP	Lecture and taking lecture note	Harvey pp 343-53 Sundharam pp 460-479 Harvey 351-353 Salvatore and Diulio, pp 74-80
15 th - 16 th	6	6. Macroeconomic Problems and The Tools of Macroeconomic Problems and Policies Problems: Unemployment, inflation and business cycle tools; Fiscal policy, Monetary policy and Income policy	Lecture and taking lecture note Group discussion & reflection	Salvatore and Diulio, pp 25-36, 74-80

Methodology: This course is an introductory course for non-economists; therefore, we will introduce concepts of microeconomics and macroeconomics as applied to the agriculture sector. In addition to class room lecture you can find many reference texts related with this course so lecture and reading reference materials are the way of addressing the course objective. In addition students should work assignments as per the schedule.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Quiz -----	7%
Test -----	8%
Assignment -----	10%
Mid Exam-----	25%
Final exam-----	50%

Grading: is as per the university regulation

Course policy

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Note on class attendance and participation: All students registered for this course are expected to attend class regularly. I will take attendance on random days during the semester to ensure that students are coming to class, and if you miss class repeatedly, your grade will be affected. If you miss more than 85% of the class attendance you will not sit for exams. Please try to be on time for class. I will not allow you enter if you late more than five minutes. I will often ask questions during my lectures and active participation in class is essential.

Cell phone: Cell phones must be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class.

You are responsible for all class announcements and changes. All issues discussed for all class or derived from other sources (where I proved you to read) may be the subject of assignment or final exam question items. Please follow the instruction indicated at each content of your course guidebook to complete all the assignments provided whether they are to be performed individually or in group.

References

- Olayide, S.O and Heady E.O (1982). Introduction to Agricultural Production Economics. University Press, Ibadan. University of Ibadan.
- Cramer, G., Jensen C. W. and Southgate, D. D. 2000. Agricultural Economics and Agribusiness. 8th Edition. Wiley Publisher.
- Gail L. Cramer, Glarence W. Jensen., and Douglas D. Southgate, agricultural Economics and Agribusiness, 7th Edition.
- Cambell R. McConnel (1980). Economics: Principles, Problems and Policies, McGraw-Hill, New York.
- David N. Hyman (1989). Economics, Trwin, Boston.
- D. N. Dwivedi (1999). Managerial Economics. 5th edition. Vikas Publishing House Pvt Ltd, New Delhi.
- D. N. Dwivedi (2002). Managerial Economics. 6th edition. Vikas Publishing House Pvt Ltd, New Delhi.
- Henderson, J. Vernon and William Poole (1991). Principles of Economics.
- Jhingan M.L (2002). Principles of Economics, Vrinda Publication Ltd.
- Paul A. Samuelson and William D. Nordhaus (1989), Economics, McGraw-Hill.
- Penson, J., O. Capps Jr., P. Rosson and R. Woodward (2009). *Introduction to Agricultural Economics*, 5th edition. Thomson/Prentice-Hall.
- Salvatore, D. and Diulio, E. (2003). Principles of Economics, McGraw-Hill, New York.
- Stanlake, G F and S J Grant (1995). Introductory Economics. 6th edition.
- Sundharam, KPM (2002). Elementary Economics. Economic Theory. 8th edition.
- Taylor (2004). Economics. 4th edition


Approved by:

Name Course Instructor

Signature

Name Course Chair

Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>	
Program	Disaster Risk Management & Sustainable Development
Courses Code	Drms 2033
Courses Title	Anthropogenic Hazard
Degree program	BSc. In Disaster Risk Management and Sustainable Development
Module Name	Disaster risk management I (DRMI)
Module Number	M03
Course Chair	
Instructor/Tutor Name	
ECTS Credit (CP)	5
Target group	2nd Year DRMSD Students.
Year /semester	Year II Semester II
Pre-requisites	None
Status of the course	Major

Course Description

This course is a systematic review of anthropogenic hazards related to human activities which may cause loss of life or injury, damage to property, and/or social or economic disruption. The course is organized into three broad categories of hazards related to human activities. These are socio –political hazards, technological hazards and environmental hazards. Socio- political hazards include crime, conflict/war, civil disorder, and terrorism whereas technological hazards focus on technological failures, industrial and chemical accidents and nuclear hazards. Environmental hazards, on the other hand, include land degradation and environmental pollution. The course also explores the pre, during and post disaster risk management approaches and assessments for different anthropogenic hazards.

Course Objectives:

At the end of this course, student will be able to:

- Define anthropogenic hazard
- Identify the types of anthropogenic hazards
- Discuss the nature of different types of anthropogenic hazards
- Explain the nature and characteristics of socio-economic, and political hazards

- Discuss the main features and adverse effects of technological hazards
- Discuss the vulnerable, risk conditions and assessment of Anthropogenic hazards
- Discuss the pre and post disaster risk management approaches for different types of anthropogenic hazards,
- Appreciate the role of understanding the complex nature of anthropogenic hazards to disaster risk management.

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
	3	Unit 1: Overview of anthropogenic hazards Introduction Definition and concepts Types of anthropogenic hazards	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	State and local mitigation planning: integrating man made hazards into mitigation planning. FEMA 2003
2-4	9	Unit2. Socio-economic hazards 2.1. Crime 2.2. Conflict/war 2.3. Civil Disorder	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	
5-8	12	Unit 3. Technological Hazards 3.1 Definitions, Basic concepts 3.2 Terrorism 3.3 Industrial accidents 3.4 Transport accidents 3.5 Infrastructures failure 3.6 Fire risk	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Keith and petley (2009). Environmental hazards
9-12	12	Unit 4. Environmental Degradation 4.1. Definitions, Basic concepts 4.2. Land degradation 4.3. Deforestation 4.4. Desertification 4.5. Soil erosion 4.6 solid and liquid Waste	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Amede, T., et. al (2001): Reversing the Degradation of Arable Land in the Ethiopian High lands
12-16	12	Unit 5. Environmental pollution 5.1. Definitions, Basic concepts 5.2. Water pollution 5.3. Air pollution 5.4. Soil pollution 5.5. Noise pollution	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions, laboratory	Soonneveld, B.G.J .S.(2002). Land Under Pressure: The Impact of Water Erosion on Food Production in Ethiopia

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Group/individual Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

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REFERENCES

1. Amede, Takle Belachew and Endrias Geta., *et .al* (2001):Reversing the Degradation of Arable Land in the Ethiopian High lands. *Managing Africa soils.No.23.2nd ed.*
2. Benin, S., Pender J. Ehuo, S. (2002). Policies for Sustainable Land Management in the East African Highlands. IFPRI & ILRI. Summary of Papers and Proceedings Conference. Addis Abeba. April 24-26, 2002.
3. Daba, S. (2003). An investigation of the Physical and Socioeconomic Determinants of Soil Erosion in the Hararghe Highlands East Ethiopia. *Land Degradation and Development* 14. 69-81.

4. Sonneveld, B.G.S. (2002). Land Under Pressure: The Impact of Water Erosion on Food Production in Ethiopia. Shaker publishing. Netherlands.
5. State and Local Mitigation Planning: Integrating Man Made Hazards into Mitigation Planning. FEMA 2003

Approved by:


Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department Head Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>											
Program	Disaster Risk Management and Sustainable Development										
Courses code	Drms 2071										
Courses Title	Introduction to Statistics s										
Degree Program	BSc. in Disaster Risk Management and Sustainable Development										
Module name	Research methods and Tools										
Module number	07										
Course chair											
Instructor/Tutor											
ECTS credit (CP)	5										
Contact hours per week	<table border="1"> <thead> <tr> <th>Lectures</th> <th>Tutorials & seminars</th> <th>Laboratory & workshop</th> <th>Home Study</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>-</td> <td>-</td> <td>87</td> <td>135</td> </tr> </tbody> </table>	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total	48	-	-	87	135
	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total						
48	-	-	87	135							
Lecture days, hours & room	-										
Tutorial /lab days & hour											
Target group											
Year /semester	2 nd year 1 st semester										
Pre-requisites	None										
Status of the course	Major										

Course Description:

Students of Disaster Risk Management and Sustainable Development must learn and understand theories and methodology of statistics, which provide them means of data collection, processing, analysis and interpretation of both numerical and qualitative data/information in logical and meaningful terms. The course aims to equip students with the necessary theoretical knowledge of statistics that enables them to understand its application in the field of DRMSD. Topics include basic concepts in statistics; the importance of statistics in conducting researches; methods of data collection and representation; frequency distribution and graphs/diagrams; measures of central tendency, measures of dispersion/variability; elementary probability theory and rules; probability distributions; sampling techniques and sampling distribution; statistical Estimation and hypothesis testing; simple linear regression & correlation.

Course Objectives:

After completing this course, students will be able to:

- Demonstrate an understanding of basic statistical concepts;
- Differentiate the various types of sampling Techniques;
- Identify the different types of statistical distributions with their applications;
- Demonstrate how to apply the different methods of data collection, organization, and presentation;
- Describe the given data set with appropriate measures of central tendency and variability;
- Explain various probability distributions applied in DRMSD;
- Undertake statistical inferences about population parameters based on point and interval estimates using the appropriate test statistics;
- Determine the significance of the conclusions made about population parameters by performing hypothesis testing;
- Make predictions and forecasting using simple linear regression analysis and also make relationships between variables with correlation;

Schedule of lecture topics, Activities and readings				
Week	Lecture (hrs)	Conceptual focus	Activities/tasks	Reading
		Chapter One: Introduction – Basic Concepts of Statistics		Handout compiled by the teacher
1		What is statistics	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	
1		Type of statistics		
2		Variables		
3		Scales of measurement		
3		Functions of statistics	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Adams, J. 1994. At Risk. UCL Press, London
4		Limitations of statistics		
5		Chapter Two: Methods of data collection and presentation		
6		2.1 Methods of data collection		
6		Primary and secondary data	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Blaikie, P. 1994. At Risk. Natural Hazards, People's Vulnerability, and Disasters. Rutledge, London.
7		Types of data		
7		2.2 Data presentation		
8		2.2.1 Frequency distributions: Qualitative, quantitative (absolute, relative, percentage, cumulative)		
8		2.2.2 Diagrammatic presentation of data: Bar charts, pie-chart, 2.2.3 Graphical presentation of data: Histogram, Frequency polygon, Ogive	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout prepared by the teacher
9		Chapter three: Numerical Descriptive Techniques	Active participation during lecturing, group	Handout prepared by the teacher
9		3.1 Measures of Central Tendency (mean, median, mode, quantiles)		

		(quartiles, decile and percentile))	discussion, take notes from lecture and assignment presentation	
10		3.2 Measures of Variation (Range, Standard Deviation, Variance, Coefficient of Variation, Standard score)		
10		3.3 Measures of shape (moment, skewness and kurtosis),		
11		Chapter Four: Theory of probability and probability distributions	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout prepared by the teacher
11		4.1 Theories of probability		
12		<ul style="list-style-type: none"> Principles of counting(permutations and combinations) 		
13		<ul style="list-style-type: none"> Approaches in probability definition, Conditional probability and independence, Basic Rules of Probability 		
14		4.2 Random variables and Probability Distributions		
14		<ul style="list-style-type: none"> Random variables, Binomial and poisson distribution, 		
14		<ul style="list-style-type: none"> Normal, t and Chi-Square-distributions and applications 		
15		Chapter Five: Sampling Methods	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout prepared by the teacher
15		5.1 Introduction to Sampling Theory 5.2 Probability and non-probability Sampling Methods		
15		Chapter six: statistical inference 6.1 Statistical estimation of the Mean and Proportion 6.2 Determining the Sample Size		
15		6.3 Basic concepts in Hypothesis Testing 6.4 Hypothesis Tests about a single Population Mean and proportion		
15		6.5 Chi-Square Tests of Association of Attributes		
16		Chapter seven: Simple Linear Regression and Correlation (Cr hr 6)	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout prepared by the teacher
16		7.1 Simple Linear Regression of Y on X		
16		7.2 Simple Linear Correlation		
16		7.3 Spearman's Rank Correlation		

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

- Lecture
- Reflections: Keep a weekly written reflection of students' reactions, questions about the readings and discussions in class.
- Home work: Assignments will be given to help reinforce some topics covered or not covered in class

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test 1	8%
Mid exam	25%
Quiz	7%
Group assignment	10%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy

All students are expected to abide by the code of conduct of students (article 194, 195, 196, 197, 198 and 199, of the Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Since the course does have a number of practical exercises in the laboratory, students are urged to attend every practical session. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 15% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before

entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Reference:

Gupta, C.B. (1987) .An introduction to statistical Methods, Vikas Publishing House.

Gupta, S.P. (1997). An Introduction to statistical Methods, University of Delhi

Salvatore, D. and Reagle, D. (2005). Statistics and Econometrics.

Rutledge, London.


Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>					
Program	Disaster Risk Management and Sustainable Development				
Courses code	Inct 2025				
Courses Title	Computer and its applications				
Degree Program	BSc. in Disaster Risk Management and Sustainable Development				
Module name	Supportive Courses				
Module number	02				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	5				
Contact hours per week	Lectures	Tutorials &	Laboratory &	Home	Total

		seminars	workshop	Study	
	32	-	48	55	135
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group					
Year /semester					
Pre-requisites					
Status of the course	Supportive				

COURSE DESCRIPTION

This course is designed to introduce computer basics to students of different backgrounds who will have different responsibilities. A major aim of the course is to provide students with the basic skills to use application software explore the internet and develop their capacity in using the computer technology for facilitating their learning process and corresponding area of engagement.

The very intent of the course is to make students understand what computer system is and its components are, what information is, how information is processed and represented in a computer system and the use of some basic application packages. It is also designed to help students appreciate the use of Information Technology in different organizations and relate the use of this technology to their respective disciplines. The course will finally help students to develop the skills in creating and managing files in a computer system, using application packages and surfing the internet.

OBJECTIVES OF THE COURSE

- At the end of the course, the student will be able to:
- list and describe the components of a computer system,
- explain the reasons why we use computers and describe the potential and capabilities of computers,
- list out main areas of computer applications,
- explain the history of computer,
- identify differences between the five generations of computer,
- explain characteristics of computers,
- describe different types of computers,
- describe data representation in computer systems,
- identify different types of operating systems,
- create folders to manages files stored in a computer,
- identify main application packages and develop the skills in using them ,
- develop the skill to surf the internet

TENTATIVE SCHEDULE OF LECTURE TOPICS AND READINGS**Course Contents****Part I (Theoretical part)**

PART I	UNIT	DATE	CONCEPTUAL FOCUS	References/Assignments
Part one (Theoretical)	Chapter 1 Introduction to computer	Week 1	Definition of computers, Applications areas of computers, use of computers, Measures of computer quality and performance.	Obsbarne, Adam , <i>basic concepts on computer</i>
		Week 2	Generations and history of computers, Limitations of computers.	Assignment on limitations of computer (5%)
		Week 3	Characteristics of computers Classifications of computers based on different criteria. Advantage and disadvantage of computers.	Reading assignment from L.Alexis , Introduction to computers book
	Chapter 2 Basic Computer system	Week 4 and Week 5	Computer hardware Input processor Out put Storage Memory Computer software Application Software System Software	Reading assignment from L.Alexis , Introduction to computers book
	Chapter 3 Data, Information, Basics of data processing and Data Representation	Week 6	Data versus information Sources of information	Reading assignment from L.Alexis , <i>Introduction to computers</i> and Obsbarne, Adam , <i>basic concepts on computer</i>
		Week 7	Basics of data processing Data representation	Reading assignment from Handout , Bartu , <i>Digital computer</i> , Thomas , <i>digital computer fundamentals</i>
		Week 8	Computer number system converting one system to another	Assignment on number system conversion (5%)
	Chapter 4 Operating System.	Week 9 and 10	Definition of operating system Types of operating System Function of Operating	

			system	
	Chapter 5 Introduction to Networking and Internet	Week 11 and 12	Definition of computer networks Modes of data communication Types of computer networks Advantage and disadvantage of computer network.	Reading assignment from Spohn DarkenL , <i>computer networks</i> , Blissmer Roberth , <i>computer</i>
		Week 13 and 14	Network topology Network devices and transmission media What is the Internet?	Reading assignment from Handout given
	Chapter 6 Computer virus	Week 15	Definition of computer virus Types of computer virus Symptoms that an infected computer shows Prevention mechanism of computer virus	Handouts will be given..

Part II (Practical part)

PART II	UNITS	DATE	CONCEPTUAL FOCUS	References/Assignments
Part two (Practical)	Ms-windows	Week 1	Desktop components (icons, files and folders, drives, task bar, start menu) windows components (title bar, menu bar, address bar, minimize button, restore/maximize button, close button)	Reading assignment from internet sources , Microsoft Windows Tutorial - Lesson 1-5 Introduction to Computers.html
		Week 1	Creating, Opening, Moving , Copying , Renaming files and folders Deleting files and folders temporary Deleting and restoring files and from recycle bin	Reading assignment from internet sources , Microsoft Windows Tutorial - Lesson 1-5 Introduction to Computers.html
		Week 2	Elements of ms-word screen Creating a document using ms-word Saving the created files Opening recently and other	Reading assignment from internet sources , Microsoft word Tutorial - Lesson 1-6 Introduction to Computers.html

			existing files	
	Ms-word	Week 3	Navigating and scrolling through a document Selection techniques Editing a text(spelling checking, finding synonyms and thesauruses) Coping, moving and deleting a text	Reading assignment from internet sources , Microsoft word Tutorial - Lesson 1-6 Introduction to Computers.html
		Week 4	Font Formatting (Size, color, font type, font style, underline, bold, italics) Paragraph Formatting(Bulleting and numbering, drop cap, alignment of text (center, left, right)	Reading assignment from internet sources , Microsoft word Tutorial - Lesson 1-6 Introduction to Computers.html
		Week 4	Creating column on ant part of a document Inserting Tables, Pictures and Auto shapes	Reading assignment from internet sources , Microsoft word Tutorial - Lesson 1-6 Introduction to Computers.html
		Week 5	Printing a document Using help for further advanced application of Ms-Word	Reading assignment from internet sources , Microsoft word Tutorial - Lesson 1-6 Introduction to Computers.html
	Ms-excel	Week 6	Elements of ms-Excel screen Creating workbook Saving the created workbook Opening recently and other existing workbook	Reading assignment from internet sources , Microsoft Excel Tutorial - Lesson 1-6 Introduction to Computers.html
		Week 7	Entering and Editing text Selection techniques Cell and text Formatting (Size, color, font type, font style, underline, bold, italics) Adding Bulleting and numbering, alignment of text (center, left, right)	Reading assignment from internet sources , Microsoft Excel Tutorial - Lesson 1-6 Introduction to Computers.html
		Week 8	Creating border and shading Creating table Cell referencing Creating simple formula	Reading assignment from internet sources , Microsoft Excel Tutorial - Lesson 1-6 Introduction to Computers.html
		Week 9	Using built-in functions Copy, cut and using fill handle to copy a formula and deleting	Reading assignment from internet sources , Microsoft Excel Tutorial - Lesson 1-6 Introduction

			a text	to Computers.html
		Week 10	Creating and formatting Chart Using help for further advanced application of Ms-Excel	Reading assignment from internet sources , Microsoft Excel Tutorial - Lesson 1-6 Introduction to Computers.html
		Week 11	Further practical exercise about word and excel.	Microsoft Excel Tutorial - Lesson 1-6 Introduction to Computers.html
	Ms-ower point	Week 12	Opening ms- PowerPoint Creating presentations Choosing layouts	Reading assignment from internet sources , Introduction-to-computers-ppt.html
		Week 13	Changing the color scheme Applying different design templates Creating effects such as animation and slide transitions	Reading assignment from internet sources , Introduction-to-computers-ppt.html
	Baicideas bout internet	Week 14	What is internet browser? Opening Internet explorer Exploring the internet through internet explorer	Reading assignment from internet sources , Basic Computer networking.html
		Week 15	Creating e-mail account Sending message Checking inbox	Reading assignment from internet sources , Basic Computer networking.html

Methodology

By using lectures, demonstrations and class discussion methods the six chapters will be covered.

Analytical questions on the uses of information technology and data representation in a computer, project works in creating folder structure, word document and work book will also be used as a method of assessment.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test 1	8%
Mid exam	25%
Quiz	7%
Project work	10%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy

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REQUIRED REFERENCE BOOKS (this books must be placed on reserve desk at the library)**Bartu**, *Digital computer***Thomas**, *digital computer fundamentals***Spohn DarkenL**, *computer networks***S.Williams**, *using information Technology. A practical introduction to computers_and communications. Third Edition**Foundation of computing***BIBLIOGRAPHY****S.Williams**, *using information Technology. A practical introduction to computers_and communications. Third Edition***L.Alexis**, *Introduction to computers***Sarah F. Hutchinson**, *computers the user perspective***Obsbarne, adam**, *basic concepts on computer***Spohn DarkenL**, *computer networks***Bartu**, *Digital computer***Thomas**, *digital computer fundamentals***Peter –Norton** *introduction-to-computer-system 6th-edition-eboo*

Approved by:

Name Course Instructor /Tutor_____
Signature_____
Name Course chair_____
Signature_____
Name Department head_____
Signature

BAHIR DAR UNIVERSITY
COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

Program	Disaster Risk Management and Sustainable Development
Courses code	Drms2034
Courses Title	Perception and Identification of Risk
Degree Program	BSc. in Disaster Risk Management and Sustainable Development

Module name	Disaster Risk Management I					
Module number	M03					
Course chair						
Instructor/Tutor						
ECTS credit (CP)	4					
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total	
	48	-	-	60	108	
Lecture days, hours & room	-					
Tutorial /lab days & hour						
Target group	2 nd Year Disaster Risk Management and Sustainable Development Students					
Year /semester	2 nd Year 2 nd Semester					
Pre-requisites	None					
Status of the course	Major					

Course Description:

All those who make risk related decisions require sound knowledge on which to base their decisions, wherever possible including the best scientific knowledge available. Often they are confronted by the need to make decisions in which they must allocate resources to one or more of several different problems, and are required to do so in the absence of any objective means of comparing the risks or the impact of their decisions. This course offers a possible way of providing a scientific basis for disaster risk management related decisions. The course can contribute to a better understanding of how risk is constructed, perceived and managed by experts and the general public.

The course focuses on concept of risk, the human perception of risk, local community's knowledge and awareness of disaster reduction activities, aspect of disaster management, local capacity building and risk reduction, the difference between actual and perceived risk.

Course Objectives:

At the end of the course, the student will be able to:

- Explain the concept of risk;
- Identify the types of risk based on different criteria,
- Identify the interaction among hazards, vulnerability, risk and capacity;
- Describe the assessment of risk and vulnerability;
- Describe qualitative and quantitative risks;
- Gain knowledge of the risk society;
- Explain risk perception and communication;
- Describe risk based decision making.
- Conduct risk assessment
- Appreciate risk perceptions and communication for Disaster Risk management
- Identify the risk assessment tools and procedures

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Week	Lecture(hrs)	Contents	Activities/tasks	Readings
W1-4	12	<p>Chapter 1. Introduction to risk</p> <p>1.1.concepts and definition of risk</p> <p>1.2.Types of risk</p> <p>1.3. Classification of risk based on structures</p> <ul style="list-style-type: none"> • Sector • Technology • Operational • Financial • Competitors • Customers <p>1.4.measuring/quantifying risk</p> <p>1.5. Interaction of hazard, vulnerability, risk and capacity</p>	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	<p>Handout compiled by the teacher)</p> <p>Module perception and identification of risk prepared by Gambella university; Ethiopia</p> <p>Slovic, P., (1996) the perception of Risk, Earthscan, publications, Ltd.</p> <p>UNDP(2004) Reducing disaster risk : a Challenge for Development</p>
W5-8	12	<p>Chapter 2. Disaster Risk Perception</p> <p>2.1 Risk perception :Key concepts</p> <p>2.2.Qualitative/quantitative risk</p> <p>2.3. Risk perception and decision making</p> <p>2.4.Theory of risk perception</p> <ul style="list-style-type: none"> • Psychology approach • Cultural theory • Social amplification <p>2.5.risk perception and attitude assessment</p> <p>2.6. Obstacles/ challenges in perception of risk assessment</p> <p>2.7.Outrage factors</p>	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	<p>Handout compiled by the teacher</p> <p>Module perception and identification of risk prepared by Gambella university; Ethiopia</p>
W9-12	12	<p>Chapter3: Risk communication</p> <p>3.1.concepts of risk communication</p> <ul style="list-style-type: none"> • Sender, Media, Message, Receiver <p>3.2.Why is risk communication</p> <p>3.3. steps in risk communication</p> <p>3.4.Communication during disaster</p>	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation Discuss on selected Case Studies	Module perception and identification of risk prepared by Gambella university; Ethiopia

		<p>3.5 Humanitarian communication</p> <p>3.6 Post disaster communication</p> <p>3.7 The seven cardinal rules for risk communication</p>		
W12-16	12	<p>Chapter 4 : Disaster Risk Identification and assessment</p> <p>4.1 Risk identification</p> <ul style="list-style-type: none"> • Risk identification activities • Sources for identifying risks • Procedures for identifying risk <p>4.2 Concepts of risk assessment</p> <ul style="list-style-type: none"> • Steps of risk assessment • Importance of risk assessment • Tools for risk assessment <p>4.2.1 Hazard assessment</p> <ul style="list-style-type: none"> • Concepts of hazard assessment • Steps in hazard assessment • Tools used for hazard assessment <p>4.2.2 Assessing vulnerability/capacity</p> <ul style="list-style-type: none"> • Types and dimensions of vulnerabilities of • Types of capacities • Vulnerability assessment steps • Tools of vulnerability assessment <p>4.3 Multi risk –vs - single risk assessments</p>	<p>Active participation during lecturing, group discussion, take notes from lecture and assignment presentation</p> <p>Discuss on selected Case Studies</p>	<p>Module perception and identification of risk prepared by Gambella university; Ethiopia</p> <p>Coburn, et al. (1994) vulnerability and risk assessment, UNDP/UNDRO</p>

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

- Lecture
- Reflections: Keep a weekly written reflection of students' reactions, questions about the readings and discussions in class.
- Home work: Assignments will be given to help reinforce some topics covered or not covered in class

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test 1	8%
Quiz	7%
Individual /group Assignment	10%
Mid exam	25%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy

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raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 15% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Reference:

Beck, U., (1992) Risk society, Towards a New modernity, .London

Bethke et al. (1977 Building Capacities for Risk Reduction, UNDP/UNDR

Coburn, et al. (1994) vulnerability and risk assessment, UNDP/UNDRO

Slovic, P., (1996) the perception of Risk, Earthscan, publications, Ltd.

UNDP (2004) Reducing disaster risk : a Challenge for Development

UNISDR (2002) Living with Risk – a global review of Disaster Risk Reduction Initiative

Wisner, B et al (2003) At Risk: Natural Hazards, People's Vulnerability and Disasters. Routledge, London.

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Department Head

Signature

 BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES							
Program	Disaster Risk Management and Sustainable Development						
Courses code	Drms 2036						
Courses Title	Early Warning Systems and Disaster Risk Information						
Degree Program	BSc. in Disaster Risk Management and Sustainable Development						
Module name	Disaster Risk Management I						
Module number	03						
Course chair							
Instructor/Tutor							
ECTS credit (CP)	5						
Contact hours	Lectures	Tutorials & seminars	&	Laboratory workshop	&	Home Study	Total
	48	-		-		87	135
ecture days, hours & room	-						
Tutorial /lab days & hour							
Target group	2nd Year Disaster Risk Management and Sustainable Development Students						
Year /semester	2nd year 2nd semester						
Pre-requisites	None						
Status of the course	Major						

Course Description:

Billions of dollars are properly spent each year for necessary mitigation responses by police, fire, military, and emergency personnel to save lives and property from the damaging effects of both natural and manmade disasters. The vast majority of these efforts are all directed to reducing the impact on people and property *after* a disaster has occurred. Although natural phenomena by definition cannot be prevented, their human, socioeconomic, and environmental impacts can and should be minimized through appropriate measures, including risk, and vulnerability reduction, preparedness and early warning.

However, very little effort is made to mitigate disasters *before* their impact. We know from experience that while some material losses seem to be unavoidable, especially in the case of very large and infrequent events, such as floods and earthquakes, in some cases the loss of human lives could have been avoided if safety measures and efficient early warning systems had been in place.

Early warning is a multidisciplinary and multi-sectoral area of study that requires applying the knowledge to disaster management. The system is based on providing timely and appropriate information geared towards preventive steps to be taken by communities, government and other agencies to reduce disaster risks.

Early warning touches the lives of individuals, groups, communities and society at large in a number of ways. At an individual level, for example, if you go to your doctor for a regular health checkup, the doctor may identify signs of illness early and prescribe appropriate treatment.

Course Objectives:

At the end of the course students should be able to:

At the end of this course, students will be able to:

- Define early warning and understand concepts of EWS;
- Define the concept and components of disaster risk information, identify sources of disaster risk information, and explain ways in which it can be gathered and monitored;
- Analyze the link between hazards, vulnerabilities, disaster risks and EWS in Ethiopia,
- Describe the features, aim and objectives of EWS in Ethiopia;
- Analyze the structure, roles and responsibilities of Ethiopian early warning system actors
- To identify the early warning system approaches and tools

Schedule of lecture topics, Activities and readings				
Week	Lecture (hrs)	Conceptual focus	Activities/tasks	Reading
		Chapter One: Concepts of Early warning systems		Handout compiled by the teacher,
Week 1	1	Definition and concepts of early warning systems	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	EPaRDA.(2008),Pastoral Early Warning System Field Operation Manual, Pastoral Community Development Project (PCDP), AA, Ethiopia.
	1	Components/elements of early warning systems		
	1	Types of hazards and EWS		
Week 2	1	Types of early warning systems		
	1	Basic Concepts in Early Warning Systems		
	1	Characteristics of Early Warning Systems		
	1	Politics and early warning systems		
Week 3	1	Frameworks of early warning systems		
	1	Community based early warning systems		
	1	Cross-cutting issues in EWS		
		Chapter Two: Disaster Risk Information		
Week 4	3	Concept of disaster risk information		
		Data, Information and Knowledge		
		Principles of disaster risk information		
Week 5	3	Identify sources of disaster risk information	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	
		Instruments of data collection for disaster risk information		
		Elements of disaster risk information communication		
		Communication of early warning information		
		Chapter Three: the Ethiopian Early Warning System	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation, Case study	Blaikie, P. 1994. At Risk. Natural Hazards, People's Vulnerability, and Disasters. Rutledge, London. Adams, J. 1994. At Risk. UCL Press, London
Week 6	1	The link between disaster risk management and early warning systems		
	1	Disasters in Ethiopia		
	1	Ethiopian response to disasters		
Week 7	1	Indigenous early warning system		
	1	Conventional early warning system		

	1	Aims of the Ethiopian EAS		
		Objectives of the Ethiopian EWS	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout prepared by the teacher
Week 8	1	Basic functions of the Ethiopian EWS		
	2	Components of EW processes		
Week 9	3	Features of the Ethiopian EWS		
		Monitoring	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout prepared by the teacher
		Indicators		
Week 10	2	Types of indicators		
	1	Early warning indicators by food supply system		
Week 11	1	Crop dependent food supply		
	1	Livestock dependent food supply		
	1	Market dependent food supply		
Week 12	2	Coping mechanisms		
	1	Evaluating Early warning system in Ethiopia		
		Chapter Four: Structures, roles and responsibilities of partners in the Ethiopian EWS		Handout compiled by the teacher, EPaRDA.(2008),Pastoral Early Warning System Field Operation Manual, Pastoral Community Development Project (PCDP), AA, Ethiopia.
Week 13	1	Structures of EWS	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	
	1	Partners in early warning system		
	1	Roles and responsibilities		
Week 14	1	Local community		
	1	Government		
	1	Donors		
	1	NGOs		
		Chapter Five: early warning system approaches and tools		Handout compiled by the teacher,
Week 15	1	Introduction	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	
	1	Risk and vulnerability mapping		
	1	Household economy approach		
Week 16	2	Food balance sheet approach		
	1	LEAP, Emergency Nutrition Coordination unit (ENCU), risk profiling, other Approaches		

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

- Lecture
- Reflections: Keep a weekly written reflection of students' reactions, questions about the readings and discussions in class.
- Home work: Assignments will be given to help reinforce some topics covered or not covered in class

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz	7%
Test	8%
Individual Assignment	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy

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References

Ethiopian Disaster Prevention and Preparedness Commission (2000): National Food Security Monitoring, Addis Ababa

Ethiopian Early Warning System (2005), Amhara National Regional State Food Security Coordination and disaster prevention Office, March 2005’,

Ethiopian Pastoral Research and Development Association (EPARDA).2008. Pastoral Early Warning System Field Operation Manual, Pastoral Community Development Project (PCDP), Addis Ababa, Ethiopia.

General Guidelines for the implementation of the National Policy on Disaster Prevention and Management (1005), July 1995, Addis Ababa

Living Disaster Behind (2006), Risk Reduction Models to help communities reduce their vulnerability to disasters,

Regional Consultation Europe Report for EWC II. (by Erich J. Plate), 28-29 July 2003 - Potsdam, Germany.

Training manual for Early warning System in Ethiopia (2000), Early Warning Department, Disaster Prevention and Preparedness Commission, Addis Ababa, Ethiopia, March, 2000

UNISDR (2003): Early Warning as Matter of Policy, Geneva

UNISDR (2002), Living with Risk, A global review of disaster reduction initiatives, Geneva, July 2002

World Meteorological Organization (2000); Forecasting Natural Disasters, Geneva

Approved by:


Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Program manager

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>					
Program	Disaster Risk Management & Sustainable Development				
Courses code	Drms2052				
Courses Title	Livelihoods and Food Security				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module name	Disaster and Development				
Module number	05				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	5				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	64	-	-	71	135
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	2nd Year DRMSD Students.				
Year /semester	Year II Semester II				
Pre-requisites	None				
Status of the course	Major				

Course Description

This course will introduce the wider concept of livelihood and its relation with disaster risk management. It also aimed to introduce different approaches used in the analysis of livelihood including sustainable livelihoods frameworks and household economy approach. In addition, the concepts and elements of food security will be discussed.

Course Objectives:

After completing your study on this course, you should be able to:

- Understand the meaning of livelihood
- Discuss the components of livelihood
- Understand sustainable livelihoods framework
- Analyze the major components of sustainable livelihood framework
- Describe the origin of Household Economic Approach
- Understand the concept of Household Economic Approach
- Understand the diverse concepts of food security and insecurity
- Identify the components of food security

Tentative schedule for the course

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
1	16	<p>1. The concept and components of livelihoods</p> <p>1.2. The concept of livelihoods</p> <p>1.3. Components of livelihoods</p> <p>1.3.1. Capabilities</p> <p>1.3.2. Assets</p> <p>1.3.3. Activities</p> <p>1.3.4. Entitlements</p> <p>1.3.5.</p>	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<ul style="list-style-type: none"> • Course materials • CARE (2002), Household Livelihood Security Assessments. • DFID, 1992. Sustainable Livelihoods. •
2	6	<p>2 Sustainable livelihoods framework (SLF)</p> <p>2.1 Sustainable livelihoods</p> <p>2.2 DFID SLF</p> <p>2.2.1 Vulnerability Context</p> <p>2.2.2 Livelihood Assets</p> <p>2.2.3 Livelihood Strategies</p> <p>2.2.4 Policies, Institutions and Processes</p> <p>2.2.5 Livelihood Outcomes</p>	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<ul style="list-style-type: none"> • De Satgé, R (2002). Learning about livelihoods Insights from southern Africa. • Course Material
3	10	<p>3. Livelihood diversification and its measurement</p> <p>3.1. The concept of livelihood diversification</p> <p>3.2. Types of livelihood diversification</p> <p>i. Distress livelihood diversification</p> <p>ii. Progressive livelihood diversification</p> <p>3.3. Measuring livelihood diversification</p> <p>3.3.1. Human development indexing approach</p> <p>3.3.2. Factor analysis approach</p>	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<ul style="list-style-type: none"> • Boudreau, T., et al. (2000). The Household Economy Approach: The practitioners' guide. • Course materials

4	14	<p>4. Understanding Food Security/Insecurity</p> <p>4.1. The concept of food security/insecurity</p> <p>4.2. Paradigm shifts in the conceptual understanding of food security</p> <p>4.2.1. Shifts from the Global and the National to the Household and the Individual food security</p> <p>4.2.2. Shift from a ‘Food First’ Perspective to a Livelihood Perspective</p> <p>4.2.3. Shift from Objective Indicator to Subjective Perception</p> <p>4.3. Current understanding of food security</p> <p>4.4. Pillars/Dimensions of food security</p> <p>4.4.1. Availability</p> <p>4.4.2. Access</p> <p>4.4.3. Utilization</p> <p>4.4.4. Stability</p> <p>4.5. Duration and Severity of Food Security</p> <p>4.6. Food Insecurity and Hunger, Undernourishment, and Malnourishment</p>	<p>Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions</p>	<ul style="list-style-type: none"> • Boudreau, T., et al. (2000). The Household Economy Approach: The practitioners’ guide. • Course materials • Babu, S., Gajanan, S., Sanyal, P., 2014. Food Security, Poverty and Nutrition Policy Analysis: Statistical Methods and Applications, second edition. ed. •
5		<p>5. Measurement of Food Security</p> <p>5.1. Levels of food security measurement (National, Household and Individual)</p> <p>5.2. National level measurement</p> <p>5.2.1. Prevalence of undernourishment (PoU)</p> <p>5.2.2. Global Hunger Index (GHI)</p>	<p>Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions</p>	<ul style="list-style-type: none"> • Frankenberger, T.R. (1992) Indicators and data collection methods for assessing household food security. • World Food Programme (1999):

	<p>5.2.3. Global Food Security Index (GFSI)</p> <p>5.3. Household level measurement</p> <p>5.3.1. Household survey food consumption data</p> <p>5.3.2. Dietary diversity Household Dietary Diversity Score (HDDS) Food Consumption Score (FCS)</p> <p>5.3.3. Coping Strategy Index (CSI)</p> <p>5.3.4. Household food insecurity access scale (HFIAS)</p> <p>5.4. Individual level measurement</p> <p>5.4.1. Measuring food utilization: anthropometry</p>		<p>Emergency Needs Assessment Guidelines.</p> <ul style="list-style-type: none"> • FAO, 2017. Measuring Hunger at subnational levels from household surveys using the FAO approach. •
	<p>6. Response to Food Insecurity: Food and Livelihood Security Programing in Ethiopia</p> <p>6.1. Types of responses to food insecurity</p> <p>6.1.1. Humanitarian Response to Food Insecurity (Needs Based)</p> <p>6.1.2. Developmental Approach to Food Insecurity and Poverty (Market Based)</p> <p>6.1.3. Social Protection (Rights Based)</p> <p>6.2. The nature of food insecurity in Ethiopia</p> <p>6.3. Ethiopia's response to food insecurity</p> <p>6.4. Livelihoods and food security programs in Ethiopia</p> <p>6.4.1. Disaster Disk Reduction</p>	<p>Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions</p>	<p>Dorosh, P., Rashid, S., 2012. Food and Agriculture in Ethiopia: Progress and Policy Challenges.</p>

	(DRR)		
	6.4.2. Productive Safety Net Program (PSNP)		
	6.4.3. Household Asset Building Program (HABP)		
	6.4.4. Resettlement program		
	6.4.5. Other related programs		

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

Lecture

Reflections: Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.

Homework: Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (100%) which comprises relevant tests, assignments/ project works, quizzes, mid and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

All students are expected to abide by the code of conduct of (article 194 of The Senate Legislation of Bahir Dar University May 9, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I will give out the directions, if I find necessary, for the assignments one week prior to their due date.

Note on class attendance and participation: You are expected to attend class regularly. I will take attendance on random days during the semester to ensure that students are coming to class, and if you miss class repeatedly, your grade will be affected. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. I will not allow you enter if you are late

more than five minutes. I will often ask questions during my lectures and active participation in class is essential.

Cell phones: Cell phones must be turned off before entering the class as they are disruptive and annoying to all of us in the class. So, please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources (where I provided you to read) may be the subject of assignment or final exam question items. Please follow the instructions indicated at each content of your course guidebook o complete all the assignments provided whether they are to be performed individually or in group.

Reference

- CARE (2002): Household Livelihood Security Assessments. A Toolkit for Practitioners.
- De Satgé, R (2002). Learning about livelihoods Insights from southern Africa. Periperi Publications in South Africa and Oxfam GB in the UK.
- Frankenberger, T.R. (1992). Indicators and data collection methods for assessing household food security. Part II in Simon Maxwell and Timothy
- World Food Programme (1999): Emergency Needs Assessment Guidelines. Technical Support Services, Operations Department, the World Food Programme, Rome.
- Boudreau, T., Lawrence, M., Holzmann, P., O'Donnell, M., Adams, L., Holt, J., Hammond, L. and Duffield, A. (2000). The Household Economy Approach: The practitioners' guide. The Food Economy Group and save the children UK
- Babu, S., Gajanan, S., Sanyal, P., 2014. Food Security, Poverty and Nutrition Policy Analysis: Statistical Methods and Applications, second edition. ed.
- DFID, 1992. Sustainable Livelihoods.
- Dorosh, P., Rashid, S., 2012. Food and Agriculture in Ethiopia: Progress and Policy Challenges.
- Ellis, F., Freeman, H., 2005. Rural Livelihoods and Poverty Reduction Policies.
- FAO, 2017. Measuring Hunger at subnational levels from household surveys using the FAO approach.
- Smith, L., Subandoro, A., 2007. Measuring Food Security using Household Expenditure Surveys. International Food Policy Research Institute. Washington D.C.

Approved by:

Name Course Instructor /Tutor

Signature

Name Course Chair

Signature

Name Program Manager

Signature



BAHIR DAR UNIVERSITY
INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms2030				
Courses Title	Community Based Disaster Risk Management				
Degree Program	BSc. in Disaster Risk Management and Sustainable Development				
Module number	03				
Course chair	Tesfahun Asmamaw Kasie (Ph. D)				
Instructor/Tutor	Asaye Yismaw Workie (M. Sc)				
ECTS credit (CP)	6				
Contact hours per term	Lectures	Tutorials & seminars	Laboratory workshop	Home Study	Total
	48	-	-	114	162
Lecture days, hours & room	-				
Tutorial /lab days & hour					
Target group	2 nd Year DRMSD Students				
Year /semester	2 nd Year/2 nd Semester				
Pre-requisites	-				
Status of the course	Major				

COURSE DESCRIPTION

This course explores principles and practices in participatory approaches to disaster risk management; rationale for participation; rights and participatory development; stakeholder analysis; facilitation and training; community participation and disaster risk reduction; community based disaster risk management, problems of participatory disaster risk management, community mobilization, community organization, team building, and facilitation, leadership and exit strategies.

COURSE OBJECTIVES

At the end of the course students should be able to:

- Understand the concepts, elements and features of community based disaster risk management and community participation
- Develop skills of applying various PRA tools and techniques
- Describe community based risk assessment methods
- Explain community based disaster risk management planning, implementation, monitoring and evaluation processes.
- Understand on how to mainstream community based disaster risk management

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Week	L. hr.	CONCEPTUAL FOCUS	Activities/tasks	Essential readings
1 & 2	5	Chapter 1: Basic concepts of community Participation Introduction 1.1 Community participation 1.2 Elements of community participation 1.3 Importance of community participation 1.4 Building community participation	Discussions with active involvement of students, short note giving/taking, asking/answering questions, etc	<i>Asian Disaster Preparedness Center, (2001). Community Based Disaster Management: Course Participant Work Book, Partnership for Disaster Reduction South East Asia Program.</i>
2, 3, & 4	8	Chapter 2: Community participation in disaster risk management 2.1 Community based approach 2.2 Transforming at risk communities to disaster resilient communities 2.3 Elements and features of community based disaster mitigation 2.4 Appropriate methods to enhance community participation	Discussions with active involvement of students, short note giving/taking, asking/answering questions, etc	<i>Twigg J., (2004). Good Practice Review: Disaster Risk Reduction – Mitigation and preparedness in development and emergency planning. London, HPN</i>
5 & 6	5	Chapter 3: Overview of key concepts in community based disaster risk management 3.1 Overview of disasters 3.2 Community based disaster risk management processes from local authority's perspective 3.3 Overview of local authorities	Discussions with active involvement of students, short note giving/taking, asking/answering questions, etc	<i>Natural Disasters Organization, (1992). Australian Emergency Manual: Community Emergency Planning Guide, 2nd ed., Cnaberra.</i>
6, 7, 8 & 9	8	Chapter 4: Community risks, needs and damage assessments 4.1 Community risk assessment 4.2 Disaster risk communication need assessment 4.3 Damage, loss and need assessment 4.4 Community risk assessment tools	Discussions with active involvement of students, short note giving/taking, asking/answering questions, etc	
10	4	Chapter 5: Community disaster reduction planning 5.1 Concepts of planning 5.2 Concepts of community disaster reduction planning	Discussions with active involvement of students, short note giving/taking, asking/answering questions, etc	<i>Vitoria, L.P., (2003). Community Based Disaster Management in the Philippines Making a Difference in People's Lives, Asian Center for Disaster Preparedness.</i>
11, 12, 13 & 14	10	Chapter 6: Community-managed implementation 6.1 Community organizing 6.2 Community training 6.3 Community disaster information center 6.4 Disaster risk communication by local authorities 6.5 Early warning by local authorities 6.6 Community disaster reduction fund 6.7 Role of local authorities in community-based hazard mitigation	Discussions with active involvement of students, short note giving/taking, asking/answering questions, etc	<i>WHO, (1999). Community Emergency Preparedness: A Manual for Managers and Policy Makers, 141p.</i>
15	4	Chapter 7: Monitoring and evaluation 7.1 Monitoring 7.2 Evaluation 7.3 Coordination and linkage	Discussions with active involvement of students, short note giving/taking, asking/answering questions,	<i>Abarquez I & Murshed Z., (2004). COMMUNITY BASED DRM Field Practitioners Handbook,</i>

			etc	<i>Asian Disaster Preparedness Centre (ADPC).</i>
16	4	Chapter 8: Mainstreaming of community based disaster risk management 8.1 Mainstreaming 8.2 Actors in community based disaster risk management 8.3 Role of actors in community based disaster risk management 8.4 Networking and coordination in community based disaster risk management	Discussions with active involvement of students, short note giving/taking, asking/answering questions, etc	<i>ISDR, (2004). Living with Risk: A global review of Disaster Risk Reduction Initiatives. 2004 Version, Vol. 1</i>

LEARNING AND TEACHING METHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment. The CA covers 50% and may comprise of relevant group assignment, quiz, test, mid examination and the final examination which is 50%.

Summary of assignments, tests, quizzes and examinations

Assessment activities	Marks (%)
Group assignment	10
Quiz	7
Test	8
Mid examination	25
Final Examination	50
Total	100

*Grading: As per Bahir Dar University's regulation

COURSE POLICY

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So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or examination question items.

Approved by:

Name of course Instructor: _____ Signature: _____

Name of course chair: _____ Signature: _____

Name of program manager: _____ Signature: _____

 <p>BAHIR DAR UNIVERSITY COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES</p>					
Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms 2035				
Courses Title	Disaster Risk Reduction				
Degree Program	BSc. Disaster Risk Management and Sustainable Development				
Module name	Disaster Risk Management I				
Module number	03				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	5				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	-	74	122
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	2nd year DRMSD students				
Year /semester	2nd year 2nd semester				
Pre-requisites					
Status of the course	Compulsory				

Course description

This course will equip students with theoretical knowledge, skill, competences of disaster risk prevention and mitigation activities. It also highlights the contribution of disaster risk prevention and mitigation to achieve broad based sustainable Development. Moreover, it presents different ideas and concepts of disaster risk reduction (prevention, mitigation, preparedness, vulnerability, coping strategies, resilient and others on one hand and their link to sustainable development on the other).

Course Objectives: At the end of his course students will be able to:

- Describe the concepts of risk assessment, risk mitigation and prevention
- Explain the relationship between disaster prevention, mitigation and sustainable development
- Identify structural and non-structural mitigation strategies that help to reduce disaster risk and their limitations
- Recognize implementation challenges of DRR measures

Tentative schedule for the course

Week	Lecture (hr)	Conceptual focus	Assignment / Task	Reading
W1-3	9	<p>Chapter One: Introduction to Disaster Risk Reduction (DRR)</p> <ul style="list-style-type: none"> • Meaning and scope of DRR • Paradigm shift in DRR • Global & National DRR Agendas <ul style="list-style-type: none"> ○ HFA & post HFA Frameworks ○ SDGs, Sendai Framework & Paris Agreement • The link between disaster risk and development • Importance of Disaster Risk Reduction 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	UNISDR. (2009). Global Assessment Report on Disaster Risk Reduction, United Nations International Strategy for Disaster Reduction.
W4-7	12	<p><u>CHAPTER TWO : Disaster Risk Profile</u></p> <ul style="list-style-type: none"> • Hazard Assessment • Vulnerability Assessment • Capacity assessment • Risk assessment • Multi-hazard vulnerability and risk assessment • Risk perception and attitude assessment 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions Woreda risk profile of Ethiopia	Wisner, B., P. Blaikie, T. Cannon, and I. Davis. (2004). PELLING, Mark and Wisner, Ben (2008) Disaster Risk Reduction: Cases from Urban Africa. Earthscan Publications Ltd., London, UK.
W8-10	9	<p>CHAPTER THREE : Resilience Assessment</p> <ul style="list-style-type: none"> • Concepts and approaches • Adaptation and resilience • Linkage between hazards, vulnerability and resilience • Resilience framework 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Wisner, B., P. Blaikie, T. Cannon, and I. Davis. (2004).
W11-14	12	<p>CHAPTER FOUR: Disaster Risk Mitigation/Prevention Measures</p> <ul style="list-style-type: none"> • Key steps in designing mitigation/prevention strategies • Disaster mitigation/prevention Approaches • Structural risk reduction measures <ul style="list-style-type: none"> ○ Resistant constructions, building codes and 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions Group discussion using Case Studies	PELLING, Mark and Wisner, Ben (2008) Disaster Risk Reduction: Cases from Urban Africa. Earthscan Publications Ltd., London, UK. Twigg, J. 2004. Good

		<ul style="list-style-type: none"> regulatory measures ○ Structural/Physical modifications and retrofitting ○ Relocation in construction of community shelters ○ Construction of barriers, deflections or retention systems (Dams and reservoirs, levees and flood walls, retaining walls, diversion channels) ● Non-structural risk reduction measures <ul style="list-style-type: none"> ○ Disaster preparedness ○ Hazard detection and early warning system ○ DRM policies, plans and programs ○ Risk assessment and insurance ○ Community awareness and educational programs 		Practice Review: Disaster Risk Reduction – Mitigation
W15-16	6	<p><u>CHAPTER FIVE : Actors involved in DRR Programs</u></p> <ul style="list-style-type: none"> ● GOs ● NGOs ● UN agencies ● Private sector ● Risk-prone communities 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Twigg, J. 2004. Good Practice Review: Disaster Risk Reduction – Mitigation

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

1. Lecture
2. Reflections: Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.
3. Home work: Assignments will be given to help reinforce some topics covered or not covered in class

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test	8%
Quiz	7%
Assignment	10%
Group project	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

Course Policy

All students are expected to abide by the code of conduct of students ([Senate Legislation of Bahir Dar University May 9, 2019](#)) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Reference

1. Twigg, J. 2004. Good Practice Review: Disaster Risk Reduction –Mitigation
2. Wisner, B., P. Blaikie, T. Cannon, and I. Davis. (2004). "At Risk: Natural Hazards, People's Vulnerability and Disasters (2nd Ed.)." Rutledge, London, UK.
3. Shaw R, Rahman A, Surjan A, Parvin GA. 2016. Urban Disasters and Resilience in Asia. Elsevier, New York.
4. R.S.Stephenson (1994). Disasters and Development. UNDP Disaster Management Training Programme. 2nd Edition
5. Rahman A, Khan AN, Shaw R. 2015. Disaster Risk Reduction Approaches in Pakistan. Springer, Tokyo
6. UNISDR. (2009). Global Assessment Report on Disaster Risk Reduction, United Nations International Strategy for Disaster Reduction.
7. Comprehensive Risk Assessment for Natural Hazards. World Meteorological Organization 2006.
8. PELLING, Mark and Wisner, Ben (2008) Disaster Risk Reduction: Cases from Urban Africa. Earthscan Publications Ltd., London, UK.

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Program manager

Signature



BAHIR DAR UNIVERSITY
INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management and Sustainable Development					
Courses code	Drms 2023					
Courses Title	Climate Science and Agro Meteorology					
Degree Program	BSc. in Disaster Risk Management and Sustainable Development					
Module name	Supportive Courses					
Module number	02					
Course chair						
Instructor/Tutor						
ECTS credit (CP)	4					
Contact hours	Lectures	Tutorials & seminars	Laboratory workshop	Home Study	Total	
	48	-	-	55	103	
Lecture days, hours & room	-					
Tutorial /lab days & hour						
Target group	2nd year Disaster Risk Management and Sustainable Development Students					
Year /semester	2nd Year, 1st Semester					
Pre-requisites	None					
Status of the course	Major					

Course Description

The main purpose of this course is to introduce the basic mechanisms that influences Earth's climate, including Earth's atmosphere, Atmospheric moisture, Air pressure and wind system, atmospheric circulation, wind patterns and rain producing system, El Niño and the Southern Oscillation, Air masses, cyclones and the climate of tropics. This aims to enable students to understand and explain the basic climate sciences and implement in the climate related risk analysis.

Objectives

Up on the successful completion of this course the students will be able to;

- Understand and apply basic physical principles in climate science.
- Explain about weather and climate system of the tropical Africa.
- Identify and critically assess the issue of climate related risks and its impact on society.

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Week	Lecture(hrs)	Contents	Activities/tasks	Readings
W1-2	6	Chapter 1. The Earth's atmosphere <ol style="list-style-type: none"> 1. Overview of Earth's Atmosphere 2. Vertical Structure of the Atmosphere 3. Warming the Earth and the Atmosphere. 4. Energy, Temperature, and Heat. 5. Heat Transfer in the Atmosphere 6. Seasonal and daily temperatures 	Active participation during lecturing, group discussion, take notes from lecture	
W3-5	6	Chapter2. Atmospheric Humidity, cloud development and precipitation <ol style="list-style-type: none"> 1. Evaporation and condensation. 2. Humidity 3. cloud development 4. Precipitation process type and measurement. 	Active participation during lecturing, group discussion, take notes from lecture and hand-in assignment	
W6-7	6	Chapter3. Air pressure and wind system <ol style="list-style-type: none"> 1. Atmospheric pressure 2. why the wind blow 3. Surface winds 4. Scale of atmospheric motion 5. Local wind system 	Active participation during lecturing, group discussion, take notes from lecture	
W8-10	9	Chapter4. Atmospheric circulation <ol style="list-style-type: none"> 1 Global wind system 2 General circulation of the atmosphere <ol style="list-style-type: none"> 2.1. single-cell model 2.2. three cell model 3 Global precipitation system 4 Easterly and Westerly wind system 5 Jet stream 6 Global Wind Patterns and the Oceans. 7 Winds and Upwelling. 8 El Niño and the Southern Oscillation 	Active participation during lecturing, group discussion, take notes from lecture and hand-in assignment	

W11-12	6	Chapter 5. Air Masses, Fronts and Cyclones <ol style="list-style-type: none"> 1. Air masses classification 2. basic concepts of Fronts 3. Middle-Latitude Cyclones 4. Tropical Cyclones 	Active participation during lecturing, group discussion, take notes from lecture	
W13-15	9	Chapter 6 . Climate of tropical Africa <ol style="list-style-type: none"> 1. Introduction : The geography of the tropics. 2. The tropical troposphere. 3. The weather patterns and climates of the tropics. 4. The Subtropical Jet Streams 5. Synoptic-scale Weather Systems. <ol style="list-style-type: none"> 1. The inter-tropical convergence zone (ITCZ) 6. Rainfall seasons and ITCZ in Ethiopia. 7. Effect of El Niño–La Niña to Ethiopian Rainfall season 	Active participation during lecturing, group discussion, take notes from lecture and group presentation	

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Test -----	8%
Quiz -----	7%
Assignment -----	10%
Mid Exam-----	25%
Final exam-----	50%

Grading: is as per the university regulation

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References

- Ahrens, C. D., and R. Henson, 2019: *Meteorology today: an introduction to weather, climate, and the environment*. Twelfth edition. Cengage, 1 pp.
- Ahrens, C. D., and R. Henson, 2018: *Essentials of meteorology: an invitation to the atmosphere*. Eighth edition. Cengage Learning, 509 pp.
- Galvin, J., 2016: *An introduction to the meteorology and climate of the tropics*. John Wiley & Sons, Inc, 308 pp.

- Krishnamurti, T. N., L. Stefanova, and V. Misra, 2013: *Tropical meteorology: an introduction*. Springer, 423 pp.

Approved by:

_____ Name Course Instructor /Tutor	_____ Signature
_____ Name Course chair	_____ Signature
_____ Name Department head	_____ Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>							
Program	Disaster Risk Management and Sustainable Development						
Courses code	Drms3037						
Courses Title	Emergency Preparedness & Response						
Degree Program	BSc. in Disaster Risk Management and Sustainable Development						
Module name	Conceptual Understanding of Disaster Risk Management						
Module number	03						
Course chair							
Instructor/Tutor							
ECTS credit (CP)	4						
Contact hours	Lectures	Tutorials seminars	&	Laboratory workshop	&	Home Study	Total
	48	-		-		55	103
Lecture days, hours & room	-						
Tutorial /lab days & hour							
Target group	3 rd year Disaster Risk Management and Sustainable Development Students						
Year /semester	3 rd Year, 1 st Semester						
Pre-requisites	None						
Status of the course	Major						

Course Description

This course describes the emergency preparedness planning process that provides generic procedures for managing unforeseen impacts that is periodically adapted to changing circumstances and that provides a guide to the protocols, procedures, and division of responsibilities in emergency response and recovery. The purpose is to strengthen disaster preparedness for response, to take action in anticipation of events, and ensure capacities are in place for effective response and recovery at all levels. The main outcome will be Preparing students to be future leaders in the Emergency Response fields that can prepare disaster risk management plan that clearly encompasses preparedness for response.

Objectives

Up on the successful completion of this course the students will be able to;

- Understand the Acts of God- acts of nature of interpretation of hazards, risks and disasters;
- Understand the concepts and theories of disaster emergency management;
- Become familiar with the emergence of humanitarianism, humanitarian principles and NGO code of conduct, humanitarian charter including Sphere Standards;
- Become familiar with methods and tolls of planning and be familiar with disaster emergency planning
- Understand scenario and contingency planning;
- Understand the contingency planning processes and stakeholders in the Ethiopian emergency management system.

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Schedule of lecture topics, Activities and readings				
Week	Lecture (hrs)	Conceptual focus	Activities/tasks	Reading
Week 1	3	CHAPTER 1: ORIGIN AND THEORY OF DISASTER 1.1 Theory of the God- nature- human induced disaster debate 1.2 Modern understanding of disasters		
Week 2-3	6	CHAPTER 2: CONCEPTS AND ORIGIN OF EMERGENCY 2.1 Concepts and definitions of disaster and emergency management (discussions, group assignments), 2.2 The origin of relief response 2.3 The International Red Cross and Red Crescent Humanitarianism 2.4 Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes	Listen to a lecture and take notes on the lesson,	UNISDR Terminology on Disaster Risk Reduction (2009), Red cross publications,
Week 4-6	9	CHAPTER 3 : HUMANITARIAN TRENDS AND DILEMAS 3.1 The history and origins of contemporary humanitarianism 3.2 Fundamental principles of humanitarianism 3.3 Roles of Key United Nations Agencies Emergency Response 3.4 Principles of Humanitarian Action <ul style="list-style-type: none"> • Needs versus resources • Neutrality • Standards and codes 3.5 Role of Sphere Standard 3.6 Trends in humanitarian Assistance 3.7 Donors, recipients and sectoral distribution of humanitarian aid 3.8 Humanitarian Challenges in the Future	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Humanitarian Charter and Minimum Standards in Humanitarian Response, Third edition 2011.
Week 7-9	9	CHAPTER 4: DISASTER AND EMERGENCY PLANNING 4.1 concepts and definitions of planning; 4.2 understanding planning and its tools 4.3 Concepts and principles of disaster emergency planning ; 4.4 The science of scenario planning 4.5 Contingency planning 4.6 Emergency action planning 4.7 Actors in Emergency planning 4.8 Community preparedness and response	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Adams, J. 1994. At Risk. UCL Press, London Blaikie, P. 1994. At Risk. Natural Hazards, People's Vulnerability, and Disasters. Rutledge, London. Sendai Framework for

				Disaster Risk Reduction 2015-2030
Week 10-13	12	<p>CHAPTER 5: EMERGENCY PREPAREDNESS AND MANAGEMENT IN ETHIOPIA</p> <p>5.1 Early warning information and emergency planning;</p> <p>5.2 Emergency planning and decision-making;</p> <p>5.3 Emergency preparedness planning;</p> <p>5.4 Contingency scenario planning;</p> <p>5.5 Actors I emergency planning;</p> <p>5.6 governance and response mechanisms in Emergency planning;</p> <p>5.7 Identify and describe the Ethiopian contingency planning processes and stakeholders in the Ethiopian emergency management system.</p>	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	
Week 14-15	6	<p>CAPTER 6: NATIONAL INCIDENT SYSTEM (CASE STUDY)</p> <p>6.1 Ethiopian context NIMS content</p> <p>6.2 Multi agency coordination platform and actions</p> <p>6.3 Emergency operation centers</p> <p>6.4 Incident command systems</p> <p>6.5 Comprehensive emergency preparedness and response plan</p> <p>6.6 All hazard incident management teams</p>		
Week 16	3	<p>Chapter 6: Internship and volunteerism programs</p> <p>6.1 concepts volunteerism and internship programs</p> <p>6.2 Practices of volunteerism and internship programs;</p>	Fieldwork exercise & report writing	Assessment stakeholders and organization

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, and field work.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Test	8%
Quiz	7%
Assignment	10%

Mid Exam-----25%
 Final exam-----50%

Grading: is as per the university regulation

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References

Approved by:

 Name Course Instructor /Tutor

 Signature

 Name Course chair

 Signature

 Name Department head

 Signature



BAHIR DAR UNIVERSITY
COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

Program	Disaster Risk Management and Sustainable Development					
Courses code	Drms3061					
Courses Title	Sociology of Disaster					
Degree Program	BSc. in Disaster Risk Management and Sustainable Development					
Module name	Conceptual Understanding of Disaster Risk Management					
Module number	06					
Course chair						
Instructor/Tutor						
ECTS credit (CP)	4					
Contact hours per week	Lectures	Tutorials & seminars	&	Laboratory & workshop	Home Study	Total
	48	-		-	60	108
Lecture days, hours & room	-					
Tutorial /lab days & hour						
Target group	3rd Year Disaster Risk Management and Sustainable Development Students					
Year /semester	3rd Year, 1st Semester					
Pre-requisites	Anth1011					
Status of the course	Major					

Course Description:

This course explores sociology and the study of disaster, social systems and ecological networks and disaster. It also tries to analysis the role of ideology and disaster myths, realities and cultural representation of disaster and deals about the impacts of disaster on social system and the vice versa, Social Stratification and disasters, and the role of Social Capital theory in disaster management.

Course Objectives:

After completing your study on this course, you should be able to:

- Explain about the sociology of disaster
- Analysis the link of social system, ecological networks with disaster
- Describe the role of ideology in disaster management
- Understand the framework for thinking about disaster in sociological perspective
- Elaborate the impacts of disaster on social system and vice versa

Schedule of lecture topics, Activities and readings				
Week	Lecture (hrs)	Conceptual focus	Activities/tasks	Reading
W1-3	9	Chapter 1: INTRODUCTIN	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout compiled by the teacher
		-Sociology and the Study of Disasters		
		-Social System, Ecological Networks and Disaster		
		-Role of Ideologies (Faith, Belief and Religion) in Disasters		
		Myths, Realities and Cultural Representation of Disaster		
		Chapter 2: SOCIOLOGICAL PERSPECTIVE ON DISASTER		
W4-5	6	<ul style="list-style-type: none"> • Structural Functionalism • Conflict Perspective • Symbolic Interactionism Perspective • Human Ecology • Political Economy 		
		Chapter 3: IMPACTS OF DISASTERS ON SOCIAL SYSTEM		
W6-8	9	-Behavioral Response to Disaster	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout compiled by the teacher
		✓ The Panic Misconception		
		✓ The Looting Misconception		
		✓ Unreliability of Emergency Workers		
✓ The “Disaster Syndrome” Misconception				
✓ Belief on Media				
✓ Imposition of Martial Law				
		-Trauma: Individual, Social and Cultural		
		-Disaster and Displacement (Local and International)		
		-Impacts on Social Fabric of Society		
		-Consequences of Post disaster relocation and prospects for recovery		
		-Linking Disasters within Contemporary Social Problems		
		Chapter 4: SOCIAL STRATIFICATION AND DISASTERS		
W9-11	9	-Linkages between Social Vulnerability and Inequality	Active participation during lecturing, group discussion, take notes from lecture and assignment	Handout compiled by the teacher
		-Disasters and Social Class (Race, Creed, Caste and Economic groups)		
		- Gender Inequality and Disaster		
		-Disasters, language barrier and disabilities		
		-Disasters as an agent of social change		

		Chapter 5: SOCIAL CAPITAL AND DISASTER	presentation	
W12-14	9	- Definition, Features and Theories of social change. -Definitions, forms, and measurement of social capital -Social capital, neoliberalism, and rational choice theory -Role of Social Capital in Disaster Management	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout compiled by the teacher
		chapter 6: VULNERABILITY, PERCEPTION AND DISASTER		
W15-16	6	-‘Vulnerability’: A Matter of Perception -Various views on ‘vulnerability’ and its users -Local people’s perception of ‘vulnerability’ -People’s perception of risk -Theories of Social Vulnerability <ul style="list-style-type: none"> • Vulnerability: The importance of terminology • Vulnerability and lack of development • Social Vulnerability • Measurement of Vulnerability and Assessment of its Alleviation • The Fischer Disaster Scale 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Handout compiled by the teacher

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, and field work.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Test	-----8%
Quiz	-----7%
Assignment	-----10%
Mid Exam	-----25%
Final exam	-----50%

Grading: is as per the university regulation

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References

1. ANDERSEN, ML. and Dana, Hysock (2006) Thinking about Women: Sociological Perspectives on Sex and Gender. Allen & Bacon, New York.
2. ALBROW, Martin (1999) Sociology the Basic. Routledge, London.
3. BROOM, Leonard and Selznick (1990) Sociology. Harper and Row Publisher, London.
4. FISCHER, Henry W. (1998) Response to Disaster: Fact versus Fiction & Its Perpetuation. The Sociology of Disaster. 2nd Edition. University Press of America, Lanham, Maryland

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department Head

Signature



BAHIR DAR UNIVERSITY
INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES
BSC. In Disaster Risk Management and Sustainable Development

Department	Disaster Risk Management and Sustainable Development
Courses code	Drms3043
Courses Title	Animal Production and Risk Management
Degree Program	BSC. In Disaster Risk Management and Sustainable Development
Module name	DRM II

Module number	04					
Course chair	Dr. Tesfahun Asmamaw					
Instructor/Tutor						
CP credit (CP)	6					
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & practical	Home Study	Total	
	32	-	16	144	192	
Lecture days, hours & room	2					
Tutorial /lab days & hour	3					
Target group	3 rd Year Disaster Risk Management and Sustainable Development					
Year /semester	3 rd Year, 1 st Semester					
Pre-requisites	None					
Status of the course	Major					

Course description

The main purpose of course will explore the global animal production, many roles of domestic animals and the importance of their interdependence with humans; appreciate the scope, diversity, and problems related to domestic animal production systems; Economics of livestock production; practice using scientific literature to research issues in sustainable agriculture, and know how to continue learning about sustainable animal systems. Topics include domestication, sustainability, companion animals, sheep, goats, swine, beef cattle, dairy cattle, nutrition, genetics, grazing, dairy products, poultry, horses and draft animals and bees.

Risk management in animal production sectors, epidemic disasters distribution and losses; framework animal risk management; describe animals care to be taken in disaster which include creation of new management practices and emergency response tools, the implementation of an emergency fund and promoting a culture of prevention. A etiology, epidemiology, symptoms, diagnosis, prevention and control of external and internal parasite of farm animals with a special focus on ticks, mites, insects, helminthes and protozoa of tropical importance. Infectious diseases farm animals caused by bacteria, virus and rickettsia, zoonotic diseases of public health and non-infections disease importance, prevention and control. Herd health risk management strategies which include monitoring/assessment, documentation of diseases of concern for the farm, vaccination strategy for various age groups on the farm, vaccination and treatment strategies for animal additions, vaccination and treatment strategies for animal movements, meat and milk withholding times/strategies, proper storage and records for vaccines and drugs and appropriate disposal of empty and out-dated product containers.

Course Objectives:

At the end of the course students should be able to:

- Able to explain the economic significance of domestic animals in Ethiopia
- Describe the different animal production systems
- Know the key epidemics of domestic animals in Ethiopia
- Explain the losses animals attributes due to the prevailing epidemics
- Know the key animal risk management strategies

Weeks	Lecture (hrs)	CONCEPTUAL FOCUS	Activity	READINGS
W1, 2 and 3	6	<p>Chapter 1: Introduction to animal production</p> <p>1.1. Economic importance of animal production</p> <p>1.2. Drivers & trends of livestock production</p> <p>1.3. Diversity of animals</p> <p>1.4. Domestic and wild animals</p> <p>1.5. Higher and small animals</p>	Visit of various farms and develop case studies on significant important of the country economy	1. FAO. 2011. A value chain approach to animal diseases RM – Technical foundations and practical framework for field application. Animal Production & Health Guidelines. No. 4. Rome. PP. 135
W4,5, 6 and 7	8	<p>Chapter 2: Animal Production systems</p> <p>2.1. Production system based on animals nature</p> <p>2.1.1. Dairy production system</p> <p>2.1.2. Beef production</p> <p>2.1.3. Sheep and goats production</p> <p>2.1.4. Poultry production</p> <p>2.1.5. Apiculture production system</p> <p>2.2. Characterization of systems obtaining animal products</p> <p>2.2.1. Exploitation</p> <p>2.2.2. Intensive</p> <p>2.2.3. Pastoralism</p> <p>2.2.4. subsistence farming</p> <p>2.2.5. Ranching</p> <p>2.2.6. transitional</p> <p>2.2.7. intensive</p>	Visit various animal production system and characterize the visited farming system on their visit report	1. Seinfeld, H., Wassenaar, T. and Jutzi, S. 2006. Livestock production systems in developing countries: status, drivers, trends. Rev. Sci. tech. Off. int. Epiz.,25 (2), 505-516
W8,9 &10	6	<p>Chapter 3: Common Animal parasites and diseases in Ethiopia</p> <p>3.1. A External and internal parasite of farm animals</p> <p>3.2. Etiology, epidemiology, symptoms, diagnosis, prevention and control of external and internal parasite of farm animals</p> <p>3.3. Infectious diseases farm animals</p> <p>3.4. Non-infectious diseases of farm animals</p>	Describe the major animal production risks in in the visited farm	1. FAO. 2011. A value chain approach to animal diseases risk management – Technical foundations and practical framework for field application. Animal Production and Health Guidelines. No. 4. Rome. PP. 135. 2. David, K. 2013. Managing risk in farming. Farm management extension guide. No. 3. Food and Agriculture organization of the United Nations. Rome. PP.120

W11, 12,13, 14;15 &16	12	<p>Chapter 4: Risk management in animal production sectors</p> <p>4.1. Animal epidemics distribution and losses assessment</p> <p>4.2. Framework animal risk management</p> <p>4.3. Animal health risk management strategies</p> <p>4.3.1. Monitoring/assessment,</p> <p>4.3.2. Documentation of diseases of concern for the farm,</p> <p>4.3.3. Animal quarantine</p> <p>4.3.4. Vaccination strategy for various age groups on the farm,</p> <p>4.3.5. Vaccination & treatment strategies for animal additions,</p> <p>4.3.6. Vaccination & treatment strategies for animal movements,</p> <p>4.3.7. Meat & milk withholding times/strategies,</p> <p>4.3.8. Proper storage and records for vaccines & drugs</p> <p>4.3.9. Appropriate disposal of empty and outdated product containers</p>	Develop case study on key animal production risks and suggest effective risk management strategies for various animal farming systems	<ol style="list-style-type: none"> 1. David, K. 2013. Managing risk in farming. Farm management extension guide. No. 3. Food and Agriculture organization of the United Nations. Rome.PP.120 2. Jeremy, S., Stephan, B. and Yongong, L. 2005. Pastoral RM. FAO Rural Institutions and Participation Service. Pp. 73. 3. Wang, J. and Abdur, R. 2018. Risk Management in Agriculture: Theories and Methods. Science Publishing Group 548 Fashion Avenue New York, NY 10018, U.S.A. PP.350.
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Methods of Teaching

Case study: Some farm case studies will be presented by students and students will be encouraged to carry out farm animal risk assessment. This is essential in order to understand climate change impact on different sectors, on human welfare and derive policy options, Conflict of interest in climate issues

Practical exercises

- Field visits will be conducted (to show various farm risks to the students).

Course delivery and study load

- The course will be delivered with formal lectures as well as practical exercises, assignments, group discussions, presentations and paper review.

Course assessment

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Quiz -----7%

Test	8%
Field Report	10%
Mid Exam.....	25%
Final exam.....	50%

Grading: is as per the university regulation

Course Policy

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References

- David, K. 2013. Managing risk in farming. Farm management extension guide. No. 3. Food and Agriculture organization of the United Nations. Rome. PP.120
- FAO. 2011. A value chain approach to animal diseases risk management – Technical foundations and practical framework for field application. Animal Production and Health Guidelines. No. 4. Rome. PP. 135.
- Jeremy, S., Stephan, B. and Yongong, L. 2005. Pastoral risk management. FAO Rural Institutions and Participation Service. Pp. 73.
- Natural Resources Institute and University of Greenwich.2016. Managing risks improving farmers' livelihoods. Platform for Agricultural Risk Management. United Kingdom. PP. 128
- Steinfeld, H., Wassenaar, T. and Jutzi, S. 2006. Livestock production systems in developing countries: status, drivers, trends. Rev. sci. tech. Off. int. Epiz. , 2006,25 (2), 505-516

Wang, J. and Abdur, R. 2018. Risk Management in Agriculture: Theories and Methods. Science Publishing Group 548 Fashion Avenue New York, NY 10018, U.S.A. PP.350.

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Department Head

Signature

 BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES BSC. In Disaster Risk Management and Sustainable Development							
Department	Disaster Risk Management and Sustainable Development						
Courses code	Drms3042						
Courses Title	Crop Production and Risk management						
Degree Program	BSC. In Disaster Risk Management and Sustainable Development						
Module name	DRM II						
Module number	04						
Course chair	Dr. Tesfahun Asmamaw						
Instructor/Tutor							
CP credit (CP)	6						
Contact hours per week	Lectures	Tutorials seminars	&	Laboratory practical	&	Home Study	Total
	32	-		16		144	192
Lecture days, hours & room	2						
Tutorial /lab days & hour	3						
Target group	2nd Year Disaster Risk Management and Sustainable Development						
Year /semester	2nd Year, 1st Semester						
Pre-requisites	None						
Status of the course	Major						

Course Description

The main purpose of the course will be to describe crop production concepts, practices and types of major crops (cereals, pulses, oil crops, root and tuber crops, vegetable crops, fruit crops and spices) grown in Ethiopia. Factors influencing crop growth and development and Cropping seasons and systems will be described.

Explaining the Concepts of crop production risks and five sources of crop production risks (production, price, financial, institutional and personal). Describing Crop production risk management strategies like Enterprise Diversification, Crop Insurance and use of new technologies. Various Agricultural Risk Management tools can be describe based on the approach taken to deal with them, i.e. prevention and mitigation (or risk reduction), mitigation and adaptation (or coping).

Course Objectives:

At the end of the course students should be able to:

- Know major crops grown in Ethiopia
- Explain factors influencing plant growth and development
- Explain different cropping systems and cropping seasons
- Describe various types of prevailing risks in Ethiopian agriculture system and cropping season
- Know various types of risk management strategies and tools for each key crop production risks
- Know about climate smart agriculture conceptual framework

Weeks	Lecture (hrs)	CONCEPTUAL FOCUS	Activity	READINGS
W1, 2 & 3	6	Chapter 1: Introduction 1.1. Economic important crops in Ethiopian Agriculture 1.2. Major challenges & potentials of Crop production 1.3. Types of crops produced in Ethiopia 1.3.1. Cereal crops 1.3.2. Pulse crops 1.3.3. Oil crops 1.3.4. Root and Tuber crops 1.3.5. Vegetable crops 1.3.6. Fruit crops 1.3.7. Industrial crops	Visit various crop farms and understand the production systems and farming practices	1. Onwueme, IC. and shiba, T.D. 1991. Field crop production in Tropical Africa. CAT. 470. 2. Sunday Gbenga Aderibigbe . 2018. Principles of crop production. PP.32.
W 4, 5 & 6	6	Chapter 2: Factors influencing Crop growth & Development 2.1. Effect of Climate and Weather 2.1.1 Air temperature 2.1.2. Solar Radiation 2.1.3. Light intensity and Duration 2.1.4. Precipitation 2.1.5. Wind 2.1.6. Composition of the atmosphere	Visit crops affected by various weather and edaphic factors then develop scenario on factors influencing the growth and development of various crops	1. FAO. 2013. CLIMATE-SMART AGRICULTURE Source book. PP. 570 2. Onwueme, IC. and shiba, T.D. 1991. Field crop production in Tropical Africa. CAT. 470.

		<p>2.2. Effect of Edaphic factors</p> <p>2.2.1. Soil aeration</p> <p>2.2.2. Soil Temperature</p> <p>2.2.3. Soil moisture</p> <p>2.2.4. Soil Reaction</p> <p>2.2.5. Mineral nutrient supply</p> <p>2.3. Growth factors & crop yield</p> <p>2.3.1. Law of Minimum</p> <p>2.3.2. Law of Limiting factors</p>		
W7&8	4	<p>Chapter 3: Cropping season and Cropping systems</p> <p>3.1. Concepts and definitions Cropping systems</p> <p>3.2. Types of Cropping systems</p> <p>3.2.1. Mono cropping systems</p> <p>3.2.2. Double cropping systems</p> <p>3.2.3. Alley cropping systems</p> <p>3.2.4. Crop rotation system</p> <p>3.2.5. Mixed cropping systems</p> <p>3.2.6. Fallow system</p> <p>3.3. Cropping season</p> <p>3.3.1. Maher cropping season</p> <p>3.3.2. Irrigation cropping season</p> <p>3.3.3. Belg cropping season</p> <p>3.3.4. Residual cropping season</p>	Visit various cropping systems and estimate the contribution of yield in the country economy	<p>1. FAO. 2013. CLIMATE-SMART AGRICULTURE Source book. PP. 570</p> <p>3. Onwueme, IC. and shiba, T.D. 1991. Field crop production in Tropical Africa. CAT. 470.</p>
W9,10 &11	6	<p>Chapter 4: Crop production risks.</p> <p>4.1. Production risks,</p> <p>4.1.1. Climatic risks (Drought & Flood)</p> <p>4.1.2. Biological Risks (Pests like insect pests, diseases, weeds & vertebrate pests)</p> <p>4.2. Price risks,</p> <p>4.3. Financial risks,</p> <p>4.4. Institutional and</p> <p>4.5. Personal risks</p>	Case development and presentation on key Crop production risks	<p>1. Wang, J. and Abdur, R. 2018. Risk Management in Agriculture: Theories and Methods. Science Publishing Group 548 Fashion Avenue New York, NY 10018, U.S.A. PP.350.</p>
W9,10,11 , 12 & 13	8	<p>Chapter 5: Crop production risk management strategies and tools</p> <p>5.1. Climatic Risk management</p> <p>5.1.1. Drought RM</p> <p>5.1.2. Flood RM</p> <p>5.2. Biological (Pest) RM</p> <p>5.2.1. plant quarantine</p> <p>5.2.2. Cultural</p> <p>5.2.3. Mechanical</p> <p>5.2.4. Biological</p> <p>5.2.5. Use of resistance crop varieties</p> <p>5.2.6. Use of pesticides</p> <p>5.2.7. Integrated pest management</p>	Describing key risks of various farming systems and develop key crop risk management strategies	<p>1. Kisan, G. 2016. Agricultural Risk Management Tools: Resource for the e-learning curriculum course on "Agricultural Risk Assessment and Management for Food Security in Developing Countries. Plat form for agricultural Risk Management (PARM).pp. 121.</p> <p>2. Marco, B., Paolo B., A. Nicholas, E. Birch, Piet, B. and Silke, D. 2015. Principles of integrated pest management. Agron. Sustain. Dev. 35:1199–</p>

		5.3. Price risk management, 5.4. Financial risk management 5.5. Institutional RM and 5.6. Personal risk management		1215
W14, 15 & 16	6	Chapter 6: Climate-smart agriculture: supporting tools and policies 6.1. Principles that underpin climate smart practices 6.2. The role of actors in planning and implementing climate-smart agriculture 6.3. Key resources and tools for climate-smart agriculture 6.4. Capacity building needs for climate-smart agriculture 6.5. Investment, incentives & legal frameworks and instruments	Visit the nearby farming systems and develop scenario on climate smart agriculture supporting tools and policies	FAO. 2013. CLIMATE-SMART AGRICULTURE Source book. PP. 570

Methods of Teaching

Case study: Some research case studies will be presented by students and students will be encouraged to carry out impact assessment mainly on crop production and health. This is essential in order to understand climate change impact on different sectors, on human welfare and derive policy options, Conflict of interest in climate issues and biological issues

Practical exercises

- Field visits will be conducted to show students efforts made to manage to impacts of climate and biological risks.

Course delivery and study load

- The course will be delivered with formal lectures as well as practical exercises, assignments, group discussions, presentations and paper review.

Course assessment

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Quiz	7%
Test	8%
Field Report	10%
Mid Exam	25%
Final exam	50%

Grading: is as per the university regulation

Course Policy

All students are expected to abide by the code of conduct of students (article 194, 195, 196, 197, 198 and 199, of the Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Since the course does have a number of practical exercises in the laboratory, students are urged to attend every practical session. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 15% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

References

- David, K. 2013. Managing risk in farming. Farm management extension guide. No. 3. Food and Agriculture organization of the United Nations. Rome. PP.120
- FAO. 2013. CLIMATE-SMART AGRICULTURE Sourcebook. PP. 570
- Kisan, G. 2016. Agricultural Risk Management Tools: Resource for the e-learning curriculum course on "Agricultural Risk Assessment and Management for Food Security in Developing Countries. Platform for agricultural Risk Management (PARM).pp. 121.
- Laurence, C., Gene, G., Steve, I., Doug, J. and Rod, S. 2013. Introduction to Risk Management with understanding of Agricultural risks. Extension Risk Management Education and Risk Management Agency. USDA. pp.44..
- Marco, B. , Paolo B., A. Nicholas, E. Birch, Piet, B. and Silke, D. 2015. Principles of integrated pest management. Agron. Sustain. Dev. 35:1199–1215
- Natural Resources Institute and University of Greenwich.2016. Managing risks improving farmers' livelihoods. Platform for Agricultural Risk Management.United Kingdom. PP. 128
- Onwueme, IC. and shiba,T.D. 1991. Field crop production in Tropical Africa. CAT. 470.
- Sunday Gbenga Aderibigbe . 2018. Principles of crop production. PP.32.
- Wang, J. and Abdur, R. 2018. Risk Management in Agriculture: Theories and Methods. Science Publishing Group 548 Fashion Avenue New York, NY 10018, U.S.A. PP.350.

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Department Head

Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>	
Program	Disaster Risk Management & Sustainable Development
Courses Code	Drms 2041
Courses Title	GIS & Remote Sensing in DRM
Course Chair	
Instructor/Tutor	
ECTS Credit (CP)	
Target group	3rd Year DRMSD Students.
Year /semester	Year III Semester I
Pre-requisites	None
Status of the course	

Course Description

This course deals about basic concepts and definition the fundamental principles of GIS and RS. The course also focuses on the components of GIS, GIS data models, Geographic coordinate system, basic data GIS data visualization, basics of remote sensing and image processing.

Course Objectives:

At the end of this course, student will be able to:

- Understand the different components GIS
- Apply GIS data models used GIS analysis,
- Understand the principles of modelling Earth's shape in GIS;
- Able to describe datum, map scale meta data
- Understand the projected coordinate system.
- Able to do simple map production for visualizations;
- Understand the basic principle of Remote Sensing
- Able to basic satellite image processing;

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
	3	1. Introduction to GIS <ul style="list-style-type: none"> ● Introduction ● GIS Components ● GIS in Organizations 	Listening the lecture and taking short notes Asking questions which are not clear in the lecture and answering questions provided by the teacher participate in assignments Lab exercise: <ul style="list-style-type: none"> ● GIS data models ● Metadata ● Coordinate systems ● Map scales ● GPS reading Individual and group works assignments	Bolstad, P., 2016: GIS fundamentals: a first text on geographic information systems. 5th edition. XanEdu, 769 pp. By, R.A. de, Huisman, O., 2009. Principles of geographic information systems: an introductory textbook. The International Institute for Geo-Information Science and Earth Observation (ITC), Enschede.
2,3	6	2. GIS Data Models <ul style="list-style-type: none"> ● Introduction to GIS Data Models ● Spatial data models ● Vector spatial data model ● Raster Spatial data model ● Meta data and digital data 	Individual and group works assignments	By, R.A. de, Huisman, O., 2009. Principles of geographic information systems: an introductory textbook. The International Institute for Geo-Information Science and Earth Observation (ITC), Enschede.
4,5, 6	9	3.Coordinate system and map projection <ul style="list-style-type: none"> ✓ Model of Earth's shape ✓ Geographic Coordinate system and Datum ✓ Projected coordinate system ✓ Attribute Data and Tables ✓ Map source and scale ✓ GPS data collection 	Listening the lecture and taking short notes. Asking questions which are not clear in the lecture and answering questions provided by the teacher. Individual and group works assignments Listening the lecture and taking short notes. Asking questions which are not clear in the lecture and answering questions provided by the teacher.	Janssen, L. L. F., 2004: Principles of remote sensing: an introductory textbook. ITC,.
7,8 and 9	9	4.Basic Spatial Analyses <ul style="list-style-type: none"> ● Introduction to spatial analysis ● Selection and classification ● Dissolving ● Clipping 	Individual and group works assignments	

		<ul style="list-style-type: none"> ● Spatial Data Visualization (map production) 		
10,11 and 12	9	<p>5.Fundamentals of Remote sensing</p> <ul style="list-style-type: none"> ● Basics of Remote Sensing ● Electromagnetic Radiation ● Electromagnetic Spectrum ● Interactions with the Atmosphere ● Radiation - Interactions with Target ● Passive vs. Active Sensing 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
13,14, and 15	9	<p>6.Sensors and image analysis</p> <ul style="list-style-type: none"> ○ Satellite Characteristics ○ Pixel Size, and Scale ● Spectral Resolution ○ Radiometric Resolution ○ Temporal Resolution ○ Geometric Distortion ○ Weather Satellites ○ Application of Remote sensing 	<p>Listen to a lecture and take notes on the lesson.</p> <p>Lab exercise: True and false color composition and Vegetation indices(NDVI) calculation</p>	Vegetation indices(NDVI)

LEARNING AND TEACHING MEETHODS

The course delivery system will be using lecture, discussions, questioning and answering, reading assignments, individual and group works.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Test	8%
Quiz	7%
Assignment	10%
Mid Exam.....	25%
Final exam.....	50%

Grading: is as per the university regulation

All students are expected to abide by the code of conduct of students ([Senate Legislation of Bahir Dar University May 9, 2019](#)) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

REFERENCES

1. Bolstad, P., 2016: GIS fundamentals: a first text on geographic information systems. 5th edition. XanEdu, 769 pp.
 2. By, R.A. de, Huisman, O., 2009. Principles of geographic information systems: an introductory textbook. The International Institute for Geo-Information Science and Earth Observation (ITC), Enschede.
 3. Janssen, L. L. F., 2004: Principles of remote sensing: an introductory textbook. ITC,.
- Approved by:**

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department Head Signature



BAHIR DAR UNIVERSITY
INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES
BSC. In Disaster Risk Management and Sustainable Development

Department	Disaster Risk Management and Sustainable Development						
Courses code	Drms3074						
Courses Title	Research methods and tools in Disaster Risk Management						
Degree Program	BSC. In Disaster Risk Management and Sustainable Development						
Module name	Research Methods and Tools in DRM						
Module number	07						
Course chair	Dr. Tesfahun Asmamaw						
Instructor/Tutor							
CP credit (CP)	6						
Contact hours per week	Lectures	Tutorials seminars	&	Laboratory practical	&	Home Study	Total
	32	-		16		144	192
Lecture days, hours & room	2						
Tutorial /lab days & hour	3						
Target group	3rd Year Disaster Risk Management and Sustainable Development						
Year /semester	3rd Year, 1st Semester						
Pre-requisites	None						
Status of the course	Major						

Course Description

The main purpose of the course will be to define the basic concepts of research, misconception of research methodology and methods. History of research in disaster management; types of research in relation to disaster management, ontology and epistemology; Research approaches; qualitative research methods (design, collection, analysis and report writing of qualitative data and tools used for qualitative data). Quantitative research methods (design, collection, analysis, report writing and tools used for quantitative data). Participatory research methods (types, their use limitation and strengths, and how they could compliment conventional research methods); Steps and components of surveys, data encoding, data analysis and reporting of results; the use of non- parametric statistics in social science.

Research proposal and report writing format for different types of research will be discussed. Risk identification methods such as brainstorming, flowchart, SWOT analysis; Risk assessment

(qualitative such as scale of analysis, mapping, matrix approach, risk indicator based approach and quantitative), risk analysis and Risk treatment methods .will be discussed

Course Objectives:

At the end of the course students should be able to:

- Define key terminologies and basic concepts of research methods in DRM
- Explain the historical development of DRM and importance of research
- Describe various research methodology in DRM
- Define research problem and design research proposal
- Describe techniques to data processing, analysis and interpretation and scientific paper writing

Weeks	Lecture (hrs)	CONCEPTUAL FOCUS	Activity	READINGS
W1 & 2		Chapter 1: Definition and basic concepts of research methods and tools 1.1 Key Terminology meaning and objectives of research methods 1.2 Mis conceptions of research methodologies and methods 1.3 Types of researches and Research approaches 1.4 Historical development of DRM Research 1.5 Importance of DRM Research 1.6 Types of data and data sources 1.7 Criteria for good research	Practice to collect data from different sources	1. University of Leicester. 2001. Research Methods in the Study of Risk, Crisis and Disaster Risk Management, Course Module 1-3-9.42.
W3,4, 5 and 6		Chapter 2: Defining Research problem and writing proposal 2.1. Defining Research Problem 2.1.1. What is a research problem 2.1.2. Need of defining the research problem 2.1.3. Selecting the research Problem 2.1.4. Techniques involved in defining the research problem 2.2. Research proposal writing 2.2.1. Steps of writing a research proposal 2.2.2. choosing a research topic 2.2.3. Setting objectives of the research proposal 2.2.4. choosing methods of the research 2.2.5. Planning of research and time tables 2.2.6. Literature review	Practice Research problem defining and prioritization Research designing and proposal writing Practice review paper writing	1. University of Leicester. 2001. Research Methods in the Study of Risk, Crisis and Disaster Risk Management, Course Module 1-3-9.42. 2. Ana-Maria DINU . 2012. Modern Methods of Risk Identification in Risk Management. International Journal of Academic Research in Economics and Management Sciences. 1:6: 67 – 71.
W7 & 8		Chapter 3: Research Design 3.1. Meaning of research design	Practice different types of	1. University of Leicester. 2001. Research Methods in

		<p>3.2. Need for research design</p> <p>3.3. Features of a good research design</p> <p>3.4. Types of research design</p> <p>3.5. Sampling procedures and sample size determination</p>	research designing	the Study of Risk, Crisis and Disaster Risk Management, Course Module 1-3-9.42.
W9&10		<p>Chapter 4: Qualitative Research Methods and tools</p> <p>4.1. Methods of qualitative data collection</p> <p>2.2.1. Key informant interview</p> <p>2.2.2. Focus group discussion</p> <p>2.2.3. Personal observations</p> <p>4.2. PRA tools</p> <p>4.3.1. Resource mapping</p> <p>4.3.2. Wealth ranking</p> <p>4.3.3. Ranking and scoring</p> <p>4.3.4. Trend /time analysis</p> <p>4.3.5. Venn diagraming</p>	Qualitative data collection using various methods and tools	<p>1. University of Leicester. 2001. Research Methods in the Study of Risk, Crisis and Disaster Risk Management, Course Module 1-3-9.42.</p> <p>2. Babbie, E.1973. Survey Research Methods, California: Wadsworth Publishing Belmont.</p> <p>3. Kotharc, C.R. 2001. Research Methodology: Methods and Techniques, Wishwa Parak. Shan. New Delhi, India 2nd pp. 468</p>
W11 and 12		<p>Chapter 5: Quantitative research methods and tools</p> <p>5.1. Overview of quantitative research methods and tools</p> <p>5.2. Types of quantitative research methods</p> <p>5.3. Methods of quantitative data collection</p> <p>5.3.1. Interviewing</p> <p>5.3.2. Probability distributions</p> <p>5.4. Tools and techniques used for Quantitative data collection and analysis</p> <p>5.4.1. Quantitative risk analysis & modeling techniques</p> <p>5.4.2. Sensitivity analysis</p> <p>5.4.3. Modeling & simulation</p> <p>5.4.4. Cost Risk analysis</p> <p>5.4.5. Schedule risk analysis</p> <p>5.4.6. Risk Audits</p> <p>5.4.7. Variance and trend analysis</p> <p>5.4.8. Reserve analysis and others</p>	Quantitative data collection using various methods and tools	<p>1. University of Leicester. 2001. Research Methods in the Study of Risk, Crisis and Disaster Risk Management, Course Module 1-3-9.42.</p> <p>2. Babbie, E.1973. Survey Research Methods, California: Wadsworth Publishing Belmont.</p> <p>Kotharc, C.R. 2001. Research Methodology: Methods and Techniques, Wishwa Parak. Shan. New Delhi, India 2nd pp. 468.</p> <p>3. Kotharc, C.R. 2001. Research Methodology: Methods &</p>

				Techniques, Wishwa Parak. Shan. New Delhi, India 2 nd pp. 468
W13 and 14		<p>Chapter Six: DRM Data Processing and Analysis</p> <p>6.1. Processing operations (editing, coding, classification, tabulation)</p> <p>6.2. Elements/ types of data/ analysis</p> <p>6.3. Basic principles for analysis of qualitative data</p> <p>6.4. Statistical test (descriptive statistics, and inferential statistics)</p>	Practice data processing and analysis	<p>1. University of Leicester. 2001. Research Methods in the Study of Risk, Crisis and Disaster Risk Management, Course Module 1-3-9.42.</p> <p>2. Babbie, E.1973. Survey Research Methods, California: Wadsworth Publishing Belmont.</p>
W15 and 16		<p>Chapter 7: Interpretation and Report Writing and Scientific paper writing skill and format</p> <p>7.1. Research proposal writing skill and format</p> <p>7.2. Report and scientific paper writing skills and format</p> <p>7.3. Literature Review methods</p> <p>7.4. Types of publication</p>	<p>Practice analyzed data interpretation and report writing</p> <p>Practice scientific paper writing using different types of writing styles</p>	<p>1. University of Leicester. 2001. Research Methods in the Study of Risk, Crisis and Disaster Risk Management, Course Module 1-3-9.42.</p> <p>2. Robert A. 1996. How to Write and Publish a Scientific Paper, 4th ed., Cambridge: Cambridge University Press, UK, PP.223.</p>

Methods of Teaching

Case study: Some research case studies will be presented by students and students will be encouraged to identify problem, develop research proposal, DRM data processes and analysis and write scientific paper in various DRM findings. This is essential in order to understand disaster impact on different sectors, on human welfare and derive policy options, Conflict of interest in DRM issues

Practical exercises

- Field visits will be conducted to show students efforts made to adapt to impacts of DRM.

Course delivery and study load

- The course will be delivered with formal lectures as well as practical exercises, assignments, group discussions, presentations and paper review.

Course assessment

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Quiz	7%
Test	8%
Assignment	10%
Mid Exam	25%
Final exam	50%

Grading: is as per the university regulation

Course Policy

All students are expected to abide by the code of conduct of students (article 194, 195, 196, 197, 198 and 199, of the Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Since the course does have a number of practical exercises in the laboratory, students are urged to attend every practical session. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 15% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

References

Ana-Maria DINU . 2012. Modern Methods of Risk Identification in Risk Management. International Journal of Academic Research in Economics and Management Sciences. 1:6: 67 – 71.

Babbie, E.1973. Survey Research Methods, California: Wadsworth Publishing Belmont.

Fhi. 2005. Qualitative Research Methods: A Data Collector's Field Guide . North Carolina. USA. PP. 137.

Kotharc, C.R. 2001. Research Methodology: Methods and Techniques, Wishwa Parak. Shan. New Delhi, India 2nd pp. 468.

Robert A. 1996. How to Write and Publish a Scientific Paper, 4th ed., Cambridge: Cambridge University Press, UK, PP.223.

University of Leicester. 2001. Research Methods in the Study of Risk, Crisis and Disaster Risk Management, Course Module 1-3-9.42.

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department Head

Signature



BAHIR DAR UNIVERSITY
COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms3051				
Courses Title	Sustainable Development				
Degree Program	BSc. in Disaster Risk Management and Sustainable Development				
Module name	Disaster & Development				
Module number	M05				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	5				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	-	60	108
Lecture days, hours & room	-				
Tutorial /lab days & hour					
Target group	3rd Year Disaster Risk Management and Sustainable Development Students				
Year /semester	3rd 1st Semester				
Pre-requisites	None				
Status of the course	Major				

Course Description:

The course “sustainable development” is prepared for undergraduate students in the department of disaster risk management and sustainable development. The overall purpose of delivering the course is to familiarize students with basic concepts and principles of sustainable development. Debates/arguments will be presented. The course comprises chapters including—Introduction to the concept of Sustainable Development, environment and development, sectoral linkages in environment and development, assessing the sustainability of development, and instruments and strategies/mechanisms for sustainable development. The teaching method will range from lecture to arguing on debatable issues. In addition to the class work, field works/observations are believed to be essential to deliver the course in a complete manner.

Objectives:

After the end of the course, among others students are expected to:

- Explain basic concepts in sustainable development from different dimensions,
- Describe the components of sustainable development,
- Argue against various development theories,
- Explain the link between population growth, poverty, environment and sustainable development,
- Appreciate opportunities and challenges of sustainable development,
- Appreciate the relationship between disasters and sustainable development, and
- Contextualize various principles of development to various environmental setting.

Contents**1. Introduction to the concept of Sustainable Development**

1. Definition of development, sustainability and sustainable development;
2. Evolution of sustainable development;
3. Dimensions of sustainable development;
4. Goals and core values of development and SDGs; and

2. Concerns in sustainable development

1. Population growth and sustainable development ;
2. Poverty and sustainable development ;
3. Inequality and sustainable development;
4. Biodiversity and sustainable development ; and
5. The link between disaster and sustainable development.

3. Sectorial linkages for sustainable development

1. Urban-rural linkage: Agriculture-Manufacturing industry linkage, Core and periphery linkage;
2. Private and government sectors linkage;
3. Education sector, land use and administration, environment, water resources and energy, information sector; and
4. Developed versus developing economies linkage.

4. Assessing the sustainability of development: Metrics

1. Environmental Performance indicators;
2. Indicators of sustainable development;
3. Life cycle analysis, sustainability indices and rating systems;
4. Carbon, water and ecological foot printing metrics; and
5. Greenhouse gases inventory metrics.

5. Instruments and strategies/mechanisms for sustainable development

1. Stakeholder analysis for sustainable development;
2. Environmental Management Systems;
3. Educational, institutional, legal, market, standards, certification, and other local to global levels.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (100%) which comprises relevant tests, assignments/ project works, quizzes, mid and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

All students are expected to abide by the code of conduct of (article 194 of The Senate Legislation of Bahir Dar University May 9, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I will give out the directions, if I find necessary, for the assignments one week prior to their due date.

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Teaching tools

Handouts on the topics covered in the course, lecture slides, assignments and exercises and their draft solutions in R (The R Project [<http://www.r-project.org/>] for Statistical Computing).

References

1. Hecht, A. D. (1999). The triad of sustainable development: Promoting sustainable development in developing countries. *The Journal of Environment & Development*, 8(2), 111-132.
2. Laedre, O., Haavaldsen, T., Bohne, R. A., Kallaos, J., & Lohne, J. (2015). Determining sustainability impact assessment indicators. *Impact Assessment and Project Appraisal*, 33(2), 98-107.
3. Rainey, David Lloyd (2008): Sustainable Business Development: Inventing the Future through Strategy, Innovation and Leadership, Cambridge (Cambridge Univ. Press).
4. Strange, Tracey / Bayley, Anne (2008). Sustainable Development. Linking Economy, Society, Environment, OECD Insights, Paris.
5. Todaro, Michael P. / Smith, Stephen C. (2011). Economic Development, 11th ed., Boston

(Addison-Wesley).

6. Rapley, J. (2013). *Understanding development: Theory and practice in the third world*. Routledge.
7. Borowy, I. (2013). *Defining sustainable development for our common future: A history of the World Commission on Environment and Development (Brundtland Commission)*. Routledge.

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department Head

Signature



Bahir Dar University
Institute of Disaster Risk Management and Food Security Studies
Disaster Risk Management and Sustainable Development Program

Course Title	Drought and Flood Risk Management				
Course Code	Drms3019				
BSc Program	Disaster Risk Management and Sustainable Development				
Module Name	Disaster risk management I				
Module Code	Drms01				
Course Chair					
	Office location:				
	Mobile: ; e-mail:				
	Consultation Hours:				
Instructor					
	Office location: Bahir Dar				
	Mobile;; e-mail:				
	Consultation Hours:				
ECTS Credits (CP)	6				
Contact Hours (per week)	Lecture	Tutorial	Lab/Practical	Home Study	Total
	48				
Lecture days, Hours & Room:					
Tutorial/Lab days & Hours					
Target Group:	In Disaster Risk Management and Sustainable Development first year students				
Year /Semester					
Pre-requisites					
Status of the course					

Course description

This course explores definition and concepts of drought and flood; the causes and impacts of drought and flood; the different characteristics of drought and flood as a hazard; underlying vulnerability factors to the impacts of drought and flood hazards as well as assessment of drought and flood risks; drought and flood management strategies; challenges and opportunities of drought and flood management in Ethiopia.

Course Objectives: At the end of his course students will be able to:

- Define the different types of drought & floods
- Identify the causes and factors affecting the severity of drought & floods
- Explain the different characteristics of drought & floods
- Understand vulnerability and impacts of drought & floods
- Apply drought and flood assessment tools
- Understand the different drought & flood management strategies
- Identify the challenges and opportunities of drought & flood management in Ethiopia

Tentative schedule for the course

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Reading
semester	3	Chapter 1: Understanding & Defining Drought <ul style="list-style-type: none"> • 📌 Definition of drought • Concept of drought • Concept of drought management • Types of drought <ul style="list-style-type: none"> ○ Meteorological drought ○ Agricultural drought ○ Hydrological drought ○ Socioeconomic drought ○ Physiological drought • Causes of drought • Factors affecting the severity of drought 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Country Report on the state of Drought Early Warning Systems in Ethiopia, National Disaster
		chapter 2: Characteristics of Drought <ul style="list-style-type: none"> ◆ Introduction ◆ Intensity of drought ◆ Frequency of drought ◆ Spatial coverage of drought ◆ Drought index 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Edwards, D.C.; and T. B. McKee. 1997. <i>Characteristics of 20th century drought in the United States at multiple time scales</i> . Climatology Report Number 97-2, Colorado State University, Fort Collins, Colorado.

		<p>chapter 3: Impacts & Assessment of Drought risks</p> <ul style="list-style-type: none"> ◆ Potential impacts of drought <ul style="list-style-type: none"> ○ Economic impacts ○ Environmental impacts ○ Social impacts ● Drought risk assessment <ul style="list-style-type: none"> ○ Hazard ranking exercise ○ Vulnerability and capacity assessment ○ Risk matrix 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Drought in Ethiopia, UNICEF Report on Ethiopia, 2003 Edwards, D.C.; and T. B. McKee. 1997. <i>Characteristics of 20th century drought in the United States at multiple time scales.</i> Climatology Report Number 97-2, Colorado State University, Fort Collins, Colorado.
		<p>chapter 4: Drought Management Strategies</p> <ul style="list-style-type: none"> ◆ Pre-drought disaster risk management <ul style="list-style-type: none"> ○ Drought mitigation & preparedness ○ Drought monitoring & early warning ○ Drought response ● Post-drought disaster risk management 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<p>Wilhite, Donald A. et al. "Planning for Drought: Moving from Crisis to Risk Management." <i>Journal of American Water Resources Association</i> 36 (2000):697-710</p> <p>Schanze, J., Zeman, E., Marsalek, J. 2004. <i>Flood Risk Management: Hazards, Vulnerability, and Mitigation</i></p>
		<p>chapter 5: Challenges of Drought management</p> <ul style="list-style-type: none"> ◆ Challenges of Drought management <ul style="list-style-type: none"> ○ Conceptual problems ○ Institutional challenges ○ Climate change 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<p>Schanze, J., Zeman, E., Marsalek, J. 2004. <i>Flood Risk Management: Hazards, Vulnerability, and Mitigation</i></p> <p>Country Report on the state of Drought Early Warning Systems in Ethiopia, National Disaster</p>

		chapter 6: Drought monitoring and warning <ul style="list-style-type: none"> • Indexes and models, • evaluation of meteorological droughts, Evaluation of hydrological droughts.	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Schanze, J., Zeman, E., Marsalek, J. 2004. <i>Flood Risk Management: Hazards, Vulnerability, and Mitigation</i> Country Report on the state of Drought Early Warning Systems in Ethiopia, National Disaster
		chapter 7: Acquisition and processing of hydro-meteorological data to support flood and drought modeling: <ul style="list-style-type: none"> ◆ rainfall fields estimates and stream flow measurements, ◆ open databases, ◆ Data analysis and validation. ◆ Remote sensing of water-related variables. 		

Learning and Teaching Methods

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

- Lecture
- Reflections: Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.
- Home work: Assignments will be given to help reinforce some topics covered or not covered in class

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (100%) which comprises relevant tests, assignments/ project works, quizzes, mid and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

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Teaching tools

Handouts on the topics covered in the course, lecture slides, assignments and exercises and their draft solutions in R (The R Project [<http://www.r-project.org/>] for Statistical Computing).

Reference

1. Schanze, J., Zeman, E., Marsalek, J. 2004. *Flood Risk Management: Hazards, Vulnerability, and Mitigation Measures*. Springer. Ostrov; Czech Republic.
2. Country Report on the state of Drought Early Warning Systems in Ethiopia, National Disaster
3. Drought in Ethiopia, UNICEF Report on Ethiopia, 2003
4. Edwards, D.C.; and T. B. McKee. 1997. *Characteristics of 20th century drought in the United States at multiple time scales*. Climatology Report Number 97–2, Colorado State University, Fort Collins, Colorado.
5. Wilhite, Donald A. et al. "Planning for Drought: Moving from Crisis to Risk Management." *Journal of American Water Resources Association* 36 (2000):697–710.
6. In particular, additional reading material includes:
7. -WMO (2008): Guide to Hydrological Practices. WMO No. 168. World Meteorological Organization, Geneva.
8. - WMO(2008): Manual on Low-flow Estimation and Prediction, WMO No, 1029. World Meteorological Organization, Geneva.
9. - WMO (2011): Manual on flood forecasting and warning, WMO No. 1072. World Meteorological Organization, Geneva.

10. -Grimaldi, S., S.C. Kao, A. Castellarin, S.M. Papalexidou, A. Viglione, F. Laio, H. Aksoy, A. Gedikli (2011): Statistical Hydrology. In Treatise on Water Science. (479 – 517). ISBN: 978-0-444-53199-5. OXFORD: Elsevier (UK).

Approved

Name

Instructor/Tutor

Signature

Name


Course Chair

Signature

Name

Department Head

Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>						
Program	Disaster Risk Management & Sustainable Development					
Courses code	Drms3054					
Courses Title	Disaster Risk and Insurance					
Degree Program	BSc. Disaster Risk Management & Sustainable Development					
Module name	Disaster Risk Management and Development					
Module number	05					
Course Chair						
Instructor/Tutor						
ECTS credit (CP)	4					
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total	
	32	-	-	60	108	
Lecture days, hours & room						
Tutorial /lab days & hour						
Target group						
Year /semester	3rd year 2nd semester					
Pre-requisites	None					
Status of the course	Major					

COURSE DESCRIPTION

Everyone is living with risk. Risk can be managed by a variety of approaches. For this course purpose, risk management consists *risk avoidance, risk reduction, risk acceptance and risk transfer*. Risk transfer

involves transferring the weight or the consequence of a risk on to some other party. There are many ways that risk transfer can take place. Insurance is a commonly used method of risk transfer; the insurance company accepts the risk of another. Insurance is an agreement where, for a stipulated payment called the premium, one party (the insurer) agrees to pay to the other (the policyholder or his designated beneficiary) a defined amount (the claim payment or benefit) upon the occurrence of a specific loss. This course covers how individuals and business organizations manage risk via insurance the process. Students will be prepared to function in a business environment, developing an awareness of the challenges, the tools, and the process of designing and implementing a risk management program with respect to risk transfer and insurance.

Course Objectives

The course is designed to provide students general principles of risk management particularly the ways in which businesses and society assess, control, and transfer risk.

Upon completion of this course, the student will be able to:

- understand various disaster risk management concepts, tools, techniques and practices,
- understand general principles of risk management particularly the ways in which businesses and society assess, control, and transfer risk,
- Identify alternative risk management techniques and understand the insurance industry and its beneficiaries.
- explain insurance risk management and describe the insurance business and its operations
- understand and explore the contractual aspects of insurance policies and attempt to understand how claims come into existence and are managed,
- Describe the meaning of insurance, policy forms, declarations and coverage extensions.
- become familiar with a number of concepts, programs and insurance policies found in personal and business application
- engage and prepare to function in a business environment by developing an awareness of the challenges, the tools, and the process of designing and implementing a risk management program with respect to risk transfer and insurance.

TENTATIVE SCHEDULE OF LECTURE TOPICS AND READINGS

Week	Lecture hour	CONCEPTUAL FOCUS	Essential READINGS
Week one & two	3	Chapter 1: Introduction to Disaster Risk Management <ul style="list-style-type: none"> • Concepts and definitions of risk (hazard, vulnerability, risk, disaster risk) • Identification and classification of risk • The probabilistic nature of risk - risk in statistics 	Handout compiled by the instructor
Week three and four	3	<ul style="list-style-type: none"> • Techniques and steps in disaster risk management (processes and practices of disaster risk mitigation plans): <ul style="list-style-type: none"> ▪ Risk avoidance (risk reduction, risk prevention) <ul style="list-style-type: none"> ✓ Risk sharing ✓ Risk transfer 	
Week five, six and seven	3	Unit 2: Introduction to Risk Insurance: Role of insurance in risk management <ul style="list-style-type: none"> • Concepts and definitions of insurance • Historical development of insurance <ul style="list-style-type: none"> • Early methods • Modern Insurance • Risk Management and Insurance Operations • statistical interpretations of risk insurance • Legal principles of risk transfer and government regulation of insurance, • Types of insurance • Vehicle/accident insurance • Life insurance • Health insurance • Liability insurance • Property insurance • Fire insurance 	
Week eight, nine, ten and eleven	3	Unit 3: Disaster Risk Reduction and Management in Agriculture <ul style="list-style-type: none"> • Characterize the agricultural sector, • Vulnerabilities of the agricultural sector, 	

		<ul style="list-style-type: none"> • Agricultural risk <ul style="list-style-type: none"> ✓ Sources of risk ✓ Production risk ✓ Market/price risk • Agricultural risk in the changing climate, • Mainstreaming DRR and CCA within agriculture sector, • The Importance of DRR in Agriculture • Policies strategies related to disaster risk reduction and management in agriculture, • Types of strategies to disaster risk reduction and management in agriculture <ul style="list-style-type: none"> ✓ Risk mitigation ✓ Risk transfer ✓ Risk coping ✓ Adaptive capacity 	Handout compiled by the instructor
Week twelve-sixteen	3	Unit 4: Agricultural Risk Insurance in Ethiopia <ul style="list-style-type: none"> ✓ crop insurance ✓ weather risk insurance ✓ Livestock risk insurance ✓ price insurance 	

LEARNING AND TEACHING MEETHODS

The course delivery system will be using lecture, discussions, questioning and answering, reading assignments, individual and group works.

ASSESSMENT OF LEARNING

Evaluation is carried out on continuous assessment base

Assessment methods and their value

Test -----	8%
Quiz -----	7%
Assignment -----	10%
Mid Exam-----	25%
Final exam-----	50%

Grading: is as per the university regulation

Course Policy

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References

Agricultural insurance <http://www.fao.org/ag/ags/agricultural-finance-and-investment/agricultural-insurance/en/>

Climate risk assessment and management in agriculture, Ramasamy Selvaraju, Climate, Energy and Tenure Division, FAO, Rome, www.fao.org/3/a-i3084e/i3084e06.pdf

FAO. 2005. Insurance of crops in developing countries. FAO Agricultural Services Bulletin 159. Rome. <http://www.fao.org/ag/ags/ags-division/publications/publication/en/c/38655/>

Integrating Disaster Risk Management into Climate Change Adaptation: <http://www.adpc.net/2012/>

Risk Management as a Pillar in Agriculture and Food Security Policies: India case study

Policy Brief, Kolli N. RAO Risk Management Policy Consultant, July 2008

Principles of Risk Management and Insurance – 12th edition Rejda McNamara, [http://www.amazon.com/Principles-Management-Insurance-Edition Pearson/dp/0132992914](http://www.amazon.com/Principles-Management-Insurance-Edition-Pearson/dp/0132992914)

Risk Mitigation training for Smallholder Agricultural Production in the Caribbean

<https://agrisktraining.org/>

Approved by:


Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department Head Signature

 BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES						
Program	Disaster Risk Management and Sustainable Development					
Courses code	Drms 3044					
Courses Title	Urban Risk Management					
Degree Program	BSc. in Disaster Risk Management and Sustainable Development					
Module name	Disaster Risk Management II					
Module number	04					
Course chair						
Instructor/Tutor						
ECTS credit (CP)	5					
Contact hours	Lectures	Tutorials & seminars	Laboratory workshop	Home Study	Total	
	48	-	-	55	103	
Lecture days, hours &	-					

room	
Tutorial /lab days & hour	
Target group	3rd year Disaster Risk Management and Sustainable Development Students
Year /semester	3rd Year, 2nd Semester
Pre-requisites	None
Status of the course	Major

Course Description

The main purpose of this course is to introduce students the relationship between disaster risk and urbanization; the characteristics of urban disaster risks; and the factors that make urban areas vulnerable to different hazards. It also aims to aware students about the design and implementation of urban risk reduction programs.

Objectives

Up on the successful completion of this course the students will be able to;

- Describe disaster risk context of urban areas
- Explain relation between urbanization and disaster risks
- Identify various urban hazards and risk reduction measures
- Explain special characteristics that make urban areas vulnerable to different hazards
- Describe compounding natures of disasters in urban areas

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Week	Lecture(hrs)	Contents	Activities/tasks	Readings
W1-3	9	Chapter1. Introduction to Urban risk <ul style="list-style-type: none"> • Concepts of urbanization • Causes and impacts of urbanization • Tracing the roots of Urban risk 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Urban risk management module prepared by DRMSD program PELLING, Mark and Wisner, Ben (2008)
W4-6	9	Chapter2. Urban Morphology <ul style="list-style-type: none"> • Urban forms and patterns • City structure • Population and city land use 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Urban risk management module prepared by DRMSD program PauleitA. Coly, et al. 2015
W7-10	12	Chapter3. Hazards in urban environment <ul style="list-style-type: none"> • Urban floods • Environmental pollution • Urban fire • Traffic Accident • Chemical hazards • Social Hazards • Geo-hazards 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation Discuss on selected Case Studies	Urban risk management module prepared by DRMSD program PELLING, Mark and Wisner, Ben (2008)
W11-13	9	Chapter4. Vulnerabilities in Urban Areas <ul style="list-style-type: none"> • Population distribution • Urban slums • Housing structure • Building codes and bylaws • Emergency services • Hydrology and drainage systems 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation Discuss on selected Case Studies	Urban risk management module prepared by DRMSD program PELLING, Mark and Wisner, Ben (2008)
W14-16	9	Chapter5. Urban Risk Reduction <ul style="list-style-type: none"> • Urban Risk and Urban Authorities • Urban Risk Reduction Strategies • Urban Disaster Risk Management Plan 	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation Field visit to relevant bureaus	Urban risk management module prepared by DRMSD program Field Study of any city <ul style="list-style-type: none"> • Visit to various urban authorities • Visit to Fire Brigade, Rescue, EPA

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, and field work.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (100%) which comprises relevant tests, assignments/ project works, quizzes, mid and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

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References

- FERGUSON, Ronald F. and Dickens, William T. (1999) Urban Problems and Community Development. Brookings Institution Press.
- RAHMAN, A., Khan, A. N., Shaw R. (2016). Disaster Risk Reduction Approaches in Pakistan. SPRINGER Verlag, Tokyo, JAPAN.
- Shaw, R., Rahman, A., Surjan, A., &Parvin, G. A. (2016). Urban Disasters and Resilience in Asia. Elsevier Inc. New York.
- KHAN, A. N. (2009) Integrating Disaster Management and Climate Change Adaptation into Policy Making. Proceedings of the International Disaster Management Conference -2009, Baragali – Summer Campus, University of Peshawar, Khyber Pakhtunkhwa, Pakistan
- PELLING, Mark and Wisner, Ben (2008) Disaster Risk Reduction: Cases from Urban Africa. Earthscan Publications Ltd., London, UK.
- PUGH, Cedric (1996) Sustainability the Environment and Urbanisation. Earthscan, London, Uk
- SHAW, Rajib; Srinivas, Hari; and Sharma, Anshu (2009) Urban Risk Reduction: An Asian Perspective. Community, Environment and Disaster Risk, Emerald Group Publishing Limited.
- KHAN, Amir Nawaz (2016) Introduction to Hazards and Disasters. Al-Azhar Environmental Planning and Management Centre, Peshawar
- Pauleit · A. Coly · S. Fohlmeister P. Gasparini · G. Jørgensen · S. Kabisch W. J. Kombe · S. Lindley I. Simonis · K. Yeshitela *Editors*. Urban Vulnerability and Climate Change in Africa: A Multi-disciplinary Approach. Springer Cham Heidelberg New York Dordrecht London. © Springer International Publishing Switzerland 2015

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Department head

Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>					
Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms3062				
Courses Title	Health and Nutrition				
Degree Program	BSc. in Disaster Risk Management and Sustainable Development				
Module number	06				
Course chair	Yosef Tamiru				
Instructor/Tutor	Yosef Tamiru				
ECTS credit (CP)	5				
Contact hours per term	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	-	114	162
Lecture days, hours & room	-				
Tutorial /lab days & hour					
Target group	4 th Year DRMSD Students				
Year /semester	4 th Year Semester I				
Pre-requisites	-				
Status of the course	Major				

Course Description

This course deals about definition of health and nutrition. The course also focuses on the major nutritional problems related with different disasters and the methods used for identifying these major nutritional problems. The prevailing policies for food and nutrition security, as well as principles, codes and standards that underpin humanitarian assistance will be introduced and their relevance to nutrition will be reviewed.

Course Objectives:

At the end of this course, student will be able to:

- Define Health and nutrition
- Discuss the major nutritional problems of public health significance in Ethiopia
- Develop skill on assessment of nutritional status,

- Identify the available interventions against nutritional problems
- Identify the types and application of different types of feeding programs,
- Describe the food and nutrition problems in emergencies

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Wee k	Lect ure (hr)	Contents	Assignment / Task /	Readings
1,2,3	8	1. Introduction 1.1 Concept of health 1.2 Different perspectives on Health 1.3 Determinants of Health 1.4 Definition of public health 1.5 History of public health 1.6 Major disciplines in Public health 1.7 Health Care Systems	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<i>Melkie E., (2004), Nutrition for health extension workers: Lecture notes, Ethiopia</i>
3,4,5,6	9	4. Nutrition 4.1 Definitions, Basic concepts 4.2 Types of Nutrients 4.3 The role nutrition on Health 4.4 Nutrition and development	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<i>Melkie E., (2004), Nutrition for health extension workers: Lecture notes, Ethiopia</i>
6,7,8,9	8	5. Malnutrition 5.1 Definition of Malnutrition 5.2 Types of malnutrition 6. Causes and effects of Malnutrition <i>Melkie E., (2004), Nutrition for health extension workers: Lecture notes, Ethiopia</i> 5.3 5.4 Vulnerable Groups for Malnutrition 5.5 Major nutritional problems in Ethiopia	Listen to a lecture and take no lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<i>Melkie E., (2004), Nutrition for health extension workers: Lecture notes, Ethiopia</i>

9,10, 11,1 2	9	4. Nutritional Assessment 4.1 Methods of Nutritional Assessment 4.1.1 Anthropometry 4.1.2 Biochemical/biophysical methods 4.1.3 Clinical methods 4.1.4 Dietary methods.	Listen to a lecture and take no lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions Visit nutritional assessment laboratory	<i>Melkie E., (2004), Nutrition for health extension workers: Lecture notes, Ethiopia</i> <i>Disaster Prevention and Preparedness Commission (2002), Guideline on Emergency Nutrition Assessment, Early warning department, Addis Ababa, Ethiopia</i>
12,1 3,14	6	5. Nutritional Surveillance 5.1 Definition 5.2 Objectives of Nutritional Surveillance 5.3 Sources of information on nutritional surveillance 5.4 Types of nutritional surveillance	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<i>Disaster Prevention and Preparedness Commission (2004), Emergency Nutrition Intervention Guideline, Early warning department Addis Ababa, Ethiopia</i> <i>Melkie E., (2004), Nutrition for health extension workers: Lecture notes, Ethiopia</i>
14,1 5,16	8	6. Nutritional Intervention 6.1 Definition 6.2 Nutritional Interventions Strategies 6.3 Emergency nutrition intervention 6.4 Types of Feeding and Nutrition Supplementation Programs	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<i>Disaster Prevention and Preparedness Commission (2004), Emergency Nutrition Intervention Guideline, Early warning department Addis Ababa, Ethiopia</i> <i>Shiferaw M and Fenta H. Epidemiology - A manual for students and health workers in Ethiopia.</i> <i>Yigzaw K., (2004). Epidemiology .Lecture notes for Environmental and Occupational Health Students</i>

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

- 1 **Lecture**
- 2 **Discussion**
- 3 **Homework:** Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (100%) which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

All students are expected to abide by the code of conduct of articles (article 194 of The Senate Legislation of Bahir Dar University May 9, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I will give out the directions, if I find necessary, for the assignments one week prior to their due date.

Note on class attendance and participation: You are expected to attend class regularly. I will take attendance on random days during the semester to ensure that students are coming to class, and if you miss class repeatedly, your grade will be affected. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. I will not allow you enter if you are late more than five minutes. I will often ask questions during my lectures and active participation in class is essential.

Cell phones: Cell phones must be turned off before entering the class as they are disruptive and annoying to all of us in the class. So, please make sure your cell phone is turned off before entering the class. You

are responsible for all class announcements and changes. All issues discussed in class or derived from other sources (where I provided you to read) may be the subject of assignment or final exam question items. Please follow the instructions indicated at each content of your course guidebook o complete all the assignments provided whether they are to be performed individually or in group.

REFERENCES


7. *Disaster Prevention and Preparedness Commission (2002), Guideline on Emergency Nutrition Assessment, Early warning department, Addis Ababa, Ethiopia*
8. *Disaster Prevention and Preparedness Commission (2004), Emergency Nutrition Intervention Guideline, Early warning department Addis Ababa, Ethiopia*
9. *Gebrezgi G., Sadik T.&SeifuH.(2005), Introduction to public health: Lecture notes, Ethiopia*
10. *Melkie E., (2004), Nutrition for health extension workers: Lecture notes, Ethiopia*
11. *Shiferaw M and Fenta H. Epidemiology - A manual for students and health workers in Ethiopia.*
12. *Yigzaw K., (2004).Epidemiology .Lecture notes for Environmental and Occupational Health Students*

Approved by:

Name Course Instructor /Tutor Signature

Name Course chair Signature

Name Department Head Signature

 BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES								
Program	Disaster Risk Management & Sustainable Development							
Courses code	Drms2056							
Courses Title	Development planning and disaster risk reduction							
Degree Program	BSc. Disaster Risk Management & Sustainable Development							
Module name	Disaster and Development							
Module number	05							
Course chair								
Instructor/Tutor								
ECTS credit (CP)	5							
Contact hours per week	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Lectures</td> <td style="padding: 2px;">Tutorials</td> <td style="padding: 2px;">&</td> <td style="padding: 2px;">Laboratory</td> <td style="padding: 2px;">&</td> <td style="padding: 2px;">Home</td> <td style="padding: 2px;">Total</td> </tr> </table>	Lectures	Tutorials	&	Laboratory	&	Home	Total
Lectures	Tutorials	&	Laboratory	&	Home	Total		

		seminars	workshop	Study	
	48	-	-	60	108
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group					
Year /semester					
Pre-requisites	None				
Status of the course	Major				

Course Description

This course generally deals with the basic ideas of development, the meaning, origin and experience of development planning, as well as the various theories of development and mainstreaming of disaster risk reduction in development planning.

Course Objectives:

Upon successful completion of this course students are expected to:

- ✚ Understand the basic concept of development and development planning
- ✚ Discuss the diverse structure of developing countries
- ✚ Discuss the common characteristics of developing countries
- ✚ Examine the rationale behind development planning
- ✚ Understand the different development planning theories
- ✚ Scrutinize the basic ideas behind each theory
- ✚ Discuss the major types of development planning
- ✚ Explain the relationships of disaster and development
- ✚ Analyze the relevance of mainstreaming disaster in development planning
- ✚ Analyze the Ethiopian development planning processes
- ✚ Discuss the role of development planning for disaster reduction in Ethiopian context

TENTATIVE SCHEDULE FOR THE COURSE

We ek	Lec ture (hr)	Conceptual focus	Assignment / Task /	Readings
1-3	16	1. Introduction 1.8 The concept of Development & Growth 1.9 Measures of Economic Development 1.10 The Core Values of Development 1.11 Diverse structure of Developing Countries 1.12 Common Characteristics of Developing Countries 1.13 Obstacles to Economic Development	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Todaro, M.P and Smith S.C. (2003). Economic Development.(pp 23-75). Course materials
4-5	9	2. Development Planning 2.1 Concepts and Definitions of Development Planning 2.2 Importance of Development Planning 2.3 Planning Process 2.4 Mandates of Development Planning 2.5 The need for Development Planning 2.6 Types of Development Planning 2.7 Components of Development Planning	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Agrawal .A.N(1989). Economics of Development and Planning (pp45-70). Course materials
6-7	7	3. Theories of Development Planning 3.1 Introduction to development planning 3.2 Classical theories of development planning 3.3 Structural changes model 3.4 International Dependence model 3.5 Neoclassical Counter revolution: Market fundamentalism	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Todaro, M.P and Smith S.C. (2003). Economic Development. (pp 150-200). Agrawal .A.N (1989). Economics of Development and Planning (pp 78-124).
8	8	4. Development Planning and Disaster Risk Reduction 1. The nexus between disaster risk reduction and development planning 2. The enabling environment	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Benson, C & J Twigg. 2007. Tools for Mainstreaming Disaster Risk Reduction (pp 50-113). Contingency planning guidelines. World Food

		3. Contingency planning		Program. (pp 1-25).
9	8	5 Development Planning in Ethiopia 5.1. Introduction 5.2. Decentralization and Development planning in Ethiopia 5.3. Approaches to Development planning	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Ethiopian Growth and Transformation Plan (2011-2014) (pp 1-75). PASDEP, (2005-2007) (pp 50-100). Course materials

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

- **Lecture**
- **Reflections:** Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.
- **Homework:** Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test	8%
Quiz	7%
Assignment	10%
Group project	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

Course Policy

All students are expected to abide by the code of conduct of students (**Senate Legislation of Bahir Dar University May 9, 2019**) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I

will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

REFERENCES

Todaro, M.P and Smith S.C.(2003). Economic Development. 10th edition.
 Agrawal .A.N (1989). Economics of Development and Planning
 Benson, C and J Twigg. 2007. Tools for Mainstreaming Disaster Risk Reduction: Guidance Notes for Development Organisations. Geneva: ProVention Consortium. Available
 Agenda 21 (2003) United Nations Department of Economic and Social Affairs, Division for Sustainable Development.
 Contingency planning guidelines (----). World Food Program.
 Ethiopian Publication: MoFED Publications and books as well as Journals on Ethiopian Economy.
 Ethiopian Growth and Transformation Plan (GTP) (2011-2014)

Bibliography

Approved by:

 Name Course Instructor /Tutor


 Signature

 Name Course chair

 Signature

 Name Program manager

 Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>	
Program	Disaster Risk Management and Sustainable Development
Courses code	Drms 3076
Courses Title	Senior Research Project Proposal
Degree Program	BSc. in Disaster Risk Management and Sustainable Development
Module name	Research Methods and Tools

Module number	05				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	6				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	-	48		144	162
Lecture days, hours & room	-				
Tutorial /lab days & hour					
Target group					
Year /semester					
Pre-requisites	None				
Status of the course	Major				

Course Description:

Theory: Principles of research proposal writings, elements of good research proposal, formatting of research proposals

Practical: Students will write a senior research proposal which has to be approved by their respective advisors and they are expected to carry out a research on the selected research topic. Students are expected to follow the standard proposal writing procedure in socio economic research. The proposal should demonstrate the students' skill to select researchable topic and develop it to well-articulated proposals.

Presentation: Students will present their proposals after approved by their respective advisors.

Course Objectives:

The overall objective of this course is to acquaint students in writing viable and sound research proposal using scientific principles of research proposal writing.

At the end of the course students will be able to:

- Synthesize relevant literature to carry out research
- Identify research gap and select research topic
- Prepare good research proposal

SCHEDULE OF LECTURE TOPICS AND READINGS

Duration	Conceptual focus/Activities	Mode of Teaching Learning
Week 1-2	Principles of research proposal writings	Students will read different literature
Week 3-16	Student will review different literature	Students will read different literature

Week 4-16	Discuss with respective advisor about the title of the Project	Making Discussion with the advisor to take comment
Week 3	Submission of the research title	Making Discussion with the advisor to take comment
Week 3-13	Develop the proposal	Making Discussion with the advisor to take comment
Week 14	Submit the first draft to advisor	Making Discussion with the advisor to take comment
Week 14-15	Incorporate the comment by the advisor	Making Discussion with the advisor to take comment
Week 15	Submit the final copy to the coordinator	Making Discussion with the advisor to take comment
Week 16	Presentation	

Assessment Methods

Assessment Type	Allotted Points	Week
Presentation	40%	
Final proposal	60%	

Course Policy: All students are expected to abide by the code of conduct of students (article 166 and 166.1.1, of The Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Reference:

Gustavii, B. (2003). How to write and illustrate a scientific paper. Cambridge University, UK: The Cambridge Press.

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Program manager

Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>						
Program	Disaster Risk Management and Sustainable Development					
Courses code	Drms 3075					
Courses Title	Scientific Writing Skill and Seminar Presentation					
Degree Program	BSc. in Disaster Risk Management and Sustainable Development					
Module name	Research Methods and Tools					
Module number	07					
Course chair						
Instructor/Tutor						
ECTS credit (CP)	3					
Contact hours per week	Lectures	Tutorials & seminars	&	Laboratory & workshop	Home Study	Total
	-	32			49	81
Lecture days, hours & room	-					
Tutorial /lab days & hour						
Target group						
Year /semester						
Pre-requisites						
Status of the course	Major					

Course description

As a prelude to independent seminar presentation, students will be introduced to organization and structure of presentation, discussion of good presentation styles, proper development and use of slides, overheads, PowerPoint, handouts and other necessary materials for good presentation.

Students will choose a specific topic related to disaster risk management, food security, climate change, environment and any development topic conduct literature review, preparing a term paper for seminar and present it to the staff and students.

Course objective and competences to be acquired

At the end of the course students should be able to:

- Develop skills on paper preparation
- Enhance their speaking and presentation skills
- Enhance their skill on how to review literatures

Week	Lecture hrs	Conceptual Focus, Activities/tasks	Assignment / Task /
Week 1-8	8	General introduction about course and setting ground rules	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions.
		1.1.Literature Review Case studies	
		1.2.Plagiarism and Academic ethics 1.3.Organization and structure of seminar presentation	
		1.4 Development of Slides and PowerPoint	
		1.5 Discussion on styles of good presentation-What to do and What to avoid during presentation	
Week 9-16	8	Part Two: Independent seminar presentation by students which will be reviewed by advisor and course instructor	Listen instructions given by the lecturer and ask questions prepare seminar reports and
Assessment:		Report writing: 30% Seminar Presentation: 70%	
Course expectation		Preparedness for the presentation and participation during presentations is a requirement for all students	
Course policy		Attendance: 85% course attendance is compulsory. Students are expected to be punctual. Students should provide tangible evidence in case of any absence.	
References		1. Jerome L. Myers, Arnold D. Well(2003), Research Design and Statistical Analysis, Lawrence Erlbaum Associates 2. Michael J. Katz(2006) From research to manuscript: A guide to scientific writing, ISBN: 9781402040450,1-4020-4045-8	

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Program manager

Signature



BAHIR DAR UNIVERSITY
INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms3067				
Courses Title	Migration and Refugees				
Degree Program	BSc. Disaster Risk Management and Sustainable Development				
Module name	Disaster and Cross cutting issues				
Module number	-----				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	5				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	32	-	-		
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	4th year Disaster Risk Management and Sustainable Development Students				
Year /semester	4th Year, 1st Semester				
Pre-requisites					
Status of the course	Major				

Course description

Migration, both temporary and permanent, has always been a traditional response or survival strategy of people confronting environmental changes or to a complex pattern of factors including social, economic and political as well as environmental forces that endanger human welfare. Understanding the underlying factors and the risks associated with migration is therefore, an important step for designing effective policy measures and strategies in managing migration. The course deals with the concept of migration and refugees; laws and policies; causes of migration; internally displaced persons (IDPs); asylum seekers; refugee camps; health, education and livelihoods systems for refugees; organizations involved in refugee issues.

Course Objectives:

By the end of this course, the student will:

- Discuss the causes, types and nature of Migration
- Explain temporary or permanent, internal or international migration
- Explain the nature of migration theories,

- Describe the Socio- economic Situation of displaced people
- Describe the relationship between refugees and host communities
- Describe the consequences of migration for the people who move, for those left behind and for the places of destination
- Explain the migration and refugee history of Ethiopia
- Revisit asylum and refugee policies and international laws and Ethiopian experiences

Tentative schedule for the course

Schedule	Lecture hour	CONCEPTUAL TOOLS	READINGS
		CHAPTER ONE: INTRODUCTION	
week 1	1	The concept of migration	Compiled notes & Power point presentations
week 1 & 2	4	Types of migration Types of migration Historical Development of Migration Current trends of migration Policy on Migration Migration and social protection	
		CHAPTER TWO : CAUSES AND EFFECTS OF MIGRATION	Hand out and R.Poul (1975)
Week 2 &3	3	Causes of migration	
Week 3	3	Push factors Push factors Networking	
Week 4	3	Migration and disaster risk Destruction of Migration and health risks Migration Status and vulnerability Migration, gender and vulnerability Migration as a livelihood/coping strategy	
		CHAPTER THREE : INTRNAL AND INTERNATIONAL MIGRATION	Sjaasted L.A.(1962)
Week 5	1	Internal Migration	
Week 5	3	Source of data Measurement of internal migration Causes and Consequences	
Week 6	3	International Migration poverty reduction Source of Data Measurements Past and present trends Causes and Consequences	
		CHAPTER FOUR : THEORIES OF MIGRATION AND REFUGEE	
Week 7	3	Lee's Theory of Migration	
Week 8	3	Tadaro's Model of Migration	
Week 9	3	Revenestein's law of Migration	
Week 10	3	Zelinsky's Hypothesis of the Mobility Transition	
Week 11	3	Refugee Theory	R.Poul (1975)
Week 12	3	CHAPTER FIVE : REFUGEES	

Week 13	3	Concepts of Refugees (2 hrs) Socio-Economic and Political situations of Refugee Campus Refugee's relationship with the host community	UNHCr(2001)
Week 14	3	Institutions involved in refugee camps International Conventions on refugees	
Week 15	3	Refugees and Migration history in Ethiopia	

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

Lecture

Reflections: Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.

Home work: Assignments will be given to help reinforce some topics covered or not covered in class

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test 1	8%
Quiz	7%
Assignment	10%
Mid exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

Course Policy

Course Policy: All students are expected to abide by the code of conduct of students (article 166 and 166.1.1, of The Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions.

Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take

attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Required readings:

Douglas W. MacPherson , Irregular migration and health, Migration Health Consultants Inc.

& Faculty of Health Sciences, McMaster University, Ontario, Canada

Susan F. Martin 2010. Climate change and migration, Study Team on Climate-Induced Migration

R.Poul (1975): Migration Theory and Fact, Philadelphia Regional Science Research, Philadelphia

Sjaasted L.A.(1962):The Cost and Return of Human Migration, Journal of Political Economy, Vol.21

UN (1998); Meeting the Challenges of Migration, New York

UN (2005): The Global Commission on International Migration, Geneva

Recommended Reading:

UNHCr(2001): Convention and Protocol Relating to the Status of Refugee,

Geneva
in Africa,

UN (2006): Assistance to Refugee, Returnees and Internally Displaced Persons
New York

Approved by:

Name Course Instructor /Tutor

Signature

Date

Name Course chair

Signature

Date

Name Program manager

Signature

Date



BAHIR DAR UNIVERSITY

INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster risk management and sustainable development				
Course code	Drms4061				
Course title	Gender Disaster and development				
Degree program	Bsc. disaster risk management and sustainable development				
Module name	Cross cutting issue in DRM				
Module number	M06				
Course chair	Yoseph Tameru				
Instructor/tutor	Neima Ahmed				
ECTS credit CP	Lectures	Tutorial & seminar	Laboratory & workshop	Home study	Total
Contact hour per week	3(+0)			5	8
Lecture days, hours & room	--				
Tutorial/lab days and hours	-				
Target group	3rd year Disaster Risk Management and Sustainable Development Students				
Year/ semester	3rd Year, 1st Semester				
Pre-requisite	None				
Status of the course	Common				

Course description

The main purpose of this course is to introduce students about the terminology and concepts of gender, gender analysis, gender-based inequalities, gender mainstreaming, gender equality, the relationship between gender and disaster and gender and development: the differential impacts of disaster on women and men. And also, it describes about gender focused approaches to development. It also aims to aware students about the vulnerable groups of disaster and actions to be taken in order to ameliorate the problems of women before, during and after disasters.

Objectives

Up on the successful completion of this course the students will be able to;

- Identify the conceptual differences between sex and gender;
- Describe the common areas and the variations in the construction of gender in different social and cultural contexts

- Describe the relationship between gender and disaster
- Understand basic concepts of gender and development;
- Explain gender focused approaches to development
- Describe the vulnerable groups of disaster
- Understand concept and tools for gender analysis
- Try to link gender problems to disasters and formulate appropriate solutions to tackle problems of women;

Tentative schedule for the course

Week	Lecture/hr	Conceptual focus	Assignment task	Reading
	8	Chapter 1: Introduction to Gender, Disaster and Development 1.1 Introduction to Gender 1.2 Difference between Gender And Sex. 1.3 Gender terminologies 1.4 Socialization 1.5 Gendered Activities, Roles and Responsibilities	Listen to a lecture and take note on the lesson, forward all the confusion doubts trainee may have in relation to a given take part in discussion	Enarson E,(2000) gender and natural disaster Geneva rout des morillon Williams, S. (1994) Oxfam Gender Training Manual. Oxford: Oxfam
	9	Chapter:2 Gender and Disasters 2.1 Basic Concepts of Disaster Management 2.2 Relationship between hazard, vulnerability and disaster 2.3 Vulnerability of Women and Men in Disasters 2.4 linkages of gender and disaster	Listen to a lecture and take note on the lesson, forward all the confusion doubts trainee may have in relation to a given take part in discussion	Leavey (1992) gender & the environment The challenge of cross cutting in development planning & environment and urbanization 4;1
	9 8	Chapter 3 Gender and Development 3.1 Define Development 3.2 Dimensions of development 3.3 Sustainable Development 3.4 linkage of gender and development Chapter 4: Gender Approaches 4.1 Gender Focused Approaches to Development 4.1.Gender and Development (GAD) 4.2 Women in Development (WID)	Listen to a lecture and take note on the lesson, forward all the confusion doubts trainee may have in relation to a given take part in discussion Listen to a lecture and take note on the lesson, forward all the confusion doubts trainee may have in relation to a given take part in discussion	Leavey (1992) gender & the environment The challenge of cross cutting in development planning & environment and urbanization 4;1 Moser (1993)gender planning and development theory, practice and training . London Rutledge chapter1:3 Homeberg H.v.d Gender and development a Bibliography university of Amsterdam

7	Chapter 5: Gender and vulnerable Factors of Disaster 6.1 Global Action on Gender-Sensitive Disaster Risk Reduction 6.2 Vulnerability Factors related to gender	Listen to a lecture and take note on the lesson, forward all the confusion doubts trainee may have in relation to a given take part in discussion	Williams (1994)Oxfam gender training manual oxford Oxfam Enarson,E(2000) gender and natural disaster , Geneva Route Des Moillons
	Chapter 6: Vulnerable groups of Disaster 7.1 Vulnerable populations for disaster 7.1.1 undocumented workers 7.1.2 Children 7.1.3 pregnant women 7.1.3 elderly persons 7.1.4 individuals with disabilities 7.2 Factors of vulnerability	Listen to a lecture and take notes on the lesson, Forward all the c on fusion or doubts trainee may have in relation to the given lecture, take part in discussions	Walia Ajinder (2015): ToT Module on Gender and Disaster Management. National Institute of Disaster Management, New Delhi.
	Chapter 7: Actions to be taken 8.1 Gender analysis and vulnerability assessments 8.2 Gender-fair disaster interventions 8.3 Sustainable income-generating projects	Listen to a lecture and take notes on the lesson, Forward all the c on fusion or doubts trainee may have in relation to the given lecture, take part in discussions	Hazel Reeves and Sally Baden, 2000: Gender and Development

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, and field work.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (100%) which comprises relevant tests, assignments/ project works, quizzes, mid and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

All students are expected to abide by the code of conduct of (article 194 of The Senate Legislation of Bahir Dar University May 9, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I will give out the directions, if I find necessary, for the assignments one week prior to their due date.

Note on class attendance and participation: You are expected to attend class regularly. I will take attendance on random days during the semester to ensure that students are coming to class, and if you miss class repeatedly, your grade will be affected. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. I will not allow you enter if you are late more than five minutes. I will often ask questions during my lectures and active participation in class is essential.

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Reference

- Enarson, E. (2000). Gender and Natural Disasters, Geneva: Route des Morillons.
- Moser, C.O.N. (1989) Gender Planning in the Third World: Meeting Practical and Strategic Needs. World Development 17:11
- Moser, C.O.N. (1993) Gender Planning and Development: Theory, Practice and Training. London: Routledge. Chapters 1-3
- Levy, C. (1992) Gender and the Environment: The Challenge of Cross-Cutting Issues in Development Policy and Planning. Environment and Urbanisation 4:1
- Hombergh, H. v.d. (1994) Gender, Environment and Development: A Bibliography. University of Amsterdam: INDRA.
- Williams, S. (1994) Oxfam Gender Training Manual. Oxford: Oxfam.

Approved by:

Name Course Instructor /Tutor

Neima Ahmed

Signature-----

Name Course chair


Yoseph Tameru

Signature-----

Name Department head

Adey Belete

Signature-----

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>					
Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms4065				
Courses Title	Disaster Epidemiology				
Degree Program	BSc. in Disaster Risk Management and Sustainable Development				
Module number	06				
Course chair	Yosef Tamiru				
Instructor/Tutor	Yidenkachew Merkeb				
ECTS credit (CP)	5				
Contact hours per term	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	-	114	162
Lecture days, hours & room	-				
Tutorial /lab days & hour					
Target group	4 th Year DRMSD Students				
Year /semester	4 th Year Semester I				
Pre-requisites	-				
Status of the course	Major				

Course Description

This course generally deals with the concepts of epidemiology, causes of disease and levels of disease prevention, measurements of morbidity and mortality, public health surveillance and the main steps for conducting epidemic investigation.

Course Objectives:

Upon successful completion of this course, students are expected to:

- ✚ Describe the basic concept of Epidemiology
- ✚ Identify different risk factors for disease
- ✚ Describe the levels of disease prevention
- ✚ Calculate the most important morbidity and mortality measures
- ✚ Explain the purpose and types of surveillance
- ✚ Identify different steps in the investigation of epidemic
- ✚ Discuss the management of epidemic

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READING

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
1,2,3	8	1. Introduction 1.1 History of epidemiology 1.2 Definition of epidemiology 1.3 Purpose of epidemiology 1.4 Roles of epidemiology 1.5 Types of epidemiology	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
3,4,5,6	9	2. Disease causation and level of prevention 2.1 Definition 2.2 Causes of disease 2.3 Model of disease causation 2.4 Levels of prevention 2.5 Natural history of disease 2.6 Infectious diseases	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
6,7,8,9,10	11	3. Measurements of Morbidity and Mortality 3.1 Measurement of health 3.2 Ratio, proportion and rates 3.3 Measurements of morbidity 3.4 Measurements of mortality 3.5 Measuring risk	Listen to a lecture and take notes on the lesson, practice CRA tools in the field.	
10,11,12,13	10	4. Public Health surveillance 4.1 Purposes and uses of surveillance 4.2 Types of surveillance 4.3 Sources of data and methods of data collection 4.4 Features of good surveillance system 4.5 Conducting surveillance 4.6 Integrated disease surveillance system	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
13,14,15,16	10	5. Epidemic Investigation and Management 5.1 Levels of Disease occurrence 5.2 Measuring disease occurrence 5.3 Types of epidemics 5.4 Investigation of an epidemic 5.5 Steps of epidemic Investigation 5.6 Epidemic management strategies	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

- **Lecture**
- **Discussion**
- **Homework:** Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (100%) which comprises relevant tests, assignments/ project works, quizzes, mid and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

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REFERENCES

1. *Yamane B. (2004). Principles of Epidemiology: lecture note. Addis Ababa, Ethiopia.*
2. *Susan Carr, Nigel Unwin and Tanja Pless-Mulloli. (1997). An introduction to public health and epidemiology. Mc Graw Hill Open University Press*
3. *Gebrezgi G, Sadik T and SeifuHagos. (2006). Introduction to Public Health. Lecture notes for health science students*
4. *Mausner and Bahn. Introductory text of epidemiology. Second Edition. W. B. Saunders.*
5. *Fletcher M. Principles and practice of Epidemiology.*
6. *Barker DJP. Practical Epidemiology. 3rd edition*
7. *Epidemiology in community health. Jane McCusker series*

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Department Head

Signature

 BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES							
Program	Disaster Risk Management and Sustainable Development						
Courses code	Drms 4045						
Courses Title	Fire Risk Management						
Degree Program	BSc. in Disaster Risk Management and Sustainable Development						
Module name	Conceptual Understanding of Disaster Risk Management						
Module number	04						
Course chair							
Instructor/Tutor							
ECTS credit (CP)	05						
Contact hours	Lectures	Tutorials & seminars	&	Laboratory workshop	&	Home Study	Total
	32	-		48		55	135
Lecture days, hours & room	-						
Tutorial /lab days & hour							
Target group	4th year Disaster Risk Management and Sustainable Development Students						
Year /semester	4th Year, 1st Semester						
Pre-requisites	None						
Status of the course	Supportive						

Course Description

The general objective of this course is to equip students with the knowledge, skills and attitudes that will enable them to identify the conditions capable of causing fire, know how to use firefighting equipment, respond appropriately to fire emergencies and adequately implement fire emergency procedures. This course also will cover principles of fire and explosion, causes and prevention of fires, fire protection in structures and forest and ensuring the safety of people in the event of fire. Crucially, the practical element of the course also ensures that participants can carry out, unaided, a fire risk assessment and prepare a recommendations report for management.

Objectives

Upon the successful completion of this course the students will be able to;

- Describe the nature, behavior and combustion process of fire
- Analyze fire management strategies
- Develop theoretical and practical application of fire extinguishers
- Describe the legislative framework and the mechanism of enforcement of fire safety
- Conduct a fire risk assessment and compile a report
- Analyze the concepts and management of wildfire
- Identify the search and rescue activities in the context of fire

Schedule of Lecture Topics, Activities and Readings

Week	Lecture(hrs)	Contents	Activities/tasks	Readings
1-2	6	Chapter1. Introduction to Fire Risk and Trends <ul style="list-style-type: none"> • Introduction to fire • Trends in fire risk • Large fire events in Ethiopia and consequences, challenges in fire risk management • Fire Service History and Culture in Ethiopia 	Power presentation, activities, discussion Point group	Module
3-5	9	Chapter 2.Fire chemistry and behavior <ul style="list-style-type: none"> • Science of fire (Meaning of fire and process of fire formation) • Causes of fire • Elements of fire • Modes of fire combustion • Source and transmission method of heat • Classifications of fire • Stage of fire development • Factor affecting fire development • Fire behavior 	Listen to videos, practical demonstrations and activities	Module American safety and health institute (2008), Basic first aid for the community and workplace International Fire Service Training Associations (2013). Essentials of Fire Fighting (6th Ed.). Oklahoma State University: Walsworth Publishing
6-9	9	Chapter Three. Fire Risk Assessment <ul style="list-style-type: none"> • Fire risk assessment methodologies and applications • Guidance documents • Syndicated fire risk assessment practical exercise, report completion and report debrief 	-Listening the lecture and taking short notes - Asking questions which are not clear in the lecture	Module American safety and health institute (2008), Basic first aid for the community and workplace

10-11	6	<p>Chapter Four. Fire Prevention</p> <ul style="list-style-type: none"> • What is fire prevention? • Elements in fire prevention (removing/reducing sources of Ignition, sources of fuel and sources of oxygen)/ Clearance of combustible materials • Access to roof-space • Fire-retarding materials • Educating workers public safety 	Power point presentation, video visualizations, practical demonstrations and activities portable fire extinguishers , drill.	Module American safety and health institute (2008), Basic first aid for the community and workplace International Fire Service Training Associations (2013). Essentials of Fire Fighting (6th Ed.). Oklahoma State University: Walsworth Publishing
12-13	6	<p>Chapter Five. Fire Protection Systems</p> <ul style="list-style-type: none"> • Fire detection and alarm systems • Methods of fire extinguishment and extinguishing agents • Firefighting equipment and facilities (portable fire extinguishers, Fixed extinguishing systems) • Application of portable Firefighting Equipment • Escape routes • Emergency escape lighting • Signs and notices • Installation, testing and maintenance 	PowerPoint presentation, video visualizations, practical demonstrations and activities portable fire extinguishers , drill.	Module American safety and health institute (2008), Basic first aid for the community and workplace Bennet.J.A. <i>et al.</i> 2003.The Fire Chief's Handbook (6thEd.)United State of America. International Fire Service Training Associations (2013). Essentials of Fire Fighting (6th Ed.). Oklahoma State University: Walsworth Publishing

14	3	<p>Chapter Six. Fire Control</p> <ul style="list-style-type: none"> • Size Up • Direct fire fighting • Indirect fire fighting • Offensive technique • Defensive technique 	<p>-Listening the lecture and taking short notes</p> <p>-Asking questions which are not clear in the lecture</p> <p>-Take part in reading assignment</p> <p>- Practical demonstration</p>	<p>Module American safety and health institute (2008), Basic first aid for the community and workplace Bennet.J.A. <i>et al.</i> 2003.The Fire Chief's Handbook (6thEd.)United State of America. International Fire Service Training Associations (2013). Essentials of Fire Fighting (6th Ed.). Oklahoma State University: Walsworth Publishing</p>
15-16	6	<p>Chapter Seven: Wildfire Management</p> <ul style="list-style-type: none"> • Basics of Wildfire • Behavior and classification of wild fire • Wildfire prevention strategy • Wildfire emergency management • Organization and management of wild fire • Fire Fighting <ul style="list-style-type: none"> • Strategy • Human Resources Management • Fire Fighting Equipment 	<p>-Listening the lecture and taking short notes</p> <p>-Asking questions which are not clear in the lecture</p> <p>-Take part in reading assignment</p> <p>- Take part in group discussion</p> <ul style="list-style-type: none"> • Example fire safety maintenance checklist • Technical information on fire-resisting separation, fire doors and door fastenings 	<p>Module American safety and health institute (2008), Basic first aid for the community and workplace Bennet.J.A. <i>et al.</i> 2003.The Fire Chief's Handbook (6thEd.)United State of America. Food and Agriculture Organization of the United Nations, 2010.Wild land Fire Management Handbook for Trainers, Rome. Food and Agriculture Organization of</p>

				the United Nations, 2001 Global Forest Fire Assessment 1990-2000
		Chapter Eight: Search and Rescue <ul style="list-style-type: none"> • Introduction to search and rescue • Search techniques • Rescue techniques • How to use search and rescue equipment 		

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, lab activities and field work.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz 1	7%
Test 1	8%
Assignment and presentation	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

Course policy

All students are expected to abide by the code of conduct of articles (**Senate Legislation of Bahir Dar University May 9, 2019**) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated. If you need to read it you can get a copy (to be copied by yourself) of it from your academic advisor. You need to ask questions and raise issues. You are expected to do all the assignments, lab activities and exercises. You are required to submit and present the assignments and lab exercises on time.

You are expected to attend class regularly. Attendance will be taken on random days during the semester to ensure that students are coming to class, and if you miss class repeatedly, you couldn't grasp the course contents so your grade will be affected. If you miss more than 85% of the class attendance you will not sit for final exam. Please try to be on time for class. Questions will often be asked during lectures and lab exercises and active participation in class is essential.

Cell phones: Cell phones must be turned off before entering the class as they are disruptive and annoying to all of us in the class. So, please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes.

References

American Red Cross society 2nd edition, standard first aid and personal safety

American safety and health institute (2008), Basic first aid for the community and workplace

Bennet.J.A. *et al.* 2003.The Fire Chief's Handbook (6thEd.)United State of America.

British red cross society,9thedition,ABC of first aid

California State Fire Department, 2009. Rescue Systems 1: Instructor and Student Manual

Fire Precautions (Workplace) Regulations 1997, SI 1997/1840. The Stationery Office 1997. ISBN 0 11 064738

Fire Precautions (Workplace) (Amendment) Regulations 1999, SI 1999/1877

Food and Agriculture Organization of the United Nations, 2010.Wild land Fire Management Handbook for Trainers, Rome.

International federation of red cross and red crescent societies(2016), International first aid and resuscitation guidelines

International Fire Service Training Associations (2013). Essentials of Fire Fighting (6th Ed.). Oklahoma State University: Walsworth Publishing

Lao national first aid curriculum development technical working group(2014) Trainer manual

Regulatory Reform (Fire Safety) Order 2005, SI 2005/1541. The Stationery Office, 2005. ISBN 0 11 072945

Regulatory Reform (Fire Safety) Order 2005, SI 2005/1541. The Stationery Office, 2005. ISBN 0 11 072945 5.Fire Precautions Act 1971 (c 40). The Stationery Office, 1971. ISBN 0 10 544071X.

The Stationery Office, 1999. ISBN 0 11 082882.

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department head

Signature



BAHIR DAR UNIVERSITY

INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management & Sustainable Development				
Courses code	Drms4041				
Courses Title	Climate Change and Disaster				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module name	Conceptual Understanding of Disaster Risk Management				
Module number	04				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	4				
Contact hours	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	-	60	108
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	4th Year DRMSD Students.				
Year /semester	4th Year 1st semester				
Pre-requisites	None				
Status of the course	Major				

Course description

This course deals with basic elements of weather and climate; the origin and composition of the atmosphere as well as the earth's energy budget. Classification of climates: Overview of bases for classification systems. Climate change: concepts, global and local climate change; causes and effects. Concepts of climate change adaptation and mitigation, the linkages between climate change adaptation and disaster risk reduction, the need to mainstream CCA in different development sectors. Climate zones of Ethiopia, seasons, etc. Agro-ecology of Ethiopia; weather systems affecting Ethiopia. Climate related hazards of Ethiopia: drought, flooding etc.

Course Objectives:

At the end of the course, students are expected to

- List the different layers of the atmosphere
- Understand and explain the elements of weather and climate
- Explain the behavior of the atmosphere
- Know the causes and effects of climate change
- Understand concepts of climate change adaptation and mitigation
- Understand the linkage between CCA and DRR
- Know the weather pattern that affects Ethiopia
- Understand and explain climatic related hazards of Ethiopia

Tentative schedule for the course

We ek	Lec (hr)	Conceptual focus	Assignment / Task /	Readings
1, 2 and 3	8	1. Introduction 1.1 Atmospheric Composition 1.2 Layers of the atmosphere 1.3 Atmospheric Resources 1.4 Elements of Weather and Climate	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	C.Donald Ahrens :Essentials of Meteorology (pp53-107) -Dennis L.Hartmann: Global Physical Climatology (pp1-17)
4, 5, and 6	8	2 Climate Change and Global Warming 2.1 Introduction 2.2 Factors related to climate change 2.3 Causes of climate change 2.4 Consequences of climate change 2.5 Future projections of climate change	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	C.Donald Ahrens:Essentials of Meteorology (pp1-24) - Handout
7, 8 and 9	16	3 Climate Change Adaptation (CCA) 3.1 Concepts of climate change adaptation 3.2 why Should Climate Change Adaptation Interest Development Agencies/Organizations 3.3 The Current Climate Change Adaptation/ Mainstreaming Climate Change Adaptation 3.4 CCA and Other development sectors	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Handout - C.Donald Ahrens:Essentials of Meteorology (pp 340-372)
10, 11, and 12	8	4 Linking CCA and DRR 4.1 Introduction 4.2 Similarities and differences between CCA and DRR 4.3 The need for closer collaboration	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	C.Donald Ahrens:Essentials of Meteorology (pp 198-228)
13, 14, 15 and 16	8	5. The Climate System of Ethiopia 5.1 Climate zone and season 5.2 Weathering system affecting Ethiopia 5.3 Agro-ecological classification of Ethiopia 5.4 Climate and Agriculture 5.5 Climate factors in crop production 5.6 Climate related hazards in Ethiopia	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Handout -Harpal S. Mavi and Graeme J.Topper (2005). Agrometeorology principles and applications of climate studies (pp 209-236)

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test	8%
Quiz	7%
Individual Assignment	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

All students are expected to abide by the code of conduct of students (article 166 and 166.1.1, of The Senate Legislation of Bahir Dar University May 20, 2005) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor.

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Reference

Thomas D. Potter and Bradley R. Colman (2003). The handbook of weather, climate, and water : dynamics, climate physical meteorology, weather systems, and measurements.

Harpal S. Mavi and Graeme J. Topper (2005). Agro meteorology principles and applications of climate studies.

Dennis L. Hartmann (1994): Global Physical Climatology

C. Donald Ahrens: Essentials of Meteorology. Third edition.

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Department head

Signature

 <p>BAHIR DAR UNIVERSITY</p> <p>INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>					
Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms 4068				
Courses Title	Disaster and Trauma Counseling				
Degree Program	BSc. in Disaster Risk Management and Sustainable Development				
Module name	Disaster and Cross-cutting Issues				
Module number	06				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	4				
Contact hours per week	Lectures	Tutorials	Laboratory	Home Study	Total
	48	-		60	108
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group					
Year /semester					
Pre-requisites	Compulsory				

Course Description

The course will equip the students with the theories and applications of guidance and counseling to produce Disaster risk managers, practitioners with knowledge of disaster and trauma counseling. It deals mainly with the psychology of counseling, the concepts of trauma, the main theoretical and conceptual backgrounds of trauma and counseling. The course familiarizes students with the knowledge of trauma counseling and intervention mechanisms. The course will introduce the knowledge, concepts of Post-Traumatic stress Disorder (PTSD) and its healing mechanism (interventions). The course will also acquaint students with the knowledge of stress management and its major phases. Moreover, the course also offers the knowledge of culture, transference with a major concept and application of trauma counseling.

In each of the following chapters I believe you will have important times to know about disaster trauma counseling which centrally deals about the problems in mental health. I advise you to take time to read on the reading materials that are proposed here and hope you will enjoy the course

Course objective

At the end of this course, students will be able to:

Define trauma

Identify the stages of providing trauma counseling

Describe traumatic and stressful events

Understand common responses to these events

Be familiar with the models for conceptualizing response to traumatic experiences

Explain psychological sequel associated with exposure to potentially traumatizing events

Identify risks and protective factors associated with post-traumatic adjustments

Describe specific types of traumatic events

Understand areas of controversy within the field and an overview of traumatic issues

weeks	Chapter	Focus areas	Readings /assignments
1, 2 and 3	Chapter one: an overview of counseling	Definition and concepts of counseling Aims of counseling Counseling and interpersonal communication Basics of interpersonal communication Person-centered counseling Phases of a counseling sessions Empathy and counseling Listening skills in counseling Ethics in counseling	Handout Hand book of counseling psychology(2008) Pp27-45
4, 5 and 6	Chapter two: Trauma counseling	The trauma concept Symptoms and impact of trauma A range of support capabilities Emergency tips for crisis situation The psychological impact of trauma on self and care givers	Handout Hand book of counseling psychology(2008) Pp65-92 Post-traumatic stress disorder for dummies(2008) pp23-74 effective treatment for PTSD(2009) all pages
7, 8 and 9	Chapter three: stress management	Introduction and conceptualizing stress management	Handout Coping with life stress(2008) All pages
10, 11 and 12	Chapter four: Disaster and trauma interventions and counseling theories	Developing a personal approach to counseling Overview of mental health intervention Counseling theories and their applications Disaster and trauma counseling interventions Rehabilitation counseling	Handout Trauma rehabilitation after war & conflict(2010) All pages Treating trauma survivors with PTSD(2002) Multiculturalism and learning style(1995)
13, 14, 15 and 16	Chapter five: culture, transference and counter-transference and values and counseling	Provision of culture competence counseling A working model for the complex interaction between Refugee client and therapist Values in counseling and psychotherapy	Handout

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

Lecture

Reflections: Keep a weekly written reflection of students' reactions, questions about the readings and discussions in class.

Home work: Assignments will be given to help reinforce some topics covered or not covered in class

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test	8%
Quiz	7%
Individual Assignment	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy: All students are expected to abide by the code of conduct of students (article 166 and 166.1.1, of The Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

References

Foa, keane, at al, (2009) Effective treatments for PTSD

Dunn & Griggs (1995) Multiculturalism and learning style

Yehuda(2002) treating trauma survivors with PTSD

Harihara & Rath(2008) coping with life stress

Brown & Lent (2008) Hand book of counseling Psychology

Gonlston (2008) *post traumatic stress disorder for dummies*

Martz (2010) *trauma rehabilitation after war and conflict*

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Program manager

Signature

 <p style="text-align: center;">Wisdom at the source of the Blue Nile</p> <p style="text-align: center;">INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>					
Program	Disaster Risk Management & Sustainable Development				
Courses code	Drms4055				
Courses Title	Project Planning and Management				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module name	Disaster Risk Management and Development				
Module number	05				
Course Chair					
Instructor/Tutor					
ECTS credit (CP)	4				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	32	-	-	49	81
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group					
Year /semester					
Pre-requisites	None				
Status of the course	Major				

Course description

This course will deal with the nature of projects or program and the project cycle, logical framework analysis, *Project worth measurement methods and finally risk and uncertainty assessment for project sustainability*. The course touches issues related to project feasibility and sustainability analysis. It also highlights project proposal writings and fund raising techniques.

Course Objectives:

Upon successful completion of this course students are expected to:

- *Define projects, understand and describe the difference between projects and programs;*
- *Define, describe and design logical framework and describe its elements;*
- *Identify and describe the five major cycles of the project;*
- *Identify and describe the benefit and cost streams of agricultural project;*
- *Understand and able to prepare financial analysis of agricultural project;*
- *Understand and able to prepare economic appraisal of any project from any financial analysis of a project;*
- *Understand and able to measure risk and uncertainty of an agricultural project; and*
- *Understand and able to measure Switching Value (SV) and Sensitivity Analysis (SA) of a project.*
- *The variables that need to be considered in project feasibility and sustainability analysis and techniques of soliciting fund.*
- *Prepare a project document and implement and manage it as development practitioner.*

Tentative schedule for the course

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
1 st -2 nd	6	Chapter 1. Introduction 1.1 Historical origin of Project 1.2 Conceptual definition of Project and Program 1.3 Difference and Similarities between Project & program 1.4 Why projects are important? 1.5 Unique Features of project 1.6 Types of project 1.7 Agricultural projects vs other type projects (difference, similarities ...	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Goodman LJ and Love RN (Eds) (1980). Project Planning and Management.(pp 1-20) DFID (1995) Stackholder Participation and Analysis (pp 5-10) Chandra, 1980 Gittinger, 1982
3 rd -4 th	6	Chapter 2. Project Cycle Management 2.1. Project identification 2.2. Project Appraisal 2.3. Project Design 2.4. Project Implementation 2.5. Project Monitoring & Evaluation 2.6. Logical Framework Analysis 2.7 Elements of the projects logical framework	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Goodman LJ and Love RN (Eds) (1980). Project Planning and Management. (pp 25-40) DFID (1995) Stackholder Participation and Analysis (pp 15-30)
5 th -6 th	6	Chapter 3: Identifying Project Costs & Benefits 3.1 Objectives of identifying Costs and Benefits 3.2 category of project costs and benefits 3.2.1 direct and indirect costs of project 3.2.2 direct and indirect benefits of project 3.3 With and Without Project Comparison	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	Goodman LJ and Love RN (Eds) (1980). Project Planning and Management. (pp 25-40) DFID (1995) Stackholder Participation and Analysis (pp 15-30)
7 th -8 th	6	Chapter 4: project formulation aspects 4.1 technical aspect of project 4.2 financial aspect of project 4.3 economic aspect of project 4.3.1 causes of economic analysis of project 4.4 social aspect of project	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in	Goodman LJ and Love RN (Eds) (1980). Project Planning and Management. (pp 25-40) DFID (1995) Stackholder Participation and Analysis (pp 15-30)

		<p>4.5 institutional/organizational aspect of project</p> <p>4.6 market/commercial aspect of project</p> <p>4.7 environmental aspect of project</p>	discussions	
9 th -11 th	12	<p>Chapter 5. Project Feasibility Analysis and Sustainability</p> <p>5.1 project pre-feasibility vs feasibility study (importance, and difference)</p> <p>5.2 Project Feasibility</p> <p>5.2.1 Why project profitability is measured?</p> <p>5.2.2 undiscounted approach of measuring project feasibility</p> <p>5.2.3 discounted approach of measuring project worth</p> <p>5.2.4 Cost – Benefit Analysis of project</p> <p>5.3. Project Sustainability</p> <p>5.4 Why do projects succeed or fail?</p> <p>5.5 financial analysis of project</p> <p>5.5.1 Credit worthiness analysis/ratios</p> <p>5.5.2 income ratios/analysis of project</p> <p>5.5.3 efficiency ratios/ analysis of project</p>	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<p>Goodman LJ and Love RN (Eds) (1980). Project Planning and Management. (pp 45-60)</p> <p>DFID (1995) Stackholder Participation and Analysis (33-52)</p>
12 th -13 th	6	<p>Chapter 6: project Uncertainty, Sensitivity & Risk Analysis</p> <p>6.1 What is project risk? How to mitigate it?</p> <p>6.2 project risk vs uncertainty</p> <p>6.3 Quantitative Risk Analysis</p> <p>6.4 Sensitivity Analysis and switching value</p> <p>6.5 importance's of sensitivity analysis of project</p>	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<p>Goodman LJ and Love RN (Eds) (1980). Project Planning and Management. (pp 45-60)</p> <p>DFID (1995) Stackholder Participation and Analysis (33-52)</p>
14 th -16 th	12	<p>Chapter 7. Proposal Writing and Fund Raising</p> <p>7.1. project Proposal writing</p> <p>7.1.1 elements of project proposal</p> <p>7.1.2 importance's of project proposal</p> <p>7.2. Fund raising</p>	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<p>Goodman LJ and Love RN (Eds) (1980). Project Planning and Management.(pp 65-75)</p> <p>DFID (1995) Stackholder Participation and Analysis (pp 50-750)</p>

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

- **Lecture**
- **Reflections:** Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.
- **Homework:** Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test	8%
Quiz	7%
Individual Assignment	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy: All students are expected to abide by the code of conduct of students (article 166 and 166.1.1, of The Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Reference

- Goodman LJ and Love RN (Eds) (1980). Project Planning and Management. An integrated approach, Pergamon policy studies on socio-economic development, oxford. Pergamon Press.
- DFID (1995) Stakeholder Participation and Analysis, London: Social development division DFID.

Cusworth J W and Frank T R (1993) Managing projects in developing countries, Harlow: Addison Wesley Longman

Bellas, A. and Zerbe, R. O., 2000. A primer for Cost benefits Analysis. Harper Collins, NY.

Belli, P., 1996. Hand Book on Economic Analysis of Investment Projects. World Bank, Operations Policy Department.

Chandra, P., 1980. Projects: Preparation, Appraisal and Implementation. Tata McGraw-Hill publishing company Limited, New Delhi.

Gittinger, J.P., 1982. Economic Analysis of Agricultural Projects, The Johns Hopkins University Press, 2nd edition, Baltimore and London.

Kanshahu A.I., 1996. Planning and Implementing Sustainable Projects in Developing Countries: theory, practice and economics. AgBe Publishing, Holland.

Keeling, Ralph, 2000, Project Management: An International Perspective. Macmillan

M. Petel, Bharesh, 2000, Project Management: Strategic Financial Planning, Evaluation and Control.

Sigh, Narendra, 1999, Project Management and Control. Himalaya Publishing House.

Spinner, M. Pete, 1997, Project Management Principles and Practices. Prentice hall, Columbus Ohio.

Square, L. and van der Tak, H.G., 1992. Economic Analysis of Projects. 7th ed. The Johns Hopkins University Press, Baltimore and London.

Gittinger, J.P., 1982. Economic Analysis of Agricultural Projects, The Johns Hopkins University Press, 2nd edition, Baltimore and London.

M. Petel, Bharesh, 2000, Project Management: Strategic Financial Planning, Evaluation and Control.

VLIR PCM, 2002. Project Cycle Management. General VLIR Manual, July 2002, Peace Corps 2003.

Approved by:

Name Course Instructor /Tutor

Signature

Name Course Chair

Signature

Name Program Manager

Signature



BAHIR DAR UNIVERSITY

INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management and Sustainable Development						
Courses code	Drms4038						
Courses Title	Emergency Logistics Management						
Degree Program	BSc. in Disaster Risk Management and Sustainable Development						
Module name	Conceptual Understanding of Disaster Risk Management						
Module number	03						
Course chair							
Instructor/Tutor							
ECTS credit (CP)	4						
Contact hours	Lectures	Tutorials & seminars	&	Laboratory & workshop	&	Home Study	Total
	48	-		-		55	103
Lecture days, hours & room	-						
Tutorial /lab days & hour							
Target group	3rd year Disaster Risk Management and Sustainable Development Students						
Year /semester	3rd Year, 2nd Semester						
Pre-requisites	None						
Status of the course	Major						

Course Description

The course is intended to provide students with understanding and practical use of subject of logistics and supply chain management in emergency situations. The course will give students fundamental and advanced knowledge about humanitarian logistics and the design, management and measurement of supply chains in the emergency humanitarian context. The course looks at how the different elements of logistics and supply chain are brought together, along with techniques to manage the operational resources and personnel involved that include humanitarian supply chains, warehousing and inventory, procurement, transport, fleet management, cash transfer programming. The purpose of the course is to prepare a humanitarian logistic experts that can handle the flow of emergency supplies (goods and services), storage, packaging, cargo handling, distribution processing, and information processing.

Objectives

Up on the successful completion of this course the students will be able to;

- Understand logistics processes,
- Examine the humanitarian logistics system and the activities involved in a logistics operation
- Describe the considerations and problem areas of logistics and supply chain management in different types of disasters.

- Outline the humanitarian supply chain management and logistics players and describe the interactions between them.
- Understanding of the relationships between key elements in the supply chain and how to use it in his particular context;
- Understand and describe emergency logistics management in the context of Ethiopia.

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Reading
1-3	9	CHAPTER 1: CONCEPTS AND DEFINITION OF LOGISTICS 1.1 Logistics definition 1.2 Scope of emergency logistics 1.3 Type of logistics 1.4 Aim and function of logistics 1.5 Role logistics –transportation, delivery,	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	R.S. Stephenson, (1993) Logistics module
4-6	6	CHAPTER 2: HUMANITARIAN LOGISTICS AND HUMANITARIAN PRINCIPLES 2.1 Logistics strategy 2.2 Logistics planning 2.3 Major planning areas 2.4 Emergency logistics planning	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	R.S. Stephenson, (1993) Logistics module
7-10	12	CHAPTER 3: SUPPLY CHAIN AND PHYSICAL DISTRIBUTION MANAGEMENT 3.1 Supply chain type of relationship in supply chain, 3.2 Logistic trends and supply chain behavior and Supply chain dynamics, supply chain improvement 3.3 Physical distribution, physical distribution management, factors of physical distribution 3.4 storage/ warehousing and handling systems, need for storage system and 3.5 Storage system function and type of warehouses 3.6 Inventory management and decisions, reasons for inventory, types of inventories 3.7 Procurement and procurement procedure 3.8 Transportation and distribution	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	R.S. Stephenson, (1993) Logistics module UN WHO (2001): humanitarian supply management in logistics Elsevier Inc. 2011. Logistics Operations and Management Concepts and Models; <u>Humanitarian Logistics Planning in Disaster Relief Operations, USA</u>
11-12	6	CHAPTER 4: FORECASTING LOGISTICS REQUIREMENTS IN EMERGENCY MANAGEMENT 4.1 spatial versus temporal demand 4.2 lumpy/irregular versus regular demand	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	

		4.3 forecasting 4.4 characteristics of emergency supply		
13-16	12	CHAPTER 5: EMERGENCY LOGISTICS MANAGEMENT IN ETHIOPIA 5.1 Decision-making; 5.2 Warehousing –first in-first out 5.3 Transportation 5.4 emergency Preparedness Fund 5.5 Field visit		

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, and field work.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test	8%
Quiz	7%
Individual Assignment	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy: All students are expected to abide by the code of conduct of students (article 166 and 166.1.1, of The Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned

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Reference

1. Elsevier Inc. 2011. **Logistics Operations and Management Concepts and Models; Humanitarian Logistics Planning in Disaster Relief Operations, USA PP 297-338**
2. R.S. Stephenson, (1993): **Logistics module: disaster management training program**
3. UNWHO (2001): **humanitarian supply management and logistics in health sector: Washington D.C,**
4. **Emergency Logistics Planning: A Conceptual Framework; Wapee Manopiniwes, Takashi Irohara**

.Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Department head

Signature



BAHIR DAR UNIVERSITY

INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management and Sustainable Development					
Courses code	Drms4077					
Courses Title	Senior Research Project Report					
Degree Program	BSc. in Disaster Risk Management and Sustainable Development					
Module name	Research Methods and Tools					
Module number	07					
Course chair						
Instructor/Tutor						
ECTS credit (CP)	3					
Contact hours per week	Lectures	Tutorials & seminars	&	Laboratory & workshop	Home Study	Total
	-	48			144	162
Lecture days, hours & room	-					
Tutorial /lab days & hour						
Target group						
Year /semester						
Pre-requisites	Senior Research Project Proposal					
Status of the course	Major					

Course Description:

Writing good research report, elements of good research report, formatting,

Course Objectives:

The overall objective of this course is to acquaint students in writing viable and sound research proposal using scientific principles of research proposal writing.

At the end of the course students will be able to:

- Write good quality research report
- Collect, analyse, and submit complete reports of their senior research projects
- Demonstrate students' analytical and scientific research report
- Writing skills

SCHEDULE OF LECTURE TOPICS AND READINGS

Duration	Conceptual focus	Mode of Teaching Learning
Week 1-15	Data collection and analysis	Making Discussion with the advisor to take comment
Week 2-15	Data interpretation	Making Discussion with the advisor to take comment
Week 2-15	Writing manuscript	Making Discussion with the advisor to take comment
Week 10	Submit the first draft to advisor	Making Discussion with the advisor to take comment
Week 1-15	Incorporate the comment by the advisor	Making Discussion with the advisor to take comment
Week 15	Submit the final copy to the coordinator	Making Discussion with the advisor to take comment
Week 16	Presentation	

Assessment Methods

Assessment Type	Allotted Points	Week
Paper submission	100%	

Course Policy

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off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Reference:

Gustavii, B. (2003). *How to write and illustrate a scientific paper*. Cambridge University, UK: The Cambridge Press.

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Program manager

Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>					
Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms4057				
Courses Title	Relief, Rehabilitation and Development				
Degree Program	BSc. in Disaster Risk Management and Sustainable Development				
Module name	Disaster & Development				
Module number					
Course chair					
Instructor/Tutor					
ECTS credit (CP)	05				
Contact hours	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	-	55	103
Lecture days, hours & room	-				
Tutorial /lab days & hour					
Target group	4th year Disaster Risk Management and Sustainable Development Students				
Year /semester	4th Year, 2nd Semester				
Pre-requisites	None				
Status of the course	Major				

Course Description

Policymakers, donors and humanitarian organizations have been dealing for decades with questions of how to better support vulnerable people affected by recurrent crises and how to create a more unified fit between short-term life-saving interventions and long-term efforts to reduce chronic poverty or vulnerability. Initially, the concept of linking relief, rehabilitation and development (LRRD) has been conceived as a response to the funding gap that was identified between relief interventions and longer-term development operations following disasters. The course attempts to familiarize students with the theory and practice surrounding the links between relief, rehabilitation and development that is short-term relief measures with longer-term development programmes in order to create synergies and provide a more sustainable response to crisis situations responses to disasters and humanitarian emergencies for resilience building. The purpose of the course is to prepare experts that understand disaster as an issue of development and the mismatch between emergency relief and development for resilience.

Objectives

Upon the successful completion of this course the students will be able to;

- Understand disaster as a development problem or gap;
- Describe disaster risk reduction as the concern of development;
- Understand history and concepts of linking relief to development;
- Explain the different approaches to linking relief and development;
- Analyze the challenges and debates of linking relief and development,
- Describe the relief – Development continuum and contiguous concepts
- Describe the LRD experiences of Ethiopia;
- Analyze the issue of dependency syndrome in the context of Ethiopia;
- Discuss the importance of targeting and its practice in Ethiopia;

SCHEDULE OF LECTURE TOPICS, ACTIVITIES AND READINGS

Lecture (hr)		Conceptual focus	Assignment / Task /	Readings
Week 1-3		<p>CHAPTER 1: NEXIS BETWEEN DEVELOPMENT AND DISASTER RISKS</p> <p>1.1 Disaster as a problem of Development,</p> <p>1.2 Disaster Risk Reduction as a development concern</p> <p>1.3 Disaster risk reduction and SDG Agenda 2030 and beyond;</p> <p>1.4 Mainstreaming Disaster Risk reduction with development planning;</p>	Listen to a lecture and take notes on the lesson,	<p>Disasters and Development, Disaster Management Training Programme 1994,</p> <p>Tools for Mainstreaming DRR with Development planning, Buchanan-Smith & Maxwell. 1994. 'Linking Relief & Development. An</p>
Week 4-7	12	<p>CHAPTER2. LINKING RELIEF, REHABILITATION AND DEVELOPMENT</p> <p>2.1 Concepts and History of Linking Relief and Development</p> <p>2.2. Approaches to LRD ;</p> <p>3.3 Strategies for Developmental Relief</p> <p>2.4 Relevance to the LRRD debate</p> <p>2.5. Useful Frameworks For LRR</p> <p>2.6. Challenges of Linking Relief,</p> <p>4. HUMANITARIAN TRENDS AND DILEMMAS DEBATES ON LRD</p>	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	<p>Merging Relief and Development: The Case of Turkana, Merging Relief and Development: The Case of Darfur;</p> <p>Buchanan-Smith & Maxwell. 1994. 'Linking Relief & Development. An Introduction & overview.' IDS Bulletin 25(4):1-18, Linking relief, rehabilitation and development Towards more effective aid Linking Relief and Development: More than old solutions for old problems?</p>
Week 8	3	<p>CHAPTER 3: LINKING RELIEF AND SOCIAL PROTECTION</p> <p>3.1 Relief and Social protection</p> <p>3.2 Case studies in Relief and Social protection</p>		Social Protection in Africa: Trends, Challenges and Opportunities
Week 9-14	18	<p>CHAPTER 4: LINKING RELIEF, REHABILITATION AND DEVELOPMENT IN ETHIOPIA</p> <p>4.1 The history of food aid in Ethiopia</p> <p>4.2. Types of food aid and Food for Work</p>		<p>Buchanan-Smith & Maxwell. 1994. 'Linking Relief & Development.</p> <p>Haider, H. (2014). Conflict: Topic Guide. Revised edition with B.</p>

		<p>Development in Ethiopia</p> <p>4.3 Ethiopian Food Security Conditions: Why is famine and hunger so common in Ethiopia?</p> <p>4.4 LRD Approaches in Ethiopia</p> <p>4.5 Food Security Strategy;</p> <p>4.6 The Productive Safety Net Programme (PSNP)</p> <p>4.5 Debates of Dependency Syndrome</p> <p>4.6 LRD and displacement: Case study</p>		Rohwerder. Birmingham: GSDRC, University of Birmingham
Week 15-16	6	<p>CHAPTER 5: TARGETING METHODS AND STRATEGIES</p> <p>5.1. Definitions of targeting;</p> <p>5.2 Reasons for Targeting,</p> <p>5.3. Targeting methods;</p> <p>5.4. Targeting stages;</p> <p>5.5. Information needs in targeting stages;</p> <p>5.6. Advantages and disadvantages of different targeting methods;</p> <p>5.7. Targeting ‘errors’ and problems;</p> <p>5.8.. Causes of targeting error;</p> <p>5.9 Targeting for PSNP: Case Study</p>		Targeting Ethiopia's Productive Safety Net Programme (PSNP), Kay Sharp, Between Relief and Development: targeting food aid for disaster prevention in Ethiopia
		5.10 Field Work	Report on Ethiopian experience	FWP MERET, EGS, PSNP, Urban Safety Net, Social Protection

INSTRUCTIONAL METHODS

The mode of the delivery of the course includes lecture, questioning and answering, group work, discussion, assignment and presentation, and field work.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test	8%
Quiz	7%
Individual Assignment	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy: All students are expected to abide by the code of conduct of students (article 166 and 166.1.1, of The Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

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- FERGUSON, Ronald F. and Dickens, William T. (1999) *Urban Problems and Community*.

Approved by:

Name Course Instructor /Tutor


Signature

Name Course chair

Signature

Name Department head

Signature

 <p>BAHIR DAR UNIVERSITY Institute of Disaster Risk Management and Food Security Studies</p>					
Program	Disaster Risk Management & Sustainable Development				
Courses code	Drms4063				
Courses Title	Food Safety and Hygiene				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module name	Cross Cutting Issues in DRM				
Module number	06				
Course Chair					
Instructor/Tutor					
ECTS credit (CP)	3				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	3	-	-	5	8
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group					
Year /semester					
Pre-requisites	None				
Status of the course	Major				

Course description

The course is designed to make the students aware of the importance of food safety and the factors which it may affect (contaminate). It is also to provide the important principles of sanitary practices in food hygiene for promotion of health and prevention of food borne disease.

Course Objectives:

Upon successful completion of this course students are expected to:

- Explain the concept of food safety
- Describe the role of micro-organisms in food hygiene
- Explain the principles of food spoilage
- Identify food borne diseases and apply the prevention strategy of food borne diseases
- Explain food safety strategies
- Perform Inspection of food and Drinking Service Establishments on the principle of HACCP
- Perform food sampling techniques and methods of laboratory analysis

Tentative schedule for the course

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
W1-2	4	1. Introduction 1.1 Introduction and definitions of terms 1.2 Food and microorganisms 1.3 Food spoilage 1.4 Perishable and potentially hazardous food items	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
W3-6	8	2. Common Food borne disease and their classification 2.1 Food infections 2.2 Food poisonings	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
W7-9	6	3. Food Safety Risk analysis 3.1 Assessment A. application of HACCP 3.2 Management 3.3 Communication	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
W10-12	6	4. Food sampling techniques and laboratory result interpretations 4.1. Significance, type of tests, standards	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
W13-16	8	5. Food and drinking establishments 5.1. Types, Location, design and construction Sanitary facilities 5.2 Inspections of food and drinking establishments	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
		6. National and international food hygiene rules and regulations 6.1. Practice and personal hygiene of food handles 6.2 Globalization and food trade (food additives, coloring agents, emulsifiers, acidification, leveling requirements, shelf life determination, genetically modified foods, quarantine procedures) 6.3 Emergency food reserve handling	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

- **Lecture**
- **Reflections:** Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.
- **Homework:** Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz	7%
Test	8%
Group Assignment and presentation	10%
Mid exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

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Cell phones MUST be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources (where I provided you to read) may be the subject of assignment or final exam question items. Please follow the

instructions indicated at each content of your course guidebook to complete all the assignments provided whether they are to be performed individually or in group.

References

Approved by:

Name Course Instructor /Tutor

Signature

Name Course Chair

Signature

Name Department Head

Signature



BAHIR DAR UNIVERSITY

INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management and Sustainable Development				
Courses code	Drms4066				
Courses Title	Peace and Conflict Management				
Degree Program	BSc. Disaster Risk Management and Sustainable Development				
Module name	Cross Cutting Issues in DRM				
Module number	06				
Course chair					
Instructor/Tutor					
ECTS credit (CP)	-----				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	-		
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group					
Year /semester					
Pre-requisites					
Status of the course	Major				

Course description

The peace and conflict management course is an interdisciplinary course whose aim is to introduce learners from a variety of backgrounds to the analysis of conflict, violence, and peace. This course entails some of the key concepts associated with the work of peacebuilding and conflict resolution which includes conflict, violence, peace, and negative and positive peace. This is followed by the practical approaches that are used in understanding a conflict. It discusses the meaning of conflict analysis and explores key components including profile, causes, actors and dynamics of a conflict. The concept of Conflict Management and related issues will be part of the course. This course explores the meaning of peacebuilding and management and discusses the concept of conflict sensitivity and why this is an important principle of the process of peacebuilding and management. In particular, the issues of governance and peoples' participation and inclusion in peace process as some of the key approaches that can bring about sustainable peace are explored. Moreover, the existing indigenous conflict resolution mechanisms and sustaining of peace will accompany all the chapters mentioned before.

Course Objectives:

Upon completion of this course, you should be able to:

- Discuss the concept of conflict and different types of conflicts.
- Trace some of the causes of conflict such as power, identity, culture, and resources among others.
- Define the concepts of conflict resolution, conflict transformation, and conflict management.
- Identify various types of tools commonly used in conflict analysis.
- Identify the dimensions of peacebuilding and management.
- Explain the importance of indigenous peacebuilding and conflict resolution and third party system
- Conflicts and Peace management in Ethiopia; Historical perspectives

Tentative schedule for the course

Schedule	Lecture hour	CONCEPTUAL TOOLS	READINGS
		CHAPTER ONE: BASIC CONCEPTS OF PEACE AND CONFLICT	Compiled notes & Power point presentations
week 1	1	Concept of peace and peace building Peace keeping Peace making Peace building Peace enforcement	
week 1 & 2	4	The concept of conflict and conflict management Violence Conflict settlement Conflict prevention	

		Conflict regulation Conflict resolution Conflict transformation	
		CHAPTER TWO : THEORIES OF PEACE AND CONFLICT	
Week 2 &3	3	Typologies	
Week 3	3	Contending theories and perspectives	
		CHAPTER THREE : STRATEGIES OF PEACE MAKING	
Week 5 & 6	1	Analysis of conflict Profiles Causes Actors dynamics	
Week 6	3	Conflict cycles Dynamics of conflict	
Week 6		Actors – Institution, Individuals, and State Approaches – Facilitation, Mediation, and Arbitration Processes – Negotiations	
		CHAPTER FOUR : INDIGENOUS PEACE AND CONFLICT MANAGEMENT	
Week 7	3	Understanding of indigenous peace and conflict management systems	
Week 8	3	Types	
Week 9	3	Experiences	
Week 10	3	Challenges	
Week 11	3	Fates	
Week 12	3	CHAPTER FIVE : CONFLICTS AND PEACE MANAGEMENT IN ETHIOPIA; HISTORICAL PERSPECTIVES	
Week 13	3	Conflicts in Ethiopia	
Week 14	3	Peace building in Ethiopia	
Week 15	3	Experiences	

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works

Lecture

Reflections: Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.

Home work: Assignments will be given to help reinforce some topics covered or not covered in class

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment (50%) which comprises relevant tests, individual and group assignments, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Test	8%
Quiz	7%
Individual Assignment	10%
Mid Exam	25%
Final Exam	50%
Total	100%

Note: Grading System: As per University's regulation

Course Policy: All students are expected to abide by the code of conduct of students (article 166 and 166.1.1, of The Senate Legislation of Bahir Dar University May 09, 2019) throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If you need to read it, you can get a copy (to be copied by yourself) of it from your academic advisor. Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. You need to ask questions and raise issues. I expect you to do all the assignments you are supposed to accomplish. You are required to submit and present the assignments provided according to the time table indicated. I'll give out the directions, if I find it necessary, for the assignments one week prior to their due date. Note on class attendance and participation: You are expected to attend class regularly. I will take attendance during the period of time this course is offered. If you miss more than 85% of the class attendance you will not sit for final exams. Please try to be on time for class. Cell phones **MUST** be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class. You are responsible for all class announcements and changes. All issues discussed in class or derived from other sources may be the subject of assignment or final exam question items.

Recommended Reading:**Approved by:**

Name Course Instructor /Tutor

Signature

Date

Name Course chair

Signature

Date

Name Program manager

Signature

Date



BAHIR DAR UNIVERSITY
Institute of Disaster Risk Management and Food Security Studies

Program	Disaster Risk Management & Sustainable Development				
Courses code	Drms4064				
Courses Title	Occupational Safety and Health				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module name	Cross Cutting Issues				
Module number	06				
Course Chair	Yosef Tamiru				
Instructor/Tutor	Yidnekachew Merkeb(MPH)				
ECTS credit (CP)	3				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	3	-	-	5	8
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	4th Year DRMSD Students.				
Year /semester	Year 4 Semester II				
Pre-requisites	None				
Status of the course	Major				

Course description

The course is designed to equip the students with knowledge and skill in relation to Occupational Health & Safety & apply their knowledge and skills of hazard identification and prevention principles and techniques, related health effects, methods of recognition, evaluation, control and prevention of occupational hazards to protect the workforces from exposure and effects of different occupational hazards in their work place.

Course Objectives:

Upon successful completion of this course students are expected to:

- Describe the concepts of Occupational health & Safety
- Describe the types and characteristics of different occupational hazards that can affect workers health in the work place.
- Explain about the health effects of exposure to different occupational hazards.
- Develop skills to identify, characterize and control different occupational hazards in the work place that can be applicable in Ethiopian situation.

- Identify the major causes and sources of different occupational hazards.
- Explain basic principles of occupational health & safety
- Distinguish the different personal protective equipments
- Demonstrate first aid for any occupational injuries

Tentative schedule for the course

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
W1-2	4	2. Introduction 1.1 concepts and definitions 1.2 Historical background of occupational health 1.3 Occupational health and development 1.4 Scope of occupational health and safety 1.5 Elements of the work environment	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
W3-6	8	2. Occupational hazards 2.1 Introduction 2.2 Classification of Occupational hazards <ul style="list-style-type: none"> ➤ Physical hazards ➤ Biological hazard ➤ Chemical hazard ➤ Ergonomic hazard ➤ Psychosocial hazard ➤ Specific safety issue hazards 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
W7-9	6	3. Occupational Safety 3.1. Safety management System 3.2 Elements of safety management system 3.3 Principles of safety management system 3.4 Occupation specific safety <ul style="list-style-type: none"> ➤ Construction safety ➤ Industry safety ➤ Transport safety ➤ Fire safety 	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
W10-12	6	4. Ergonomics 4.1. Definition 4.2 Typical Ergonomic Injuries 4.3 Impact of Injury on Industries 4.4 Understanding Ergonomics at Work	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	
W13-16	8	5. Occupational Health and Safety Management 5.1. Personal protective equipment 5.2. First aid	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

- **Lecture**
- **Reflections:** Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.
- **Homework:** Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz	7%
Test	8%
Group Assignment and presentation	10%
Mid exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

COURSE POLICY

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References

1. Friend, Mark A.(2007) Fundamentals of occupational safety and health
2. Benjamin O. Alli(2008) Fundamentals principles of occupational health and safety
3. OSHA field safety and health manual,2011
4. Amit Bhattacharya and James D. McGlothlin(2012) Occupational ergonomics Theory and applications
5. W.S. Marras and W. Karwowski(2006) Fundamentals and assessment tools for occupational ergonomics.
6. Stephan Konz and Steven Jhonson(2008) Work design: occupational ergonomics
7. Gudgin Dickson, Eva F. (2013),Personal protective equipment for chemical, biological, and radiological hazards : design, evaluation, and selection
8. American red cross society 2nd edition ,standard first aid and personal safety
9. British red cross society,9th edition,ABC of first aid
10. International federation of red cross and red crescent societies(2016), International first aid and resuscitation guidelines
11. American safety and health institute(2008), Basic first aid for the community and workplace

Approved by:

Name Course Instructor /Tutor

Signature

Name Course Chair

Signature

Name Department Head

Signature



BAHIR DAR UNIVERSITY

INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

Program	Disaster Risk Management and Sustainable Development				
Courses Code	Drms4073				
Courses Title	Environmental and Social Impact Assessment				
Degree Program	BSc. Disaster Risk Management & Sustainable Development				
Module Name	Research Methods and Tools				
Module Number	07				
Course Chair					
Instructor/Tutor					
ECTS Credit (CP)	6				
Contact hours per week	Lectures	Tutorials & seminars	Laboratory & workshop	Home Study	Total
	48	-	32	82	162
Lecture days, hours & room					
Tutorial /lab days & hour					
Target group	4th Year DRMSD Students.				
Year /semester	Year 4 Semester II				
Pre-requisites	None				
Status of the course	Major				

Course Description

This course is designed to introduce students to what ESIA is all about in general sense, its historical development, and institutional, legal and organizational setup. And it explores the concern and the basis of ESIA to the special emphasis of environmental deterioration due to projects in an area. It is also designed to help students describe environmental management by applying ESIA rules and principles for proposed projects mandatory to ESIA in different discipline and the role of different actors in ESIA process. The process of ESIA in Ethiopia will be understood.

Course Objectives:

Upon successful completion of this course students are expected to:

- ✚ Understand the basic concept of ESIA
- ✚ Describe the key steps of environmental and Social impact assessment
- ✚ Understand the foundations of environmental and Social impact assessment
- ✚ Explain the major tools of ESIA
- ✚ Analyze the relevance of mainstreaming environmental impact and mitigation measures in development projects

TENTATIVE SCHEDULE FOR THE COURSE

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
1 and 2	6	1. Introduction 1.1. Historical development of ESIA 1.2 Purpose and aims of ESIA 1.3 Why ESIA is important 1.4 What are the aims and objectives of ESIA? 1.5 Typology of environmental impacts 1.6 Guiding principles of ESIA good practice	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 101-131) Overview of Environmental Impact Assessment in Ethiopia. (pp 3-15)
3 and 4	6	2. Laws, Policy and Institutional Arrangements 2.8 Introduction 2.9 Legal and policy context in Ethiopia 2.10 Principles for a Functional ESIA System	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 133-158) Overview of Environmental Impact Assessment in Ethiopia. (pp 20-45)
5	3	3. Screening of ESIA 3.6 Pre-screening consultation 3.7 Screening procedure 3.8 Case study on screening	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 189-225)
6	6	4. Scoping of ESIA 4.1 Purpose of scoping 4.2 Approaches to scoping 4.3 Scoping Methods 4.4 Scoping reports and ESIA Terms of Reference		
7 and 8	6	Case study (field visit) for scoping 4.5. Exercises/discussion: Case study on sample project impact 4.6. Example: Hotel, factory water (irrigation project), population, cultural,	Field visit and report writing	.

		Field visit to project mandatory to ESIA which is on construction or operation, Scoping report and TOR development exercising		
9 and 10	6	6. Public Involvement 6.1 Concepts Public Involvement 6.2 Principles of public involvement 6.3 Scope of involvement 6.4 Public involvement in practice 6.5 Planning a Public Involvement Program 6.6 Public Involvement Techniques	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 159-187)
11 and 12	6	7. Impact Analysis 7.1 Impact Identification 7.2 Impact Analysis/ Prediction 7.3 Characteristics of Environmental Impacts 7.4 Social Impact Assessment 7.5 Evaluation of impact significance 7.6 Significance Criteria 7.7 Probability and Acceptance of Risk	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 253-300)
13 and 14	6	8. Mitigation and Impact Management 8.1 Link between ESIA process and Mitigation 8.2 ESIA stage for considering mitigation measures 8.3 Main Elements of Mitigation	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 303-320)
15	3	9. ESIA Reporting 9.1 Introduction 9.2 Typical Elements of an ESIA Report 9.3 Shortcomings encountered in Preparing ESIA Reports 9.4 Guidelines for effective ESIA report preparation and production	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 329-340)

16	3	10. Reviewing of ESIA 10.1 Role and Purpose of the ESIA Review Process 10.2 Need for a Systematic Approach 10.3 Procedural Aspects 10.4 Main Steps in the ESIA Review 10.5 Carrying out the review 10.6 Procedures for Evaluating ESIA Reports	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 349-380)
3	5	11. Decision Making of ESIA 11.1 Role of the Decision-makers 11.2 ESIA as part of the Decision-making Process 11.3 Responsibility of the Decision-Makers	Listen to a lecture and take notes on the lesson, Forward all the confusion or doubts trainee may have in relation to the given lecture, take part in discussions	(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 383-401)
3	6	12. Implementation and Follow Up 12.1 Key Objectives of ESIA implementation and follow up 12.2 Tools for Environmental Management and Performance Review 12.3 Monitoring 12.4 Environmental Auditing 12.5 Evaluation of ESIA Effectiveness and Performance		(UNEP), (2002). Environmental Impact Assessment Training Resource Manual. (pp 403-437) Overview of Environmental Impact Assessment in Ethiopia. (pp 50-75)

LEARNING AND TEACHING MEETHODS

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- **Lecture**
- **Reflections:** Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.
- **Homework:** Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

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SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz	7%
Test	8%
Group Assignment and presentation	10%
Mid exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

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REFERENCES

United Nations Environment Programme (UNEP), (2002). Environmental Impact Assessment Training Resource Manual.

A review of the application of Environmental Impact Assessment in Selected African Countries. Economic Commission of Africa, 2005.

Overview of Environmental Impact Assessment in Ethiopia. Gaps and Challenges, 2008.

Weathering the Storm: Participatory risk assessment for informal settlements: Disaster Mitigation for Sustainable Livelihoods Programme, 2008.

Risk Management Training Handbook, 2010. Bureau of Strategic Planning.

Facing Global Environmental Change. Environmental, Human, Energy, Food, Health and Water Security Concepts, 2009.

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Program manager

Signature



Bahir Dar University

Institute of Disaster Risk Management and Food Security Studies

Program	Disaster Risk Management and Sustainable Development
Courses code	Drms4053
Courses Title	Disaster Risk Governance & Policy
Course chair	
Instructor/Tutor	
Credit	3
Lecture days, hours & room	
Target group	4 th Year 2nd Semester
Status of the course	Compulsory

Course description

The nature of our modern world means shocks, stresses and crisis brought about by the interaction between climate change, ecosystem fragility, unplanned urbanization, political or financial instability reverberate globally. Though building resilience and promoting disaster risk reduction is a collective responsibility and challenge which calls for coordinated actions, resilience can be created by communities, individuals, institutions, and organizations through the facilitation of good disaster risk governance and effective disaster risk management policy both at global and national levels. This course discusses the concept of

governance and public policy for promoting Community Resilience from a general perspective. The main topics to be covered in this course include the concept of Policy, Strategy and decision. The course helps students to explore the role of government in formulation of policies, strategies and practices related to prevention, preparedness, mitigation, response, recovery, and rehabilitation. Governance structures, laws, policies, plans and regulations and promoting disaster resilient communities in Ethiopia will be explored.

Course Objectives:

Upon successful completion of this course students are expected to:

- Understand global, regional and national disaster risk governance
- Understand the basic idea of public policy,
- Understand the role of governance in policy formulation and implementation at national and regional levels.
- Understand the Global Disaster Risk Reduction Frameworks from Yokohama to Sendai:
- Explain disaster risk reduction and management policies and strategies at global and regional levels
- Understand and explain disaster risk reduction and management policies and strategies in Ethiopia.
- Understand why disaster risk management policy fails

Week	Lecture (hr)	Conceptual focus	Assignment / Task /	Readings
1&2	12	Chapter One: Governance and Policy for Disaster Risk Management 1.1. concepts and definitions to Governance 1.2 Development of Disaster Risk Governance 1.3 Good Governance and Disaster Risk Management 1.3 Core Principles of Good Governance, 1.4 Mainstreaming of DRR into the governance system	Active participation during lecturing, group discussion, take notes from lecture and assignment presentation	Sendai Framework for Disaster Risk Reduction 2015-2030
		CHAPTER TWO: Analysis of governance for disaster risk reduction and climate change adaptation 2.1 Global level architecture 2.2 National Level Architecture		
1&2	12	Chapter II: Introduction to Public Policy 2.1 Concepts and definitions of public policy 2.2 Policy Features 2.3 Reasons for Policy Formulation 2.4 Policy Implementation 2.5 Policy Analysis and Evaluation 2.6 Fiscal and Monetary 2.7 Policy and Strategy	Listen to a lecture and take notes on the lesson, take part in discussions	HFA 2005-2015
4	6	Chapter Three: Global Disaster Risk Management Strategies and Frameworks 2.1 The International Decade for Natural Disaster	Listen to a lecture and Active participation during	Course materi

		Reduction 2.2. The United Nations International Strategy for Disaster Risk Reduction (ISDR) 2.3 Major DRR International Frameworks and Initiatives Yokohama Strategy and Plan of Action for a Safer World The Hyogo Framework for Action (HFA) The Global Facility for Disaster Risk Reduction and Recovery	lecturing, group discussion, take notes from lecture and assignment presentation	als
5	6	Chapter Four: Regional DRR Strategies and Frameworks, Particularly Africa 4.1 African Disaster Risk Management Initiatives 4.2 Sub Regional DRR Frameworks	Active participation and assignment presentation	
6 & 7	18	Chapter Five: Disaster Risk Management Governance in Ethiopia 5.1 Disaster Risk Management Institutions 5.2 Disaster Risk Management Policies and Strategies 5.3 Policies and strategies important to disaster risk management in Ethiopia; 5.4 success and failure of DRM policy		
8		CHAPTER Six: disaster Risk Management Polices, Strategies and its Practice in Ethiopia 6.1 Humanitarian Governance in Ethiopia 6.2 The role of civil Society Organizations in Ethiopia; 6.3 Humanitarian governance and the future of disaster risk management in Ethiopia	Discussions	Discussions

LEARNING AND TEACHING MEETHODS

The mode of delivery of the course will be lecture, discussions, questioning and answering, reading assignments, individual and group works.

Lecture; Reflections: Keep a weekly written reflection of your reactions, questions about the readings and discussions in class; **Assignments:** Homework assignments will be given to help reinforce some topics covered and not covered in class individually and in group.

ASSESSMENT METHODS

Evaluation will be carried out based on continuous assessment which comprises relevant tests, assignments; project works, quizzes and final exam.

SUMMARY OF ASSIGNMENTS, TESTS, QUIZES AND EXAM

Activities	Marks
Quiz	7%
Test	8%
Group Assignment and presentation	10%
Mid exam	25%
Final Exam	50%
Total	100%

Note: Grading: As per University's regulation

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Reference

- Transitional Government of Ethiopia, National Policy on Disaster Prevention and Management (NPDPM), September 1993 Transitional Government of Ethiopia, Directives for Disaster Prevention & management, October 1993.
- FDRE National Policy And Strategy on Disaster Risk Management, July 2013, Addis Ababa
- FDRE Disaster risk Management – Strategic Program and Investment Framework (DRM-SPIF), Ministry of Agriculture (Disaster Risk Management & Food Security Sector)
- The Sendai Frame work for Disaster Risk Reduction 2015-2030, 18 March 2015, Sendai, Japan; [http](http://www.unisdr.org/we/inform/publications-and-communications)
- The Hyogo Framework for Action 2005-2015: Building Resilience of Nations and Communities to Disaster, and the Sendai Framework for DRR 2015-2030, 18 March 2015,
- Africa Regional Strategy for Disaster Risk Reduction (OAU, 2004),
- Program of Action for the Implementation of the Africa Strategy for Disaster Risk Reduction -2005-210 (NEPAD, 2004b).
- FDRE Five-Year Growth and Transformation Plan (FYGTP) for 2010/11-2014/15;

- The Ethiopian Climate Change National Adaptation Program of Action (NEPA) (June 2007);
- The Food Security Strategy (FSS) (FDRE, 1996; FDRE, 2002), that seeks to attain food security for an estimated population of five to ten million people who are either chronically food insecure or who would be affected by food shortages in the case of drought;
- The productive Safety net program that targets communities in drought prone regions in terms of grants to the regions to be used for enhanced agricultural production packages (seeds and extension), small-scale irrigation and water harvesting, and voluntary resettlement out food insecure areas appeared to have benefited millions of people over the past five years.
- The Agricultural Development-Led Industrial-ization (ADLI) strategy aimed at diffusing agricultural technology, the Participatory Demonstration and Training Extension System, dubbed PADETES with a massive extension program (FDRE, 1992).

Approved by:Tarekegn Ayalew**Name, Course Instructor /Tutor**_____
SignatureBirhanu Sisay (PhD)**Name Course Chair**_____
SignatureAdey Belete**Name Department Head**_____
Signature

 <p>BAHIR DAR UNIVERSITY INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES</p>							
Program	Disaster Risk Management and Sustainable Development						
Courses code	Drms4078						
Courses Title	Senior Research Project Seminar						
Degree Program	BSc. in Disaster Risk Management and Sustainable Development						
Module name	Research Methods and Tools						
Module number	07						
Course chair							
Instructor/Tutor							
ECTS credit (CP)	6						
Contact hours per week	Lectures	Tutorials seminars	&	Laboratory workshop	&	Home Study	Total
	-	48				144	162
Lecture days, hours & room	-						
Tutorial /lab days & hour							

Target group	
Year /semester	
Pre-requisites	Senior Research Project Report
Status of the course	Major

Course Description:

Writing good research report, elements of good research report, formatting,

Course Objectives:

The overall objective of this course is to acquaint students in writing viable and sound research proposal using scientific principles of research proposal writing.

At the end of the course students will be able to:

- Write good quality research report
- Collect, analyze, and submit complete reports of their senior research projects
- Demonstrate students' analytical and scientific research report

Writing skills

Tentative schedule for the course

Duration	Conceptual focus	Assignment / Task /	Readings
	Presentation and panel assessment	Student contact with his/her respective advisor and take comments on PPT preparation	

ASSESSMENT METHODS

Type of assessment	Allotted point	Week
Presentation and Panel assessment	100	16

Note: Grading: As per University's regulation

Course Policy

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Reference:

Gustavii, B. (2003). *How to write and illustrate a scientific paper*. Cambridge University, UK: The Cambridge Press.

Approved by:

Name Course Instructor /Tutor

Signature

Name Course chair

Signature

Name Program manager

Signature



BAHIR DAR UNIVERSITY

**Institute of Disaster Risk Management and Food Security Studies
Department of Disaster Risk Management & Sustainable Development**

1. Course Information

Course Title	Entrepreneurship					
Course Code	MGMT 1012					
Credit Hrs./ ECTS	Cr Hrs=3	L=3	T=0	P=0	H=7	Cp=5
Contact Hrs.	3 Lecture Hours					
Semester	One					
Year	One					
Pre-requisites	None					
Target Group	First year students: Social Science and Law					

2. Course Description

This interdisciplinary course is designed to introduce students the meaning and concept of entrepreneurship and their manageable processes that can be applied across careers and work settings. It fosters an entrepreneurial attitude and behaviour that will lead to creative solutions within community and organizations. The course topics include the history of entrepreneurship, the role of entrepreneurs in the globalized economy, identification of entrepreneurial opportunities, the development of business ideas, products and services, developing new ventures, the examination of feasibility studies and the social and ethical implications of business are incorporated. Besides, issues related to starting and financing a new venture are included. Finally, the transition and sustainability of the venture are considered. And forms of business organizations, legal frameworks of governing the whole system are also encompassed in the course syllabus.

3. Objective of the Course

Upon the completion of this course, students will be able to:

- Define entrepreneurship within the context of society
- Identify business opportunities
- Prepare business plan
- Distinguish forms of business ownership
- Comprehend intellectual property rights in business practices
- Define basic marketing concepts
- Formulate context-based marketing strategies
- Identify and evaluate sources of financing new ventures
- Manage business growth and transition
- Practice ethical business with all stakeholders

4. Syllabus Components

4.1. Course Contents, Methods & strategies, and learning outcomes				
Time	Content & sub-contents	Methods and Strategies	Students Task	Learning Outcomes: At the end of this chapter students will be able to:
Week 1 & 2	Chapter 1: What is Entrepreneurship 1.1. Definition and philosophy of Entrepreneurship Vs Entrepreneurs 1.1.1. Historical origin of entrepreneurship 1.2.Type of Entrepreneurs 1.3. Role within the economy 1.4.Entrepreneurial Competence and Environment 1.4.1. Entrepreneurial Mind-set 1.4.2. Demographic Factors 1.4.3. Entrepreneurial Environment 1.5. Entrepreneurship, creativity and innovation	<ul style="list-style-type: none"> • Brain storming • Interactive Lecture • group discussion and reflection 	<ul style="list-style-type: none"> • Define the term entrepreneurship and entrepreneur • Discuss the role of entrepreneurship within the economy • Explain the entrepreneurial competences 	<ul style="list-style-type: none"> • Define the term entrepreneurship and entrepreneur • Identify types of entrepreneur • Recognize the role of entrepreneurship in the economy • Analyze the entrepreneurial competences • Differentiate the term creativity and innovation
Week 3 - 5	Chapter 2: Business Idea Development 2.1. Opportunity Identification and Evaluation 2.2. Idea Development 2.2.1 Business Idea Identification 2.2.2 Sources of Business Ideas 2.2.3 Methods for generating Business Ideas 2.3. The Concept of Business Planning 2.4. Business Feasibility 2.5. The Business plan 2.6.Contents of business Plan 2.7. Developing a business plan	<ul style="list-style-type: none"> • Brain storming • Interactive Lecture • group discussion and reflection 	<ul style="list-style-type: none"> • Discuss business opportunities in the environment • Generate business idea • Synthesize the components of business plan • Develop business plan 	<ul style="list-style-type: none"> • Identify opportunity in the environment • Evaluate the opportunities in the environment • Generate business idea • Explain the concept of business planning

				<ul style="list-style-type: none"> Identify components of business plan Develop business plan
Week 6&7	Chapter 3: Business Formation 3.1. The Concept of Business Development 3.2. Forms of Business (a short explanation) 3.3. Definition of SMES and role of SMEs 3.4. Setting up small scale business 3.5. Business failure and success factors. 3.5.1 Problems of small scale business in Ethiopia 3.6 Organizational structure and entrepreneurial team formation 3.7. Forms of business organizations	<ul style="list-style-type: none"> Interactive Lecture, Group discussion 	<ul style="list-style-type: none"> Discuss the concept of business development Brainstorm the importance of SMEs Discuss the failure and success factors of SMEs 	<ul style="list-style-type: none"> Explain the concept of business development Identify the forms of business ownership Define SMEs Analyze the importance of SMEs Set Up small scale business List role of SMEs Distinguish the failure and success factors of SMEs Identify the problem of small scale business in Ethiopia Develop organizational culture
Weeks 8&9	Chapter 4: Product or Service Development 4.1. The Concept of product or service technology 4.2. Product or service development Process 4.3 Legal and regulatory frameworks 4.4 Intellectual Property Protect 4.4.1 Patent	<ul style="list-style-type: none"> Interactive Lecture, Group discussion and reflection 	<ul style="list-style-type: none"> Describe the concept of product and services Analyze Product or service process Recognize 	<ul style="list-style-type: none"> Describe the concept of product and services List product or service development process Discuss the

	4.4.2 Trademarks 4.4.3 Copyrighting		legal and regulatory frameworks <ul style="list-style-type: none"> Describe intellectual property protection 	intellectual property protection
Weeks 10-12	Chapter 5: Marketing 5.1. The Concept and philosophy of marketing 5.2. Marketing Mix and Strategies 5.3 Marketing Information System 5.3.1 Marketing intelligence 5.3.2 Marketing research 5.5. Competitive analysis 5.6 Selling and Customer Service	<ul style="list-style-type: none"> Interactive Lecture, Group discussion and reflection 	<ul style="list-style-type: none"> Define marketing concept Discuss marketing mix strategies Differentiate components of marketing information system Explain competitive environment 	<ul style="list-style-type: none"> Define marketing Identify Marketing mix and strategies Analyze components of marketing information system Explain competitive environment Describe customer service and selling process
Weeks 13&14	Chapter 6: Financing the New Venture 6.1 Overview of Business Financing 6.2 Source of financing 6.2.1 Equity financing 6.2.2 Debt financing 6.2.2.1 Trade credit 6.2.2.2 Lease financing 6.3 Traditional Financing (Equib/Edir, etc.) 6.4 Crowd Funding 6.5 Micro finance in Ethiopia	<ul style="list-style-type: none"> Interactive Lecture, Group discussion and reflection 	<ul style="list-style-type: none"> Discuss business financing Identify the sources of finance Explore traditional financing techniques Aware about crowd funding Examine Ethiopian micro finance system 	<ul style="list-style-type: none"> Know business financing Identify the sources of finance Understand with traditional financing techniques Familiarize with crowd funding Know Ethiopian micro finance system

Weeks 15&1 6	Chapter 7: Managing Growth and Transition 7.1. Managing business growth 7.2. New venture expansion strategies 7.3. Business Ethics and Social Responsibility	<ul style="list-style-type: none"> Interactive Lecture, Group discussion and reflection 	<ul style="list-style-type: none"> Discuss business growth & its management Identify new venture expansion strategies Examine business ethics & social responsibility issues 	<ul style="list-style-type: none"> Know how to manage business growth Understand business expansion strategies Know & Internalize business ethics & social responsibilities
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4.2. Assessment Strategies & Techniques and Course Policy

Assessment	<ul style="list-style-type: none"> Continues assessment (Tests, Quizzes, Assignments,)25% Mid.....25%. Final Exam50% Total.....100% Please refer to Article 161(3) of the legislation.
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Course policy	A student has to: <ul style="list-style-type: none"> - Attend at least 85% of the classes. - Take all continuous assessments and mid Exam. - Take final examination. - Respect all rules & regulations of the university.
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4.3 Instructional Resources

Module

- Module for the course **Entrepreneurship**

Textbooks

- Hirsh Robert D. and Peters Michael P. “Entrepreneurship” Fifth Edition, Tata McGraw Hill Edition, 2002.

Further References

- Justin G. Longenecker and Carlos W. Moore, Small Business Management 12th edition, College Division South Western Publishing Co. Dallas, 2003
- Holt David H. “Entrepreneurship – New venture Creation “Eastern Economy Edition, 2000.
- Donald F. Kutatko and Richard M. Hodgetts, “Entrepreneurship: A Cotemporary Approach” Fourth Edition.

Hailay Gebretinsae, Entrepreneurship and Small Business Management, 2nd Edition. Approach “. Fourth Edition, the Dryden Press, 1998.

Course chair _____ **Signature** _____
Department Head _____ **Signature** _____
V/Dean _____ **Signature** _____

20 Appendices

Every curriculum must follow support letters from related professional organizations or sectors. Minutes of the related meetings held at department and academic council levels, survey reports, curriculum workshop minutes, seminar recommendations, need assessments, opinions and suggestions of the subject experts and so on are needed to be attached as appendices to the curriculum.