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अनुक्रमणिका

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घटक १

अध्यापनाचे स्वरूप

(Aspects of Teaching)

१.१ अध्यापन संकल्पना व व्याख्या-

शिक्षण प्रक्रियेत अध्ययन व अध्यापन या दोन महत्वाच्या प्रक्रियांचा समावेश होतो.

आचार्य विनोबा भावे म्हणतात, शिक्षण कोणतीही गोष्ट नव्याने निर्माण करण्याचे वा अस्तित्वात आणण्याचे कार्य करीत नाही, तर सुप्त चैतन्य वा निद्रिस्त शक्ती जागृत करण्याचे एक साधन म्हणजे शिक्षण.

पाश्चात्य शिक्षणतज्ज्ञांच्या दृष्टीकोनातून शिक्षणाचा अर्थ पाहू या -

प्लेटो : मानवाचे शरीर व आत्मा यांच्यातील उत्कृष्टतेचा पूर्णत्वाप्रत विकास म्हणजे शिक्षण. (Education is giving to the body and soul all perfection of which they are susceptible)

अॅरिस्टोटल : निरोगी शरीरात निरोगी मनाचा विकास करणे म्हणजे शिक्षण. (Education is the creation of a sound mind in a sound body)

रुसो : रुसो हे निसर्गप्रेमी होते व त्यांचा संपूर्ण भर निसर्गावर होता. त्यामुळे त्यांच्या मते शिक्षणाचा अर्थ म्हणजे सवय. (Education is nothing but habit, the only habit that the child should be allowed to form is to construct no habit what so ever.)

जॉन ड्युई : या शिक्षणतज्ज्ञाचा व्यवहार वादावर विश्वास होता. त्यामुळे त्यांनी Education is the reconstruction of experience अशी शिक्षणाची व्याख्या केली.

रेडन : यांनी शिक्षणाची सर्वसमावेशक अशी व्याख्या केली.

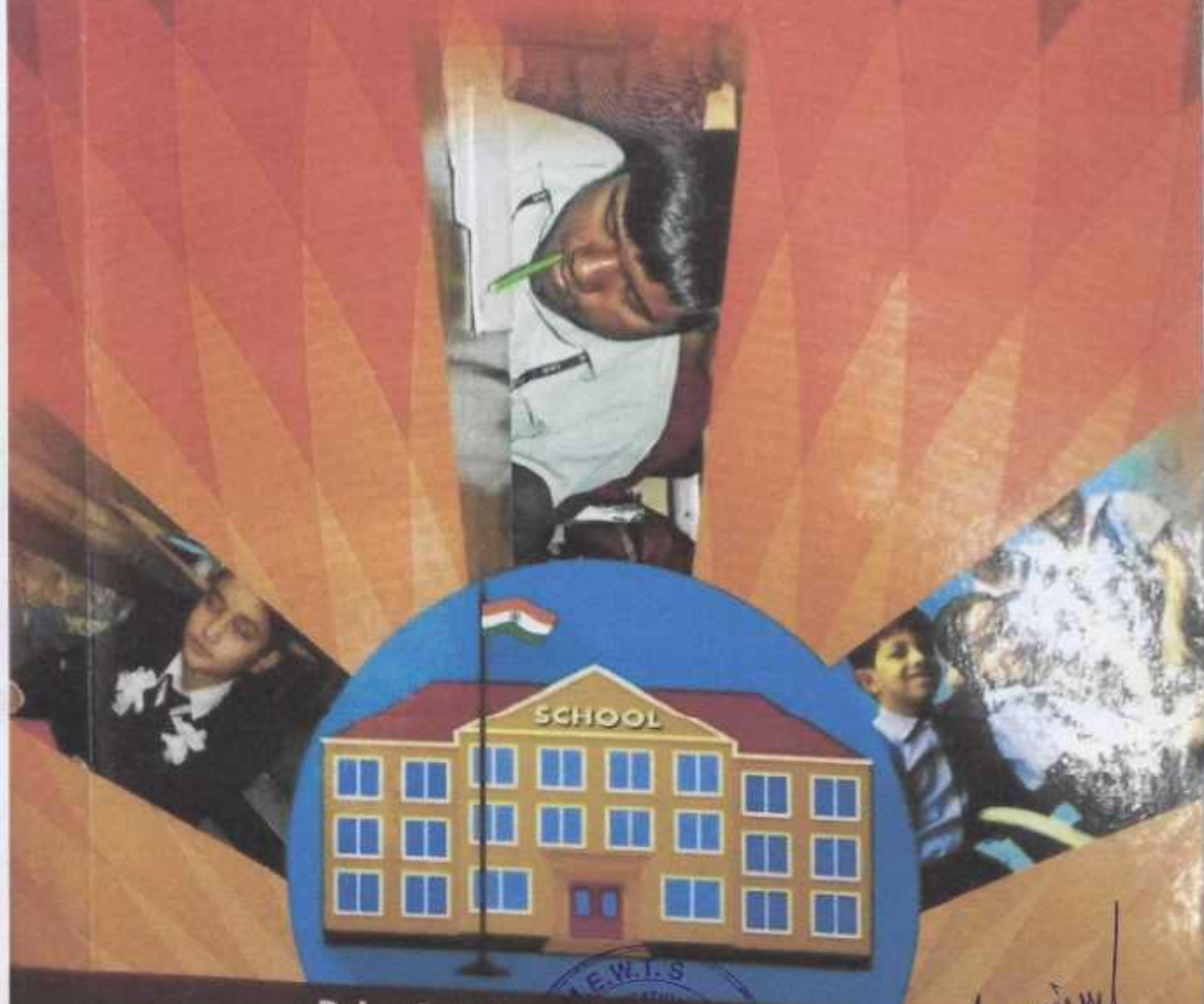
अध्यापनाचे स्वरूप



१


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Inclusive Education



Prin. Dr. Chandrakant M. Borase
Prof. Sunita Awaradkar



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Inclusive Education

1.1 Concept and Nature

Education is a lifelong process, which starts with conception and ends with death. Education in its wider sense, includes all the influences which act upon an individual during his passage from the cradle to the grave. An individual goes on increasing his knowledge and learns through his experiences and contacts with environment.

The child receives formal education through school. School is where we learn the skills to prepare us for our responsibilities as adults. School gives us social environment where we get friends and teachers to whom we remember lifetime. We learn about the rules that govern our communities and our nations, in school. But because of some mental, physical, or social impairment some part of population can not get benefit in regular school where all other children take education. Approximately 80% of the world's disabled population lives in developing countries.

It is true that some children have some special needs and they need special educational setting but after basic



Inclusive Education/9

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education all children are going to become the citizens of country. So it is necessary to provide them the natural environment. For their socialization process it is necessary to give them opportunity to learn with normal students in normal schools. It means inclusion is necessary for them.

Concept of inclusive education aroused in 1960, in many countries. 1981 had been declared as a 'International Handicap Year' then the concept of inclusive education started to reach every country of the world. In 1994, 92 countries and 25 organizations accepted inclusive education.

Characteristics of Inclusive Education

- 1) Education reaches to each and every person of the society.
- 2) In inclusive education students' educational needs get fulfilled.
- 3) In inclusive education use of different types of teaching methodology, teaching strategies as per students need.
- 4) Inclusive education is an approach that looks into how to transform education system and other learning environment in order to respond to the diversity of learners.

10/Inclusive Education




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Knowledge and Curriculum, Language Across Curriculum

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KNOWLEDGE AND CURRICULUM

LANGUAGE ACROSS CURRICULUM

Content

Unit 1 - Knowledge and Education

1.1 Data, Information, Knowledge, skills and wisdom

- ◆ Meaning, nature of above terms
- ◆ Difference and inter relationship among above terms
- ◆ Educational implication of above terms

1.2 Sources of knowledge

- ◆ Primary, secondary
- ◆ Experience, logical thinking
- ◆ Scientific methods and traditions, Authority or Expert's opinion
- ◆ Educational implications of the above

1.3 Modern child centered education : Learning through activity

- ◆ Meaning nature and importance
- ◆ Ways and means
- ◆ Application of 'Whole brain approach' and Experiential learning in education
 1. Attention getting
 2. Rules
 3. Activating
 4. Motivation
 5. Unifying the class
 6. Getting students more involve
 7. Focusing



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- ♦ Teacher's role in organizing student centered activities.

1.4 Modern child centered education : Learning through discovery

- ♦ Teacher's role in organizing student centered activities.

1.5 Modern child centered education: Learning through dialogue

- ♦ Meaning, nature and application in classroom of the dialogue method (in the context of J Krishna Murthi method) Teacher's role in organizing student centered activities.

UNIT: - 2 Dimensions of Curriculum

2.1 Meaning, concept and types of curriculum Definition, Concept & importance of curriculum. Types of curriculum

- ♦ Subject centered
- ♦ Competency based
- ♦ Activity based
- ♦ Experience based
- ♦ Integrated Value based

2.2 Principles of curriculum development

- ♦ Child centered
- ♦ Life oriented
- ♦ Fulfilling objectives
- ♦ Co related curriculum
- ♦ Activity centered
- ♦ Flexible
- ♦ Variety
- ♦ Useful for leisure
- ♦ Creating self dependence
- ♦ Useful for cultural values etc.

2.3 (A) Curriculum planning and design



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- ◆ Philosophy
- ◆ Objectives
- ◆ Selection and organization of content, learning experiences/methods /techniques/ activities and evaluation
- ◆ Relevance of stakeholders in curriculum planning and design

2.3 (B) Models of curriculum development

Hilda-Taba model:-Features

1. Philosophy
2. Related to inductive teaching
3. Involvement of teachers in curriculum development

Hilda-Taba model Steps

1. Identification of student's needs
2. Preparing objectives
3. Selection of content
4. Organization of content
5. Selection of participative teaching method
6. Selection of learning experiences
7. Evaluation

Tyler model Steps

1. Selection of subject and deciding objectives
2. Giving learning experiences
3. Evaluation
4. Actual involvement of students in curriculum transaction

2.4 Curriculum, syllabus and textbooks

Meaning of above terms

Inter relationship amongst above

2.5 National Curriculum Framework - 2005

- ◆ Principles and features of NCF 2005:-
Constructivist approach to education.

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1. Life oriented
2. Based on social justice
3. Learning with joy
4. No rote learning
5. Integrated approach
6. Mother tongue
7. Importance on reading
8. Creativity
9. Changes in evaluation

Suggestions for Teacher Education in NCF

Unit 3 : Social Basis of framing Curriculum in Education

3.1 Values in Indian Constitution and their reflection in curriculum of Secondary Education Reflection of following values in curriculum (Curricular and co-curricular Aspects)

- ◆ Secularism
- ◆ Justice
- ◆ Equality
- ◆ Dignity of the Individual
- ◆ Unity and Integrity of the Nation
- ◆ Fundamental Duties
- ◆ Democracy
- ◆ Liberty
- ◆ Fraternity

3.2 Dr. Babasaheb Ambedkar's views on curriculum of Secondary Education

- ◆ With reference to-
- ◆ Objectives (General & Subject specific) Teaching Methods
- ◆ Teacher- Student Relationship Evaluation
- ◆ Implication in current Education System.

3.3 Mahatma Gandhi's views on curriculum of Secondary Education

- ◆ With reference to :
- ◆ Objectives (General & Subject specific) Teaching Methods

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- ◆ Teacher- Student Relationship
- ◆ Evaluation
- ◆ **Implication in current Education System**
- 3.4 **Tagore's views on curriculum of Secondary Education**
 - ◆ **With reference to:**
 - ◆ Objectives (General & Subject specific)
 - ◆ Teaching Methods
 - ◆ Teacher- Student Relationship
 - ◆ Evaluation
 - ◆ Implication in current Education System.
- 3.5 **Multicultural context of Education**
 - ◆ Meaning, Concept
 - ◆ Importance in Indian Context y
 - ◆ Importance in Global Context
 - ◆ Teacher in Multicultural Education: -
 - Role to be played
 - Skills Required
 - Teaching- Learning Strategies / Activities.

Unit 4: Language and Curriculum

4.1 Language - Meaning, Home Language and School Language, Standard Language and Dialects, Foreign Languages

- ◆ Definitions of Language
- ◆ Difference between home language and school language
- ◆ Language as a medium of instruction for all subjects
- ◆ Need to know language background of the students
- ◆ Standard Language : Used in textbooks
- ◆ Advantages if school language is different than home language/ Standard Language
- ◆ Barriers if school language is different than home language/Standard Language
- ◆ Dialects: Meaning, Relevance in Learning

IX




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Unit 1

Knowledge and Education

1.1 Data, Information, knowledge and wisdom

Data, Information, knowledge and Wisdom are the products of mind. The data, information, knowledge and wisdom are evaluated in an ascending scale of values, data having the least value, wisdom the greatest.


a) Data

The word "data" is Latin in origin, it means anything that is given. The term includes facts, figures, words, symbols, letters, charts and graphs that represent an idea, object or condition. Webster's dictionary defines data as "something given or admitted facts or principles granted or presented that upon which an inference or argument is based or from which an ideal system of any sort is constructed." According to Oxford dictionary, Data are "known facts or things used as a basis for inference." UNESCO defined as, "facts, concepts or instructions in a formalized manner suitable for communication, interpretation or processing by human means." In simple, "data is a unit of fact and raw material of information". It is derived by observation and experiences.

Data are either quantitative or qualitative, Quantitative

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data are numerical and qualitative data are descriptive. It is also possible to transform qualitative data into numerical values. Additionally, in science, data can be graphic in nature. The data possesses the following characteristics.

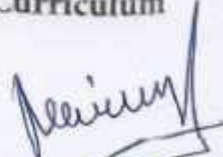
- i) **Amenability to use** : Data must be amenable to use. The use may differ with the context.
- ii) **Clarity** : Data should necessarily display clarity.
- iii) **Accuracy** : Accuracy is an essential property of data.
- iv) **Essence** : Data should be compressed and refined. Only the refined data can present the essence value.

b) Information

The word "information" is derived from two Latin words "forma" and "formation". Both the words have the meaning of giving shape to something and of forming a pattern. Information is the processed data, organized and presented by someone. The data become information when these are collected, processed, interpreted, presented or communicated to some one in an organized or in logical form to facilitate a better comprehension of the concerned issue. Information is the knowledge concerning some particular fact, subject or events in any communicable forms. It is a structured collection of data, i.e. sets of data, relationships between data. It consists of data that have been retrieved, processed or otherwise used for informative or inference purpose, argument or as a basis for decision making.

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Some definitions of information

"Information is the raw material and consist of a mere collection of data" - Mikhailev

"Result of data, usually formalized in processing" - Hayes

"Data that has been processed into a form that is meaningful to the recipient and is of real preceived value in current decision" - Stevens

"information is data, recorded, classified, organized, related or interpreted with context to convey meaning" - Blumenthal.

"An assemblage of data in a comprehensible form capable of communication" - Harrod's

c) Knowledge

The word 'knowledge' means an assured belief or that which is known. It is the information read, heard or seen and understood. It is an organized set of statements of facts or ideas presenting a reasoned judgements or an experimental result which is transmitted to other through some communication medium in some systematic form. When information is stored in mind, it constitutes knowledge, particularly when relationships are established between items of information.

The webster's dictionary of English language defines knowledge as "familiarity gained by actual experience, practical skill, technical acquaintance."

When man knows the things or concepts, knowledge is established. As man knew more and more about things and concepts knowledge grew. In order that knowledge

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Understanding Disciplines and Pedagogy of School Subjects

(HISTORY-06)

B.Ed.-I (Paper-106-107)

Prof. Dr. Shivaji B. Desai
Prin. Dr. Vidyadevi R. Patil
Prin. I. r. Swarnil B. Nirmal
Prof. Bharat A. Kale



As Per
New
Syllabus



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- 1.4 A People's King

Introduction:

Though literature of ancient India is very important, rich and valuable, it fails to present a clear concept about history of this period. There is no work like that of Herodotus or Tacitus. There are different opinions of the historians regarding this deficiency in Indian literature. The history of India includes the prehistoric settlements and societies in the Indian subcontinent; the advancement of civilisation from the Indus Valley Civilisation to the eventual blending of the Indo-Aryan culture to form the Vedic Civilisation; the rise of Hinduism, Jainism and Buddhism; the onset of a succession of powerful dynasties.

1.1 India : Cultural

India has a rich cultural history and continues to preserve it beautifully. India has accepted gracefully the good qualities of different religions which led to the rise of many different cultures in this mystical sub-continent. Different rulers and empires came here and ruled and left behind a rich legacy of their cultural heritage. The Indian cultural history is very rich and has carved a niche of its own. It continues to inspire other cultures of the world. Every state in India has a culture of its own and even then they all stand united and form one single culture of India. Read about the cultural history of India. Many religions took birth in India like Hinduism, Buddhism, Jainism, Sikhism, etc. These religions influenced not just our country but nations all over the world. With Islamic rule in India, Islam became one of the religions in India. Ancient architectural specimens and monuments of India stand testimony to the confluence of different religions in India. The Hindus and Muslims took inspiration from each other and formed new architectural styles like rounded domes and construction of pillars. Art developed right from the Stone Age when early man used to draw animal figures and paint them in caves. This developed to a much more refined form of painting as time went by like decorating the front porch of the house. This

1.1

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custom is still followed in modern India in many homes in the southern regions. Music and dance developed from a crude form to a beautiful refined form and took the form of present classical music and dance forms like Gamitric, Hindustani, Kathak, Bharatanatyam, etc. With the development of regions and states, they developed their own folk dances that were exclusive to one particular region. There was great advancement in literature since ancient times. India has been the birth land of great thinkers, philosophers and scholars. This is evident in great literary works like Vedas, Ramayana, Mahabharata, etc., which are considered no less than holy epics. With time, languages developed and many great literary masterpieces and plays were written like Shikuntalam, Shishupadikaram, etc. With the culmination of different religions, different cuisines came into the limelight that are now considered to be the traditional food of India. The culture of India is truly the blend of some of the best cultures of this world and is one of those very few cultures that are surviving since ancient times.

1) Language:

India has 28 states and seven territories, according to the World Health Organization. There is no official language in India, according to a Gujarat High Court ruling in 2010. Many people living in India also write in Devanagari script. In fact, it is a misconception that the majority of people in India speak Hindi. Though many people speak Hindi in India, 59 percent of India residents speak something other than Hindi, according to The Times of India. Bengali, Telugu, Marathi, Tamil and Urdu are some other languages spoken in the country.

2) Religion:

India is identified as the birthplace of Hinduism and Buddhism, the third and fourth largest religions. About 84 percent of the population identifies as Hindu, according to the "Handbook of Research on Development and Religion" Edited by Matthew Clarke (Edward Elgar Publishing, 2013). There are many variations of Hinduism, and four predominant.

About 13 percent of Indians are Muslim, making it one of the largest Islamic nations in the world. Christians and Sikhs make up a small percentage of the population, and there are even fewer Buddhists and Jains, according to the "Handbook."

3) Food:

When the Moghul Empire invaded during the sixteenth century, they left a significant mark on the Indian cuisine, according to Texas A and M University. Indian cuisine is also influenced by many other countries. It is known for its large assortment of dishes and its liberal use of herbs and spices. Cooking styles vary from region to region.

Wheat, Basmati rice and pulses with dhal (Bengal gram) are important staples of the Indian diet. The food is rich with curries and spices, including ginger, coriander,

1.2



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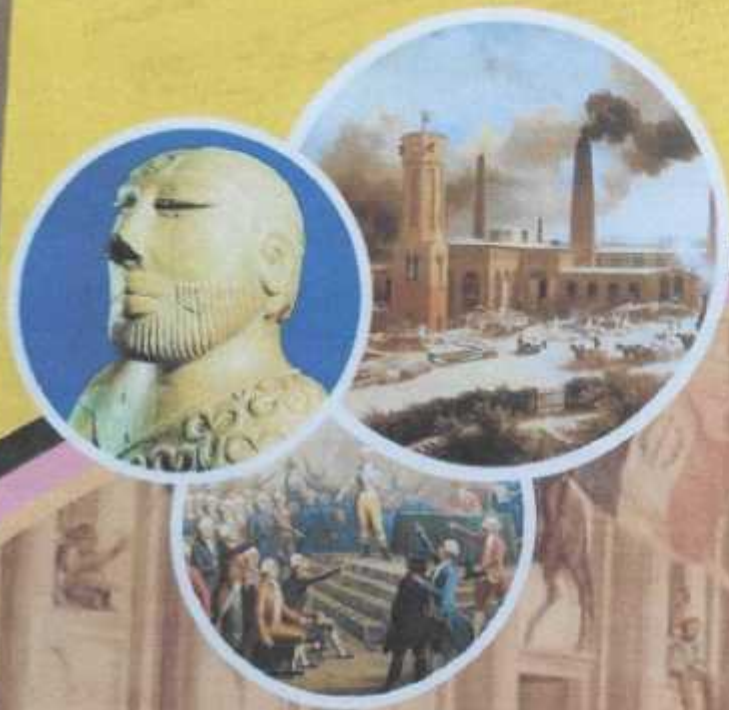
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UNIT**I**

Civilization, Revolutions and Progress of Maharashtra

- 1.1. Ancient Civilization
- 1.2. Medieval Civilization
- 1.3. Age of Revolution
- 1.4. Twentieth Century – Age of Conflict
- 1.5. Progress of Maharashtra (1960 – 2000)

Introduction:

The history of India includes the prehistoric settlements and societies in the Indian subcontinent; the blending of the Indus Valley Civilization and Indo-Aryan culture into the Vedic Civilization. There were various important ruling families in medieval period such as Chola Dynasty, Chalukya Dynasty, Pallava Dynasty, Pala Dynasty, Rajputs, Vijaynagar Empire, Delhi Sultanate, the Mughals and Maratha Empire. The economic and social condition of medieval period was different. In the period of 1960 to 2000 political, economical, educational and socio-cultural condition of Maharashtra state was change and many of changes of the state development progress.

1.1. Ancient Civilization:

Ancient literature is singularly deficient in history. It does not mean that India's past is barren of deeds worthy of remembrance. Alberuni rightly remarks, "The Hindus do not pay much attention to the historical order of things. They are very careless relating the chronological succession of things and when they are pressed for information, they are at a loss not knowing what to say." They invariably take to tale telling "The students of history have to face serious difficulties in collecting information regarding the ancient history of India.

1.1.1. The Harappan Civilization:

Harappan civilization was discovered in 1920–22 when two of its most important sites were excavated. These were Harappa on the banks of the river Ravi and Mohenjo-Daro




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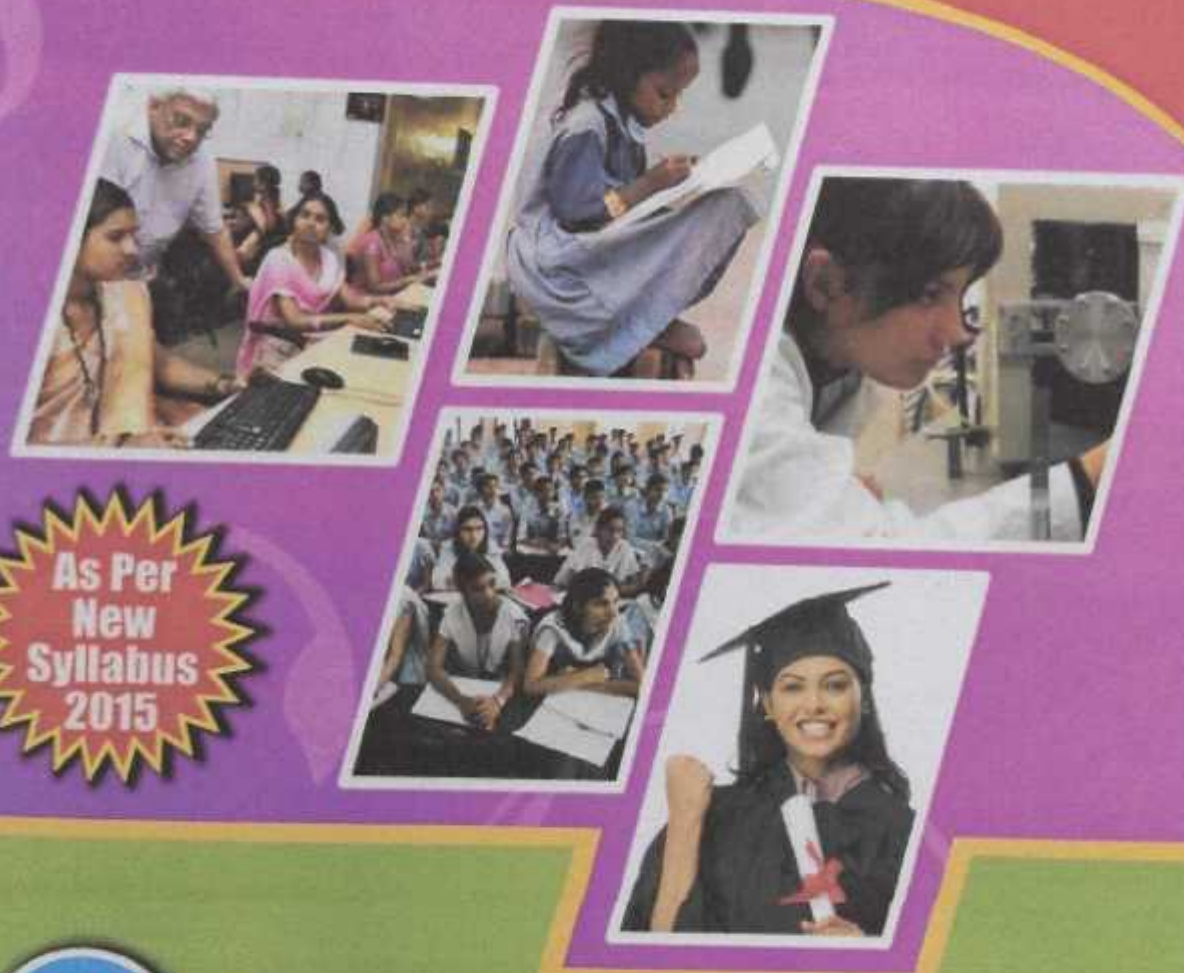
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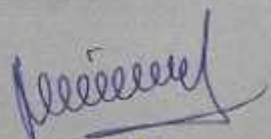
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Women Education

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UNIT

1

Introduction of Women Education

1.1. Women Education

1.2. Problems of Women Education In India

Introduction:

Education is prime factor for Women's Development and Empowerment. Through education, it is possible to improve women's opportunities for participation in the various fields of life. Due to illiteracy women are deprived of their rights. For women empowerment women literacy is a key factor. Through achieving high female literacy rate, it is possible to achieve women empowerment. For improving skills, the bare minimum is literacy. The relationship between educational attainments and awareness of hygiene, improvement in family health, child health, girl's education and general family welfare is well established, formal education delays marriage, kindless desire for a small family, increases the chances of survival of children and has thus positive effect on fertility reduction. It increases a women's earning capacity and the potential for empowerment. It is one of the most important tools of expanding social opportunity.

1.1. Women Education:

Women education in India is a most important topic now-a-days which students generally get in their schools to write a complete essay or only paragraph. We have provided here some easy and simple written essays and paragraphs on women education in India for the school students. Women education is very important for the country to fully develop. It is like an effective medicine to cure a patient completely and provide health back. Women education is a big opportunity for India to be developed socially and economically. Educated women are the weapon who yields positive impact on the Indian society through their contribution at home and professional fields. They are the reason of improved economy in the country as well as society. An educated women has capability to handle her home and professional life. They can effectively contribute in controlling the population of India as they would like to marry at a later age in comparison to the uneducated women.



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Understanding Disciplines and Pedagogy of School Subjects

(ECONOMICS – 10)

B.Ed.-I (Paper-106-107)

- ▶ Prin. Dr. Swapnil B. Nirmal
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1A

Economics as a Subject

1.1 Economics

1.2 Basic Concepts of Economics

Introduction:

Economics is a social science. It studies economic phenomena and related behaviour of the people. Economic behaviour relates to an essentially conscious effort to derive maximum gains from the use of scarce resources and opportunities available. Economics is fundamentally the study of how people allocate their limited resources, which have alternative uses, to produce, and consumer goods and services to satisfy their endless wants or to maximize their gains. Economics as a branch of knowledge is concerned with the study of the allocation of scarce resources among competing ends. Problems of resource allocation are constantly faced by individuals, enterprises and nations. Over the years, the science of economics has developed a variety of concepts and analytical tools to deal with such allocation problems.

1.1 Economics

The term 'Economics' is derived from two words of Greek language, namely, Oikos (household) and Nemein (to manage) meaning thereby Household Management. Earlier, it used to be called as Political Economy. Great Greek philosopher Aristotle had used the term economics to mean the management of family and the state. At the beginning of 18th century, several nomenclatures were attributed to the study of economics.

1.1.1 Meaning of Economics:

Economics is a popular, useful and significant social study. It studies economic activities of a man. Economic activities are those activities which are concerned with the efficient use of such scarce means as can satisfy the wants of the man. Human wants are unlimited, in the sense, that as soon as one want is satisfied another crops up. Most of the means satisfying these wants are limited, because their supply is less than demand. These means have many alternative uses. Because of scarcity of means and their diverse uses, there emerges a problem of choice. Everybody has to make a choice with regard to the use of his scarce means so that, he may get maximum satisfaction from them. In short,

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Economics is the study of those activities of human beings which are concerned with the satisfaction of unlimited wants by utilizing limited resources.

1.1.2 Definitions of Economics:

Following are the definitions of the economics.

1) Adam Smith:

"Economics is an enquiry into the nature and causes of wealth of nations."

2) Marshall:

"Economics is a study of mankind in the ordinary business of life; it examines that part of individual and social action which is most closely connected with the attainment and with the use of material requisites well being."

3) J.B. Say:

"Economics is the science which treats of wealth."

4) Walker:

"Economics is the body of knowledge which relates to wealth."

5) Senior:

"The subject treated by political economics is not happiness but wealth."

6) J. S. Mill:

"Economics is the practical science of the production and distribution of wealth."

1.1.3 Nature of Economics:

By nature of a subject, it is meant whether it is science or an art or both science and an art. The objective of the study of the nature of economics is to know whether economics is a science or an art or it is both a science and an art. If it is science, whether it is a positive or a normative science or both? In the words of Samuelson, Economics is the oldest of the arts, the newest of sciences, indeed the queen of all the social sciences.

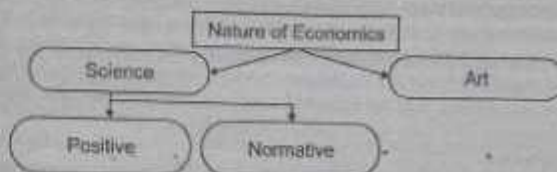


Fig.1.1: Nature of Economics

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B.Ed. - II (Paper 204 - 07)

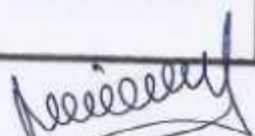
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Preface

It is a matter of great pleasure for us to present this book to our esteemed readers. This book has been designed as standard text on 'Disaster Management (Paper 204-07)' for B. Ed. - II.

This book comprehensively covers the entire syllabus of B. Ed. - II Year Course of Savitribai Phule Pune University effective from June 2015 onwards. It has been written to meet the requirements of students of B. Ed. - II Year. Some of the special features of the book are as follows :

1. Full coverage of the revised syllabus of B. Ed. - II.
2. Chapter outline at the beginning of each chapter to give a bird's eye view of the topics covered in the chapter.
3. Pointwise explanation of each topic in the chapter.
4. Topics are logically arranged in numbered paragraphs exactly according to the modified syllabus.
5. Proposed questions at the end of each chapter.
6. Extensive use of diagrams , tables and various forms to give visual view of key concepts and techniques.
7. Conversational, lucid and simple language.

Every effort has been made to provide the readers with most up-to-date and authentic material on the subject.

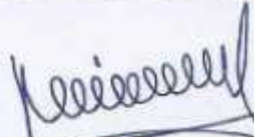
We are very grateful to our publisher Mrs. and Mr. Rajesh Patne who have rendered all possible assistance in bringing out this book. We wish to acknowledge our deep gratitude to staff who have assisted and helped us in preparing this book. We will consider our efforts amply rewarded in case the book proves useful to the students and teachers of the subject.

Suggestions of readers are welcome and shall be acknowledged with gratitude.

With best wishes.

By Author




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Choice Based Credit System

Learning load per credit = 30 Clock hours

(16 Clock hours Classroom Interactions +

14 Clock hours for Assignment and self-study)

Marks per credit = 25 marks

The total hours for B.Ed. programme are 1200 for each year. Out of which 640 hours are for face to face interactions in the classroom and 560 hours are for preparatory work .

EVALUATION OF B.Ed. COURSE

Year	B.Ed Course	External Evaluation		Internal Evaluation		Total Marks
		Marks Per Course	Total Marks	Marks Per Course	Total Marks	
First Year	101 to 105	80	400	20	100	
	106 & 107	80 (40+40)	160	20 (10+10)	40	
	108	-	-	50	50	
	109	-	-	50	50	
	110	-	-	100	100	
	111	-	-	50	50	
	112	-	-	50	50	
Total Marks		-	560	-	440	1000
Credits			22		18	40
Second Year	201 to 204	80	320	20	80	
	205	80 (40+40)	80	20 (10+10)	20	
	206	-	-	50	50	
	207	-	-	200	200	
	208	-	-	50	50	
	209	-	-	50	50	
	210	-	-	50	50	
	211	-	-	50	50	
	212	-	-	50	50	
Total Marks			400	-	600	1000
Credits			16		24	40
Total Marks of the Two Years Course			960	-	1040	2000
Total Credits			38	-	42	80
Weightage			48%	-	52%	100%

~ IV ~



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Outline for Setting the Question Paper

Credit	Duration	Question to be attempted	Number of Sub questions	Marks for sub questions
1	45 min	1 out of 2	3 (For 2 questions)	4+3+3 or 5+3+2 or 4+4+2 or
2	90 min	3 out of 5	3 (For 3 questions)	4+3+3 or 5+3+2 or 4+4+2 or
3	150 min	4 out of 6	2 (For 2 questions)	5+5
4/5	180 min	5 out of 8	2 (For 2 questions)	4+3+3 or 5+3+2 or 4+4+2 or
			3 (For 6 questions)	5+5
			2 (For 2 questions)	

Note :

A question paper for course of the B.Ed. program of 3/4/5 credits under any faculty other than Science, Engineering, Technology, Management and Pharmacy may contain a question of 10 marks(1 out of 2) without a sub question.



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UNIT

I

Introduction of Disaster Management

- 1.1. Disaster
- 1.2. Types of Disaster
- 1.3. Disaster Management
- 1.4. Disaster Management Act, 2005
- 1.5. Mechanism of Disaster Management

Introductions:

India is waking up to the need to establish a disaster management agency that could be activated the moment a disaster strikes anywhere in the country. The weakest link in the chain of rendering disaster assistance is the tardy response from the state and district administration and the civic authorities. This matter was debated in the Lok Sabha and the Centre has promised to establish a professional organisation that could deal with all sorts of emergencies. This is expected to function by the year 2005/2006. A dedicated force of a few thousand persons would form the core of such a disaster management team / task force. However, local personnel too would be drafted to tackle any disaster in any area. As always, our spleen did defense forces are willing and able to help the civil administration to tackle any emergency situation arising anywhere in the country. Whenever there is a disaster, which our civil administration is unable to cope with it, the assistance of armed forces is requested. Better coordination between the armed forces which have better resource and more professional, and the civilian administration would help in rendering better rescue and relief operations.

1.1. Disaster:

The word disaster is from a French word 'desastre' meaning bad or evil star. However, this is a very narrow conception of disaster and in our context any disaster means a



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situation in, which there is a sudden disruption of normalcy within society causing widespread damage to life and property. Disaster is an event or series of events, which gives rise to casualties and damage or loss of properties, infrastructures, environment, essential services or means of livelihood on such a scale which is beyond the normal capacity of the affected community to cope with. Disaster is also sometimes described as a catastrophic situation in which the normal pattern of life or eco-system has been disrupted and extra-ordinary emergency interventions are required to save and preserve lives and or the environment.

1.1.1. Meaning:

A disaster is the impact of a natural or man-made hazard that negatively affects society or environment. Disasters occur when hazards strike in vulnerable areas. Disasters are generally more limited in scale than doomsday events, the global impact of which would threaten a large proportion of life on earth. The word disaster's root is from astrology, this implies that when the stars are in a bad position a bad event will happen. Chances of survival after a disaster are greatly improved when people, local governments and emergency services, businesses and national governments prepare survival plans and assemble survival gear beforehand. What constitutes sufficient preparation is highly dependent on the location and the disasters that are likely to occur in the area.

1.1.2. Definitions:

Following are the definitions of the disaster:

1) The Disaster Management Act, 2005:

"Disaster is a catastrophe, mishap, calamity or grave occurrence in any area, arising from natural or manmade causes or by accident or negligence which results in substantial loss of life or human suffering or damage to and destruction of, property, or damage to or degradation of environment and is of such a nature or magnitude as to be beyond the coping capacity of the community of the affected area."

2) The United Nations:

"Disaster is the occurrence of sudden or major misfortune which disrupts the basic fabric and normal functioning of the society or community."

3) The Federal Emergency Management Agency (USA):

"An occurrence of a severity and magnitude that normally results in deaths, injuries, and property damage and that cannot be managed through the routine procedures and resources of government. [Emphasis is author's.] It usually develops suddenly and unexpectedly and requires immediate, coordinated, and effective response by multiple government and private sector organisations to meet human needs and speed recovery."



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