CHAPTER IV

METHODOLOGY

“Children are especially vulnerable to the threats posed by natural hazards. At the same time, they can be powerful agents of change, provided they are well armed with knowledge about how to prepare in advance, how to act on warnings and how to reduce at home and in their communities. It is essential, therefore, to make disaster – risk education a component of national school curricula, and ensure that children understand how natural hazards interact with the environment”.

- Mr. Kofi Annan’s message on the International Day for Disaster Reduction.

4.0 OVERVIEW

The success of the research is exclusively attributed to that of the effective methodology. This chapter gives a detailed account of the tool employed, the procedure followed, the samples chosen, analysis of the data, reliability and the validity of tools used.
4.1 STATEMENT OF THE PROBLEM:

Drastic changes occur due to the fast development in science and technology. From ancient period mankind have been facing many disasters both natural and artificial, such as tsunami, war, storm, famine, drought, fire, or bomb blast. One cannot stop natural disasters, but can have awareness and follow the safety measures to protect their lives. Disasters happen in several ways. For example, on January 26, 2001, Gujarat faced a heavy blow to life due to the earthquake in Bhuj district.

On December 26, 2004 Tsunami, caused a heavy loss of innocent lives and had shaken the entire world. After one such disaster, December 15, 2011 Thane cyclone occurred and destroyed more than 1000 hectares of agriculture lands. Simultaneously flood has occurred in Cuddalore, Karaikal, Chennai and Pondicherry. If one has awareness on tsunami, cyclone and floods, one could take action to minimize the loss of lives and possessions which includes safety and security of life. Such awareness program will have an impact on disaster management. Spreading messages for the welfare of an individual or a village through any media is a way of imparting education which gradually bring changes.

It is true, that different types of disasters happen in various parts of the earth. Children are the main victims of such disasters. Hence the disaster
management is important for the teachers to safeguard the lives of mankind and in turn they can also impart it to others in future.

4.2 TITLE OF THE RESEARCH:

“DEVELOPMENT AND TESTING OF MULTIMEDIA PACKAGE ON DISASTER MANAGEMENT FOR PRIMARY SCHOOL TEACHERS”.

4.2.1 OPERATIONAL DEFINITIONS:

DISASTER:

Disaster is referred to us a sudden accident or a natural catastrophe that causes great damage or loss of life.


In this present study the investigator refers disaster to an unexpected natural flood, cyclone and tsunami of substantial extent causing significant physical damage or destruction, loss of life or sometimes permanent change to the natural environment.
DISASTER MANAGEMENT:

Disaster management means managing resources and various responsibilities to deal with all humanitarian aspects of emergencies. This may include preparedness, response and recovery. The purpose of disaster management is to lessen the impact of disasters.

- Web definition (Wiki Pedia)

In this present study the investigator refers Disaster management to how one can manage and implement the action of plan with reference to cyclone, flood and tsunami.

MULTI MEDIA:

Multimedia is the technology engaging a variety of media, including text, audio, video, graphics and animation, either separately or in combination with computers to communicate ideas or to disseminate information.

In this present study the investigator refers multimedia to teach the electronic module which includes both audio / video.
4.3 OBJECTIVES OF THE STUDY:

The Major and specific objectives as follows:

MAJOR OBJECTIVES:

1. To develop multimedia package on disaster management for primary school teachers.

2. To generate awareness on disaster management through multimedia package among primary school teachers.

3. To test the effectiveness of multimedia package on disaster management developed for primary school teachers.

SPECIFIC OBJECTIVES:

4. To generate awareness on tsunami and disaster management through multimedia package among primary school teachers.

5. To generate awareness on cyclone and disaster management through multimedia package among primary school teachers.

6. To generate awareness on flood and disaster management through multimedia package among primary school teachers.
4.4 HYPOTHESES:

1. There is no significant difference between pretest and posttest score of the primary school teachers with regard to their awareness in disaster management.

2. There is no significant difference between the primary school teachers in their awareness on disaster management with regard to their gender.

3. There is no significant difference between the primary school teachers in their awareness on disaster management with regard to their locality.

4. There is no significant difference between the primary school teachers in their awareness on disaster management with regard to their marital status.

5. There is no significant difference between the primary school teachers in their awareness on disaster management with regard to their personal experience of disaster.

6. There is no significant difference between the primary school teachers in their awareness on disaster management with regard to their residence.

7. There is no significant difference between the primary school teachers in their awareness on disaster management with regard to the training they received in disaster management.
8. There is no significant difference among the primary school teachers in their awareness on disaster management with regard to the type of school management.

9. There is no significant difference among the primary school teachers in their awareness on disaster management with regard to their age group.

10. There is no significant difference among the primary school teachers in their awareness on disaster management with regard to their educational qualification.

11. There is no significant difference among the primary school teachers in their awareness on disaster management with regard to their teaching experience.

12. There is no significant difference among the primary school teachers in their awareness on disaster management with regard to the size of the population in their work place.

13. There is no significant difference among the primary school teachers in their awareness on disaster management with regard to their socio economic status.

14. There is no significant relationship between the dimensions of awareness on disaster management among primary school teachers.
15. There is no significant difference between the retention of the primary school teachers in their awareness on disaster management with regard to their gender.

16. There is no significant difference between the retention of the primary school teachers in their awareness on disaster management with regard to their locality.

17. There is no significant difference between the retention of the primary school teachers in their awareness on disaster management with regard to their marital status.

18. There is no significant difference between the retention of the primary school teachers in their awareness on disaster management with regard to their personal experience of disaster.

19. There is no significant difference between the retention of the primary school teachers in their awareness on disaster management with regard to their residence.

20. There is no significant difference between the retention of the primary school teachers in their awareness on disaster management with regard to the training they received in disaster management.
21. There is no significant difference among the retention of the primary school teachers in their awareness on disaster management with regard to the type of school management.

22. There is no significant difference among the retention of the primary school teachers in their awareness on disaster management with regard to their age.

23. There is no significant difference among the retention of the primary school teachers in their awareness on disaster management with regard to their educational qualification.

24. There is no significant difference among the retention of the primary school teachers in their awareness on disaster management with regard to their teaching experience.

25. There is no significant difference among the retention primary school teachers in their awareness on disaster management with regard to the size of the population in their work place.

26. There is no significant difference among the retention of the primary school teachers in their awareness on disaster management with regard to their socio economic status.
27. There is no significant difference between pretest and retention of the primary school teachers with regard to their awareness on disaster management.

28. There is no significant difference between posttest and retention of the primary school teachers with regard to their awareness on disaster management.

29. There is no significant difference between gain and retention of the primary school teachers with regard to their awareness on disaster management.
### 1.5 RESEARCH DESIGN:

The design of research is given below:

<table>
<thead>
<tr>
<th>Research Method</th>
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<td>Survey And Experimental Research</td>
<td>Attitude, Interest, Knowledge, Strategies and Skill towards Disaster Management</td>
<td>Primary School Teachers in Tamilnadu and Union Territory of Pondicherry</td>
<td>300 Primary School teachers working in coastal area.</td>
<td>Disaster Awareness Questionnaire.</td>
<td>Descriptive Analysis and Inferential Analysis</td>
</tr>
</tbody>
</table>
4.6 METHODS OF STUDY

The methods adopted by the researcher for present study are survey and experimental method.

4.6.1 SURVEY METHOD

This method is mostly used in social science research. In the present study the investigator has adopted the survey method and research has been conducted among primary school teachers in Kanyakumari, Cuddalore and Nagapattinam Districts and also in Union territory of Pondicherry. The investigator intends to find the level of attitude, interest skill, strategies and knowledge about disaster management among primary school teachers of these areas.

4.6.2 EXPERIMENTAL METHOD

The experimental method involves manipulating one variable to determine if changes in one variable cause changes in another variable. The investigator has chosen the experimental method. The experimental design adopted for the present study is “One group pre test- post test design”, because experimentation is the most scientifically sophisticated research method in Humanities. Based on this the investigator has prepared the multimedia package with help of supervisor and subject experts. Pretest was conducted to test the entry level performance of the
teachers. The multimedia package is developed to create awareness about disaster management. After the intervention the posttest was conducted to evaluate the exit level performance. After an interval of two months, the same test was conducted to find out the retention.

4.6.3 MULTIMEDIA PACKAGE DEVELOPED ON FLOOD, CYCLONE AND TSUNAMI AND TESTED

The investigator has developed a multimedia package on disaster management.

The multimedia package is self-explanatory and conveys all the information regarding safety, preparedness, relief and rescue, and rehabilitation to safeguard the lives and property from all the disasters. This multimedia package also provides information such as how and when disasters occur? What are the reasons for occurrence of disasters? What are the preventive measures and precautions do’s and don’ts at the time of disasters especially with reference to flood, cyclone and tsunami are depicted in which runs for twenty minutes multimedia package.

Multimedia is a combination of audio, video, animation, text etc. The module was prepared with the help of multimedia technology. When the information is provided visually, it will remain in the minds of the teachers forever. When the concept is delivered in demonstration form, it provides the first-
hand experience and in depth knowledge about disaster management. It teaches the teachers about various disasters. The multimedia package is effectively delivered and the teachers visualized it for about 26 minutes.

This multimedia package is such an edutainment that serves the purpose of teaching learning in the present scenario. This is an educational module on disaster management which have been prepared by using the software Adobe Flash. The main focus is on three main disasters viz.

1) Cyclone
2) Flood
3) Tsunami

MULTIMEDIA MAIN PAGE

The main page of the multimedia package consist of the various button such as module over view, objectives of the study, video, text, questions and answer, reference and summary. There is a button which helps the reader to link the various components of the module prepared in the multimedia package. The function of each button is explained and proper links has been given in this package.
MODULE OVERVIEW

In the module overview button consist of introductory part of the entire multimedia package.

OBJECTIVES

This button consists of major objectives in the preparation of this Multimedia package.

VIDEO

Under video button the aspects included are

1) Introduction
2) Cyclone
3) Flood
4) Tsunami
5) Disaster Management

INTRODUCTION (Video -2)

Introduction depicts the video on what is disaster and types of disaster.

CYCLONE (Video -3)

The cyclone is depicted in detailed video clippings on what will be the existing situation in the cyclone affected area, the affect of cyclone on the life and possession of mankind. This part ends with the preventive measures and
management techniques, how to overcome the effects occurred before and after cyclone.

**FLOOD (Video-4)**

The video clipping on flood depicted what is flood, how it occurs, what is the situation, its preventive measures and the management tactics to rescue. Also this video explains who is mostly affected through flood.

**TSUNAMI (Video -5)**

The video clipping on tsunami depicted what is tsunami, the scientific reasons for the occurrence of tsunami, its affect in the coastal area, the preventive measures to be taken and also the management strategies.

**DISASTER MANAGEMENT (Video-6)**

The disaster management video clipping depicted the safety, preparedness, relief and rescue on disaster management. What should be done before disasters occurs, at the time of disasters and after disasters take place. The video also explains how the disaster management teams should be initiated during disasters. The role of school and teacher is also highlighted.

The investigator in the concluding part, rather than managing the disaster after its occurrence, the disasters preventive measures should be taken to save the
lives of the people as well as the environment. Hence it should not be exploited or depleted.

**TEXT BUTTON**

The text button consists of text that includes the content of disasters such as cyclone, flood and tsunami.

**QUESTIONS AND ANSWER BUTTON**

The questions and answer session which includes 20 questions on the content of the module. These questions will help the individual to self-evaluate them how far they gained knowledge in the content of disasters.

**SUMMARY BUTTON**

This session includes the summary of the module.

**REFERENCE BUTTON**

This session includes reference in which the investigator has included the glossary.

This multimedia package is mainly developed to enable the primary school teachers to understand various disasters and their impact, remedial measure. These kinds of information are covered in this package.
The first starting page of each section is given as sample [9 pages] for reference as follows and the entire electronic module in DVD is enclosed with the report.

Multimedia Main Page: 1
Module Overview

At this age of knowledge explosion and technology explosion teaching is a competent skill. Now-a-days teaching through various strategies promotes the understanding and enhancement of knowledge. This module is such an aid that serves the purpose of teaching learning in this present scenario. This is an educational module on disaster management. The main focus is given on the three main disasters.

1) Cyclone
2) Flood
3) Tsunami
Objectives of Multimedia Package: 4

Multimedia package video Page: 5
DEVELOPMENT AND TESTING OF MULTIMEDIA PACKAGE ON DISASTER MANAGEMENT FOR PRIMARY SCHOOL TEACHERS

- Cyclone
- Flood
- Tsunami
- Disaster Management

Glossary page: 9
MODEL: A MULTIMEDIA PACKAGE

**Multimedia Package with effects viz**
- Audio
- Video
- Graphics
- Text
- Images
- Animation

1. Check the Knowledge level
2. Orientation with Multimedia Package on disaster
   - Nature
   - Affects
   - Management

Over the specific period of time covering Attitude, Knowledge, Skill, Strategies

Verified the Knowledge Acquired by the beneficiaries

- Teachers who are trained with Multimedia Package
4.7 RESEARCH FRAME WORK:

This research study consists of three phases. In each phase the same tool was administered to the teachers and their responses are obtained.

Phase: I

Pre test

The tool consists of 46 items in four point scale related to awareness on disaster management. The second tool consists of 29 items with multiple choices was used to know the entry behavior of primary school teachers.

Phase: II

Post test

In the second phase a 26 minutes multimedia package on disaster management was projected to the teachers and posttest was conducted immediately to find out how far the awareness has been created among them after they viewed the multimedia package.

Phase: III

Retention test

The same tool was again administered to the teachers after a period of two months and the level of retention was analysed.
4.8 STATISTICAL TECHNIQUES USED:

Gain ratio and retention ratio was calculated to find out the effectiveness of multimedia package in creating the awareness on disaster management in primary school teachers.

4.8.1 GAIN RATIO:

After phase II, with the score of pretest and posttest gain ratio was calculated using the following formula

\[
\text{Gain Ratio} = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Maximum possible score} - \text{posttest score}} \times 100
\]

4.8.2 RETENTION RATIO:

After Phase III, retention of the teachers was calculated by finding the retention ratio using the following formula

\[
\text{Retention Ratio} = \frac{\text{Retention score}}{\text{Post test score}} \times 100
\]
4.9 RESEARCH TOOLS

Questionnaires were used for data collection.

4.9.1 DESCRIPTION OF THE TOOL:

The content of the tool includes questions related to awareness on disaster management with dimensions like knowledge, attitude, interest, skills and strategies, preventive activities for better disaster management among the primary school teachers.

TOOL: 1

For primary school teachers working in coastal areas.

This tool disaster management questionnaire consists of 46 items in four a point scale related to awareness on disaster management. The tool mainly focused on the following dimensions

1. Attitude towards Disaster Management
2. Skills required for disaster Management
3. Interest in Disaster Management
4. Strategies of Disaster Management
TOOL: 2

The second tool Awareness and Knowledge about disaster management consists of 29 items with multiple choices. The tool focused on the dimension knowledge about Disaster Management

4.9.2 VALIDITY OF THE TOOL

The questionnaire was constructed on disaster management by S.Devi and Dr.V.Rajeswari (2010) to collect data from the primary school teachers. The investigator consulted the guide, subject experts and obtained Jury’s opinion. Necessary modification was carried out as suggested by the experts.

4.9.3 RELIABILITY OF THE TOOL

The investigator conducted a pilot study with 50 samples from the disaster affected areas and reliability co-efficient was found. For each dimensions as follows.

1. Knowledge about Disaster Management reliability co-efficient was found to be 0.8417
2. Attitude towards Disaster Management reliability co-efficient was found to be 0.6121
3. Skills required Disaster Management reliability co-efficient was found to be 0.8378
4. Interest in Disaster Management reliability co-efficient was found to be 0.8693

5. Strategies of Disaster Management reliability co-efficient was found to be 0.8519

4.10 GEOGRAPHICAL AREA OF THE STUDY

Tamilnadu was highly affected by tsunami in the year 2004, more than 10,776 people were subjected to death and 5,640 people were missing in Tamilnadu. Again Tamilnadu and Andhra Pradesh were severely affected by Laila cyclone on 17th May 2010. Cuddalore district and Union territory of Pondicherry were drastically affected by Thane cyclone in December 2011. Nilam cyclone affected Tamilnadu on 28th October 2012 and 21 people passed away. Hence East Coast of Tamilnadu and Pondicherry was selected for this study.

4.11 VARIABLES:

The investigator has to select three types of variables viz., one is Independent variable, dependent variables and other is personal variables. The independent variable is Multimedia Package and dependent variables are Skill, Knowledge, Interest and Strategies. Personal variables are Gender, Place of Residence, Marital Status, Age group, Education qualification, Experience in Disasters, Teaching Experience, Type of Management.
INDEPENDENT VARIABLE:

The investigator has to select a Multimedia package which is the independent variable for this study.

DEPENDENT VARIABLES:

The investigator has to concentrate on five types of dependent variables for this study namely Knowledge, Attitude, Skill, Interest and Strategies

PERSONAL VARIABLES:

The investigator has chosen the following personal variables for the present study.

GENDER:

In the socialization process of educational institution it is found that Men and Women teachers, boys and girls do differ in their perception of teaching, understanding, learning, and performance. Gender differences do exist in the society. Hence Gender is taken into consideration in this investigation.

PLACE OF RESIDENCE:

Place of Residence is considered as one of the important variables of the study by the investigator since teachers hailing or working in the disaster prone areas may have more experience or exposure. Hence the investigator has planned
to compare the teachers who are from coastal area and non coastal areas. Hence this variable is taken for this study.

**MARITAL STATUS:**

It is assumed that married people shall be mentally and emotionally matured when compared to youth who yet to get married. Hence the investigator has taken this as a variable for the study.

**AGE GROUP:**

Age factor is one of the important variable. Age reflects one’s experience and exposure. Therefore it is also taken into consideration.

**EDUCATIONAL QUALIFICATION:**

In practical situations, the educated persons can be easily oriented and effectively trained when compared to the people who have less education profile. Therefore educational qualification as a variable also taken for comparative analysis.

**EXPERIENCE IN DISASTERS:**

It is obvious that people who have any experience of any type of disaster may differ in their attitude and learning style when compared to their counterparts. Hence it is also taken up for investigation.
TEACHING EXPERIENCE:

Experienced person may have better attitude towards disasters than that of the people who do not have. Hence the investigator has taken this variable.

TYPE OF MANAGEMENT:

The investigator has taken this variable because different management of schools adopt different ways of training their children. It includes various strategies, infrastructure and qualified teachers. Hence the investigator has taken this also as one of the variables.

4.12 SAMPLE:

The investigator collected data from 300 primary school teachers working in the east coastal areas. Purposive and cluster sampling techniques were adopted by the investigator to select the area and sample for the present study.
<table>
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</tbody>
</table>
4.13 LIMITATIONS OF THE STUDY:

The following are the limitations of the study

- The investigator selected only the disaster affected coastal areas in Tamil Nadu and Union territory of Pondicherry for this study.

- Teachers working only in the disaster affected areas were considered for this study.

- The main contribution of this research is “developing a multimedia package on disasters and management for primary school teachers” since the investigator has developed this package, due to time constraint and availability of sample one group pre test - post test design was adopted for the present study.
4.14 DELIMITATIONS OF THE STUDY:

The following are the delimitations of the study

- Only primary school teachers have been taken for this study.
- This study was focused on disasters namely Cyclone, Flood and Tsunami.

Next chapter deals with Analysis and Interpretation.