

NATIONAL SEMINAR
ON
MEANS OF SECURING YOUTH
POWER FOR DISASTER MANAGEMENT

04th March 2016

Organized by



KRISHNASAMY

COLLEGE OF EDUCATION FOR WOMEN

Manapattu, Bahour Commune, Puducherry -607 402
(Recognized by NCTE ,UGC 2(f) Status Affiliated to pondicherry University, Accredited by NAAC
with 'B' Grade)

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Cuddalore and Puducherry.



ABOUT THE COLLEGE

KRISHNASAMY COLLEGE OF EDUCATION FOR WOMEN

(Recognized by NCTE ,UGC 2(f) Status, Affiliated to
Pondicherry University, Accredited by NAAC Grade)
Manapattu, Bahour Commune,
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Krishnasamy College of Education for Women (KCEd) was established in the academic year 2005-2006 catering to the needs of Teacher Education for Women. This college provides education, especially for down trodden, socially and economically backward women.

KCEd is situated in the southern edge of French tradition based Union territory of Puducherry. It is in the midst of rural village named as Manapattu, of the Bahour Commune. It is a hop away from the south gate way of Puducherry and the east sea coast, in the East Coast Road.

The Institution has been dedicating itself to the service of society by educating and preparing professionally qualified secondary level teachers for the last ten years. The College is affiliated to the University of Pondicherry, recognized by the National Council for Teacher Education and accredited with 'B' Grade by NAAC. The College is also recognized by under UGC 2(f) status. It is one of the best institutions under the umbrella of the prestigious Sri Subbulakshmi Krishnasamy Reddiar Educational Trust in Cuddalore & Puducherry.

The College has a good record of excellence and reputation and has a strong commitment to address to the needs arising from a dynamic and rapidly changing society.

The college is functioning with all infrastructural facilities as per NCTE Regulations December 2014, state-of-art ICT Resource Centre, Curricular Laboratories, Health and Physical Education Resource Centre(with Yoga Education), Multi-purpose Play Field, ICT enabled Seminar Room and ICT enabled Multi-purpose Hall, Art and Craft Resource Centre, Library-cum- Reading Room and Psychology laboratory..

SEMINAR DIRECTOR'S

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ABOUT THE SEMINAR

MEANS OF SECURING YOUTH POWERFOR DISASTER MANAGEMENT

DISASTER

"The result of a vast ecological breakdown in the relations between man and his environment, a serious and sudden disruption on such a scale that the stricken community needs extraordinary efforts to cope with it, often with outside help or international aid" - WHO 2005.

Today the living place of our earth are prone to numerous disasters in many forms i.e., through land, water and air, which make to realize the importance of disaster management.

DISASTER MANAGEMENT

“Disaster Management is the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters” - The Red Cross and Red Crescent Societies

In order to mitigate the effects of disaster through risk reduction strategies and coordination among different agencies, we need the disaster management system through youth organizations. The nature and function of this system is to organize manpower particularly youth to put into actions at grass root level. This organization can reduce the loss of life and other resources.

SUB THEMES:

Youth Organisation for Disaster Management (YODM)

Sub-theme 1: YODM through Government Initiative.

Sub-theme 2: YODM through Mass Media.

Sub-theme 3: YODM through Volunteers.

Sub-theme 3: YODM through Educational Institutions.

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Rapporteurs

Ms. M.Vijayalakshmi. Phy.Sci./Bio Sci.

Ms. N.Nandhini. Maths/ Tamil

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SUB-THEME 1: YODM THROUGH GOVERNMENT INITIATIVE

1. DISASTER MANAGEMENT RESPONSE FORCE(DMRF)

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ABSTRACT

This paper will recommend youth involvement in their own community disaster management activities such as identifying risk, designing community emergency plans as well as their own, exercising a plan, setting up early warning systems and implementing response, mitigation and risk reduction plans. Involving young people in disaster management can help them to learn topics that affect their lives while at the same time gaining hands-on experience designed to equip them to become tomorrow better leaders. To minimize the damages caused by the disaster various effort have been taken by government, society, NDMF and international communities. To build a safe and disaster resilient India by developing a holistic, proactive mitigation, preparedness and response.

INTRODUCTION

Successful disaster reduction strategies involve careful efforts to combine knowledge, technology, expertise, institutional capacities, management skills and practical experience for optimum results which would not be possible without proper collaboration between the two key players: state and civil society. The state can effectively link up knowledge, technology, skills and resources, expertise offered by specialist institution with grassroots experience, organizational capacity participatory management skills and community-based initiatives for disaster reduction.

What is “Disaster”?

A disaster can be defined as “A serious disruption in the functioning of the community or a society causing wide spread material, economic, social or environmental losses which exceed the ability of the affected society to cope using its own resources”. Major natural disaster such as Flood, Cyclone, drought, Earthquake, Cold wave, Thunderstorms, Heat waves, Mud slides and Storm.

Disaster Management: Disaster Plan involves four phases: Prevention, Preparedness, Response, Recovery

Phase 1: Prevention

- Identify and minimize the risks posed by the building, its equipment and fittings, and the natural hazards of the area.
- Carry out a building inspection and alter factors which constitute a potential hazard.
- Establish routine housekeeping and maintenance measures to withstand disaster in buildings and surrounding areas.
- Install automatic fire detection and extinguishing systems, and water-sensing alarms.
- Take special precautions during unusual periods of increased risk, such as building renovation

Phase 2: Preparedness

- Getting ready to cope.
- Keep the plan up-to-date and test it.
- Keep together supplies and equipment’s required in a disaster and maintain them.
- Prepare and keep an up-to-date set of documentation.
- Distribute the plan and documentation to appropriate locations on- and off-site.

Phase 3: Response

When disaster strikes,

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- Follow established emergency procedures for raising the alarm, evacuating personnel and making the disaster site safe
- Contact the leader of the disaster response team to direct and brief the trained salvage personnel
- Stabilize the environment to prevent the growth of mold.
- Photograph damaged materials for insurance claim purposes.
- Transport water-damaged items to the nearest available freezing facility.

Phase 4: Recovery

Getting back to normal

- Establish a program to restore both the disaster site and the damaged materials to a stable and usable condition.
- Determine priorities for restoration work and seek the advice of a conservator as to the best methods and options and obtain cost estimates.
- Contact insurers.
- Clean and rehabilitate the disaster site.
- Replace treated material in the refurbished site.
- Analyze the disaster and improve the plan in the light of experience.

New Vision

- To build safer and disaster resilient India
- To develop a proactive, multi-hazard & technology driven strategy for DM
- To develop a culture of prevention, mitigation & preparedness
- To ensure a prompt and efficient response mechanism

DM Act 2005: Response Mechanism

- NDRF: a specialist Force for any Disaster/ threatening Disaster situation. (Sec.44)
- Superintendence, Direction & Control of NDRF with NDMA (Sec.45)
- Command & supervision of NDRF with DG NDRF (Sec.45)

NDRF

- NDRF is the single largest dedicated Disaster Response Force in the world.
- Capable of responding to any natural Disaster/ CBRN Emergencies
- NDRF has acquired a niche for itself as a truly professional force

NDRF Distinctive Feature

- Pro-actively available to States
- Need based pre-positioning of NDRF in States.

Role of NDRF

Non-Disaster Period

- Acquire and continually upgrade its own training and skills
- Impart basic and operational level training to State Response Forces (Police, Civil Defense and Home Guards)
- Assist in Community Training & Preparedness
- Liaison, Reconnaissance, Rehearsals and Mock Drills.

Impending Disaster - Proactive deployment during impending disaster situations

During Disaster-Specialized Response

NDRF- A SPECIALIST FORCE

- AS PER DM ACT 2005 (SEC 44) - '**Specialist response to a threatening disaster situation or disaster**'.
- The force is gradually emerging as the most visible, vibrant multi-disciplinary, multi skilled, high-tech, elite force capable of dealing with all types of natural and man-made disasters.

A FUTURISTIC APPROACH

According to the Sendai Framework, to reduce the intensity of disaster, there is a need for focused action within and across sectors by national, state and district levels in the following four priority areas.

- Understanding disaster risk.
- strengthening disaster risk governance.
- investing in disaster risk reduction for resilience.
- enhancing disaster preparedness for effective response.

National Policy on Disaster Management need to include the disaster risk in all its dimensions of vulnerability, exposure of persons and chattels, threat characteristics and the environment which can be leveraged for pre-disaster risk assessment, for mitigation and prevention. Perfect vision, plans, guidance and coordination within and across various sectors and participation of significant stakeholders is needed.

National Disaster Management Force (NDMF)

An idea of National Disaster Management Force (NDMF) like National Cadet Corps (NCC) and National Service Scheme (NSS) at all levels of society will be effective to combat disasters. NDMF is aimed at disaster mitigation and management by inculcating national integrity, discipline, commitment, smart thinking, sharp response, motivation, leadership, charity, human values, ethics, knowledge on latest technologies and above all patriotism among youth.

Why National Disaster Management Force?

National Disaster Management Force (NDMF) will create a great impact on policy framing by the Govt. of India and during the time of disaster, the people need not to wait for the special team or force to help them. It will provide the basic knowledge what to do, what not to do when hit with a catastrophe and itself will reduce the intensity of disaster. NDMF provides an equal opportunity to everyone in general and students, for their active participation in an emerging well-developed society.

Implementation of National Disaster Management Force

1. School Level

The initiation for NDMF should start from the secondary education itself where young minds are ready to know the importance of the Disaster Management and Mitigation. The NDMF will concentrate on the basic knowledge on disasters, moral and ethical values, establishing unity, motivating people, physical and mental stamina towards disaster mitigation and management.

2. College Level

NDMF provides field experience to the interested people; establish linkage to higher authorities and assigning the zones whichever is nearer to them. NDMF will organize campaigns, workshops to mobilize people together and to guide school level teams.

3. Municipal and Rural Offices

Establishing a team of officers, irrespective of their position to chaperon the youth during the Time of disaster will ensure proper disaster management.

Major Natural Disasters in India 1999-2004

PLACE	YEAR	CAUSALITIES
Orissa Super Cyclone	1999	9803
Gujarat Earthquake	2001	20005
Tsunami	2004	12405

MANAGEMENT OF DISASTERS

- Until 2001 – Responsibility with Agriculture Ministry.
- Approach: Response & Relief Centric
- Committees Set Up by Govt. on Disaster Management
- HPC under J C Pant – August 1999
- All Party National Committee under the Chairmanship of PM – Feb 2001

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- Responsibility Transferred to MHA in June 2002.
- NDMA established with Executive Order in Sept 2005.
- DM Act passed in December 2005.

DISASTER RESPONSE

• KOSI FLOODS IN AUGUST 2008.

- 780 NDRF personnel trained in flood rescue operations were deployed.
- 153 high capacity inflatable boats and another rescue equipment's.
- NDRF saved more than 100,000 people.
- NDRF personnel distributed relief supplies including drinking water.
- Medical camps were also established.
- Impressed with prompt and efficient response of NDRF, CM of Bihar approached PM for a NDRF in to be stationed in Bihar and offered 65 acres of land.

FUTURE OF NDRF

- NDRF concept one of its kind in world.
- Most of countries are responding through fire fighters. No country is having dedicated disaster response force.
- In coming days NDRF will be the best in its trade.

Extracts of the Speech of Hon'ble Prime Minister of Japan

(On Dec 28, 2011 at Indian Council of World Affairs, New Delhi)

On March 11, an earthquake of unprecedented scale struck Japan's Tohoku region. On behalf of the Japanese people, I would like to express my sincere gratitude for the assistance we received from Indian people in all walks of life, including heroic efforts by the National Disaster Response Force (NDRF) of the Government of India. Under the leadership of Commandant Alok Awasthi, the 46 members of the Force showed such outstanding discipline in their work that no one thought that it had been the Force's first overseas operation ever since its creation. I imagine how hard it was for NDRF members, coming from India to work under the bitter chill of Tohoku's blustery winds in late March. Despite such harsh conditions in Onagawa, severely damaged by the tsunami, they listened to the needs of residents and worked painstakingly with their hands to search for victims' bodies and their belongings from piles of rubble more than 10 meters deep. **"Their dedication, whole heartedness and warm smiles touched the hearts of those who were grieved at the disaster and gave them immeasurable hope."**

Effective participation of youth in the life of society and in decision-making processes by:

- (a) Creating effective channels of cooperation and information exchange among young people, their national Governments and other decision makers
- (b) Encouraging and promoting youth-led organizations and the important role they play in supporting young people's civic engagement, capacity-building and providing non-formal education through financial and technical support and promotion of their activities;
- (c) Supporting, including through State and local governments, the establishment of independent national youth councils or equivalent bodies
- (d) Strengthening the participation and inclusion of young persons with disabilities in decision-making processes on an equal basis with others;
- (e) Providing young people who are disconnected or socially and economically excluded with opportunities to participate in decision-making processes to ensure their full involvement in society.

Conclusion

Developing countries like India are taking measures towards the disaster resilient nations. Disaster mitigation plan is more effective than disaster management. Government, nongovernment agencies and public should function effectively with coordination to face the disasters. Financial, infrastructural and industrial aspects of the nation need to be reconsidered for the effective growth. Awareness and preparedness among the society

towards the disasters would help in the overall development of the nation. In conclusion, it proposed to establish the NDMF at all levels of society to combat disasters effectively. NDMF will ensure awareness, prevention, preparedness, mitigation and management of disasters. NDMF will play a vital role in nation building.

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2. YOUTH ORGANISATION & DISASTER MANAGEMENT THROUGH MHA INITIATIVES

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ABSTRACT

Disaster has become a part of human history. The impact and magnitude of natural and manmade disasters are greatly increased when people are not prepared for them. Yet the response to disaster is needed to save our society. So that disaster management is a collective and co-ordinate effort to be achieved through prevention, mitigation and preparedness during disaster. Youths involving in disaster management can be trained through government initiatives. This paper presents the youth's participation in training programmes and educational schemes of disaster management through initiatives of MHA (**Ministry of Home Affairs**). This paper details about National institute of disaster management, National disaster management authority, National disaster response force and National policy on disaster management. The training programmes by these initiatives are to be encouraged to conduct further more programmes designed to foster youth organisation in disaster management.

Key words: Youth, Government Initiatives, Mitigation, Preparedness, Disaster management

INTRODUCTION

A Disaster is an extreme disruption in the functioning of a society that causes widespread human, material, or environmental losses that exceed the ability of the affected society to cope with its own resources. Disaster management is a multidisciplinary activity involving number of Departments/agencies spanning across all sectors of development. Government of India is working with the state governments to restructure the departments of disaster management with an enhanced area of responsibility to include mitigation and preparedness. The active participation of youth is most necessary in the disaster management. Youths may have many upcoming ideas for the disaster management. Their ideas can be implemented more effectively and their interest on disaster management is developed through training programmes by the initiatives of government. The government of India plays a vital role in the natural disaster management through various schemes provided by ministry of home affairs.

YOUTH ORGANISATION

Youth Organisation and involvement in implementation of regulation of youth's ideas makes place for self-realization of young people. Being involved in the activities of youth organization, a young person acquires

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communication skills, self-confidence planning and implementation skills ability to assess the efficiency and equality, cooperate with other people and organisation as well as combine different interest and ideas. Involving youth in disaster planning and recovery can increase their awareness of hazardous situation and teach them how to respond in various types of emergencies. Physically as well as mentally youths are more active to take immediate actions over their ideas. Youth involvement in awareness creating programmes of disaster management is more important for future generations.

MINISTRY OF HOME AFFAIRS (MHA)

Ministry of Home affairs has undertaken several initiatives to achieve sustainable reduction in disaster risk management. Their initiatives would help the state government and stakeholders by enhancing working in the field of disaster management to know at a glance about the risk mitigation schemes that would help them to plan and execute for a safe future. Ministry of Home affairs (MHA) government of India is the important department in handling the management of natural disaster and also manmade disasters. This ministry has several initiatives for building disaster recovery management in India.

INITIATIVES OF MHA

- National Institute of Disaster Management (**NIDM**)
- National Disaster Management Authority (**NDMA**)
- National Disaster Response force (**NDRF**)
- National Policy on Disaster Management (**NPDM**)

NATIONAL INSTITUTE OF DISASTER MANAGEMENT (NIDM)

The main responsibility of this initiative is human resource development through development and implementation of human resource plans, capacity building and training, research, documentation and policy advocacy in the field of disaster management. NIDM works with National disaster management authority and central, state and local government as well as various other stakeholders to build their capacities towards promoting a culture of prevention and preparedness at all levels. This initiative have various responsibilities to develop training modules, undertake research and documentation in disaster management, organize training programmes, study courses, conference, lectures and seminars to promote disaster management and provide for publications of journals, research papers and books based on disaster management.

NIDM has developed training module on “village disaster management plan” in order to give awareness programmes in villages. The plan aimed at ensuring Disaster risk reduction with emphasis on inclusion of disability and gender mainstreaming. Village disaster management plan is the planning process of the village disaster management committee (VDMC).

TRAINING PROGRAMMES FOR YOUTH BY NIDM

NIDM conducts 92 training programmes on diversified themes of disaster management and with many programmes added continuously.

- Various activities, posters and painting competition, slogan writing on disaster management were organized for school children’s and college students and prizes were given to winners in order to motivate their interest in disaster management.
- Capacity building programmes is initiated by the ministry of home affairs for capacity building of engineer and architect students in earthquake risk management.
- Rallies and special lectures to be organized in the universities and colleges to mark the initiatives of awareness for disaster reduction amongst youth and children.
- NIDM conducts online training programmes on basic and specialized subjects on disaster management. So that this could reach the youth’s in all over areas.

- Training the women and girls is the step to reduce their vulnerability during disaster. The specialized needs of the women at the time of disaster can be taken care of, if they are trained.
- Village disaster management plan forming many teams engaged by men, women, youth, wage laborers etc. Youth forming team to be trained in public service activities to develop their interest in social service.

NATIONAL DISASTER MANAGEMENT AUTHORITY (NDMA)

The authority initially created under an administrative order was notified in 2005 under the disaster management Act. The apex body is responsible for laying down policies, plans and guidelines on disaster management. NDMA undertakes several programmes in the process of capacity development. This has engaged a consultancy agency for managing the project preparation.

TRAINING FOR YOUTH BY NDMA

NDMA has launched a new public and youth awareness campaign through electronic and print media.

- Youth could conduct cyclone awareness campaign, earthquake awareness campaign, flood awareness campaign and awareness on chemical disaster.
- Youth people coming forward on their own across leads to long term community ownership and sustainability. The potential of these citizen leaders may be utilized for a recovery management of disaster.
- Mock exercises in schools and colleges are conducted to empower to face the disaster squarely before the specialist response is affected.
- The youth organization should be formed in every state and give the training to sail boats which would be helpful in securing the life of people after disaster like flood.

NATIONAL DISASTER RESPONSE FORCE (NDRF)

National disaster management force will create a great impact on policy framing by the ministry of home affairs government of India during the time of disaster. Disaster management Act has made the statutory provisions for constitution of National disaster response force for the purpose of specialized response to natural and manmade disaster. Vision of NDRF is to emerge as the multi-disciplinary, multi-skilled, high tech force capable to deal with types of disasters and to mitigate the effects of disasters. NDRF provides an equal opportunity to each and every individual in general and youth's in particular for their active participation in an emerging well developed society.

TRAINING FOR YOUTH BY NDRF

The initiation for NDRF should start from secondary education itself where young minds are ready to know the importance of the disaster management and mitigation.

- The NDRF will concentrate on the basic knowledge on disaster, moral and ethical values, establishing unity among the youth's, motivating them on physical and mental stamina towards disaster mitigation and management.
- NDRF provides field experience to the interested youth's; establish linkage to higher authorities and assigning the zones whichever is nearer to them.
- NDRF can organize campaigns, workshops, to mobilize college students and to guide school level teams.
- Establishing a team of officers, irrespective of their position to chaperon the youth during the time of disaster will ensure proper disaster management.

NATIONAL POLICY ON DISASTER MANAGEMENT (NPDM)

NPDM has been approved by the central government on October 22 – 2009. The policy envisages a safe and disaster resilient India by developing a holistic, multi disaster oriented and technology driven strategy. Though prevention, mitigation, preparedness and response. NPDM describes its approach to capacity development. A

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strategy approach to the capacity development can be addressed effectively only with active and enthusiastic participation of the stake holders.

TRAINING FOR YOUTH BY NPDM

- Providing table-top exercises, mock drills and development of skills to school students, college students, both men and women and youths for recovery management of disaster.
- Providing disaster management training for professionals like doctors, engineers and architecture apart from those engaged in response and relief.
- NPDM can promote the disaster management training to be included in curricula of educational institutions at all levels of schooling and should include practical instructions as well.
- By this system of curriculum, youths' participation could be more effectively in disaster management with their previous knowledge.

DISASTER MANAGEMENT INSTITUTIONS FOR YOUTHS

- National Fire Service College (NFSE)
- National Civil Defense College (NCDC)

NFSC- NATIONAL FIRE SERVICE COLLEGE

The National Fire Service College was established in 1956 as a subordinate establishment of the Ministry of Home Affairs with the aim of providing training to the fire officers of the country in advanced techniques of firefighting and creating uniformity in the fire service organizations and their management across the disaster.

TRAINING PROGRAMMES FOR YOUTH BY NFSC

- First aid preparedness programme should be given to the college students.
- They should be trained to climb over trees.
- Trained college students can create awareness programmes on disaster management in urban and rural areas.

NCDC- NATIONAL CIVIL DEFENSE COLLEGE

The first disaster management training institution was founded on 29 April 1957 as the central emergency relief training institute (CERTI). This institute organized advanced and specialist training for revenue officials responsible for disaster relief operations in any natural or man-made disaster. CERTI was later renamed as National Civil Defense College.

TRAINING PROGRAMMES FOR YOUTH BY NCDC

- The masons are trained in the actual construction of strong buildings to be protected from natural disasters like earthquakes, floods etc,
- Efforts of other ministry under MHA in capacity development programme on disaster management:

MINISTRY OF HUMAN RESOURCE DEVELOPMENT (MHRD)

To mainstream disaster management concerns into the education curricula, National Disaster Management Authority has taken the initiative with the Ministry of Human Resource Development, to ensure that disaster management curriculum forms part of the course curriculum in undergraduate science, medical, engineering and architecture courses besides in school education. It will also focus on the training of teachers and youths in disaster management.

TRAINING PROGRAMME FOR SCHOOL AND COLLEGE STUDENTS BY MHRD

- Interest should be developed in the subjects interactive activities in the classroom so that the students seeks more information on disaster.
- Disaster risk management programme and safety programme gives awareness for teachers and students.
- Disaster training modules for teachers and the educators to be developed in collaboration with National Council of Education Research and Training (NCERT) to focus on the safety measures during disaster.
- NCERT in developing a chapter in sociology for class 9th which focuses on impact of disaster on environment and society.

CONCLUSION

The message being put across is that, in order to move towards safer and sustainable in national disaster management developmental initiatives to the public, so as to help stakeholders and youth involving in disaster management programmes. Basic education and training modules in disaster preparedness have been incorporated along with training methodologies for trainers, youths and for community preparedness training at villages, colleges and schools through government initiatives.

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3. MEANS OF SECURING YOUTH POWER FOR DISASTER MANAGEMENT

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ABSTRACT

Disaster Management is dominated by top-down relief effort. The effects of Natural disasters have become more frequent, far-reaching and widespread. Our Nation's traditional approach to managing the risks associated with these disasters relies heavily on the government. Youth are passive victims with preventing and responding to disaster. Youth as resources or receivers of disaster management information and they are potential informants within informal and formal risk communication networks have been significantly underestimated, but their positive role in disaster risk reduction must also be seen in light of its possible burdens. Youth participate in various ways to helping and securing the people from disaster. Youth participation is spelled out in Department of interior and local government and the National youth commission. YORP and NYC are some youth organization to produce from the disaster management and the youth representative must be member of an organization. The whole community approach produces more effective outcomes for all types and sizes of threats and hazards, thereby improving security and resiliency nationwide. But the youth are also contributes their efforts to securing from disaster. Youth will now take an active role in climate change adaption and local disaster programs strengthening their spirit of volunteerism and unleashing their potential in helping build disaster-resilient communities. The government agency says, youth involvement disaster preparedness and response is necessary to build more resilient communities. The youth are capable of providing innovative recommendations to improve the country' disaster management plans.

4. YOUTH ORGANIZATION IN DISASTER MANAGEMENT THROUGH GOVERNMENT INITIATIVES

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ABSTRACT

The presentation is about securing youth in disaster management. Disaster means any Unfortunate event especially a great misfortune causing wide spread damage or suffering. It may be also in the way of calamity. NDMA [National Disaster Management Authority] is an agency of ministers whose primary purpose is to co-ordinate response to the manmade or natural disasters. There are nearly four authorities governed by the national disaster management. They help the people in the time of disaster. The Participation of youth in the forces Army and Navy etc. They help the people who are affected and suffers from these disasters. We know that youths are the backbone of our world so there participation is the most important than anything. Disaster may be caused in any way. Now a day's disaster are happening now and then in this world. It may cause because of natural and manmade. Under natural disasters tsunami, earth quake, floods happens etc. Due to manmade disasters bomb blast, war happens etc. And many numerous of peoples are affected and They are in need of help most the helpers are youth this is also proved in Chennai flood. This presentation proves the power of youth.

5. மழையை எதிர்கொள்ள அரசால் எடுக்கக்கூடிய நடவடிக்கைகளும் அதில் இளைங்கர்களின் பங்கும்

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கருத்துச் சுருக்கம் :

“இளங்கன்று பயமரியாது” என்ற பொன்மொழியின்படி இன்றைய இளைஞர்கள் துடிப்புடன் செயல்பட்டுவருகிறார்கள். அவர்களுக்கு முறையான வழிகாட்டுதல் இருந்தால் எண்ணிய எண்ணத்தை நிறைவேற்ற முடியும் என்பதில் மாற்று கருத்து இல்லை. அப்படியப்பட்ட ஆக்க சக்தியை அரசாங்கத்தின் மூலம் பேரழிவை அழிக்கும் மாபெரும் சக்தியை தூண்டிவிடுவதே இக்கட்டுரையின் நோக்க கருத்தாகும்.

முன்னுரை :

(அ) இயற்கைக் சீற்றங்கள் உலகுக்குப் புதிது அல்ல. நம் முன்னோர்கள் வாழ்வின் ஒவ்வொரு நொடியையும் போராடியே கடந்தார்கள். அந்த போராட்டங்களில் இயற்கையின் இயல்புகளை கண்டுகொண்டார்கள். அதற்கேற்ப தொழில் நுட்பங்களை கண்டு பிடித்தார்கள். இயற்கையுடன் இசைந்து வாழ்ந்தார்கள். விலங்குகளும் கூட நுண்ணறிவின் மூலம் இயற்கை சீற்றங்களை முன்கூட்டியே உணர்ந்து கொள்கின்றன. ஆனால் செயற்கைக்கோள்களின் பாதுகாப்பு வளையத்துக்குள் இயக்கும் நாம்தான் சாலையில் படகு விடுகிறோம்.

(ஆ) வரலாற்றை முழுமையாகப் பார்த்து விடுவோம். நீர் மேலாண்மையில் உலகுக்கே முன்னோடிகளாக திகழ்ந்து எகிப்தியர்கள். தொடர்ந்து சுமேரியர்களும், சீனர்களும், தமிழர்களும் நீர் மேலாண்மையில் சிறந்து விளங்கினார். இதைப் பற்றியெல்லாம் தனது விரிவான ஆய்வுகள் மூலம் பதிவுசெய்திருக்கிறார் மழைந்த பழகோமதிநாயகம், அவரைப் பற்றி நினைவுகூர்வது நமது கடமை. பழ.நெடுமாறனின் சகோதார்தான் பழகோமதிநாயகம், நீரியல் அறிஞரான அவர். தமிழகத்தின் நீர் நிலைகளின் மீது மிகுந்த அக்கறை காட்டினார். பொதுப்பணித்துறையில் உயர் அதிகாரியாக அவர் பணிபுரிந்தபோது தமிழகத்தின் நீர் நிலைகளை மேம்படுத்த ஏராளமான திட்டங்களை வகுத்துத் தந்தார். அதே போலபொதுப்பணித்துறையின் பணியாற்றிய ராமலிங்கம், தேவி கவுண்டர், வீரப்பன் உள்ளிட்டோரும் சென்னையின் நீர் நிலைகளை மேம்படுத்தவும் வெள்ளங்களைத் தடுக்கவும் ஏராளமான திட்டங்களை வகுத்துத் தந்தனர். இவர்களை எல்லாம் தமிழகத்தின் ஆட்சியாளர்கள் கண்டுக்கொள்ளவே இல்லை.

ஓர் இந்திய உதாரணம் :

இந்தியாவைக் காட்டிலும் பல மடங்கு அபாயமான புவிச்சூழலைக் கொண்டது. ஜப்பான், பேரிடர்களை எதிர்கொள்ளும் கல்விக்கு மிகச் சிறந்த வழி, அவ்வளவு தூரம் போக வேண்டியதில்லை என்றால், ஓடிவிடமிருந்து நாம் பாடம் கற்றுக் கொள்ளலாம். தமிழகத்தைவிடப் பின்தங்கிய மாநிலம், கோடையில் கடும் வறட்சியாலும் மழைக்காலத்தில் கடும்

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வெள்ளத்தாலும் பாதிக்கப்படும் மாநிலம், ஆனால், இரண்டு ஆண்டுகளுக்கு முன் பாய்லின் புயலை அது எதிர்கொண்ட விதம் ஐ.நா.சபை உட்பட ஏராளமானோரின் பாராட்டுகளை ஓடிவருவதற்குப் பெற்றுத் தந்தது.

இன்றைக்கும் ஆச்சரியமுட்டும் பணி அது. மிகக் கடுமையான புயலை ஓடி எதிர்கொள்ளலாம் என்றது இந்திய வானிலை ஆராய்ச்சி மையம், இந்த முன்னெச்சரிக்கை வந்தவுடனேயே வந்தவுடனேயே முதல்வர் நவீன் பட்நாயக் களத்தில் இறங்கிவிட்டார். வெள்ள அபாயப் பகுதிகளில் நீர்நிலைகளின் கரைகள் பலப்படுத்தப்பட்டு, வடிகால்களைச் சீரமைத்து, மேம்படுத்தும் பணி ஒருபுறம் முடுக்கிவிடப்பட்டது. மறுபுறம் பிரதமர் மன்மோகன் சிங் கவனத்திற்கு இதை எடுத்துச் சென்றார். முப்படைகளின் உதவியும் உறுதிசெய்யப்பட்டது. தொலைத்தொடர்பு நிறுவனங்களிடம் கலந்து பேசி நெருக்கடிச் சூழலில் தகவல் தொடர்பை கையாளும் நடவடிக்கைகள் எடுக்கப்பட்டன.

ஊடகங்கள், சமூக வலைதங்களில் தொடங்கி உள்ளூர் தண்டோரா வரை புயலின் பாதிப்பு தொடர்பான முன்னெச்சரிக்கை மக்களுக்குக் கொண்டு செல்லப்பட்டது. தொண்டு நிறுவனங்கள் சேவை அமைப்புகளையும் அரசு துணை சேர்த்துக் கொண்டது. எந்தெந்த மாவட்டங்களில் புயல் பாதிப்பு கடுமையான இருக்கும் என்று கணிக்கப்பட்டதோ, அந்தப் பகுதிகளிலிருந்து மக்களை வெளியேற்றும் பணி புயலுக்கு முன்னூ நாட்களுக்கு முன் தொடங்கியது. கிட்டத்தட்ட 11.5 இலட்சம் பேர் வீடுகளைக் காலிசெய்து, பாதுகாப்பான இடங்களுக்கு அழைத்துச் செல்லப்பட்டனர். கூடவே அவர்கள் வீடுகளில் வளர்த்த கால்நடைகளும்.

சுதந்திர இந்தியாவில் நடந்த மிகப் பெரிய மக்கள் வெளியேற்றங்களில் ஒன்று இது. லட்சக்கணக்கில் உணவுப் பொட்டலங்கள் தயாரிக்கப்பட்டன. மக்கள் பாதுகாப்பு மையங்களில் எல்லா மருந்துகளும் முன்கூட்டி இருப்பில் கொண்டு வந்து வைக்கப்பட்டன.

புயலுக்கு முந்தைய கடுமையான மழையிலேயே மோசமான பாதிப்புகள் தொடங்கிவிட்டன. மணிக்கு 220 கி.மீ. வேகத்தில் வீசிய பாய்லின் புயல் இன்னும் கொடூரமான பாதிப்புகளை உருவாக்கியது. கஞ்சம் மாவட்டத்தில் மட்டும் 2.4 இலட்சம் வீடுகள் நாசமாயின. ரூ.3,000 கோடி பொருட்சேதம் ஏற்பட்டது. மாநிலம் முழுவதும் 5 இலட்சம் ஹெக்டேர் பயிர்கள் நாசமாயின, முன்னதாக, இதே போன்ற பெரும்புயலை 1999ல் ஓடி எதிர்கொண்டபோது 10000க்கும் மேற்பட்டோர் உயிரிழந்தனர். 2 கோடிப் பேர் கடுமையாகப் பாதிக்கப்பட்டார்கள். ஆனால், பாய்லின் புயலுக்குப் பலியானவர்களின் எண்ணிக்கை 23 (அடுத்தடுத்த நாட்களில் இறந்தவர்களையும் சேர்த்தாலும் 50க்குள்ள்தான்)

ஓடிவின் இந்தச் சாதனைக்கு எது அடிப்படை? பூஜ்ய உயிரிழப்பு இலக்கோடு இந்தப் பணியை மேற்கொண்டார் முதல்வர் நவீன் பட்நாயக். 1999 புயல் பாதிப்புகளிலிருந்து கற்றுக்கொண்ட பாடம், அதற்குப் பின் தொடர்ந்தும் பெருமழை, வறட்சி, வெள்ளம், புயல் என எல்லாப் பேரிடர்களையும் தொடர்ந்து எதிர்கொள்கிறது ஓடி, ஆனால் மக்கள் துயரம் குறைந்திருக்கிறது. தேசிய அளவில் இன்றைக்குப் பேரிடர் மேலாண்மைக்கான முன்னுதாரணம் ஆகியிருக்கிறது ஓடி பேரிடர் மேலாண்மை மையம்.

தமிழக நிலை :

தமிழகம் இம்முறை இன்னும் புயல் தாக்குதலுக்கு ஆளாகவில்லை, அதற்குள் கடலூரில் மட்டும் 43 பிணங்கள் விழுந்திருக்கின்றன. 2004 சுனாமியின்போது தமிழகம் 7996 பேரைப் பறிகொடுத்தபோதும் கடுமையாக விலை கொடுத்தது. இப்போதும் சீரழிகிறது. சரியாக, ஒரு மாதத்துக்கு முன் அக்16 அன்றே இப்போதைய மழை தொடர்பான எச்சரிக்கையை வெளியிட்டுவிட்டது வானிலை ஆராய்ச்சி மையம், நான் கற்றுக்கொண்ட பாடம் என்ன?

தலைமைக் கணக்குத் தணிக்கையாளர் (சிஏஐ) அறிக்கை முன்பே இதைச் சுட்டிக்காட்டியது. “இன்னோரு பேரிடர் நேர்ந்தால், அதை எதிர்கொள்ளும் தயார் நிலையில் தமிழகம் இல்லை,” பேரிடர்களை எதிர்கொள்வதற்கான அவசரக்கால நடவடிக்கை மையங்களில் 2012ல் மேற்கொள்ளப்பட்ட ஆய்வுஇதை அம்பலப்படுத்தியது. “சுனாமியின் போது கடுமையாகப் பாதிக்கப்பட்ட நாகையில் ஒரு மையம் கூட இந்த ஆய்வின் போது கடுமையாகப் பாதிக்கப்பட்ட நாகையில் ஒரு மையம் கூட இந்த ஆய்வின்போது செயல்படும் நிலையில் இல்லை, கடலூரில் 14 மையங்கள் செயல்படும் நிலையில் இல்லை என்று அந்த அறிக்கை குறிப்பிட்டது நிலைமையின் விபரீதத்தை விவரிக்கக் கூடியது.

கத்திரினாவின் விளைவுகள் :

கடலூரில் மழையில் மடியில் பிணத்தைப் போட்டுக்கொண்டு கதறுபவர்களைக் காணச் சகிக்கவில்லை. பாரிஸில் 129 பேர் உயிரிழந்தால், சர்வதேசத்தின் வெளியுறவுக் கொள்கையே மாறுகிறது. ஆனால் இந்திய மரணங்கள் ஏன் யாரையும் உலுக்குவதில்லை? பலரும் கேட்கிறார்கள். காரணம் எளிமையானது. ஆமெரிக்காவின் நியூஆர்லியன்ஸ் மாகாணம் 2005ல் கத்திரினா புயல் பாதிப்புக்குள்ளானது. கடுமையாக பாதிக்கப்பட்ட மக்கள் பிடிக்கு எதிராகக் கொடி பிடித்தார்கள். அதன் பின், நியூ ஆர்லியன்ஸ் மாகாண காவல் கண்காணிப்பாளர் எட்டி காம்ப்ஸ் பதவி நீக்கப்பட்டார், மேயர் ரே நாகீன் ஊழல் விசாரணைக்கு உள்ளாக்கப்பட்டு 10 ஆண்டு சிறைத் தண்டனைக்கு ஆளாக்கப்பட்டார். அமெரிக்கப் பேரிடர் மேலாண்மை முகமை பல மடங்கு மேம்படுத்தப்பட்டது. மக்கள் அங்கு உயிரிழப்புகளை அரசியலாகப் பார்க்கிறார்கள். அரசியல்வாதிகள் இங்கு உயிரிழப்புகளை இழப்பீடுகளாகப் பார்க்கிறார்கள்.

எதிர்கொள்ள நினைக்கும் இளைஞர்களின் பங்கு :

பேரிடர் என்பது எதிர்பாராமல் நிகழும் ஒரு நிகழ்வு ஆகும். ஆனாலும் அறிவியலால் முன்கூட்டியே அறிய முடிகிறது. அப்படி அறிய நேரிடுவதனால் மேலாண்மை படுத்த முடியும், ஆனால், பேரிடரை எதிர்கொண்ட பிறகு எடுக்க வேண்டிய நடவடிக்கைகள். அரசாங்கம் மேற்கொண்டாலும் அதை சரியாக பாதிக்கப்பட்டவர்களுக்கு கொண்டு சேர கால தாமதம் ஆகிறது. ஆனால், தன்னையும், தன் குடும்பத்தையும், காப்பாற்றிய பிறகும், இளைஞர்கள் சமுதாயக் குடும்பங்களைக் காப்பாற்ற

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ஓடிவருகின்றனர். அரசாங்கத்தின் மூலம் வரவழைக்கப்பட்ட பால், உடைபடுக்கைகள் போன்றவற்றை எல்லாம் இளைஞர்கள் மூலமாகத்தான் மக்களுக்கு கொண்டு சேரப்பட்டது.

ஆவர்களை இச்செயலில் ஈடுபட வைக்க நாம் அவர்களை ஊக்குவிப்பதே சிறந்த வழி, அவர்களுக்கு இருக்கும் வேலையில்லா திண்டாட்டத்தையும் இதன் மூலம் போக்கலாம், பொதுச்செயல்களில் ஈடுபடுவோர்க்கு தனியே சான்றிதழ்களும், ஊக்கப் பரிசுகளும், அரசு வேலைகளில் சேர முக்கியத்துவமும் அளித்தால், இப்பணியை முழுக்கவனத் தோடும் ஆர்வத்தோடும் செய்ய முன்வருவார்கள், அரசால் நேரடியாக மக்களை சென்றடைவது கடினமான ஒரு செயலாகும். எனவே இச்செயலின் மூலம் ஒவ்வொரு இளைஞனையும் அவர்களின் குடும்பத்தையும், ஊரையும், நாட்டையும் எளிமையாக மீட்க இயலும். சுயநலம் கருதாமல் இயல்பாகவே அவர்களுக்கு பொது பணியில் ஈடுபடும் எண்ணம் இருக்கும்போது விரும்பி வந்து துடிப்புடன் செயல்படுவார்கள்.

மழையை எதிர்கொள்ள :

சூழ்நிலைக்கு ஏற்றவாறு தங்களை தகவமைத்துக்கொள்வது இவர்களுக்கு எளிதான ஒன்று, அரசு பல வழிகளில் நிதிகளை செலவு செய்ய தயாராக இருந்தாலும். அத்திட்டம் நடைமுறை சூழலுக்கு சாத்தியபடுமா என ஆராய்ந்து ஏற்றுக்கொள்வதில் இவர்கள் பெரும்பங்கு வகிக்கிறார்கள்.

அடிப்படையில் ஒரு மனிதன் கற்று கொள்ள வேண்டிய அவசியமானவற்றில் ஒன்று நீச்சல் பயிற்சி, இப்பயிற்சியை அரசு சார்பில் எடுத்து நடத்தி அனைவருக்கும் பயன்படும் வகையில் இருத்தல் வேண்டும். போதுவாக இளைஞர்கள் என்றால் சட்டென நினைவிற்கு வருவது ஆண்கள் மட்டுமே இதில் பெண்களும் அடக்கம் என்பதை மறந்துவிடக்கூடாது.

நீரின் மூலம் வரும் இடர்பாடுகளுக்கு நீச்சலே முதல் ஆயுதமாகும்.

முடிவரை :

கடந்த சில வருடங்களில் தேசிய அளவில் மக்கள் பல்வேறு இயற்கை பேரிடர்களை சந்தித்து வருகின்றனர். அதிலும் குறிப்பாக நீரினால் ஏற்பட கூடிய மழை மற்றும் வெள்ளத்தால் பல்வேறு உயிர் சேதங்களை நமது தேசத்தில் ஏற்பட்டுள்ளன. “இயற்கை அன்னைக்கு, நாம் செய்த கொடுமைகளை காட்டிலும் அவள் நமக்கு செய்யவில்லை என்பதே நிதர்சனமாக உண்மை” ‘மனமிருந்தால் மார்க்கமுண்டு’ என்ற பழமொழிக்கேற்ப முயன்றால் எவ்வித பேரிடர்களையும் தூசியாய் துடைத்துவிட்டு மீண்டும் எழுவோம்.

6. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH GOVERNMENT INITIATIVE

**R. GAYATHIRI, K. PAVALA KODI, E. PAVITHRA and
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ABSTRACT

About 150 major natural disasters affected millions of people worldwide in 2015. Asia again bore the brunt of these disasters reported globally. Floods continue to be the most frequently occurring natural disasters and also affect the most people worldwide. Here are six of the worst natural disasters of 2015 and how we responded. While governments and humanitarian agencies rush to meet the immediate needs of children and families affected by disasters, World Vision also works year-round to help communities reduce risk and help themselves when disaster strikes. “Working with communities for preparedness is key,” says Lawren Sinnema, a World Vision emergency affairs program officer. “Because while you can't entirely reduce risk from disasters, you can alleviate their effects if you are prepared.”

INTRODUCTION

The world has witnessed numerous disasters over the centuries and although most are man-made due to wars and terrorism, mother nature certainly dishes out her fair share of damage. While there are many criteria as to what would be considered the “worst” natural disaster ranging from lives lost to cost incurred, the earthquakes, typhoons, and tsunamis you are about to witness are all horrific in their own right. Here are the 25 worst natural disasters ever recorded. While governments and humanitarian agencies rush to meet the immediate needs of children and families affected by disasters, World Vision also works year-round to help communities reduce risk and help themselves when disaster strikes. “Working with communities for preparedness is key,” says Lawren Sinnema, a World Vision emergency affairs program officer. “Because while you can't entirely reduce risk from disasters, you can alleviate their effects if you are prepared.”

THE ROLE OF GOVERNMENT IN A DISASTER

Government agencies play a critical role during times of disaster, but the exact role of government is often unclear to disaster

victims. Even more difficult to decipher are the complex relationships between various government programs, from local to

national levels. This document will attempt to make the roles and relationships a little more understandable.

The Basic Scenario

In the immediate aftermath of a disaster, federal assistance is made available only after a formal request has been made by a state's governor. The extent or the impact of a natural or man-made event can qualify a region of a state to be declared a disaster.

Declarations of Emergency and Major Disaster Status

A state's governor orders a preliminary disaster report to be completed, usually after a disaster has struck. Once this report is finished, the governor can then request from the President a major disaster or emergency declaration for affected areas.

Declaration of an Emergency

This allows the President to send supplementary funds to state and local efforts to save lives and protect property. Total assistance provided in a given declared emergency may not exceed five million dollars.

Declaration of a Major Disaster

- ✓ This declaration indicates that the disaster is of significant scope beyond the abilities of state government to manage on its own.
- ✓ Assistance is offered to both the public and private sectors.
- ✓ Once the declaration has been issued, the FEMA is authorized to engage the services of twelve federal departments, two agencies, one commission, one corporation, and one authority.

TYPES OF ASSISTANCE

For individuals, families, farmers, and businesses, in the form of loans, grants, emergency housing, tax relief and

unemployment assistance

Emergency Support Functions are:

- 1. Transportation** *Provides civilian and military transportation..*
- 2. Communications** *Provides telecommunications support..*
- 3. Public Works and Engineering** *Restores essential public services and facilities.*
- 4. Information and Planning** *Collects, analyzes and disseminates critical information to facilitate the overall federal response and recovery operations..*
- 5. Mass Care** *Manages and coordinates food, shelter and first-aid for victims;*

PHASES OF DISASTER

The National Governor's Association designed a phase of disaster model to help emergency managers prepare for and respond to a disaster, also known as the 'life cycle' of comprehensive emergency management

The four phases of disaster:

1) mitigation; 2) preparedness; 3) response; 4) recovery.

The model helps frame issues related to disaster preparedness as well as economic and business recovery after a disaster. Each phase has particular needs, requires distinct tools, strategies, and resources and faces different challenges. The issues addressed below relate to the resiliency and recovery of the local economy and business community before and after a major disaster.

Mitigation

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Mitigation involves steps to reduce vulnerability to disaster impacts such as injuries and loss of life and property. This might involve changes in local building codes to fortify buildings; revised zoning and land use management; strengthening of public infrastructure; and other efforts to make the community more resilient to a catastrophic event.

Preparedness

Preparedness focuses on understanding how a disaster might impact the community and how education, outreach and training can build capacity to respond to and recover from a disaster. This may include engaging the business community, pre-disaster strategic planning, and other logistical readiness activities. The disaster preparedness activities guide provides more information on how to better prepare an organization and the business community for a disaster.

Response

Response addresses immediate threats presented by the disaster, including saving lives, meeting humanitarian needs (food, shelter, clothing, public health and safety), cleanup, damage assessment, and the start of resource distribution. As the response period progresses, focus shifts from dealing with immediate emergency issues to conducting repairs, restoring utilities, establishing operations for public services (including permitting), and finishing the cleanup process.

Recovery

Recovery is the fourth phase of disaster and is the restoration of all aspects of the disaster's impact on a community and the return of the local economy to some sense of normalcy. By this time, the impacted region has achieved a degree of physical, environmental, economic and social stability.

The recovery phase of disaster can be broken into two periods. The short-term phase typically lasts from six months to at least one year and involves delivering immediate services to businesses. The long-term phase, which can range up to decades, requires thoughtful strategic planning and action to address more serious or permanent impacts of a disaster. Investment in economic development capacity building becomes essential to foster economic diversification, attain new resources, build new partnerships and implement effective recovery strategies and tactics. Communities must access and deploy a range of public and private resources to enable long-term economic recovery.

TYPES OF DISASTERS

Disasters can take many different forms, and the duration can range from an hourly disruption to days or weeks of ongoing destruction. Below is a list of the various types of disasters both natural and man-made or technological in nature-that can impact a community. Hurricanes and tropical storms are among the most powerful natural disasters because of their size and destructive potential. Tornadoes are relatively brief but violent, potentially causing winds in excess of 200 mph. Both earthquakes and tornadoes strike suddenly without warning.

Flooding is the most common of natural hazards, and requires an understanding of the natural systems of our environment, including floodplains and the frequency of flooding events. Wildfires are more prevalent in the event of a drought. Disasters impacting food supply can be extremely costly; American officials say that a food contamination scare similar to the one that hit the Belgian poultry industry in the 1990's could jeopardize U.S. agricultural exports in excess of \$140 billion.

Disasters also can be caused by humans. Hazardous materials emergencies include chemical spills and groundwater contamination. Workplace fires are more common and can cause significant property damage and loss of life. Communities are also vulnerable to threats posed by extremist groups who use violence against both people and property.

High-risk targets include military and civilian government facilities, international airports, large cities and high-profile landmarks. Cyber-terrorism involves attacks against computers and networks done to intimidate or coerce a government or its people for political or social objectives.

CONCLUSION

The disaster management programs in Metro Manila, despite the scarcity of resources, should continue and work towards its enhancement. The Formulation of more responsive disaster management programs should be given prime importance. Earthquakes, for one, would require an efficient and effective disaster mitigation strategy considering that their occurrence could not yet be predicted with absolute degree of accuracy. The slow transcendence from relief-oriented to preparedness and mitigation-focused disaster management approach will require the development of a communication strategy that would strongly influence the thinking of administrators towards a paradigm shift. The change in the public's attitude of complacency to a safer prevention – conscious one should be other object of disaster manager's efforts.

EXPECTATION

The first Meeting on Disaster Prevention involving Kobe, Shanghai, and Metro Manila participations provides an opportunity for sharing experiences and skills that would be very useful in improving the capacities of each in coping with disasters, particularly those caused by the seismic hazards. The technological advances and innovative methodologies employed by Kobe and Shanghai to cope with the most recent disasters experienced and the lessons learned from those experiences would surely be inspiring instruments for Metro Manila to develop further our existing disaster mitigation and response system.

7. DISASTER MANAGEMENT AND GOVERNMENT INITIATIVES

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ABSTRACT

India has been traditionally vulnerable to natural disaster on account of its unique geo-climate conditions. Floods, droughts, cyclones, earthquakes and landslides have been a recurrent phenomenon. The Government of India have adopted mitigation and prevention as essential components of their development strategies. The Tenth Five Year Plan documents has a detailed chapter on Disaster Management. The plan emphasizes the fact that development cannot be sustainable without mitigation being built into development process. Each State is supposed to prepare a plan scheme for disaster mitigation in accordance with the approach outlined in the plan. In brief, mitigation is being institutionalized into development planning.

Key words: Mitigation, Disaster, preparedness,

INTRODUCTION

It is really an unfortunate and undesirable situation that in our country where more than 6 crore people are affected by disasters every year. We have no policy on systematic disaster Management. It is only after a disaster strikes that the wheels of the government, both at the centre and at the states, move and that too slowly. Despite the need to build up capabilities to meet the challenges of disasters, the thrust has unfortunately been on alleviation and relief. Even the relief has not been quick and adequate. India's response to and tackling of this two major disasters has thrown up the following weakness in our disaster management efforts.

Inadequate Early Warning System, Lack of Pre-disaster Preparedness, Inadequate and Slow Relief, Lack of Co-ordination, Slow Rehabilitation and Reconstruction, Proper Administration, Poor Management of Finances for Post-disaster Relief, Symbolism Rather than Relief and No Instruction for Pre-seismic Period

MEASURES/FACTS TAKEN TO IMPROVE DISASTER MANAGEMENT IN INDIA

Central Level

At the central or national level, Ministry of Home affairs is entrusted with the nodal responsibility of managing disaster. At the apex level, there are two cabinet committees viz. cabinet committee on national calamity and cabinet committee on security. All the major issues concerning natural disasters are placed before cabinet

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committee on natural calamity whereas calamities which can affect internal security or which may be caused due to use of nuclear, biological or chemical weapons etc are placed before cabinet committee on security. The NCMC (National Crisis Management Committee) is the next important functionary. The cabinet secretary heads it. It includes secretaries of concerned department/ministers. Its main function is to give direction to Crisis Management Group (CMG) and any minister/department for specific action needed for meeting the crisis situation. CMG lies below the NCMC. The Central Relief Commissioner is its chairman. His primary function is to coordinate all the relief operations for natural disaster. Apart from coordinating the relief operations, it reviews the contingency plans formulated by Central Ministers/Department and measures required for dealing with natural disaster. CMG meets every six months however in event of any disaster it frequently meets to review the relief operation and explore all possibilities to render all possible help to the affected region.

State and District Level

At the state level, there are state relief commissioners who are in charge of the relief measures in wake of natural disaster in the respective states. The chief secretary is the overall in charge of the relief operations in the state. The relief commissioner and additional relief commissioner work under his direction and control. In addition, there are number of secretaries, head of various departments who also work under the overall direction of chief secretary. At the district level, districts are headed by District Collector or district magistrate who is responsible for the overall supervision and monitoring of relief measures and preparation of disaster management plans. At the tehsil level DSO/SDM take care of the disaster management.

Despite there being a general tardiness about the manner in which we respond to disasters, there has been significant progress in this area and there have been many experiments and success stories worth emulating,

1. The Multi-hazards Disaster Mitigation Plan will create a disaster management information at emergency operation centre at state government headquarters. Apart from forewarning of calamities like flood, earthquake, etc; post disaster relief and rehabilitation is another area of use of this network. It will help in co-ordinating among hospitals, voluntary organizations, ambulances, fire brigades and government relief measures.
2. Some State Government have got their acts together, learning from past experiences. In 1991, A.P. Government was able to implement previously planned programme to evacuate 6 lakh people from the path of an approaching cyclone with 52 hours. Fatalities numbered less than on tenth of what could have otherwise been. This was achieved through a planned approach combining both traditional and advanced channels.
3. The IMD has set up a National Seismic Telemetry Network to anticipate threats from seismic disturbances. After the Gujarat quake, 10 new seismological observation equipped with latest facilities were set up and 14 of the 45 existing observatories were upgraded with state of the art digital seismograph for better monitoring of effects of earthquake in the seismic zones.
4. The IMD has set up cyclone warning centres along many coastlines. Information on cyclone warning is furnished to the central control room in the Ministry of Agriculture. Besides, high powered cyclone detection radars are installed at various places on the coastal belt, that can track disturbances within a range of 400 KM. Satellite imagery is another tool used when cyclone are beyond the range of the coastal radars. The ISRO has placed 250 storm warning receivers all along the Indian coast. In a time of crisis, these receivers are switched on via satellite and broadcast siren and local language warnings.
5. Measures for flood mitigation were taken from 1950 onwards, As against the total of 40 million hectares prone to floods, area of about 15 million hectares have been protected by construction of embankment. The State Government have been assisted to take up mitigation programmed like construction of raised platforms etc.

To evolve both short-term and long term strategies for flood management / erosion control, Government of India have recently constituted Central Task Force under the chairmanship of Central Water Commission.

The task for will examine causes of the problem of recurring floods and erosion in States and region prone to the flood and erosion; and suggest short term and long term measures.

6. Due to erratic behavior of monsoons, both low and medium rainfall regions are vulnerable to periodic drought. Experience has been that almost every third year is a drought. However, in some of the States, there may be successive drought years enhancing the vulnerability of population in these areas. Local communities have devised indigenous safety mechanism and drought oriented farming methods in many parts of the country. From the experience of managing the past droughts particularly severe drought of 1987, a number of programmes have been launched by the Government to mitigate the impact of drought in the long run. These programmes include Drought Prone Area Programme (DPAP), Desert Development Programme (DDP), Integrated Water Development Projects (IWDP) etc.
7. Hospital preparedness is crucial to any disaster response system. Each hospital should have an emergency preparedness plan to deal with mass casualty incidents and the hospital administration/ doctor trained for the emergency. The curriculum for medical doctors does not include hospital preparedness for emergencies. Therefore, capacity building through in service training of the current health managers and medical personnel in hospital preparedness for emergencies or mass casualty's incidents management is essential. At the same time, the future health managers must acquire these skills systematically through the inclusion of health emergency management in undergraduate and post-graduate medical curricula. For the same, two committees have been constituted for preparation of curriculum for introduction of emergency health management in MBBS curriculum, and preparation in service training of hospital managers and professions. Rajiv Gandhi University of Health Sciences Karnataka has been identified as the lead national resources institution for the purpose.
8. A novel method being tried is the use of government stationary namely postal letters, bank stationary, railways tickets, airline boarding cards and tickets etc for disseminating the message of disaster risk reduction. Slogans and messages for this purpose have already been developed and have been communicated to concerned Ministries/agencies for printing and dissemination. The mass media campaign will help build knowledge, attitude and skills of the people in vulnerability reduction and sustainable disaster risk management measure.
9. Disaster management as a subject in Social Sciences has been introduced in the school curriculum for class VIII & IX. The CBSE which has introduced the curriculum runs a very large number of schools throughout the country. The teachers are being trained to teach disaster management for class X.
10. In order to assist the State Government in capacity building and awareness generation activities and to learn from the past experiences including sharing of best practices, the Ministry of Home Affairs has compiled/prepared a set of resource materials developed by various organization/institutions to be replicated and disseminated by State Government based on their vulnerability after translating it into the local languages. The voluminous material which runs in more than 10000 pages has been divided into four sections. These sections cover planning to cope with disaster; education and training; construction toolkit; and education and communication toolkit including multi-media resources on disaster mitigation and preparedness. The planning section contains material for analyzing community risk, development of preparedness. Mitigation and disaster management plans coordinating available resources and implementing measure of risk reduction.

While above mitigation measures will take care of the new constructions, the problem of unsafe existing building stock would still remain. It will not be possible to address the whole existing building; therefore, the most important buildings such as hospitals, schools, cinema halls, multi-storied apartment are being focused on. The States have been instructed and advised to have such buildings assessed and where necessary retrofitted. The Ministry of Civil Aviation, Railways, Telecommunication, Power and Health and Family Welfare have been instructed to take up necessary action for detailed evaluation and retrofitting of

lifeline buildings located in seismically vulnerable zones so as to ensure that they comply with the BIS norms.

WHAT INDIA NEEDS?

In the view of the frequency of disaster striking India, there is a need for continued vigilance, preparedness and conscious efforts to reduce the occurrence and for mitigation of impacts of natural disaster. What is required is a planned approach to disaster management; its management is a fundamental component of sustainable development because the reduction of disaster is equivalent to increased development. The following suggestions can be offered for an effective disaster management system in India:

1. There should be a proper multi-tier organizational structure in a focussed and co-ordinated manner responsible for the overall management at national, state, districts and village levels.
2. The basic design of disaster management should consist of planned co-ordinated efforts in following important
3. areas: Identification and prediction, Early warning system, Evacuation, Relief, Rescue, Rehabilitation, Compensation, Reconstruction and Preparedness
4. There is a need to share the expertise and experiences so that states can learn from each other. There is also a need for training personnel likely to face natural disaster and those who deal with the relief operations.
5. Finally the paper suggests that the affected areas can be identified by the youth powers to help the needy by making arrangements for ration card, Aathar card, and certain proofs. And they can also make arrangements to know the various govt. schemes, certain funds, allotments by the public.
6. Moreover, for the youth powers there can be given jobs in govt. and certain facilities to be given to strengthen their powers.

CONCLUSION

India in the recent years have made significant development in the area of disaster management. A new culture of preparedness, quick response, strategic thinking and prevention is being ushered. The administrative framework is being streamlined to deal with the various disasters. Effort are also being made to make disaster management a community movement wherein there is greater participation of the people. However, a lot more need to be done to make disaster management a mass movement in near future.

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8. YODM THROUGH GOVERNMENT INITIATIVE MASS MEDIA, VOLUNTEERS, EDUCATIONAL INSTITUTION

J. SHARMILA

The presentation “Disaster Management” deals with disaster and the role played by Youth Organization through Government Initiative, Mass media, Volunteers and Educational Institution. Provides detail explanation about the vital part played by Youth as they were the backbone of the growth and development of our country.

Through the following presentation we are able to get awareness on Natural and Man – made disaster and learn the safety measures to overcome our fear over disaster.

What is a disaster ? Any event that negatively affects society or community or environment can be called as disaster.

Classification of disaster: Natural disasters & Man – made disasters

Disaster Management: It can be defined as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies.

Youth: Youth is a period of mixed opportunities.

YODM THROUGH GOVERNMENT INITIATIVE:

- **Sharing the message**
- **Active as change makers**
- **Bringing creativity**

Ameri Corps (National civilian community corps):

- Ameri corps NCCC is a full time team based program.
- Men and Women aged 18 to 24.
- Members are assigned to one of five campuses.

FEMA CORPS(Federal Emergency Management Agency):

- On march 13 , 2012 the White House announced an innovative partnership.
- FEMA CORPS members, Youth between the ages of 18 to 24 participating in 10 month commitments.
- The first 240 FEMA CORPS members were selected in September 2012.

Citizen Corps:

Citizen Corps was created to help coordinate volunteer activities that will make our communities safer, stronger, and better prepared to respond to any emergency situation.

Community Emergency Response Team (CERT) :

- CERT program educates people, including youth, about disaster preparedness.
- Fire safety, light search, rescue, team organization, and disaster medical operations.
- There is also a specific with CERT training for teens.

FEMA Youth preparedness council :

The FEMA Youth preparedness council provides young people with the opportunity to voice their opinions, experiences, and ideas on youth disaster preparedness.

YODM THROUGH MASS MEDIA :

A new realization is taking place in the contemporary world.

- To minimize the losses both to life and property to a maximum possible level through effective communication, utilizing technology – based systems.
- It can be claimed that preparedness is actually the most important phase of post -disaster management.
- Sensational and hyped news can give birth to another crisis in the form of chaos and fear, causing more losses.
- Radio channels can play a primary role, as they have an outreach to most remote areas.
- Media should provide correct information and right message at the right time.

YODM THROUGH VOLUNTEERS:

- **Donations first:** The fastest way to assist disaster victims is to donate money to a charity that is responding to the disaster. Many charities like be Red Cross/Red Crescent or Oxfam specialize in providing relief in acute disaster areas.

- **Others ways of helping out close to home :** Collecting cash or necessary material donations. Volunteering at the local office of a charity that has sent staff to the affected area.
- **Cost – Benefit analysis:** Consider the costs of travelling safely to the disaster zone and finding your own lodging, medical attention, water, and food.
- **Are you emotionally prepared for this?** Disaster survivors who have lost their homes, possessions, and loved ones, or who have witnessed acts of violence and degradation. Disaster victims have physical as well as emotional needs, and relief workers must attempt to address both.
- **Final thoughts:** The impulse to help when other people are suffering is commendable, showing the best qualities of humanity.

YODM through Educational Institutions:

- UNISDR is promoting a global culture of safety and resilience through the integration of disaster risk reduction in school curricula and the continuous involvement of children and youth in the decision – making process for disaster risk reduction.
- The Sendai Framework for DRR that was adopted at the third UN world conference on DRR provides ample recognition to disaster DRR Education.
- The experience and lessons of the devastating Spitak earthquake in Armenia in 1988 demonstrated the critical importance of emergency information and communication.
- A dedicated space was arranged at the – 1 level of the Conference Centre to allow education practitioners and community – based organizations to display and showcase a number of innovative public – awareness materials.
- The key to education and disaster risk reduction is sharing and using information.
- Education is a crucial means within local communities around the world to communicate, to motivate, and to engage, as much as it is to teach.
- Awareness and learning about risks and dangers needs to start in early education, continuing through generations.

SUB-THEME 2: YODM THROUGH MASS MEDIA

**1. CREATING AWARENESS FOR DISASTER MANAGEMENT
THROUGH PRINT MEDIA**

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ABSTRACT

In this context, the role of media is vital in supporting the action to be taken in disaster reduction. The media plays in changing the life style and creating the awareness of the pastoral and agro pastoral communities for the betterment of their livelihoods. The overarching objective of this research is to assess the coverage of disaster issues and disaster risk reduction activities. The print media in the country have seemingly forgotten to set a purposeful agenda to disseminate salient information regarding disaster to the target audiences. The media may not be very successful in telling people what to think, but is stunningly successful in telling its audience what to think about. **Keywords: Disaster, Drought and Print media**

INTRODUCTION

Reducing the losses of life and property caused by natural hazards is a compelling objective now receiving worldwide attention. It is now being increasingly believed that the knowledge and technology base potentially applicable to the mitigation of natural hazards has grown so dramatically that it would be possible, through a concerted cooperative international effort, to save many lives and reduce human suffering, dislocation and economic losses simply by better information, communication and awareness. Timely mass media communication about impending disasters can lead to appropriate individual and community action, which is the key to

Implementing effective prevention strategies including evacuation and survival of people. Such communication can educate, warn, inform and empower people to take practical steps to protect themselves from natural hazards.

The study is limited to only one area of the media on newspapers. It involves comparative analysis of media contents; methods or styles of presentation; and the environment in which the media operate. Further, it examines the role of media in the political, economic and social development in a nation and the impact on these spheres of development. Both primary and secondary data are used for the study. The data are reviewed for relevant theories, key concepts, thoughts, opinions and other facts bearing on the subject. The data are both qualitative and quantitative, based on content analysis.

DISASTER MANAGEMENT

Disaster (from Middle French disaster, from Old Italian disastrous, from the Greek pejorative prefix dis- bad + aster star) is the impact of a natural or man-made hazard that negatively affects society or environment. The word disaster root is from astrology: this implies that when the stars are in a bad position a bad event will happen.

In contemporary academia, disasters are seen as the effect of hazards on vulnerable areas. Hazards that occur in areas with low vulnerability do not result in a disaster; as is the case in uninhabited regions. (Quarantelli 1998). Disaster is a sudden, calamitous event bringing great damage, loss, destruction, devastation to life and property. The damage caused by disasters is immeasurable and varies with the geographical location, climate and

the type of the earth surface/degree of vulnerability. This influences the mental, socio-economic, political and cultural state of the affected area.

Generally, disaster has the following effects in the concerned areas, 1. It completely disrupts the normal day to day life. 2. It negatively influences the emergency systems. 3. Normal needs and processes like food, shelter, health etc. are affected and deteriorate depending on the intensity and severity of the disaster. It may also be termed as “a serious disruption of the functioning of society, causing widespread human, material or environmental losses which exceed the ability of the affected society to cope using its own resources.” Thus, a disaster may have the following main features: Speed, Urgency, Uncertainty, Threat

Thus, in simple terms we can define disaster as a hazard causing heavy loss to life, property and livelihood. E.g. a cyclone killing 10,000 lives and a crop loss of one core can be termed as disaster.

DISASTERS AND THE MEDIA

Disaster can be defined differently according to the philosophical perception of the scholars' and their disciplines. It can be defined and classed broadly as geography, anthropology, sociology, development studies, health sciences and the geophysical sciences with engineering,. Some others defined it from the religious perspectives. That means they are considering disaster as a punishment, a wake-up call or a betrayal of trust in safety systems, Horlick-Jones (1995) and Olson (2000) cited in Perry and Quarantelli (2005).

There is an increasing tendency to equate disaster with notions of recrimination, scapegoats, negligence and culpability, ideas that have strong moral overtones.

International Federation of Red Cross and Red Crescent Societies (IFRCRCS) in 2002 defined disaster as a situation or event which overwhelms local capacity, necessitating a request to national or international level for external assistance.

According to Garrison (1992), any mass destructions, huge accidents and natural incidences can be regarded as disaster. Disasters can strike suddenly and unexpectedly, anywhere and at any time. The causes may be sudden and unpredictable and the result uncertain and unanticipated. Disaster is a sudden event that brings a great loss and distraction as well as devastation to the life and property of the people indiscriminately. The degree of vulnerability and the damage on the mental, socio-economic, political and cultural states caused by disaster is usually immeasurable and varies with the country's geographical location, climate, landscape and the technological advancement.

MEDIA AND DISASTER

In dealing with disaster, the news media are close behind in reporting the events. Many media agencies have a part in dealing with disaster and its aftermath. The emergency services, hospitals and central government and others may all be involved during the disaster but, the media are always major players both in informing the societies and the government both in the incidence and the action taken by the concerned bodies. They can be an invaluable ally in the provision of information to the public (George, 1999:6).

Disasters contain the very essence of hard news and usually it is breaking news for all news media. Disaster can be listed out from the major car crash to earthquake and the impact sometime is different according to the existing situation, the horrible events and the victim's conditions. Based on the magnitude and the impact of the

disaster, media give coverage for the incidences. A few stories have powerful to draw the attention of the potential readers.

It is widely agreed that media is the best tool in mobilizing the mass when governments want active involvement of the people in development activities. The mass media plays significant role to seep up social transformation required for development. It has the potential of creating common understanding by raising important ideas, developing, and expanding innovative.

Reporters are supposed to be impartial. They are not supposed to get personally involved in events and certainly not to alter the course of events by any involvement they may inadvertently have. They are not supposed to take sides, although the companies they work for might have become increasingly difficult to respect the code of conduct. Telling the truth about a disaster may require a degree of courage on the part of the organization. It is definitely better to have told the truth that to have been found out hiding something questionable. Managers need to have fear of the media, even at a time of disaster, as long as they act with integrity (George, 1999).

STUDY DESIGN

With the purpose of exploring the coverage of disaster issues in Ethiopian media, the researcher used qualitative method of study. It is because qualitative method examines the constitution of meaning in everyday phenomena, Lindlof (1991). Qualitative research uses a naturalistic approach that seeks to understand phenomenon in a given specific settings.

It will also help to collect data through interview, discussion, observation, and to analyze and interpret them in-depth. The events, situations and experiences people are involved in. In other words, as observed by Byman (1988: 61), qualitative research has an expressed commitment to viewing events, actions, norms, values etc from the perspective of the people who are being studied. Hence, due to the main objective of the research and the time frame, only qualitative data collection and analysis method was used.

Population of the Study

In order to complete and to come up with a comprehensive out of the research, the paper tried to use large population. As a result of that a period from 2001 to 2010 which was purposively selected to get large data and to maximize the chance of getting data (from the researcher's media experiences, media houses are not commonly and frequently covering disaster issues) was taken as the sampling frame for the study. Moreover, it would allow the researcher to come-up-with a wide-ranging of finding and forward well-established recommendations.

Negative presentations

one of the major problems of the media is that negative aspects of the story are more news worthy than the positive. Because of this weakness the authorities and all those answerable to any disaster resent the media and give distorted facts. Avoid negative presentation, concentrate on the positives such as how people are being helped to cope with the situation. What is being done to relieve the affected and what is being done to avoid future ramifications?

ANALYTICAL SCIENTIFIC MATERIALS

Lack of proving analytical material and focusing on sensational information and events will always make us repeat the same mistakes. Analytical materials will help in: 1. long term planning 2. Disaster preparedness and early warning 3. Reconstruction 4. Relief and mitigation **Media Causing Panic** The media have to provide

information that will eliminate panic and confusion. During disaster time the human mind is very vulnerable to panic and confusion. The media can provide information on how lives can be saved.

What the relief officials are doing. What should be done to cooperate with the rescue teams? We should never take it for granted that people know what to do. We human beings have a variety of experiences and influences that affect our behaviour and the way we react to different events and issues.

The Print Media

We must explore all print media outlets to disseminate all needed information. The beauty or practicality of Print materials is that you can go back to it, refer to it, read and study the material at your own pace and convenient time. However, during disaster time it becomes difficult to concentrate and comprehend sophisticated information. Rescue materials must be simple and summarized. The best print media conducive to disaster information are pamphlets, brochure and small leaflets. It has to be materials people can carry in their pockets.

SUGGESTION FOR CREATING AWARENESS THROUGH PRINT MEDIA

Print Media knows the significance of covering environmental issues. News media spread the news and information at the speed of light. Language press, regional papers, small papers they all give at least minimum importance to climate change coverage. These small papers information helps the people to know the regional climate and weather.

Media has certain characteristics that make them powerful instrument of disaster communication as they provide quick and easy access to large number of people located at different places. They highlight the problems and difficulties faced by the people affected by disasters. Media mobilizes public opinion for relief and rehabilitation assistance. Access to information is crucial for the effective management of disasters. All those who are concerned with managing disasters necessarily have the need to access timely and accurate information.

CONCLUSION

In this paper we have proposed that the universal role of media-newspaper is to disseminate educational, informative and entertaining issues to the public, so as to help the stakeholders in the process of bringing changes in people's attitudes. Victims of disaster should be treated with respect and dignity both by the media and relief organizations. State media policies must have clear guidelines on media roles in disaster coverage.

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2. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH MASS MEDIA IN CHENNAI FLOODS

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ABSTRACT

Mass media is the most important source of information on hazards and disasters for people. The media can play a vital role in public awareness and preparedness through educating the public about disasters. The accurate weather condition during disaster period was reported by Mr.S.R.Ramanan time to time through mass media all over the world. The miseries of the people and increase in the price of basic needs were lively telecasted in almost all channels of world. The awareness about disaster were all created in social networking like Facebook, twitter, whatsapp, etc. National media outlets were widely criticized on social media for failing to adequately report on the flood crisis. Thus mass media play an eminent role in all three stages of “before disaster”, “during disaster” and “after disaster”.

INTRODUCTION:

India has been traditionally vulnerable to natural disasters on account of its unique geo-climatic conditions. Disaster brings serious disturbance in the regular activities of a community or society and may cause loss of lives, livelihoods and environmental disorder. These natural disasters are more challenging in India especially in our Tamilnadu. Media is the most important source of information on hazards and disasters for people. From the many decades role of mass media in disaster situation have received less attention by the researchers. Media play an important role in awareness raising and providing information to the masses. This role becomes crucial when it comes to reporting during disasters.

ROLE OF MASS MEDIA:

The role of media, both print and electronic, in informing the people and the authorities during emergencies thus, becomes critical, especially the ways in which media can play a vital role in public awareness and preparedness through educating the public about disasters; warning of hazards; gathering and transmitting information about affected areas; alerting government officials, helping relief organizations and the public towards specific needs; and even in facilitating discussions about disaster preparedness and response. During any emergency, people seek up-to-date, reliable and detailed information.

Major Functions of mass media: information dissemination, disaster planning and training, collaborative problem solving and decision making and Information gathering.

Characteristics key of mass media: Collectivity, Connectedness, Completeness, Clarity, Collaboration.

Past, present and future of mass media tools:

	Past	Present	Future
Purpose	To inform	To share	To engage
Core activity	Gathering information	Tracking issues	Guiding actions
Stake holders	State actors	State and private actors	Multiple actors
Information content	Discrete data	Networks	Relationships
Treatment of information	Data confidentiality	Privileged information	Transparency
Software tools	In- house capabilities	Commercial analytical tools	Open-source platforms
Output	Specialist assessment	Multi-stakeholder perspectives	Crowd sourced opinions

GEOGRAPHICAL AND METEOROLOGICAL EXPLANATION:

From October to December each year, a very large area of South India, including Tamil Nadu and the union territory of Puducherry, receives up to 30 percent of its annual rainfall from the northeast monsoon. The city of Chennai alone experienced five major floods between 1943 and 2005. On 8 November 2015, during the annual cyclone season, a low pressure area consolidated into a depression and slowly intensified into a deep depression before crossing the coast of Tamil Nadu near Puducherry the following day. On 15 November, well-marked low pressure area moved northwards along the Tamil Nadu coast, dropping huge amounts of rainfall over coastal Tamil Nadu within 24 hour total peaking at 370 mm in Ponneri. Chennai International Airport recorded 266 mm of rainfall in 24 hours. On 28–29 November, another system developed and arrived over Tamil Nadu on 30 November, bringing additional rain and flooding. The system dropped 490 mm of rainfall at Tambaram in 24 hours starting 8:30 am on 1 December. Very heavy rains led to flooding across the entire stretch of coast from Chennai to Cuddalore. All these accurate weather condition was reported by Mr.S.R.Ramanan, director of cyclone warning center, Chennai time to time through mass media all over the world.

CONSEQUENCES OF FLOODING:

Supplies of basic necessities, including milk, water and vegetables prices were raised, milk packets sold for 100, five times more than their usual cost. Water bottles and cans were sold at prices between 100 to 150 .Vegetables were sold at least 10 to 20 over and above their normal average cost at the wholesale level. Apart from basic necessities, fuel supplies and travel were greatly affected, especially in Chennai. Airfares to and from for most parts of South India peaked to almost 10 times over their normal price. These miseries were lively telecasted in almost all channels of world. Everyone in the world felt pity for Chennai because it is the heart of Tamil Nadu. Everyone is heartedly and commercially has a great link with our capital city.

PUBLIC CRITICISM ON NATIONAL MEDIA:

National media outlets did not respond promptly to the flooding in Chennai and across South India, resulting in public criticism on Twitter, citizen-journalism and curate news sources for help. Following numerous public allegations against media outlets for poor coverage and a huge outpouring of support across social media networks the mainstream media provided increased news coverage of the situation.

AWARENESS CREATED BY SOCIAL NETWORKING:

Skype announced that it would offer free international calls to landlines and mobiles in Tamil Nadu for "the next few days", starting 3 December 2015. Facebook activated its "safety check" feature to allow Chennai residents to let friends know they were safe, while Google posted a link on its homepage called "Resources for the Chennai Floods", providing details about relief camps and updates on the situation in the city; it also enabled its Crisis Response tool. Several Twitter hash tags including #ChennaiFloods, #ChennaiRains and #PrayForChennai were among the top trending hash tags across Twitter in India. Telecom major Airtel announced loan credit of 30 and free benefits of calls and 50 MB of data. Other telecom operators including Vodafone, Airtel, Aircel, and Reliance Communications also offered free benefits to customers. Indian real estate portal Commonfloor.com created links on its company website for people who need shelter or want to offer shelter. Commonfloor.com also created a list of flood safe localities where victims of the flood can look for shelter. Mobile healthcare startup Docs App, provided free consultation with specialist doctors via mobile.

APPLICATION OF SOCIAL MEDIA TOOLS ACROSS CRISIS MANAGEMENT PHASES:

Crisis management can be broadly divided into three phases: Crisis preparedness, Crisis response, Crisis recovery

MEDIA CONTROVERSIES:

In Tamil Nadu partisan television channels associated with the ruling AIADMK and the opposing DMK political parties were criticized for using the disaster for their own political purposes. National media outlets were widely criticized on social media for failing to adequately report on the flood crisis.

CONTROVERSIES IN PIB:

On 2 December, the government Press Information Bureau (PIB) released several photos in Twitter, the Prime Minister Narendra Modi conducting his aerial survey of Chennai and its neighboring districts. One initially tweeted photo showed the Prime Minister looking down from an aircraft window at the flooded city, through heavy cloud cover. The PIB subsequently replaced this photo with a crudely edited photo in which the image of an unobscured aerial view of the city under water was roughly super imposed over the original cloud-obscured view. The edited image quickly went viral and became the target of heavy ridicule and criticism, with numerous parodies soon circulating online. In response, the Press Information Bureau deleted the photo and issued an apology, explaining the image in question was created inadvertently using the technique of merging two pictures.

FUNCTIONS OF MASS MEDIA IN DISASTER MANAGEMENT:

- Media channel provide the real time image.
- Communicate the risk
- Act as a bridge of communication between victims and general public.
- Announce appeals of aid.
- Motivate the general public to help the victims
- Communicate the risk of epidemic
- Communicate the suffering of people to the officials.
- Divert the attention of the government for the need assessment
- Act as watch dog on donations, in flood donations were given but not received by the affected people.
- It gives weather forecast for coming days.
- Helps the government on giving the early warning to evacuate the places..
- Update the general public about the current situation of the suffering of the victims.
- Some news channel used to give aid to the victims.
- Shows about the agencies and authorities which work in front line
- Made the government to realize that it's not the time of fight but the time to help the victims.
- Update the general public about the preparedness of provincial authorities
- News channels brought the scale of devastation of the disaster into public knowledge.

CONCLUSION:

India in the recent years have made significant development in the area of disaster management. Generally, it can be said that media play their role in all three stages of “before disaster”, “during disaster” and “after disaster”. In the before disaster stage, the main goal is to prevent the disaster from occurring. During a disaster, the role and effectiveness of media becomes more obvious because at this stage media can help stimulate the emotions and feelings of the populace and inform people, nation and international organization about the disaster. After disaster stage, the strength and weakness of communication with the media and sharing of news and information can be determined. However, a lot more need to be done to make disaster management a mass movement in near future.

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3. MEANS OF COMMUNICATION- TELEVISION AND SATELLITE IN DISASTER MANAGEMENT

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ABSTRACT

In this context, as the theme is considered as disaster management so “ disaster “ is something such as a flood ,tornado , fire, plain crash, tsunami, etc that happens suddenly and causes much suffering or loss to many people . The media can play a leadership role in changing the mindset of the society. Television is an important communication tool to warn and assist the public during disaster and satellite communications are increasingly used to transmit information back and forth in remote areas that do not receive cell phone reception. This paper will recommend the management of disaster through mass media which means through means of communication as television and satellite.

INTRODUCTION

Disaster management is nothing but managing the disaster in prepared mindset that is how managing and handling the situation before and after the disaster. In managing the disaster the mass media plays a vital role in the overall promotion of a better disaster management regime within a state. During the onslaught of the disaster what is of almost importance is to keep the morale of the people high, to create self confidence in them, to prevent panic and to maintain order by assuring and making available necessary help readily and quickly. The media can help, in many ways in ensuring the conditions. The following contexts are about the disaster management through television and satellite.

DISASTER

A sudden calamities event bringing great damage, loss or destruction broadly. The disaster means occurrence that cause damage, ecological disruption, loss of human life, deterioration of health and health services on a scale, sufficient to warrant an extraordinary response from outside the affected community or “A disaster can be defined as an occurrence either nature or manmade that causes human suffering and creates human needs that victims cannot alleviate without assistance”- American Red Cross (ARC).

DISASTER MANAGEMENT

The Red Cross and Red Crescent societies define disaster management as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies in particular preparedness, response and recovery in order to lessen the impact of disaster.

TYPES OF DISASTERS –

NATURAL DISASTERS: Natural disasters including floods, hurricanes, earthquakes and volcano eruptions that have immediate impact on human health and secondary impacts causing further death and suffering from floods, landslides, fire and tsunami.

ENVIRONMENTAL EMERGENCIES: Environmental emergencies including technical or industrial accidents usually involving the production use or transportation of hazardous materials and occurs where this materials are produced, used or transported ad forest fires caused by humans.

COMPLEX EMERGENCIES: Complex emergencies involving a breakdown of authority looting and attacks on strategic installations including conflict situations and wars.

PANDAMIC EMERGENCIES: Pandemic emergencies involving a sudden onset contagious disease that affects health disrupts services and business, brings economic and social costs.

MASS MEDIA: The mass media are diversified media technologies that are intended to reach a large audience by mass communication.

THE ROLE OF MEDIA IN DISASTER MANAGEMENT: The media can play a leadership role in changing the mindset of society for making it more proactive rather than reactive it also has the responsibility to make the message more valuable and credible for the general public. There are certain activities in hazard mitigation and post disaster activities, which are directing dependent on mass media .These activities, are focused on creating public awareness about the risk and responses.

ALERTING THE PEOPLE FOR DISASTER MANGEMENT THROUGH MASS MEDIA – SATELLITE: In the view of cyclone alert for any district or in any state, if the media gives the information to the district collector, the district collector have all the disaster management agencies to be on alert so that the required man power and resources can be made available in the shortest possible time , if and when required.

USES OF SATELLITE IN DISASTER MANAGEMENT: Communication purpose - Satellite communications are increasing used to transmit information back and forth in remote areas that to not receive cell phone reception. Government agencies and relief organizations can receive up to the minute reports to send help where it's needed most in disasters that destroys local infrastructure. Satellite communications are the only option for getting information out quickly. Satellite phones are easy to carry and make good portable communication devices. Mobile satellite terminals can easily be setup in disasters zones to facilitate good coverage.

PREVENTION FOR DISASTER MANAGEMENT: The uses of satellites in disaster management are becoming more integral to reduce reaction time and providing accurate information to rescue and disaster control operations. Satellites are used in disaster for communications, remote sensing and mapping. They can analyze climate changes and map areas for relief operation with a data collected from the satellite.

THE ROLE OF TELECOMMUNICATION IN DISASTER MANAGEMENT: Every telecommunication company would be nominating one nodal officer to ensure better communication and coordination with the district administration during natural disaster and calamities.

USES OF TELEVISION FOR DISASTER MANAGEMENT: Television is an extremely important communication tool to warn and assist the public during the disaster. Before, during and after disaster strikes emergency management officials use television to communicate specific plans and procedures that end up saving lives and sometime property. During disaster the media they have to telecast the people needs because by this way the youngsters may go and help the people surely. If the TV channel come to know any information about the disaster, immediately they have to update the news on the channels and also they have to telecast the precautions of the disaster. Emergency management officials also have the opportunity to communicate actions, plans, during and after the disaster to ensure public safety

SUGGESTIONS TO CREATE SITUATIONAL AWARENESS THROUGH TELEVISION

- **Situational Announcements/ Alerts:** Tweets about up-to-date situational and location-based information related to the flood such as water levels, traffic conditions and road conditions in certain areas
- **Support Announcements:** Tweets about free parking availability, free emergency survival kits distribution and free consulting services for home repair, etc.
- **Requests for Assistance:** Tweets requesting rescue and any types of aid; such as food, water, medical supplies, volunteers or transportation.
- **Requests for Information:** Tweets including general inquiries related to the flood and flood relief such as inquiries for telephone numbers of relevant authorities, regarding the current situation in specific locations and about flood damage compensation.
- **Other:** Tweets including all other messages, such as comments, complaints and opinions.

CONCLUSION

Thus to conclude that disaster can be manageable through the uses of mass media which is generated and produced by human being. The tremendous contributions that young people can make to disaster management are largely untapped. Involving young people in disaster management through mass media can help them to learn topics that affect their lives while at the same time gaining hands on experience designer to equip to become tomorrow better leaders. Any comprehensive disaster management that is designed to incorporate youth in its programmes, not only benefits creativity and energy of young people but also the process of strengthening the partnerships of resilience

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4. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH MASS MEDIA

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ABSTRACT:

Diverse factors, natural and human induced, adverse geo-climatic conditions, topographic features, environmental degradation, population growth, urbanization, industrialization, unscientific development practices etc. play a huge role in accelerating the intensity and frequency of disasters resulting in huge economic losses and human casualties. These, coupled with the impact of climate change and climate variability, are accentuating disaster impacts and underscore the criticality of promoting disaster-resilience and risk reduction practices.Reducing the losses of life and property caused by natural hazards is a compelling objective now receiving worldwide attention. It is now being increasingly believed that the knowledge and technology base potentially applicable to the mitigation of natural hazards has grown so dramatically that it would be possible, through a concerted cooperative international effort, to save many lives and reduce human suffering, dislocation,

and economic losses simply by better information, communication and awareness. Timely mass media communication about impending disasters can lead to appropriate individual and community action, which is the key to implementing effective prevention strategies including evacuation and survival of people. Such communications can educate, warn, inform, and empower people to take practical steps to protect themselves from natural hazards.

INTRODUCTION:

Children and youth have a right to participate in efforts to protect them from hazards and vulnerabilities, particularly through their participation in decisions and efforts to address disaster management and risk reduction. Media is the most important source of information on hazards and disasters for people. From the many decades role of mass media in disaster situation have received less attention by the researchers. Media play an important role in awareness raising and providing information to the masses. This role becomes crucial when it comes to reporting during disasters.

DISASTER:

A disaster is a sudden, calamitous event that seriously disrupts the functioning of a community or society and causes human, material, and economic or environmental losses that exceed the community's or society's ability to cope using its own resources. Though often caused by nature, disasters can have human origins.

DISASTER MANAGEMENT:

Disaster Management can be defined as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular **preparedness**, **response** and **recovery** in order to lessen the impact of disasters.

ROLE OF MASS MEDIA:

The role of media, both print and electronic, in informing the people and the authorities during emergencies thus, becomes critical, especially the ways in which media can play a vital role in public awareness and preparedness through educating the public about disasters; warning of hazards; gathering and transmitting information about affected areas; alerting government officials, helping relief organizations and the public towards specific needs; and even in facilitating discussions about disaster preparedness and response. During any emergency, people seek up-to-date, reliable and detailed information.

DISASTER MANAGEMENT:

In order to mitigate the effects of disaster through risk reduction strategies and coordination among different agencies, we need the disaster management system through youth organizations.



PREPAREDNESS: Preparedness should be in the form of money, manpower and materials

- Communication plans
- Emergency response teams
- Emergency warning methods
- Shelters evacuation plans
- Resources inventory building
- Evaluation from past experiences about risk
- Location of disaster prone areas
- Keeping stock of essential commodities and medicines

Communication plans:

Youth may actively take part to communicate the people about the disaster. They will alert them about the disaster through mass media. Youth can act as change makers by sharing information they learned in youth preparedness programs and helping parents and communities to prepare for disaster, for example by developing a disaster plan or disaster preparation kit.

Emergency response teams:

An incident response team or emergency response team (ERT) is a group of people who prepare for and respond to any emergency incident, such as a natural disaster or an interruption of business operations. Incident response teams are common in corporations as well as in public service organizations.

Emergency warning:

The mass media should provide proper warning about the disaster by time to time through Television or any other electronic media. Youth organization also takes active part by giving emergency warning to the nearby areas.

Shelters evacuation plans:

Plan how you will assemble your family and supplies and anticipate where you will go for different situations. Choose several destinations in different directions so you have options in an emergency and know the evacuation routes to get to those destinations.

Resources inventory building:

It is essential to have some stock of foods items, medicines and other essential commodities. People and youngsters combined together in order to work for storing essential commodities and medicines.

Evaluation from past experiences about risk:

Experience sharing is the best way train youth in disaster management activities. It will provide valuable grounding for what works and what does not work in the face of disasters. Members also suggested including practical assignments for youth, like preparing local residence or college area Disaster Management plan and organize a simulation exercise to test it.

RESPONSE:

- Communication and information Management
- Search and Rescue
- Emergency Relief
- Security
- Expedite rehabilitation and reconstruction.

Communication and information Management: Reliable and timely information provided through the media can help people overcome any kind of fear and fatalism during and after an emergency. Indeed, the availability of reliable and timely information and knowledge about an event and the resulting needs help to improve solidarity and also creates an atmosphere conducive to collective response for sharing the humanitarian challenges created by disasters.

Search and Rescue: The young people can search and find the people who immediately need their help to rescue. Mass media like TV channels will publish the contact numbers of youth organization those who are all giving their hands in rescue operations.

Emergency Relief: Emergency Relief should be done by the youth organizations with the help of mass media to help people deal with their immediate financial crisis situation in a way that maintains the dignity of the individual and encourages self-reliance.

RECOVERY: The following activities should be done after a disaster. They are

- Temporary housing
- Claims processing
- Medical care
- Psychological support
- Providing financial support
- Providing employment

Temporary housing: Many youth organizations, Volunteers, Business organizations may provide or make some arrangements for people those who suffered by disasters by losing their homes, relatives and properties. They should provide a temporary house for the people to overcome such situation.

Claims Processing: After the disaster some people don't know how to claim their insurance policies. In order to solve their confusions and youth organizations may arrange awareness programmes by an expert who had a great knowledge in the field of insurance. So, the people may get a clear idea to claim their policies.

Medical care: After a disaster, many people and children need some basic medical treatment for their wounds and injuries. By joining hands with mass media youth organizations and its members will give free consultation for their health problems.

Psychological support: It is important to consider the different levels of psychosocial support that can be offered to people affected by disasters, depending on their different needs. It is vital that psychosocial support is coordinated and integrated with other recovery efforts. It is also important to recognize the impact that disasters can have on the social cohesion of communities.

Providing financial support: Youth and their friends will collect funds from the people from different areas to help the affected people.

Providing Employment: Employment leads improve the lives of people. Many social and youth organizations may arrange an employment opportunities programme through mass media. They will publish in the newspaper also. It will be useful for the people to overcome their financial problems.

CONCLUSION: Timely mass media communication about impending disasters can lead to appropriate individual and community action, which is the key to implementing effective prevention strategies including evacuation and survival of people. Such communications can educate, warn, inform, and empower people to take practical steps to protect themselves from natural hazards. I am sure that the media can play a great preventive role against all disasters by informing and preparing people to face such disasters.

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5. YOUTH AS COMMUNITY ORGANIZER FOR DISASTER MANAGEMENT

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ABSTRACT

Disasters are often unpredictable and can happen at any time and to anyone. Ensuring youth and their families know what to do in an emergency and that the unique needs and assets of youth are included in disaster preparedness, prevention, response, and recovery efforts is critical. Youth-serving agencies (organization) can play an important role in educating youth about disasters and teaching those coping mechanisms. Involving them in prevention, preparedness, recovery, and response efforts can help the communities when they are faced with disasters. This paper deals about the purpose of selecting youth organization, their values in disaster management, how the social media act as ladder to organizing them in managing disaster. It exclusively explains about things youth need to manage the disaster through social media.

INTRODUCTION:

Youth beyond Disasters is a volunteer run organization backing young people to drive social change around disasters. Through clever partnerships, top talent and a unique method of creating action, we may secure the youth power to direct the disaster impacts on their community. For this purpose, the social media's help a lot to organize the youth in managing disaster.

YOUTH ORGANIZATION:

Youths are the majority in Indian population. We can easily organize and they are too aware of the issues that affect them like disasters. They are better to lead an organization. And adults like teachers, coaches, ministers, parents and staff of social service agencies don't have any direct to young people, but have experience or expertise they had like to pass on.

"Youth" is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age.

PURPOSE OF SELECTING YOUTH ORGANIZATION:

- They can easily and quickly transfer a message to other person.
- They are ready for voluntary work to people in a particular area.
- They are next generations and future leaders to take care of neighborhood and become responsible stewards of the land. A neighborhood and community working together, can start to expand their focus out of individualistic survival into making life in the neighborhood more sociable and more interesting, taking into account the needs of the next generation.
- By involving young people, the community is allowing them to carefully develop their leadership potential.
- It creates "safe space" for youth i.e. a place where they can express themselves through arts and activities, or just by being able to talk openly with peers and caring adults.

THE VALUE OF YOUTH ORGANIZATION:

- It develops sense of diversity i.e. everyone regardless of age, nationality, race religion etc.
- It develops brotherhood feeling.
- They can learn from each other and get experience.

- It makes sure they are able to cater to everyone's diverse needs and give them any due respect and avoid anything that may prove to be offensive to them.
- It binds them together as a community.
- It provides youth with a common language.
- It enhances communication and the efficiency of teamwork.
- It motivates youth to work together collectively.
- When people come together and experience true teamwork with their neighbors then they will be empowered to find other ways come up with other solutions to other problems they are faced with.
- Everyone believes in the common and good and will therefore offer their support.
- They realize that the struggle not a masochistic need for pain, it is simply understanding that there will be effort require and sweet pain resulting, sort of like exercise.
- It strengthens community, teamwork and creates creativity.
- They gain self-confidence and self-esteem.
- They can develop job skills, including organization the ability to run meetings and experience working with a wide variety of people.
- It helps them to be better preparing for in job they might choose.
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ORGANIZING YOUTH POWER TO MANAGE THE DISASTER:

- In India, each corner of village also there will be a youth organization in the names of national leaders, film stars etc, we can make use that youth organizations powers to manage the disaster.
- In urban and semi urban we can easily organized those using social media like face book WhatsApp, twitter, message, hike, YouTube etc.
- Not only in our country can we also organize youth power from abroad countries also.
- With the help of advancement in technology development we can organize youth powers from abroad.
- After completing their higher studies, more than 50% of youngsters and fond of abroad jobs. So they can easily convey the disaster message through their friends. We will be preplanned and we can reduce the damages and loss of human life.
- Once they are able to do one event successfully 'it will become easier and easier each year to get other organizations and individuals wanting to contribute and be associated with their success.
- They have the ability to think critically and solve problems.
- Indians especially youth occupies each and corner of the world. They can easily convey message.
- For example, one youth organization named Don Basco Anbu Illam (DBAI) locates in Salem and involved in the district of Nagapattinam.

SOCIAL MEDIA IS A LADDER FOR ORGANIZING YOUTH TOWARDS DISASTER MANAGEMENT:

- Technology and the use of social media have changed the way youth participate in the activism globally and youth are more active in India older generations.
- Social media is tool which are in many form and such as face book, twitter, whatsapp, live stream, you tube and new media's are act as a ladder for organizing youth towards disaster management.

i. Face book :

Face book has become a tool for youth to not only gather information, but broadcast events and activities participate in activist groups and get in contact with other activist. In the twenty first century half of the youth even in some villages also they use face books. So we can easily and quickly convey the message to alert that area before disaster. We can use this face book as a tool for motivating youth to organize as a club for preparedness and for disaster management

ii. Twitter:

Twitter although it is used to providing to youth for recovery purpose is not regarded to be as useful because of the limitation of 140 characters. It has also been used to spread awareness of the disaster issue by using hash tags.

iii. Video blogging:

It is used as a tool by youth to reach out to their peer, gather support, and establish a discourse and even to mobilize others. Youth use videos to articulate ideas and needs, organizes resources and people and achieve the goals and causes of those people. This video blogs are found through linking in a social media sites such as instagram.

iv. WhatsApp:

It is one application which places a vital role in twenty first century in youth world. We can easily convey the information and make them to organize in a particular place for giving awareness program about disaster and how to use it in a emergency period to make recovery activities during disaster.

THINGS YOUTH NEED TO MANAGE THE DISASTER THROUGH COMMUNITY ORGANIZING:

By involving youth in training for disaster preparedness and recovery efforts, youth-serving agencies can help to not only increase youths' awareness of particular hazards, but can also enhance the chance that they openly discuss how to adequately protect their families and loved once and understand how to seek help should their community be affected. This type of disaster training for youth organization will play a crucial role in recovery efforts. This training may assist communities in mapping their risk and protective factors or may hold leadership positions within programs.

The training should get rooted in the lowest community level and to the rural and remote areas, in particular the disaster prone areas.

ROLE OF MEDIA IN ORGANIZATION OF YOUTH TOWARDS DISASTER MANAGEMENT

The contribution of media can lead to the development of a more robust community, which is more aware and educated about disaster preparedness and mitigation. For example Japan where the nation has stood united against the destruction of earthquakes coming on a regular basis. There are continuous awareness programs, trainings and drills going on which are produced and telecast by the media throughout the country.

Likewise using media technology we can also train the youth organization community through awareness programs and drill how to be preplanned and the precautions about the disaster. Through community we can inspire the youth through meeting about disaster management.

Social media such as YouTube, WhatsApp, blog etc will be used as a tool to train the youth organization with the help of videos posts.

- It provides awareness about disaster among the people about it paves way, to how to organize youth and how to make use of them in recovery and funding process.
- It is important tool to organize all the areas of youth as a team to work together in the emergency period.
- It creates and develops unity and youth organization as a power of oneness to fight against the disaster.
- Through social media only we can collect all the information related to disaster and its causes and effect.

For example when a earthquake and tsunami hit Japan in 2011, causing concern about damage nuclear reactors, social media users made the story the number one topic across blog, twitters and YouTube

CONCLUSION:

Now is the time for the youth organization to begin deploying these innovative technologies while developing meaningful metrics of their effectiveness and of the accuracy and usefulness of the information they

provide. Social media might well enhance system of communication there by substantially increasing the ability to prepare for, respond to, and recover from events that threaten people and infrastructure. Finally we concluded the technology provide disaster application to serve the people and aware of them all.

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6. DISASTER MANAGEMENT- THROUGH MASS MEDIA

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ABSTRACT :

Disaster brings serious disturbance in the regular activities of a community or society and it was loss many living and non living things. It was damaged lots and lots of countries like India, Pakistan, America. In that case mass media played an important role, to pass the message, through the multi media, like Radio and Television.

INTRODUCTION :

Television was flashes the news in every minutes and seconds. During the disaster time. And gives the awareness, programme also. So that the people can make themselves into safeguard. Mass media place a most important role to give a remedy for the public who was affected by the Natural disasters. In this situation they were injured a lot by physically mentally, and economically. Media Gives the an awareness before 48 hrs to provide the propel. Through mass media they were easily get and gathered the news about the disaster which was happened around them.

HOW THE HELP : MASS MEDIA :

- It passes the real vision about the disaster.
- Easily convey the information.
- Communicate with the message to everyone.
- Give an attention about the critical situation.
- Each & Every minutes updates the situation.
- Give the awareness
- And the remedy to overcome from that stage.

ROLE OF MASS MEDIA & ITS PARTS :

Media's role can and should be part of each & every part in that situation.

It was link the public with the Government Media has deviled in to two types.

1. Electronic Media.
2. Print Media.

Electronic Media includes - Television, Radio

Print Media Includes - News paper, Magazines.

Technology has a crucial role in information acquisition, analysis, and forecasting. These advanced technologies have given the communication and prospect of considerable improvement.

GROWTH OF TECHNOLOGY :

The media have covered the near-term prediction and relief planning phases of the event in the developed countries. This growth is used to alert the people in pre- and post-disaster coverage in the recent times. The development of news satellite has speeded up the pace at which distressful news is spread, especially in television.

EFFECTS OF MASS MEDIA IN THE DISASTER :

- Mass Media is an invaluable thing during the disaster time. It includes the public safety.
- It gives a pre-planned thing for the basic needs like water, food, & shelter.
- These networks convey about incident - and post-disaster events can aid decision making and response immediately after a disaster, thereby saving lives and property.

THE CONNECTION BETWEEN MEDIA & PEOPLE :

After a disaster has struck, news media can provide effective communication channels and can assist in rapidly providing a picture of how an incident has affected impacted areas, thus helping authorities to more efficiently direct aid and rescue efforts to survivors. And they can easily connect with the media and Government.

CONCLUSION :

The Media is an indispensable resource in establishing an interactive link between the people and disaster management group. It was a challenge that poses immense responsibilities. Disaster managers and the media need to adopt a different approach when reporting disaster management issues. Mass Media has and done a major role during the disaster time.

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7. ANALYSIS OF ROLE OF MEDIA IN DISASTER - REPORTING IN PAKISTAN

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ABSTRACT :

Media is the most important source of information on hazards and disasters for people. From the many decades role of mass media in disaster situation has received less attention by the researchers. Media play an important role in awareness raising and providing information to the masses. This role becomes crucial when it comes to reporting during disaster.

INTRODUCTION :

First step was taken by National research council who organized workshops in February 1979 in USA on media and disasters. National academy science published first report in 1980 which was entitled as disasters and mass media this report also highlighted the roles that media can play in times of disasters. Media have always been concerned with events and stories which have human impact. Media provide the latest information and updates on the catastrophe and ongoing occurrences. Thus, media make the best use of the opportunity to sell themselves as organs of information when a disaster strikes.

PROPOSED GUIDELINES :

As the people trust the media. So it is the responsibility of electronic media reporter to seek and provide the true information to the public. Reporters should be answerable for their actions. Media have the capacity to provide the services to public in the wake of an event. Electronic media reporters should tell the public on the importance of preparedness by producing programs, documentaries, drama, and songs on natural disaster and its impacts. Reporters should confirm that the information being provided is accurate.

THE ROLE OF MASS MEDIA DURING DISASTER :

Media's role can and should be part of each of the phases related to natural disasters. In the first phase, proper training for media organization and media professionals on how to report on natural disaster are needed.

IMPACT EFFORTS OF THE MEDIA :

The media is a mere tool in the hands of the disaster management profession and can, therefore, yield positive or negative results depending on how it is used.

- Positive effects of the media.
- Negative effects of the media.

POSITIVE EFFECTS OF THE MEDIA :

- The media provides instantaneous information and are considered to be trusted sources specially at the local level, where the news media have a "nested interest" in the home town.
- The networks' continuous and factual coverage of incidents and post disaster events can aid decision making and responses immediately after a disaster, thereby saving lives and property.
- The media is an invaluable asset in times of a disaster by disseminating information about public safety giving useful details on areas such as impassable roadways and downed utility lines etc.

NEGATIVE EFFECT OF THE MEDIA :

- The media may exaggerate some elements of the disaster and create unnecessary panic.
- The Media's inaccurate portrayal of human behavior during and after disasters may create a very dramatic and exciting but only partially truthful story.
- Media representatives often converge on a high-profile event creating tremendous congestion in the affected area.

TO CONVENTIONAL APPROACH TO THE MEDIA :

Even a superficial study of media relations in our country reveals that such relations were until fairly recently characterized by wooing the media, stonewalling the media, playing journalist off against each other and a reliance on hype rather than substance.

CONCLUSION :

The media is an indispensable resource in establishing an “Interactive” link between disaster managers and the publics they serve. Without the media it would be high impossible to educate and motivate the public as to their disaster management responsibilities. The media play a unique role in disaster mitigation. Although the aims of the media and those of disaster mitigation organizations are not synonymous without compromising the independence in integrity of either, much can be done to communicate to the public the information that will help many save their own lives.

8. DISASTER MANAGEMENT THROUGH MASS MEDIA

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ABSTRACT

“The media may not be very successful in telling people what to think, but is stunningly successful in telling what to think about.” Adapted quotation from Bernard Cohen. Although there may be some who accept the importance of the media as a core variable in the successful implementation of a disaster management strategy, the majority of stakeholders unfortunately do not understand how to effectively interact with the media. They are oblivious of the need for dedicated communication strategies and plans as the means to optimal media interaction. Instead of intentionally reaching out to the media as a powerful ally, they consciously choose to evade the media, only availing themselves of media contact when they have no way of circumventing the media. They are the victims of media fear created by ill-informed persons who excel at villainising the media. The negative media frames they are trapped in subconsciously frames.

INTRODUCTION:

One of the worst legacies of the apartheid era is the degree to which it distorted media relations. Those in power saw the media as a threat and often blatantly attempted to prescribe to the owners, editors, producers and journalists, while those who opposed the regime came to see the media as their instrument. Despite the new constitutional order both the newly empowered and now disempowered groups find it exceedingly difficult to break out of their old media paradigms. They consequently continue to harbour misguided expectations about the role of the media. The disempowered group now distrust the media more than ever before, while the newly empowered group is utterly disgusted by the refusal of the media to continue to grant them most favoured status.

A **disaster** is a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

The Red Cross and Red Crescent societies define disaster management as the organisation and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.

DISASTER PREVENTION

These are activities designed to provide permanent protection from disasters. Not all disasters, particularly natural disasters, can be prevented, but the risk of loss of life and injury can be mitigated with good evacuation plans, environmental planning and design standards. In January 2005, 168 Governments adopted a 10-year global plan for natural disaster risk reduction called the Hyogo Framework. It offers guiding principles, priorities for action, and practical means for achieving disaster resilience for vulnerable communities.

DISASTER PREPAREDNESS

These activities are designed to minimise loss of life and damage – for example by removing people and property from a threatened location and by facilitating timely and effective rescue, relief and rehabilitation. Preparedness

is the main way of reducing the impact of disasters. Community-based preparedness and management should be a high priority in physical therapy practice management.

DISASTER RELIEF

This is a coordinated multi-agency response to reduce the impact of a disaster and its long-term results. Relief activities include rescue, relocation, providing food and water, preventing disease and disability, repairing vital services such as telecommunications and transport, providing temporary shelter and emergency health care.

DISASTER RECOVERY

Once emergency needs have been met and the initial crisis is over, the people affected and the communities that support them are still vulnerable. Recovery activities include rebuilding infrastructure, health care and rehabilitation. These should blend with development activities, such as building human resources for health and developing policies and practices to avoid similar situations in future.

Disaster management is linked with sustainable development, particularly in relation to vulnerable people such as those with disabilities, elderly people, children and other marginalised groups. Health Volunteers Overseas publications address some of the common misunderstandings about disaster management.

OVERVIEW OF THE ROLE OF THE MEDIA IN EMERGENCY MANAGEMENT

Not to be overlooked, at all levels of emergency management, is the role of the media in emergency management. Television, radio, and the print medium are pathways of information dissemination and channelers of public demands—it is how most citizens learn about disasters. No country has the number and concentration of news organizations as the U.S. The media can be helpful, complementary, critical or indifferent.

POSITIVE ROLE OF THE MEDIA

In certain circumstances the news media provide an important disaster management public service, especially in broadcasting alerts, warnings, and advisories. They can also play a helpful role in supplying needed information to decision makers. Among media's potential public services are:

- Supplies information and directions to the affected public.
- Disseminates information on preparedness measures for future similar disasters.
- Stimulates volunteerism and donations, including blood donations.
- Discloses needs for improvement in governmental response.
- Sometimes withholds potentially counterproductive information.

NEGATIVE ROLE OF THE MEDIA

The news media can also play a counter-productive role:

“...the media take a particular interest in the typically subjectivist category of disasters and crises that, without too much reference to tangible referents, feature craze, panic, and collective stress” (Rosenthal 1998, 158)

“The prominent role of the media...contributes to the politization of disasters and crises. The media speed up the political process of disaster and crisis management. They put pressure on the decision-makers and crisis managers to explain and justify what they do in order to avert the threat or bring the crisis to an end. They make it increasingly difficult for the authorities to suspend their public appearance until the crisis is over. On the contrary, the media will compete to be the first to confront the political authorities with incisive questions about possible causes, deficient emergency operations, and litigation procedures. If the political authorities are hesitant to inform the public, the media will find others to give the answers: such as emergency workers, whistle blowers, and experts. This will not strengthen their political position. Disasters and crises will easily turn into high politics....a context of framing and blaming...” (Rosenthal 1998, 158)

- Perpetuate myths. Such as that:

- people always panic
- disasters incapacitate entire communities
- looting and lawlessness is a high probability
- all kinds of goods and services are needed—thus prompting unneeded and unwelcome donations.

This is primarily a function of an ignorant press; and whose responsibility is it to see that the media become better informed?

Obviously, public officials at all levels of government have this responsibility.

- Cause stress. News gatherers frequently make demands on responders and decision-makers for time and physical and human resources that are often needed in the emergency.
- Get in the way. And when they do this tends to complicate, interfere with, or confound the work of emergency management.
- Stimulate and encourage political interference. The media often looks for another point of view, particularly a controversial or provocative one. Often this translates into creating a soapbox for political opponents to criticize each other and to interfere.
- Look for someone to blame.

Owing to the “freedom of the press,” news media are not obligated to report or withhold information simply because the government requests that it do so. Correspondents seldom cover the full scope and breadth of a major disaster. The disaster which emergency managers face is not always the same as the one depicted on television.

LOCAL VERSUS NATIONAL MEDIA

Local media tend to:

- Focus on the local effects of the disaster or incident.
- Concentrate on the details.
- Have better relations with local authorities than outside media.

National media tend to:

- Maintain interest during crisis and immediate aftermath.
- Provide general information with less attention to detail.

IMPORTANCE OF THE NEWS MEDIA

The bottom line is that it is important to make the media part of the emergency management team prior to a disaster event. They should be brought into disaster planning and exercising activities. Their coverage will be more informed and accurate if they know the local players and programs ahead of time. You and the public you serve need a well-informed media. You need the media to communicate to the public in a disaster event so that you can:

- Reassure them that what needs to be done is being done.
- Communicate the progress that is being made.
- Provide correct and needed information and dispel rumors.

TECHNIQUES FOR DEALING WITH THE MEDIA

- Take the initiative—provide information as soon as it is available.
- Provide frequent updates (even if there is nothing new to report).
- Be prepared for a wide array of questions.
- Do not make “off-the-record” comments.
- Be honest and straightforward.
- Avoid ambiguity and do not guess at an answer—get back in touch with the media to provide information not immediately available.
- Seek to relate to the audience.

- Use a team approach and ensure media access to informed sources.
- Promptly return media calls and other inquiries.

9. DISASTER MANAGEMENT THROUGH ICT

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ABSTRACT

Today it is a proven fact that Natural Disasters can happen at any place irrespective of the developed, developing or the least developed status of a country. It can cause massive destruction to the lives and livelihoods of large population and hence, to the national economies. It is experienced that the least developed and developing countries are impacted more severely by large scale natural disasters. The major disasters naturally may include earthquake, cyclone, flood, and drought. Minor disasters naturally include storm, heat waves, cold wave, mud slides, and thunderstorm. The major disasters that may occur in man-made activities include deforestation, fires, setting of fires, and pollution due to their prawn activities. Minor man-made occurrence of disasters may include ICT. **Key words** - Disaster Management, Preparedness, Mitigation, Vulnerabilities & Information and Communication Technology.

INTRODUCTION

Disaster means 'bad star' in Latin. Defined – an impact of a natural or man-made hazard that causes human suffering. United Nations Development Programme. (UNDP) defined-

- a social crisis situation occurring when a physical phenomenon of the natural, socio-cultural and anthropogenic origin negatively impacts vulnerable populations causing intense, serious and widespread disruption of the normal functioning of affected social unit.
- Disaster occur when hazards strike in vulnerable areas.

ICT IN DISASTER RISK REDUCTION

To help a great deal in planning and implementation of disaster risk reduction measures. For example, internet, GIS, Remote Sensing and Satellite based communication links. These technologies have been playing a major role in designing early warning systems, catalyzing the process of preparedness, Response and Mitigation. Communication systems have also become indispensable for providing emergency communication and timely relief and response measures.

ICT IN INDIA

In order to reduce the risk and vulnerabilities in India the Ministry of Home Affairs, being the Nodal Ministry for Disaster Management, is taking lead on disaster management and mitigation in our country. The Ministry has drawn up a National Disaster Management Framework (MDMF) for the country.

The NDMF covers the prime sectors such as Institutional mechanism at all administrative levels, disaster mitigation/prevention to brainstorming into the developmental process, envisaged legal/policy framework, early warning systems, preparedness and emergency response measures and human resource development.

United Nations Development Programme (UNDP) has joined hands in this effort of Government of India and is implementing GoI-UNDP Disaster Risk Management (DRM) programme in 169 most vulnerable Districts of 17 States in India. Information coordination and management is seen as one of the major challenges in India due to the large geography and diversity of language/cultures. The GoI-UNDP DRM Programme addresses these issues very carefully by using Information and Communication Technology tools for faster response, effective decision

making and develop well informed practitioners. There are number of ICT based initiatives, tools and applications developed to help the disaster managers function efficiently.

DISASTER MANAGEMENT THE ROLE OF COMMUNICATION

Managing disaster is an integrated and multilayered process.

- ❖ Clarifying risk and encouraging preparedness
- ❖ Issuing evacuation and warning
- ❖ Enhancing coordination, cooperation, and logistics
- ❖ Facilitating mitigation on the part of the public and affected communication
- ❖ Helping make sense of the disaster
- ❖ Reassuring, comforting, and consoling those affected
- ❖ Recreating order and meaning, facilitating renewal, and learning and disseminating lessons.

The quality of communication plays a central role for the fulfilment of the vulnerability and resilience of the society. Communication can motivate people to prepare for a disaster and enable them to take appropriate actions during the event and for recovery in the aftermath.

To divide **the communication strategies into three phases**

- Public awareness (Pre-event)
- Public warning (during the event)
- Information and advising the public (immediately following and long term post-event)

In all three phases the media is extremely important to the communication strategies of disaster agencies as media channels (newspapers, television, radio and – increasingly internet or cell phones) provide easy access to a large public. Before a crisis the media raises the public awareness through reporting on existing risks. During a crisis the media distributes warnings and release specific information on protective measures that need to be taken by the public. In the aftermath media communication disseminates information into the public sphere, which stimulates public debate that may then be used to inform and create a policy agenda for future planning. Policy makers and disaster agencies acknowledge the increasingly powerful role of the mass media in the process of communication.

DISASTER COMMUNICATION IN A CHANGING MEDIA ENVIRONMENT

To provide a good basis to transmit important information and achieve the overall goal risk reduction for the public. In this context, the informed use of new media technologies by disaster agencies may balance the traditional media's shortcomings. For example, disaster agencies can use their internet sites to bypass the media's gate keeping process and to have a direct communication link with the public. Concerning the second aspect, one needs to understand that in disaster situations the public's information needs and information seeking behaviour differ considerably from routine media choices. This is due to the high level of uncertainty and the perceived threat. In this context, disaster agencies need to be well-informed about the public's usage of available communication channels in a crisis situation to strategically plan their information policy.

CONCLUSION

Information and Communication Technologies in form of Internet, GIS, Remote Sensing, Satellite communication etc. are indispensable in planning and successful implementation of most Disaster Risk Reduction initiatives. However, the potential of most advanced technologies is required to be harnessed in early warning, preparedness and response systems along with adequate emphasis on building human capacities to use these tools and technologies.

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கருத்து சுருக்கம்:-

தகவல் தொடர்பு சாதனமான தொலைக்காட்சி மூலமாக பேரிடரின் பாதிப்பையும் அதைப் பற்றிய விழிப்புணர்வையும் பொது மக்களுக்கு தகவல்களையும் அளிக்க உதவுகிறது. மேலும் சுனாமி, நிலநடுக்கம், வெள்ளம், புயல் போன்ற இயற்கை சீற்றங்களைப் பற்றிய கருத்தரங்கு, கலந்துரையாடல், பட்டிமன்றம், விவாதம் நிகழ்ச்சிகளின் மூலமாக இளைஞர்களுக்கு விழிப்புணர்வையும் எதிர்கால சந்ததியனருக்கு ஊக்கப்படுத்தும் வகையிலும் ஒளிப்பரப்புகின்றன. மேலும் புதிய நோக்கிலும் பார்வையிலும் பல செய்திகளையும் தொலைக்காட்சி நல்கிறது.

பொருள்:-

தகவல் தொடர்பு என்னும் சொல் ஆங்கிலத்தில் Communication எனப்படும். Communication என்னும் சொல் Communis எனும் இலத்தின் சொல்லிருந்து வருவிக்கப்பட்டது. இதற்கு பரஸ்பர பரிமாற்றம் என்று பொருள் தகவல் தொடர்பு சாதனங்களின் ஓர் அங்கமாக தொலைக்காட்சி விளங்குகிறது.

பாமர மக்களுக்கும் புரியும் வகையில் தொலைக்காட்சி பரஸ்பர உணர்வோடு எண்ணங்களையும், கருத்துகளையும் பகிர்ந்து கொள்வதற்கு முக்கிய பங்கு வகிக்கிறது.

ஊடகங்கள்:-

ஊடகம் [தொலைக்காட்சி]

அனுப்புநர்

செய்தி [தகவல்]

பெறுநர் [மக்கள்]

பேரிடர் பற்றிய தகவல்களையும் செய்திகளையும் ஒரு ஊடகத்தின் வழியாக பொதுமக்களுக்கு அளிக்கிறது. இதில் தொலைக்காட்சி முக்கிய பங்கு வகிக்கிறது.

சுனாமி தாக்குதல் நிகழ்தகவு முன் அறிவிப்பு:-

ஜப்பான் அரசங்கம் புகம்ப ஆராய்ச்சி மேம்பாட்டு தலைமையகம் உள்ளது. இவ்வராய்ச்சி குழுவில் சுனாமி தாக்குதல் நிகழ்தகவு கணிப்பு பொது அறிவிப்பு செய்யும் திட்டம் குறிப்பிட்டுள்ளது. ஜப்பான் தேசிய பத்திரிக்கை கழகத்தில் 2011 மே 12-ம் தேதி முன் அறிவிப்பு சுனாமி அடங்கும் உயரம், தாக்குதல் பகுதியில் 100 ஆண்டுகள் புகம்பம் மற்றும் சுனாமி ஏற்படும் என்பதை தொலைக்காட்சியின் மூலமாக அனைத்து மக்களுக்கும் விழிப்புணர்வு ஏற்படும் வகையில் ஊடகமானது அமைந்துள்ளது.

சுனாமி பதிப்புக்குள்ளாகும் நாடுகளில் புகம்ப பொறியியல் மற்றும் கடலில் ஏற்படும் பாதிப்பையும் அது குறித்த முன் எச்சரிக்கை நடவடிக்கைகளையும் மக்கள் தொடர்பு சாதனமான தொலைக்காட்சியின் மூலமாக அறியமுடிகிறது.

"கடலே உன்னை நம்பி வாழ்ந்த மக்கள் உயிர்பறித்ததேனோ உணவு, உயர்வு, உணர்வு தந்தாய் - ஏன் இப்போது உயிர் பறித்தாய்"

மக்களின் ஆவேச குரல்களைத் தொலைக்காட்சி கண்ணாடியைப் போல் பிரதிப்பலித்து காட்டியது. என்ற அளவீடுகள் "புள்ளி விவரத்துடன்" நிலச் சரிவு பற்றிய விழிப்புணர்வை மக்களுக்கு தொலைக்காட்சி வழங்குகிறது.

தொலைக்காட்சியின் இளைஞரின் பங்கு:-

"எழுமின் விழிமின் உன் குறிக்கோளை அடையும் வரை அயராது உழைமின்! உழைமின்!"

விவேகானந்தரின் சிந்தனைக்கேற்ப சென்னையின் நிலையை மாற்றிய தற்போது வேளாத்தின் போது இளைஞர்கள்சாதி , மத , இன வேறுபாடுகள் இன்றியும் ஏழை பணக்காரர் என்ற ஏற்றத்தாழ்வுகள் பாராமலும் வெள்ளத்தில் பாதிக்கப்பட்ட மக்களுக்கும் உதவி செய்தார்கள் என்பதையும் தொலைக்காட்சி -களின் வழி கண்கூடாக அறியமுடிகிறது.

எதிர்கால இளைஞர்களும் பேரிடாரல் பாதிக்கப்பட்ட மக்களுக்கு உதவி செய்யும் நோக்கத்தொடு தொலைக்காட்சியில் ஒளிப்பரப்பாகும் நிகழ்ச்சிகள் மக்களுக்கும் , இளைஞர்களுக்கும் ஊக்கம் அளிக்கிறது.

தொலைக்காட்சிநிகழ்ச்சிகள் இன்பத்திற்காக மட்டுமின்றி இளைஞர்களுக்கும் ,மக்களுக்கும் விழிப்புணர்வுகளை ஏற்படுத்தும் விதத்தில் கருத்தரங்கு, பட்டிமன்றம், சொற்பொழிவு, கலந்துரையாடல், குழுவிவாதங்கள் போன்றவை ஒளிப்பரப்பாகின்றன.

இயற்கை சீற்றம் - நிலநடுக்க மேலாண்மை:-

நிலநடுக்கம் என்பது நிலச்சரிவுகள் நிலப்பகுதியை நோக்கி பெரிய அளவில் "பாறைகள் நகர்வது" நிலநடுக்கம் எனப்படும். அவை வேகமாகவும் புவியீர்ப்பு விசையினால் நிலப்பகுதியை நோக்கியும் நகர்கின்றன. இத்தகைய நிகழ்வுடன் இணைந்தே வெள்ளம் , எரிமலை வெடிப்பும் நிகழ்கிறது. இமாலய மலைப்பகுதிகளில் நிலச்சரிவு பெரிய அளவில் பரவலாக நிகழக்கூடிய ஓர் இயற்கை பேரழிவாகும். இயற்கை சீற்றத்தின் அலைவரிசைகளையும் , ஆவேசங்களையும் ஊடகத்தின் மூலமாக மக்களுக்கு விழிப்புணர்வை நல்கிறது. தொலைதூரத் தகவல்களை கூட நொடி பொழுதில் அறிவதற்கு தொலைக்காட்சி பங்கு வகிக்கிறது.

முடிவுரை:

"தொலைக்காட்சி இன்றியமையா உலகு" என்பது திருவள்ளூர் கூற்றில் அமைந்துள்ள "நீரின்றி அமையா உலகு" என்பதைப் போலவே தொலைக்காட்சி இல்லாத உலகு என்பது இல்லை. சிரியவர்கள் முதல் பெரியவர் வரை மகிழ்ச்சியூட்டும் சாதனமாக தொலைக்காட்சி உள்ளது.

"இன்றைய செய்தி நாளைய வரலாறு" என்ற வாக்கியத்திற்கேற்ப பலவிதமான செய்திகளையும் தகவல்களையும் விழிப்புணர்வூட்டும் வகையில் தொலைக்காட்சி பெரும் பங்கு வகிக்கிறது. அன்றாட தகவல்களையும் உண்மை நிகழ்வுகளையும் தொலைக்காட்சி உடனுக்கு உடன் வழங்குகிறது.

"மக்களுக்கு செய்யும் சேவையே

மகேசனுக்கு செய்யும் சேவை"

என்றசிந்தனை துளிகளுக்கேற்ப மக்களுக்காகவே அன்றும் ,இன்றும் ,என்றும் புதிய நோக்கிலும் பார்வையிலும்பல செய்திகளை தொலைக்காட்சி பல்வேறு கோணங்களில் ஒளிபரப்புகிறது.

துணைக்கோள் நூல்களின் பட்டியல்:

- ❖ விவேகானந்தரின் சிந்தனை துளிகள்.
- ❖ திருக்குறள்
- ❖ தமிழ்-விக்கி பிடியா.

11. பேரிடர் மேலாண்மையில் இளைகர்கள் சக்தியை ஒருங்கிணைப்பதில் கைபேசியின் பங்கு

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கருத்துச் சுருக்கம் :

கைப்பேசி மூலம் பேரிடர் கால அவசர தகவல்களை மற்றும் பாதுகாப்பு நடவடிக்கைகளை வழங்குதல் பேரிடருக்குப் பிறகு மக்களுக்கு இடரின் பாதிப்பிலிருந்தும் மன அழுத்தத்திலிருந்தும் விடுபட ஏதுவாக விழிப்புணர்வை ஏற்படுத்துதல்.

முன்னுரை :

அதிக உயிர் சேதத்தையும் பொருட்சேதத்தையும் நாம் பேரிடர் எனலாம். இப்பேரிடர் நிகழ்வதற்கு ஏதாவது ஒரு வகையில் மனதனின் செயல்பாடும் காரணமாக அமைகிறது.

பேரிடர்கள் (Disaster)	
இயற்கை பேரிடர்கள் (Natural Disaster)	மனித செயல்பாடுகளால் உருவாகும் பேரிடர்கள் (Man Made Disaster)
<ol style="list-style-type: none"> 1. நிலநடுக்கம் 2. வெள்ளப் பெருக்குகள் 3. புயல் 4. பனிப்பாறை உருகுதல் 5. எரிமலை வெடிப்புகள் 	<ol style="list-style-type: none"> 1. போர் 2. காடுகள் அழிதல் (தீ விபத்து) 3. புவி வெப்பமாதல் 4. அணுகுண்டு வெடிப்புகள்

இயற்கை பேரிடர்கள் :

1. **நிலநடுக்கம் :** பூமியினுடைய மேலோட்டில் ஏற்படும் அதிர்வே நிலநடுக்கம் ஆகும். புவித்தட்டு நகர்வுகள், எரிமலை வெடிப்புகள், பருப் பொருள் சிதைவு, நிலச்சரிவுகள் மற்றும் நிலப்பிளவுகள் ஆகிய காரணங்களால் நிலநடுக்கம் ஏற்படுகின்றன.
2. **பனிப்பாறை உருகுதல்** புவி வெப்பமடைவதால் பனிப்பாறைகள் உருகுகின்றன. இந்த புவி வெப்ப மடைவதற்கு மனிதனின் செயல்பாடுகளே காரணமாகும்.
3. **வெள்ளப் பெருக்குகள் :** அளவுக்கு அதிகமாக வழிந்தோடும் நீரையே வெள்ளப் பெருக்குகள் என்கிறோம். மிக அதிக மழைப்பொழிவு, புயல், பனிஉருகுதல், சுனாமி மற்றும் அணைக்கட்டுகள் உடைதல் ஆகிய காரணங்களால் வெள்ளப் பெருக்குகள் ஏற்படுகின்றன.

மனித செயல்பாடுகளால் உருவாகும் பேரிடர்கள்:

மனிதனின் கவனக்குறைவு, அலட்சியப் போக்கு மற்றும் அறியாமையினால் மனித பேரிடர்கள் ஏற்படுகின்றன.

கைப்பேசியின் பயன்பாடுகள்:

இன்று உலகமே கைப்பேசிக்கற்றலை (M - Learning) பின்பற்றுகிறது. இதன் மூலம் நொடிப் பொழுதில் அனைத்து தகவல்களையும் பெற முடிகிறது. இன்றைய சமூகமே ஊடகங்களின் அங்கமாக திகழ்கின்றது. சமூக ஊடகத்தின் அனைத்து பயன்பாடுகளும் குறிப்பாக (fb,twitter,whatsapp) கைக்குள் அடங்கும் வண்ணம் கைப்பேசி உள்ளது.

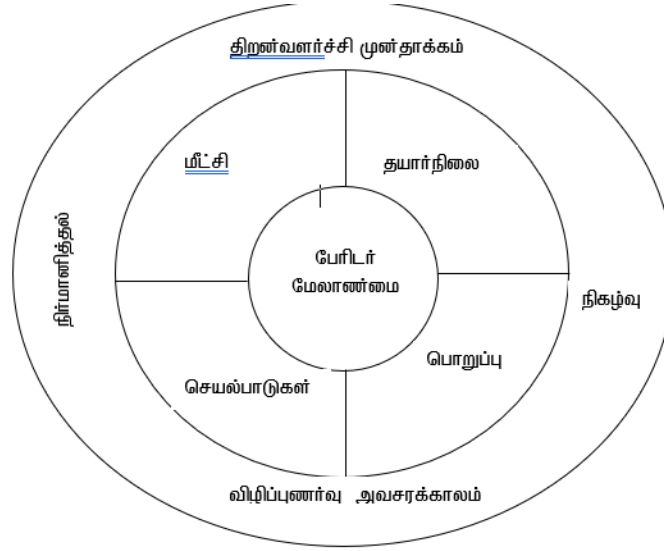
எளியவர்களும் பயன்படுத்தும் வகையில் கைப்பேசி உள்ளது. இதன் மூலம் தகவல்களை கொண்டு சேர்ப்பது எளிது. பேரிடர்களினால் மின்சாரம் பாதிப்புக்குள்ளாகும் போது கைப்பேசியின் உதவியை கொண்டு முன் எச்சரிக்கை நடவடிக்கைகளை மேற்கொள்ளலாம்.

பேரிடர் குறித்த தகவல்களை கைப்பேசி நிறுவனங்களை (Idea, Vodafone, Airtel, Aircel....) உதவியுடன் முன்கூட்டியே குறுஞ்செய்திகளையும் பாமரமக்களுக்கும் எளிய வகையில் தகவல்களை தெரிவிக்க ஒலிபதிவை கொண்டும் விழிப்புணர்வை ஏற்படுத்தலாம்.

பேரிடர் மேலாண்மை :

பேரிடர் மேலாண்மை என்பது தொடர்ச்சியான திட்டமிடல், நிர்வகித்தல், ஒருங்கிணைத்தல் மற்றும் செயல்படுத்தலின் வாயிலாக உயிர் சேதத்தையும், பொருட்சேதத்தையும் தடுக்கிறது. மக்களையும் அவர்களது உடைமைகளையும் பாதுகாக்கும் வழிமுறைகளை வகுக்கும் குழுவாக இது செயல்படுகிறது.

சுழற்சி :



இளைஞர் சக்தியை ஒருங்கிணைத்தல் :

உலகிலேயே இந்தியாவில் தான் அதிகபடியான இளைஞர்கள் உள்ளனர். ஒவ்வொரு கிராமத்தில் பேரிடர் மேலாண்மைக்காக இளைஞர்களால் ஆன ஒரு சிறு குழுவினை அமைத்தல் வேண்டும். எனவே கைப்பேசியின் மூலம் பேரிடர் விழிப்புணர்வு மற்றும் எச்சரிக்கை நடவடிக்கைகளை பல கிராமங்களுக்கும் இந்த குழுவினால் கொண்டு செல்லுதல் என்பது எளிதானது.

சமீபத்தில் நடந்த வெள்ளப்பாதிப்பை எடுத்துக் கொண்டால் அங்கு அரசாங்கத்தின் செயல்பாடுகளை காட்டிலும் இளைஞர்களின் சக்தியானது அனைத்து பேரிடர்களையும் சீரமைக்கும்படி சக்தி வாய்ந்தது.

இடர் தணித்தல் :

பனி உருகுதல், வெள்ளப்பெருக்கு முதலான பேரிடர்கள் உருவாவதற்கு மூலக்காரணமே புவி வெப்பமாதல், ஆகையால் இதனை சரிசெய்ய அனைத்து பேரிடர்களையும் சீரமைக்கும்படி சக்தி வாய்ந்தது.

பரிந்துரைகள் :

- நீர் நிலைகளை (ஏரி, குளங்கள்) தூர்வார்தல் வேண்டும்.
- ஆழ்துளை கிணறுகளை தோண்டுதல் கூடாது.
- இயற்கை வளங்களை சீர்கேடு செய்தல் கூடாது.

- ஆறிவியலில் பல முன்னேற்றங்கள் ஏற்படினும், அணுகுண்டால் தீயவிளைவுகள் ஏற்படுவதை தவிர்க்க வேண்டும்.

முடிவுரை :

சமீபத்தில் சென்னையில் நடந்த வெள்ளப் பெருக்கில் இளைஞர்கள் பொது மக்களுக்கு தேவையான உதவிகளை செய்தனர். இதற்கு கைப்பேசியே முக்கிய கருவியாக இவர்களுக்கு துணைபுரிந்தது.

12. DISASTER MANAGEMENT ROLE OF MASS MEDIA

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ABSTRACT:-

Disaster is defined as what creates an imbalance in the normal and routine course of human lives. Therefore, disaster management is an applied science that uses analysis of previous disasters and recent scientific and technological advancements to find solutions for prevention or counter the effects of disaster, in this regard mass media can increase. The awareness of society about disaster and increase the society's involvement in disaster. (SID) Management, taking an effective step in reducing the adverse effects of disasters and in time help prevent future ones the aim of this articles is to investigate the role of mass media and their effectiveness in disaster Management especially in improving public involvement in disaster Management.

INTRODUCTION:-

Disaster is driven from Greek work. Krinon meaning a turning point especially in diseases and dangerous situations in political social and economical problems, Bournet believes disaster to the end of a spectrum which starts with an accident continues into conflict, and Finally ends with the disaster which is the most severe case of chaos, According to Herman Disaster is an accident that causes confusion and bewilderment in people, impairs their ability for covert and overt consequences, therefore disaster managers must always be prepared to deal with there consequences in a suitable manner this makes media into one of the most important strategic tools in disasters and usually the first organization whose actions and news reports during disasters are reviewed afterward. Although this sensitivity make mass media look like a subsidiary of power bases it also. Emphasizes the fact that careful and calculated planning in need to turn media in a tool that helps solve the problem instead of making things worse. This important has turned mass media into an inseparable part of disasters and even has led to the belief that an occurrence turns into a disaster once for caused on by the media. Therefore one can use mass media to improve the involvement of society by creating to improve the involvement of society by creating new insights about disasters and improving the belief that the help from people reduce the adverse effects of disasters. All disaster management situations involve trying to manage multiply efforts for directly responding to the disasters.

ROLE OF MEDIA DURING DISASTER

The role of media both print and electronic in information the people and the authorities during emergencies thus becomes critical, especially the ways in which media can play a vital role in public awareness and preparedness through educating the Public about disaster warning of hazard : gathering and transmitting information about affected areas alerting government officials helping relief org anizations and the public towards specific need s: and even in facilitating discussion about disaster preparedness and reponse. During any emergency people seek up to data, reliable and detailed information

- To discuss the role of media in public safety / emergency management.
- To discuss benefits of media in generating Public awareness awareness about disaster risk reduction.
- To discuss the ethical issues involved in media reporting.

POSITIVE ROLE OF THE MEDIA

In certain circumstances the news media provide an important disaster management public service, especially in broadcasting alerts, warnings, and advisories. They can also play a helpful role in supplying needed information to decision makers. Among media's potential public services are:

- ❖ Supplies information and directions to the affected public.
- ❖ Disseminates information on preparedness measures for future similar disasters.
- ❖ Stimulates volunteerism and donations, including blood donations.
- ❖ Discloses needs for improvement in governmental response.
- ❖ Sometimes withholds potentially counterproductive information.

DIFFERENCES IN MEDIA COVERAGE

Television news organizations:

- Seek powerful visuals.
- Use short sound bites, often of disaster images & victims.
- Are often influenced by broadcast times and schedules.
- Are more tempted to distort or bias reportage in effort to "sell" it.
- Radio news organizations:
 - Tend to produce short reports.
 - Focus on the immediacy of information conveyed.
 - Can quickly get authorities and disaster information on the air, and thus serve useful warning function.

Print media:

- ✓ Are highly dependent on telephone linkages to transmit information to publishing offices.
- ✓ Have different if not fewer time constraints than TV or radio.
- ✓ Are able to provide much more depth and background than TV or radio news.
- ✓ Tend to produce longer lasting archives and records of events.

EFFECT OF THE NEWS MEDIA

"Implicitly, one of its major functions has been to define 'disasters'. While much of the research on the media in disasters has focused on the accuracy of the coverage, that emphasis perhaps misses the point. It may be more important to view media coverage in terms of transmitting symbols that prompt concern and stimulate citizen involvement" (Dynes 1998, 114).

"...mediatization hammers home the subjective mode of disasters and crises. It may go all the way from outright sensationalism to self-imposed censorship. To the extent that the media play an important role in defining the situation, on both ends of the spectrum this underscores the distinction between what is really going on and what is brought to bear upon the decision-makers, emergency workers, the people in stricken areas and the public" (Rosenthal 1998, 157).

How public officials and their response to disaster are perceived is very much a function of the news media. Critical coverage often is unpleasant. This can lead to friction between the media and emergency management personnel who are leery of media scrutiny of their actions, when they are trying to do their best to save lives and protect property. This is particularly the case when it is felt that the media is getting in the way.

Critical media coverage can also provide an incentive for political leaders and public officials to demonstrate responsiveness through investigations of incompetence, mismanagement, or wrong doing. Similarly, political officials observing the plight of aggrieved disaster victims on TV frequently causes official reaction. This has national as well as local repercussions. Some call this the CNN Syndrome, in that the ready accessibility of camcorders to local

disasters results in national coverage of local events. Sustained national coverage can impel national and state leaders to respond to the event, even if their help has not been requested by local authorities.

Conveying urgency, immediacy, and even danger is the goal of most correspondents, though it may press the edges of responsible journalism. And, some media look for whatever is sensationalistic, engrossing, or controversial (as in disagreements among public officials or between them and other interests. Consequently, news gathering and investigative reporting may produce politically and managerially troublesome outcomes for the emergency manager. Disasters yield striking video, strong human interest, and they have the potential to “create” heroes and villains.

Public officials must be, or at least appear to be, responsive and sympathetic to the plight of citizens victimized by disaster. The media provides an important outlet for demonstrating this responsiveness. Thus the media/emergency management relationship is often a two-way street. Many emergency management organizations employ a public information officer to work with the press in disaster situations and to be responsible for the dissemination of disaster information to the public.

IMPORTANCE OF THE NEWS MEDIA

The bottom line is that it is important to make the media part of the emergency management team prior to a disaster event. They should be brought into disaster planning and exercising activities. Their coverage will be more informed and accurate if they know the local players and programs ahead of time. You and the public you serve need a well-informed media. You need the media to communicate to the public in a disaster event so that you can:

- ❖ Reassure them that what needs to be done is being done.
- ❖ Communicate the progress that is being made.
- ❖ Provide correct and needed information and dispel rumors.

TECHNIQUES FOR DEALING WITH THE MEDIA

- ❖ Take the initiative—provide information as soon as it is available.
- ❖ Provide frequent updates (even if there is nothing new to report).
- ❖ Be prepared for a wide array of questions.
- ❖ Do not make “off-the-record” comments.
- ❖ Be honest and straightforward.
- ❖ Avoid ambiguity and do not guess at an answer—get back in touch with the media to provide information not immediately available.
- ❖ Seek to relate to the audience.
- ❖ Use a team approach and ensure media access to informed sources.
- ❖ Promptly return media calls and other inquiries.
- ❖ Make special preparations for television appearances. While viewers often forget content, they do remember style, including appearance and voice quality.
- ❖ Prepare for telephone interviews, including knowing who your interviewer represents and the planned use of the material.
- ❖ Provide photo and interview opportunities, including media access to safe zones within the affected area.
- ❖ Provide background information such as maps, charts and photos to enhance print and broadcast stories.
- ❖ Be respectful, tactful and diplomatic in dealing with journalists.

CONCLUSION:-

No to be over looked at all levels of response management is the role of the media in response management television, radio and the print medium are pathways of information dissemination and channelers of public demands. It is how most citizens learn about disasters no country has the number and concentration of news organizations as the U. S. The media can be helpful complementary critical or indifferent.

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13. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH MASS MEDIA

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ABSTRACT:

Media is considered as the fourth pillar of India. It can improve the public awareness and educate the people and also improve disaster management. One can use mass media to improve the involvement of society by creating new insights about disasters. Involving youth in disaster planning and recovery can increase their awareness of hazardous situations that may occur in their neighborhood teach them how to respond in various types of emergencies. Disaster Management is a critical organizational function that involves planning and dynamic incident response to situations as they unfold.

INTRODUCTION:

Mass media have certain characteristics that make them powerful instrument of Disaster communication as they provide quick and easy access to large number of people located at different places; they highlight the problems and difficulties faced by the people affected by the disasters; they mobilize public opinion for humanitarian Assistance. Journalist pride themselves in reporting objectively on global events and regard an independent media as one of the pillars of democratic society. The five key characteristics of social media: collectivity; connectedness; completeness; clarity and collaboration lend itself to be used increasingly to support crisis management functions.

SOCIAL MEDIA FUNCTIONS FOR CRISIS MANAGEMENT:

- Information Dissemination
 - Disaster Planning and Training
 - Collaborative Problem Solving and Decision Making
 - Information Gathering
1. **DISSEMINATION INFORMATION:** Through social media tools is an effective means to provide reliable information quickly to the public to enable them to better prepare for and respond to crises. However, the effectiveness is dependent on the reach and penetration of social media platforms across technology.
 2. **DISASTER PLANNING AND TRAINING:** Social media for disaster planning and training to promote personal training scenario planning and collaboration between various crisis management practices through sustained stakeholder training and collaboration.
 3. **COLLABORATIVE PROBLEM SOLVING AND DECISION MAKING:** Crowd sourcing using social media facilitates collaborative problems solving and decision making by integrating various streams of

information from mobile and web – based technologies to fill the perceived sense – making and information gaps as well as to aggregate, analysis and plot data about urgent humanitarian needs.

4. **INFORMATION GATHERING:** On the scene footage, citizen journalism and disaster assessment are central to information gathering for coordinating crisis response.

Media Role in Disaster Risk Management:

- The media can increase lobbying for political commitment to make the leaders be more responsive to the vulnerable communities' needs and demands through consistent reporting.
- Media can also influence the government to prioritize disaster risk issues into a development component through expanded research and regular reports on natural hazards.
- The media can also help create early warning systems by providing to policy-makers adequate information on risks which can be integrated into a development or management concept.
- They can also trigger donations from the international community as well as push the governments to increase budgetary allocations for disaster response programmes.
- The media can also improve integration and coordination of risk assessment by the policymakers and donor communities to save lives of the affected population or vulnerable communities.
- There is need for journalists to be more proactive in reporting on drought or disaster risk related issues.
- Journalists need to be trained regularly on disaster preparedness to enhance their understanding of the key disaster terms and scope of the hazards.
- The policy makers should work closely with the press to broadcast or write positive stories that can trigger change and offer solutions in the disaster prone areas.
- Journalists advocacy stories should target the government line ministries for quick action.
- There is need to develop a journalist disaster risks guide book besides holding workshops for them to make them more pro-active in reporting disaster issues.
- Establish an online magazine for disaster stories.
- Appoint a team of online editors and sub editors to receive the stories from the journalists in the field and post them in Web magazine.
- Identify a sponsor and staff permanent journalists to help coordinate the process to show a sign of commitment in managing disaster.
- Keep a data base of disaster prone areas.
- Remunerate journalist writing stories used in the website.
- Create a forum of competition and give annual awards for best researched stories on disaster by journalists as a token of appreciation to their efforts to help at disasters.
- Conduct periodical trainings of journalists with interest in issues to enhance their scope of reporting.
- Create exchange programmes where journalists can move from one country to the other to share the experience of the effects of disasters affecting their countries.
- Give the journalists specific assignments on DRR issues to follow up.
- The central function of the media should be to remind the policy makers and influence them to act by exposing the high dangers or risks facing the people and finding out what the governments are doing about rationalizing the problems affecting the vulnerable communities.

Role of radio in disaster management, reduction and early warning:

In times of crisis and natural disasters, amateur radio is often used as a means of emergency communication when wireline, cell phones and other conventional means of communications fail. Unlike commercial systems, Amateur radio is not as dependent on terrestrial facilities that can fail. It is dispersed throughout a community without "choke points" such as cellular telephone sites that can be overloaded.

CONCLUSION

It is also important to recognize differences among media like print v/s broadcast, radio v/s television, domestic v/s international etc., and to take into account their distinct characteristics, potential and needs. Effective working relationships require the media NGOs, scientists, government agencies and international organizations to recognize that, while they have much in common, they also often have distinct objectives and needs. Media can also influence the government to prioritize disaster risk issues into a development component through expanded research and regular reports on natural hazards.

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14. YOUTH ORGANIZATION FOR DISASTER MANAGEMENT THROUGH MASS MEDIA

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ABSTRACT:

In the wake of sufferings caused by natural disasters in the last couple of decades, A new realization is taking place in the contemporary world. A maximum possible level through effective communication, utilizing technology-based systems Mass media measures are aimed at ensuring improved public safety and lower Economic losses. If we observe closely, communication is the most important Means for achieving all of the above stated objectives.

INTRODUCTION:

Social scientists and experts are of the view that through a system of devoted International cooperation, human sufferings caused by catastrophic impacts of Disaster could be reduced significantly. So, the mass media communication aware Disaster management. It is helpful and useful to people. Youth organization in disaster management or disaster period is the handling of the impacts of the natural disasters. It includes prediction of the occurrence of natural disaster. Youth organisations gives prevention, protection, resettlement, rehabilitation, etc.

DISASTER:

Disaster is a sudden or great accident due to flood, earthquake, etc. it leads to heavy loss of money, property and life. It is a natural phenomenon. It is a natural hazard. The following are the natural disaster: 1. Flood, 2. drought, Earthquakes, 4. Cyclones, 5. Landslide, 6. Volcanoes.

DISASTER AWARENESS:

There is a paradigm shift toward disaster management approach in recent years. That is to prepare and plan for hazards. There are certain activities in hazard Mitigation and post-disaster activities, which are directly dependent on mass Media. These activities are focused on creating public awareness about the risk and Responses.

MASS MEDIA:

Mass media communication has proved critical for the cause of disaster mitigation. It has provided not only the data management but also increased our knowledge towards hazards origins and behaviors. Advent of mass media

in recent years has helped sensitize people in most Effective manner through lived coverage of hazards and prompt reporting.

ROLE OF MASS MEDIA:

The mass media can play a leadership [role in changing the mindset of Society for making it more proactive rather than reactive. It also Has the responsibility to make the message more valuable and credible

FOR THE GENERAL PUBLIC.

The role of media is vital in the overall promotion of a better disaster management Regime within a state. The role print media cannot be neglected as it has been Observed that receivers of the information have more trust in the written message than the word of mouth. The information given in newspapers is perceived as a Reliable advise and people take it more seriously.

USES OF MASS MEDIA;

The electronic media has an outreach to the masses, being present in Every nook and corner of the country, and it is playing a comprehensive

ROLE IN OPINION MAKING.

Radio channels can play a primary role, as they have an outreach to Most remote areas. The media contribution can lead to the development of a More robust community, which is more aware and educated about disaster preparedness and mitigation.

MASS MEDIA IMPACT:

Mass media gives continuous awareness programmes , trainings and drill Going on which are produced and telecast by the media throughout the country. For disaster mitigation or response, focal persons can remain in contact With partner organisations and government officials for effective measures. It must win people's confidence, and the provisions of reliable information Will serve the purpose. The media should not only by providing correct information And the right message at the right time but should also create an environment Of solidarity and faith. This will help in augmenting the collective responsibility Of all segment of society to tackle the challenges posed by any disaster. So that mass media communication is important factor.

CONCLUSION:

The mass media communication helps the people in the disaster period. Its also support that the people. Mass media present in every nook and corner Of the country what happen in there . The mass is giving awareness in any Disaster or natural hazards. So that the mass media is a important role of Disaster management. Youth organization is also act the disaster awareness and handling of the impacts of natural disasters.

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1. YODM THROUGH VOLUNTEERS HUMANITY REVEALS THROUGH WILLINGNESS

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ABSTRACT

An unexpected natural or Man made. To managing the disaster youth power is essential. The youth power can be consumed through willingness. Voluntary persons must have humanity and social responsibility and do not have selfishness and they do not expected anything from whom they help. Volunteer is the act or practice of doing voluntary work in community work. Voluntary must have humanity. Group voluntary work as a team. They work in a group with care and love. Individual helps based on the economic background. The quality of being humane; the kind feeling, dispositions sympathies of man. So, in this paper, the volunteers are considered as strong as well as humanitarianism in the 21st century.

INTRODUCTION: In case of disaster management, the manageable activities can come comfortable through the voluntary work which is result in humanity. We can see the voluntary and the presence of humanity of youth and people in the recent flood disaster.

DISASTER: An unexpected natural or man-made catastrophe of substantial extent causing significant physical damage or destruction, loss of life or sometimes permanent change to the natural environment. It is an adverse or unfortunate event especially a sudden and extraordinary misfortune, a calamity; a serious mishap.

OVERVIEW: Affiliate with existing non-profit organizations before coming to the disaster area., Be safe. Be patient.

VOLUNTEERS: Volunteer is the act or practice of doing volunteer work in community service. It is the willingness of people to work on behalf of others without the expectation of pay or other tangible gain. Volunteers may have special training as rescuers, guider, assistant, teachers, and missionaries. It reveals the team work. They form a team and help others with full mind. In their mind, there is no selfishness. Volunteers must have great humanities.

TYPES OF VOLUNTEERS:

- GROUP VOLUNTEERS
- INDIVIDUAL VOLUNTEERS

GROUP VOLUNTARY

Group voluntary is a team work. They have spirit, coordination, helping mind, and own interest. (For example) In Chennai, a survey of school in five flood affected district in the state has found that families are yet to recover from the flood and in some case school have not returned to school. Samakalvi iyakkam, a voluntary organization, conducted the survey on December last year in the most affected part of Chennai, Kancheepuram, Cuddalore and Tuticorin. Around 500 students were included in the study. Volunteers in Kancheepuram, who has been helping the residents of Manjakuppam rural colony, said residents had no roof over their heads and the official did not include them on the list of beneficiaries. The volunteer will work directly

with villagers and others international volunteers to construct home. In group volunteers, there is a unique among the peoples. They work in a group with care and love.

INDIVIDUALS VOLUNTEER

An individual helps with humanity. The individuals help based on their economic background. If the individual volunteer has textiles industry they provided some clothes and shelter name the individuals has hotel they serves the food. For example, PETER VAN GEIT, a Belgian who settled in Chennai in 1998. He has travelled extensively around TAMILNADU during the first 2 years in Chennai. PETER VAN GEIT and his fellow volunteers from the Chennai trekking club help clean up Chennai after deadly rain and flooding. PETER SAID, 'We had many volunteers' heroes! Who braved rains water etc to help the people who were stranded and helpless. It was just amazing to see everyone helping each other. NO CASTE, CREED, COLOUR, RELIGION INVOLVED. PETER along with the members has been selflessly cleaning Chennai after the floods. They don't mind getting into the most dirty and difficult places to clean. They have setup teams to tackle different areas of the city. It has become organized and many more volunteers have joined them in their efforts.

BENEFITS OF VOLUNTEERS Gain experience, Resume building, Gain new skills, Try it on, Meet the people, Potential job, Job hunting, Feel great about making a difference

HUMANITY The quality of being humane; the kind feeling, dispositions, and sympathies of man, especially, a disposition to relieve persons or animals in distress, and to treat all creatures with kindness and tenderness.

TWO BENEFITS OF VOLUNTEERS.

- **Economic:** Activities undertaken by volunteers would otherwise have to be funded by the state or by private capital. So, volunteering adds to the overall economic output of a country and reduces the burden on government.
- **Social:** Help to build more cohesive communities, fostering great trust between citizens and reciprocity which are essential to stable community.

NATIONAL VOLUNTARY ORGANISATION ACTIVE IN DISASTER:

- ❖ National voluntary organization active in disaster is the form where organizations share knowledge and resources throughout the disaster cycle preparation, response and recovery.
- ❖ Member of national VOAD form a coalition of non profit organization that respond to disasters as of their overall mission.
- ❖ National VOAD was found in 1970 respond to the challenges many disaster organization experienced following hurricane calamities, which hit the gulf coast in august,1969.
- ❖ Prior the founding of national VOAD, numerous organizations several disaster victims independently of one another.
- ❖ These included both government and the private, nonprofit sector.
- ❖ As a result they came to the disaster victims places as various organization assisted specific ways.
- ❖ A simple link on your own site or blog, a link at the end of your emails, and your status on face book or my space, or whatever, telling people how to donate financially can be huge help.
- ❖ The volunteer do not expect anything from the people and they donate things. Instead of cash or time.
- ❖ In disaster situation, voluntary must be mental and physically prepared to work 16 hour day (or more) day.

SUGGESTIONS PREVENT DISASTER BY THE VOLUNTEERS FOR MAKING BETTER HUMANITY

Disaster can strike anytime. Even for those who are prepared, problems can occur without a moments notice. However for those who are not prepared, problems can easily go from bad to worse, and worse to a disaster.

Here, some tips which can help us prevent disaster before it strikes.

- ❖ Make some copies of documents and store them in safe place.
- ❖ Bring any outdoor furniture inside
- ❖ Move essential item to an upper floor
- ❖ Learn how to shut off utilities such as gas, electricity, water.
- ❖ Learn FIRST AID to help with medical emergencies

CONCLUSION: So, disaster can strike anytime, we should prepare before the disaster has come. While hearing the or symptoms may show by the nature, we people want to be aware and move to the safety places. At anytime, anywhere, anyplace the volunteers ready to help for bringing better humanity.

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2. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH VOLUNTEER

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ABSTRACT

Volunteering is generally considered an altruistic activity where an individual or group provides services for no financial gain. . Year 2016 is declared as Youth empowerment year. Young Volunteers have a major role in creating awareness about the sustainable management of natural resources that can prevent and mitigate the impact of disasters. Volunteers from within communities are the first line of response. Youth involvement in their own community disaster management activities such as identifying risks, designing community emergency plans, exercising a plan, setting up early warning systems, and implementing response, mitigation, and risk reduction plans. Especially, in cuddalore district DRR is particularly managed by young volunteers from all over India. Many NGO centers have been opened such as saranalaya, BLISS, TYCL welcomed young volunteers for organizing disaster management. Young people ensured that disaster risk reduction is a national and local priority with a strong institutional basis for implementation. They Identify, assess and monitor disaster risks and enhance early warning. Young volunteers use knowledge, innovation, and education to build a culture of safety and resilience at all levels and reduce the underlying risk factors. This leads to strengthen disaster preparedness for effective response at all levels. Proper education plays a vital role in creating best volunteer for a better India.

INTRODUCTION

Volunteering is generally considered an altruistic activity where an individual or group provides services for no financial gain. Volunteering is a distinct human characteristic. It is a socio-psychological bridge connecting the self and the individual consciousness to the collective consciousness of the community. Volunteering can be either a conscious or an unconscious act. Such unconscious acts of volunteering play an important foundation in the formation and survival of various processes of socio-cultural institutions. The conscious act of volunteering is often defined by socially and culturally evolved values.

VOLUNTEER FOR A BETTER INDIA

Younger people started helping the needy in their communities. Year 2016 is declared as Youth empowerment year. This initiative has started on 12th Jan 2016- birth anniversary of Swami Vivekanandha. Young

people often plays pivotal role as volunteer in the recovery effort following natural disasters. Such as tsunamis, floods, droughts, hurricanes, earthquakes. Ex: The 2004 Indian ocean earthquake and tsunami attracted a large number of volunteers world wide, deployed by non- government organization, government organization and united nations.

DISASTERS AND DEVELOPMENT

The nature and frequency of disasters is changing with climate change, rapid urbanization, and food insecurity and increasing numbers of conflicts. Valuable progress in development over many years can be dramatically wiped out by disasters. Growing awareness of this connection has led to a move away from dealing with disasters simply as humanitarian emergencies and towards treating them as development issues. How to reduce vulnerability to disasters, especially for people living in poverty, is now a major policy consideration in many countries. Hyogo Framework for Action 2005-2015 it recognized that the most effective resources for reducing vulnerability were community self-help organizations and local networks.

ROLE OF YOUNG PEOPLE INVOLVED IN DISASTER PREPAREDNESS AND PLANNING

The discussions revealed that there are still many unanswered questions about youth volunteerism

- Youth volunteerism needs to be further understood. What attracts youth to engage in their communities must be looked at together with the target group themselves they should be involved, consulted and enabled to lead initiatives.
- Youth volunteerism is a powerful resource for development projects; it should be recognized as a complement, not a supplement.
- Using role models and increasing the interaction of generations via traineeships and other volunteer opportunities can help diminish the inter-generational gap. These partnerships are also useful in cultivating deeper understanding of youth participation in the adults themselves.
- Volunteering can be an opportunity for youth to acquire employment experience and new skills, which helps address the lower rates of volunteerism in places where unpaid work is discouraged by family and financial pressures.
- Defined by a new wave of communication via social media, today's youth constitute a very different generation. Traditional forms of civic engagement may not have the same draw as for other generations. Therefore exploring innovative ways to attract youth volunteers is a must.

YOUTH INVOLVEMENT IN DISASTER MANAGEMENT

Youth can play a range of roles in youth preparedness programs and play a crucial role in recovery efforts. They may assist communities in mapping their risk and protective factors or may hold leadership positions within programs. Some additional roles include:

- **Sharing The Message** - Youth can help share the message of disaster preparedness.
- **Acting as Change Makers** - Youth can act as change makers by sharing information they learned in youth preparedness programs and helping parents and communities to prepare for disaster, for example by developing a disaster plan or disaster preparation kit.
- **Bringing Creativity**- Youth can bring creative and resourceful ideas to disaster preparedness efforts.

These involved local volunteers trained in disaster preparedness and response. They included neighborhood watch, community organizations, communities of faith, school staff, workplace employees, scouting organizations and other groups.

VOLUNTEER GROUPS PITCH IN WITH HELP FOR CUDDALORE

A team of Puducherry volunteers with relief materials in Cuddalore following the heavy rains which hit coastal Tamil Nadu. A team from Jipmer at a medical camp in Cuddalore.

Just like Chennai, relief effort is happening through internet and social media. A day or two after help poured into Chennai following the devastating floods, it started trickling in to Cuddalore. Slow in the beginning, now a complete set up is in place with a control room and helplines, besides coordination from the Cuddalore district administration. Just like Chennai, relief effort is happening through the internet and social media. In fact, many people and volunteer groups who had pitched in with help for Chennai have turned their attention to Cuddalore. Puducherry, Madurai, Coimbatore, Vellore, Tiruchi, Salem, Udhamandalam, Tirunelveli, Hyderabad, Bengaluru, Calicut and even Chandigarh are some of the places from where relief materials have started coming in.

YOUTH VOLUNTEER CENTER HELP FOR CUDDALORE

Siva Mathiyazhagan, co-founder, **Trust for Youth and Leadership (TYCL)** whose teams have been working in Cuddalore district. The roads to the interior parts are also in a poor condition with the rains.” The TYCL has covered several areas under the Vriddhachalam, Kattumannarkoil and Kurinjipadi blocks. Villages like Keeranur, Kodumanoor, Kavanur, Keeramangalam were badly-affected and relief had been reaching them slowly. The distance, safety of our volunteers and limitations on resources has been a challenge in Cuddalore district.

On the medical front, The Doctors United Charitable Trust from Puducherry and the **Jawaharlal Institute of Post graduate Medical Education and Research (Jipmer)** have been conducting camps in different parts of Cuddalore district.

Voluntary Organization **BLESS** works for the social, economic and cultural upliftment of the marginalized village community BLESS was found in Cuddalore. Recently Bless initiated a training program in the **Shanmuga Nagar** village will consist of assisting with health camps, promoting kitchen gardening, good hygiene and sustainable housekeeping and more.

Saranalayam, a Non-Governmental Organization or NGO, runs the radio with the help of volunteers. The district collector provides them with information. The locals have welcomed the initiative.

SENSITIZATION PROGRAMME FOR NSS VOLUNTEERS IN CUDDALORE DISTRICT

The Government of India in Collaboration with the UNDP has initiated Disaster Risk Management Programme to reduce the Vulnerability of the region in some of the most disaster prone districts in this country. In Tamil Nadu, this project is being implemented in six districts of Thiruvallur, Kancheepuram, Cuddalore, Nagapattinam, Kanyakumari and the Nilgris and two cities of Chennai and Coimbatore during 2007 to 2015.

As part of implementing Disaster Risk Management Programme, Disaster Management has been included in the training curriculum of NCC, NSS, Scouts and Guides, NYKs, Civil Defense, NGO Board etc., The Programme envisages to discuss strategy to include disaster management as part of their training and link the volunteers at State, District, Block, Gram Panchayat and village level for Disaster Management.

VOLUNTEER AWARDS

It is an annual award by India to honor the contribution of volunteers and organization who engage them. The awards celebrate, reward and promote volunteering, with the aim of inspiring more people to volunteer and establishing bench marks on volunteering practices across India. Awards given in two categories: Volunteer hero category and leader in voluntary engagement.

EDUCATIONAL IMPLICATION ON YOUNG VOLUNTEERS

Many schools on all education levels offer service-learning which allow the student to serve a group through volunteering while earning educational credit.

Alexander says “where the learning is service-learning”. Educational institution promote more wide spread adoption of service learning in higher education because it act as a powerful means of preparing students to become more responsible citizens and make good on their pledge to “serve society”.

Students learns from the service agency and from the community and in turn gives energy, intelligence, commitment, time and skills to address human and community needs.

CONCLUSION

Youth are the most valuable source of volunteerism in society today. Attention to youth serving as volunteers is the increasing number of youth service organizations. It is evident by the increasing number of volunteer opportunities for youth that the population of children participating in service projects will also rise. Youth volunteerism is supporting initiatives to mitigate and prevent natural disasters. Young Volunteers play a strategic role in community development processes and in strengthening community resilience to disasters. Through the use of participatory methods, awareness-raising and education, the great dedication of volunteers can mobilize communities and contribute to building preparedness and response capacities at the national, local and community levels.

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3. YOUTH ORGANIZATION OF DISASTER MANAGEMENT THROUGH VOLUNTEERS

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ABSTRACT

Red Cross is an international humanitarian organization. When we deliver some things to protect life and health, we need the help of voluntary service and organize individuals to serve the cause of humanity. We provide people who help others through the involvement of volunteers, we deliver people who less food and shelter. Thus the volunteers always play vital role in during the disaster. **Keywords** Disaster, Volunteers, Organization, Management, Involvement

TYPES OF VOLUNTEERS:

We have three types of volunteers in the Red Cross

- ❖ Community based Volunteers who come from the community and help others
- ❖ Functional Volunteers are those who equipped with specific skills such as First Aid, Nursing, Psychological support etc.,
- ❖ Professional volunteers such as Doctor, Nurse, Engineer, Accountant etc.,

Volunteers Role during Disaster: Volunteer service to be provided the needs of the victims

- ❖ Basic needs like food, water, shelter, medical service, psychological support, communication with family members etc.,
- ❖ Needs for recovery

VOLUNTEERS ROLE AFTER DISASTER:

Direct service are distributing clothes and foods, water, medical service, and basic things to run a family like cooking utensils, mat, bed sheets etc., Back up service are arrangement and distribution of donation, logistic support, participating in fund, answering public enquiries, preparing receipts, arranging relief items, packing clothes, transportation of goods, and promotion of disaster preparedness

HOW TO FIND RECRUIT AND RETAIN PROFESSIONAL VOLUNTEER

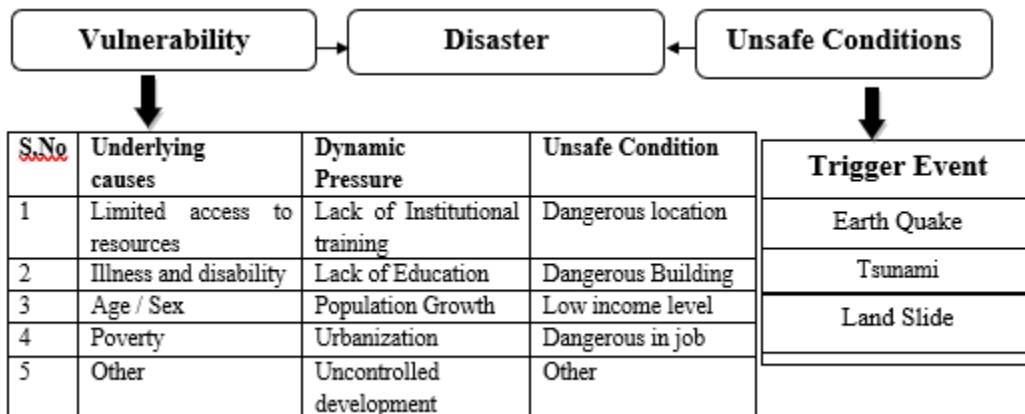
Recruitment

- ❖ Open recruitment through website
- ❖ Referral from professional organization

Retirement:

- ❖ Conducting sharing session
- ❖ Conducting the service to collect their feedback after the missions

WHAT IS DISASTER?



ROLE IN DISASTER MANAGEMENT CYCLE:

Although community – based volunteers, functional volunteers and professional volunteers have different skills and qualifications, they can participate in any part of the disaster management cycle, namely Disaster Response, recovery / rehabilitation, risk reduction and preparedness. From the view of disaster management, collective actions are taken before, during and after any disaster situation to predict, prevent, reduce, or cope with its impact. The volunteers can play a part in these takes.

FOSTERING YOUTH’S ABILITY TO ACT:

In life it is very hard to maintain a positive mindset when people have no faith in you. Youth are an enormous pool of energy, talent and enthusiasm eager to contribute to society. The time has come where by young people ability is as agents of change must be recognized.

DISASTER MANAGEMENT YOUTH INVOLVEMENT:

In the past there have been a number of barriers that hinder youth involvement in disaster management; which includes attitudes concerning the abilities of youth compared to experienced adults. Youth involvement is planning, decision making and is the implementation of emergency initiatives and community resilience. Youth mentally and emotionally prepared to act promptly and to develop in them the ability to take care for themselves.

CONCLUSION:

This initiative to involve youth and to promote youth engagement is not as easy task. Train up community based volunteers to functional volunteers organize and develop functional volunteers teams. Develop multi-skilled volunteers. Organize regulars drilling exercises. We must respect them from our depth of the heart.

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4. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH VOLUNTEERS

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ABSTRACT

The volunteers play a vital role in disaster management. Communities have always faced disasters and volunteers has always been present in preparing for and coping with them with growing attention being given to the development and implementation of strategic approaches to disaster in recent years, volunteerism to be fully included in the dispose. One of the visible faces of volunteerism appears in disaster. We should go a long way to ensuring that the power of volunteerism to reduce vulnerabilities and increase resilience to disasters is fully realized. Communities with more trust, civic engagement and stronger networks have a better chance of recovering after a disaster. Volunteers have a critical role to play in creating awareness about the sustainable management of natural resources that can prevent mitigate the impact of disaster.

INTRODUCTION

Volunteering refers to “any activity in which time is given freely to benefit another person, group or organization.” When man-made and natural disaster strikes the community specific emergency management and non-governmental organization automatically come to rescue the victims. Volunteers from within communities are the first line of response. Unaffiliated volunteers our neighbors and ordinary citizens, friends, students from the institutions, workers from the companies arrive immediately to the disaster spot and ready to help. Citizens play vital roles in helping those affected to respond and recover. New technology and social media enable the volunteers to participate in emergency disaster management.

NATIONAL PRINCIPLES

Volunteering and community life:

Volunteering is a most precious part of every health community. Everyone has responsibility to secure our community. Volunteers come from all segments of society. All has the potential to contribute strength and resources in times of emergency.

- **Volunteer involvement in the four phases:** There are valuable and appropriate roles for volunteers in mitigation, preparedness, response and recovery.
- **Management system:** Volunteers are a valuable resource when they are trained, assigned and supervised within the emergency management system. Essential element of every management system is the clear designation of responsibility for the on spot condition to recover the people.
- **Volunteer expectations:** Volunteers are successful participants in emergency management Systems when they are flexible, self sufficient, aware of risks and willingness to coordinate. Volunteers must accept the obligation to “do no harm”
- **Information management:** Clear, consistent and timely communication is important for effective recovery. Specialized planning, information sharing and time management are necessary to maximize the benefits of volunteer involvement. Messages should be proper and true to educate the public, minimize confusion and clarify expectations.

INFORMAL VOLUNTEERISM:

There are many ways that citizens can participate in emergency and disaster management in formally. In this section, two broad types of informal volunteer is more identified: 'emergent volunteerism' and 'extending volunteerism'. Emergent volunteerism involves new forms of volunteering that occur in response to unmet needs, whether perceived or real. Groups and organizations without emergency or disaster functions often extend their activities to volunteer in times of crisis. These volunteers are usually part of an existing community group such as a chamber of commerce, sporting club, religious group or service organization.

ROLE OF VOLUNTEERS IN DISASTER MANAGEMENT:

I. MITIGATION ROLES:

- **Disaster Response Coordinator** - Regularly attends local emergency management meetings and affiliates the coordinating agency with the local Voluntary Organizations Active in Disaster (VOAD). Educates the member organizations of the VOAD organization. Develop a plan to transport volunteers from the reception center to the worksites.
- **Coordinating Agency Member** - Works with the disaster response coordinator to register, refer and document unaffiliated disaster volunteers. Engages local businesses in planning to donate goods and services to future response and recovery efforts.
- **Needs Assessment Conductor** - Assesses the hazards and mitigation needs of the community and then communicates them to the Disaster Resistant Community Planning Committee so it can address those needs.
- **Advisor/Representative** - Takes necessary actions to evaluate potential mitigation and disaster recovery costs and then seeks out methods of fundraising and partnership development to help pay for mitigation and disaster efforts.

II. PREPAREDNESS ROLES

- **Community Emergency Response Team (C.E.R.T) Volunteer** - Assists others in their neighborhoods or workplaces following an event and can take a more active role in preparing their communities. Understands basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operations. Helps improve the safety of the community before disasters happen.
- **Medical Reserve Corps (MRC) Volunteer** - Coordinates with existing local emergency response programs and supplements existing community public health initiatives, such as outreach and prevention, immunization programs, blood drives, case management, care planning and other efforts.
- **Volunteer in Police Service (VIPS)** - Helps supplement and support officers and civilian personnel by allowing them to concentrate on their primary duties. May perform clerical tasks, serve as an extra set of "eyes and ears," assist with search and rescue activities.
- **Community Disaster Educator** - Helps keep families and individuals safe. Presents and distributes important disaster preparedness material at local health fairs and information booths and gives lectures and presentations to interested groups.

RESPONSE ROLES

- **Volunteer Reception Center (VRC) Director** - Clearly designates one entrance and one exit. Sets up the room for efficient flow of volunteers and information. Briefs and assigns tasks to staff and volunteers of the center. Monitors the operation and makes changes when necessary. Meets and thanks volunteers who help in the VRC.
- **Volunteer Reception Center (VRC) Volunteer Identification Staff** - Attaches wristbands volunteers that contain the volunteer's name, the agency or site to which the volunteer was referred, and the date(s) on which the volunteer expects to work.

- **Volunteer Reception Center (VRC) Specific Job Trainer** - Provides specific job training to each worksite or function before volunteers depart for their work areas.
- **Volunteer Reception Center (VRC) Phone Bank Operator** - Takes calls from individuals and groups wishing to volunteer and from organizations needing volunteers. Records each call and posts information on the request board or forwards details to the data coordinator.
- **Public Information Officer** - Makes statements to the media about the center's operation. Serves as the only contact with media and should be a trained professional who only delivers information approved by the VRC director.
- **Transportation Driver/Dispatcher** - Helps people who have no reliable means of transportation get to and from medical appointments. Uses Red Cross vehicles to transport clients to and from area hospitals, physicians' offices and medical facilities. Coordinates appointments and schedules. .
- **Amateur Radio Operator** - Provides backup communications in the event of a failure of the government system. Supplements communications at large disasters and emergencies.
- **Animal Rescuer** - Helps evacuate and rescue deserted animals. Completes training in small and large animal handling and care.
- **Security Personnel** - Protects worksites from unauthorized visitors and protects victims and other citizens from violent behavior and outbreaks in times of disaster. Aids in police efforts.

RECOVERY ROLES

- **Volunteer Disaster Damage Assessor** - Provides disaster damage assessment support to a large state or national disaster relief operation. Identifies and notes exterior damage to homes within 72 hours of the disaster. Completes necessary training to stay up to date on changes in function. Participates in disaster preparedness exercises. Must be efficient, organized, observant, flexible, and adaptable to change, accept direction and have attention to detail.
- **Heavy Equipment Operator** - Runs and operates heavy equipment as part of debris removal and reconstruction.
- **Debris Clean-up Crew** - Helps move debris off the streets to allow for traffic to pass through.
- **Construction Volunteer** - Helps in reconstruction efforts.
- **Food and Donations Distributor** - Helps distribute meals, clothing, etc., to victims of a disaster.
- **Disaster Health/Mental Health Volunteer** - Helps disaster victims and workers involved with the disaster relief effort with health-related emergencies and provides counseling in shelters, service centers and during home visits. Must be licensed professionals.
- **Donation Coordination Team Volunteer** - Manages donations phone bank. Processes offers from the public. Conducts donations intelligence. Works to include emerging relief organizations. Maintains a database on donated goods and services.. Identify staging areas, distribution centers and ports of entry.

CONCLUSION:

Thus, ordinary citizens who volunteer their time, knowledge, skills and resources to help others in times of crisis represent an immense resource for emergency and disaster management. Many governments, businesses and organizations across the world that are cooperating and coordinating their activities with informal volunteers. This has typically involved developing volunteer registers and training programs prior to an event. Therefore, Young people, individually and collectively, are spontaneously taking action in disaster events to assist in response and recovery efforts. The extent to which their efforts are effectively channeled depends on the steps taken by aid agencies

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5. INTEGRATING VOLUNTEERISM INTO COMMUNITY DISASTER RISK REDUCTION

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ABSTRACT

Disaster is a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources. “**Disaster management** is the creation of plans through which communities reduce vulnerability to hazards and cope with disasters.” India has world's largest **youth population**-UN report. Youth can play an important role in disaster preparedness and recovery. Involving youth in disaster planning and recovery can increase their awareness of hazardous situations that may occur in their neighborhood and teach them how to respond in various types of emergencies. This paper explains in depth about **involving youth** in disaster preparedness and recovery efforts through the **volunteer** action in response to disaster. The socio-psychological need of every human being for a sense of belonging in relation to the other forms the basis of volunteering. The need for a sense of belonging also arises from the need for emotional well-being and for a socio-cultural identity. The need also propels human beings to go beyond the self to reach out to people and nature (Kundu, 2005 & 2010).

INTRODUCTION:

Youth serving agencies through Volunteer action in response to disaster is perhaps one of the clearest expressions of human values that underpins the drive to attend to the needs of others. However, the contribution of volunteerism extends far beyond immediate response. This Paper explains the range of volunteer actions across the spectrum of disaster management, from prevention through to preparedness and mitigation, as well as response and recovery. Volunteers have a critical role to play in creating awareness about the sustainable management of natural resources that can prevent and mitigate the impact of disasters. Youth can play a range of roles in youth preparedness programs and play a crucial role in recovery efforts. They may assist communities in mapping their risk and protective factors or may hold leadership positions within programs.

YOUTH INVOLVEMENT IN DISASTER MANAGEMENT:

Youth and children are found to represent more than a third of disaster victims, yet their response role in a disaster is generally restricted to that of a passive victim. Tremendous contribution of young people in disaster management are largely untapped.

Involving young people in disaster management can help them learn about lives which affected by disaster, gaining hands on experience to handle the disaster, equip them to become tomorrow leaders. Any comprehensive disaster management is designed to incorporate youth, not only benefits creativity and energy of young people but also in the process strengthens partnership for resilience.

The role of youth in disaster management, experience and lessons learned from organisations such as Junior Red Cross and Red Cross, NSS, NCC etc. It recommends, youth involvement in their own community disaster management activities such as identifying risk; designing community emergency plans as well as their own; setting up early warning system; and implementing response; mitigation and risk reduction plans.

YOUTH FOCUSED PROGRAMS IN DISASTER MANAGEMENT:

A number of youth focussed programs that support both preparation and recovery from disaster. These programs include:

- **Organizations like National Service Schemes:** NSS, NYKS and the NCC are involved in the engagement of youth in various initiatives like rural development, environment protection, blood donation, immunisation, disaster management etc. These have the potential to foster national and social values among the youth and develop a sense of responsibility towards the nation.
- **A volunteer exchange platform should be set up:** Through this platform, the young Indians that are willing to participate in community development programmes can be identified. Similarly, organisations working in the field that require young volunteers or employees can post their requirements. This will enable the matching of volunteers with organisations in an efficient manner.
- **Institutionalise the involvement of youth in disaster response activities:** Local youth, because of their dynamism and proximity, are invariably the first responders in any disaster relief and rescue activity. Such team activity in the face of adversity not only builds camaraderie and leadership but also provides a much needed succour to the affected individuals. There is a need to create structures that tap this latent resource and realize its full potential through proper training, equipping and coordinating their efforts with those of the state disaster relief mechanism. Every State and district of the country has Disaster Management Authority as mandated by Disaster Management Act, 2005. The Civil Defence Act, 1968 has also been amended to bring 'disaster management' within its scope. In addition, the panchayats also have a major role under the Disaster Management Act, 2005. The youth can be closely involved in disaster response activities through these mechanisms.
- **Nehru Yuva Kendra Sangathan (NYKS)** is an autonomous body under the Ministry of Youth Affairs and Sports with a nation-wide presence. It has eighteen Zonal Offices, 47 Regional Offices and active organizational structure in nearly 500 districts. It is one of the largest grass-root level youth organization with nearly eight million non-student rural youth enrolled through about 2.30 lakh village-based youth clubs. NYKS volunteers have traditionally been in the forefront of assisting the civil administration in times of national crisis – be it natural disaster or civil strife. The organization has been active in relief management and distribution. However, it was felt that its organizational structure and trained volunteers have not been harnessed to facilitate the process of building disaster-resilient communities by focusing on disaster mitigation preparedness and response related programmes. A need to expand the scope of activities of NYKS to address pre-disaster aspects while at the same time building their capacity for the post-disaster phase was felt.
- **Integrated Program for Community Development (IPCD):** The IPCD programme sponsored by Canadian Red Cross supports the vulnerable by improving the capacity of the community to have a better quality of life after disaster. The activities in the project in the last four months have focused on the community infrastructure completion, health promotion and livelihoods development programmes.
- **Information Communication Technology (ICT) for Disaster Management:** India Disaster Resource Network (IDRN) as a portal was launched in September 2003, initiated by the Ministry of Home Affairs, Government of India in collaboration with UNDP India. Technical support was extended to systematically formulate the resource inventory through an organized information system designed to collate and assimilate information from sources provided by district and state level authorities.
- **Central Board of Secondary Education (CBSE):** GOI has introduced Disaster Management in the school curriculum of Social Sciences from Class VIII to X and in class XI in Sociology and Geography. Drawing from the positive experiences of CBSE, many state boards have also introduced the subject from class VII to IX. NGOs play a vital role and can be made responsible at various levels in
- **NGOs play a vital role:** it can be made responsible at various levels in developing capacity and skills for disaster preparedness. At state level, NGOs have been organized to take coordinated action for disaster preparedness. Government officials in many states are active partners of such coordinated action and both stakeholders are known to benefit from this collaboration.

VOLUNTEERISM:

Volunteer is a person who freely offers to take part in an enterprise or undertake a task. Volunteerism and community-based movements have remained intrinsic to the social fabric of our country and have helped sustain communities through times of crisis.

Types of Volunteers:

1. **Community based volunteers:** they are from the community and have a will to help others.
2. **Functional volunteers:** are those who are equipped with specific skills, such as first aid, nursing, psychological support, disaster response, etc.
3. **Professional volunteers:** are those with professional qualification, such as doctor, nurse, engineer, accountant, etc. Although they have different skills and qualifications they can participate in different disaster management cycle namely disaster response, recovery/rehabilitation, risk reduction and preparedness.

Volunteerism in disasters:

- It explores the ways ordinary citizens volunteer their time, knowledge, skills and resources to help others in times of crisis.
- Citizens often play a vital role in helping those affected to respond and recover and can provide invaluable assistance to official agencies. In most developed countries, emergency and disaster management relies largely on a workforce of professionals and to varying degrees volunteers affiliated with official agencies.
- Despite of emergency management system, ordinary citizens are usually first on the scene in an emergency or disaster and remain long after official services have ceased.
- Volunteer citizens provide invaluable assistance to official agencies.
- New technologies have also enabled citizens to volunteer themselves and participate in emergency and disaster management.
- The main two types of volunteerism are emergent and extending volunteerism discusses the implications for emergency and disaster management.
- Particular attention is given to 'digital volunteerism' resulting from greater accessibility and sophistication of information and communication technologies and changing preferences for volunteering.

Role of youth Volunteers in disaster response:

This is the time where youth can play a very significant role. This will mainly have the following subsections

- ✓ Do's and Don'ts during different disasters
- ✓ Relief camp management
- ✓ Assisting civil administration and communities during post-disaster phase
- ✓ First Aid and Search and Rescue Techniques with skill training
- ✓ Socio-physiological and physical support to victim of any disaster in their vicinity."
- ✓ Damage and need assessment
- ✓ Support to elderly, disabled, backward classes, children and women during the time of disaster.
- ✓ Resource and inventory management during the relief work.
- ✓ Public health, water & sanitation
- ✓ Food distribution during disaster
- ✓ Communications, especially the role of radio in emergency communications
- ✓ Volunteers play an important role in humanitarian services, especially in disaster response when a huge number of man power is needed.
- ✓ Through the involvement of volunteers the vulnerable people get service more responsively.
- ✓ Volunteers are been provided opportunities and skills to help others and to help themselves.
- ✓ **Red Cross is a humanitarian organisation** which provides opportunities to volunteers to help the vulnerable people.

Major roles of Youth Volunteer in Disaster Management:

- **Sharing the message:** youth can help to share the message of disaster preparedness.

- **Acting as a change maker:** youth can act as change makers by sharing information they learned in youth preparedness programs and helping parents and communities to prepare for disaster, for example by developing a disaster plan or disaster preparation kit.
- **Bringing creativity:** youth can bring creative and resourceful ideas to disaster preparedness efforts.

Types of Volunteers service during disaster:

- **Direct service:** distribution of clothing and food, provision of water, medical service, tracing service and psychological support service, caring of victims and their families, volunteer registration, rehabilitation of living area.
- **Back up service:** arrangement and distribution of donation in kinds, logistic support, participating in fund raising activities, answering public enquiries, preparing receipts, arranging relief items, packing clothing and donation in kinds, transportation of goods, promotion of disaster preparedness.

CONCLUSION

In order to enhance volunteer capacity and better prepare for disaster response, we should, train up community-based volunteers to functional volunteers; Organize and develop functional volunteer teams; Develop multi skilled volunteers. The volunteers are assets in service delivery. Their contributions are multi facets such as service implementation, management and decision making. Thus the Youth volunteer organisation is the gift of India and their training on disaster management plays a significant role. It is vision to provide their service to save the nation and its wealth.

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6. ROLE OF YOUTH IN COMMUNITY RESILIENCE IN DISASTER MANAGEMENT

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ABSTRACT

India's geo-climatic conditions as well as its high incidence of poverty and socio-economic vulnerability make the country among the most vulnerable to natural disasters in the world. Disasters strike the country with regular frequency, causing massive human and economic losses. The disasters which strike the country on a regular basis are floods, earthquakes, cyclones, landslides, avalanches, droughts, forest fire, etc. On the other hand, Climate change is expected to increase the frequency and intensity of extreme weather events and give rise to new vulnerabilities with differential spatial and socio-economic impacts on communities. The unprecedented increase is expected to have severe impact on the hydrological cycle and water resources leading to droughts, floods, drinking water shortage, loss of coastal wetlands and mangroves as well as rise in food insecurity and health problems. Volunteerism and community-based movements have remained intrinsic to the social fabric of our

country and have helped sustain communities through times of crisis. The role of Non-Governmental Organizations (NGOs) remains crucial in all phases of disaster management namely relief, response, rehabilitation, reconstruction, recovery, preparedness and mitigation. Recent trends with respect to management of natural disasters have highlighted the role of (NGOs) as a vital stakeholder in the relief and response efforts especially with respect to facilitating communication and coordination between the administration and the affected community. NGOs have grass-root presence and strong linkages with the communities and can readily respond to the needs of the affected community.

INTRODUCTION:

Hazards and disasters are major problems of the world today. These have become part of human history. Disasters have been on increase and they produce a clear threat for traumatic events. People in many areas are vulnerable to natural hazards. The reasons for these hazards include deforestation, rising sea levels, and rapid population growth in vulnerable areas. Over the past few years, we have witnessed disasters on an unprecedented scale - the tragic earthquake and tsunami in Japan, devastating floods in Chennai, Pakistan and Australia, and the serious food crisis in the Horn of Africa to name just a few. The impact and magnitude of any disaster is greatly increased when people are not prepared for them. Experiences show that people are often taken aback with the sudden attack of natural or manmade disasters.

There are different agencies that come to the rescue and rehabilitation of the victims of disasters. We classify them broadly as governmental and non-governmental organizations (NGO's). There are also individuals, both at national and International levels, who reach out their hands to the victims. The purpose of this paper is to suggest and present ways in which relief agencies can best engage the young males and females, aged between 15 and 29 years, who can take on leadership roles in emergency response while providing linkages with their younger peers. Special challenges may confront youth during an emergency. They may be separated from their parents, be too young to drive or lack access to a vehicle so that they can join their family, and need to be cared for by adults unknown to them until the disaster abates. At the same time, youth are incredibly resilient and may be able to contribute ideas and actions during a disaster. By involving youth in disaster planning in advance of an emergency situation, they will be better equipped to respond appropriately and calmly when confronted with an actual event. By involving youth in disaster preparedness and recovery efforts, youth-serving agencies can help to not only increase youths' awareness of particular hazards, but can also enhance the chance to adequately protect their families and loved ones and understand how to seek help should their community be affected. Youth can play a range of roles in youth preparedness programs and play a crucial role in recovery efforts. They may assist communities in mapping their risk and protective factors or may hold leadership positions within programs. It goes without saying that youth have incredible reserves of energy and may bring fresh new ideas to the table that adults have not considered.

DEFINING YOUTH

'Youth' are persons between the ages of 15 and 24 years. Yet, the exact age at which youth are considered to be 'old enough' to assume certain roles and responsibilities varies significantly across cultures based on factors such as marriage, educational achievements, and the ability to sustain oneself and one's family. Young people of all ages have to make valuable contributions in response and recovery efforts with their individual experiences, knowledge, and skills. They can take on leadership roles in emergency response while also providing linkages with their younger peers.

HOW CAN YOUTH HELP IN EMERGENCIES??

The transition of young people into adulthood is a challenging period characterized by new responsibilities, freedom and important choices regarding identity and values. This stage is a crucial stage and it involves risky behaviors due to the

burden of adult responsibility. It is wise to engage them with responsibilities. They often expect respectable ways to improve their social standing and secure their financial well being. If supported they can make important contributions to social cohesion, reconstructions, and the maintenance of peace. Crisis situations can actually prove to open up new spaces for young people to contribute in ways that are meaningful and empowering.

Not involving children [and youth] ignores their capacities. It also undermines them by sending the message to the adult community and decision makers that it is okay to exclude children from decision making, information, consultation and contributing... (UNICEF, 2007)

Though rarely acknowledged or recorded, young men and women have social and cultural resources for adaptation and have exhibited tremendous courage, resilience, and leadership skills in disaster situations. Examples of youth involvement in natural disasters and crisis situations such as the 2004 tsunami, the 2007 cyclone in Bangladesh, the 2007 post-election violence in Kenya, the 2008 floods in Algeria, the 2008 cyclone in Haiti, and the 2012 typhoon in the Philippines, demonstrate how youth have made valuable contributions to their families and communities in crisis situations. Young men and women courageously rescued family and community members, helped trace missing family members, delivered food and shelter, assisted with first aid and clean-up efforts and initiated fundraising and recovery efforts.

After the 2004 tsunami, children [and youth] made significant and concrete contributions to the relief efforts... yet, despite such effort in the early stages of the emergency response, children [and youth] found themselves soon sidelined when troops and international aid agencies arrived and took control of the relief work. (UNICEF, 2007)

HOW YOUTH CAN BE ENGAGED BY RESCUING AGENCIES:

Consulting young people in the initial stages of disaster relief interventions can help organizations identify and address risks specifically affecting disaster-affected youth and reach vulnerable youth groups that might otherwise be excluded from programming. Even in the absence of crisis situations, engaging youth in programming that provides guidance, support, and life-saving information can offer protection, curtail destructive patterns, and potentially reverse devastating inter-generational cycles. In crisis situations, including youth in relief efforts can provide an outlet for youth and mitigate the devastating impacts of the disaster while simultaneously providing opportunities for personal development and empowerment. Additionally, youth, often more familiar with newer technologies, can utilize social media and mobile devices to mobilize their peers, disseminate important information, and trace missing community members when a disaster strikes. The prospect of harmonizing relief efforts with the eventual process of development can seem daunting for agencies responding to disasters. Yet, the way in which these agencies engage with youth in emergency contexts could have a direct impact on how effectively youth are able to integrate into and impact the reconstruction process of their communities or nations. Before emergency the children have to be taught how to act in emergency preparedness and explain their responsibility. The agencies have to establish the emergency response mechanism. Involving children in preparedness activities before an emergency helps children survive and help others. Involving them in community level planning and action build their skills and confidence and prepares them to contribute in disaster situations. Develop training materials for the young people. The training staff should build the capacity to understand and recognize the potential and participation of children in emergency relief and recovery. Also the staff should recognize and make use of children's role in providing psycho social support in partnership with young people. It is important to produce age-appropriate information for children on hazards, agencies, emergencies and roles of different people.

During emergency the youth has to be given information in appropriate forms, using language and pictures that they need to follow and involve them in tracing and documenting work, especially because they know about the lives of other young ones. It is important to give them freedom and learn from them about problems and issues they have identified. Also develop the means for youth to gather and disseminate information and news and support them in doing this.

OVERCOMING BARRIERS TO YOUTH PARTICIPATION

Although most humanitarian aid agencies recognize the importance of youth participation, few manage to implement such an approach. In large-scale disaster situations, adult decision-makers rarely consult or engage youth in a systematic and meaningful way and many organizations maintain the belief that participatory processes involving youth require too much time to plan and implement. Youth engagement activities are usually assumed to be the responsibility of youth-serving organizations, are usually treated as separate programs, and rarely build on the existing knowledge and capacities of disaster-affected youth. Cultural beliefs, social prejudices, and fears or misperceptions among community members can produce additional barriers for integrating youth participation into relief efforts, especially if aid agencies did not already have a presence in the affected communities.

YOUTH NETWORKS IN ACTION

Red Cross and Red Crescent Societies, Scouts and Guides associations, and the YMCA/YWCA are established movements that foster personal development and participation in society. In fact, it is often these community-based organizations that are best positioned to attract young volunteers, high-level coordination mechanisms. Below are examples of how these networks are effectively partnering with youth in recovery and reconstruction activities- providing opportunities for youth to gain valuable life and leadership skills while making a significant difference in their communities.

YOUTH VOLUNTEERS OF RED CROSS AND RED CRESCENT SOCIETIES

Around the world, 187 Red Cross and Red Crescent National Societies support public authorities in their countries as independent auxiliaries to the government in the humanitarian field. In total, Red Cross and Red Crescent National Societies have 13.1 million active volunteers, of which around 50 per cent are youth, who offer their services in disaster preparedness, response and recovery; health promotion, treatment and social services; the promotion of a non-violent, peaceful and inclusive society and other activities. The efficiency, reputation and expansive reach of the Red Cross and Red Crescent make it a safe and reliable resource for young people to engage with when a disaster strikes. Young people are trained and encouraged to lead and participate in volunteer activities, as well as in the governance and management of their National Societies.

SCOUT MOVEMENT (BOY SCOUTS AND GIRL GUIDES ASSOCIATIONS)

The Scout Movement was founded in 1907. The Mission of Scouting is to assist young people in developing a value system that will cultivate their capacity to become self-reliant, responsible, committed individuals who can make positive contributions to their societies. The World Organization of the Scout Movement (WOSM) has National Scout Organizations present in over 200 countries and territories. Local groups of Scouts create volunteer opportunities for young people, allowing them to have a voice and play a part in the decisions and activities that directly affect their lives and those in their communities.

THE YMCA

The YMCA, founded in 1844 in London, England, is a worldwide community service organization which comprises more than 700,000 volunteers and aims to promote lasting personal and social change.²⁰ The YMCA reaches more 58 million people in 119 countries and offers programmes, services, and initiatives based on the specific needs of each community and focusing on youth development, employment, healthy living, and social responsibility. One of the defining characteristics of the YMCA is that it has an established and permanent presence in communities affected by disasters; the organization participates in emergency response efforts in accordance with the needs of communities but with a focus on longer-term strategies. Engaging youth as equal partners is at the core of the organization and youth take an active role in all stages of emergency planning and implementation. Youth also play a major role in mobilizing volunteers and communicating the needs of disaster-affected communities.

CONCLUSION

These actions will undoubtedly help young people to do more, do better, and reach further in reducing disaster risks. Despite many challenges ahead of us, by working closely with children and young people, we can make communities all over the world safer and more resilient to disasters and their consequences. After all, the future is theirs.

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7. YOUTH ORGANIZATION FOR DISASTER MANAGEMENT THROUGH VOLUNTEERS

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ABSTRACT

In India, National service scheme is committed to providing assistance among other things, in critical sectors like health, education water supply and sanitation, shelter and infrastructure, restoration of livelihoods, food security and nutrition and environment. In this sense, it plays a crucial role in this country where there is a pronounced vulnerability to the natural and man-made disaster, launched in 1969, NSS is run under the ministry of youth Affairs sports, Government of India. College and University students comprise the NSS cadre across the country. Roots of Volunteerism and social service run deep in Indian receiving special attention during the freedom struggle with the Gandhian idea of *shramdaan*. NSS has strengthened this idea by undertaking to provide humanitarian assistance to disaster- affected people wherever such calamities have occurred. Role of NSS is specifically worth mentioning in Chennai relief camp for flood.

The NSS volunteers did an exemplary job in the affected region. This paper enables to evaluate the role and the emergent impact of NSS volunteerism in complementing relief operations in Madras flood. This paper gives a details of potential of youth power is very important in disaster management. Second volunteers of NSS have been playing a significant role in providing humanitarian assistance to disaster – affected people. Third, role of NSS has started changing from providing post- disaster relief to strengthening pre- disaster preparedness.

Key Words: NSS, disaster management, flood, volunteerism.

INTRODUCTION

Disaster management is the burning issue of every country. If the disasters are studied properly and proper precautions are taken by the nation as well as youth power then there will be less damages. Disaster management can be defined as the organization and, management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.

Disaster management Act 2005 defines disaster management as a continuous and integrated process of planning, organizing, coordinating and implementing measures which are necessary for (i) prevention of danger (ii) mitigation (iii) capacity building (iv) preparedness to deal with any disaster (v) evacuation rescue and relief (vi) rehabilitation and reconstruction.

NATURAL DISASTER

These disasters include floods, hurricanes, earthquakes and volcano eruptions. Floods occur when water covers previous dry areas, i.e. when water flows from a source such as a river into a previously dry area. Disaster preparedness is designed to minimize loss of life and damage. Community-based preparedness and management should be a high priority in youth organization.

National service scheme, popularly known as NSS was launched in 1969 the birth centenary of Mahatma Gandhi in 37 universities in valuing 40,000 students with primary focus the personality development of the student volunteers through service to the community. NSS volunteers have always come to the forefront to extend voluntary service in natural calamities like drought, flood, cyclone and earthquake.

NSS can play an active role in implementing by creating awareness to promote helping hands. To help social group and individuals acquire an awareness about disaster. The role of NSS volunteer's activities can contribute to the overall development of positive qualities in young people. Among these are critical thinking, the development of understanding of public community concepts and skills, including those related to communication, community relationship building, and organizational skills. Volunteers learning, in turn, can increase young people's ability to exert influence in public affairs through enabling them to play an informed and active role on the decision making systems, make sound choices rather than accept the prescriptions of there and input their own knowledge into public discussion and decisions. Young people have both the right and responsibility to participate in decisions affecting their environment and are capable of making valuable contribution to their communities and society. Young people are best seen not as future citizens but as co-creators of a thriving society and of health practices by the environments, in which they live, work, play and learn.

Youth participation in environmental action reflects a different relationship between young people and adults –one that share power and decision making- a change from the traditional relationship in our schools / College, Youth programmes and communities. Youth participation also changes adult's perceptions of youths being followers to them being leaders. Participation in environmental action allows youths to learn decision making communicating and negotiating skills that increase their ability to participate in and influence public affairs.

Environmental action is distinct from mere environmental activity by being intentional and targeting the root causes of a problem. An environmental activity initiated and organized by adults, Such as a clean-up, while beneficial, lacks deliberate choice or intent of the young people involved further, unlike environmental action a clean-up focuses on the symptom of a problem – removing trash and debris – rather than its causes.

When youth take action to effect change, they can acquire skills related to planning, public speaking and organizing community support, as well as learn about civic-related concepts such as public purpose and power. Regardless of whether or not efforts are successful, engaging in collective action enables youth to world they want to live in. It also can enhance their understanding of social, economic and political systems as they identify opportunities for and obstacles to realizing their vision. Disaster management training design for Volunteers are aim to improve the performance during disasters. Volunteers must be given training in participatory, learning, informal education and formal school based effort. The following role have been identified as could be played by the NSS volunteers.

- Awareness generation among communities and educational institution on disaster preparedness and mitigation.
- Help local communities and educational institutions in preparation disaster management plan.

- Skilled volunteers have to be identified to take active role in training the village level disaster management teams in disaster preparedness.
- To facilitate the disaster learning process, the institution level NSS key functionary could act as local level anchor conducting interaction sessions in the school, college as per the schedule.
- The Volunteers have to be trained for 3 days through contact programme with proper allocation of time.

Young people can make a positive impact on the environment. Youths are therefore capable of not only playing a critical role in conservation, environmental outreach and education, but also in mobilizing other young people take meaning action for the environment.

In the world today, youths are actively developing skills and habits to positively shape their society despite the many challenges they face. It is being increasingly realized that youths can make a positive contribution to community projects, in the school arena, and other groups to which they may be affiliated.

8. VALUES THROUGH VOLUNTEERS THROUGH DISASTER MANAGEMENT

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INTRODUCTION

Disaster take a variety of forms to include earthquakes, tsunamis or regular structure fires. That is disaster or emergency is not large scale in term of population or duration does not make it any less of a disaster for the people or area impacted and much can be learned about preparedness from so called “small disaster”. The Red Cross states that it responds to nearly 70,000 disasters a year. The most common of which is a single-family fire.

DISASTER MANAGEMENT

Disaster management can be defined as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies in particular preparedness, response and recovery in order to lessen the impact of disasters.

VOLUNTEERING

Volunteering is generally considered an altruistic activity and is intended to promote goodness or improve human quality of life. In return, this activity can produce a feeling of self-worth and respect. There is no financial gain involved for the individual.

TYPES

- Volunteering in developing countries,
- Skill based volunteering,
- Virtual volunteering,
- Environmental volunteering,
- Volunteering in an emergency.

VOLUNTEERING IN DEVELOPING COUNTRIES

An increasingly popular form of volunteering among young people, particularly students and graduates, is to travel to communities for the developing world to work on projects with the local organizations that includes teaching English, conservation and medical work.

SKILL BASED VOLUNTEERING

Skill based volunteering use their talent and creativity and experience to strengthen their organization and helping them to build and sustain their capacity to get success and achieve their missions. Skill based volunteering also includes teaching English and medical internship.

VIRTUAL VOLUNTEERING

Virtual volunteering is also called online volunteering. Virtual volunteering is a term that describes a volunteer that who complete the work within the use of internet, smart phone.

ENVIRONMENTAL VOLUNTEERING

Environmental volunteering refers to the volunteer that who contribute the environment. They protect endangered animals and educating others about the environment.

VOLUNTEERING IN AN EMERGENCY

Volunteering often plays an important role in recovery effort the people following the natural disasters such as tsunamis, floods and earthquake. In 2004, earthquake and tsunami attracted a large number of volunteers worldwide deployed by non-government organizations, government organizations and the United Nations.

VALUE OF VOLUNTEERING

People volunteer for an endless variety of reasons. Many people want to gain experience, acquire new skills, meet new people, or expand their network of contact as a way to get a new job or start a career. Others just want to give back to their community, to help a friend or promote a worthwhile activity.

This is the intrinsic value of volunteering. It is not about money. And volunteering should not be measured that way. Ever we can add up the hours but not a dollar value. Others would like to do so. The value of volunteering is much deeper much more fulfill and much more important contributing the health and community. The estimate helps acknowledge the millions of individuals who dedicate their time, talent and energy to making a difference.

VARIOUS VALUES

Nurture, Empathy, Continuous improvement, Eco-conscious and Team work.

NURTURE

We believe our role is to nurture the skills talents and values to develop the potential in them and help to build a better future in our nation.

EMPATHY

We take an empathetic view in addressing the needs of our society. We encourage our volunteers and children to develop empathy and essential qualities of humanity such as respect for all.

CONTINUOUS IMPROVEMENT

By learning, creativity and by thinking we believe a culture of continuous improvement will help in creating a bigger impact.

ECO-CONSCIOUS

Our conscious efforts in creating awareness on environmental protection and preservation through the community action.

TEAM WORK

Team work will help us to do the best things to the people to improve our nation.

9. ROLE OF VOLUNTEERS IN SECURING YOUTH POWER FOR DISASTER MANAGEMENT

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ABSTRACT

Disaster is a serious event, it loss for properties, infrastructure environment human essential service, living things. The role of volunteers in disaster management in very important. Volunteerism is a fundamental source of community strength and resilience that exists in all societies throughout the world. Disaster hinders the way of the economic development in India. To manage this disaster the volunteers play an essential role through the professional, spontaneous, affiliated social welfare, social media, and skill without training. When compared to our nation India with International level India has more youth power. So when we use youth in disaster we can easily relief from it. Youth may be understood in a more flexible manner. In this paper, we are going to deal about the role of volunteerism in disaster management through youth club, social media and etc **Keywords: Disaster, youth, volunteers, Hazards, Disaster management.**

INTRODUCTION

The past few years' natural disaster has been increased. India faces the common hazards like floods, droughts, earthquake, cyclone and landslides. To manage these disasters, volunteers help to victimized places and fulfill their needs. The youth are playing a vital role in it. There are many volunteer groups and youth organizations in the International level.

“Volunteers, essentially disaster volunteers face challenges similar to member of the emergency management community being unable to give us much as they wanted.”

DISASTER

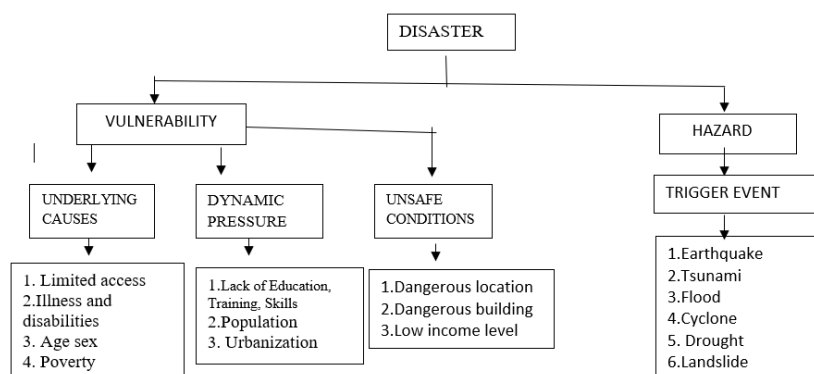
Disaster is the sudden calamitous event. It is a huge destroys. The term of disaster derived from FRENCH word “desastre” which is a combination of two words ‘dis’ meaning **bad** and ‘aster’ meaning **star**. Thus the term refers to ‘bad’ or ‘evil star’.

When happen disaster it impacts all. We can not confine the disaster. Disaster is a main impediment on the path of economic development of India. Disaster cause by tidal waves, cyclone and earth quake are generally considered as “natural disaster”.

Disaster caused by chemical or industrial accidents, environment pollution, transport accidents and political unrest are classified as “human made disaster”.

Disaster is a combination of hazards, vulnerability and insufficient capacity or measures to reduce the potential chances of risk.

TYPES OF DISASTER



DISASTER MANAGEMENT

Disaster management includes some activities, programmes and measures which can be taken up before, during and after a disaster with the purpose to avoid a disaster, reduce its impact or recover from its losses. The three key stages of activities that are taken up within disaster risk management are:

- i) Before a disaster (pre-disaster): “Prevention is better than cure”. Activities taken to reduce human and property losses caused by a potential hazard. For example, carrying out awareness, strengthening the existing weak structure, preparation of disaster management plans at household and community level etc. Such risk reduction measures taken under this stage are termed as mitigation and preparedness activities.
- ii) During a disaster (disaster occurrence): Initiatives taken to ensure that the needs and provisions of victims are met, and suffering is minimized. Activities taken under this stage are called emergency response activities.
- iii) After a disaster (post-disaster): Initiatives taken in response to a disaster with a purpose to achieve early recovery and rehabilitation of affected communities, immediately after a disaster strike. These are called as response and recovery activities.

YOUTH: The young people are considered as youth. Youth comprise 30 percent of the world population. They have more interest to help the victims of disaster. For example, the people have affected by the recent flood in Tamil Nadu. At the time, many youth came to spontaneously to help the victims as voluntarily. It shows the humanity of youth. Youth volunteers has inculcated between the government and the affected people. Youth has shown his humanity and tolerance in this flood situation. Youth have to involving in disaster planning and recovery can increase their awareness of hazardous situations that may occur in their neighborhood and teach them how to respond in various types of emergencies. The youth can continue to the India’s success and progress only if they are equipped with skills and knowledge.

YOUTH ORGANIZATION: It is a group of young people. There are many organization move in international level to help for the people. If you want to join with any organization the age limit should be **above** 18 years. The organizations like RED CROSS, YRC, NCC, NSS, NGC and Youth club etc.

YOUTH CLUB: Youth club is a club, where young people can go to meet each other and take part in various leisure activities. Indian youth club is a non-profit making for the youth empowerment. India youth club is a platform provide the youth generation to put forth their views to bring positive change in the society so as to make it a better place for living.

YOUTH VOLUNTEERS IN DISASTER MANAGEMENT

Volunteerism is a natural part of human society. Youth volunteers involves with their more interest to protect the people. They have more humanity and tolerance. The power of youth volunteerism is reduced vulnerabilities of people and increase resilience, to disaster is fully realized. They deliver critical services from serving as volunteer fire fighters or participating in search and rescue, to delivering meals to homebound serious or homeless youth, to manning the phone lines at domestic violence and sexual assault centers, volunteers help to keep our neighborhoods, streets, parks, rivers, green spaces and water clean and safe for everyone.

ROLE OF VOLUNTEERS IN SECURING YOUTH POWER FOR DISASTER MANAGEMENT

Volunteers: Volunteers could play a crucial role in considerably minimizing the impact of a pre-during and post natural disaster, if they are trained well to mitigate such vulnerabilities. Volunteers role should be divided in disaster management. They play an essential role in many ways. Some of the role of volunteers like professional volunteers, spontaneous volunteers, social media, NGO volunteers, physical help volunteers etc.

Professional volunteers

These are volunteers who are licensed include medical services providers such as physicians, nurses, emergency medical technicians, mental health professionals, lawyers, building constructors and inspectors, computer technicians, clergy, accountants etc. These people may volunteer individually or as a group.

Physical help volunteers

These volunteers do not already have the skills that could be useful to emergency management programs, but they do offer their time and can be trained. For example in the Chennai flood more than thousands of young volunteers helped the people physically through shift from victimized area to better area and provide foods, cloths etc.

Spontaneous volunteers:

These are people who volunteer in the immediate aftermath of a disaster, or an emergency. They may be skilled or unskilled and may be from the affected area or from outside the area. Spontaneous or unaffiliated volunteers are individuals or groups that:

- Arrive unsolicited at the scene of a disaster
- May or may not be a resident of the affected community
- May or may not possess skills necessary to respond to the current disaster
- Not associated with any part of the existing emergency management
- Response system

Affiliated volunteers:

These volunteers are attached to a recognized voluntary agency that has trained them for disaster response and has a mechanism in place to address their use in an emergency. For example NATIONAL SERVICE SCHEME volunteers, impact due to a disaster can be reduced considerably community is well trained to handle such vulnerabilities. Volunteers play an essential role in the aftermaths of a disaster. The GOL-UNCP disaster management programme (2012) is one such programme on disaster preparedness and vulnerability reduction. The volunteers mobilized by the DRM project UNDP in the 2008 flood in Bihar, provided great support for the rehabilitation of the displaced communities.

Social media volunteers:

A person who lived in one of the hardest hit streets described how he lacked sufficient information and situation awareness to make an informed decision regarding whether to leave home or not. Though he was in contact with several professionals on the ground and had access to local public radio and phone communication. The information he managed to collect was not specific enough to offer him/his family any guidance.

Social media can create opportunities for two way dialogue and interaction among organizations of the public and individuals. Although Facebook or Twitter might come to mind, the social media realm includes a multitude of web and mobile based technologies ranging from photo and video sharing sites to rating and review forum. The range of communication media available to young people is rich, wide and likely to continue to increase in the future. As the number and variety of media have increased across Indian household, media use among young people has become more private and independent. Although media usually the only credible information source for the public during a disaster event, data on how people access news in natural are still lacking.

Social media use rises during disaster as people seek immediate and in-depth information. Research points to the rapid and sustained attention to the public way gives social media during disaster. Youth volunteers has communicated easy to the use of social media in during disaster. One youth can save many people life through social media like phone, WhatsApp app, e-mail, tumbler, facebook, Google +, Skype, flicker etc. These are role of social media volunteers in securing youth power for disaster management.

VOLUNTEERS IN DISASTER MANAGEMENT

Volunteerism play a key role in the disaster management initiatives as it demand quite action with minimal chances to think of any special plans to mitigate the disaster in the chaotic conditions of the affected region. In

addition, the place and time of the disaster is also never certain. Under these circumstances the role of the volunteers becomes very crucial as:-

- Haphazard movement of affected people cause more inconvenience for the rescue managers.
- Accessibility to the affected area by skilled rescue and relief workers takes more time depending on the location.
- Absence of trained manpower in the affected area causes more casualties and loss of property.
- Lack of proper knowledge of the type of degree of the disaster makes all the affected people more vulnerable.
- All have the motive to escape from the distress without thinking of others;
- Some may volunteer, but the lack of training sometimes ends in chaos.

CONCLUSION

Volunteerism has always been present in preparing for and coping with them, volunteer action at the preparation, mitigation, response and recovery stages of disaster. The action is manifested in various ways- spontaneous action of people at community level, organizations at local and national level and volunteers from international level. The involvement volunteers helps to ensure that fundamental values of solidarity and a sense of common destiny values that add immeasurably to the resilience of communities, are reflected in strategies and programmes to reduce disaster risk. Disaster volunteering refers to all volunteer activities performed during any phase of the emergency management cycle.

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10. Youth Organization of Disaster Management through Volunteers

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ABSTRACT:

Volunteerism is a fundamental source of community strength and resilience that exists in all societies throughout the world. Volunteerism is expressed through a wide range of activities, including traditional forms of mutual aid and self-help, formal service delivery, campaigning and advocacy, as well as other forms of civic participation. The UN General Assembly (A/RES/56/38) defines volunteerism as “undertaken of free will, for the general public good and where monetary reward is not the principal motivating factor.” **Keywords:** Disaster risk reduction; Philippines; Science clubs; Schools; Young people; Youth participation

STATE DISASTER MANAGEMENT AUTHORITY (SDMA)

The DM Act, 2005 has made the statutory provisions for the constitution of the State Disaster Management Authority (SDMA) at every State for the purpose of DM. According to Section 14 of the Act, SDMA shall consist of the Chairperson and such number of other members, not exceeding nine, as may be prescribed by the State Government and, unless the rules otherwise provide, the SDMA shall consist of the following members, namely:- (a) the Chief Minister of the State, who shall be Chairperson, ex officio; (b) other members, not exceeding eight, to be nominated by the Chairperson of the State Authority; (c) the Chairperson of the State Executive Committee, ex officio. The Chairperson of the State Authority may designate one of the nominated members to be the Vice-Chairperson of the SDMA. The Chairperson of the State Executive Committee shall be the Chief Executive Officer

of the State Authority, ex officio: provided that in the case of a Union Territory having Legislative Assembly, except the Union Territory of Delhi, the Chief Minister shall be the Chairperson of the Authority established under this section and in case of other Union territories, the Lieutenant Governor or the Administrator shall be the Chairperson of that Authority: provided further that the Lieutenant Governor of the Union territory of Delhi shall be the Chairperson and the Chief Minister thereof shall be the Vice-Chairperson of the SDMA

DISASTER MANAGEMENT BEFORE DISASTER:

Prevention and mitigation – actions and measures taken to avoid or limit the adverse impacts of hazards. Examples include reforestation, watershed management, urban planning and zoning, improved infrastructure (i.e. communications, transportation), utilization of drought-resistant seed, and improved construction practices (i.e. earthquake-resistant housing).

Preparedness – activities and actions taken to prepare for and ensure that an effective response to the disaster takes place. Preparedness actions can include risk analysis, development of early warning systems, contingency planning, stockpiling of supplies, training and field exercises. Actions also include education and training activities that aim at capacity building for effective disaster management and response.

DISASTER MANAGEMENT DURING DISASTER:

Response – the provision of emergency services and public assistance during or immediately after a disaster.

DISASTER MANAGEMENT AFTER DISASTER:

Recovery – restoration and improvement, when appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors. Rehabilitation and reconstruction begin soon after the emergency phase has ended.

VOLUNTEERISM AND DISASTER RISK REDUCTION:

In disaster response, the role and contribution of volunteerism is well recognized. In fact, when a disaster happens, volunteers are normally the first to act. The impact of volunteers in disaster response can be tremendous, as the extent of damage – in terms of economic and human loss – is greatly influenced by the initial response to a disaster. In 1995, it was the massive voluntary response of citizens to the Hanshin earthquake in Japan that led to the International Year of Volunteers being held in 2001. In turn, this fostered a greater understanding of the role of volunteers in the humanitarian field and in DRR. The increased recognition of volunteerism in DRR was marked by UN General Assembly Resolution 57/106 ‘Follow up to the International Year of Volunteers’ in 2003 and the Yokohama Strategy and Plan of Action for a Safer World in 1994.

VOLUNTEERISM IN ACTION: The case studies have been selected to provide geographical coverage and to highlight the role of volunteerism in Disaster Risk Reduction, particularly in addressing issues related to gender, youth and the involvement of marginalized groups. The methodology for the development of the case studies followed a four-step process:

- A desk and literature review based on interviews, project documents and articles;
- Analysis and integration of information from the interviews, project documents and articles;
- Synthesis of results of the case studies;
- Identification of lessons learned.

For each case study, project officers and/or volunteers were interviewed. The methodology was participatory and consultative in approaching key stakeholders who were involved in the coordination and implementation of project activities.

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11. DISASTER PREPAREDNESS OF RED CROSS SOCIETY

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INTRODUCTION

Disaster preparedness and the Red Cross and Red Crescent Movement The purpose of the International Red Cross and Red Crescent Movement, as embodied in its Constitution and the principle of humanity, is to prevent and alleviate human suffering wherever it may be found, to protect life and health and ensure respect for the human being. Disaster preparedness fits within this overarching purpose and has been identified in IFRC's Strategy 2010, as one of the "core areas" that National Societies should prioritize and integrate into their overall programming efforts. Many people and agencies take part in emergency response operations including local populations and community-based organizations, Civil Defense and national emergency structures, fire brigades, Red Crescent/Red Cross Societies, international agencies, NGOs and others. The International Federation and National Societies need to recognize that disaster preparedness, particularly in terms of post-disaster response, is primarily a government responsibility but that the National Society, as an auxiliary of the public authorities, can also make an important contribution. Therefore, National Societies should communicate and coordinate their plans with those of other government agencies and nongovernmental organizations involved in disaster preparedness and response. This will improve planning, reduce duplication of efforts, make plans more realistic and increase the overall effectiveness of NS disaster preparedness and response efforts.

AIMS AND OBJECTIVES OF DISASTER PREPAREDNESS

Disaster preparedness refers to measures taken to prepare for and reduce the effects of disasters. That is, to predict and—where possible—prevent them, mitigate their impact on vulnerable populations, and respond to and effectively cope with their consequences. Disaster preparedness is best viewed from a broad perspective and is more appropriately conceived of as a goal, rather than as a specialized programme or stage that immediately precedes disaster response. Disaster preparedness is a continuous and integrated process resulting from a wide range of activities and resources rather than from a distinct sectorial activity by itself. It requires the contributions of many different areas—ranging from training and logistics, to health care to institutional development. Viewed from this broad perspective, disaster preparedness encompasses the following objectives:

- Increasing the efficiency, effectiveness and impact of disaster emergency response mechanisms at the community, national and Federation level. This includes: the development and regular testing of warning systems (linked to forecasting systems) and plans for evacuation or other measures to be taken during a disaster alert period to minimize potential loss of life and physical damage the education and training of officials and the population at risk the training of first-aid and emergency response teams the establishment of emergency response policies, standards, organizational arrangements and operational plans to be followed after a disaster
- Strengthening community-based disaster preparedness through National Society programmes for the community or through direct support of the community's own activity. This could include educating, preparing and supporting local populations and communities in their everyday efforts to reduce risks and prepare their own local response mechanisms to address disaster emergency situations.

- Developing activities that are useful for both addressing everyday risks that communities face and for responding to disaster situations—for example, health, first aid or social welfare programmes that have components useful for disaster reduction and response.

HAZARDS, DISASTERS AND VULNERABILITY

The following terms and their definitions are important to understanding disaster preparedness. A disaster is an extreme disruption of the functioning of a society that causes widespread human, material, or environmental losses that Human vulnerability is the relative lack of capacity of a person or community to anticipate, cope with, resist and recover from the impact of a hazard. Factors that increase human vulnerability to disasters include rapid urbanization, population growth, and lack of knowledge about how to effectively resist the effects of disasters and poverty. Of all the factors, poverty is perhaps at the root of what makes most people vulnerable to the impact of most hazard exceed the ability of the affected society to cope using only its own resources. Events such as earthquakes, floods, and cyclones, by themselves, are not considered disasters. Rather, they become disasters when they adversely and seriously affect human life, livelihoods and property. Disaster preparedness, therefore, seeks to prepare for and reduce these adverse effects. A hazard, on the other hand, refers to the potential occurrence, in a specific time period and geographic area, of a natural phenomenon that may adversely affect human life, property or activity to the extent of causing a disaster. A hazard occurrence (the earthquake, the flood, or the cyclone, for example) becomes a disaster when it results in injuries, loss of life and livelihoods, displacement and homelessness and/or destruction and damage to infrastructure and property. A cyclone that surges over an uninhabited island does not result in a disaster; however, it would be a disaster if it hit the populated coast of Bangladesh and caused extensive loss of lives and property. Structural or physical vulnerability is the extent to which a structure is likely to be damaged or disrupted by a hazard event. For example, a wood frame house with large headed, roofing nails, rafter tie-downs, anchor bolts and a solid foundation is less vulnerable structurally to severe cyclone winds than a similar-looking house which does not have these structural details.

Human capacities are the qualities and resources an individual or community can use and develop to anticipate, cope with, resist and recover from the impact of a hazard. According to UNHCR's People-Oriented-Planning Framework, human capacities include material resources (i.e. food, animals, cash, tools); social and organizational capacities (i.e. leadership, previous organizing experience, community based organizations and networks); and attitudinal capacities (i.e. beliefs, motivations, work values, ideas, creativity, efficacy) (Anderson 1994). All people and all communities have resources and capacities and therefore a foundation for preparedness and risk reduction that National Societies can support and help build.

DISASTER CLASSIFICATIONS

There are different ways to classify disasters. Classifications matter because preparedness, response and risk reduction measures as well as the specialists and agencies involved depend on the type of disaster. Disasters are often classified according to their cause, their speed of onset (sudden or slow) and whether or not they are due to "acts of nature" or "acts of humans"—a classification which is often contested, because it is argued that human actions, in fact, also precipitate natural disasters. 3.1 Hazards causing disasters Disaster classified according to cause are named after the hazard which results in the disastrous social and economic consequences. Thus, this classification includes earthquakes, floods, cyclones, tornadoes, landslides, mud flows, droughts, pest and insect infestations, chemical explosions, etc.

SPEED OF ONSET

The speed of the disaster's onset is another way to distinguish between disasters— and the types of responses that may be required. A rapid onset disaster refers to an event or hazard that occurs suddenly, with little warning, taking the lives of people, and destroying economic structures and material resources. Rapid onset disasters may be caused by earthquakes, floods, storm winds, tornadoes, or mud flows. The earthquake that struck

western Turkey in August 1999 is one such example Earthquake in Turkey In the second half of 1999, two massive earthquakes in less than three months struck north-western Turkey, the country's most densely populated region and industrial heartland. The first, on 17 August 1999 at 03h02 local time, measured between 7.4 and 7.8 on the Richter scale and lasted 45 seconds. Izmir, an industrial city of one million in western Turkey, was the nearest to the epicenter. The official death toll stands at over 17,100, with some 44,000 people injured, nearly 300,000 homes either damaged or collapsed, and more than 40,000 business premises similarly affected. On the day of the catastrophe, the Turkish government declared a state of emergency and requested international assistance. The disaster was followed by more than 1,300 after-shocks, culminating in the second quake at 18h57 on 12 November 1999 which rated 7.2 on the Richter scale and shook Düzce and Kaynasli counties in the north-western province of Bolu, some 100 kms to the east of Izmit. The jolt was felt both in Istanbul (some 260 kms to the west) and Ankara, the nation's capital, 300 kms to the east. According to the latest casualty figures, there is a confirmed death toll of 845, with nearly 5,000 people injured. Source: IFRC, Turkey: Earthquakes Situation Report

ACTS OF NATURE OR ACTS OF HUMANS

Disasters are sometimes classified according to whether they are "natural" disasters, or "human-made" disasters. For example, disasters caused by floods, droughts, tidal waves and earth tremors are generally considered "natural disasters." Disasters caused by chemical or industrial accidents, environmental pollution, transport accidents and political unrest are classified as "human-made" or "human-caused" disasters since they are the direct result of human action. A more modern and social understanding of disasters, however, views this distinction as artificial since most disasters result from the actions or inaction of people and their corresponding political, social and economic structures. In other words, humans consciously or inadvertently create the social, political and economic conditions which lead to disasters. This happens by people living in ways that degrade their environment, developing and overpopulating urban centers, or creating and perpetuating political, social and economic systems that result in unequal access to land and resources. Communities and populations forced to settle in areas susceptible to the impact of a raging river or the violent tremors of the earth are placed in situations of high vulnerability because of their destitute economic condition and their relative lack of political power.

DISASTER PREPAREDNESS MEASURES

Disaster preparedness, as already stated, is a broad concept that describes a set of measures that minimizes the adverse effects of a hazard including loss of life and property and disruption of livelihoods. Disaster preparedness is achieved partially through readiness measures that expedite emergency response, rehabilitation and recovery and result in rapid, timely and targeted assistance. It is also achieved through community-based approaches and activities that build the capacities of people and communities to cope with and minimize the effects of a disaster on their lives.

RESPONSE MECHANISMS AND STRATEGIES

There are many preparedness mechanisms and strategies that will strengthen and increase the effectiveness of an emergency response. These include development or formation of:

- Evacuation procedures (including how to disseminate these procedures to the public)
- Search and rescue teams (including plans for training them)
- Assessment teams (including plans for training them), an assessment process and information priorities for an emergency response
- Measures to activate special installations, such as emergency or mobile hospital facilities
- Procedures for activating distribution systems
- Preparations for emergency reception centres and shelters
- Procedures for activating emergency programs for airports, harbours and land transport
- Preparations for storing or making arrangements for rapid acquisition of emergency relief supplies and equipment

COMMUNITY-BASED DISASTER PREPAREDNESS

Disaster preparedness and response are not solely the work of experts and emergency responders from National Societies and government disaster organisations. Local volunteers, citizens, organisations and businesses have an active and important role to play before, during and after major emergencies and disasters. Therefore, as stated earlier, Community-based disaster preparedness (CBDP) is a process that seeks to develop and implement a locally appropriate and locally "owned" strategy for disaster preparedness and risk reduction. Local populations in disaster-stricken areas are the first to respond to a disaster. They are usually involved in search and rescue activities as well as in providing emergency treatment and relief to their families, friends and neighbours. National Societies, ideally in partnership with other community organisations and networks, can play an important role in improving the skills and knowledge of these "spontaneous" disaster responders by providing them with education and training in preparedness measures, basic rescue techniques, and first aid and emergency treatment

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12. DISASTER MANAGEMENT THROUGH VOLUNTEERS

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ABSTRACT:

In all of the country prone to nature disasters, community volunteers organization, such as voluntary fire crops and flood fighting organizations have assumed a roll in preventing disasters. This topic first summarize in history and state of disaster volunteers and current disaster volunteers activities and surveys of disasters in recent years.

INTRODUCTION :

Such decline of communities preparedness to disaster the number of people volunteering to participate in relief activates has increased in the events of disaster in recent year. The social organization and volunteers are greatly been involved in the disaster times.

THE HISTORY AND STATE OF DISASTER VOLUNTEERS :

More then ten years have passed since the Hanshin Awaji earthquake of 1995 which was said to be the first year of volunteers activity in Japan and volunteer activity times of disaster are no longer matters worthily of special mention today there are several nationwide networks established by disaster volunteer groups and their relief activities performed through nationwide net working are providing successful. Numerous volunteer workers have been involved in disaster relief since the great han shin - awaji earthquakes of 1995 and the oil spil off the coast of the Japan sea of 1997.

THE DISASTER IN INDIA IN 2004 AND RECENT FLOOD IN 2015 :

The destruction caused by the Indian ocean tsunami in December 2004 was tremendous, India, Indonesia, the Maldives , Sri lanka and Thailand were among the hardest hit countries. Morethan 227,000 people died and economic lossesswere upwards. Recently in tamil nadu faced a disaster of flood. The history never forget the cyclonic heavy rainfall hit on December. It has received morethan 3 times of its normal rainfall of November month. As per the skymet data in November month above it received 1218.6mm rainfall which is almost thrice its normal rain of 407mm. Chennai has recorded highest rainfall in 100 years of its history.

I. Promote an Enabling environment for all volunteers :

- Understand the economic and social value volunteers being the communities.

- Promote volunteers and recognize volunteer
- Strengthen the Legal production of volunteers.

II. Improve the condition of volunteers acting in Emergencies :

- Integrate volunteer capacity into domestic emergency response plans.
- Ensure that volunteers have safe access to all vulnerable groups.
- Include psychosocial support for volunteers in all response management plans.

VOLUNTEERISM & RECOVERY :

- The number of people from outside the affected communities who volunteer falls sharply after the immediate response phase is over.
- The NGOs engaged in disaster recovery efforts 64 percent used volunteer services for 12 weeks or less in the aftermath of the crisis.
- Increasing volunteerism is supporting initiatives to mitigate and prevent natural disasters, as well as prepare communities should disasters occurs.
- Volunteers have an important role to play in strengthening the capacity of local communities to resist the effects of disaster.
- Nation Emergency Management Association (NEMA)
- Nation Voluntary organization active in disaster. (NVOAD) should promote disaster mitigation efforts and develop a plan to educate the media government, elected officials and public regarding the importance of effective use of volunteers in disaster mitigation.

VOLUNTEERS ROLE :

- The Large volunteers were greatly involved in both rescue and flood relief works in Chennai flood. The Government had deployed over so teams of NDRE, Army and Air Force in to the operations.
- They have rescued nearly 20,000 people stranded by flood in various areas they came from 3 days.
- The volunteers came from all parts of the state and done full – fledged work for the Chennai and Cuddalore people.

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13. YOUTH ORGANIZATION FOR DISASTER MANAGEMENT THROUGH VOLUNTEERS

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ABSTRACT:

Causes of disaster –about its risk factor. Volunteer are the fundamental source of strengthening the community. work of volunteers along with youth organization.

INTRODUCTION:

A disaster can be caused by natural or human induced hazards that affect a community or society, causing loss of life, damage to property, economic loss and/or environmental degradation.

DISASTER RISK: Disaster risk refers to the probability of potential losses due to a hazard - these include loss of life, health, livelihoods, assets and/or services – which could occur to a particular community or a society over a specified time period in the future.

Disaster risk is a combination of:

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- Hazard: The probability of an event occurring in a specific area, over a specified period of time, with a certain intensity level.
- Vulnerability: The susceptibility of a community/society or system (building, bridge, pipeline, etc.) to that specific hazard, due to physical, social, economic and environmental factors.
- Exposure: People, property, systems or other element present in hazard zones that are subject to potential losses

YOUTH ORGANIZATION: Youth organization means a public organization or association registered in a manner prescribed by laws and other legal act in which young people or public youth organization comprises not less than two third of its members.

VOLUNTEERS: Volunteers are a fundamental source of community strength and resilience that exists in all societies throughout the world.

VOLUNTEERISM:

Volunteerism is expressed through a wide range of activities, including traditional forms of mutual aid and self-help, formal service delivery, campaigning and advocacy, as well as other forms of civic participation. The UN General Assembly defines volunteerism as “undertaken of free will, for the general public good and where monetary reward is not the principal motivating factor.” Following the International Year of Volunteers in 2001, the UN General Assembly recognized that “volunteerism is an important component of any strategy aimed at...poverty reduction, sustainable development, health, disaster prevention and management and social integration and, in particular, overcoming social exclusion and discrimination.” Furthermore, the General Assembly noted that “volunteering, particularly at the community level, will help to achieve the development goals and objectives set out in the UN Millennium Declaration.”

ROLE OF VOLUNTEERS IN DISASTER MANAGEMENT:

In disaster response, the role and contribution of volunteerism is well recognized. In fact, when a disaster happens, volunteers are normally the first to act. The impact of volunteers in disaster response can be tremendous, as the extent of damage – in terms of economic and human loss – is greatly influenced by the initial response to a disaster.

In 1995, it was the massive voluntary response of citizens to the Hanshin earthquake in Japan that led to the International Year of Volunteers being held in 2001. In turn, this fostered a greater understanding of the role of volunteers in the humanitarian field and in Disaster management. The increased recognition of volunteerism in Disaster management was marked by UN General Assembly Resolution 57/106 ‘Follow up to the International Year of Volunteers’ in 2003.

VOLUNTEERISM CONTRIBUTES TO THE FIVE PRIORITIES FOR ACTION IN THE FOLLOWING WAYS:

1. Ensure that disaster risk reduction is a national and local priority with a strong institutional basis for implementation.

- Develop national volunteer infrastructure, which could include supporting the development of specific volunteer legislation and national volunteer schemes.
- Support the mobilization of volunteers to coordinate the activities of volunteer-involving groups and Plan of Action for a S organizations, promote good volunteer management and advocate the value of volunteerism.

2. Identify, assess and monitor disaster risks and enhance early warning.

- Assist national level risk assessments.
- Facilitate national vulnerability and capacity assessments.
- Support the creation of early warning systems.

3. Use knowledge, innovation, and education to build a culture of safety and resilience at all levels.

- Share good practices.
- Engage in policy forums.
- Promote discussion and cooperation on disaster management.
- Ensure dissemination of information, build public awareness and promote strong voluntary action at the community level.
- Support the production of village- and provincial-level disaster risk management plans and ensure full ownership by communities.

4. Reduce the underlying risk factors.

- Support disaster management projects.
- Provide vital links between government and affected communities, empowering communities to participate actively in rehabilitation and sustainable livelihood schemes.
- Increase the capacities of volunteers to respond to disasters.
- Integrate volunteerism in disaster management strategies.
- Pilot emergency plans.

5. Strengthen disaster preparedness for effective response at all levels.

- Support initiatives to build community knowledge and resources, such as village-specific maps, evacuation plans and contingency strategies.
- Help develop preparedness and response capacities of local authorities and volunteers. After World in 1994.

YOUTH ORGANIZATION OF DISASTER MANAGEMENT THROUGH VOLUNTEERS:

Youth played the major role in disaster management volunteers. For example in flood which affected Tamilnadu by the end of 2015. Youth helped the affected peoples by providing food, cloths and shelter to them. Not only them there work stimulated other business men and other higher officials to help the needy.

CONCLUSION:

Every year millions of people are affected by natural disaster. Most vulnerable—such as women, children and marginalized groups—usually suffer the most. Volunteers should work to identify the needs of vulnerable groups involve them in the process disaster management activities and planning.

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Puducherry.**

கருத்து சுருக்கம் :

”ஒன்றுப்பட்டால் உண்டு வாழ்வு” என்ற கூற்றுக்கு இணங்க இன்றைய இளைஞர்கள் ஆக்கத்தோடும். உதவும் நோக்கம் கொண்டு அனைத்து இளைஞர்களை ஒன்று திரட்டி பணி செய்தால் இந்நாட்டுக்கும், அதில் வாழும் குடிமக்களுக்கும் ஒரு நட்புறவை உருவாக்கலாம், பாதுகாப்பாக வைத்து கொள்ளலாம்.

முன்னுரை :

ஒரு சமூகம் அல்லது ஒரு சமூகம் செயல்பட ஒரு தீவிர சீர்குலைப்பை, பேரழிவுகள் பரந்த மனிதன், பொருள், அதன் சொந்த வளங்களை பயன்படுத்தி சமாளிக்க பாதிக்கப்பட்ட சமூகம் அல்லது சமூகத்தின் திறனை தாண்டி பொருளாதார அல்லது சுற்றுச்சூழல் பாதிப்புகள் உள்ளடக்கியது.

தமிழ்நாட்டில் நிகழ்ந்த வெள்ள பெருக்கம் :

நம்முடைய தமிழ்நாட்டில் கடந்த வருடம் இறுதி மாதத்தில் பெய்த மிக பெரிய கனமழையின் காரணமாக தமிழ்நாட்டே தண்ணீரில் தத்தளித்து கொண்டு இருந்தது. இந்த மழைக்கு மிகவும் முக்கியமான காரணம் புவி வெப்பமயமழை மூலம் ஏற்பட்டது. இதற்கு காரணம் காடுகளை அழிப்பதன் மூலமும், சுற்றுப்புறத்தை சீரழிப்பதாலும் ஏற்படுகிறது. இதனை தடுப்பதற்கு மக்களிடையே முக்கியமாக மரங்களை அதிகமாக வளர்க்க வேண்டும். சுற்றுப்புறத்தை தூய்மையாக வைப்பதன் மூலம் தடுக்க முடியும்.

தொடர்ந்து பெய்து வரும் அடைமழை காரணமாக நாடு முழுவதும் வெள்ளப் பெருக்கு ஏற்பட்டுள்ளது. சென்னையில் சில பகுதிகளும் கிழக்கின் பல பகுதிகளும் வெள்ளத்தினாலும் கடுமையாக பாதிக்கப்பட்டுள்ளன. வெள்ளத்தினால் இதுவரை சுமார் 7 இலட்சத்துக்கு மேற்பட்ட மக்கள் பாதிக்கப்பட்டு முகாம்களில் தங்க வைக்கப்பட்டுள்ளார்கள். சிறுவர்கள், குழந்தைகள் மருத்துவ உதவியின்றி மிகவும் அவதிப்பட்டுக் கொண்டிருந்தார்கள். இந்நிலையில் அவர்களுக்காக உதவி செய்து இளைஞர்கள் அவர்களின் உயிரைக் காத்தார்கள்.

மக்களின் ஆக்கிரமிப்பு :

தமிழ்நாட்டில் சென்னை மாநகரில் மக்கள் தொகை அதிகமாக இருக்கின்றது. அதனால் தங்குவதற்கு இடமின்றி பொது இடங்களான ஏரி, வயல் போன்ற இடங்களில் ஆக்கிரமிப்பு செய்வதால் தங்குவதற்கு இடமில்லாமல் போய்விடுகிறது. ஆதனால் கனமழை பெய்தபோது தண்ணீரின் அளவு அதிகரித்து மக்கள் பகுதியில் புகுந்துவிட்டது. இதனால் அதிகமான உயிர்இழப்புகள், சுற்றுச்சூழல் மாசுபாடு போன்றவை ஏற்பட்டது. இதற்கு மக்களின் ஆக்கிரமிப்பே காரணமாகும்.

இளைஞர்களின் பங்கு :

சென்னையில் பெய்த கன மழையினால் அப்பகுதி மக்கள் பெரும் பாதிப்புக்கு உள்ளாகியது. ஆதனால் உணவு, உடை, தங்கும் இடம் இல்லாமல் தவிர்ந்து கொண்டிருந்தார்கள். அப்போது வெவ்வேறு பகுதிகளில் உள்ள பள்ளி மாணவர்கள் மற்றும் இளைஞர்கள் தங்களால் இயன்ற பொருள்கள், உணவுகள் போன்றவை அப்பகுதி மக்களுக்கு உதவினார்கள். மேலும் மருத்துவ உதவி போன்றவை செய்யப்பட்டது. தண்ணீர் பகுதியில் பாதிக்கப்பட்ட மக்கள்களை கப்பல் மூலம் பள்ளப்பகுதியில் இருந்த மக்களை இளைஞர்கள் மீட்டினார். இதனால் உயிரிழப்பு அதிகமாக ஏற்படவில்லை.

இளைஞர்களின் தொண்டு :

ஒரு இளைஞ்சன் தனது தொலைதொடர்பு மூலம் தன் சங்கத்தில் இருக்கும் ஒவ்வொரு உறுப்பினர்களிடமும் ஒரு சிறு தொகையை பெற்று பாதிக்கப்பட்ட மக்களுக்கு உதவினார். இதன் மூலம் தன்னார்வுகளின் உதவும் குணம் சிறப்பாக உள்ளதை நாம் கண்களால் பார்த்தோம். இதனால் இவர்களுக்கு எந்த ஊதியமும் கிடைக்காவிட்டாலும் மக்களுக்கு உதவ வேண்டும் என்ற நோக்கில் உதவினார்கள்.

முடிவுரை :

இதுபோன்ற பெரும் பாதிப்புகள் ஏற்பட்டாலும் இளைஞர்களிடையே மற்றும் மக்களிடையே காணப்பட்ட ஒற்றுமை மூலம் தவிர்க்க முடியும் என்பது இக்கட்டுரை மூலம் நாம் அறிந்து கொண்டோம்.

15. பேரிடர் மேலாண்மையில் இளைஞர் அமைப்புகளின் பங்கு

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பேரழிவு என்றால் என்ன?

Disaster என்ற சொல் ப்ரெஞ்ச் மூலச் சொல்லான desastre என்ற வார்த்தையில் இருந்து வந்தது. அதில் 'Des' என்பது 'தீய' அல்லது மோசமான என்ற அர்த்தத்தையும், 'aster' என்பது நட்சத்திரம் என்ற அர்த்தத்தையும் வழங்கும். எனவே தீய நட்சத்திரம் என்ற பொருள்படும்.

பெரிய அளவிலான அழிவுகளையும், நிறைய உயிரிழப்புகளையும், பொருட்சேதத்தையும், ஏற்படுத்துவதுடன், சுற்றுப்புறமும் பெருமளவில் பாதிக்கப்படும்.பாதிப்பிற்குள்ளான சமூகம் தனது வளங்களை மட்டும் கொண்டு சரி செய்து

கொள்ள முடியாத அளவிற்கு பாதிப்புகள் ஏற்படும் என்று பேரழிவு வரையறுக்கப்படுகிறது. (ஆதாரம் போடிடர் இன்னல் குறைதல், ஐக்கிய நாடுகளின் வளர்ச்சித் திட்டம், 2004)

இந்தியப் பெருங்கடலில் ஏற்பட்ட சுனாமி, ஆசிய மற்றும் ஆப்ரிக்கப் பகுதிகளை பாதித்தது. 2005ல் ஏற்பட்ட தெற்காசிய நிலநடுக்கத்தினால் பாகிஸ்தானும் இந்தியாவும் பாதிக்கப்பட்டன. இந்தியாவில் 2006ல் ராஜஸ்தான் மாநிலத்தைத் தாக்கிய வெள்ளம், 2005ல் மும்பை (மகாராட்டிரம்) மற்றும் வதோரா (குஜராத்) போன்ற நகரங்களை சிதைத்து சிதிலமாக்கிய பெரு வெள்ளம், 2001ல் (குஜராத்) போன்ற நகரங்களை சிதைத்து சிதிலமாக்கிய பெரு வெள்ளம், 2001ல் குஜராத் மாநிலத்தையே உலுக்கிய நிலநடுக்கம். 1999ல் ஓடிசாவைத் தாக்கிய பெரும்புயல், 1997ல் டில்லியில் ஏற்பட்ட உப்கார் சினிமா தியேட்டர் தீ விபத்து, 1980 ஆண்டிலிருந்து 1984 ஆண்டிலிருந்து ராஜஸ்தான் மாநிலத்தில் ஏற்படும் தொடர்ச்சியான வறட்சி, 1984 போபால் விஷவாயுக் கசிவு போன்றவற்றை எடுத்துக் காட்டுகளாக கூறலாம்.

பேரிடரின் முக்கிய பகுதிகள் என்ன?

பல ஆபத்துகள் இணைந்தும், வலுக்குந்த நிலை காரணமாகவும், இன்னலை எதிர்கொள்ளத் தேவையான திறனின்றி இருப்பதும், அல்லது தொடர்ந்த இன்னல்களால் ஏற்படும் பாதிப்புகளைக் குறைக்க ஆற்றலின்றி இருப்பதும் பேரழிவுகளை ஏற்படுத்துகின்றன. (ஆதாரம் இன்னலுடன் வாழ்தல் UNISDR, 2002)

ஆபத்து

உயிரழிப்புகள், காயங்கள், பொருட்சேதம், சமூகப்பொருளாதாரப் பாதிப்பு அல்லது சுற்றுச் சூழல் பாதிப்பை ஏற்படுத்தும் இயற்கை நிகழ்வு அல்லது மனிதனால் உருவாக்கப்படும் நிகழ்வு ஆபத்து எனப்படும். (ஆதாரம் இன்னலுடன் வாழ்தல்) எடுத்துக்காட்டுக்கள் - நிலநடுக்கங்கள், வெள்ளம், தொழிற்சாலை விஷவாயுக் கசிவு போன்றவை. ஆபத்துகள் ஒன்றாகவோ, தொடர்ந்தோ, ஒன்றுடன் ஒன்றிணைந்தோ உருவாகி பாதிப்புகளை ஏற்படுத்தலாம், நநிகழ்வுகள் தன்மையில், அடுத்தடுத்து உருவாகி எண்ணிக்கை, கால அளவு, பாதிப்பிற்குள்ளாகும் நலப்பரப்பு, ஆரம்பிக்கும் வேகம் இவற்றிலும் வெளிப்பரப்பில் இதன் பரவல் மற்றும் விரிவாக்கத்திலும் வேறுபடலாம். காரணங்களைப் பொறுத்து ஆபத்துகளை இரண்டு வகைகளாகப் பிரிக்கலாம்.

1. இயற்கை ஆபத்துகள்

நிலப்பரப்பில் நடைபெறும் இந்த இயற்கை நிகழ்வுகளால் உயிரிழப்புகள் காயங்கள் ஏற்படுவதோடு, பொருட்சேதம், சமூகப் பொருளாதார இழப்புகள், சுற்றுச்சூழல் பாதிப்புகளும் ஏற்படும். இயற்கை ஆபத்துகளை தோற்றும் அடிப்படையில் வகைப்படுத்தலாம்.

அ. நிலவியல் இடர்கள் (Geological Hazards)

ஆ. நீரியல் - வானலை ஆபத்துகள் (Hydro – Meteorological Hazards)

இ. உயிரியல் ஆபத்துகள் (Biological Hazards)

2. மனிதனால் தூண்டப்படும் ஆபத்துகள்

மனிதச் செயல்பாடுகளால் ஏற்படக் கூடிய நிகழ்வுகள், இதனாலும் உயிரிழப்புகளும், காயங்களும் ஏற்படுதல், சொத்து சேதம், சமூகப் பொருளாதார அழிப்புகளோடு அரசியல் பாதிப்புகளும், சுற்றுச்சூழல் பாதிப்பும் ஏற்படலாம். இப்பாதிப்புகளை இரண்டாக வகைப்படுத்தலாம்.

அ. சுற்றுச்சூழல் பாதிப்படைதல் (Environmental Degradation)

ஆ. தொழில்நுட்ப ஆபத்துகள் (Technological Hazards)

3. பேரிடருக்கு முன், பேரிடரின் போது, பேரிடருக்கு பின் என்ற மூன்று நிலைகளிலும் பரந்த அளவிலான தலையீடுகளை உள்ளடக்கியது பேரிடர்மேலாண்மை.

- உயிரிழப்பு மற்றும் பொருட்சேதங்களை குறைத்தல் அல்லது தடுத்தல்
- மனிதர்களுக்கு ஏற்படும் துன்பத்தை குறைத்தல்
- சீரமைப்பை வேகப்படுத்துதல்

பேரிடர் மேலாண்மை என்பதனை தொடர்ச்சியான நிலைகளாகப் பார்க்கலாம். அவை தடுப்பு நடவடிக்கை, துன்பத்தைக் குறைத்தல் தயார்படுத்துதல், உடனே செயல்பாட்டில் ஈடுபடுதல் (மறுசீரமைப்பு மற்றும் மறுகட்டுமானம்) ஆகும்.

4. மாணவர் பேரிடர் மேலாண்மை அமைப்புகள்

பின்வரும் இளைஞர் அமைப்புகள் பேரிடர் மேலாண்மையில் குறிப்பிடக்கூடிய பங்கினை வகிக்கின்றது அவைகள்.

National Seminar on
MEANS OF SECURING YOUTH POWERFOR DISASTER MANAGEMENT

1. இளைஞர் ரெட்கிராஸ் சங்கம் (YRC)
2. செஞ்சுருள் சங்கம் (RRC)
3. நாட்டு நலப்பணித் திட்டம் (NSS)
4. தேசிய மாணவர் படை (NCL)
5. இந்திய சாரண சாரணியர் இயக்கம் (BS&G)
6. நேரு யுவகேந்திரா சங்கம் (NYKS)
7. கிராம இளைஞர் மன்றம்
8. கிராம பெண்கள் அமைப்பு

இளைஞர் அமைப்புகளின் பங்கு

மேற்கண்ட இளைஞர் அமைப்புகள் மற்றும் சங்கங்கள் பேரிடர் மேலாண்மையில் மக்களுக்கு பாதுகாப்பையும் மீட்டு நடவடிக்கைகளை மேற்கொள்கிறது. மேலும் இவ்வமைப்புகள் பல்வேறு ஆயத்தப்பணிகள், புனரமைப்பு மற்றும் அதன் தொடர்பான சேவைகளை செய்கிறது. இங்கே இன்றியமையாத ஒருசில பங்கினை மட்டும் காண்போம்.

அ. பேரிடர் மேலாண்மை குழுக்கள்

- முன்னெச்சரிக்கை குழு
- மக்களை வெளியேற்றுதல் தேடுதல் மற்றும் காப்பாற்றுதல்குழு
- பாதுகாப்பு மைய மேலாண்மை குழு
- குடிநீர் மற்றும் சுகாதாரக் குழு
- மருத்துவம் மற்றும் முதலுதவிக் குழு
- நிவாரணம் மற்றும் ஒருங்கியைப்புக் குழு
- மன அதிர்ச்சி ஆலோசனை குழு
- இறந்த உடல்களை அப்புபடுத்தும் குழு

ஆ. பேரிடர் மேலாண்மை பற்றிய பயிற்சிகள்

- விழிப்புணர்வு உண்டாக்கள் பயிற்சி
- பேரிடர் மேலாண்மை தற்காப்பு பயிற்சி
- பேரிடர் நடைபெறும் பருவகாலங்களைக் குறித்து வரைபடம் தயாரிக்கும் பயிற்சிகள்
- அவசரகால நடவடிக்கை பயிற்சிகள்

இ. பேரிடர் மேலாண்மை பணிகள்

- தடுத்தல்
- இன்னல் குறைத்தல்
- தயார் நிலை
- நிவாரணம்
- மறுவாழ்வு
- மறுகட்டமைப்பு
- புனரமைப்பு

இவ்வறான பணிகளையும் பங்குகளையும் மாணவ / இளைஞர் அமைப்புகள் அமற்கொள்கின்றன இது மாணவர்கள் பயிலக் கூடிய கல்வி அமைப்புகள் அவர்களுக்கு தகுந்த பயிற்சிகளையும் , பாதுகாப்பு உபகரணங்களையும், வழங்கி ஊக்கப்படுத்துகின்றன.

முடிவுரை

இன்றய நவீன காலத்தில் ஒவ்வொரு தனிநபரும் பேரழிவுக்கு வித்திடுகின்றனர் இதனை களைய பேரிடர் மேலாண்மை குறித்து அனைவருக்கும் விழிப்புணர்வை ஏற்படுத்த வேண்டும் ஆசிரியர் சமுதாயத்தினர் இதில் முக்கிய பங்கு ஆற்றவேண்டும் அப்போதுதான் குழந்தை முதல் குமரர் வரை பேரிடர் ஏறடபடா வண்ணம் புதிய சமுதாயத்தை உருவாக்க முடியும்.

16. MEANS OF SECURING YOUTH POWER IN DISASTER MANAGEMENT

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ABSTRACT

The youth is the spring of life. It is the age of discovery and dreams. Youths are full of vibrant ideas. Youth are strong force in social movements. Young participation is more important in all aspects because the youth are the country's power. They also play a vital role in disaster management. Disaster means something that happens suddenly and causes much suffering or loss to many people. Natural disasters also termed as "acts of god" have caused immense damage to life and property. India has been a victim to every form of destruction by nature like droughts, floods, famines, tsunami and earthquakes. In recent years our country had witnessed a great disaster like earthquakes in Nepal, heavy flood in Uttarkand, and Tamilnadu. According to the census conducted by United Nations, there are around 356 million youths from 10-24 age lives in india.it is 28% of world population. The youths were aspired and join the national defense forces like Army, Naval and Air force; they play a vital role in rescuing peoples during disasters. Education on disaster managing activities must be inculcated to the students at school and college level. The youths must took part in service schemes like NSS, YRC..., Mohamed yunus, who got gallantry award 2016 for rescuing people during the December 2015 floods, plans to develop a mobile application to tap the talents of the youngsters to serve people. He is the epitome of great youth... *"Youth is like a fire. It crept forward, A spark at first, Growing into flame, The brightening into a blaze"*. *Youths are magical power even to overcome any disasters.*

1. THE ROLE OF EDUCATIONAL INSTITUTIONS IN NATIONAL DISASTER MANAGEMENT

K. HEMALATHA, CK College of Education

ABSTRACT

The World Health Organisation defines a disaster as any occurrence that causes damage, ecological disruption, loss of human life, deterioration of health and health services on a scale sufficient to warrant an extraordinary response from outside the affected community. It is increasingly acknowledged that disasters are the result of natural and social processes. Unlike the natural conditions that have potential of hazards, social dimension of the disaster risk is much to do with what human being interacts with nature. Here, education (knowledge) plays a significant role in society. The misconception about disasters as nature's curse or divine's force till recent time is also a barrier in changing mindset of people towards safety. Here, only the educational reform can change this status and promote the disaster prevention practice. The objective of this paper is to highlight how effectively various educational institutions respond to National Disaster.

The Role of Educational Institutions in National Disaster Management

The role for education in natural disaster management that appeared most frequently in the literature is teaching children risk reduction and management material. A document from the Central Board of Secondary Education in India (2006) discusses integrating a short course on disaster preparedness and management into the curriculum. Children often spread learning to their families and communities; the board believes that "educating a child is educating a family". However, disaster preparedness education can be set up for communities also and not just restricted to the school environment (UNESCO, 2006). The safety of school buildings is also a major consideration in looking at education and natural disaster linkages. Children spend up to 50 percent of their waking hours in school facilities and it is often the case that schools are not constructed or maintained to be disaster resilient. Additionally school buildings are often used by the wider community as a shelter in the event of a disaster.

Education is said to be related to life. Education is life and life itself is Education. Therefore, it can be said that the goal of education is to ensure and achieve maximum safety, security, growth and development, ability, span, happiness and all good things. The ability to live securely and with dignity, to master, to manipulate, to adapt, to cope, to shape, to suit and to meet our need and requirement is always on life agenda. The need for life is on one hand, guided by instinct, emotion, intelligence, attitude, desire, interest etc and on the other, being refined by social circles like home, school, relatives, friends, other institutions formally and informally. But in the course of time such necessary things tend to lose due weightage in educational programme. Therefore, Disaster Management as a structure and process calls for preparedness and alertness, directing our attention and will to know, understand and apply skills relating to life, in various degrees and situation.

The government of India, Ministry of Human Resource Development in its Tenth Five Year Plan emphasised the need for integrating disaster management in the existing education system in India. In addition, the government of India launched a set of nation-wide disaster risk mitigation initiatives that address larger aspects of development in order to safeguard the developmental gains. One of the important initiatives, disaster management in the curriculum of school and professional education, has been recommended to the Boards.

Empowering the younger generation on the preventive aspects, the types of services to be rendered in a disaster situation and the need for a humane approach form part of the curriculum. In a first ever attempt by any

educational institution in the country, the Central Board of Secondary Education (CBSE) has integrated a short course on Disaster Management into the school curriculum. The CBSE has introduced the subject on Disaster Management as a frontline curriculum in Social Science for Classes VIII in the year 2003, for Class IX in 2004 and for Class X in the next academic year. Frontline curriculum is an innovative initiative by means of which obsolete and old content in the existing syllabus is replaced to the extent of ten per cent by incorporating emerging, relevant and current topics after every two of three years. CBSE has also developed textual materials in this regard. A lot of care has been taken in the development of instructional materials

The curriculum transaction on disaster management in schools intends to cross the boundaries of the curriculum, classrooms and schools and make the learning local-specific involving families and the community at large. The CBSE strongly believes that “educating a child is educating a family”. It intends to generate awareness in the form of painting, debate and essay competitions, skits and exhibitions. Education is a fundamental human right and it is essential to ensure that all are able to realise their potential. A key aim of education is to give all citizens the necessary skills and values to improve their quality of life. To achieve this aim, we need to improve access to education and to increase the quality of educational facilities in an equitable manner

Educational Institutions can contribute towards the generation of knowledge in the area of disasters, develop expertise in specific types of disaster and impart training in different fields. Disaster awareness education in educational institutions has the following advantages: It provides contemporary and relevant information about local environments. It prepares for participation in both pre and post disaster activities of the affected/vulnerable community on a wider scale. It helps to develop effective domain abilities for collective work as successful disaster management efforts involve effective teamwork and spirit. It promotes informed decision-making in the event of a disaster.

The role of the university spans all phases of disaster cycle. As an educational and research institution, the university is by necessity involved in all the phases since it is charged with the mission of contributing broadly to society. The university, however, is mostly limited to mobilizing funds and emergency voluntary support. Considering the limitation, the university can offer assistance in other aspect especially in terms of academic contributions such as an institute for research and education on disasters, policy proposals, be involved in reconstruction phase as a member of local community, carry out a public role as an established NGO and the dispatch of longer term volunteers and other aids.

Medical institutions may play a role during the emergency phase of disaster. The availability of about eight medical institutions with different kinds of specialties under the government funds is an advantage. Actually it is possible for us in medical institutions to take turns to provide medical assistance at disaster area.

Disaster medical assistance should, at a minimum, be based on a full understanding of disaster epidemiology, timeliness and realistic response times. Their efforts should match needs rather than be imposed whether they are immediate or delayed, which entails prior planning with a clear mission of purpose and duration of stay and an exit strategy. The response should therefore be beneficial to the local community, be culturally appropriate and consistent with the local practice. There should be clear lines of communication between the team and both local coordination and an operations centre at home in order to ensure the success of the mission.

Taking these into considerations, disaster training should be encouraged among our staff. There are few training courses available such as Core Disaster Life Support, Basic Disaster Life Support and Advanced Disaster Life Support. The overall goal of these courses is to introduce participants to basic concepts on how to respond to natural and man-made disasters. These courses or programs orientation are targeted to those who will have a significant role in disaster management. As such, it is intended for those in various types of disciplines including

hospital administration, medical reserve corps, law enforcement, fire rescues, and government to enhance skills and ensuring their ability to perform during particular phase of disaster.

Indeed, a serious need for education in disaster medicine does exist. Comprehensive fellowship training programs for medical officers that are based on valid scientific evidence should be developed. Organized educational programs covering the basic principles of disaster medicine should be integrated into the training of all healthcare providers and volunteers in the country. Academic institutions definitely have a role in the educational process in disaster medicine for their communities.

National Institute of Disaster Management (NIDM), in partnership with other research institutions has capacity development as one of its major responsibilities, along with training, research, documentation and development of a National level information base. It will network with other knowledge-based institutions and function within the broad policies and guidelines laid down by the NDMA. It will organise training of trainers, DM officials and other stakeholders. The NIDM will strive to emerge as a 'Centre of Excellence' in the field of Disaster Management

For setting up of Temporary Relief Camps especially in recurring disaster prone areas, may identify locations for setting up temporary camps and to supply the necessary stores premises of educational institutions can be used.

The introduction of the subject of Disaster Management, by the Ministry of Human Resource Development, in the curriculum through the Central Board of Secondary Education, will be extended to all schools through their Secondary Education Boards. State Governments will also ensure the inclusion of disaster management curriculum through State School Boards. The education content will inculcate skill based training, psychological resilience and qualities of leadership. The role of the NCC and Boy Scouts may also be included in schools and colleges for disaster management related work. Disaster education will aim at developing a culture of preparedness and safety, besides implementing school Disaster Management plans.

Educational institutions take care about themselves and others through contact with individuals during the disaster. So, to conclude we can say that the most appropriate agency to be incorporated and organized during the disaster is the Educational Institution.

2. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH EDUCATIONAL INSTITUTIONS

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ABSTRACT:

According to the proverb, "Prevention is better than cure". Disaster management is necessary to reduce the impact of sudden disaster. The unavoidable nature of the disasters, the impossibility to predict them and the need for considering the safety of the young generation who are the future assets of communities and their protection is considered as highly important. Education is said to be related to life. Lodge said Education is life and life itself is Education. Therefore, it can be said that the goal of education is to ensure and achieve maximum safety, security, growth and development, ability, span, happiness and all good things. The ability to live securely and with dignity to meet our need and requirement is always on life agenda. The need for life is on one hand, guided by instinct, emotion on the other, being refined by social circles like home, school, relatives, friends, other institutions formally and informally. Therefore, Disaster Management as a structure and process calls for preparedness and alertness, directing our attention and will to know, understand and apply skills relating to life, in various degrees and situation. Education also needs to take into account the other aspects of life like sound body,

mental health and wholesome development of personality. Thus this paper focuses on disaster management through educational institution.

INTRODUCTION:

“When a man arrives at great prosperity God did it; when he falls into disaster he did it himself.”- Mark Twain. Chronic issues such as unclean water and poor sanitation are the key issues to be tackled. Today, urban areas account for more than half of the world’s population, and are at the heart of economic and political life, so we must also be prepared to systematically tackle these risks in their urban contexts. Once this basic understanding has been acknowledged, further awareness is needed concerning the various options to prevent disasters. Training in ecological awareness is one important side, but to understand people and human behaviour is equally important.” All this pointed to a need for increasing focus on raising public awareness, and providing education, to help reduce the risk of disaster. This guide will support staff and volunteers in planning strategies, programmes and activities for public awareness and public education in disaster risk reduction. This Movement has played an active role in delivering public education focused on first aid and family and community response preparedness. Many of the same measures that promote safe shelter, clean water, sanitation and hygiene, health, environmental restoration, food security and livelihood protection are the very same key behaviours needed for reducing disaster risks.

This sets out the key ways to approach public awareness or public education for disaster risk reduction highlights four major types of approaches that can be used: • campaigns, • participatory learning, • informal education, • formal school-based intervention.

VISION:

This campaign describes the Movement’s plans to incorporate its work to reduce disaster risk, promote better health and tackle climate change into global efforts to build community safety and resilience.

Disaster risk reduction is explicitly an important part of the Movement’s mandate at a global level. This vision contributes to sustainable development by strengthening community resilience, reducing disaster risk, and tackling climate change.

TEACHERS ROLE:

Having enthusiastic teachers to explain about earthquakes is very important in maintaining this as a vibrant and stimulating subject within schools.

Consequently, the individual teacher’s method really depends on their personal interest and creativity to motivate the children. The role of the teacher in presenting materials to different children with various backgrounds, interests and needs is crucial.

The manner in which teachers interact with children affects the extent to which they raise the children’s awareness of disaster issues.

Teachers should be inducted into training programmes conducted or organised by the appropriated authoritative institutions. These institutions can provide information about past disasters and the natural hazards within the country.

SELECTION OF CHILDREN:

Methods that have to be implemented in teaching disasters to children should be very selective, as teaching about disaster to this group of young children is not an easy job. It is assumed that practice, through the use of “drills” and “disaster simulation exercises” can provide a sense of control and confidence in the disaster educated group of children. This supports the disaster related education programmes do appear to help in equipping preschoolers with a higher degree of confidence and less fear in confronting sudden disaster. In respect of psychological preparedness, it has been proved that children who received disaster management education are able to display normal levels of anxiety.

SCHOOL DRILLS:

School drills form a vital part of the school disaster management process, and provide an intensive learning experience. They should be followed by reflection and assessment by all members of the school community. Lessons learned are incorporated into the school disaster management plan, and goals set for improvement next time. Depending on hazards faced, there several major types of drills that can be practiced such as,

- building evacuation (if the building is unsafe),
- site evacuation (if the site is unsafe),
- shelter in place (a procedure for taking shelter if the outdoors is unsafe),
- lockdown (keeping students inside in case of violent attack),
- putting on life jackets and practising water safety (for flood or tsunami),
- extinguishing small fires
- stop, drop, and roll (when on fire)

PLANNING OF DISASTER MANAGEMENT:

Disasters do often require both the preparedness and response teams which is best planned and prepared before a disaster strikes. It is obvious that the necessity of giving services to important places such as schools in the time of disasters requires preparedness.

The dangerous situation generated by the unorganised and frightened children as they rush out from the exit doors to an open area. They may create problems for the school personnel including teachers, assistants and the administrators. Having a coordinated, comprehensive and appropriate disaster management system is therefore necessary in schools. This system should be considered beforehand such as:

- Conducting and implementing public education of “Preparedness against disaster in nursery schools”;
- Having periodical meetings with parents;
- Having periodical meetings with disaster management experts; Preventive measures should be considered before the disaster. As noted earlier, planning can be scheduled by the administrators, teachers, other staff and the representative groups of parents.
- Psychological preparation of the staff and children for a probable earthquake
- Preparing guidelines for the time of a disaster for children and school authorities
- Training selected tutors for first aid activity
- Having special drills in nursery schools for preparedness on a regular base.

ORGANIZATION OF DISASTER MANAGEMENT:

A well-coordinated response can save many lives and reduce the damage in a disaster.

Therefore, there is need to expand a comprehensive system that each group of the society and the organisations can depend on their own sources and new ideas for a while before a gradual return to normality. This requires an efficient organisation of resources, staff and prioritisation of actions with time and an understanding of the possible consequences of the disaster.

This can be done by following aspects,

- Helping Team can be arranged to identify and solve the problem with the authoritative experts.
- Information Team for announcing a report of the disaster consequences.
- First Aid Team consists part of the relief teams who are trained beforehand for offering first aid to the injured.
- Fire Extinguishing Team preparing guidelines for fire safety.
- Recovery Team for providing physical and psychological assistance to more sensitive children.

CONCLUSION:

It is good practice start with the easy, little things that will make a difference, and to help people to experience, document and share their successes. It is important to face and address the actual physical and environmental measures that reduce risk – for example, fastening furniture against earthquake shaking, or clearing drainage channels to prevent flooding. Similarly, first aid cannot fill the gap if primary healthcare facilities are

not open because they failed to take physical risk-reduction measures against wind and ground shaking. And people at risk of flood, wind and earthquake need to learn the basics of disaster-resilient construction.

According to the proverb, “**Union is Strength**”. Partnerships are more important to the success of public education and awareness efforts for disaster management. Good strategies grow from collaboration, and cooperation is essential for developing consistent, harmonized and standardized messages that will be scaled up and repeated frequently enough to become common knowledge. So through Educational Institution we can prepare the minds of people beforehand.

3. DISASTER RISK MANAGEMENT PREPAREDNESS - NEED FOR PROSPECTIVE TEACHERS

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ABSTRACT

There is dearth of prospective teachers in disaster mitigation because of knowledge, attitude and behaviour deficit. Hence efforts are needed by educational institutions to develop knowledge on disaster management and climate change among the prospective teachers and also build attitude towards the importance of preparedness. Further the prospective teachers have to be equipped with the skills essential to participate in disaster management activities. To make the community aware about disaster risk management, it is better to start right from teacher education colleges let educate the prospective teachers. In this concern, this paper disseminates the objectives and proposed curriculum for teacher education about disaster risk management.

INTRODUCTION

Disaster risk management is defined as the systematic process of using administrative and organizational directives, operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impact of hazards (phenomena or substances that have the potential to cause disruption or damage to humans and their environment) and the possibility of disaster.

There is a dire need to make the prospective teachers aware about disaster risk management whom in turn will educate the whole student community. In this regard it became mandatory to implement the disaster management curriculum in teacher education.

NEED TO DISASTER RISK MANAGEMENT PREPAREDNESS FOR PROSPECTIVE TEACHERS

The need and objectives of Disaster risk management for prospective teachers may be summarized as,

- To work towards reducing death and suffering—particularly among children—due to natural hazards in the most vulnerable communities through preparedness and mitigation.
- To reduce disaster losses by helping vulnerable communities recognize their risk and the methods to manage it.
- To identify and promote strategies, potential practices and programs that support comprehensive school safety.
- To educate communities and organize various kinds of awareness raising and training programmes regarding natural hazards and possible preparedness measures.
- To promote disaster safety in communities by developing awareness generation materials.
- To assist in building a safer and disaster resilient India by partnering with the Government in developing holistic, pro-active, multi-disaster and technology-driven strategies for disaster risk reduction through collective efforts of all Government Agencies and Non-Governmental Organisations.

IMPLEMENTING DISASTER RISK MANAGEMENT AT TEACHER EDUCATION LEVEL

In order to implement DRM, curriculum for teacher education should be implemented which can have the following aspects

- Knowledge about various disasters
- Risk assessment
- Making health facilities safe
- Minimizing the event impact (preparedness and response)
- Post-disaster rebuilding of the health system (recovery); and
- Strengthening local resilience (community support).

COMPONENTS OF DISASTER RISK MANAGEMENT

Disaster risk management encompasses the following components:

1. **Prevention:** The outright avoidance of adverse impacts of hazards and related disasters.
2. **Mitigation:** The lessening or limitation of the adverse impacts of hazards and related disasters.
3. **Preparedness:** The knowledge and capacities developed by health system and communities to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard event or conditions.
4. **Response:** The provision of emergency services and public health assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.

INITIAL STEPS IN IMPLEMENTING THE STRATEGY

A number of interventions have already been initiated to implement the strategy. As highlighted in the strategy document the major shift involves addressing the root causes of a disaster. It is therefore imperative to look into the whole disaster management cycle and develop appropriate tools to facilitate and inform countries in their efforts to design or develop policies, strategies and standards for effective disaster management. The following diagram depicts the whole cycle and the various components of disaster management.

Disaster management is a continuous process with different but complementary interventions in the different phases of the cycle. The magnitude of a given intervention may vary from one phase to the other. However, all interventions contribute to managing the effects of a disaster. The continuous monitoring and evaluation of the DRM interventions should be mandatory to improve or strengthen disaster management skills using lessons and best practices from the previous disaster.



Fig. Disaster Risk Management cycle, as adopted by WHO

GOVERNING PRINCIPLES/ VALUES

The prospective teachers should be aware about the values of disaster risk management for their active participation, which can be summarized as,

- **Leadership:** lateral and from the front.
- **Excellence:** Strive hard to do whatever we do.
- **Professionalism:** Follow the skills, methods and standards as per requirement.
- **Accountability:** for what we do and what we do not do.
- **Neutrality:** Service to all sectors of society irrespective of their category.

CONCLUSION

As discussed above, efforts are needed by Teacher Education Colleges to develop knowledge on disaster management and climate change among the prospective teachers and also build attitude towards the importance of preparedness. Further the prospective teachers has to be equipped with the skills essential to participate in disaster management activities. In this connection the Universities through extension programmes, has to train the trainee teacher volunteers to bring hazardous situation under control faster by systematic approach. Further there is a need to establish a Disaster Mitigation and Management Cell to monitor and coordinate teacher education colleges.

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4. DISASTER MANAGEMENT IN SCHOOL CURRICULUM

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ABSTRACT

The world as we have seen today is faced with many problems. Mostly, we the children are affected, our schools are flooded, roads are impassable, the food basket is affected which in turn brings about hunger. Well, in order to adapt to the occurrence of these floods, measures have to be put in place. We can help build floating schools, houses and gardens, improve the drainage system in our communities. Well, it's from these things that change will occur. Today, the education of children and young people in disaster preparedness takes place at nursery, elementary, secondary and high school levels on a national scale covering both urban and rural areas. This is accomplished through formal and informal means including special materials in the textbooks, stand-alone texts, films, nationwide "safety drills" for children of all ages, writing and drawing competitions and exhibitions, paintings and posters in educational environments, as well as using songs, games, puzzles, and other educational tools. These activities captivate the interest of children, their parents and teachers. More recently systematic introduction of disaster safety curriculum has begun for younger children in the kindergarten.

Keywords: Disaster Management and school curriculum.

INTRODUCTION

Ms Malala Yousafzai, a Nobel Peace Prize Laureate, has been rightly pointed out “**The best way to fight terrorism is not through guns. It’s through pens, books, teachers and school.**” Young people are often seriously affected when disasters strike and can face severe difficulties in coping with unexpected and traumatic interruptions to their lives. But despite this, the world’s youth are also the very people who can teach their communities - and the wider world - how to reduce the risks and impact of disasters. Young people are unmatched by any other demographic group in their ability to bring about meaningful change in social behaviour and attitudes. We must not underestimate their potential to make a real difference in the time of disasters. This is why children and young people are central to Red Cross Red Crescent disaster risk reduction efforts. Not only do we pay special attention to their needs when disasters strike, but we also engage them in the design and implementation of disaster risk reduction programmes. We recognise their unique role and the value they can provide as innovators, inter-cultural ambassadors, peer-to-peer facilitators, community mobilizers, and advocates for vulnerable people. The world as we have seen today is faced with many problems. Mostly, we the children are affected, our schools are flooded, roads are impassable, the food basket is affected which in turn brings about hunger. Well, in order to adapt to the occurrence of these floods, measures have to be put in place. We can help build floating schools, houses and gardens, improve the drainage system in our communities. Well, it’s from these things that change will occur.

The theme of “Disaster Reduction, Education and Youth” was introduced during the UN World Disaster Reduction Campaign in 2000 (UN 2000). UNISDR campaign “Disaster risk reduction begins at school” aimed to promote the integration of disaster risk reduction into government plans for school curricula and to ensure that school buildings are safe from the impacts of natural hazards (UNISDR 2006, Wisner 2006). Activists connected with non-governmental organizations and scientific, academic and research institutions have worked with dedication to bringing this priority to life at both grassroots and policy levels. Increasingly, and in conjunction with climate change awareness and environmental education, Ministries of Education are taking on the challenge of disaster risk reduction education. The current International Decade of Education for Sustainable Development led by UNESCO, provides a long-term focus for taking this agenda forward. Early efforts in disaster education focused exclusively on hazards, and usually completely in the abstract – teaching about volcanoes, earthquakes, floods that happened in other places, to other people and in other times (Lidstone 1999). More recent efforts have begun to engage children in discovering and recognizing the myriad local hazards that they face, and then often jump from hazard awareness to some very important engagement in response skills and response-preparedness. These may be missing out on the most important opportunity of all – to introduce primary disaster risk mitigation: physical protection of people and property, environmental stewardship, and recognizing underlying vulnerability connected with tenuous livelihoods (Petal 2007, 2008).

Informal Education Informal education can and should be the rapid entry point for disaster risk reduction education. This can take many forms, offering fun and engaging ways to introduce important knowledge, skills and competencies for students of all ages. Dissemination of written materials, uses of posters and signage are important ways to share disaster risk reduction messages. Creative educational materials, whether toys and games, documentary and short videos, storybooks, comic books, puzzles, and computer games also can be creative ways to transmit awareness and knowledge. Cultural and performing arts, whether music, song, poetry, dance, puppetry, magic, street theatre, improvisation, pantomime, or artwork are appealing, engaging and creative ways to introduce disaster risk reduction messages. The use of all forms of arts to transmit essential knowledge to parents and to the wider community is especially appreciated in the informal settings of assemblies, and special events (Bhattia 2006). After school “safety clubs”, scouting badges, and project activities can develop interest and leadership among children. These provide an opportunity to develop awareness materials and displays, plan games and engage in performances and art projects to communicate with others. Small-scale models including, for example, shake table demonstrations are also powerful hands-on tools. Projects that bring students into contact with local community and local government and community-service oriented clubs have been shown to be extremely

effective for all they touch (Schick 2007). These practical efforts help to develop students' analytic and problem-solving skills, as they research and identify hazards, tap into indigenous knowledge, oral history, public information, and scientific research and expertise to assess risks and identify solutions. Competitions, awards and commendations generate parent, community and mass media interest and develop enthusiasm for the messages.

Sports Day activities are an excellent time for drills and demonstrations, as well as for competitive games that introduce cooperative response skills (e.g. water bucket brigade competition, fire extinguisher target practice, injury transport relays, and knowledge games). Involving parents and local community through regular parent, parent-teacher association or school welfare committee meetings, wider community fairs and "open house" are all important opportunities for informal education. Exhibitions and displays of student-created risk and capacity maps, models, art work and essays personalize this interest and make it more powerful. There are community partners eager to assist in these efforts. There are academic and scientific institutions, Red Cross/Red Crescent national societies (Benouar 2007, ARC 2008), civic and nonprofit organization, local government partners and businesses ready to assist and support schools in this effort. Community members may also engage as volunteers implementing physical protection measures such as re-mounting classroom doors to open outwards, painting exit signage, secure furnishings against earthquake shaking or digging channels to direct rainwater away from building. Disaster drills often form the cornerstone of informal education because they are school-wide rather than single-course events. Simple drills include response to any early warnings, practice for what to do during fire, earthquake, and other hazards faced. Simulation drills include development and practice of response skills such as fire suppression, first aid, transport of injured, mass casualty non-medical triage, damage assessment, and light search and rescue. Formal Education Formal curriculum integration may be introduced fairly rapidly in the form of elective courses or modules that plug into existing courses. Disaster risk reduction can also be systematically and more slowly infused into the curriculum by elaborating its full scope and sequence, undertaking an audit of existing curriculum, and designing the entry points in the course of the curriculum adoption cycle for all subjects and age levels.

Curriculum integration refers to an approach that makes use of specially developed units, modules or chapters concentrating on disaster risk reduction. Ideally these are designed to fit into several specific course curricula, at specific grade levels, for a specific duration. This has clear advantages that the topic has a reserved place in the curriculum where it can be sustained and its richness and local content developed over time. Development and introduction of this curriculum can take place rapidly because it does not require the labor-intensive audit of every course at every grade level. This must be supported with teacher training to develop both competence and efficacy. However, for many countries, there seems nothing that could be squeezed out in order to squeeze in these special modules. Extra-curricular integration is a compromise where needed content is slipped in to the school day.

Curriculum infusion is a more comprehensive approach that distributes disaster risk reduction content throughout the curriculum, using lessons, readings, activities and problems, enriching the existing curriculum rather than displacing it.

The process requires a consultative, multi-stakeholder approach that begins before the curriculum adoption cycle:

- ❖ Elaborate the full scope and sequence of knowledge, competencies and skills desired for disaster risk reduction.
- ❖ Conduct a complete audit of the existing curriculum seeking the places where the disaster risk reduction content can be integrated into lesson plans.
- ❖ Develop and adapt educational materials and tools for infusion.
- ❖ Train faculty of teacher-training institutes.
- ❖ Provide in-service training and distance learning tools for working teachers.
- ❖ Evaluate impact and adjust and support accordingly.

Normally this process would take just a little longer than the full curriculum adoption cycle, a 5-10 year effort. It requires high-level policy guidance, dedicated resources and intensive collaboration between curriculum specialists and disaster risk reduction experts. A broad range of courses can be integrated or infused with disaster risk reduction: In most countries general education on natural hazards can be found somewhere in the natural science or geography curriculum. This may be an ideal place to begin to familiarize children with the hazards and risks affecting their own communities. Disaster risk reduction content can and should also be appropriately be infused into social studies, physical health and safety education, language arts such as literature and composition, civics, and mathematics. The content distributed in this way, needs to be linked in order to be complementary and to make sense.

Increasingly as environmental education, citizenship, and environmental stewardship are all introduced into curricula, disaster risk reduction education provides a natural fit, enriching these subjects in personal and compelling ways. Stand-alone courses refer to specialized course curricula focused on disaster risk reduction. In some countries where curriculum permits, these courses may supplement the existing curriculum at specific grade levels. This has been successfully introduced in India. Today, the education of children and young people in disaster preparedness takes place at nursery, elementary, secondary and high school levels on a national scale covering both urban and rural areas. This is accomplished through formal and informal means including special materials in the textbooks, stand-alone texts, films, nationwide “safety drills” for children of all ages, writing and drawing competitions and exhibitions, paintings and posters in educational environments, as well as using songs, games, puzzles, and other educational tools. These activities captivate the interest of children, their parents and teachers. More recently systematic introduction of disaster safety curriculum has begun for younger children in the kindergarten.

DISASTER RISK REDUCTION - EDUCATION CORNER

The education practitioners and community-based organizations to display and showcase a number of innovative public-awareness materials and educational approaches promoting disaster risk reduction knowledge and implementation at the community level. An "Open Dialogue Area" was set up to facilitate discussions and informal interaction among communities and education practitioners through exchanges of information, knowledge, experiences and good practices. Participatory videos, music for disaster risk reduction and a games playground for children were also made available on a continuous basis to interested practitioners.

SONGS FOR RESILIENCE

Using music as a communication tool for DRR work has a lot of potential as it has the power to involve a wide range of people of all ages and with different social and cultural backgrounds. The UNISDR provided the opportunity to community singers to convey the disaster risk reduction message through a song performance aiming to inspire others to use music as a communication tool for DRR.

EDUCATION AND DRR

- UNISDR (United Nations International Strategy for Disaster Reduction) is promoting a global culture of safety and resilience through the integration of disaster risk reduction in school curricula and the continuous involvement of children and youth in the decision-making process for disaster risk reduction.
- UNISDR is also facilitating the organization of thematic discussions on disaster risk reduction education in key international forums and systematically includes it on the agendas for Global and Regional Platforms for Disaster Risk Reduction.

DISASTER RISK REDUCTION AND EDUCATION IS AN INTERACTIVE PROCESS OF MUTUAL LEARNING BETWEEN PEOPLE AND INSTITUTIONS.

Reducing risk and vulnerability to disasters requires people understanding how they can best protect themselves, their property and their livelihoods.

The key to education and disaster risk reduction is sharing and using information and knowledge in a productive way through awareness-raising and educational initiatives so that people make informed decisions and take action to ensure their resilience to disasters.

Education and DRR is about formal and informal ways of exchanging knowledge.

It encompasses both formal education at schools and universities and informal education such as the recognition and use of traditional wisdom and local knowledge for protection from natural hazards. Education is conveyed through experience, established learning arrangements, information technology, staff training, electronic and print media and other means that facilitate the sharing of information and knowledge to citizens, professionals, organizations and policymakers, among a range of other community stakeholders.

Education is a crucial means within local communities around the world to communicate, to motivate, and to engage, as much as it is to teach. Awareness and learning about risks and dangers needs to start in early education, continuing through generations.

CONCLUSION

Disaster Risk Reduction that provides sustained global public education and awareness campaigns, increased investments in the resilience of the education system and educational facilities, reducing the exposure and new risk for educational facilities, the critical need to increase public education and awareness in post-disaster recovery and reconstruction and to build national officials' knowledge on disaster risk reduction through the sharing of experience, good practices, training and education, advocate for resilient communities and a global culture of prevention and education on disaster risk reduction through the involvement of children and youth and communities in disaster risk reduction education.

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5. THE ROLE OF YOUTH FOR DISASTER MANAGEMENT THROUGH EDUCATIONAL INSTITUTIONS

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ABSTRACT

“Being unique should be the motto of the youth” -Dr.A.P.J Abdul Kalam

In the recent era, the ever increasing occurrence of natural disaster paves the way of appropriate disaster management strategy development through awareness generation, early preparedness about the natural disaster. Moreover the Disaster Management Act, 2005 reemphasizes the need of active young people’s participation in all phases of the disaster cycle for comprehensive disaster management strategy and emergency preparedness. The World Health Organization defines a disaster as any occurrence that causes damage, ecological disruption, loss of human life, deterioration of health and health services on a scale sufficient to warrant an extraordinary response from outside the affected community. This paper will address current issues affecting disaster management and the role of youth in disaster management through educational institution.

Key words: Disaster Management, Youth

INTRODUCTION

Can young people perform well when they are involved in disaster preparedness and planning roles? Social norms have often failed to incorporate youth in leadership roles and decision making process even during emergency situations. Sadly, when a disaster strikes in any given community, youth and children are found to represent more than a third of disaster victims, yet their response role in a disaster is generally restricted to that of passive victims. The tremendous contributions that young people can make to disaster management are largely untapped. Involving young people in disaster management can help them learn topics that affect their lives while at the same time gaining hands on experience designed to equip them become tomorrow better leaders. Any comprehensive disaster management that is designed to incorporate youth in its programs, not only benefits creativity and energy of young people but also in the process strengthens partnerships for resilience. The role for education in natural disaster management that appeared most frequently in the literature is teaching children risk reduction and management material. A document from the Central Board of Secondary Education in India (2006) discusses integrating a short course on disaster preparedness and management into the curriculum. Children often spread learning to their families and communities, the board believes that “educating a child is educating a family”. However, disaster preparedness education can be set up for communities also and not just restricted to the school environment (UNESCO, 2006).

DISASTER MANAGEMENT EDUCATION IN INDIA

Education is a fundamental human right and it is essential to ensure that all are able to realize their potential. A key aim of education is to give all citizens the necessary skills and values to improve their quality of life. To achieve this aim, we need to improve access to education and to increase the quality of educational facilities in an equitable manner. The physical environment in which learning takes place has a large impact on the outcomes of education. It is important to create safe learning environments for our nation’s children. Recent events of children deaths due to building collapse, fire accidents and stampedes bring to light the need to be continually vigilant to ensure for the safety of students and staff in schools. The event that unfolded in the Kumbakonam fire tragedy which took the lives of 93 children, reiterate the need to have school level emergency preparedness and response plans, and schedule time in the busy school day to practice drills to respond effectively and efficiently to disaster situations.

Educational Institutions can contribute towards the generation of knowledge in the area of disasters, develop expertise in specific types of disaster and impart training in different fields.

Disaster awareness education in educational institutions has the following advantages:

- It provides contemporary and relevant information about local environments.
- It prepares for participation in both pre and post disaster activities of the affected/vulnerable community on a wider scale.
- It contributes past experience with recent developments in technology to combat disaster.
- It helps to develop effective domain abilities for collective work as successful disaster management efforts involve effective teamwork and spirit.
- It promotes informed decision-making in the event of a disaster.

YOUTH ROLES:

By involving youth in disaster preparedness and recovery efforts, youth-serving agencies can help to not only increase youths' awareness of particular hazards, but can also enhance the chance that they openly discuss how to adequately protect their families and loved ones and understand how to seek help should their community be affected.

Youth can play a range of roles in youth preparedness programs and play a crucial role in recovery efforts. They may assist communities in mapping their risk and protective factors or may hold leadership positions within programs. Some additional roles include:

- Sharing the message: Youth can help share the message of disaster preparedness
- Acting as change makers: Youth can act as change makers by sharing information they learned in youth preparedness programs and helping parents and communities to prepare for disaster, for example by developing a disaster plan or disaster preparation kit.
- Bringing creativity: Youth can bring creative and resourceful ideas to disaster preparedness efforts.

The educational institutions support a number of youth-focused organizational programs that support both preparation and recovery from disasters. These programs include:

INDIAN RED CROSS SOCIETY (IRCS):

Disaster Management can be defined as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.

The first people to respond to a disaster are those living in the local community. They are the first to start rescue and relief operations. The Red Cross Society therefore focuses on community-based disaster preparedness, which assists communities to reduce their vulnerability to disasters and strengthen their capacities to resist them. The emergency phase of a relief operation aims to provide life-saving assistance; shelter, water, food and basic health care are the immediate needs; along with a sense of humanity and a sign that someone cares. Subsequent needs include reconstruction and rehabilitation. These needs can continue for several years, particularly in the case of refugees and victims of socio-economic collapse. IRCS approaches to disaster response on these lines and works to improve the quality of humanitarian assistance provided to beneficiaries. The Indian Red Cross Society has been equipping itself with its manpower and physical infrastructures for a nation-wide Disaster Preparedness / Disaster Response (DP/DR) programme. Disaster preparedness refers to measures taken to prepare for and reduce the effects of disasters. That is, to predict and, where possible, prevent disasters, mitigate their impact on vulnerable populations, and respond to and effectively cope with their consequences.

DISASTER PREPAREDNESS - CAPACITY BUILDING TRAINING

The aim of disaster management training is to build the capacity of National Societies' staff and youth, to improve preparedness and response at all levels before during and after disasters. The focus of disaster

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management training is generally on improving the technical skills of the participants, but also on personnel and team management. It aims to encourage an exchange of experience and knowledge and the creation of networks amongst the disaster managers. It also aims to improve coordination of disaster response and the quality and availability of disaster management tools. This training will generally include: Volunteer induction, Volunteer management, Community based first aid (CBFA), Community based disaster management (CBDM), Participatory hygiene and sanitation transformation (PHAST), Water and sanitation, Vulnerability and capacity assessment needs assessment training, Relief and distribution, Logistics management, State disaster response team (SDRT), Public health in emergencies, Food security and nutrition, IT/Telecommunications. After the completion of the relief phase in order to restore the normal life to the victims of disaster programme for rehabilitation are undertaken like livelihood support programmes, permanent shelters, Child welfare & Nutrition Support Programme etc...

NATIONAL CADET CORPS (NCC):

NCC can play a significant role in the management of the after effects of natural calamities and disasters. With organizational capability, strength and quality of its cadres, involvement of NCC in disaster relief will provide able assistance to the nation as well as an avenue to the youth in showing its commitment to the society, play a significant role in forming correct attitudes, feelings of sympathy in respect of fellow beings and also result in personal growth and improved self-image of the cadets. The NCC will in turn benefit immensely with its enhanced image. The role of NCC cadets can effectively assist the state system in management which could take shape in the form of: (a) Traffic Management under supervision. (b) Search and Rescue. (c) First Aid and evacuation of rescued people (d) Helping in setting up and administration of Relief Camps.

NATIONAL SERVICE SCHEME (NSS)

National Service Scheme, popularly known as NSS was launched in 1969-the birth centenary year of Mahatma Gandhi in 37 Universities involving 40,000 students with primary focus on the Personality Development of the student volunteers through service to the community. Today, NSS has more than 3.4. Million volunteers on its roll spread over 301 Universities and 42 (+2) Senior Secondary Councils and Directorate of Technical Education all over the country. Since its inception more than 3.75 core students from various institutions of higher learning have been benefitted out of this scheme. The “Regular Activities” and Special Camping Programmes” are the two main components of NSS programmes. During the two year volunteer-ship, the volunteers devote 240 hours under Regular activities. This includes 20 hours of general orientation regarding NSS and the mode of work they have to do in their volunteer-ship. Out of the remaining 220 hours, 30 hours are given for the campus development and rest 190 hours for the services in the community in various areas as per the need and priority. Presently, we have 26,202 villages/urban slums adopted for this purpose. Every volunteer has to attend one special camping programme to become eligible for getting the NSS Certificate issued by the Universities and +2 councils. This residential camp is of 7 days duration and is organized in the community by the NSS units based on specific themes which keep on changing from time to time. NSS over the years has made outstanding contributions in the field of Mass Literacy, Environment Preservation, Waste Land development, Watershed Management, Health Education, Community Development, Disaster Management, Adolescent Health Development, HIV/AIDs Awareness, Drive against Social evils, Homes for the homeless, Mass forestation drives, Communal and Social Harmony etc. NSS Volunteers have always come to the fore front to extend voluntary service in natural calamities like drought, flood, Tsunami, cyclone and earthquake etc. As part of environment conservation and enrichment project, more than 37, 06,075 saplings were planted throughout the nation by the NSS volunteers under regular activities. NSS volunteers have undertaken some innovative projects like avenue plantation, plant identification and conducted a large number of plantation camps during the VAN MAHOTSAV week.

CONCLUSION:

In the world today, Youths are actively developing skills and habits to positively shape their society despite the many challenges they face. It is being increasingly realized that Youths can make a positive contribution to community projects, in the school arena, and other groups to which they may be affiliated. Youths participate in sports, in cultural activities, and in establishing networks across communities.

6. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH EDUCATIONAL INSTITUTIONS

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ABSTRACT

Elaborate the full scope and sequence of knowledge, competencies and skills desired for disaster risk reduction. Develop and adapt educational materials and tools for infusion. Train faculty of teacher-training institutes. Provide in-service training and distance learning tools for working teachers. Evaluate impact and adjust and support accordingly. Conduct a complete audit of the existing curriculum seeking the places where the disaster risk reduction content can be integrated into lesson plans.

INTRODUCTION

The goal of developing Disaster-resilient communities is widely understood to rest heavily upon the success of disaster risk reduction. The integration of both formal and informal education through schools is the one way to ensure that these messages reach into every home and community and that learning is sustained into future generations. This note elaborates the scope of formal and informal disaster risk reduction education in Schools around the world. Early efforts in disaster education focused exclusively on hazards, and usually completely in the abstract – teaching about volcanoes, earthquakes, floods that happened in other places, to other people and in other times. Today examples around the world are beginning to reveal the power of both formal education in disaster risk reduction, integrated into curricula for all age levels, as well as informal education introduced through co-curricular and extra-curricular activities that begin at school. Activists connected with non-governmental organizations and scientific, academic and research institutions have worked with dedication to bringing this priority to life at both grassroots and policy levels. Increasingly, and in conjunction with climate change awareness and environmental education, Ministries of Education are taking on the challenge of disaster risk reduction education.

Informal Education

- ❖ Informal education can and should be the rapid entry point for disaster risk reduction education. This can take many forms, offering fun and engaging ways to introduce important knowledge, skills and competencies for students of all ages.
- ❖ Dissemination of written materials, uses of posters and signage are important ways to share disaster risk reduction messages. Creative educational materials, whether toys and games, documentary and short videos, storybooks, comic books, puzzles, and computer games also can be creative ways to transmit awareness and knowledge.
- ❖ Cultural and performing arts, whether music, song, poetry, dance, puppetry, magic, street theatre, improvisation, pantomime, or artwork are appealing, engaging and creative ways to introduce disaster risk reduction messages. The use of all forms of arts to transmit essential knowledge to parents and to the wider community is especially appreciated in the informal settings of assemblies, and special events.
- ❖ After school “safety clubs”, scouting badges, and project activities can develop interest and leadership among children. These provide an opportunity to develop awareness materials and displays, plan games and

engage in performances and art projects to communicate with others. Small-scale models including, for example, shake table demonstrations are also powerful hands-on tools.

- ❖ Involving parents and local community through regular parent, parent-teacher association or school welfare committee meetings, wider community fairs and “open house” are all important opportunities for informal education. Exhibitions and displays of student-created risk and capacity maps, models, artwork and essays personalize this interest and make it more powerful.
- ❖ There are community partners eager to assist in these efforts. There are academic and scientific institutions, Red Cross/Red Crescent national societies (Benouar 2007, ARC 2008), civic and nonprofit organization, local government partners and businesses ready to assist and support schools in this effort. Community members may also engage as volunteers implementing physical protection measures such as re-mounting classroom doors to open outwards, painting exit signage, secure furnishings against earthquake shaking or digging channels to direct rainwater away from building.
- ❖ Disaster drills often form the cornerstone of informal education because they are school-wide rather than single-course events. Simple drills include response to any early warnings, practice for what to do during fire, earthquake, and other hazards faced. Simulation drills include development and practice of response skills such as fire suppression, first aid, transport of injured, mass casualty non-medical triage, damage assessment, and light search and rescue.

Formal Education

- ❖ Formal curriculum integration may be introduced fairly rapidly in the form of elective courses or modules that plug into existing courses. Disaster risk reduction can also be systematically and more slowly infused into the curriculum by elaborating its full scope and sequence, undertaking an audit of existing curriculum, and designing the entry points in the course of the curriculum adoption cycle for all subjects and age levels.
- ❖ Curriculum integration refers to an approach that makes use of specially developed units, modules or chapters concentrating on disaster risk reduction. Ideally these are designed to fit into several specific course curricula, at specific grade levels, for a specific duration. This has clear advantages that the topic has a reserved place in the curriculum where it can be sustained and its richness and local content developed over time. Development and introduction of this curriculum can take place rapidly because it does not require the labor-intensive audit of every course at every grade level. This must be supported with teacher training to develop both competence and efficacy. However, for many countries, there seems nothing that could be squeezed out in order to squeeze in these special modules.
- ❖ A broad range of courses can be integrated or infused with disaster risk reduction. In most countries general education on natural hazards can be found somewhere in the natural science or geography curriculum. This may be an ideal place to begin to familiarize children with the hazards and risks affecting their own communities. Disaster risk reduction content can and should also be appropriately be infused into social studies, physical health and safety education, language arts such as literature and composition, civics, and mathematics. The content distributed in this way, needs to be linked in order to be complementary and to make sense. Care should be taken that this is not one-time content but rather that it be built upon systematically throughout the school years (BRI and GRIPS 2007). Increasingly as environmental education, citizenship, and environmental stewardship are all introduced into curricula, disaster risk reduction education provides a natural fit, enriching these subjects in personal and compelling ways.
- ❖ Stand-alone courses refer to specialized course curricula focused on disaster risk reduction. In some countries where curriculum permits, these courses may supplement the existing curriculum at specific grade levels. This has been successfully introduced in India. In other countries they may be especially useful in high school where special elective courses can play imparting important in-depth knowledge in subjects such as disaster-resilient construction and disaster management.

CONCLUSIONS

The empowerment of children in matters that affect their own future is being pioneered by many child-oriented NGOs (IDRC 1998, ISDR 2000, Tearfund 2004, Action Aid 2007, Plan International 2007, Schick 2007). Children, engaged in real-world problems in their local communities can participate in vulnerability and capacity assessments, learn and problem-solve about measures for disaster risk reduction, and take messages they have internalized home to their families, friends and neighbors (Izadkhah 2005). The continuous implementation of formal and informal education through schools, with linkages to community-based risk-reduction promises the development of a "culture of safety", of societies less vulnerable and more resilient to the impact of disasters in the future.

7. YOUTH ORGANISATION DISASTER MANAGEMENT EDUCATIONAL INSTITUTIONS

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ABSTRACT:

Almost every day disasters are striking several parts of the world. In India, 59 percent of the land mass is susceptible to seismic hazard; 5 per cent of the total geographical area is prone to floods; 8 per cent of the total landmass is prone to cyclones; 70 per cent of the total cultivable area is vulnerable to drought. Apart from this the hilly regions are vulnerable to avalanches/ landslides/hailstorms/cloudbursts. In addition to this manmade hazards, which are frequent and cause huge damage to life and property. It is therefore important to have preparation to cope with the effects disasters such as damage, disruption of assets, networks, and social capital and casualties. Preparedness therefore encompasses those measures taken before a disaster event which are aimed at minimising loss of life, disruption of critical services, and damage when the disaster occurs. Volunteers to bring hazardous situation under control by systemic approach.

INTRODUCTION:

What is disaster management? The United Nations defines a disaster as a serious disruption of the functioning of a community or a society. Disasters involve widespread human, material, economic or environmental impacts, which exceed the ability of the affected community or society to cope using its own resources. The Red Cross and Red Crescent societies define disaster management as the organisation and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.

The objectives of the study are as follows □ □ To understand the socio-economic and demographic characteristics of the respondents i.e. youth □ To assess the respondents knowledge on disaster mitigation and management, to find out respondents opinion on information dissemination by different agencies regarding disaster mitigation and management to elicit youth opinion on the need for youth volunteers preparedness training on disaster mitigation and management to disaster risk reduction and in regions in the Godavari river valley

STEPS TO MANAGEMENT DISASTER

1. Put together a team.

- The first step is to select the group of people who will form your contingency planning committee for the next six months - or for as long as it takes to put your plan together.
- Look for individuals who will bring a variety of perspectives on the company's vulnerabilities to the table.
- For example, you might want to include a facilities manager or someone else who has detailed knowledge of the office building itself.
- Include high-level managers, consider representatives from all the departments within your business, and, if possible, include a human resources representative as well.

2. Disaster prevention

- These are activities designed to provide permanent protection from disasters.
- Not all disasters, particularly natural disasters, can be prevented, but the risk of loss of life and injury can be mitigated with good evacuation plans, environmental planning and design standards.
- In January 2005, 168 Governments adopted a 10-year global plan for natural disaster risk reduction called the Hyogo Framework. It offers guiding principles, priorities for action, and practical means for achieving disaster resilience for vulnerable communities.

Disaster safety measures;

- This is a coordinated multi-agency response to reduce the impact of a disaster and its long-term results.
- Relief activities include rescue, relocation, providing food and water, preventing disease and disability, repairing vital services such as telecommunications and transport, providing temporary shelter and emergency health care.

3. Designate disaster Authorities.

- Gordon recommends having a single decision-maker. That person needs to know the steps to take in a crisis, and how to reach all employees and other essential contacts (clients, customers, etc).
And employees need to know who to take direction from in the chaos that frequently follows a disaster.

4. Think about work space alternatives.

- If something happened to your primary base of operations, what would you do?
- If there was an anthrax scare in your office, and you couldn't re-enter for an extended period of time, where and how would you and your employees work?
- There's no one-size-fits-all solution to this question. Can employees work out of their homes?
- Is there another company that would share their facilities with you temporarily until you can rent or buy space at a new location? Ask the questions now, so you'll be prepared.

CONCLUSION:

There is dearth of youth volunteers in disaster mitigation because of knowledge, attitude and behaviour deficit. Hence efforts are needed by educational institutions to develop knowledge on disaster management and climate change among the youth and also build attitude towards the importance of preparedness. Further the youth has to be equipped with the skills management

8. DISASTER MANAGEMENT THROUGH EDUCATIONAL INSTITUTIONS

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ABSTRACT:

The term 'Disaster' is loosely used to refer to as any incident, manmade accident, or natural occurrence that could affect the operation of the project in whatever way. We do not assess the impact of upcoming disaster. There are two type of disaster Natural and Manmade disaster. Disasters have adversely affected not only humans but also animals and all lives on earth. Disaster cause mass damage of construction or loss of economy. It gives very bad impact on the economy of the country. In the last decade, natural disasters claimed 79,000 lives each year and affected more than 200 million people, with damages amounting to almost US \$ 70 billion annually. Disaster management is important for minimized the loss or lives and economy. 'Disaster management can be defined as "The organization and management of resources and responsibilities for dealing with all humanitarian aspects of

emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters". "International Decade for Natural Disaster Reduction" with a main objective to focus on disaster management planning for prevention, reduction, mitigation, preparedness and response to reduce the loss of life and property due to natural disasters. Disaster also affected to the climate, which also adversely affects local or regional climate. Today there is not any such develop technology which gives vulnerability of upcoming natural disaster. Manmade disaster causes through any big accident that occurs indoor or outdoor.

INTRODUCTION:

Frequent and intense natural & manmade disasters are having devastating impact at global as well as local level. Globally attempts are being made to develop disaster resilient communities by shifting the focus of addressing disasters from providing mere response and relief to disaster affected victims to disaster mitigation and preparedness. It is in this context, the present paper makes an attempt to examine the socio economic impact of disasters on the global level in general and India in particular. The paper briefly discusses the context in which Government of India developed its disaster management strategy and the administrative mechanism set up to address disasters. To accelerate the process of disaster related knowledge dissemination the paper makes an attempt to discuss how academic institutions can play a larger role in influencing young minds to develop appropriate values and attitudes necessary to create a culture of disaster preparedness and mitigation through developing appropriate knowledge modules, demonstrating activities related to developing institutional disaster management plans, carrying out mock drills and conducting capacity building program. Universities and institutions of higher education in addition to developing a sound knowledge base can undertake relevant research in the areas of disaster management and play an advocacy role for reviewing and revising disaster management policies and approaches adopted by the Nation.

DISASTER MANAGEMENT:

Disaster management includes sum total of all activities, program and measures which can be taken up before, during and after a disaster with the purpose of avoiding, reducing the impact over recovering from its losses. According to Kelly (1996), "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 those who are at risk to avoid or recover from the impact of the disaster. Disaster management means managing resources and various responsibilities to deal with all humanitarian aspects of emergencies. This may include preparedness before disaster, response and recovery i.e. rebuilding and supporting society. The purpose of this is to lessen the impact of disasters. Disaster management can be defined as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.

CREATING THE DISASTER PREVENTION AND RESPONSE PLAN

A sound disaster prevention and response plan reflects the common and the unique needs of educators, students, families, and the greater community. The plan outlines how all individuals in the school community-administrators, teachers, parents, students, and support staff-will be prepared to spot the behavioral and emotional signs that indicate a child is troubled, and what they will need to do. The plan also details how school and community resources can be used to create safe environments and to manage responses to acute threats and incidents of violence. These emotional signs to create the students and community sides the disaster.

FORMING THE PREVENTION AND RESOURCE TEAM

It can be helpful to establish a school-based team to oversee the preparation and implementation of the prevention and response plan. This does not need to be a new team; however, a designated core group should be entrusted with this important responsibility. The core team should ensure that every member of the High school

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community accepts and adopts the disaster prevention and response plan. This buy-in is essential if all members of the school community are expected to feel comfortable sharing concerns about children who appear troubled. Too often, caring individuals remain silent because they have no way to express their concerns. Typically, the core team includes the building administrator, general and special education teachers, parent(s), and a pupil support services representative (a school psychologist, social worker, or counselor), and a doctor. It is the role of a teacher to contact these persons and make a part of the team. The teachers should encourage having health camps in the school every six months. The core team could also have a member from the local police station for its smooth functioning. The core team also should coordinate with any school advisory boards already in place. For Example, most effective schools have developed an advisory board of parents and community leaders that meets regularly with school administrators. While these advisory groups generally offer advice support, that role can be expanded to bringing resources related to disaster prevention and intervention into the school. While we cannot prevent disasters from occurring, we can do much to reduce the likelihood of its occurrence. Through thoughtful planning and the establishment of a school disaster prevention and response team, we can avert many crises and be prepared when they do happen.

GENERAL AWARENESS IN SCHOOL

- Generate awareness among the children on different types of hazard like flood, cyclone, earthquake, fire, drought, their causes and how to protect themselves during the disaster.
- Prepare a contingency plan for the school in case of a fire, cyclone earthquakes and floods.
- The student should understand the primary escape route in the school.
- Train the children on First Aid and Rescue operations.
- Carry out mock drill in the school at least twice a year.
- Initiate the process of plantation in the school and giving them some knowledge on the type of trees to be grown.
- Generate awareness on water and sanitation among the children.
- The student should be able to demonstrate the actions to take when trapped in a fire.

ROLE OF STUDENT IN DISASTER MANAGEMENT

- Knowledge on first aid, rescue and evacuation.
- Help in the preparation of the school disaster contingency plan.
- Aware the parents and community on various types of hazards and what are the preparedness measures to be taken.
- Plantation in the school premises.
- Boosting the morale of the community after the disaster.
- Senior students can help villagers in preparing the Village Disaster Preparedness and Response Plan.
- The students can be volunteers in the first-aid team, Rescue and Evacuation team, early warning team in their village.

ROLE OF EDUCATIONAL INSTITUTION IN DISASTER MANAGEMENT

The educational Institution can act as follows:

- Act as a safe shelter. Health center for the locality.
- Disaster management Information center where data base could be maintained on population, health, institutions etc.
- A center for learning and counseling.
- The school can be feeding center.
- Training for DRM volunteers, Village Council members, Teachers, Government officials at the Sub-Division level.

MEDIA AND COMMUNITY EDUCATION IDEAS:

- In an area prone to landslides, publish a special newspaper section with emergency information on landslides and debris flows. Localize the information by including the phone numbers of local emergency services offices, the Red Cross and hospitals.
- Report on what city and county governments are doing to reduce the possibility of landslides. Interview local officials about local land-use zoning regulations.
- Interview local officials and major insurers regarding the National Flood Insurance Program. Find out if debris flow is covered by flood insurance policies from the National Flood Insurance Program and contact your local emergency management office to learn more about the program.
- Work with local emergency to prepare special reports for people with mobility impairments on what to do if evacuation is ordered.
- Support your local government in efforts to develop and enforce land-use and building ordinances that regulate construction in areas susceptible to landslides and debris flows. Buildings should be located away from steep slopes, streams and rivers, intermittent-stream channels, and the mouths of mountain channels.

CONCLUSION:

The Disaster Management prevent and mitigate disasters because of the frequency of disasters affecting the country. These policies consist of long and short-term prevention and preparedness measures and immediate response mechanisms. They also include appropriate administrative structures to manage disaster response, financial systems to fund and facilitate them, the mechanisms to ensure that policies and strategies are continuously reviewed and revised in the light of experiences within the country and in other parts of the world. We, as teachers as responsible citizens of our country should be a part and parcel of the disaster preparedness drive taken up in the country.

Disaster management concepts have been implemented successfully in several developing countries. This study has proposed that they are also relevant in developing countries like the Naga city experience although the issue of poverty alleviation must be considered when interpreting the concepts of disaster management.

9. National Seminar – Disaster Management Through Educational Institution

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ABSTRACT:

“Disaster management” means a continuous and integrated process of planning, organizing, co-ordination, 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 consequences 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.

“Natural hazards will always challenge us. But it is within our power to ensure that poverty does not turn hazards into unmanageable disasters. And it is within our power to join forces, address the immense complexities of disaster reduction, and build a world of resilient communities and nations equipped to counter the adverse impact of natural hazards and related environmental and technological disasters.”

INTRODUCTION:

DISASTER RISK = HAZARD + VULNERABILITY

Disaster is a sudden, calamitous event bringing great damage, loss, destruction and devastation to life and property. WHO defines Disaster as "any occurrence, that causes damage, ecological disruption, loss of human life,

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deterioration of health and health services, on a scale sufficient to warrant an extraordinary response from outside the affected community or area

Thus, a disaster may have the following main features:

- Unpredictability
- Unfamiliarity
- Speed
- Urgency
- Uncertainty
- Threat

Dictionary meaning of "disaster" may be taken as: "a sudden accident or natural event that causes great damage or loss of life" - Oxford Dictionary. So, as can be seen, disaster by definition itself is "sudden" and causes immense damage to property and/or life.

WHAT IS DISASTER MANAGEMENT:

The United Nations defines a disaster as a serious disruption of the functioning of a community or a society. Disasters involve widespread human, material, economic or environmental impacts, which exceed the ability of the affected community or society to cope using its own resources. The Red Cross and Red Crescent societies define disaster management as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.

MISSION: To work towards making the country's most vulnerable communities safer from geological, climate related and other hazards, through preparedness and mitigation.

AIMS AND OBJECTIVES:

To work towards reducing death and suffering—particularly among children—due to natural hazards in the most vulnerable communities through preparedness and mitigation.

- To reduce disaster losses by helping vulnerable communities recognize their risk and the methods to manage it.
- To identify and promote strategies, potential practices and programs that support comprehensive school safety.
- To educate communities and organize various kinds of awareness raising and training programs regarding natural hazards and possible preparedness measures.
- To promote disaster safety in communities by developing awareness generation materials.

VISION: A safer, disaster resilient India with self-reliant prepared communities whose development will not be affected by disastrous events.

GOVERNING PRINCIPLES/ VALUES:

- **Leadership:** lateral and from the front.
- **Excellence:** Strive hard to do whatever we do.
- **Professionalism:** Follow the skills, methods and standards as per requirement.
- **Accountability:** for what we do and what we do not do.
- **Neutrality:** Service to all sectors of society irrespective of their category.

WHY DISASTER MANAGEMENT?

The factors of increasing population, buildings, infrastructure, unpreparedness, etc. are the cause of concern. Educational managers and administrators need to examine its importance, and seek to ensure security and confidence among the young generation. The State Disaster Management Authority under the Chairmanship of the Honorable Chief Minister in its meeting held on 2nd Nov 2011 has directed that each major Department should have its own Disaster Management Plan. They should also have designated Nodal Officers, who would

prepare/update Disaster Management Plan/Standard Operating Procedures (SOP) to respond to an emergency and also arrange Training for its personnel. It is like a wakening call to rise up from slumber and act. The office of the Directorate of Higher and Technical Education in its findings (2012) found out that (i) many educational institutions were not enlighten nor sufficiently prepared for major Disaster. (ii) Many educational institutions do not have Disaster Management plan, (iii) lack of earthquake proof buildings, no plan or facilities for persons with disabilities, inadequate infrastructure, or scientific tools and equipment's (iv) No separate financial allocation for Disaster Management, and many other factors.

HOW TO MANAGE DISASTER THROUGH EDUCATIONAL INSTITUTION:

Education is said to be related to life. Lodge said Education is life and life itself is Education. Therefore, it can be said that the goal of education is to ensure and achieve maximum safety, security, growth and development, ability, span, happiness and all good things. The ability to live securely and with dignity, to master, to manipulate, to adapt, to cope, to shape, to suit and to meet our need and requirement is always on life agenda. The need for life is on one hand, guided by instinct, emotion, intelligence, attitude, desire, interest etc. and on the other, being refined by social circles like home, school, relatives, friends, other institutions formally and informally. But in the course of time such necessary things tend to lose due weightage in educational program. Therefore, Disaster Management as a structure and process calls for preparedness and alertness, directing our attention and will to know, understand and apply skills relating to life, in various degrees and situation. Frantic rush for bookish knowledge to get higher degree is one sided education.

Education also needs to take into account the other aspects of life like sound body, mental health and wholesome development of personality Book knowledge may not be related to real life situation. Man is destined to be a master of the nature not simply books. Disaster like earthquake, fire, cyclone, flood, accidents etc. are common happening all around the globe. It can destroy life in a second, and bring human civilization to ruin. Disaster reports are flashed widely through news and mass media and on the other, still many incidents went unreported. In this instance, it is necessary that Education as a process of preserving and developing human being, consider topic of disaster and its management, to equip participants with necessary knowledge and skill to withstand against natural and manmade forces, to respond appropriately, to mitigate, and to ensure a dignified life.

ROLE OF EDUCATIONAL INSTITUTION IN DISASTER MANAGEMENT:

(The educational Institution can act as follows):

- Health center for the locality.
- Act as a safe shelter.
- Disaster management Information center where data base could be maintained on population, health, institutions etc.
- A center for learning and counseling.
- The school can be feeding center.
- Training for DRM volunteers, Village Council members, Teachers, Government officials at the Sub-Division level.

ROLE OF ADMINISTRATOR IN EDUCATIONAL INSTITUTION:

- Students should be well trained to handle all types of Disasters.
- From the beginning of Education students should be trained to manage Disaster
- They should be trained to act as a group
- Special training should be provided depends on the Landscape.
- They should be trained to identify the symptoms of Disaster.
- Precautionary steps to be familiarized
- Proper communication should be delivered

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- To be courage to face the challenges
- Proper planning and Execution places and important role.
- To give alertness towards the Public

STEPS TO PREVENT CALAMITIES:

- ❖ Learn about landscape risk in your area.
- ❖ Contact local officials, state geological surveys or departments of natural resources, and university departments of geology.
- ❖ List out the dangers in that Landscape and collect details about the Disaster happened in that landscape.
- ❖ Identify the hazard locations.
- ❖ Request a professional referral for a very detailed site analysis of your Landscape, and corrective measures you can take that should be known to the students.

DURING CALAMITIES:

- ❖ Stay alert and awake.
- ❖ Listen to Mass Media for warning.
- ❖ Be aware that intense and dangerous and alert the members.
- ❖ Provide instruction according to the Calamities.
- ❖ Remember them driving during an intense Disaster can be hazardous.
- ❖ Listen for any unusual sounds and Weather.

ROLE OF STUDENT IN DISASTER MANAGEMENT:

Knowledge on first aid, rescue and evacuation.

Help in the preparation of the school disaster contingency plan.

- ❖ Aware the parents and community on various types of hazards and what are the preparedness measures to be taken.
- ❖ Plantation in the school premises.
- ❖ Boosting the morale of the community after the disaster.
- ❖ Senior students can help villagers in preparing the Village Disaster Preparedness and Response Plan.
- ❖ The students can be volunteers in the first-aid team, Rescue and Evacuation team, early warning team in their village.

DISCUSS PROCEDURES WITH STUDENTS:

Objectives of Integrated Disaster Management Programme:

- Ensure awareness on the nature and type of disasters
- Management of the three phases of a disaster
- Designing a disaster management plan
- Rescue operations
- Evacuation drills
- Accident prevention and safety measures
- Environmental laws rules and audits
- Occupational health and occupational diseases
- Fire Fighting tutorial and demonstration
- Handling medical emergencies
- Hands on training cardio-pulmonary-resuscitation
- American Heart Association (AHA) card for students who excel in first aid
- AHA card has a validity of 2 years

CONCLUSION:

The high vulnerability of our country necessitates more attention to the omnipresent problem of Disaster Management. Integrating Disaster Management in the curricula of schools colleges and universities 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 all teaching institutions will enable this nation to mitigate if not completely do away damage by disasters this will also enable this country to be in the forefront of Disaster Management. We, as teachers as responsible citizens of our country should be a part and parcel of the disaster preparedness drive taken up in the country. This SIU model has over a short period of time enabled all educational institutes of this university address this national goal.

10. REJUVENATING YOUTH PARTICIPATION IN DISASTER MANAGEMENT

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ABSTRACT

Motivated young people all over the world are doing amazing work to address disaster management on the ground and push their governments to do more. This new generation has an increasingly strong social and ecological awareness, the energy and knowledge to lead our societies towards a calamity resilient future. Thus it is clear and right that the children and youth of this world have a say in their future, not just because of the expected future impacts but because their creativity, ability to define and deliver answers and downright determination could make a significant difference in avoiding the worst outcomes of disaster which currently appear to elude the existing generation of leaders across governments, cities, corporations and adult citizens. This paper delineates about the motivating young people towards disaster preparedness and gives them suggested approaches to youth education for disaster risk reduction. **Key words:** Youth Participation, Motivation, Key approaches, Disaster risk reduction

INTRODUCTION

Young people are actively engaged at local, national and global levels in raising consciousness, running educational programmes, conserving our nature, promoting renewable energy, adopting environmentally- friendly practices and implementing adaptation and mitigation projects. There is dearth of youth volunteers in disaster mitigation because of knowledge, attitude and behavior deficit. Hence efforts are needed by educational institutions to develop knowledge on disaster management among the youth and also build attitude towards the importance of preparedness. There is no better resource in a community than young people. Without sufficient community resources in place, disaster preparedness and risk reduction are not possible (NDMA, 2009). So, rural youth can play a pivotal role to develop a distinct disaster management strategy through awareness generation and development early preparedness mechanism about the disaster.

YOUNG PEOPLE ARE ASSETS: PREVENTING AND REDUCING VULNERABILITIES AND RISKS

Young people are assets. This is twofold:

1. Recognizing that young people have assets i.e., not simply viewing them as lacking capabilities or being deprived by circumstances;
2. Recognizing that young people collectively can be an asset to development; at local, national, regional and international levels.

Crucially for countries experiencing a youth bulge, where youth-led conflict or crime may be a perceived risk, involving young people in meaningful activities and programmes builds social cohesion and embeds them

within their communities. Young people are innovative and creative in problem solving and solution finding: they are the key to helping communities meet their subsistence needs, and in doing so, improving local people's long-term security and control over their own lives. Yet at the same time, being young is a transitional phase of life, which carries with it increased vulnerabilities.

YOUTH PARTICIPATION- EMPIRICAL OBSERVATIONS DURING AND AFTER DISASTER

- During Tsunami (2004), in Tamil Nadu, India and in the Maldives, youth participated in the distribution of aid supplies. Boy Scouts and Girl Guides also in the Maldives collected and packaged donated food, clothing and water in service centre for distribution in the relief camps.
- In Bangladesh, youth are recruited and trained as peer educators in preparation for emergencies, such as floods. They are given duties for planning and administrative oversight. There are so many evidences we can see in the old and current news papers.

YOUTH EDUCATION FOR DISASTER RISK REDUCTION

Four key approaches are needed to create youth awareness or Youth education for disaster risk reduction, they are Campaigns, Participatory learning, Informal education, Formal school-based interventions.

APPROACH 1: CAMPAIGNS

The focus of campaigns is to provide uniform, large-scale impact with standard messages. There are many examples of large-scale national and international public awareness campaigns that have led to massive social change. Examples include childhood immunization, the wearing of seat belts in cars, and smoking restrictions.

Campaigns comprise a set of activities that may include:

- Publications, including billboards, posters, newspaper or magazine coverage, information cards, flyers, bookmarks and brochures
- Curricula, modules and presentations, including slide presentations and oral presentations
- E-learning
- Performing and cultural arts
- Games and competitions
- Audio and video materials
- Web pages and activities
- Social media and telecommunications.

Because campaigns need newsworthy moments and high visibility, participation is often focused around designated days such as a commemorative event, a community-wide drill, a festival, fair or exhibition, or through demonstrations and simulations. In between these focal events, volunteers continue to deliver the key messages through live interactions. These may take place in a range of ways, for example:

- At school assemblies and after-school activities
- At an outreach table at a local farmers' market
- At cultural or performing arts events
- During outreach and advocacy visits.

In addition to Red Cross volunteers, actors such as community coalitions, scouts, civil defense organizations, university students and members of professional associations are often enthusiastic participants. Campaigns can also make excellent use of participatory learning approaches.

APPROACH 2: PARTICIPATORY LEARNING

Youth are especially motivated by approaches in which they themselves participate in a solution, and especially when they believe it is their own idea. The focus of participatory learning is to engage youth in discovery and problem solving for disaster risk reduction. At the heart of all of these activities is the community's own experience of empowerment.

This involves using language, stories, songs and traditions to strengthen the emerging culture of prevention. This is typically accomplished through tools such as:

- Action-oriented research such as vulnerability and capacity assessment
- Disaster management planning
- Implementing risk reduction measures
- Monitoring and improving on plans through drills and simulations.
- These four elements of participatory learning can be applied at three levels:
- The organizational level – headquarters, branches, schools, businesses, workplaces, homes
- The community level – being scaled up to reach villages, towns, cities, school systems, and regions
- The population level – being expanded to incorporate entire urban populations, by taking advantage of internet-based tools and social media.

APPROACH 3: INFORMAL EDUCATION

The focus of informal education is taking advantage of brief moments and encounters to stimulate thinking and engage people in discovery of actions and behaviors to increase safety and resilience. Informal education in communities and schools is the most flexible of all approaches with respect to setting, audience and timeframe.

Specific tools that can be used for informal education include:

- Publications – posters, guidelines, flyers, brochures, booklets, activity books, paper models, comic books, story books, coloring books, assembly kits and teacher resources
- Curricula, modules and presentations – teacher briefings and community training
- E-learning – self-study curricula
- Performing and cultural arts – plays, dances, poems, songs, street theatre, puppet theatre
- Games and competitions – card games, board games, cooperative, activities role play, drawing competitions, writing competitions, tournaments, radio quizzes
- Audio and video materials – short videos, radio programmes, television programmes
- Web pages and activities – web sites, online games, online quizzes
- Social media and telecommunications – SMS, early warning.

APPROACH 4: FORMAL SCHOOL-BASED INTERVENTIONS

The focus of formal school-based interventions covers two areas: school disaster management and disaster risk reduction in school curricula. These are considered to be formal because accountability and responsibility for school safety and curricula belong exclusively to education authorities, so they require support for long-term planning and capacity building. Whether there is one such authority, many, or seemingly none, the same issues of caution remain.

Unless efforts are being officially and systematically piloted or tested, inconsistency may undermine rather than support the goal.

No matter how schools are organized, where possible a proper approach should begin with a group of interested NGOs and intergovernmental organizations that approach school authorities in a spirit of collaboration, in order to offer support and identify a single focal point within the system. Expecting schools to contend separately, with multiple uncoordinated projects and programmes, places a burden on school authorities and is ultimately unproductive. The goal is not to run a parallel system, but to support and help develop capacity within existing public education systems. The team should also approach and involve national disaster management authorities.

CONCLUSION

Our youth asset has to be equipped with the skills essential to participate in disaster management activities. They can promote resilience through their participation in community activities and by organizing young people's groups, thus to provide their own psychosocial support. In this connection the Universities through extension programmes, NCC, NSS, Nehru Yuva kendras, Red Cross societies, Scouts and NGOs etc has to train the youth volunteers to bring hazardous situation under control faster by giving proper preparedness program with routine basis and systematic approach.

Further there is a need to establish a Disaster Mitigation and Management Cell to monitor and coordinate line departments. Further this centre must be equipped with all infrastructures to provide simulative training to youth volunteers in disaster management. It is crucial to share information and experiences about the projects, programmes and campaigns that work best so that others can learn from and replicate them without having to reinvent the wheel.

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11. BONDING OF THE STUDENTS UNDER THE COLLEGES IN PARTICULAR UNIVERSITY FOR DISASTER MANAGEMENT

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ABSTRACT:

An idea to form a student group which themselves have to involve in disaster relief, for that we have decided certain assignments to be performed by those departments in the colleges under a university. Thus we titled this theme as "BONDING OF THE STUDENTS UNDER THE COLLEGES IN A PARTICULAR UNIVERSITY FOR DISASTER MANAGEMENT". The working style of the theme is, the college students based on the nature of their discipline they get together for the relief operation in the disaster affected area. **Keywords:** Bonding, Discipline

INTRODUCTION:

From ancient period to till now numerous achievements in human life are happened in group life. Even the human civilization aroused when people started lived together near the river valley. There is an old saying "Unity is strength". According to UNO report India has the world's largest youth population despite having a smaller population than China. Such a youth power who are all under social conscious cum humanitarian values have gathered during the time of natural or artificial disaster will lead to great achievement in disaster management.

DISASTER MANAGEMENT:

Disaster management is a strategy to avoid, reduce, manage and overcome any type of catastrophic event that threatens human lives. It is done by identifying potential disasters, man-made or natural, and by creating contingency plans and procedures to be initiated when and if disaster erupts

STYLE OF GROUPING:

The students in the colleges those who are very inspired to do some social activities are gathered by each college chairman respectively. Among the chairmen, anyone can lead the program or they segregate the duties and lead the particular task.

“Coming together is a beginning. Keeping together is a progress. Working together is success.”

-HENRY FORD

**RESPONSIBILITY OF THE RESPECTIVE DISCIPLINE STUDENTS:
MEDICAL COLLEGE STUDENTS**

The disease control and medical treatments are very important measures in the disaster effects period, in this aspect the roles of the medical students are important. The students from the medical college will be divided into two teams. One group consists of a small number of medical students. The other group consists of large number of students.

So the first team will take care of the volunteers in the form of providing vaccination to them and in case if any physical wound happens to the volunteers means they will give treatment to them. Then the other team of medical students will have to focus on the people who have affected in disaster area. That means giving temporary medicine, first aid and arrangement of ambulance to nearby hospital for the severely affected people.

VETERINARY COLLEGE STUDENTS:

Other than the human focus the veterinary college students can clear the deceased animals under the debris in the disaster area and give treatment to the animals which are fighting for their life. The reason behind this is, we are all aware of it that the effect of disaster will be more dangerous than the period of disaster. So to clear the disease spreading source is very cautious measure to prevent heavy disaster effect.

ENGINEERING COLLEGE STUDENTS:

The students of the engineering background can form more number of teams because they have to take care multiple responsibilities. The team background is highly focused on IT discipline, civil engineering and the students of mechanical engineering.

- The students of the IT background divide their work into three categories: one team will fulfill the public demands of informing their condition to their relations. Then the second team will inform the ground reality to the committee leader.
- Civil engineering students can form 2 teams one can check whether there are any public buildings to evacuate the affected people immediately or on the otherhand they can construct temporary shelter like tent to shift the people and in addition to that they can arrange shelter for the volunteers. The other members can arrange the sanitary facilities like mobile toilets and bathrooms to lead safe and clean in the disaster area.
- Mechanical and Automobile engineering students can assist and repair the machine related equipment like vehicle and house hold equipment of the affected people.
- The students from rest of the Engineering Departments can involve in immediate relief works. The lack of things is listed and informed. Then they can check whether everyone is safe and join with their family. If not they can make arrangements to take them to the concern family or relations with the help of IT students. If suppose the children become orphan because of the disaster can be taken to service home or to the relations.

CATERING TECHNOLOGY STUDENTS:

They can also form 2 teams. One team can involve in preparation of healthy food for the affected public as well as the volunteers.

The other set can help in packing or serving the food at right time.

ARTS AND SCIENCE COLLEGE STUDENTS:

They can involve in recovery process. They can take in charge of arranging clothes and bed sheets needed and distributing them. They can also join with the engineering students and make arrangements for the orphan or they can also involve in distribution of things to the affected people as well as the students.

The students those who are financial specialist like B.com., M.com., and M.B.A (financial management) can assist their chairman in receiving fund from university authorities and other sources and maintain the account statement of income and expenditure.

In case if there is any affected agriculture land means, the agriculture and botany background students can join together and take steps to either protect flattened and stripped in other words destroyed crops or cultivate fresh crops. Thus the affected farmers can generate income in immediate future.

The students from Geography, Geology and Earth Science background can focus their attention in rehabilitation on land surface which make ecological balance.

PSYCHOLOGY AND EDUCATION STUDENTS:

Under the guidance of research students of Psychology, the graduate level students of psychology background give counseling to the affected peoples. The reason behind this is whenever disaster happens there will be more loss and damages in life and properties which create stress, anxiety and fear among the people especially for women, Children and old people, so for them counseling very much essential. The B.ed., students along with the psychology students give counseling especially to the students in educational aspects.

STUDENTS FROM OTHER DISCIPLINE:

In this way the other students can also play their role according to their discipline background. Along with their work based on their specialization they can also participate in distribution of things (food, clothes, medicines etc.)

There is no any hard and fast rule that the students have to do the above said duties, the students can also involve in other activities as per their interest is concern.

CONCLUSION:

In general youth have social conscious. During the time of calamity they are very anxious to do something, when they get some platform with slight support from authorities mean definitely their work will be a great success. Thus forming a team of different college students under a university with slight support from college and university authorities in the form of financial support means this concept will reach a remarkable achievement

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12. YOUTH ORGANIZATION OF DISASTER MANAGEMENT THROUGH EDUCATION INSTITUTION

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ABSTRACT:

For any earthquake disaster management program the public awareness building, information dissemination and the training of personnel constitutes the fundamental ingredient of success. An effective education and training program for earthquake disaster management should: be participatory in design; be community specific; be based on a rational assessment of the information needed; be integrated with the existing response systems; include information on prevention; mitigation and recovery; be established as an on-going process; and include, as priority, the most vulnerable section of the population. The curriculum should include: the earthquake hazards; earthquake disaster scenarios; preparedness plan; mitigating impacts and the mid-disaster activities.

INTRODUCTION:

The inevitability of the occurrence of earthquakes in earthquake prone countries makes it imperative that certain preparedness and emergency procedures should be prepared prior to and in the event of an earthquake disaster. A disaster, as defined by U.N. Ad Hoc Group of Experts, is a disruption of the human ecology which exceeds the capacity of the community to function normally, unless disaster preparedness and mitigation measures are in place. Thus the people, Education institutions and the other elements of life which, by nature, function during normal times, cannot necessarily function effectively during the abnormal created by the disaster. The need for return to normalcy necessitates appropriate disaster response before it happens.

EARTHQUAKE DISASTERS: MANAGEMENT, PREPAREDNESS AND MITIGATION:

It is an unbroken chain of concerted actions involving: disaster, response, relief, rehabilitation, reconstruction, risk reduction, mitigation, preparedness and (if possible) warning. Earthquake mitigation measures encompass: development of physical and societal impact and loss scenarios; adoption of seismic zonation and land use planning; and reducing the impact of the hazardous process through earthquake design and construction codes.

NEED FOR AWARENESS BUILDING, TRAINING AND EDUCATION:

For any earthquake disaster management program the public awareness building, information dissemination and the training of personnel constitutes the fundamental ingredient of success. In fact, one of the four goals of the proposed International Decade for Natural Hazards Reduction (USNAS, 1987) reads as: "to implement these (i.e., disaster mitigation) measures through programs of ... education and training- all tailored to specific hazards and locations and evaluated for their effectiveness".

In rural areas the problem lies in implementation of low-cost and socially acceptable earthquake resistant design and construction. In urban areas the problems associated with urban planning, infrastructures, lifeline systems and secondary hazards merit consideration. With varying degrees, the 1985 Mexico City, 1989 Armenia and 1990 Loma Prieta earthquake provide evidences regarding the effectiveness of the public education programs on disaster preparedness. Few members of the public, if any, knew of appropriate actions to take during and after the earthquake. As stated by Lee (1990) the 1990 Loma Prieta earthquake and its aftermath underscored the importance of regional planning and preparedness. There have been communication, priority allocation, planning, service restoration delays, execution of mutual aid agreements and emergency protocols.

Most of these problems can be addressed through proper planning, microzonation, appropriate construction technologies and implementation of comprehensive training and education programs.

In earthquake disaster prone developing countries most of the programs for development and the disaster issues and problems are given a rather modest priority level. Today, several relief and development agencies allocate substantial amount of resources to research and applications in the national and international scale.

TRAINING AND EDUCATION PROGRAMS: GENERAL CONSIDERATIONS:

In recognition of the fact that knowledge alone makes no contribution to the reduction of earthquake losses if it is unknown by those who would need it, a continuous education project is needed to transfer information and technology to a wide variety of researchers, practitioners, and public officials at local, national and international levels. An effective education and training program for earthquake disaster management should: be participatory in design; be community specific; be based on a rational assessment of the information needed; be integrated with the existing response systems; include information on prevention; mitigation and recovery; and include, as priority, the most vulnerable section of the population.

According to Hays (1990) the selection of education project should be based on criteria such as the following:

1. Increased knowledge for loss reduction and improved professional practices (will the project produce gains in knowledge that will deepen scientific and/or engineering understanding and capability?)
2. Synergism (does the project have objectives and resources that complement those of an existing project and, therefore, provide leverage?)
3. Catalyst (will the project stimulate other projects?)
4. New Frontiers (Does the project provide access to new information, study areas, and institutional partnership that are usually not available? Does it advance the frontiers of knowledge?)

Furthermore, in establishing such training and education programs the objectives should be clear, practical and attainable (i.e., not necessarily ideal but realistic). Training activities involve a more focused set of learning activities to carry out specific tasks based on an accepted methodology with available techniques. Education represent the most formal approach to learning disaster mitigation with the aim of bringing a person to an understanding of a subject to the level of forming independent opinions, establishing priorities and understanding relevant methodology (Scamm, 1884) . An individual involvement in an organized training for earthquake disaster management should lead to some sort of certification. This recognition of the accomplishment will result in greater motivation for others to take up such training.

For proper development of a training and education program, curricula and strategies for disaster preparedness the following fundamental questions need to be answered (Erdik, 1988): What needs to be learned? (Subject Matter), Who needs to learn it ? (Target Audience), How can it be learned ?(Learning Media).

WHAT NEEDS TO BE LEARNED?

The subject matter for disaster management training and education depend on the rural and urban development levels and the socioeconomic structure of a country. A rational assessment of the subject- matter for training and education may start with identification of the country-specific problems associated with the management of disasters. For example, the problems associated with the earthquake disaster management in Turkey have been identified (Ergnay and Erdik,1984) as: ambiguities on government policies for disaster management; high vulnerability of rural structures ;insufficient enforcement of design codes, construction quality and urban planning.

1. Earthquake Physics (Geographical distribution; tectonics; causes; measurement methods and scales)
2. Earthquake Hazards (Strong earthquake ground motion; site response; tsunami, seiche, landslide, subsidence and liquefaction susceptibilities; primary and secondary earthquake hazards; probabilistic assessments; macro- and micro-zonation and hazards mapping; land-use management and siting considerations)
3. Earthquake vulnerability and Risk (Earthquake vulnerability of human lives, structures and socio-economic systems; synthesis of vulnerability with hazards for the assessment of earthquake risk; deterministic and probabilistic approaches)

4. Earthquake Resistance Design, Construction and Retrofitting (Principles and codes for earthquake resistance design and construction of building, infra-structure, utilities and life-lines; evaluation, repair, strengthening and retrofitting of the same; earthquake resistant construction of non-engineered and/or rural buildings)
5. Earthquake Disasters (Case studies of relevant earthquake disasters; earthquake disaster data base; effect of disasters on environment and systems)
6. Preparedness (Pre-disaster) Planning and activities (Pre-disaster planning and management activities and techniques; disaster awareness, public information, education and training; creation and strengthening of programs and organizations for the prevention of earthquake disasters; hazardous insurance; legislative and regulatory measures; response readiness; logistical support; resource management; mobile command and communication operations; public warning systems)
7. Emergency (Mid-disaster) Planning, Post- Disaster Planning and Activities (Emergency rescue, evacuation, transportation and communication; damage assessment, condemnation, demolition, demarcation of dangerous buildings and zones; debris removal; emergency provision of health care, shelter, water, food, and utilities; human response and information management; enforcement; planning and co-ordination of disaster relief assistance)

CONCLUSION:

There exists several target audience groups to direct the training and education program in disaster preparedness. Who needs to be trained? These groups include: the general public, operational professionals (e.g., engineers, craftsmen, farmers, health workers, planners and insurers), private enterprise, government agencies, hazard specific endangered groups, and policy makers. Local governments and agencies are good sources of information for identifying priority target groups since they should be most familiar with the country specific demographic profile.

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13. DISASTER MANAGEMENT IN EDUCATIONAL INSTITUTIONS

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ABSTRACT:

Disaster Management as a structure and process calls for preparedness and alertness, directing our attention and will to know, understand and apply skills relating to life, in various degrees and situation. Frantic rush for bookish knowledge to get higher degree is one sided education. Education also needs to take into account the other aspects of life like sound body, mental health and wholesome development of personality. School fire drills are held in order to provide for the day and well being of students and staff. Disaster Management is the discipline of dealing with and avoiding risks.

INTRODUCTION:

Education is said to be related to life. Lodge said Education is life and life itself is Education. Therefore, it can be said that the goal of education is to ensure and achieve maximum safety, security, growth and development, ability, span, happiness and all good things. The ability to live securely and with dignity, to master, to manipulate, to adapt, to cope, to shape, to suit and to meet our need and requirement is always on life agenda.

The need for life is on one hand, guided by instinct, emotion, intelligence, attitude, desire, interest etc and on the other, being refined by social circles like home, school, relatives, friends, other institutions formally and informally. But in the course of time such necessary things tend to lose due weightage in educational programme. Therefore, Disaster Management as a structure and process calls for preparedness and alertness, directing our attention and will to know, understand and apply skills relating to life, in various degrees and situation.

Frantic rush for bookish knowledge to get higher degree is one sided education. Education also needs to take into account the other aspects of life like sound body, mental health and wholesome development of personality. A Book knowledge may not be related to real life situation. Man is destined to be a master of the nature not simply books. A Disaster like earthquake, fire, cyclone, flood, accidents etc are common happening all around the globe. It can destroy life in a second, and bring human civilization to ruin. Disaster reports are flashed widely through news and mass media and on the other, still many incidents went unreported. In this instance, it is necessary that Education as a process of preserving and developing human being, consider topic of disaster and its management, to equip participants with necessary knowledge and skill to withstand against natural and manmade forces, to respond appropriately, to mitigate, and to ensure a dignified life.

DISASTER MANAGEMENT:

Disaster Management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for disaster before it occurs, disaster response (e.g. emergency evacuation, quarantine, mass decontamination, etc.), as well as supporting, and rebuilding society after natural or human-made disasters have occurred. In general, any disaster management is the continuous process by which all individuals, groups, and communities manage hazards in an effort to avoid or ameliorate the impact of disasters resulting from the hazard.

TYPES OF DISASTER:

1. **Natural disasters.** These disasters include floods, hurricanes, earthquakes and volcano eruptions that can have immediate impacts on human health, as well as secondary impacts causing further death and suffering from floods causing landslides, earthquakes resulting in fires, tsunamis causing widespread flooding and typhoons sinking ferries
2. **Environmental emergencies.** These emergencies include technological or industrial accidents, usually involving hazardous material, and occur where these materials are produced, used or transported. Large forest fires are generally included in this definition because they tend to be caused by humans.
3. **Complex emergencies.** These emergencies involve a break-down of authority, looting and attacks on strategic installations. Complex emergencies include conflict situations and war.
4. **Pandemic emergencies.** These emergencies involve a sudden onset of a contagious disease that affects health but also disrupts services and businesses, bringing economic and social costs.

COMPONENTS OF DISASTER:

1. **Risk** is a measure of the expected losses due to a hazardous event of a particular magnitude occurring in a given area over a specific time period. Risk is a function of the probability of particular occurrences and the losses each would cause. The level of risk depends on:
 - Nature of the Hazard
 - Vulnerability of the elements which are affected
 - Economic value of those elements
2. **Vulnerability** is defined as “the extent to which a community, structure, service, and geographic area is likely to be damaged or disrupted by the impact of particular hazard, on account of their nature, construction and proximity to hazardous terrain or a disaster prone area”
3. **Hazards** are defined as “Phenomena that pose a threat to people, structures, or economic assets and which may cause a disaster. They could be either manmade or naturally occurring in our environment.”

ROLE OF EDUCATIONAL INSTITUTION IN DISASTER MANAGEMENT

THE EDUCATIONAL INSTITUTION CAN ACT AS FOLLOWS:

Act as a safe shelter.

Health center for the locality.

Disaster management Information center where data base could be maintained on population, health, institutions etc.

A center for learning and counseling.

The school can be feeding center.

Training for DRM volunteers, Village Council members, Teachers, Government officials at the Sub-Division level.

ROLE OF STUDENT IN DISASTER:

- Knowledge on first aid, rescue and evacuation.
- Help in the preparation of the school disaster contingency plan.
- Aware the parents and community on various types of hazards and what are the preparedness measures to be taken.
- Plantation in the school premises.
- Boosting the morale of the community after the disaster.
- Senior students can help villagers in preparing the Village Disaster Preparedness and Response Plan.
- The students can be volunteers in the first-aid team, Rescue and Evacuation team, early warning team in their village.

A STEP-BY-STEP GUIDE FOR TEACHERS:

1. PLAN AHEAD

- **Know your school district's policy:** Most school district include the following: an assigned meeting place for students: individual class rosters so that students can be accounted for; that windows and doors be closed to prevent the spread of fire; and provisions for assigning an adult assistant or a students buddy to assist classmates with special needs.
- **Know your school's fire protection system:** Be familiar with the type of fire protection system at your school. Know the location of pull stations and whether your school is protected by fire sprinklers.
- **Know the alarm sound:** Learn your school fire alarm's sound so you can respond quickly.
- **Know the school floor plan:** Every room in your school should have a map posted showing at least two ways out so you can escape, even if one exit is blocked. Know alternate routes of escape.
- **Know the escape plan:** Time is a critical factor in a fire emergency. Learn which exit to use. It's important to know exactly what to do when the fire alarm sounds. Elevators should never be used during a fire.

2. DISCUSS PROCEDURES WITH STUDENTS.

- **Be orderly:** Students should know how to quietly line up and leave the room when the alarm sounds.
- **Test doors before opening:** Kneel or crouch and feel the door. If the door is warm, use another escape route. If it is cool, open it slowly. Be prepared to close the door if there is smoke or flame on the other side.
- **Crawl low under smoke:** Since heat rises and carries toxic smoke with it, the air will be cooler and cleaner near the floor during a fire. If you find smoke, try another escape route. If you must exit through smoke, crawl on your hands and knees and keep your head 12 to 24 inches above the floor.
- **Know where you're going:** Know which exit to use and go to the assigned meeting place outside the building.

- **Helping others:** Plan for students who need special help leaving the building. Discuss these procedures with the class.

3. PRACTICE

- **Monthly School Fire Drills:** Fire drills are required at least once each month during the school year. Fire drills include the complete evacuation of all persons from the building. No one should re-enter the building until directed a designed person.
- **Home Fire Drills:** School fire drills are a model for children too use their own homes. Home fire escape plans are important and should be practiced twice a year. Practice is essential.

CONCLUSION:

I conclude that the Government of India over the years formulated strategies to cope with, prevent and mitigate disasters because of the frequency of disasters affecting the country. These policies consist of long and short term prevention and preparedness measures and immediate response mechanisms. They also include appropriate administrative structures to manage disaster response, financial systems to fund and facilitate them, the mechanisms to ensure that policies and strategies are continuously reviewed and revised in the light of experiences within the country and in other parts of the world. We, as teachers as responsible citizens of our country should be a part and parcel of the disaster preparedness drive taken up in the country.

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14. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH EDUCATIONAL INSTITUTIONS

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ABSTRACT

Almost every day disasters are striking several parts of the world. In India, 59 per cent of the land mass is susceptible to seismic hazard; 5 per cent of the total geographical area is prone to floods; 8 per cent of the total landmass is prone to cyclones; 70 per cent of the total cultivable area is vulnerable to drought. Apart from this the hilly regions are vulnerable to avalanches/landslides/hailstorms/cloudbursts. In addition to this manmade hazard, which are frequent and cause huge damage to life and property. It is therefore important to have preparation to cope with the effects disasters such as damage, disruption of assets, networks, and social capital and casualties. Young people are often seriously affected when disasters strikes and can face severe difficulties in coping with unexpected and traumatic interruptions to their lives. But despite this, the world's youth are also the very people who can teach their communities - and the wider world - how to reduce the risks and impact of disasters. Young people are unmatched by any other demographic group in their ability to bring about meaningful change in social behaviour and attitudes. We must not underestimate their potential to make a real difference in the time of disasters. Hence efforts are needed by educational institutions to develop knowledge on disaster management and climate change among the youth. And also built attitude towards the importance of preparedness. Further the youth has to be equipped with the skills essential to participate in disaster management activities. In this connection the Universities through extension programmes, NCC, NSS, Nehru Yuvakendras, Red Cross societies, Boys and Scouts and NGOs etc has to train the youth to bring hazardous situation under control faster by systemic approach. This paper deals with the disaster management by youth organisations through educational institutions.

INTRODUCTION:

God has created this universe which includes earth, water, sky, nature and deep down the earth surface. There are men and nature the two most vital components of this universe. Man can do wonders. Nature has everything already done. Man creates the things which are said to be artificial. They are not permanent. But nature has created the things which are permanent. No one can alter in the design of nature. Man has no control over it. Nature has its own way. Sometimes it is soothing, sometimes it is ferocious. Whenever it turns to be in its bad temper it can bring devastation. It is known as disaster. Man has always been threatened by the fury of nature from the very beginning of his existence on this earth. Disaster management is a collective and co-ordinated effort. A number of activities need to be undertaken in the event of disaster. These include co-ordination, command and control, rapid assessment of damage, restoration of power etc. According to the World Bank, disaster management is the body of policy and administrative decisions and operational activities which pertain to the various stages of a disaster at all levels.

EDUCATING YOUTH:

Schools and youth-serving programs can provide key venues for youth to learn about disaster preparedness and response. Research suggests that trainings focused on disaster preparedness can result in behavior changes, and that youth who are prepared are more confident and feel empowered during an actual emergency.¹ Further, youth involved in multiple educational programs targeted at hazard education have been found to have significantly more knowledge about disasters and disaster preparedness than youth who participated in just one program. Important considerations for educating and preparing youth for disasters:

- **Be realistic:** The use of scare tactics has been found to be an ineffective approach for disaster preparation. In contrast, providing realistic information about disasters and coping mechanisms has been found to be an effective approach.
- **Be youth-focused:** Programs should focus on youth needs, include their voices, and delineate the role that youth play in a disaster. The focus should not be the same for youth and adults. Programs should use age-appropriate instructional practices.
- **Be creative:** Utilizing creative methods that include the use of interactive visual aids and opportunities where youth can be actively involved in experiential learning have been found to be related to knowledge of preparedness. View [an example](#) of a creative approach to disaster preparedness.
- **Integrate into the curriculum:** Disaster preparedness can be integrated into school curricula across subject matter. View a [catalogue](#) of examples of education resources.
- **Engage families:** Youth preparedness programs should promote interaction between youth and their families. For example, programs can help to ensure families have developed disaster preparedness plans and kits, and that youth are involved and knowledgeable about these efforts.

FORMAL AND INFORMAL EDUCATION

Today the world reveals the power of both formal education in disaster risk reduction, integrated into curricula for all age levels, as well as informal education introduced through co-curricular and extra-curricular activities that begin at school.

FORMAL EDUCATION;

- **Dissemination of written materials,** uses of posters and signage are important ways to share disaster
- **Creative educational materials,** whether toys and games, documentary and short videos, storybooks,.
- **Cultural and performing arts,** whether music, song, poetry, dance, puppetry, magic, street theatre,
- **After school “safety clubs”, scouting badges, and project activities** can develop interest and leadership among children.
- **Projects that bring students into contact with local community and local government**

- **Sports Day activities** are an excellent time for drills and demonstrations, as well as competitive games that introduce cooperative response skills (e.g. water bucket brigade competition, fire extinguisher target practice, injury transport relays, and knowledge games).
- **Involving parents and local community** through regular parent, parent-teacher association or school welfare committee meetings, wider community fairs and “open house” are all important opportunities for informal education. Exhibitions and displays of student-created risk and capacity maps, models, artwork and essays, personalize this interest and make it more powerful.
- **community partners** are eager to assist in these efforts. There are academic and scientific institutions, Red Cross/Red Crescent national societies, civic and nonprofit organizations, local government partners and businesses ready to assist and support schools in this effort. Community members may also engage as volunteers implementing physical protection measures such as re-mounting classroom doors to open outwards, painting exit signage, securing furnishings against earthquake shaking or digging channels to direct rainwater away from building.
- **Disaster drills** often form the cornerstone of informal education because they are school-wide rather than single-course events. Simple drills include response to any early warnings, practice for what to do during fire, earthquake, and other hazards faced. Simulation drills include development and practice of response skills such as fire suppression, first aid, transport of injured, mass casualty non-medical triage, damage assessment, and light search and rescue.

Formal Education

- Formal curriculum integration may be introduced fairly rapidly in the form of elective courses or modules that plug into existing courses. Disaster risk reduction can also be systematically and more slowly infused into the curriculum by elaborating its full scope and sequence, undertaking an audit of existing curriculum, and designing the entry points in the course of the curriculum adoption cycle for all subjects and age levels.
- **Curriculum integration** refers to an approach that makes use of specially developed units, modules or chapters concentrating on disaster risk reduction. Ideally these are designed to fit into several specific course curricula, at specific grade levels, for a specific duration. This has clear advantages that the topic has a reserved place in the curriculum where it can be sustained and its richness and local content developed over time. Development and introduction of this curriculum can take place rapidly because it does not require the labor-intensive audit of every course at every grade level. This must be supported with teacher training to develop both competence and efficacy. However, for many countries, there seems nothing that could be squeezed out in order to squeeze in these special modules.
- **Extra-curricular integration** is a compromise where needed content is slipped in to the school day.

YOUTH READY TO RESPOND:

IN 1906, American Red Cross youth came to the aid of the victims of the San Francisco earthquake — their first official contribution as a group to peacetime disaster response. One hundred years later, in November 2006, 24 Red Cross youth members and their advisers from across Los Angeles met to train as community disaster educators, readying them to help others prevent, prepare for and respond to emergencies through the Be Red Cross Ready programme. Today, all over the world, youth are involved in all kinds of disaster work, and they constantly train and prepare to improve. Many National Societies recognize the added value of youth, not only ensuring that young people work alongside other volunteers, but also designing specific youth activities and programmes.

CONCLUSION:

Many youth spend a significant amount of time outside their homes. They spend their days at schools, in community programs, and at recreational facilities, which are responsible for their temporary care until they are reunited with their families. Schools and programs also often provide additional services for youth, including

health care and meals. These need to be considered as part of preparedness planning. For example, schools need to determine whether they have enough food for a lock down and that they are sufficiently prepared to meet the health care needs of all their students for an extended period, if evacuated, or if the power is out. Therefore, it is important that these locations plan for crises or disasters and share their emergency preparedness plans with parents and legal guardians. Emergencies can also happen when youth are in transit between home and school or other programs; therefore, it is important that school and youth-serving programs include this time in their emergency plans. These actions will undoubtedly help young people to do more, do better, and reach further in reducing disaster risks. Despite many challenges ahead of us, by working closely with children and young people, we can make communities all over the world safer and more resilient to disasters and their consequences. After all, the future is theirs.

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15. YOUTH ORGANIZATION FOR DISASTER MANAGEMENT THROUGH EDUCATIONAL INSTITUTIONS

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ABSTRACT

‘Young people are a force for transformation’ -Bonki-Moon, U.N. Secretary General. This article on ‘YODM through Educational Management’ documents an attempt to explain the role of youths in Disaster Management through Educational Institutions. It particularly focuses on the various organization in schools and colleges and their participation in Disaster Management. No community or country is spared by Disasters. Either Natural or Man-made disasters affect all the communities and countries in one way or other. India usually suffers from Natural calamities like floods, cyclone, earthquake, landslides etc. Thousands of people and large properties are destroyed every year. Definition for youth, youth organization and Disaster Management are given in this paper. Kinds of disasters and how they can be managed with the help of youth organizations in educational institutions are dealt in detail in this paper. Levels of Disasters and authorities to deal with them also are discussed here under.

Key Words: Youth, Youth organization, Disaster Management, and Educational institutions.;

INTRODUCTION:

The period between childhood and adult age is considered ‘Youth period’. The U.N. defines youth between the age of 15 and 24 for statistical purposes. UNV defines youth as between ages of 18 and 29 as its knowledge, experience, operational tools and conditions of service are best related to working. **“Youth are the first to stand against injustice. Youth are a force for transformation” Bonki- Moon UN Sec. Gen.**

Youth organization means a public association of young people legally approved for some social purposes. It may also be called a social reform movement. Youth organizations in Educational Institutions play a vital role in Disaster Management. Several youth organizations like Scouts and Guides, Junior Red Cross and N.C.C involve

themselves actively in times of disasters. They play a lion's share in mitigating the havoc and sufferings caused by disasters which may be natural or man-made.

WHY YODM:

The members in youth organizations have more opportunities for clear communication, acting industrially, and influencing others in an unprecedented way. They can also face the challenges bravely caused by an unprecedented calamity. Youth participation is very important in disaster preparedness and post disaster efforts like managing natural resources, mobilizing communication through new technologies and supporting efforts to reduce the hardships due to disasters. They provide the energy, creative ideas and determination to drive home the goal and thus act as agents of positive change in society in times of disaster.

EDUCATIONAL INSTITUTIONS' RESPONSIBILITIES:

Educational Institutions should promote healthy Youth Organisations like N.C.C., N.S.S, J.R.C., Bharat Scouts, Guides when they expect commitment from the Youth. They must have a caring educational atmosphere. There should be clear rules and consequences. The Head and Staff are to provide positive, responsible adult role models. Above all they must have faith on the youths and expect them to do well.

DEFINITIONS OF DISASTER AND DISASTER MANAGEMENT:

DISASTER: It is derived from the Greek pejorative prefix (dis) meaning (bad) +star. The root of the word 'disaster' (bad+ star) in Greek and Latin comes from an astrological theme.

DISASTER MANAGEMENT:

It refers to 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) environment.

CLASSIFICATION OF DISASTERS:

Disasters can be broadly classified into: **Natural** and **Man-made**

They can also be categorised under four main types.

1. **NATURAL DISASTERS:** These include floods, hurricanes earthquakes, tsunamis etc.
2. **ENVIRONMENTAL EMERGENCIES:** Industrial accidents and Forest fires come under this category.
3. **COMPLEX EMERGENCIES:** These involve a sudden break-down of authority, looting and attacks on public property. These include conflict situation and war which are man-made.
4. **PANDEMIC EMERGENCIES:** These involve a sudden onset of a contagious disease that affects health and disrupts services and business bringing economic and social costs.

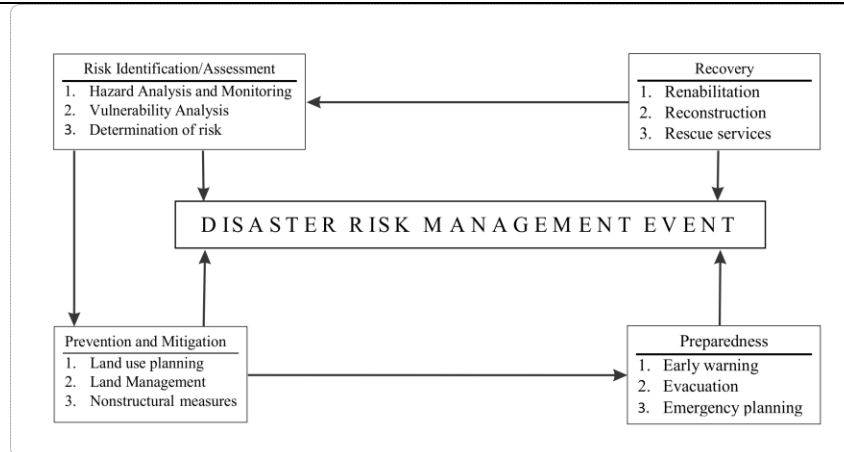
LEVELS OF DISASTERS:

The levels of disasters are disseminated as L0, L1, L2 and L3 based on the vulnerability and on the ability of various authorities to deal with them. Various color codes have also been assimilated.

L0 refers to normal times of calamities which the local authorities can manage. Disaster level authorities should handle L1 disasters. L2 disasters draw the attention of state government. Central government should intervene during L3 Disasters.

DISASTER RISK MANAGEMENT:

This can be simply illustrated as hereunder.



CONCLUSION:

Youth Organizations for Disaster Management through Educational Institution are fully involved in all the four phases of Disaster Risk Management. The member of these organization should be trained properly and apprised of what will be done, how it is to be done, who will do it and by when it should be carried out during disasters. They will understand the specific action plans and carry out them successfully.

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16. YOUTH ORGANISATION FOR DISASTER MANAGEMENT THROUGH EDUCATIONAL INSTITUTIONS

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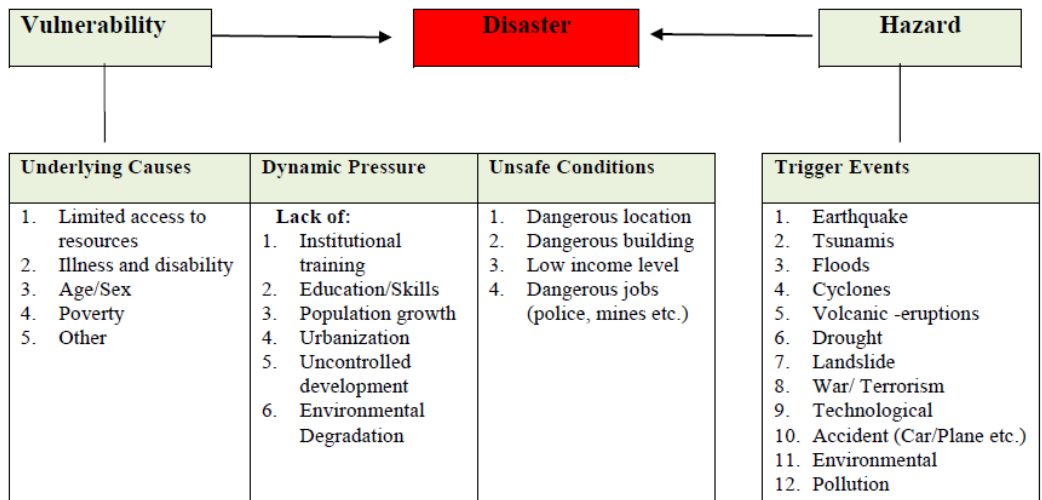
ABSTRACT

Disasters disrupt progress and destroy the hard-earned fruits of painstaking developmental efforts, often pushing nations, in quest for progress, back by several decades. Thus, efficient management of disasters, rather than mere response to their occurrence has, in recent times, received increased attention both within India and abroad. This is as much a result of the recognition through educational institutions of the youth organization for disaster management by increasing frequency and intensity of disasters as it is an acknowledgement that good governance, in a caring and civilized society, needs to deal effectively with the devastating impact of disasters.

INTRODUCTION

Disasters and emergencies such as fires; severe weather; tornadoes; earthquakes; floods; pandemic event; life threatening situation; equipment failure; a cyber-attack or a terrorist attack can strike anywhere at any time with little or no warning. Such disasters and emergencies come with no respect of geographical or national borders and never occur at convenient times. All emergencies are “local” phenomenon of which young people and children are a part of. Young people and children must therefore be prepared and trained in all matters pertaining to disaster response. They can use this knowledge to save their own lives and even defend their communities’ livelihood.

WHAT IS DISASTER



DISASTER MANAGEMENT

A disaster refers to a catastrophe, mishap, calamity or grave occurrence from natural or man-made causes, which is beyond the coping capacity of the affected community. DM involves 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 consequences.
- Capacity building including research and knowledge management.
- 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

DISASTER MANAGEMENT ACT, 2005

The Act lays down institutional, legal, financial and coordination mechanisms at the national, state, district and local levels. These institutions are not parallel structures and will work in close harmony. The new institutional framework is expected to usher in a paradigm shift in DM from relief-centric approach to a proactive regime that lays greater emphasis on preparedness, prevention and mitigation.

INSTITUTIONAL CAPACITY DEVELOPMENT

The NIDM will play an important role in developing and facilitating the implementation of the national training schedule for DM. It will also be the nodal institution for regional and international cooperation for training. There are a number of renowned institutes in various states, which are imparting training in DM. These will be strengthened with financial assistance and such efforts will be replicated by States/UTs. Also, the DM cells in all administrative training institutes, police academies, and states institutes of rural development, the four paramilitary training centers of the NDRF and the National Training Academy will contribute most significantly in developing DM related skills. The capacity of existing institutes needs to be upgraded in accordance with regional and local requirements.

PROFESSIONAL TECHNICAL EDUCATION

The curricula of graduate and postgraduate level courses in architecture, engineering, earth sciences and medicine will be reviewed by the competent authorities to include the contemporary knowledge related to DM in their respective specialized fields. The role of NCC and Boys Scout may also be included in schools and colleges for disaster management related work. At the national level, the Ministry of Human Resource Development will encourage the development of DM as a distinct academic discipline, in the universities and institutes of technical excellence.

TRAINING OF COMMUNITIES

Building the capacity of communities, as they are the first responders to disasters, is a significant part of the capacity development process. It will include awareness, sensitization, orientation and developing skills of communities and community leaders. Assistance from NDRF, Civil Defence and NGOs/ other voluntary organizations such as the Red Cross and Self -Help Groups will be encouraged. The overall responsibility to give impetus to leadership and motivation will rest with local authorities, PRIs and ULBs under the overall guidance of State and District authorities

DM EDUCATION IN SCHOOLS

The introduction of the subject of DM, by the Ministry of Human Resource Development, in the curriculum through the Central Board of Secondary Education, will be extended to all schools through their Secondary Education Boards. State Government will also ensure the inclusion of Disaster Management curriculum through State School Boards. The education content will inculcate skill based training, psychological resilience and qualities of leadership. The role of NCC and Boys Scout may also be included in schools and colleges for disaster management related work. Disaster education will aim at developing a culture of preparedness and safety, besides implementing school DM plans.

TRAINING OF ARTISANS

The up gradation of the skills of artisans is another crucial component of Capacity building process. The Central Ministries and Departments concerned will ensure the availability of resources for sustainable programmers' to train artisans. The States will be encouraged to promote this activity vigorously. The guidance of Indian Institutes of Technology (IITs) and National Institutes of Technology (NITs) will be sought to plan these programmers'. The implementation will be assisted by Industrial Training Institutes (ITIs) and other Central, Regional and State Vocational Training Institutes. To ensure widespread participation, these programmers' will be made available. Private builders, contractors and NGOs are expected to play a significant role in utilizing trained artisans.

TRAINING OF OTHER GROUPS

Other professional groups such as paramedics, social workers, plumbers, sanitary fitters and safety auditors also play a very important role in community-based DM. These groups will also be provided training through suitable programmers'.

CONCLUSION

By enhancing various activities and steps taken by the educational institutions by using youth organizations can be prepared very efficiently for managing the disaster.