

DEVELOPING DISASTER MANAGEMENT LAW CURRICULUM – ISSUES AND CHALLENGES

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ABSTRACT

Developing Disaster Management Law Curriculum is a difficult, but an interesting challenge. It requires a course developer's skill in various subjects ranging from risk assessment and vulnerability to law. It requires intense training not only of the subject, but also an introspection of the changing requirements of the time. A course developer would face certain general issues and challenges applicable to all courses. Certain challenges depend on whether the syllabus is being drafted for a law course or a non-law course. Moreover, in non-law courses also, the requirements vary from course to course ie between technical and engineering courses, management courses, medical courses and social science based courses. This article is a reflection into the issues and challenges a draftsman would face while developing Disaster Management Law Curriculum.

Keywords: *Disaster, Disaster management, Disaster Management Law, Curriculum, Syllabus, praxis.*

I. Introduction

Part I: General Issues and Challenges

Part II: Specific Issues and Challenges

II. Conclusion and Suggestions

I. Introduction

ONE OF the concomitant effects of climate change is the increase in disasters globally. Disaster risk is rapidly increasing due to changes in its underlying components: hazard, exposure, and vulnerability and the interaction between them.¹ The distinction between natural and manmade disasters is also getting obscure. New disasters are emerging, for example toxic algal bloom. These hitherto unknown disasters are becoming more visible and hurling new challenges. Globally faced challenges like internal displacement, migration, refugee influx, internal disturbances in governance and their consequent homelessness only add to the existent challenges faced due to disasters. This gives us a unique opportunity to analyze one of today's most important legal challenges; the prevention and management of natural and man-made disasters through law. The

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¹ Available at: <https://www.gfdrr.org/riskier-future/> (last visited on December 16, 2020).

nature and development of Disaster Management Law necessarily requires placing of the curriculum development for teaching it as a pivotal theme. The curriculum design would require intense exploratory research and consultation with experts of various fields.

Though disaster management is receiving recognition globally and is emerging as an area of specialization, Disaster Management Law is yet to gain popularity in Indian Universities as a specialized field. In general, it is a part of the course on disaster management. This needs a serious introspection as the need for qualified and skilled professionals who have a holistic insight in disaster management law and who share commitment for its cause, is increasing. Use of science and technology for disaster management is also increasing. Other socio-political challenges for the disaster management law are also increasing. Furthermore, there is a need for experts in specific areas like 'Conflict, humanitarian crisis and disaster management law'. Disaster management law is emerging globally as a full-fledged academic discipline. As a subject it has two distinct features which must be kept in mind while developing the curriculum. Firstly, it has more tilt towards praxis, *i.e.*, practical work as distinguished from theory and secondly, it requires knowledge sharing and research from people with different areas of specialization.

It is pertinent to note that 'The National Policy on Disaster Management 2009', approved by the Union Cabinet on October 22, 2009, proposed to introduce Disaster Management (DM) course in professional technical education. The curricula of graduate and postgraduate level courses in architecture, engineering, earth sciences, and medicine got reviewed by the competent authorities to much extent to include contemporary knowledge related to DM in their respective specialised fields. At the National level, the Ministry of Human Resource Development is given the task to encourage the development of DM as a distinct academic discipline, in the universities and institutes of technical excellence.²

Besides, it is pertinent to note that, University Grant Commission (UGC) Expert Committee on Disaster Management Education, has in its final meeting (October 22, 2012), proposed a report for the approval and implementation of 'introduction of an optional paper on Disaster Management at UG level across the Universities/Colleges and it would be as one of the topics in Orientation and

² Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3696225/> (last visited on Jan 16, 2021).

Refresher Course offered by the Academic Staff Colleges'. In furtherance of it, a letter was issued on November 29, 2012.³ The course will have 50 lectures of 45 minutes duration which may be taught in any semester of UG studies in all 566 universities/colleges in India. Similarly, all the Universities were requested to consider compulsory courses on Disaster Management via the UGC letter dated October 04, 2017.⁴ Disaster Management Law and Policy in India is an expected paper/module in this course.

In order to understand the issues and challenges, this article is divided into – Part I: General issues and challenges, Part II: Specific issues and challenges followed by conclusions and suggestions.

Part I: General Issues and Challenges

Curriculum in Disaster Management Law has its own stumbling blocks. A survey of disaster management law courses globally is imperative to understand a few issues in relation to the duration of the course, nature and content of the course, objectives and expected outcomes of the program, whether the course is to be an optional course or foundation course, the context of learning situation, and so on.

Blooms Taxonomy is the basic guide for developing the course.⁵ The basic learning at graduate level will start with the basic concept of law and disaster management wherein first four levels must be achieved to lay the foundation stone for learning the Disaster Management Law. A proper analysis of the Disaster Management law at later stages of the course requires reaching level 4 in foundation law course to understand the disaster management law regime in any country. Towards the end of the course, the student will be able to reach level 5 in his/her writing for a project. Similarly, the post graduate level course needs to have foundation courses of constitutional law, environmental law, law of torts, procedural law and penal law covering levels 1-4 in the first two semesters with foundation course in disaster management. This will lay proper foundation for the

³ It was sent to the Vice Chancellors of all 566 Universities by the then Education Officer, UGC

⁴ It was sent to the Vice Chancellors of all Universities by the then Secretary, UGC

⁵ As per the Blooms Taxonomy, there are 5 levels of learning (lowest to highest cognitive skills): Knowledge/ remembering, comprehension/ understanding, application/ applying, analysis/ analyzing, evaluation/ evaluating, synthesis/ creating.

student to reach level 5 of creation in the 3rd semester to be able to write a dissertation in the final semester.

As per Fink and Gagne, Integrated course design approach requires an assessment of important situation factors; specific context of teaching/learning situation, general context (expectations of external groups), nature of the subject/course, characteristics of the learner, characteristics of the instructor and pedagogical challenges, if any?⁶

Some of the crucial issues and challenges are common for all the institutions offering a course in disaster management law. They are:

A. Highly interdisciplinary subject

Disaster management and law relating to it are highly interdisciplinary in nature. This requires insights developed by research and discussions with people belonging to different areas relating to disaster management. The nature of the subject itself poses challenges for both the teacher and the student. While developing the curriculum, experts in various fields of disaster management, policy and law must be consulted.

B. Presently existent diversities

The greatest challenge to curriculum developing is the fact that there is no uniformity in the Universities for developing a course on Disaster Management Law. In fact, the challenge begins from the fact that there is no uniformity in disaster management courses in our country. Thus, lack of standardization at the level of learning disaster management would reflect itself on the characteristics of the learner, a very important situational factor to be kept in mind while developing a course. Moreover, a drafts person for disaster management law might be required to draft syllabus for a certificate course, graduate course, post graduate course or a diploma course⁷. Requirement of each course would also depend on

⁶ Available at: <https://ctl.illinoisstate.edu/pedagogy/modules/design/module1.shtml> (last visited on December 22, 2020).

⁷ Diploma courses in disaster management with varying components of disaster law and policy are offered primarily in - Punjab University, Indira Gandhi National Open University (IGNOU), Christ College, Jamia Millia Islamia University, Symbiosis Institute of Geoinformatics, TISS (Tata Institute of Social Sciences), Adamas University, etc.

the specific and general contexts of the teaching/learning situation and the characteristics of the learner.

C. Emphasis on Praxis required

An in-depth knowledge of disaster management law requires not only knowledge of the law and policy, but also application of law to meet the ends of justice. Hence, it essentially requires field work. This field work must also have the reflection of the training and strengths of the teacher/faculty and the student. It is necessary to understand the issues of causation and disaster management law.

Some possible areas of socio-legal study could be –

1. Study of Recent Disasters (at local, state and national level) and Preparation of Disaster Risk Management Plan of an area.
2. Monitoring and evaluation plan for disaster response
3. Mapping vulnerability of people (specific groups) and resources.
4. World's deadliest disasters
5. Major disasters in India
6. Disasters in India – An overview of Institutional Framework
7. Flood affected areas and damage caused by floods in India
8. Heat waves in India
9. Industrial and Chemical Disasters
10. Warning system in India to prevent disaster
11. Bhopal gas tragedy

Also, Post graduate courses are available with TISS, IP University Delhi, MIT World Peace University, Pondicherry University etc. Similarly, Certificate courses are available with institutes like IGNOU, TISS, K.C Das Commerce College Guwahati, Nalanda Open University, Bihar, Rajiv Gandhi University, Arunachal Pradesh, University of Mumbai, University of North Bengal, Madras University, Sikkim Manipal University, etc.

12. Kutch earth quake
13. Tsunami (2004)
14. Kosi Calamity (2008)
15. Mayapuri radiation exposure Delhi (2010)
16. Uphaar Cinema Case (1997)
17. Strengthening the preparedness phase

The curriculum must be drafted to give special emphasis on practical work. This results into a challenge of balancing the specific need of disaster management law and other subjects. For eg., if the students are given an assignment to collect data from a disaster area then firstly, they will not be able to attend the classes of other subjects and consequently they will not be able to meet the requirement of the university norms for attendance. Secondly, if a faculty member goes with them in the field to train them well, then they will not be able to take their classes of other subjects. This in turn would result into issues of completion of syllabus in other subjects unless the faculty takes extra classes and will have its own reflection on their overall performance in the institution.

Moreover, the data collection might take place during internal exams. Thus, we need to be very careful while developing the module for practical work and also the norms relating to it.

D. Establishing learning goals

Establishing learning goals would help in developing a language and a conceptual framework for identifying the multiple ways in which disaster management law can be significantly taught, in which the faculty can exercise a choice between various kinds of significant learning to support and promote in a given course or learning experience.⁸

⁸ Learning goals must be established based on the taxonomy of significant learning evolved by Dr. L Dee Fink, Director, Instructional Development Program, University of Oklahoma.

There are six categories or kinds of significant learning. It begins with basic knowledge above the subject. At the base of most other kinds of learning is the ability of receiver of knowledge to understand and remember specific information and ideas. It is important for a student to understand and remember the provisions of law and the spirit of law. The next category is application. In this category the students learn how to engage in action, which may be intellectual, physical, social, and so on.. Here, the students would develop certain skills for application of provisions of law and then critically and creatively apply law to pre and post disaster scenario and all the aspects of disaster management cycle i.e., prevention, mitigation, preparedness, immediate relief, reconstruction and rehabilitation. The next category is Integration. Here, it is important for the students to be able to see and understand the connections between different things.

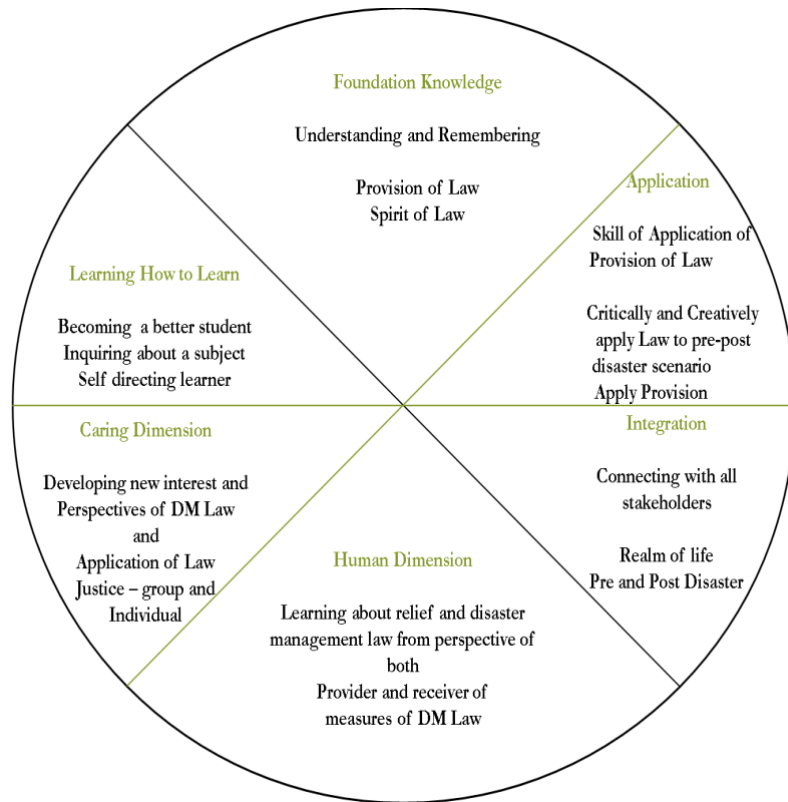


Figure 1: Taxonomy of significant learning for Disaster Management Law⁹

⁹ Modified and adapted by author from the Taxonomy of significant learning by Dr. L. Dee Fink Director, Instructional Development Program University of Oklahoma. Available at: https://www.wcu.edu/WebFiles/PDFs/facultycenter_SignificantLearning.pdf (last visited on December 20, 2020).

A student must understand how to connect with different stakeholders and also connect with different realms of life in pre and post disaster scenario. The next category is Human Dimension. Here, it is necessary to learn about the personal and/or social implications of what they have learned. Thus, they learn about disaster management law from the perspective of both provider and receiver of the various measures in the disaster management cycle. Next category is Caring. The learning experience must change the degree to which students care about disasters and their management in a greater way than earlier. They must develop new perspectives of the Disaster Management Law and policy and its application for the benefit of all stakeholders. This may be reflected in the form of new feelings, interests and/or values for justice in case of a disaster. The last category gives an insight into the process of learning itself, the issues and challenges. This in turn makes them a better student and motivates them towards self-learning.

Only if the drafters of curriculum are able to design a course with all these categories of learning in a synergy, it will be an integrated course design.¹⁰

E. Continuum of understanding

We must evolve the draft of curriculum considering the continuum of understanding as stated by Nathan Shedroff in his original paper on Information Design¹¹.

It is equally significant for a learner of disaster management law. Once a student starts gathering parts of a law being taught to /him, he must research and absorb the importance of information in that part and gather the connection in the different

¹⁰ Available at: https://www.wcu.edu/WebFiles/PDFs/facultycenter_SignificantLearning.pdf (last visited on December 16, 2020).

¹¹ Available at: <https://www.interaction-design.org/literature/article/the-continuum-of-understanding-and-information-visualization> (last visited on December 24, 2020).

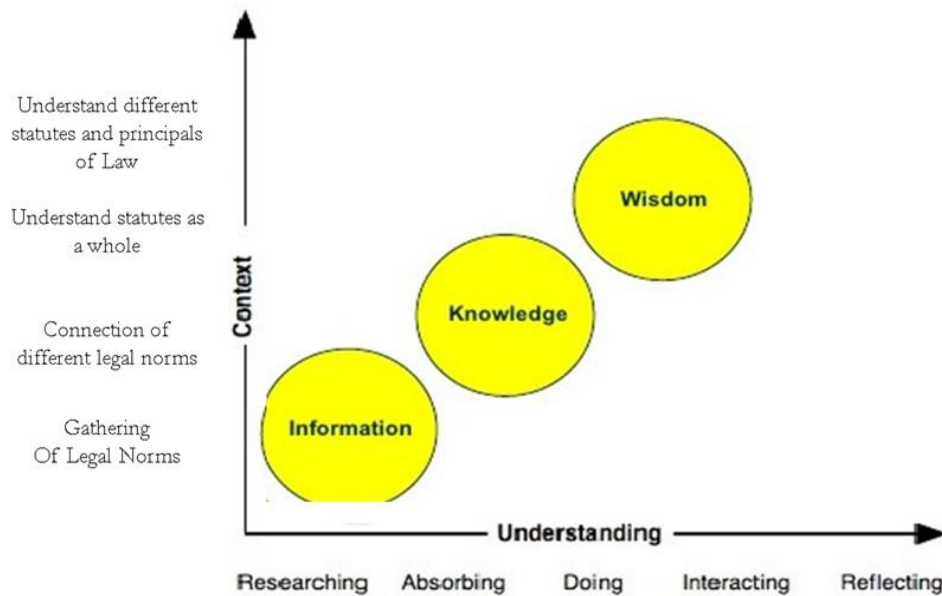


Figure 2: Continuum of understanding for Disaster Management Law¹²

parts to be able to develop insight of the statute as a whole. As the doing and interacting with the core law in hand increases, it would aid and assist him in his knowledge of joining the others wholes of different statutes and principles to be able to acquire wisdom of disaster management law as a study of many wholes together. This in turn will result in reflecting on the entire gamut of Disaster Management law and policy as a whole for the betterment of all the stakeholders and evolving the principles of justice.

F. Policy impact research

The curriculum developing must be done with lot of scope for policy impact research. Researches in areas like policy impact in Disaster Management Law are a rarity. The need for research, training and policy development in Disaster Management Law cannot be denied. Also, there is absence of proper framework for policy impact research. For this purpose, the Nonaka and Takeuchi SECI Knowledge Creation Spiral must be inculcated in

¹² Modified and adapted by author from continuum of understanding as stated by Nathan Shedroff in his original paper on Information Design. Available at: <https://www.interaction-design.org/literature/article/the-continuum-of-understanding-and-information-visualization> (last visited on December 20, 2020).

the teaching methodology. While developing the curriculum we must also be conscious of the fact that every disaster teaches us new lessons and results into new goals to be achieved. The students must develop the ability to transform the tacit into implicit.¹³

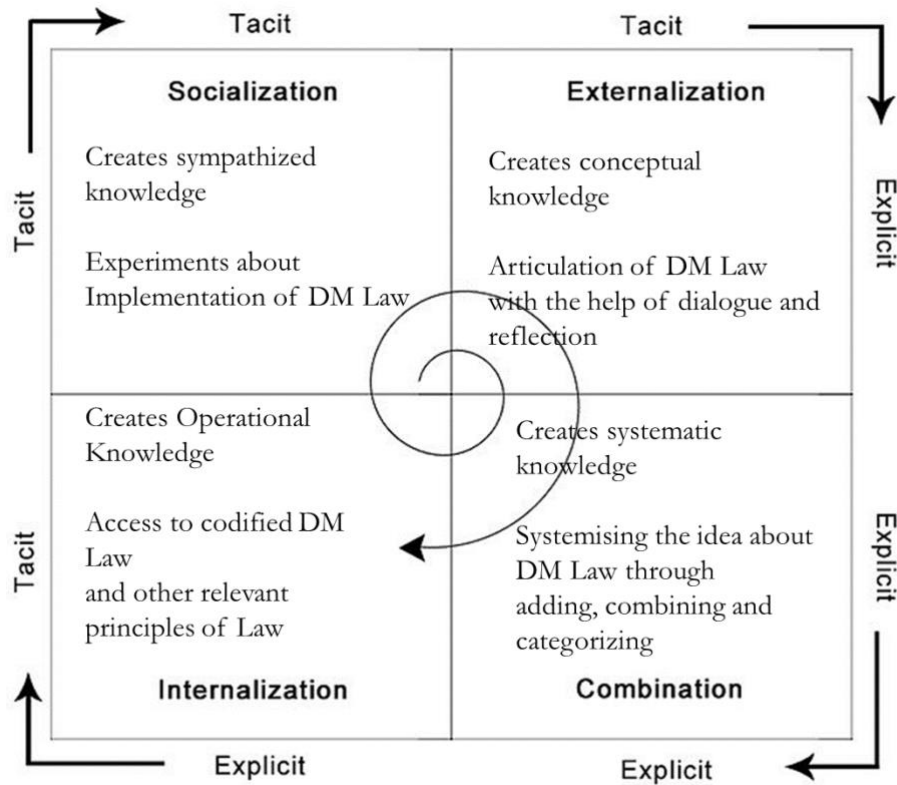


Figure 3: Nonaka and Takeuchi SECI Knowledge Creation Spiral for policy impact research in Disaster Management Law¹⁴

Here, the Nanoka and Takeuchi model is the cornerstone of knowledge creation and transfer. They pointed out that there are two types of knowledge: explicit knowledge, contained in manuals and procedures, and tacit knowledge, learned only by experience, and communicated only indirectly, through metaphor and analogy. A continuous process of evolving tacit to explicit leads to creation of new knowledge.

¹³ The two leading Japanese business experts, Ikujiro Nonaka and Hirotaka Takeuchi, were the first to propose that the success of Japanese companies to their ability to create new knowledge.

¹⁴Available at:

https://www.tlu.ee/~sirvir/IKM/Theoretical_models_of_Information_and_Knowledge_Management/the_nonaka_and_takeuchi_knowledge_spiral_model.html (last visited on December 25, 2020).

There are four modes of knowledge creation. The first mode socialization is the process of sharing tacit knowledge through observation, imitation, practice, and participation in formal and informal communities. It involves acquiring knowledge by experiencing. This is very essential in case on learning new lessons from any disaster situation.

Externalization is the process of articulating tacit knowledge into explicit concepts. Since tacit knowledge is highly internalized, this process is the key to knowledge sharing and creation. Thus, the research and learning from a disaster situation would assist the law and policy makers in improvement of the law at normative level. The unwritten knowledge will get converted here into written norms. This would pave way to combination wherein adding, combining and categorizing of the norms can take place. Thus, this is a stage of analysis of all codified knowledge. After this, by Internalization takes place. It is the process of embodying explicit knowledge into tacit knowledge. In this stage the internalized knowledge becomes asset of the institution and aids to further learning.¹⁵

G. Relevancy of specialization

The need for people with knowledge in specific areas of Disaster Management Law like ‘Conflict, humanitarian crisis and Disaster Management Law’ is increasing¹⁶ While developing the curriculum, we must ponder whether time is ripe to teach various aspects of disaster management law as a specialization or whether it is too immature to visualize development of curriculum with specific areas of Disaster Management Law as specialization.

H. Perspectives of economically developing countries

It is also imperative that the developing of curriculum must be done taking into consideration the perspectives of the developing countries. Institutional building, law and governance, conflicts and disaster law, local self-governance and disaster law, livelihood

¹⁵Available at:

https://www.tlu.ee/~sirvir/IKM/Theoretical_models_of_Information_and_Knowledge_Management/the_nonaka_and_takeuchi_knowledge_spiral_modl_page_2.html (last visited on December 25, 2020).

¹⁶ Please see: University of Reading LLM or M.Sc Global Crisis, Conflict and Disaster Management Harvard University Course on Humanitarian response to Conflict and Disaster of Lincoln LL.M Course on Conflict and Disaster Law University of Manchester course on International Disaster Management and Humanitarian Response etc.

issues and disaster law, internal displacement and disaster law, poverty and disaster law, media and disaster law, vulnerable people and disaster law etc. are important areas of concern for developing countries. The students in developing countries must be taught these issues.¹⁷

I. International Standards

Developing Curriculum must be in unison with the Sendai Framework for Disaster Risk Reduction 2015, Sustainable Development Goals, International decade for Disaster Risk Reduction, 21st Session of the United Nations Framework Convention on Climate Change also known as COP21 *etc.* This is requisite for climate smart and risk informed development, which is also a part of Prime Ministers Agenda 10.¹⁸ There are other suggestive readings like ‘The checklist on Law and Disaster Risk Reduction’.¹⁹

J. Employability

While developing the curriculum, employability must be taken into consideration. In other words, theory and practice should be interwoven while teaching, so that the students develop proper insights of various facets of disaster management law. We must also be conscious of the fact that the courses must reduce demand-supply match gap.

K. Minimum standards to be developed

The greatest challenge is that every institute is visualizing teaching disaster management as per their own perspectives and needs. Though requirements of every institution might be different, certain minimum standards need to be developed. On November 27, 2012, UGC Committee formulated a model syllabus for the optional paper on disaster management which is available on the UGC website²⁰. Similar effort needs to be undertaken for Disaster

¹⁷ Please see the courses developed by Tata Institute of Social Sciences.

¹⁸ Available at: https://www.preventionweb.net/files/51313_51304pmagenda10paper.pdf (last visited on December 16, 2020).

¹⁹ The checklist is a combined effort of IFRC and UNDP, available at:

<https://www.ifrc.org/Global/Publications/IDRL/Publications/The%20Checklist%20on%20law%20and%20DRR%20Oct2015%20EN%20v4.pdf> (last visited on August 1, 2021).

²⁰ Available at: https://www.ugc.ac.in/pdfnews/2297668_disastermanagement.pdf (last visited on December 16, 2020).

Management law wherein certain aspects which should be covered by all streams can be discussed leaving sufficient room for requirements of individual courses.

L. Training the faculty/ teachers (ToT)

Disaster Management Law must be taught by faculty trained in basics of disaster management and disaster management law. It being a highly interdisciplinary subject that it should not be taught by a faculty who has not been trained in it. It is very difficult for an untrained person to teach a highly interdisciplinary subject like Disaster Management Law.

Part II: Specific Issues and Challenges

The developer of disaster management curriculum should also lay the groundwork for the fact that he might be required to draft a course for either law or non-law students. These two groups require different kinds of curriculum design. For one group the syllabus begins with basics concepts of disaster management and for another it begins with basic concepts of law. Therefore, to be able to appreciate the issues and challenges involved, this part is divided into two subparts A- Curriculum/ Syllabus design for Law students and B – Curriculum/Syllabus design for non-law students.

A: Curriculum/Syllabus design Law Student

Disaster Management Law should be taught to senior batches who have basic insights of Constitutional Law, Environmental Law, and so on. Since the students would be having basic idea of law, while developing syllabus the following pointers may be considered:

1. Basic concepts of Vulnerability and risk:

A law student requires a syllabus which begins with basic concepts of hazard, vulnerability, resilience and risk. They must be taught the following topics:

- a. Hazard, vulnerability, resilience and risk
- b. Types, trends, causes, consequences and control of Disasters. Differential impacts and complex emergencies must be taught considering the heterogeneous nature of our society. Difference between Accidents and Disasters, Simple and Complex Disasters.

- c. Disaster Management Cycle, Refugee problems, Political, Social, Economic impacts of Disasters, Gender and Social issues during disasters, Relationship between Disasters and Development and vulnerabilities, different stake holders in Disaster Relief. Refugee operations during disasters, Human Resettlement and Rehabilitation issues during and after disasters.

2. *Optional course:*

Disaster Management Law would be included as a part of Optional Course. It should be included in the last semester of the course when students have developed sufficient insight in the Constitution of India, Environmental Law, Human Rights, and Procedural Law.

3. *Court visits necessary:*

It is very necessary for a law student studying Disaster Management Law to visit High Court or Supreme Court to observe the proceedings in a case involving disaster management Law. A case under Disaster Management Act, 2005 can be filed only in the High Court or Supreme Court due to the effect of section 71 of the Disaster Management Act, 2005 which places a bar on the jurisdiction of courts other than Supreme Court and High Court.²¹ Some proceedings take place before the District Disaster Management Authority.

This increases challenges for colleges which are situated in the places distant from both High Courts and Supreme Court. The colleges in the rural areas are bound to find this issue very challenging.

4. *Emphasis on Praxis:*

It is very important for a student of Disaster Law to understand the operation of law at the ground level. Some possible areas could be:

²¹ The Disaster Management Act, 2005, s.71, available at: <https://www.ndmindia.nic.in/images/The%20Disaster%20Management%20Act,%202005.pdf> (last visited on December 16, 2020).

- a. Cases filed under the Disaster Management Act, 2005
- b. Cases outside the scope of the Disaster Management Act, 2005.
- c. Disaster Management Funds
- d. Operation of Night Shelters
- e. Supply chains in case of disasters
- f. Unprecedented tragedies like Kerala Flood
- g. Women and disasters
- h. Children and disasters
- i. Requisition of recourses provisions, etc.
- j. Communication of warnings.

As discussed earlier, the issue of balance of interests of other subjects will be a very crucial one.

5. Effects of socio-political challenges:

The socio-political issues in a country increase the complex issues involved in disaster management and consequently the operationalization of law and policy relating to disaster management. The exclusions and imbalance of power which are major characteristics of a society in normal times, obstruct the implementation of law relating to disaster management even more in case of a disaster. Similarly, the socio-political challenges increase the complexities of the existent challenges. Conflicts, internal displacement, refugee's crisis etc. only add to the present difficulties for the implementation of law. A law student must develop insight into this aspect also.

B: Curriculum/ Syllabus design for Non law students

A developer of the syllabus might be required to design a course for a non-law person with no insights into the basics of law also. Disaster management law is taught as a part of the curriculum in places like Department of Geography; Jamia Milia Islamia University, Kerala University of Fisheries and Ocean Studies, Symbiosis School of Geoinformatics, Tata Institute of Social Sciences, Centre for Excellence in Disaster Mitigation and Management; IIT, Roorkee etc.²² The courses can be divided into three major disciplines – a. Technical and Engineering Based, b. Medical based c. Social Science based and d. Management Courses.

1. *Basic concepts of law:*

A non-law student would require a course which begins with basic concepts of law. They need to be taught the following topics first:

- a. Doctrine of precedents, *locus standi*, writs in general, civil and criminal jurisdiction,
- b. Role of the Union and the States in Disaster Management: Article 246 of the Constitution: Distribution of legislative and administrative powers between the Union and the States with special reference to following entries of Seventh Schedule, Union List : Entry Nos. 6, 7, 15, 22, 53, 54, 55 State List : Entry Nos. 1, 2, 5, 6, 25 Concurrent List : Entry Nos. 18, 19, 29, 36
- c. Important Statutes with provisions relevant to develop understanding of disaster management law for example, Environment Protection Act, 1986, Atomic Energy Act, 1962,
- d. Planning Commission on Disaster Management
- e. Important case studies like Uphaar Cinema, Bhopal Gas case, Crowd Management

2. *Diverse areas:*

²² Disaster management is offered in different courses, including master's in business administration (MBA), Master in Arts (MA), Master in Science (M.Sc), Doctorate of Philosophy (PhD), and Master in Philosophy (M.Phil).

Developing of syllabus would also depend on the non-law course in which disaster management law needs to be taught and the overall context of the country. There are certain topics which are a prerequisite to leaning disaster management law in a course

a. Technical and Engineering Courses

Kinds of disasters (Hydrological, Coastal & Marine Disasters, Atmospheric Disasters, Forests Related Disasters, Wind and Water Driven Disasters, Technological Disasters), Introduction to Disaster Mitigation ICT and disasters, Geo-informatics in Disaster Management (RS, GIS, GPS and RS) Disaster Communication System (Early Warning and Its Dissemination) Land Use Planning and Development Regulations Disaster Safe Designs and Constructions Structural and Non Structural Mitigation, Engineering for Disaster Management, Geological, Mass Movement and Land Disasters.

With these courses disaster management law, policy, atomic energy law, cyber law and disaster management may be taught.

b. Medical courses

Disaster Medicine, Post trauma stress disaster, psychological care, public health response, pandemic care.

c. Social Science based Courses

Disasters in India, Natural and Human Induced Disasters, Role of International Agencies in Disaster, Preparedness and Mitigation, Relief Rehabilitation and Reconstruction, Fundamentals of Disaster Management, Finance and Insurance in Disaster Management, international co-operation

d. Management Courses

Risk assessment, disaster insurance, Management of Urban Disasters, Management of Rural disasters, Financial management, Pandemic management.

These modules are a suggestive in nature. More additions need to be made depending upon the need of the course.

Developing a curriculum for a non-law student is an exercise which would require interaction between an expert in Disaster Management Law and the subject expert of the respective faculty. Every branch of knowledge has certain requisites before a student might be able to comprehend the Disaster Management Law Course. It should preferably be an optional course for a non-law student, unless the course itself is on disaster management.

II. Conclusions and Suggestions

In conclusion, developing a Disaster Management Curriculum or syllabus is essentially a challenging exercise, requiring lot of research and insights into the needs of the institution and the course. Once drafted, the curriculum or syllabus can then later be adapted, modified, improvised and enhanced by the concerned institution depending upon new challenges.

The course must be designed considering all five situational factors *i.e.*, specific context of teaching/learning situation, general context (expectations of external groups), nature of the subject/course, characteristics of the learner, characteristics of the instructor and pedagogical challenges if any.

The greatest challenge is the standardization of the teaching of Disaster Management Law. In order to achieve it, building a network of universities for disaster risk reduction in consonance with agenda 10 is very necessary. This would result into research, teaching and knowledge sharing which is the need of today's world.