

## **Ethical tools for communicating hazard education in Arunachal Pradesh, India.**

Swapna Acharjee

India (swapna\_a@yahoo.com)

The state of Arunachal Pradesh is covering 83,743 sq.Kms located in the northeastern region of India, is blessed with natural biodiversity and is recognized as one of the 'Biodiversity hotspot' of the world. However due to geotectonic events and climate change the state suffers from colossal problems like landslide, soil erosion, earthquakes, flash floods, etc. Several studies have been taken up by the institutions, government organizations and other agencies to understand the role of geological, geo-anthropic and climate change initiating the hazard events. The 6.8 magnitude earthquake that hit the northeastern region with epicenter in Manipur, India on 4th January 2016, triggered panic in various parts of Arunachal Pradesh. Since the habitations in the state are spread across various geomorphic units, the most crucial task is to communicate and generate awareness about the disaster prone areas and the feasible mitigation measures in a simple manner. In this regard the GIS based hazard zonation maps on 1:50K scale are found to be very useful tool in communicating wide range of audience including the government officials from various departments, officers from districts and the non-government officials engaged in DRR projects. The maps are available in district-wise format and can be easily interpreted by people and the DRR practitioners with the help of the map index. The structured training programmes and the workshops on disaster management are also a constructive tool to communicate hazard education with adequate print and visual media coverage. The trained personnel's help in spreading hazard education in rural areas through local dialect. In the recent time web based Massive Online Courses (MOOC's) are creating a dynamic platform in communicating hazard education through the use of social media. MOOC's on hazard education and disaster resilience measures are gaining significance for generating awareness that can promote building a sustainable and disaster resilient society by encompassing a larger partakers. But for a scientific understanding of the Hazard events, it is time to focus on incorporating geosciences as a primary subject in the curriculum at all level. Moreover it would be important to increase the awareness of geoscientists on the fundamental role they can play in society, especially with regard to geoeducation campaigns for the populations living in areas affected by geological hazards.