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Disaster Governance in India

ISBN: 978-81-928670-9-0, Series 9, 2026

Date: 30-07-2025

Respected Sir/ Madam

Subject: Invitation of the Case Studies/ Best Practices for the CDM, LBSNAA Book series entitled "Disaster Governance in India" (ISBN: 978-81-928670-9-0, Series 9, Issue 4, 2026)-regd.

As you are aware, the Centre for Disaster Management (CDM) is a research and training centre of Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie, Department of Personnel & Training (DoPT), Government of India. The Centre is involved in training officers belonging to the IAS and other Group-A civil services at induction as well as at Mid-Career level in various aspects of disaster management.

After the successful publication of the Case study book series entitled "Disaster Governance in India" (ISBN: 978-81-928670-8-3 Series 9, Issue 3, 2025). We are happy to invite case studies/ best practices related to the following areas of Disaster Management for the upcoming book series.


1. Prevention/Mitigation
2. Preparedness & Planning
3. Response
4. Build Back Better in Recovery, Rehabilitation and Reconstruction

We will appreciate the contribution from you in the form of case study/ best practice related to Disaster Management for the upcoming book series entitled "Disaster Governance in India" (ISBN: 978-81-928670-9-0, Series 9, Issue 4, 2026), which will be used as training resource to enrich the knowledge of officer trainees at the Academy. Only digital version of the manuscripts will be accepted through email to cdm.lbsnaa@nic.in

Important dates:

Last date of submission of manuscripts (case study/ best practice)	31-12-2025
Intimation of acceptance	31-01-2026

Information for contributors and manuscript preparation format is given in Annexure-I, II & III.


(Chandrasekar S)

Information for contributors/ authors:

1. The book series invites relevant contributions for the following thematic sections:
 - a. **Prevention/Mitigation:**
Capacity Building; Understanding Risk; Tracking Risk Reduction Measures; Disaster Risk Reduction: Planning (Structural & Non-structural); Resource Management
 - b. **Preparedness & Planning:**
Risk Forecasting & Forecast Based risk Communication; Early Warning; Evacuation; Perspective DMP Planning; Contingency Planning & Resource Mobilization; Monitoring
 - c. **Response:**
Community Based Disaster Response; Search & Rescue; Coordination; Disaster Database; Loss & damage assessment; Emergency Relief (Food, Water, Healthcare, Medicine, Shelter, Trauma Care); Restoration of Services
 - d. **Build Back Better in Recovery , Rehabilitation and Reconstruction:**
Disaster Risk Reduction; Community Recovery (Psychological and Social & Economic Recovery); Effective Implementation
2. Manuscripts of all categories are to be submitted through email only and all editorial correspondence should be addressed to: **edm.lbsnaa@nic.in** with a copy to Dr. Pankaj Kumar Singh (Associate Professor) at **pksingh66@gmail.com**
3. Affiliations with complete postal and email address of contributors must be provided along with their manuscript
4. Submission of an best practice/ case study implies that it has not been previously published and is not under consideration for publication elsewhere; and further, that if accepted, it will not be published elsewhere
5. Manuscripts will be first assessed by the editorial members of the book series. Papers found unsuitable in terms of the overall requirements of the journal will be returned to the authors
6. Selected authors of these papers will be notified of acceptance of the manuscript. Illustrations and other materials to be reproduced from other publications must be properly credited; it is the authors' responsibility to obtain permission for reproduction of figures, tables, etc. from published sources (copies of letters of permission should be sent to the editor).
7. **Manuscript Preparation**
 - a) Case studies (8000 words), Best practices (4000–5000 words) and Policy briefs (3000 words) may be submitted.
 - b) Manuscripts should be typed on one side of the paper, preferably A4 and double-spaced throughout (even for quotations, notes, references).
 - c) The pages should be numbered consecutively, starting with the title page and through the text, reference list, tables and figure legends, preferably in Times New Roman Font of size 12.

8. Manuscript sequence:

- a) **The title page** should contain Title, Authors, Affiliations, and Corresponding author and address.
- b) Not more than five **keywords** should be indicated separately. Abstract and summary should be limited to 100 words and convey the main points of the paper, outline the results and conclusions, and explain the significance of the results.
- c) **Text:** The text should be intelligible to readers in different disciplines and technical terms should be defined. Use 'twentieth century', '1960s'. Spell out numbers from one to nine, 10 and above to remain in figures. However, for exact measurements, use only figures (3 km, 9 per cent not %). Use thousands and millions, not lakhs and crores.

- d) **Tables and figures:** Tables and figures to be indicated by numbers separately (see Table I), not by placement (see Table below). All photographs/scanned images should have a resolution of minimum 300 dpi/1500 pixels and their format should be TIFF or JPEG. They should be provided separately in a folder along with the main article. Permissions to reprint should be obtained for copyright protected photographs/images.
- e) **Acknowledgements** should be as brief as possible. Footnotes are not normally allowed except to identify the author for correspondence.
- f) **References:** references should be embedded in the text using the author--page number method, e.g. (Dubey 1989: 278). Citations should be first alphabetical and then chronological, e.g. (Ahmed, 1987; Ferrozzi *et al.*, 2000; Leboffe and Pierce 2010; Sarkar, 1987; Wignaraja, 1967). Use British rather than American spellings. The references and endnotes used in the contributions should follow the style given below and include page numbers of the articles:

(1) Mazan MR, Hoffman AM. 2001. Effects of aerosolized albuterol on physiologic responses to exercise in standardbreds. *Am J Vet Res.* 62(11): 1812–1817.

(or)

(2) Smart N, Fang ZY, Marwick TH. 2003. A practical guide to exercise training for heart failure patients. *J Card Fail.* 9(1): 49–58.

(or)

(3) Laskowski DA. 2002. Physical and chemical properties of pyrethroids. *Rev Environ Contam Toxicol.* 174: 49–170.

A Note on the Case Method

1. What is a case?

A teaching case is a story describing or based on, actual events that justifies analysis by students. It is a way of bringing the "real world" into the classroom so that students can actually practice on problems under the guidance of the teacher. A good case will therefore provide the issues, problems, choices and information pertaining to a situation. Sometimes a main problem or dilemma faced by the key decision maker/s will be mentioned. The students are expected to identify the problems and issues, and come up with solutions or propose courses of action. The case itself may not contain a ready-made solution or even propose a right way of thinking about the situation. The teaching case in fact requires the student to answer the question: "What would you do if faced with the situation?" Since the teaching case does not propose a "right solution" it is useful in teaching students the critical thinking skills required by practitioners in the field in which the case has been set. Cases also test the ability of students to apply the theory that they have learned to a real world situation.

2. How do you teach a case well?

There are some established "best practices" for teaching a case. Appreciation of these practices will help in writing a good case. First and foremost, case teaching differs greatly from the traditional lesson/lecture method. In the traditional method, the teacher attempts to directly impart the knowledge of the truth to the student, through a monologue, which is only occasionally interrupted by discussions or questions. The teacher is the centre of attraction and the learners are passive. On the other hand, in the case method, though the teacher knows more than the students, it is also accepted that the students also have insights that can contribute to learning.

Hence students are encouraged to talk and the teacher acts as a facilitator, whose duty is to awaken student interest. For this purpose the teacher has to master the case facts and issues, anticipate questions that may arise and visualize how the discussion should progress and where it will end up. The student not only tries to understand the facts, issues dilemmas and choices before the decision maker in the case, he also studies the objectives of the other important actors in the case. He then attempts to arrive at a conclusion on the course of action, the decision maker shall take and dwells on the consequences of such action. In case the case is complete, i.e. the decision maker has already embarked on and completed a course of action, then the student may dwell on the suitability of such action vis-a-vis the other alternatives that were available.

Therefore in a good case discussion it is seen that:

- Students do most of the talking; the teacher only initiates, guides and winds up.
- Issues are clearly brought out and suitable courses of action are pointed out.
- Energy levels in class are high. But the discussion is coherent; it makes sense as it is largely based on facts and figures brought out in the case.

3. What are the qualities of a good case?

A good case should have the following characteristics: It must have a central problem that has no obvious right answer. Even if the case describes a situation where the decision maker has already taken action, there must be scope for some discussion on the merits of this action vis-a-vis the

alternatives that were available to him. The actors who must solve the problem/s and take decisions must be clearly identified.

Above all the case should have sufficient information for good analysis. It must require the reader to use the information to think critically and address the problem.

4. How do you write your own case?

The following steps may be useful to you in writing a case:

a) Prepare a case prospectus: This is a summary of all the important action points in the case. It would contain relevant information on the following points:

- The subject/topic /dimensions
- Teaching purposes/objectives/intended audiences
- The story/abstract/content
- The setting/when/where/why
- Decision maker/main actor/other actors
- Issues/ problems/interests
- Constraints/opportunities
- Sources of information/data
- Research plan

b) Conducting research necessary to write a case: This would involve first a survey of the secondary sources such as government documents, press reports, books, academic publications etc. Based upon this the case writer embarks on primary research: interviews with key players, personal observation of the settings and activities etc. The efforts of the research work are organized in such a way so as to facilitate writing of the first draft of the case.

c) Writing drafts of the case: The initial draft of the case shall be written and sent to your case coordinator, who shall get back to you with his advice comments. The case shall be screened to see whether it contains the requisite elements outlined above - i.e. story, setting, actors, issues and dilemmas, opportunities and constraints, relevant data etc. The format of the case shall also be examined to see whether it is suitable for teaching. Some re-writing will be required after this stage.

d) Seeking a critical review of the case drafts from others: This is to remove any errors, conceptual or factual, from the case. It would also ensure that the material is arranged in an easy to read fashion, chronologically, with the issues brought out clearly. A check can also be made to ensure that all necessary data --- financial, maps, diagrams etc. have been placed properly in the body of the case and its annexures.

e) Preparation of the final draft of the case: This is the finished product. The publishers of the source book on case studies may have to be consulted at this stage. All sources will have to be acknowledged, and permissions will have to be taken wherever required. We have taken the help of material presented in a case writing workshop organized by IIM Bangalore in March 2005, among other sources, in preparing this note. I would also recommend that case writers visit the site of the Electronic Hallway (www.hallway.org) for more resources on case writing.

Guidelines on Case Study writing:

A. Authors are required to write a case documenting a unique professional experience/ Best practices regarding Disaster Risk Reduction (Prevention, Mitigation, Preparedness, Response Recovery, Rehabilitation and Reconstruction). The case should ideally focus on an aspect of public service delivery or project management, viz.

- a. Innovation in Service Delivery
- b. Project Formulation
- c. Implementation and management of Project/ Schemes

B. In order to maintain greater uniformity in Author's submissions, each case should have the following features:

- a) In a decision-making case, the opening paragraph/s describes the choice/s regarding a decision to be made by the protagonist. This is followed by the larger body of the case which provides a background to the issues at hand and also equips the reader with all the relevant facts in issue. The last paragraph again jumps back to the present situation (outlined earlier briefly in the opening paragraph) which describe the decision-making point for the reader.
- b) A decision-making case seeks to present the reader with the decision to be made along with all related facts and information. In a way, it seeks to simulate the situation that the protagonist may have faced while making those difficult choices.
- c) The names of the protagonist, key actors, places, etc. may either be retained or be changed, in the likely event of compromising the confidentiality of certain decisions and persons. This may be decided by the case writer at her own level.
- d) The case should not exceed 8000 words in length. Any additional and relevant information may be added by way of annexure/s.
- e) The case should be submitted online typed, as a Word Document, in 12 font size in Times New Roman font with double spacing.
- f) The sectors that may be taken up for case writing in the broader arena of public management, as described in **para A.** above.
- g) The last date for submission of Case Study/Best practice is **31 December, 2025.**
- h) All submissions are required to be emailed as Word Document to Centre for Disaster Management of the Academy at **cdm.lbsnaa@nic.in** it may further be noted that all submissions will be put through antiplagiarism software **Turn It In** to check their similarity index.
- i) The cases will be evaluated by a jury comprising civil servants and experts.