



Where there is Rural Wellbeing  
there is Universal Prosperity

# NATIONAL COUNCIL OF RURAL INSTITUTES

Hyderabad, Ministry of Human Resource Development, Government of India

## INSTITUTIONAL *Connect*

Vol.-2

November, 2016

Issue - 1

### Volunteerism

## Harnessing Student Power

Integrating rural disaster risk reduction into Post Graduate education module



**H**ow to harness the immense potential of student volunteerism to tackle the mainstream issues related to disaster risk reduction? "We are exploring options in integrating this aspect into university education," said Prof. A. Damodaram, Vice Chancellor, Sri Venkateswara University. "We are keen on taking initiatives for involving our students in rural disaster risk reduction and building resilience in communities," he said. Prof. Damodaram was interacting with Dr. W.G. Prasanna Kumar, Chairman, NCRI.

"We consider it a responsibility and challenge to engage Post Graduate

students in risk reduction activities. They should know it and get involved," said Prof. V. Durga Bhavani, Vice Chancellor, Sri Padmavati Mahila Viswavidyalayam during the course of preparations for the workshop on add-on curriculum for promoting disaster risk reduction and building resilience.

In order to promote mainstreaming of student and community volunteerism and preparing a road map for it, NCRI is teaming up with Sri Padmavati Mahila Viswavidyalayam and Sri Venkateswara University in Tirupati. A workshop is being conducted involving departments of nutrition, social work, management, women's studies, education and

microbiology along with the university NSS on 9<sup>th</sup> and 10<sup>th</sup> November at Tirupati. Resource persons from UNICEF and NCRI would support these proceedings which will eventually form into an add-on optional online distance-cum-contact course for Post Graduate students. The practical aspects will be integrated into the National Service Scheme rural camping programme of the university.

There is an impending need for engagement of enthusiastic young generation in course of their education with their local community issues, more so in rural community. There is a huge gap between textual knowledge and evolving contextual practices, especially



on rural India. Disaster resilience is the community's ability to anticipate, and where possible, prevent or at least minimize the potential damage a disaster might cause. It covers community coping capacity with the effects of a disaster if and when it occurs, to maintain certain basic functions and structures during the disaster, and to recover and adapt to the changes that result.

It is proposed initially to be a two credit add on course, with one theory class and one practical class of two hours per week for one semester, which is equal to 18 hours of theoretical input and 36 hours of practical input.

Participation of all undergraduate and post graduate students in this course is optional. It is proposed to be offered as a compulsory input to all National Service Scheme Volunteers in University. It is structured so as to make their special rural camp meaningful and effective. This course would also facilitate effective transaction of village or community adoption programme by any educational institution and building related social and life skills of its students.

The Vice Chancellor of Sri Venkateswara University also intends to involve the faculties of engineering in this effort as engineering profession play an important role in building disaster resilient infrastructure and the build back better efforts as envisaged in Sendai Framework on Disaster Risk Reduction.

### Objectives of the course include:

1. Orientating the students into handling susceptibility of rural communities to impending emergencies arising out of natural as well as manmade disasters, climate variability and motivating them into assuming eco responsibility
2. Promotion of participative preparation of Rural Resilience Index, Hazard Resilience Index and Hazard Risk Analysis using PRA techniques
3. Provision of practical opportunities for students for participation in rural community mobilisation, service engagement and empowerment activities along with trained resident community volunteers
4. Preparation of strategies for building resilience and community disaster response system in nutrition including water and food safety, healthcare
5. Preparation, promotion and implementation of community disaster resilience development plan for identified, mutually agreed and prioritised hazards for channelizing financial and physical support from Corporate Social Responsibility grants

## Contest

# Building A Resilient Rural India

On the occasion of International Day for Disaster Reduction, an essay writing competition was conducted in all Indian Universities in District Institutes of Education and Training on "How to protect Rural India from Disasters and Build Resilience" by the National Council of Rural Institutes (NCRI) under Ministry of Human Resources Development Government of India. The 1<sup>st</sup> best and 2<sup>nd</sup> best essays received from NSS units/universities were selected for awarding a cash prize of ₹25,000 and ₹10,000 for first and second best entries at national level and ₹2,500 and ₹1,000 at the respective institution and university level.



**Agriculture**

# Educating Farmers for Sustainable Livelihoods

In order to promote ecologically and economically sustainable sound agricultural operations with the aid of technologies and improvised system of agricultural operations, NCRI promotes educational programmes through Krishi Vigyan Kendras (KVK), higher education institutions and universities in India. These programmes are aimed at building a disaster resilient rural India covering Agriculture, Animal Husbandry,

Horticulture, Home Science and Small Scale as well as Cottage Industries. Thirteen Programme Coordinators of KVK with the support of subject matter specialists involved 60 to 70 farmers of the respective region in these programmes, covering locally

relevant aspects updating them on aspects which protect their livelihoods.

Topics covered include Scientific cultivation of major crops & dairy farming, Integrated Farming System, IPM & Cultivation Techniques in Vegetable Crops, Hi-tech Horticulture: New trends in cultivation of Vegetables and Flowers in Poly Houses, Advance Technologies in Agriculture etc.



"Integral Farming" Kurnool, Andhra Pradesh



Plant Protection and Organic Farming Navasari, Gujarat



Backyard Poultry for Household Food Security Latur, Maharashtra



Nursery Management Salem, Tamil Nadu



Floriculture and Poly House Karimnagar, Telangana



Demonstrating Sustainable Technologies Dindigul, Tamil Nadu



IPM and Vegetable Cultivation Uttar Dinajpur, West Bengal



# New Goals for Social Workers

The passion for social workers, alumni and teachers is essential to stay along with current and be prepared for unforeseen disasters. This is a piece of advice given by Dr Vanila Bhaskaran, Director Roda Mistry PG College of Social Work. "Disasters, natural as well as man-made, affect us directly and indirectly. As professional social workers, each one of us have a key role and we need to gear up to prevent new age disasters" she said while inaugurating a one-day workshop organised on the occasion of the Foundation Day of NCRI. The workshop was aimed at introducing Community-Based Disaster Risk Reduction in Social Work Curriculum focussing on the content and method of "Transacting Social Work Curriculum for Rural Disaster Risk Reduction and Resilience" on 19th October 2016, at Roda Mistry Post Graduate College of Social Work. This workshop was conducted for Social Work academics from universities in Telangana State organised in Hyderabad.

Dr. W.G. Prasanna Kumar, NCRI, while introducing the theme to the participants through various case



studies and anecdotes explained that 'every day is posing new challenges for professionals in the field of Social Work as their focus is on communities and their preparedness. The agenda of NCRI is to address rural concerns and constraints, especially those of the vulnerable sections'.

***Every day is posing new challenges for professionals in the field of Social Work as their focus is on communities and their preparedness.***

Dr. Rajaram Mahendra, Disaster Risk Reduction Officer from UNICEF mentioned that as students and professionals of Social Work they have a role in promoting DRR as part of Policy making, Implementation, awareness, preparing the community, Pre Disaster and Post Disaster management and providing psycho social services.

The recommendations that emanated from various were as follows:

1. Multidisciplinary approach is needed by integrating the roles of engineers, environmentalists, municipal authorities, local bodies and experts.
2. Community education on disaster response and rescue efforts is essential.
3. Rural Community Field Work
4. Social worker as a source of advocacy, lobbying, awareness and education about environment, sustainable development promotion, sensitization of target audience, post disaster rehabilitation, educator, broker and an activist
5. Rural Camps and Rural Community Field Work:

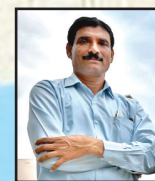




# Rural India writes its own destiny

## Success stories from news

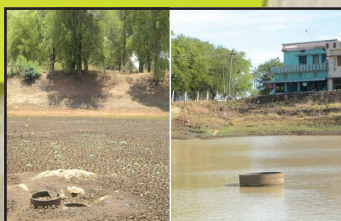
Residents of 15 villages in Patur taluka of Akola in Maharashtra have come together to repair existing dams and to build small dams on river Suvarna, to fight drought-like situation. Patur had the highest number of farmer suicides last year in the entire district. Work on redesigning old cement dams and constructing new ones has already begun with funds were pooled in by the villagers themselves, collected as 'lok vargani' (people's contribution). built on the 83 sub-tributaries of river Suvarna. In all, 150 dams will be constructed, of which 50 already exist.



Popat Rao Pawar, Hiware Bazar, Ahmednagar, is a happy man. After all, he won compliments recently. From someone no less than the Prime Minister himself. Shri Narendra Modi, in his monthly Mann Ki Baat, has not only heaped praise on Pawar for changing the crop patterns in his village to an ecologically sustainable cultivation, but also invited him to have a cup of chai with him.

The village is already chalking out a ten-year plan. "As part of our ten year plan, we will opt for growing pulses and oilseed crops and brand them. It is lack of vision and discipline that brings about scarcity and drought," Popat Rao said.

In a quest to save themselves from drought, villagers from Tamil Nadu have planned to follow traditional practices of water harvesting. Drought-hit areas in Tamil Nadu like Ramanathapuram have started old water harvesting practices in a structure called Oorani. It is a dug out pond that traps rainwater run-off and stores it for future use. This was practised almost 2000 years back. Oorani is a source of irrigation for farmers and also neighbouring vilages.



The Habitat III conference just concluded in Quito in Ecuador with the finalisation of the New Urban Agenda, which speaks of integration of peri-urban spaces into cities for achieving sustainable development goals. The adoption of the Agenda also mentions the need to build habitations in such a way that reduces exposure to disasters and improves quality of life. Among other things, it calls for exploring and developing feasible solutions for climate and disaster risks in human settlements.



## Youth

# Catching them young.. and energetic

The energy and potential of youth is unmistakable. But how to motivate them to participate in nation-building processes? "To promote material, intellectual and moral aspects of rural reconstruction, youth of rural India should be made the driving force," said Prof. Y. S. Verma, Pro Vice-Chancellor of Central University of Himachal Pradesh. He was inaugurating the one-day orientation programme organised for motivating youth and inspiring them into rural reconstruction.

Narender Poul, Chief Organisation Officer, Chinmaya Organisation for Rural Development (CORD) shared his views as to how to engage local communities in general and youth in specific in the process of rural reconstruction. He emphasised that local knowledge and indigenous intelligence should be valued most in this process and with ingredients such as participation, integration, sustainability and networking.

Dr. Mohinder Salariya, Associate Prof. Govt. College Chamba opined that social malpractices can be eradicated through measures like inter-caste marriages, promotion of economic equality, removal of socio-cultural inequality, better understanding of caste system and the less use of the term caste.

'Eradication of rural poverty by means of establishment of cooperative societies' was stressed by Jitendra



Sharma, Chief Lead Director Manager, PNB, Dharamshala while making the participants aware of the nuances of the banking system and cooperative societies and its interplay with the inclusive economic development. He stressed on proper management of credit flow.

Dr. Roshan Lal, Director (Research) called upon students' attention towards the point that co-curricular activities

***Local knowledge and indigenous intelligence should be valued most in rural reconstruction and with ingredients such as participation, integration, sustainability and networking.***

are the infinite possibilities and potentialities which are in the latent subconscious of students and our focus should be to furnish and bring them into light.

The scope of rural reconstruction and the role of youth was stressed by Prof. I.V. Malhan, Dean, School of Mathematics, Computer and Information Science & Dean, Academics of Central University of Himachal Pradesh in his valedictory address.

The Department of Teacher Education, School of Education, Central University of Himachal Pradesh (CUHP) has organised this one day orientation programme on 25th November 2016 in collaboration with National Council of Rural Institutes (NCRI), Hyderabad.



## Teaching

# Teaching Teachers

## International Day for Disaster Reduction

Unprecedented hot summer, intermittent, untimely rains, brief dry spell followed by incessant rains, all of them indicating unpredictable variability in the climate. This has been the scenario in our region this year. This scenario calls for response-ready communities, schools and administration.

Teachers and teacher education institutes have a key role in promoting education for disaster risk reduction and preparedness. Their role goes beyond the school into the community and beyond the curriculum into practice. Training the teacher educators of B Ed and M Ed would be at the heart of promoting disaster resilience in communities especially in rural areas, said Mahendra Rajaram Disaster Risk Reduction Officer of UNICEF. “School safety and all weather school infrastructure supports building the culture of disaster prevention, risk reduction and preparedness among the children and communities is the starting point in disaster risk reduction” he added.



“Training schools and students through mock drills and practical aspects of taking precautions is an important aspect of teacher education. We need to help the rural communities to identify their strengths and address the areas of concern in the context of recurrent droughts and floods. Transaction and research in Disaster Management Education is the key for that. It is time education is seen as addressing the evolving challenges of the community,” said







Prof. Ramakrishna, Dean, Faculty of Education, Osmania University.

“As part of teacher education on these aspects, Education Department in Osmania University have developed a curriculum on Disaster Management for B Ed and M Ed students. This curriculum is being implemented from this year with a strategy of training the colleges of education into transacting this curriculum in the rural areas,” said Dr. T. Mrunalini, Head, Department of Education, Osmania University.

Speaking on the occasion, Dr. W.G. Prasanna Kumar, Chairman, NCRI, said “NCRI is going to focus on rural community and higher education system interaction for mutual benefit. The rural communities are not challenges but they are an excellent source of learning about coping patterns and response. Over four lakh teachers join the education stream across the country every year. They join in over 10 lakh educational institutions and most of them are from rural India and serve rural India. These teachers have an important role in building resilience in rural India for meeting challenges of various disasters most of which are climate change induced”.

To promote a global culture of disaster reduction, including disaster prevention, mitigation and preparedness the United Nations General Assembly, has designated 13 October as the date for International Day for Disaster Reduction (IDDR).

During the day mock exercise on evacuation, response to earthquakes, fire and floods were practiced by the Teacher Educators from over 60 B Ed Colleges under the Osmania University. This programme was planned and organised by the National Council of Rural Institutes.



Where there is Rural Wellbeing  
there is Universal Prosperity

## NATIONAL COUNCIL OF RURAL INSTITUTES (NCRI)

Ministry of Human Resource Development (MoHRD), Government of India  
5-10-174, Shakar Bhavan, Ground Floor, Fateh Maidan Road, Hyderabad - 500 004  
Telangana State  
Tel: 040-23422112, 23212120, Fax: 040-23212114,  
E-mail: ad@ncri.in, consult@ncri.in, www.ncri.in

Editor-in-Chief: Dr W.G. Prasanna Kumar Editor: Usha Turaga-Revelli  
Published by Dr. D.N. Dash

on behalf of the National Council of Rural Institutes, Ministry of Human Resource Development (MoHRD), Government of India  
5-10-174, Shakar Bhavan, Ground Floor, Fateh Maidan Road, Hyderabad - 500 004  
and printed at Vaishnavi Laser Graphics, Hyderabad.