

Webinar
Importance of O.S.H. in Disaster
Management Including Pandemics: Its
Inclusion in School/College Curriculum
23rd June, 2021

Time: - 11.30AM Hrs to 13.30PM (IST)

Curriculum



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**Concept Note on Importance of O.S.H. in Disaster Management Including
Pandemics: Its inclusion in School/College Curriculum**

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1. Disasters - a critical threat

'Disasters', are defined as "a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources". Disasters have challenged the government and other stakeholders in providing access to education. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of people.

"Disaster management" means a continuous and integrated process of planning, organizing, coordinating, and implementing measures which are necessary or expedient for: prevention of danger or threat of any disaster mitigation or reduction of risk of any disaster or its severity or consequence and capacity-building; preparedness to deal with any disaster; prompt response to any threatening disaster situation or disaster; assessing the severity or magnitude of effects of any disaster; evacuation, rescue, and relief; rehabilitation and reconstruction.

The Indian Scenario

India is a country with diverse hypsographic and climatological conditions. To visualize our national vulnerability, it is pertinent to mention that 70% of the cultivated land is prone to droughts, 60% of the land is prone to earthquakes, 12% to floods, 8% to Cyclones, 85% of the land area is vulnerable to a number of natural hazard and 22 states are categorized as multi-hazardous states. India is the fifth most vulnerable country in terms of climate change, according to the Global Climate Risk Index report 2020. In recent years, earthquakes, cyclones, floods, landslides and forest fires have become frequent across the country. Given the severe impact of the climate emergency on economic and social development of vulnerable communities, especially the poor, it is important to build resilience.

National Policy Instruments

The Hyogo Framework for Action (HFA) 2005-2015; building the Resilience of Nations and Communities to Disasters, adopted at the World Conference on Disaster Reduction underlines the importance of knowledge and education as one of its five main priorities. It draws attention to school children and youth with the aim of making the community at large more aware of the threat of hazards and become better prepared.

National Policy on Children (2013) has identified survival, health, nutrition, education, development, protection (including from emergencies/disasters) and participation as the undeniable rights of every child, and has also declared these as key priority areas. National Disaster Management Act, 2005 envisages promotion of safety awareness among stakeholders including teachers and students. National Policy on Disaster Management (NPDM), 2009 highlights upon disaster management training in all educational institutions including schools. Section 10.6.1 of NPDM discusses the introduction of subject of disaster management in the curriculum through the Central and State Boards of Secondary Education. National Policy on Education (NPE) 1968, Revised in 1992, the National Policy on Education calls for a "child centred approach" in primary education, but does not contain a specific reference to school safety or disaster risk issues of children. The National School Safety Policy Guidelines emphasize on the need for active mainstreaming of disaster risk reduction in all the school education initiatives in the country. This would require a collaborative approach between the state education departments and the state disaster management machinery. Collaboration would be necessary especially for capacity development activities such as sensitization of officials, public awareness on disasters, training of students and teachers; pre-positioning equipments for emergency response, creation of educational material on disasters and, monitoring of risk.

The Government of Orissa in its resolution dated 4 March 2005 directed the state Education Authorities to "Make Disaster Management a part of the educational system and curricula."

Limited understanding of safety concept:

It is evident that the existing education machinery in the country is keen to promote safe learning environment for children and teachers but actual implementation of programmes on ground points to limited understanding of the concept of safety. At best, new school designs incorporate earthquake safety features in many areas; however floods, cyclones, landslides have been given little attention in design and costing of schools. In addition non-structural elements are often not understood as threats to safety. At the level of teachers and students, safety issues are discussed and pursued as one off activities. School timetable and curriculum need suitable modifications to make safety understanding a routine activity.

Creative approach

Education prepares vulnerable communities to learn to cope with disasters. Introducing disaster management in the curriculum should be prioritised. Children must learn about disaster management, but in a manner that does not overburden them. A creative approach could help familiarise them with their surroundings and provide insights into disaster risk reduction and preparedness measures, emergency relief and long-term recovery. Introducing this in the curriculum will also inculcate compassion, accountability, and empathy towards the affected and vulnerable communities. The curriculum should have a hybrid approach where traditional wisdom and local knowledge can be used to prevent and mitigate social, economic and psychological effects of natural hazards.

Possible course curriculum

- Disaster and its type;
- Management of different phases of disaster;
- Disaster Management Plan;
- Hazards, Risks & Vulnerability;
- Disaster preparedness measures;
- Mock Drills for different types of disasters;
- Psycho Social Support and counseling;
- Dos & Don'ts on earthquake, fire, floods, cyclone etc;
- Road, Electrical & Fire safety;
- Accident prevention and safety measures
- Safety & Disaster Management related laws;
- Occupational health & First-Aid skills.

Conclusion

The high vulnerability of our country necessitates more attention to the Disaster Management. Integrating this in the curricula of schools & colleges will make available a ready force of educated youth, who can address this problem with their knowledge, self confidence, and survival skills. Though a top down execution of Disaster Management by the Government will take time, a proactive down up approach by the institutions will enable this nation to mitigate, if not completely, do away damage, which will India to be in the forefront of Disaster Management.

List of Chairperson & Speakers:-

1. Chairman for the Webinar- Sri. Bijay Kumar Pattanaik, IAS, Former Chief Secretary, Odisha Govt.
2. Prof . Shyam Pingle, Indian Institute of Public Health Gandhinagar - Speaker
3. Dr. Ashok Sahu IES Former DG NHRC ----- Speaker
4. Prof. B B Misra Head Dept of Management Utkal University ----- Speaker
5. Principal/ His Representative of KV / DPS School Bhubaneswar ----- Speaker
6. CEO Center of Excellence KIIT University ----- Speaker
7. Union Secretary School Education or Her Representative(As Requested) / Prof. Subhasish Sahu Kalyani University - Speaker
8. Dr. Malay Pradhan GM Odisha Disaster Management ----- Speaker

Program Details

Introductory Speech by Mr B K Sahu Director IGFP, Address by the Chairperson, Speakers Presentations- Representative of Union Secretary School Education, Dr Pingle, Prof Susmita, Dr Sahu, Prof Misra, Coordinator from DPS School/ KV School Bhubaneswar, Prof. Subhasish Sahu, Dr Pradhan
Q & A Session & Summing up by Center of Excellence KIIT followed by
Thanksgiving by IGFP
10 Minutes for Each Session/ Speaker

Details of Link:- Join Zoom Meeting

<https://zoom.us/j/92503436193?pwd=WXhxbTJoQ1JxQlRXRnNKODMvb29rdz09>

Meeting ID: 925 0343 6193

Passcode: 181046

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Compiled by IGFP

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