NECESSITY OF DISASTER MANAGEMENT IN ACADEMIC LIBRARY: SPECIAL REFERENCE TO SETHANANDRAMJAIPURIA COLLEGE LIBRARY

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ABSTRACTS

The basic aims of this article to explore the impotent and necessity of the disaster management. The study proposed an ideal model for the disaster management of the academic environment. It focused on categories of the disaster like man-made and natural disaster and light on the usefulness of disaster management tools through well-structured questionnaires used to collect the data. The study focuses on the important of the awareness program (Literature, workshop, Lecturer, Training, and Conferences etc.)among the library professionals and library members of the academic library environment. The study also lights on the communication medium of disaster responses after, during and before of the incident. Data collection has been done through structure questionnaires with a personal interview.

KEYWORDS: *Operational Model, College Library, Man-Made Disaster, Natural Disaster, Awareness Campaigns collection, Communication Medium*

INTRODUCTION

A man looks measure to the natural calamities. The term "disaster management" encompasses the complete realm of disaster-related activities "Disaster management" can be defined as the range of activities designed to maintain control over disaster and emergency situations and to provide a framework for helping at-risk persons to avoid or recover from the impact of the disaster. Disaster management deals with situations that occur during and after the disaster. Almost every library will, at some time, experience a disaster, whether small or large. Many of these libraries will not have a disaster plan in place, and this lack may exacerbate the crisis. Seth AnandramJaipuria College overview of all these situations comes under planning. As the planning, the organization is also a mental process but in more concrete terms. In the planning, it is stated what to do and in organizing it is found how to do. When planning has been made for a specific job organizing sets the structural pattern to devise methods and work-out programmers' to create the situation in performing the job.At this stage the objectives are set, methods are formulated, a process of implementation are fixed, papers are ready, the decision for doing the job is taken and all necessary steps are taken to perform the job. Staffing refers to the human resource already existing in the organization and the new recruitments. In any library situation, there are the inanimate resource and animate resource. The former is the library materials which are to be served, and the latter is the library personnel who will serve. The two factors in the library are equally important. The two factors in the library are equally important. The librarian should assess the existing man-hour and the capabilities of the existing persons employed in the library. If required, their duties may be recognized for yielding better service. They should have in-service training and continuing education to improve the capability and expertise. The right person should be in the right place with the right

job. When required new persons should be recruited for the jobs specified having desired academic background and adequate training with proper aptitude and motivation. To get the best results the library environment should be congenial.

OBJECTIVES

- To identifies the need for disaster management in the academic library environment.

- To identifies the tools and equipment to the fight against the disaster.

- Categories and identifies the nature of the disaster and taking the plane of action.

- Suggest preparing a well-trained disaster management team of academic person and increasing awareness among them.

REVIEW OF THE LITERATURE

According to Adekanye, E. A. (2010).The perception that disaster preparedness is not a major concern in libraries is reinforced by the fact that many information studies schools in Africa do not offer any course on the topic while Curzon, S. C. (2007). An additional advantage of a disaster plan is that it provides a common reference and assigns clear allocation of responsibilities. Further, it provides a setting against which to review and evaluate current and future disaster management requirements. As McLIwaine, J. (2006).points out, "there is some variety in the nature and contents of the plan. For example, while one organization details step-by-step procedures, another emphasizes the contact list. According to Eden and Matthews (1996), disaster control planning is concerned with "the formulation of a written plan which gives details of preventive and preparatory measures intended to reduce potential risks, and which also indicates reactive and recovery procedures to be taken in the event of a disaster in order to minimize its effect". The disaster response plan is a written document that describes in detail the steps a library would take to prepare for and prevent a disaster and if a disaster occurs, the procedures that will be followed to respond to the disaster and recover from it. Sidney (2002) narrated how technology and planning saved her library at ground zero at the Borough of Manhattan community college. She explained that "what saved the library from a total disruption of services after the 11 September crises was technology. According to her, some of the disaster plans are as follows: keeping the web small; creating redundant paths for communication and to keeping internet resources on different hosts; keeping a list of the staff members with their phone numbers and email address and website back-up. According to Hoeven, H. V. D., &Albada, J. V. (1996).on behalf of UNESCO and IFLA, in World War I (1914-1918), during the German invasion, over 300,000 books, manuscripts, and incunabula in Library of the University of Louvain in Belgium were all destroyed. In 1923, The Imperial University Library in Tokyo was destroyed and most of its contents, amounting to about 700,000 volumes were lost due to an earthquake. In 1966, BibliotecaNazionaleCentrale in Florence, Italy was flooded with water and mud and this destroyed nearly 1,200,000 volumes and pamphlets in the flood. In 1994, Norwich Central Library in Great Britain, a fire destroyed over 350,000 books and historical documents.

METHODOLOGY

The survey conducted to Seth AnandramJaipuria College library. A structured questionnaire distributed to the students, teachers and non-teaching staff and library professionals. The survey emphasized to get established personal contact with the people. So there are 150 questionnaires have been distributed to the targeted people among them only 70 people respond properly. Other people have not bothered about the matter.

PROPOSED MODEL OF OPERATIONAL FUNCTION IN DISASTER RESPONSE

Disaster preparedness refers to a broader range of activities, such as establishing emergency policies, developing evacuation plans, designating emergency shelters, and developing methods for rapid assessment of pre-positioning supplies. Materials planning emergency services, training and drills for emergency staff, training seminars and courses, and broad campaigns of public awareness aimed at preparing communities for the onset of a disaster are other aspects of preparedness. (The Disaster Management Center course, "Disaster Preparedness," explores the subject in detail.
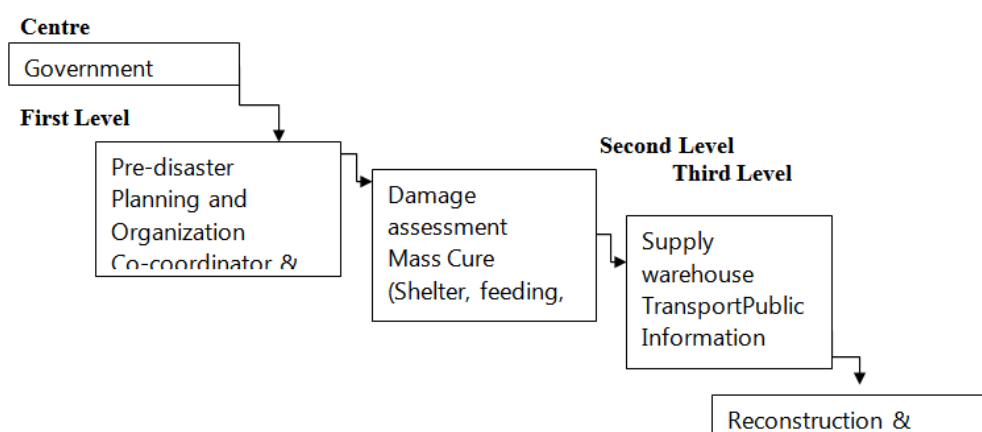

Figure 1: Model of Operational Function in Disaster Response

Another means of improving response is to expand or diversify the portfolio of assistance given to the disaster victims. Shelter, water, food, medicine, and clothing are usually considered as the normal emergency response. The potential range of assistance is in fact much broader. It should include economic assistance, family reunification, assistance to small businesses, rehabilitation of a community's public utilities, emergency assistance to farmers that enables them to harvest the remnants of crops, provision of food to livestock and draft animals, reduction of erosion caused by floods, social and psychological counseling, and literally hundreds of other activities.

SETH ANANDRAMJAIPURIA COLLEGE LIBRARY

Seth AnandramJaipuria College was founded by Sri MangturamJaipuria in memory of his illustrious father. It is housed in the famous ShovabazarRajbari, a landmark in the cultural history of the city of Kolkata. The College, since its inception, has been associated with many eminent personalities who were involved in the Indian Nationalist Movement. One of them, Pt. Jawaharlal Nehru, inaugurated the College on December 22, 1945. The Library of Seth AnandramJaipuria College is situated on first floor. The Library has no separate building. It is in a separate area within the main building. A total area of the Library is of 15000 square feet. Library accommodation is non-A.C. The stack area of this college library is of 7200 square feet. 150 students can sit in a reading room at a time. Teachers' have a separate reading room. At least 20

teachers can sit in the reading room at a time. Total reading room area is of 7800 square feet. The stack type of the library is the multistoried stack. These are made of wood, steel. The role of the Library Committee which acts as an administrative authority, for all practical purposes in this college, is almost advisory and recommendatory. Besides, fulfilling some meaningful purposes the Library Committee stands as a liaison between the Librarian and the Faculty Members on the one hand and between the students and the library staff on the other hand. The library of SethAnandramJaipuriaCollege is divided into three sections. These are **i) General Administration Section** for secretarial services like correspondences, supplies, supervision of routine maintenance.**ii) Technical Sections** divided into two, viz. a) Order Department for book-selection, purchase, gifts, and exchanges of books and other library materials, and b) Processing Department including classification, cataloguing, processing work, binding, mending, repairing, storage services. **iii) Readers' Section** divided into a) Circulation Department for stack control, issue of and taking back the books and other library materials and b) Reference Department to assist and guide the users.

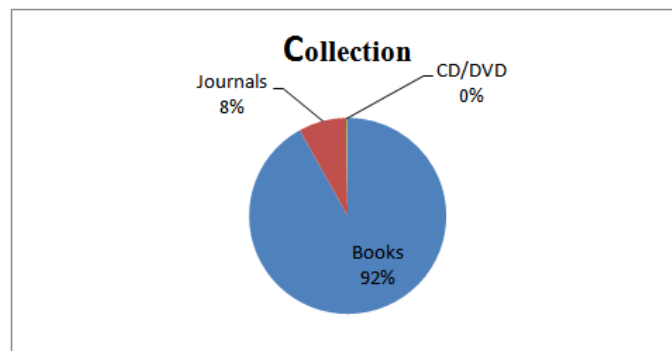**Collection of the College Library is Given Below**

Figure 2: Collections

Figure two indicates the overall collection of the SathAnandaramJoipuria College library. Out of 32854 resources, 92% collection has been covered by the book's materials, only 8% covered bound periodicals/journals and 0%(81) materials are the CD/DVD.

Possibility of Disaster

There are so many possibilities of natural and human-created disaster in the Seth AnandramJaipuria College which are given below:

Table 1: Natural Disaster

Sl. No.	Types	Percentages
1.	Earthquake	28%
2.	Flood	20%
3.	Drought	8%
4.	Landslides	2%
5.	Cyclone including Tsunami and Storm Surge	21%
6.	Avalanche	6%
7.	Volcanic eruption	15%
8.	Total	100%

In this study table, one shows the risk possibility of natural disaster Seth AnandramJaipuria College. It is supposed that there is 28% possibility of the earthquake and it follows Cyclone including Tsunami and Storm Surge is 21%. Bangladesh, parts of West Bengal and Tripura states of India and the Bay of Bengal basalts covered the Gondwana sediment. So there is 15% of Volcanic eruption may be occurred. The river Ganges and the other rivers some time flood West Bengal. So there is 20% of flood possibility, 8% of drought, 2% of Landslides and 6% of Avalanche are possible for the natural disaster.

Table 2: Man-Made Disaster

Sl.No.	Types	Percentages
1.	Armed Conflicts and Civil Strife	36%
2.	Technological Disasters	48%
3.	Disasters in Human Settlements	16%
4.	Total	100%

The advancement of Science and Technology sometimes becomes a curse to our civilization for the improper or the worthily use of it. Table two indicates the man-made disaster like World War or regional or war to neighbors. It shows that Armed Conflicts and Civil Strife covered 36% of the man-made disaster and 48% may occurr technological breakdown and only 16% of man-made disaster may occurr by human settlements.

Table 3: Awareness Campaigns (N=70)

Nature of awareness Program	Teacher	Non Teaching Staff	Students	Disaster management Team	Total	Percentages
Colleagues/Friends	02	03	05	06	16	22.86%
Literature	01	01	02	02	06	8.57%
Conferences	03	01	01	03	08	11.43%
Lecturer	00	03	03	05	11	15.71%
Training	00	05	04	17	26	37.14%
workshop	01	00	00	02	03	4.29%
Total	07	13	15	35	70	100%

Table number three indicates the participation to the different type of awareness program of the respondent of Seth AnandaramJoipuria College Library. The study divided the awareness program into six categories in relation to the four sub-class of the library member. There are 37.14% of respondents aware about the disaster management program through the training program and 22.86% respondents aware through their Colleagues/Friends. Out of seventy respondent only three person aware through workshop including one teacher and only two disaster management team member. Eleven people among the respondent aware through lecture which includes three non-teaching staff, three students and five disaster management team member. Out of seventy respondents only six-person aware through consulting literature including one teacher, one non-teaching staff, two students and only two disaster management team member.

Table 4: Use of Tools (N=70)

Nature of Tools	Teacher	Non Teaching Staff	Students	Disaster management Team	Total	Percentages
Fire Extinguishers	03	06	04	11	24	34.28%
Audible Alarms Fire	01	02	02	03	08	11.44%
Smoke Detectors	03	04	02	06	15	21.45%
Pull Style or Brea	00	01	00	02	03	4.29%
Glass Alarm	00	01	00	01	02	2.85%
Fire Sprinklers	01	00	01	02	04	5.71%
First Aid Kits	02	03	03	05	13	18.56%
Water/Moisture Alarms	00	00	00	01	01	1.43%
Total	10	17	12	31	70	100%

It is evident from Table 4 that the respondents indicated that all the tools are used for effective disaster management in Seth AnandaramJoipuria College Library. The study includes the eight types of disaster management tools and their usefulness benefit awareness. Out of seventy respondents only 34.28% aware of the Fire Extinguishers system which includes three-person teacher, six-person non-teaching staff, four students and eleven respondent disaster management team member. The awareness covered only 11.44% of respondent about Audible Alarms Fire and 21.45% of respondent covered Smoke Detectors system which includes three-person teacher, four-person non-teaching staff, two students and six respondent disaster management team member. There are 4.29% of respondent aware about Pull Style or Brea system and 2.85% of respondent's covered Glass Alarm, 5.71% of respondent covered Fire Sprinklers and 1.43% of respondents covered the awareness of Water/Moisture Alarms system. Out of seventy respondent, only thirteen (18.56%)respondents are aware of First Aid Kits as the disaster management tools and their usefulness benefit awareness which includes two teachers, three non-teaching staff, three students and only five respondents are disaster management team member.

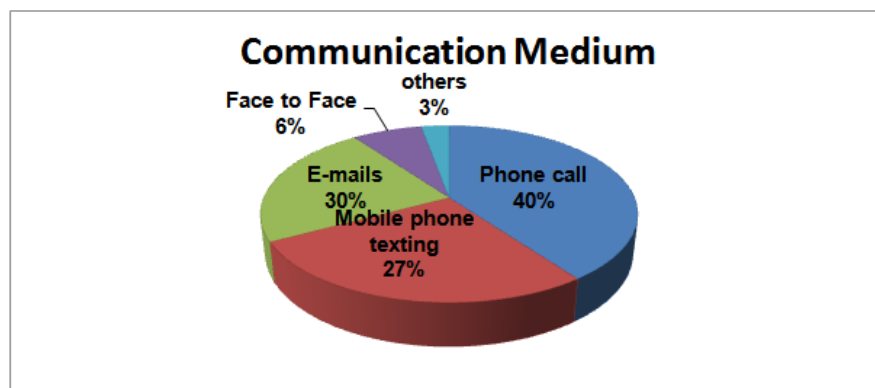**Communication Medium Used for Disaster Response**

Figure 3: Communication Medium

In this study figure number three describes the communication medium used for disaster response with the percentages of the communication medium. There is 40 % of respondents answer the communication medium as phone call27 % answer mobile phone texting, 30% of respondents answer through E-mail and 6% of the respondent answer through face-to-face communication and only 3% of respondents answer though others communication medium.

CONCLUSIONS

It is true that the basic objective of the college library is overall concentrate on academic activities and sometimes provides research assistant. In the present era, it is certainly important that a college library should be a well disaster management team and the other people relating to the college must be aware of the disaster management. It is certainly impotent that a college library should have a well-trained disaster management team with a proportionate participation of library professionals and other members of the library. It is impotent to the academic library environment to aware about the necessity of disaster management and to form a well-trained disaster management team.

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