

Dr. Devidas A. Pardhi

Associate Professor in English

Late M. D. Sisode Arts, Commerce and Science College, Nardana, Dist. Dhule

Abstract: *Aim of this research paper is to study the responsibility of Education system towards disaster management in India. Human's interference with nature had led to many disasters. India's history of disaster vulnerability has resulted in frequent natural and man-made calamities that have exposed millions of people in the country to many hardships. Therefore, reducing disaster losses is the fundamental responsibility of any government. There are different agencies that work through disaster management for preventive practices. Educational sector is one of the agencies that adheres its responsibility in developing awareness towards environment. The educational institution mostly schools and teacher education institutions are the most effective source to inculcate the awareness by educating the students about disaster management.*

Key Words: Disaster, Disaster Management, Environment, Natural Calamities, Man-made Disaster, Educational Institutes.

Introduction:

From the early stages of human life, we experience a close relationship between man and nature from many historical evidences. Therefore, this proves that the whole human life is dependent on nature. But in recent times, man seems to have encroached on nature on a large scale for worldly happiness and to satisfy his own unlimited needs. Due to this, the balance of nature and environment has deteriorated. Of course that's why this relationship looks like animosity lately. Man has slaughtered forest plants and herbs to meet his material needs and to prolong his own life. Not stopping at this, he also discovered the bottom of the ocean and used many things from it for the material comfort and happiness. Man has slaughtered forest plants and herbs to meet his material needs and to prolong his own life. Not stopping at this, he also discovered the bottom of the ocean and used many things from it for his own material comfort and happiness. He used many elements of the earth for his own selfishness and his own pleasure. As a result, nature showed him its ugly face and although nature warns man indirectly, man has forgotten to examine himself, says Professor Esley.

In the past, disasters like earthquakes, volcanoes, floods were accepted by humans as natural disasters. Since time immemorial man has faced many problems due to his interference with nature and misuse of natural resources and natural constraints for his own selfishness. Although human beings have made tremendous progress in many science and technologies with help of their superior intelligence, they still not have the strength to deal with the crisis of natural disasters.

Human's interference with nature had led to many disasters. India's history of disaster vulnerability has resulted in frequent natural and man-made calamities that have exposed millions of people in the country to many hardships. This includes records of loss of lives, property and livelihoods to management or disaster management. Hence, the losses caused by disasters are not only economic in nature but also cause social displacement to a large extent. Hence, losses are realized in greater proportion than the overall economic gains of the state or nation. In this context, the government felt it necessary to look at the development of disaster management. Focusing on all these things, disaster prevention can be done through human factor and through other factors like education. To create effective public awareness and create a collective tendency in the society to develop a culture of disaster prevention and to sustain this commitment, only educational activities can be fruitful. Therefore, continuous efforts are needed in this direction. It is because only a single entity or government system cannot do along significant impact in this context. Hence the need for disaster risk reduction and vocational training in structured educational programmes is essential. Although many technological systems are used and invested heavily in disaster mitigation or disaster risk reduction in Indian or around the world, these systems are not necessarily successful

from a preventive perspective. So there is no doubt that the result will be long-lasting if appropriate investments are made keeping in mind the capabilities of the risk holders. Therefore, if appropriate capabilities are developed from the point of view in education, it will be possible to properly overcome this type of risk in the future.

Purpose of the study: Therefore, the purpose of this research paper is to study how disaster management can be properly integrated using the education sector and how long-term effects can be experienced from it. Another purpose of this research paper is to investigate the current education policies in view of disaster management.

What is Disaster?

A disaster is the effect of a natural or man-made hazard that negatively affects society or the environment. From Indian context, the disaster appears to come from astrology, meaning bad events occur when the stars are in a bad position. In contemporary education, disaster is also seen a cause of improper risk management. These hazards are the producers of disaster and risk.

A disaster is an event that results in a sudden loss of life or other damage. It is not necessary that every disaster occurs suddenly. With the advancement and spread today's technology, many tools have been developed that make it possible to predict disasters. However, they have not been able to accurately predict some natural as well as almost all man-made disaster. This is why disasters often occur suddenly. Even if there is an early warning about the disaster, it is not possible to predict its exact location, extent and severity and hence huge losses are incurred.

The word 'disaster' is derived from the French word 'desatre'. This word is a combination of two syllables 'des' and 'atre'. The syllable 'des' means something bad or misfortune, while the syllable 'atre' means constellation or asterism. In ancient times, disaster was considered to be the effect of some inauspicious stars. In the current context the term disaster is used for any abnormal occurrence whether it is natural or man-made.

According to the United Nations Office for Disaster Risk Reduction (UNDRR), a disaster seriously impairs the functioning of a community, causing human, physical, economic and environmental damage beyond the community's ability to cope. It is a combination of hazard, conditions of vulnerability and inadequate measures or capacity to reduce the potentially negative consequences of the hazard. As defined by the World Health Organization, "a disaster is a situation in which harm, natural disaster, loss of human life, deteriorating health, and health services occur on such a scale that there is an influx of aid from the outside world to the affected."

According to United Nations, disaster is 'a serious disruption of the functioning of society, causing widespread human, material or environmental losses which exceed the ability of the affected people to cope using its own resources.'

Classification of Disasters:

a. On the Basis of Source:

- **Natural disasters:** are those disasters which occur due to natural phenomena (meteorological, geological or biological in origin). Cyclones, tsunamis, earthquakes and volcanic eruptions are examples of natural disasters which are purely of natural origin. Landslides, floods, droughts, fires etc. are socio-natural disasters as they are caused by both natural and man-made causes. For example, floods may occur due to excessive rainfall, landslides or obstruction of drainage due to human waste.

- **Man-made disasters:** are disasters that occur due to human negligence or carelessness. These are associated with industries or power production units. These include explosions, leakage of toxic wastes, pollution, dam failure, war or civil conflict, etc.

b. On the Basis of Duration:

Disasters can also be classified as 'slow onset' disasters and 'fast onset' disasters-

- **Fast onset disasters:** They are characterized by striking suddenly and with great intensity in a short period of time. Earthquakes, cyclones, floods, tsunamis fall under the category of fast onset disasters.

• **Slow onset disasters:** These are also called 'drifting/slow onset emergencies'. They can be predicted well in advance and may unfold over months or even years. Climate change (global warming), desertification, soil erosion and drought fall under the category of slow onset disasters.

Slow onset disasters like global warming and desertification should be adequately factored in disaster preparedness. Unlike fast onset disasters, their impact is not felt immediately. However, over time it becomes difficult for the society to derive sustenance from its environment.

Nature of Disasters in India: According to the study of Galliara and Prabhawalkar (2012), 'along with China, Indonesia and Bangladesh in 2009, India occupied fourth place of regular occurrence of natural disasters. Since 1900 to 2011, India has faced almost 590 natural disasters, while in 2009, 1806 people killed and 9.0 million Indian people were affected from 15 natural disasters. This not only affected the human and animal life but also affected the economy of the nation; agriculture sector was the prominent affected sector in it. Moreover, 27 out of 35 states including union territories in India are disaster prone and reason for this is the unique geo-climatic conditions in India.

1. **Water and Climate Related Disaster:** Cyclone, tornado and storm, hailstorm, cloud burst, cold wave, avalanche, sea avalanche, famine, drought, and lightning strike.
2. **Land Related Disaster:** Landslide and mud failure, earthquake, dam breach, mine fire, loosed soil etc.
3. **Accident Related Disaster:** Forest fires, city fires, mine flooding, oil spills, fire in major buildings, multiple bomb explosions, electrical fires, air-road-railway accidents.
4. **Biological Disasters:** Epidemics, pandemics, insect attacks, animal epidemics, poisonous food, virus attack, bacterial diseases.
5. **Chemical, Industrial, and Nuclear Disaster:** Leakage of chemical gas, nuclear bomb.
6. **Civil Conflicts:** Religious and caste related conflicts, riots etc.

Disaster Management:

The protective efforts, financial aid, rehabilitation, management, medical aid etc. done before or at the time of a disaster to reduce the possible damage caused by a disaster is called disaster management.

Disaster management is a process that includes all the preparedness, warnings, identification, administration, rescue, relief, rehabilitation, reconstruction and prompt, responsive etc. measures to be taken before the disaster occurs.

Disaster management extends from the warning of the impending disaster to the subsequent rehabilitation, reconstruction, disaster prevention and protection for the future etc. Therefore, disaster management is such a feature of the entire public administration that studies policy, planning, control coordination, relief, rescue and rehabilitation etc. of disasters caused by natural and human factors.

Disaster management comprises all activities, actions and measures undertaken before, during and after a disaster.

An ideal continuous process of disaster management includes the following phases:

- Pre-disaster risk management phase- which includes prevention, mitigation and preparedness.
- Post-disaster crisis management phase- which includes relief, response, rehabilitation, reconstruction and restoration of normality.

Responsibility of Education in Disaster Management:

Earlier, educational institutions were not considered in relation to mutual management. The need to think about the safety of students and others arose after the school fire incident in Kumbh-Kolam town. The persons associated with the school need to have the knowledge about where the school buildings should be, how they should be sized, how they should be constructed from the point of view of safety, how they should have other facilities. Therefore, in this regard, disaster management is not only part of the work from the point of view of school management, but it inspires the mindset to use the knowledge gained from the educational institution of disaster management in social disaster management as well.

Experiences of the last decade and a half (since setting up of the NDMA and NIDM), have shown that the need for DM education is at 3 levels like: 'elementary knowledge' at middle school level; 'basic and advanced disaster skill sets' for senior school students and then 'higher skill sets' at college/UG level. The debate here is the duration of each programme and the content to be covered, which shall be analysed below.

Since disasters are both natural and man-made, a comprehensive approach to disaster management with a view to reducing their impact is done through inclusive education. This includes teaching students about preparedness, response, recovery and mitigation strategies thereby providing students with that level of education and disaster management as an optional or compulsory. A different approach is taken by taking the subject of involuntary nature as students gain an understanding of the challenges and responsibilities in a crisis situation and gain a holistic understanding of how the social system is brought out of that situation.

In India, we have the Tata Institute of Social Sciences, University of Delhi, University of Pune, University of South Gujarat and other educational institutions which have taken up the task of strengthening government's efforts in conducting research on impacted communities, designing rehabilitation initiatives, disaster preparedness and mitigation strategies.

Although it is true that natural calamities are beyond human power and human knowledge cannot provide any kind of prediction as to what and how the overall force of natural calamities will be. But in such a situation, if people do something preventive and preparedness without getting desperate, then a suitable alternative can be definitely found. Therefore, if disaster risk is integrated through formal or non-formal educational system, it will help people to make a definite preparedness. For that, disaster management will be an educational experience that will enable students to cope with such situations effectively or be beneficial in making appropriate choices.

The teacher is considered as the backbone of the educational system. Therefore, the teacher is not only a guide who guides the students, but he also has to guide other elements of the society, so he has a social responsibility. But at the time of natural calamity, if the teachers consider the need of disaster management and give proper guidance to the society, the society will easily come out of this calamity.

Even though disaster management is deeply guided by the types of disaster and the exact ways in which disaster occur, most disaster today are man-made. It is because man has interfered the nature and its functioning. Therefore, in order to create positive and supportive relationship between the man and the nature, education institutes have to focus maximum and environment education by inducing various environmental activities. Tree plantation now days have become core activity in protecting the environment.

Conclusion: Education and media play a prominent role in efficient disaster management system which is vital for a suitable future of life on earth. That is the significance of holistic approach for disaster management. Isolated thoughts, preparation, awareness programmes, attitude and other activities should be co-operatively integrated with the participation of all section of the community, for the community, and by the community. The educational institution mostly schools and teacher education institutions are the most effective source to inculcate the awareness by educating the students about disaster management. Therefore, since disaster is related to human life, it is necessary and essential to make students aware of the problems faced in living along with books through educational institutions.

References:

1. Chondekar, N. (2018). Role of Teachers in Disaster Management. *International Journal of Science and Research*, Vol.8, Issue 8, August, 2018, 2294-2296.
2. Galliara, M. & Prabhawalkar, A. (2012). Disaster Management and Role of Academic Institutions. *Social Work Chronicle*, Vol. 1, Issue 1, May, 2012, 1-29.
3. Kambale, G. S. (2016). Disaster Management and Education. *Pune Research Scholar An International Multidisciplinary Research Journal*, Vol. 2, Issue, 3, June-July, 2016, 1-7.
4. Sharma, M. (2015). Environment Education and Disaster Management. *AIJRA*, Vol. III, Issue I, 11.1-11.7.
5. Subramaniam, R. (2018). *Disaster Management*. Vikas Publishing House, New Delhi, 3-10.