

Together Towards a Safer India Part-III

A Stride Ahead

A Textbook on
Disaster Management
for Class X



CENTRAL BOARD OF SECONDARY EDUCATION

Preet Vihar, Delhi - 110092

Together Towards a Safer India Part III

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A Textbook on Disaster Management for Class X



केन्द्रीय माध्यमिक शिक्षा बोर्ड

प्रीत विहार, दिल्ली-110092

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A textbook on Disaster Management for Class X

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First Edition : 2005

Revised Edition : 2006

Reprint Edition : 2007 - 1,50,000

(Paper used : 80 gsm Maplitho Paper)

Reprint Edition : Nov 2007 - 1,00,000

Reprint Edition : 2008 - 80,000

Reprint Edition : 2010 - 40,000

Reprint Edition : 2010 - 15,000

Reprint Edition : 2011 - 13,000

Reprint Edition : 2011 - 20,000

Reprint Edition : Nov 2012 - 40,000

Reprint Edition : March 2013 - 20,000

Reprint Edition : Nov 2015 - 55,000

Reprint Edition : July 2016 - 3,000

Reprint Edition : March 2017 - 70,000

Price : ₹ 30.00

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PUBLISHED BY : The Secretary, Central Board of Secondary Education, Shiksha Kendra,
2, Community Centre, Preet Vihar, Delhi – 110092 and printed by
NCERT, Sri Aurobindo Marg, New Delhi – 110016

DESIGN & LAYOUT :

PRINTED AT :

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण 'प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

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1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
 2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।
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भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाइयों को छू लें;

¹(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

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1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **¹SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

-
1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
 2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)
-

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

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1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Foreword

The massive earthquake of magnitude 8.6, which hit Indonesia (off the West Coast of Northern Sumatra) on 26th December 2004 at 06:28 hrs, was the biggest in last 40 years which triggered the deadly tsunami waves in Southeast Asia and coastal India. Another earthquake of magnitude 7.3 occurred 81 kms West of Pulo Kunji (Great Nicobar) at 9:51:26 AM(IST). Dozens of buildings were destroyed in the initial quake before a huge wall of water, up to 10m high in places, hit the Indian coast. More than 10,000 people died after huge waves swept away south Indian states. Not long before, on 16th July, 2004, 93 innocent lives were lost in the Kumbhakonam fire tragedy in Tamilnadu.

Looking at the vulnerability of the country to various hazards like the floods, cyclones and drought which can be predicted to the more sudden disasters like earthquakes, landslides and various manmade disasters which cannot be predicted and are very frequent in the present day world, it is time for us to have an insight into these hazards and get ourselves prepared.

Class VIII and the class IX text books on Disaster Management “Together towards a safer India” part I and part II discuss various precautionary measures that one needs to take to get oneself prepared from various hazards prevalent in our country. They also focus on various structural and non-structural measures that we need to take to combat such disasters. The class X textbook on Disaster Management aims at having a practical understanding of managing disasters. The aftermath of the tragic Tsunami has prompted the Board to incorporate a chapter on Tsunami which contains useful information on causes and the preparedness measures to be taken up to combat the killer waves. Certain material for the enrichment and extension of student learning has been given as boxes items. We request teachers to make it a part of the teaching-learning process. Chapter 1 and Chapter 7 of this book are non-evaluative though their study is important to have a better understanding of Disaster Management.

I hope this book will help all the students who are the future citizens, volunteers and also disaster managers to be able to cope up with disasters and be better disaster managers and save many precious lives.

I would like to thank Ministry of Home Affairs for their support and guidance in the preparation of the course materials and helping the Board in carrying out orientation programmes in various parts of the country. My sincere thanks to the UNDP Team which has tirelessly put all their efforts in every endeavour, without whose support the initiative would have been difficult to continue. Above all, I express my gratitude to the teachers across the country who have taken all the pains to introduce this subject in their schools, not only as a subject but as a necessary life skill as well. Many of the schools have gone beyond the premises of their schools and have taken pains to generate awareness among parents and also the community. My thanks to all!

Chairman, CBSE

Patron

Sh. R.K. Chaturvedi, IAS

Chairman, CBSE

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For the Students...

Your experiences on Disaster Management in Classes VIII and IX must have helped you by now to have a better understanding of various hazards, their causes and impact and knowing the mitigation strategies for reducing the impact. At this juncture of your life, CBSE intends to groom the students who are the future '**Disaster Managers**', to have a better know how on handling disasters. The book begins with a special section on tsunami detailing what these are and what possible steps can be taken to protect ourselves from their impact. This book tries to give hands on experience to the student on various survival skills, which would save many precious lives in an emergency. It also discusses various alternative communication systems, which can be made use of when existing communication systems fail during a disaster situation. A safe home is a secure home. Therefore, it is necessary to follow safe construction practices and strengthen our existing buildings as explained in the fifth chapter. We would like to assure you that you are not alone in your stride towards making the community safer. The sixth chapter of the book outlines many Government and non-government bodies which play a major role in managing disasters and help you in sharing your responsibilities. Knowing them better will help you in taking their assistance at the time of need. So, it is right time to plan for the safety of the people who matter for you the most. Chapter seven discusses about some of the steps involved in the planning process.

As we all know now, disasters bring along with them heavy loss to life, property and livelihood. So, it is time to make disaster management a way of life - and an essential life skill. Let's be prepared for the safety of our near and dear ones than to be a victim of it and repent later.

Contents

Foreword

For Students

CHAPTER 1	Introduction	1
CHAPTER 2	Tsunami - The killer sea waves	7
CHAPTER 3	Survival Skills	13
CHAPTER 4	Alternative Communication Systems.....during disasters	28
CHAPTER 5	Safe Construction Practices	33
CHAPTER 6	Sharing Responsibilities	45
CHAPTER 7	Planning Ahead	52