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NSS REGIONAL CENTRE, BANGALORE

CONCEPT PAPER ON ENVIRONMENT & NSS

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Introduction:

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 crore 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 forefront 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.

Environment:

The actual definition of environment is the influences and resources in a system. The environment is your surroundings, the hills and rivers, the ocean, the air and so on. Environment is your surroundings and what's around you. Its where you live. Some environments are cleaner than others and that's a healthy environment, sadly some places are not. This is caused by pollution and littering. Always think whenever you are going to throw something on the ground, that there are people who are living in a dump and you are one of the people who are making it worse. You do not want to live in place where there is little water and not enough food; you will hate it. So, whenever somebody asks you 'what is environment', always say what you think is right and think about not yourself, but people around you and also people who are living today without ample water, food and shelter. There was a time when people thought of the environment, they thought of its beauty; but now as the natural beauty of the earth that disappears, because of the increase in population, many people around the world have awoken to the realities of just how fragile our earth actually is. Central to this issue is **pollution**, which involves the introduction of harmful substances into the air, land, and water. Although pollution has been occurring throughout the earth's history, the rate by which the human species have contributed to the amount of pollution that has entered our environment over the past several hundred years far exceeds the earth's inherent ability to heal itself. Along with pollution, the mass **deforestation** of the world's old growth forests has also posed a growing problem to our environment. The clearance of forests without sufficient reforestation has gradually wore down nature's natural defense against air pollution, desertification, and soil nutrient loss to the point that we are now facing a future world without trees, which would ultimately mean a world without people. Experts and advocates of environment-centered reforms to policies, laws, and harmful corporate and social practices currently make up the '*global environmental [protection] movement*', which seeks to consolidate individual efforts to improve upon the ways human beings interact with the planet. The global issue of the Environment encompasses many diverse matters of interest some of which will be discussed throughout these Global Issues pages, which include: Animal Rights, Climate Change, Natural Disasters, Sustainable Development, Biodiversity and Green Spaces.

Environment & NSS:

As for as NSS is concerned, we can create an awareness on the following areas viz:

- Ⓢ Air Pollution
- Ⓢ Water Pollution & Watershed Management
- Ⓢ Deforestation
- Ⓢ Tree Plantation
- Ⓢ Global Warming/Climate Change/Green House Effect
- Ⓢ Ozone layer

AIR POLLUTION:

Air Pollution may be defined as the presence in the outdoor atmosphere of one or more contaminants such as dust, fumes, gas, mist, odour, smoke or vapour in quantities with characteristic and of durations such as to be injurious to human, property, plant or animal life or unreasonable interfere with the comfortable enjoyment of life and property. There are several main *types* of pollution and well-known *effects* of pollution which are commonly discussed. These include smog, acid rain, the greenhouse effect, and "holes" in the ozone layer. Each of these problems has serious implications for our and well-being as well as for the whole environment.

Pollution also needs to be considered *inside* our homes, offices, and schools. Some of these pollutants can be created by indoor activities such as smoking and cooking. It is therefore important to consider both and [outdoor](#) air pollution.

NSS can play an active role in implementing by creating awareness to promote Smokeless Cholas, Gobar gas, solar energy.

WATER POLLUTION:

Water Pollution may be defined as alteration in physical, chemical and biological characteristics of water, which may be cause harmful effects on human and aquatic biota. Water is fundamental to life. We are made of water; we consume water; we depend on water. Crops grow because of water and oil is extracted with the help of water. Computers, cars, paper, pots, cosmetics and more are manufactured using water. There is no way to escape the fact that we are utterly, and ultimately, dependent on this resource. Today we have only 24 % of the drinking water in the world with contaminated status like fluoride and hazardous chemicals.

Sources of water Pollution

- Ⓢ Sewage and domestic wastes
- Ⓢ Industrial effluents
- Ⓢ Agricultural discharges
- Ⓢ Fertilizers
- Ⓢ Detergents
- Ⓢ Toxic metals

☉ Siltation

As citizens, we must work to ensure that everyone, everywhere, has access to clean, safe water. It is in our best interest to know what is in our water and how we can ensure that it is safe to drink and use. Metals, chemicals, pharmaceuticals and other wastes often find their way into our drinking water and can have serious health effects ranging from toxic poisoning to hormone disruption to cancers. Where does your water come from? What does your water treatment plant test for? What are the drinking water regulations and guidelines in your area? Where do your wastes go? These are all pieces of your water puzzle and the more you know, the better off all of our water resources will be.

Watershed Management:

Today, because of deforestation there is no rain, the water table has gone down to 800 to 1000 ft. So we can create the awareness among the community in the adopted villages to recharge the water by way of Percolating pits, Rain Water Harvesting, trenching in the fields.

DEFORESTATION

Deforestation is a critical part of the solution. Deforestation is responsible for about 20% of global warming.

Planting trees will:

- ☉ Absorbs carbon dioxide to reduce climate change
- ☉ Improves air quality
- ☉ Preserves biodiversity
- ☉ Controls flooding by minimizing runoff and topsoil loss
- ☉ Provides habitat and nutrition for wildlife
- ☉ Creates jobs managing tree nurseries, planting and care

GLOBAL WARMING:

While some would call global warming a theory, others would call it a proven set of facts. Let us consider global warming to be both a premise that the environment of the world as we know it is slowly, but very surely increasing in overall air and water temperature. The earth's temperature is rising steadily. By the end of this century, the extent of warming could range from 1.8 C to 4 C due to emission of CO₂, deforestation and so on. This will lead to water scarcity and droughts as well as higher rainfall and floods. Changing climate patterns will impact biodiversity, forests and agriculture. And coastline will feel the direct impact of rising sea levels. Global warming as caused by greenhouse gas emissions can lead us to a definite imbalance of nature.

The premise of global warming as an issue of debate is that industrial growth coupled with non-structured methods we as humans use to sustain ourselves has created a situation where our planet is getting progressively hotter. This has seemingly negatively effected our environment by a cycle of harmful processes that now seem to be feeding upon themselves to exponentially increase the damage to our ecosystem.

Causes of Global Warming

Let us start our examination of Global warming with a study of its causes. Global warming is an overall state of existence that is the cumulative effect of hundreds of environmental factors. All of these join together in both a linear and random model to show global warming as a chain of events.

OZONE LAYER:

Most modern attention to the problem of global warming began with discussion of depletion of the Earth's Ozone layer. Ozone (O₃) is a molecular form of Oxygen. The Ozone layer is a relatively thin strata of these molecules set in the lower portion of the Earth's stratosphere. Depletion of the Earth's Ozone layer has resulted in a large increase in Ultra Violet Rays reaching the surface of the earth and this causes health hazards like Cancer, and Skin Problems.

Aims and Objectives of Environment Education:

The goals of Environmental Educational are to develop concern and awareness among world population about the total environment and its associated problems and commitment to work individually and collectively towards solution of current problems and the prevention. The goals of environmental education are:

1. To improve the quality of environment
2. To create an awareness among the people on environmental problems and conversation.
3. To create an atmosphere so that people participate in decision making and develop the capabilities to evaluate the developmental Education.

Objectivites of Environmental Education:

1. **Awareness:** to help social groups and individuals acquite an awareness of and sensitivity to the total environment and its allied problems
2. **Knowledge:** to help social groups and individuals to gain a variety of experiences and acquire a basic understanding of the environment and its associated problems.
3. **Attitudes:** to help social groups and individuals to acquire a set of values and feeling of concern for the environment and the motivation for actively participating in environmental improvement and protection.
4. **Skills:** to help social groups and individual to acquires the skills for identifying and solving environmental problems.
5. **Participation:** to provide social groups and individuals with an opportunity to be actively involved at all levels working towards the resolution of environmental problems.

Methodology:

Role of NSS Volunteers in Environmental Action

Involvement in environmental 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 political knowledge, communication, problem-solving, imagination, creativity, 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 in the decision-making systems, make sound choices rather than accept the prescriptions of others and input their own knowledge into public discussion and decisions

@ NSS as contributors to Society:

Young people have both the right and responsibility to participate in decisions affecting their environment and are capable of making valuable contributions to their communities and society. Young people are best seen not as future citizens but as co-creators of a thriving society and of healthy practices by the environments in which they live, work, play and learn.

@ NSS as participants:

Youth participation in environmental action reflects a different relationship between young people and adults – one that shares power and decision-making – a change from the traditional relationship in our schools/colleges, youth programmes and communities. Youth participation also changes adults' 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.

@ NSS as action takers:

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. Actions that do not directly address root causes do sometimes have the potential to contribute indirectly to solving environmental problems. For example, a clean-up initiated by youths may draw public attention to the issue of littering or illegal dumping, which might lead a community to consider actions to eliminate these problems.

Personality Development of NSS volunteers

When youths take action to effect change, they can acquire skills related to planning, public speaking, fundraising, 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 think critically about the kind of 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. Young people can make a positive impact on the environment. They have influence in their families since parents tend to view their children as better informed on environmental issues and they also exert influence on their peers. Youths are therefore capable of not only playing a critical role in conservation, environmental outreach and education, but also in mobilizing other young people to take meaningful action for the environment.

CONCLUSION:

Youth involvement in Environmental action.

ENVIRONMENTAL Action is about shifting from saying to doing. Creating this shift requires using the techniques of psychology and social marketing. The latter technique communicates to individuals of a particular group, how a change in their specific behaviour(s), will be in their own self-interest. Usually, the behaviour change not only benefits the individual but society as a whole.

Once individuals have made that shift from saying to doing for the environment, they will take Environmental Action. Successful Environmental Actions are based on a deliberate strategy involving decisions, planning, implementation and reflection on the positive outcomes of such actions by an individual or group.

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.

Be the change you want to see in your environment today and encourage other young people to join the noble cause of working for a better environment'

CONCEPT PAPER ON DISASTER MANAGEMENT

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Introduction

Disaster Management is the burning issue of every country. If the disasters are studied properly and proper precautions are taken by the nation then there will be less damages. Taking into consideration this importance the research about disaster management will be the great study.

What is 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.

Definition of Disaster Management

Disaster Management Act 2005 define disaster management as a continuous and integrated process of planning, organizing, coordinating and implementing measures which are necessary or expedient for (1) prevention of danger or threat of any disaster (2) mitigation or reduction of risk of any disaster or its severity or consequences (3) capacity building (4) preparedness to deal with any disaster (5) prompt response to any threatening disaster situation or disaster (6) assessing severity or magnitude of effects of any disaster (7) evacuation rescue and relief and (8) rehabilitation and reconstruction.

The High Powered Committee defined as “a collective term encompassing all aspects of planning for and responding to disasters, including both pre and post disaster activities. It may refer to the management of both the risks and consequences of disasters”.

Clearly the term management has emerged as an umbrella term that encompasses the entire disaster cycle, including mitigation. This needs careful noting and wide spread awareness because traditionally the term management was restrictively used to address only post disaster operations. Unless the old mindsets get changed, the cause

of disaster mitigation will continue to suffer at the hands of traditional disaster managers. Disaster Mitigation According to Disaster Management Act 2005, “mitigation means measures aimed at reducing the risk, impact or effects of a disaster or a threatening disaster situation”. There is the urgent need to ensure that disaster mitigation strategies get enmeshed and integrated with the very development process.

The Indian Scenario

India supports one-sixth of the world’s population on just 2% of its landmass. It suffers heavily from natural disasters of every shade and description hits the poorest of the poor and which is why the considerations of disaster safety deserves prime attention. A High Powered Committee (HPC) of the Government of India, in its report submitted to the Government of India in October 2001, outlined the huge scope for Disaster Management by listing some three dozen different types of disasters India must prepare for [see Annexure I]. Of these, earthquakes, floods, cyclones and landslides rank among the most fear disasters in India, and the fear is naturally heightened in the areas affected by multiple hazards. Nearly 59% of India’s land area is prone to earthquakes of moderate to high hazard, nearly 12% is flood prone, about 8% is cyclone prone, 2% is landslide prone and a long coastline is exposed to tsunamis and storm surges. Drought, regarded as disaster in slow motion, affect as much as 68% of India’s land area. Of the 35 states and union territories, as many as 27 are disaster prone. And if the perceived threats due to other disasters such as chemical and terrorist attacks are added, every square inch of India is vulnerable, calling for immediate attention and sustained effort. These disasters along with others occur with unflinching regularity and the losses caused by them continue to mount year after year. This fact emphasizes the importance of protecting our buildings from hazards to prevent disastrous situations.

Focus of Thinking in India With the recurrent earthquakes; Uttarkashi (1991), Latur (1993), Jabalpur (1997) and the super cyclone in Orissa (1999), the Government of India constituted a High Power Committee (HPC) on Disaster Management in 1999, the scope of which was enlarged in April 2000 to cover manmade disasters as well. In January, 2001, the devastating earthquake of M 7.7 occurred in Kachchh, Gujarat, which virtually shook the whole Government system. The HPC submitted its report to the Government of India in October 2001 following a “participatory approach at the national, state and district levels involving all concerned government ministries, departments, scientific, technical, research and development organizations, social science institutions.” The HPC recommended multi-hazard approach to disaster management. The HPC echoed the IDNDR view that earthquake disaster mitigation efforts in the country were mostly reactive and highlighted the need to “proceed from hazard assessment to vulnerability analyses and ultimately estimation of earthquake risk, and Risk Mitigation. The Government of India subsequently setup a National Committee on Disaster Management which considered the recommendations of the HPC for implementation, and recommended formation of an independent Disaster Management Authority at the national level and also to shift the Disaster Management Division from Ministry of Home Agriculture to Ministry of Home Affairs. Subsequently the

Ministry of Home Affairs (MHA), constituted a Core Group on Earthquake Mitigation in 2003, which helped in identifying the most significant mitigation and preparedness measures.

National Disaster Management Act 2005 A committee was constituted on 11 January 2005 by the Government of India to draft the Disaster Management Bill. The Bill was introduced in the Rajya Sabha on the 11 May, 2005. It was referred to the Parliamentary Standing Committee for examination and report. The report was presented to the Gol on 25th August 2005. Rajya Sabha passed the Bill with amendments on 28 November 2005 and Lok Sabha did so on 12 and 13 December 2005. President of India signed the Bill on the 23 December 2005 and the Bill become the National Disaster Management Act. The Act brings about a paradigm shift in India's approach to disaster management. The centre of gravity stands visibly shifted to preparedness, prevention and planning simultaneously as the national disaster response is improved.

The study of disaster can be classified as :

- 1 [Types of disasters](#)
- 2 [Disaster prevention](#)
- 3 [Disaster preparedness](#)
- 4 [Disaster relief](#)
- 5 [Disaster recovery](#)

1.Types of disasters

There is no country that is immune from disaster, though vulnerability to disaster varies. There are four main types of disaster.

- **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
- **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.
- **Complex emergencies.** These emergencies involve a break-down of authority, looting and attacks on strategic installations. Complex emergencies include conflict situations and war.
- **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.

Any disaster can interrupt essential services, such as the provision of health care, electricity, water, sewage/garbage removal, transportation and communications. The interruption can seriously affect the health, social and economic networks of local communities and countries. Disasters have a major and long-lasting impact on people long after the immediate effect has been mitigated. Poorly planned relief activities can have a significant negative impact not only on the disaster victims but also on donors and relief agencies. So it is important that physical therapists join established programmes rather than attempting individual efforts.

Local, regional, national and (where necessary) international organisations are all involved in mounting a humanitarian response to disasters. Each will have a prepared disaster management plan. These plans cover prevention, preparedness, relief and recovery.

Types of natural and non-natural disasters

Disasters are often classified according to their:

a causes – natural vs. human

b speed of onset – sudden vs. slow

A. CAUSES

1 Natural Disasters

These types of disaster naturally occur in proximity to, and pose a threat to, people, structures or economic assets. They are caused by biological, geological, seismic, hydrologic, or meteorological conditions or processes in the natural environment (e.g., cyclones, earthquakes, tsunamis, floods, landslides, and volcanic eruptions).

a Cyclones, Hurricanes or Typhoons

Cyclones develop when a warm ocean gives rise to hot air, which in turn creates convectional air currents. Cyclones occur when these conventional air currents are being displaced. The term hurricane/typhoon is a regionally specific name for a “tropical cyclone”. In Asia they are called ‘typhoons’; in the Indian and Pacific Oceans they are called ‘cyclones’; and over the North Atlantic and Caribbean Basin, they are called ‘hurricanes’. Tropical warning procedures:

i Small crafts and fishing boats: approx 25-35mph winds.

ii Wind advisory for the public: approx. 25-35mph winds

iii *Gale watch*: when a mature tropical cyclone has a significant probability to threaten a part of the country within 48 hours.

iv *Gale force warning*: issued when wind speeds are expected to reach gale force intensity of (34-47knots) within the next 24 hours.

v Storm watch: if a post tropical cyclone disturbance is a notable threat to an area or the entire country within a 24 to 48 hour timeframe, a storm watch statement would be included with the gale warning.

vi Storm warning: issued every three (3) hours when the average wind speeds are expected to reach storm force intensity of 48-63 knots within the next 12 to 24 hours.

vii Cyclone watch: issued when tropical cyclone winds is expected to reach cyclone force winds of above 63 knots (or 70 mph) in 24 to 48 hours.

viii Cyclone warning: issued every three (3) hours, when wind speeds are expected to exceed 63 knots within the next 12 to 24 hours.

b Earthquakes

An earthquake is a trembling or shaking movement of the earth's surface, resulting from plate movements along a fault-plane or as a result of volcanic activity. Earthquakes can strike suddenly, violently, and without warning at any time of the day or night. The following terminologies are associated with earthquakes: *epicentre*, *fault*, *magnitude* and *seismic waves*. For practical purposes, earthquakes are usually defined by their magnitude (or quantitative energy released) which is measured using a logarithm scale of 1 – 10. This logarithm scale is referred to as the *Richter scale*. The magnitude is determined by analysing seismic data obtained from seismometers. The intensity of an earthquake is measured using the *Modified Mercalli Intensity (MMI) Scale*, which is determined qualitatively by physical observations of the earthquake's impact.

c Tsunami

A tsunami is an ocean wave generated by a submarine earthquake, volcano or landslide. It is also known as a seismic sea wave, and incorrectly as a tidal wave. Storm surges (or *Galu Lolo*) are waves caused by strong winds¹. The largest earthquake event recorded in Samoa was on 26 June 1917, measuring 8.3 on the Richter scale. The event originated in Tonga (approximately 200km south of Apia) and it triggered a tsunami of four to eight (4-8) metre run-ups in Satupaitea, Savaii. The tsunami arrived less than ten (10) minutes from its point of origin, meaning it travelled at 1 Tsunami was known in Samoa as a *Galu Afi* but the National Disaster Advisory Committee (DAC) has now adopted SUNAMI as its Samoan translation.

a speed of more than 1,000km/hr. Hence, when an earthquake occurs, you must heed the tsunami warning, for example, people living in low-lying coastal areas must relocate to higher and safer grounds immediately.

d Floods

This phenomenon occurs when water covers previously dry areas, i.e., when large amounts of water flow from a source such as a river or a broken pipe onto a previously dry area, or when water overflows banks or barriers. Floods can be environmentally

important to local ecosystems. For example, some river floods bring nutrients to soil such as in Egypt where the annual flooding of the Nile River carries nutrients to otherwise dry land. Floods can also have an economic and emotional impact on people, particularly if their property is directly affected. Having a better understanding of what causes flooding can help people to be better prepared and to perhaps minimize or prevent flood damage.

e Landslides

The term landslide refers to the downward movement of masses of rock and soil.

Landslides are caused by one or a combination of the following factors:

change in slope gradient, increasing the load the land must bear, shocks and vibrations, change in water content, ground water movement, frost action, weathering of rocks, removal or, or changing the type of vegetation covering slopes. Landslide hazard areas occur where the land has certain characteristics which contribute to the risk of the downhill movement of material.

These characteristics include:

i A slope greater than 15 percent.

ii Landslide activity or movement occurred during the last 10,000 years.

iii Stream or wave activity which has caused erosion, undercut a bank or cut into a bank to cause the surrounding land to be unstable.

iv The presence or potential for snow avalanches.

v The presence of an alluvial fan which indicates vulnerability to the flow of debris or sediments.

vi The presence of impermeable soils, such as silt or clay, which are mixed with granular soils such as sand and gravel. Landslides can also be triggered by other natural hazards such as rains, floods, earthquakes, as well as human-made causes, such as grading, terrain cutting and filling, excessive development, etc. Because the factors affecting landslides can be geophysical or human-made, they can occur in developed areas, undeveloped areas, or any area where the terrain has been altered for roads, houses, utilities, buildings, etc.

2 Human-Made Disasters

These are disasters or emergency situations of which the principal, direct causes are identifiable human actions, deliberate or otherwise. Apart from “technological disasters” this mainly involves situations in which civilian populations suffer casualties, losses of property, basic services and means of livelihood as a result of war, civil strife or other conflicts, or policy implementation. In many cases, people are forced to leave their homes, giving rise to congregations of refugees or externally and/or internally displaced

persons as a result of civil strife, an airplane crash, a major fire, oil spill, epidemic, terrorism, etc.

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.

3. Disaster preparedness

These activities are designed to minimize 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.

4. 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.

5. 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.

Myths and Realities of Disaster Assistance summarizes some of the common misunderstandings about disaster management.

Role of NSS in Disaster Management

India has largest youth force in the world. The services of youth force can be utilized very meaningfully to mitigate the sorrow and loss to the country. NSS has got very vital and vibrant and easily approachable force which can reach to the spot in a most organized manner to take up the challenges to provide the necessary and preliminary help, aid and awareness to the victims, as this group is educated, highly motivated and disciplined, dedicated for the cause of service. If NSS volunteers are given a specific training, they can deliver good results at the expected level.

The exemplary service has already been rendered by the NSS units in:

- i. The earthquakes in Khillari – Latur District of Maharashtra. NSS volunteers have constructed houses which is known as NSS village/NSS Gram.
- ii. In the Bhopal gas tragedy, NSS has extended service in a very meaningful way to the victims by counseling and created awareness on the medical treatment, arranged mass blood donation camps and helped to create overnight shelters.
- iii. The cyclone and earth quakewhich hit the Gujarat in the year 1982-83, NSS has rose up to the occasion and rendered a very wonderful service by organizing a series of camps to provide and distribute clothes, food material, medicine and raised funds and undertook rehabilitation projects.
- iv. During drought situation in 1986, NSS has made an exemplary service by organizing cattle camps and fodder distribution. The same service has been rendered to tsunami and flood victims and during terror attacks in Mumbai also.

Conclusion

Disaster Management is very important topic for research. This unit sets the scope for what disaster management entails. As an the content focuses on definitions and descriptions of terminologies; articulating the concept of disaster management; identifying and describing the types of natural and human-caused disasters; and briefly describing the implications disasters can have on people and the environment.

NATIONAL SERVICE SCHEME AND RURAL DEVELOPMENT A CONCEPT PAPER

Introduction:

“No society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable”, as Adam Smith so eloquently put it.

When we refer to development we essentially refer to the development of the under-developed. Even in the least developed and developing countries, the disparity between development status of urban areas and rural areas is extremely high. Rural areas in the developing world are home to the most under-developed people and gruesome poverty. These rural societies are often found trapped in vicious cycle of poverty that is characterized by poor infrastructure, lack of access to water & sanitation, health, education, capital, and communication facilities etc... Therefore, the development of these rural societies is the key to the development of the world.

The definition of youth : The United Nations General Assembly in 1985 for the International Youth Year first defined youth as people between the ages of 15 and 24 but as per National youth policy (draft 2012) we would be considering youth as people between 13 and 35.

Besides statistical definitions, youth have been described in many different ways; sometimes as a particular age group, as a stage of life or as an attitude. Swami Vivekananda the great Philosopher and ambassador of Indian view of life to the world had this to say to youth:

"Supreme value of youth period is incalculable and indescribable. Youth life is the most precious life. Youth is the best time. The way in which you utilize this period will decide the nature of coming years that lie ahead of you. Your happiness, your success, your honor and your good name all depend upon the way in which you live now, in this present period..."

The importance of NSS among the rural youth in developing their habitats & environment, in bringing changes to their existing systems, of introducing new technology, in questioning existing power structures and changing age old inhibitory social beliefs and attitudes has been articulated several times over. Young people are the key to sustaining long-term social and economic development, and are an integral part of rural communities. Thus, NSS volunteers and rural youth play an important role in shaping a successful future for rural societies.

The NSS is a voluntary organisation of students in the Colleges & +2 Schools working for a linkage between the campus and community aimed at Personality development through community service. It arouses the social conscience of the students and provides them an opportunity to work with the people in the villages. Their interaction with the common villagers exposed them the realities of life and brought about a change in their social perception. These NSS Volunteers have been doing lot of activities viz; i) to enable the students to understand the community in which they work/belong. ii) to identify the needs and problems in the community in the solution of which they can be involved and iii) to do activities to develop among themselves a sense of social and civic responsibility.etc. and thereby created many assets for the Rural development.

Rural development in general is used to denote the actions and initiatives taken to improve the standard of living of the people who live in villages. The government takes the required initiatives to improve this by various programmes by development of infrastructure, health centres and other schemes for rural India.

The National Service Scheme lunched in Gandhiji's Birth Centenary year 1969 is now the largest youth organization of our country and its contribution to nation building deserves highest reputation. It helps channelize the energy of our youth into a creative force to usher in social change through a wide spectrum of activities that are a powerful instrument for spreading awareness in society at the grass root level for rural development.

It is high time to develop a concept paper on NSS and Rural Development for converting the youth energy into creative force for Rural Development.

Purpose:

Rural development generally refers to the process of improving the quality of life and economic wellbeing of people living in relatively isolated and sparsely populated areas. Rural development has traditionally cantered on agriculture and forestry. However, changes in global production networks and increased urbanization have changed the character of rural areas. The globalisation and urbanisation created a wide disparity among the facilities and knowledge between rural and urban. The real need for rural development is focused approach combining the technology and rural skills for a holistic rural development. Education, entrepreneurship, physical infrastructure, social

infrastructure and other employable skills all play an important role in developing rural regions.

Project Description

Skill development training to NSS Volunteers to channelize their energy into a creative force for socio economic development of the Rural Region.

Goals and objectives

The goals and objectives of rural development extend beyond any particular sector: They include improved productivity, and thus higher incomes for the target groups, as well as minimum acceptable levels of life with food, shelter, education, and health services. Fulfilment of these objectives calls for an expansion of the welfare and developmental services available to the rural poor. , The rural community is to be developed as self reliant one for which the student youth and rural youth be given opportunity to participate in every aspect of the development programme.

Many of the development programs, policies and strategies intended to raise rural incomes. Both governments supported and people driven development programs and efforts could be facilitated further through a program aimed at producing the key players in facilitating development to happen where it is required most. Successful rural development demands an investment in human resources in rural areas in terms of health and education services, among others. The overall purpose of such development effort is to increase the capacity of the people to become more productive.

Therefore, the implementation of such policies and strategies requires trained manpower and efficient institutional development. Currently, the NSS volunteers are hardly getting 70 hours for Rural development work in a year apart from attending 7-day camp for undertaking such initiative. Therefore, the 7-day camp may be devoted for rural development in a better way.

The objective of Rural Development is to facilitate pro-poor, gender sensitive and ecologically sound agricultural and rural development process by producing highly qualified human resources in Rural Development. More specifically, the program will assist in professionalizing and improving the effectiveness and efficiency of interventions in rural development by supplying with creative, dynamic and professionally responsible development professionals who upon their graduation can meet the needs of various governmental and non-governmental organizations in addressing the emerging issues in rural development in an effective manner.

This initiative will , in turn help by spearheading the fight against poverty to improve the life of the masses in rural areas of the country.

In this context, the brief objective for rural development is to strengthen the academic activities by encompassing the realistic issues of the country such as poverty, employment, natural resource degradation, and a growing inequalities and disparities between the rich and poor.

Research

Research in rural development is crucial to identify problems and to give a right solution. Appropriate research studies will be taken up based on the needs.

Methodology and Time frame

At present 240 hours are devoted for NSS volunteers for doing Regular work in 2 consecutive years apart from attending 7- day special camp. The amount earmarked for NSS is not sufficient to have a regular systematic implementation of Rural development programmes. However on voluntary basis the NSS volunteers are trying their level best to devote time for the community development. Hence, an attempt is to be initiated from the higher level to devote specific time in the academic curricula for NSS so that the volunteers can easily devote for the common cause. It can also be an elective paper.

The following methodology can be adopted

- I. Meeting of NSS programme Coordinators to prepare a plan of action
- II. Constitute different committees for effective delegation of job tasks.
- III. Enlisting the Govt Departments working for Rural Development
- IV. Convening a coordination meeting of NSS and other Govt Departments/NGO's working for Rural Development for learning each other's potential and prepare a plan for effective project implementation.
- V. Seeking the assistance of those departments to Involve NSS volunteers for the effective implementation and success of the programme.
- VI. Arrange to provide training for NSS volunteers/NSS Programme officers on the specific project.
- VII. Carry out a feasibility pilot test for the major rural development programme.
- VIII. Organise the development programme to achieve the goal of the project and desired results.

Benefits/Anticipated Outcomes.

Any Rural Development activity requires the people's support especially the youth. It is high time that NSS volunteers/youth energy should be channelized in a constructive

way to produce meaningful results through meaningful representation, participation in community and political decision making bodies. Communities should acknowledge the energy and ideas of the emerging generation of leaders. This would help in bridging the generation gap

The rural and agricultural development must be an essential element of a successful strategy for alleviating mass poverty not only because agriculture is a source of food, but because agriculture and rural other allied activities are a major source of income for the rural poor. Hence their development helps to reduce poverty - provided there are no marked inequalities of wealth in rural society.

Rural development would involve among other things, improving rural roads and access to communication systems; publicly funded agricultural research; rural savings and credit Programmes to assist the poor in creating assets and engaging in rural other allied activities; irrigation and soil conservation and other measures to improve agricultural productivity and competitiveness. The aim would not simply be to grow more food but to increase employment opportunities for the poor and their incomes.

For example, Zhang, W. (2012), in the book on **Education for Rural Transformation (ERT)** highlighted the good practices implemented in China and identified six possible perspectives from which these good practices could be viewed from, namely:

- 1) Poverty reduction
- 2) Skills training: including technical and vocational skills training, life skills training and the use of Information and Computer Technology (ICT)
- 3) Capacity building of local community and lifelong learning systems
- 4) The spread of new concepts such as sustainable development
- 5) Spiritual civilization building
- 6) Women empowerment

The NSS comes into community touch and faces the reality only during 120 hours in a year and 7-days of special camp in the adopted village/area. The volunteers and teachers due to semester system and hectic academic schedule, it is seldom find time to social work activities.. Taking into consideration of the availability of time and manpower of NSS Volunteers and teachers, the programmes are to be planned to uplift the overall development of the volunteers and the rural community within the purview of the following broad areas. . The volunteers should act as change managers through their peers to convey the message rather than doing heavy manual labour. Instead of manual labour, their intellectual skills and transfer of technology among the rural community will improve the life style of the rural masses.

Broad areas

1. Develop skill while studying in the School/College
2. Make use of skills and knowledge possessed by the NSS volunteers for the upliftment of the rural community.
3. Promote the villagers in the adopted village to generate employment opportunities for raising the standard of living
4. Promote all centrally/state sponsored welfare programmes through awareness generation.
5. Follow healthy life style and promote the same as role models.
6. Promote Agriculture and Animal Husbandry in the adopted villages
7. Construction of houses for the homeless under the State Government Housing Scheme and Indira Awas Yojana.
8. Enrolment of volunteers for basic English course and Hindi courses
9. Health awareness programmes and Campaign against life style diseases

Government Departments: The NSS can be associated with the following departments and take up rural development works.

1. Rural Development Department
2. Local Administration Department and local bodies.
3. Krishi Vigyan Kendras
4. Department of Agriculture & Animal Husbandry
5. Govt. Vocational Training Centres
6. NABARD
7. District Industries Centres
8. Nationalised banks.
9. NRHM
10. Energy Conservation Department

NSS programmes being carried out in Kerala in collaboration with different Departments which was benefited by the Students/public in Kerala

1. **NRHM** – National Rural Health Mission in association with NSS have formed 140 **TEENS CLUB** aims to promote adolescent health and healthy lifestyle among College students. The club is managed by NSS and the membership is open to all students.

2. A CAMPUS - COMMUNITY APPROACH – HOME FOR THE HOMELESS
By Mahatma Gandhi University, Kottayam, Kerala

No. of houses constructed: **160 houses** constructed for the homeless worth ` 2 crores. (160 were houses constructed and handed over to the beneficiary)

No. of volunteers/Pos : 19000 NSS volunteers and 190 Programme Officers involved

Coverage area : 4 Districts under the University jurisdiction.

The crowning glory of the NSS was in the remarkable success of the project “**Home for the Homeless**” around 160 houses have been built out of the sweat and tedious work of the NSS volunteers and the unstinting support of well wishers. This project was initiated by the MG. University to fulfill one of the basic human needs to provide shelter for the marginalized and underprivileged below poverty line who don't have any other chance and choice to fulfill their dream Home come true. The government cannot extend this facility to all deserving unless it takes support from non-governmental organisations/welfare agencies.

3. **Energy Conservation Department** - The NSS Volunteers are involved in the Energy Auditing in households and promote energy conservation as well familiarise LED and CFL lamps in place on conventional bulbs, effective use of fans, motors, other electrical appliances etc. The main purpose is to initiate energy conservation measures in every household of NSS volunteers to maximise the use of natural light and air in place of lights and fans during day time.

In Kerala the Technical Education Directorate has formulated a special project called “**NEST – National Service Scheme Energy and Environmental conservation through Students and Technocrats**” in association with Energy Management Centre (EMC, Govt. of Kerala). It aims to promote awareness generation among the volunteer's houses and neighbourhood to maximize the efforts to conserve energy. (Primary activity to promote CFL in place of conventional bulbs.)

4. **Water quality test** – The NSS took a new initiative to test the quality of water available in different wells located in the villages/towns in Kerala and so far 40,000 water samples were tested. This project was technically supported by

Kerala Water Authority and UNICEF. The results of the samples revealed the amount of contamination, salinity, mineral deposits etc. Accordingly the many wells were cleaned and chlorinated made potable/usable for different purposes. Another project called “Nalla Nadu – Nalla Vellam (Good place – Good water) is also being carried out in Kerala in association with Water & Irrigation Department. The main purpose of this project is to bring an attitudinal change to conserve and preserve water sources (rain water harvesting, desilting of ponds, making water percolation pits etc).

5. **Self Reliance in Vegetable cultivation**: The NSS has taken lead to motivate every volunteer to promote vegetable cultivation wherever cultivable lands are available. The State Agricultural Department/local bodies made available sufficient quantities of vegetable seeds/saplings. Accordingly the NSS volunteers have developed vegetable garden in the campus and households wherein cabbage, tapioca, banana, paddy and green vegetables were planted./
6. **Waste is wealth**: A novel project in order to dispose of solid household waste into manure by erecting pipe compost. The manure generated from the pipe compost is being used for vegetable cultivation. It is proposed to plant 1 lakh pipe compost in one lakh houses for the effective solid waste management for which the local self government department extends financial subsidy.

Support Needed & Costs.

- Increase the programme fund on NSS.
- The NSS volunteers may be given specific certificate on fulfilling/accomplishing special projects
- Skills Development Training by the Universities/directorates as part of technology transfer from Urban to rural.
- Inclusion of Ex- NSS in the main stream to utilise their potentials for Rural development.
- Include NSS as part of curriculum which will create desirable minds set among the students for promotion of volunteerism
- Detailed guidelines may be circulated among the Ministries concerned with Rural development to involve NSS in taking up special projects.
- Inter-departmental Coordination committees may be formed at State/National level with concerned NSS functionaries.

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