

**A Two-Day State Level Workshop on the topic “Right to Education Act” in J&K State was organised at the University Campus**

The Department of Students Welfare and Department of Education, University of Kashmir in collaboration with Save the Children NGO organised a Two-day State Level Workshop on the topic “Right to Education Act” in J&K State from 12<sup>th</sup> to 13<sup>th</sup> Sept. 2013. Various experts and dignitaries across India participated in the workshop.

**The Division of Youth Affairs Hosts IIPA Annual Debate on “Laws are not Powerless in Preventing Crime against Women and Children”**

The Division of Youth Affairs, Department of Students Welfare, University of Kashmir and Indian Institute of Public Administration (IIPA), organized an annual debate on September 24, 2013. The topic for the debate was “Laws are not powerless in preventing crime against women and children”. The Government Degree College, M A Road represented by Mehwish Shafi and Asma Zahoor lifted the annual IIPA Cup. Around 26 teams from different



Participants of the Workshop interacting with each other at Alama Iqbal Library

### **University of Kashmir's Red Ribbon Club conducts Blood Donation Camp**

Prof. Khurshid Iqbal Andrabi, the Vice Chancellor, University of Kashmir inaugurated a one-day blood donation camp which was organized by Red Ribbon Club in association with ITTIFAQ Trust on 24<sup>th</sup> May, 2017. While interacting with the donors on the occasion which included student volunteers and faculty members from different departments of the Varsity, the Vice Chancellor said “Blood donation is a noble cause in the service of humanity and we as society should come forward to spread more awareness about the socio-religious and health benefits of blood donation so that more lives could be saved.”. Dean Students Welfare, Prof. GN Khaki, Coordinator Red Ribbon Club, Mr. Shahid Ali Khan and officials from the Health Centre of the varsity were present on the occasion



*Students of the University of Kashmir voluntarily donating blood*



## DLL concerned for people's Health, organised Health Camp , distributed free medicines



The Directorate of Lifelong Learning and Department of Clinical Biochemistry, University of Kashmir in collaboration with Indian Thyroid Society organised one day Free Health camp in the interiors of Dal Lake, Mir Behri area of Saida Kadal ,Srinagar.

The prime aim of the camp was to provide the disadvantaged people the health care facilities with free consultation ,medicines and diagnostics. The camp witnessed more than 500 patients with diverse ailments . The main feature of the camp was to take care of growing problems of hyper and hypothyroidism, diabetes and other allied endocrinological health ailments . It was thrown open by Director , Directorate of Lifelong Learning Dr.G.H.Mir to the people in continuance with the program of adoption of the area under the ‘area based community development approach’.

The prominent Endocrinologist of All India Institute of Medical Sciences(AIIMS), New Delhi and member Indian thyroid Society Dr. Mohammad Ashraf along with his dedicated team of specialists provided free consultations to the people .

“It is a free medical camp in collaboration with the University of Kashmir and we are witnessing a warm response from the people”. Also free consultation and diagnostics vis a vis free medicines are also distributed among the people.” said Dr. Mohammad Ashraf.

“Department of Clinical Biochemistry in a joint venture with Directorate of Lifelong Learning and Indian Thyroid Society took this initiative to help the people in taking care of their health particularly, Endocrinological problems”. said former Head Department of Clinical Biochemistry, Professor M.Afzal Zargar.He added that such health camps will be organised in future also to improve the health status of the people.

*Prof. Talat Ahmad, Vice-Chancellor, University of Kashmir presenting a bouquet to the winner of the Essay Competition, Najwa Shabir in the Committee Room of the Administration Block*

## **PROGRAMMES / EVENTS / CONFERENCES ATTENDED / ORGANISED IN 2014**

### **DSW Debate Club hosts debate on the eve of World No Tobacco day in association with Times of India**

The Debate Club, Department of Students Welfare, University of Kashmir in association with Times of India organised a debate competition on the eve of “World No Tobacco Day” on 31<sup>st</sup> May 2014. The motion for the debate was “Will Cigarette Taxes have the Desired Effect of Reducing the Demand for Cigarettes”. Students from various teaching departments and affiliated colleges participated in the competition. Some students spoke for while others spoke against the motion. The best five winners were given prizes and merit certificates. The Dean Students Welfare, Prof. Nilofer Khan presided over the Debate Session. Shahid Ali Khan, Cultural Office and Organising Secretary of the Debate welcomed the participants and conducted the proceedings of the event. Representatives from the Times Group were also present.



*A Debater arguing in a debate competition held on 31<sup>st</sup> May, 2014*





*Winner of the debate competition receiving award from Prof. Nilofer Khan, the Dean Students Welfare. Mr Shahid Ali Khan, Cultural officer and Mr. Suhaib Hassan, adjudicator of the debate are also seen in the picture*

### **A One-day Seminar on Values of Oshura (Karbala) and Sacrifices of Hazrat Imam-e-Hussain was organised.**

A One-day seminar on “Values of Oshura (Karbala) and Sacrifices of Hazrat Imam-e-Hussain (AS) was organised by the Department of Students Welfare, University of Kashmir on 22<sup>nd</sup> November, 2014. Around 250 students / faculty and research scholars’ attended the programme

### **University of Kashmir English Debate Club Hosts Parliamentary Debate Tournament**

Kashmir University Debate Club organised Inter-School / Inter-College / Inter-University Parliamentary Debating Tournament from 26<sup>th</sup> to 28<sup>th</sup> November, 2014. Twenty-six teams from different schools, colleges and universities competed with each other in the tournament entitled War of the Words. Delhi Public School, Athwajan emerged the winners. The DPS team comprising of Zainab Nissar, Aaasar Majid and Haiqa who have been brilliant throughout the tournament won laurels for their school whereas The Business School Team from University of Kashmir which included Zubair Ahmad, Mahoor Shaw and Sheezan Rather ended up as the runner-up team. In the individual category, Babar Bilal from Burn Hall School, Zubair Ahmad from The Business School University of Kashmir and Aasar Majid from DPS were adjudged as the first, second and third best speakers of the tournament.

Many Local, National and International issues were debated by each team on topics like “Getting Rid of Stray Dogs in Kashmir”, “Capitalism is Better than Socialism”, “Politicians should not have Facebook and Twitter Profiles”, “Vehicles inside University of Kashmir should be banned”, “UN has Failed and India should go for Space Exploring Research”.

The tournament concluded after three days and around 24 rounds of debate were held at various venues of University of Kashmir including the Gandhi Bhawan and Ibn-i-Khaldoun auditorium. The three-day mega event had a wide range of jury members who adjudicated the 24 teams. Mr. Shahid Ali Khan, Cultural Officer, University of Kashmir, was the Incharge of the debating competition. The Dean of Students Welfare, Prof Nilofar Khan inaugurated the event in Gandhi Bhawn, University of Kashmir.



*A glimpse of the audience at the Parliament House of India during the prize distribution function of 12<sup>th</sup> National Youth Parliament.*

### **World No Tobacco Day observed on 31<sup>st</sup> May 2015.**

Department of Students Welfare, University of Kashmir and J&K Voluntary Health and Development Association (VHDA) in collaboration with The Times of India organized a one-day awareness programme on the eve of “World No Tobacco Day-2015” at Media House, EMMRC, University of Kashmir.

The Minister for Health and Medical Education, Mr. Choudary Lal Singh was the Chief Guest and the Minister of State for Health and Social Welfare, Ms. Asiya Naqash was the Guest of Honour.

The Vice Chancellor, University of Kashmir, Prof. Khurshid Iqbal Indrabi, the Registrar University of Kashmir, Prof Zaffar Reshi; Chairman VHDA, Dr G Q Alaqband; the Executive Director SKIMS, Dr A M Mir and prominent poet, Zareef Ahmed Zareef also spoke on the occasion and highlighted the importance of “World No Tobacco Day”. Students from different Colleges, Schools and Universities participated in the event. The Dean Students Welfare Prof. Nilofer Khan welcomed the guests while the Cultural Officer, University of Kashmir, Mr. Shahid Ali Khan conducted the proceedings of the function and also proposed Vote of Thanks

### **DSW organised Symposium and Sensitisation programme**

Symposium and Sensitisation programme entitled, “Green Sermon-Save Forests Plant Trees” was organised by the Division of Youth Affairs, Department of Students Welfare in April, 2015. A debate and drawing competitions were organised in which students from various affiliated Colleges and University Teaching Departments participated.

### **DSW hosts 3 day National Conference on “Patient Safety and Drug Regulatory Scenario in India.”**

A Three-day National Conference on “Patient Safety and Drug Regulatory Scenario in India” was organised by the Department of Students Welfare, University of Kashmir in collaboration with Partnership for Safe Medicines (PSM) from 19<sup>th</sup> to 21<sup>st</sup> May 2015. The



**39 RELIEF CAMP FOR FLOOD HIT VICTIMS IN COLLABORATION NSS MAN OFFICE NEW DELHI ON 16-11-2014, 4 TEACHERS AND 400 VOLUNTEERS PARTICIPATED**



**40 RELIEF CAMP FLOOD HIT VICTIMS IN COLLABORATION WITH DELHI BASED NGO EKTA FORUM ON 14-2-2015, 6 TEACHERS AND 200 VOLUNTEERS PARTICIPATED**



**41 WEEKLONG PLANTATION DRIVE IN COLLABORATION WITH NGO RAHEEM GREENS /ULDD ON 9-4-2015 TO 15-4-2015, 15 TEACHERS AND 200 VOLUNTEERS PARTICIPATED**





28 COLLABORATED WITH "GAYOOR ART FOUNDATION" on WORLD PHOTOGRAPHY DAY, PHOTO EXHIBITION AT NOWHATTA PHASE –I.

29 COLLABORATED WITH "GAYOOR ART FOUNDATION" on WORLD PHOTOGRAPHY DAY, PHOTO EXHIBITION AT CONVOCATION COMPLEX, UNIVERSITY OF KASHMIR, PHASE- II.

30 PLANTATION DRIVE IN COLLABORATION WITH RAHEEM GREENS (NGO FOR ENVIRONMENT)/ULDD ON 21<sup>ST</sup> MARCH 2013 WHERE 18 TEACHERS AND 408 NSS VOLUNTEERS/ STUDENTS PARTICIPATED . "



31 CLEANNESS DRIVE" IN COLLABORATION WITH NSS UNITS OF VARIOUS OF COLLEGES/+2 INSTITUTIONS ON APRIL 24, 2013 10 TEACHERS AND 186 NSS VOLUNTEERS/ STUDENTS PARTICIPATED.



**32 WORLD NO TOBACCO DAY ORGANISED BY NSS WING U.O.K (SELF) ON 31<sup>ST</sup> MAY 2013 , 10 TEACHERS AND 278 NSS VOLUNTEERS/ STUDENTS PARTICIPATED**



# **Two day Awareness program at Community centre, Firdousabad, Fruitmandi Parimpora Srinagar.**



Department of Social Work

University of Kashmir

Hazratbal, Srinagar 190006.



## *An overview of the Firdousabad Community...*



## **Community Profile...**

*Name of the Community:* Fidousabad Mandi Colony Near Fruit Mandi  
Parimpora Srinagar (J&K)

*Name of the concerned MLA:* - Irfan Shah

*Type of the Community:*- Urban Slum

*Number of Households:*- 132

*Family Type:*- Nuclear

*Language Spoken:*- Kashmiri

*Religion\Caste:*- Muslim-Sunni

*Main Occupation:*- Manual Labour, Rag pickers, Sweepers in SMC department,  
Scrap collection dealers, Fruit vendors etc

*Major Problems:*- Lack of sanitation, Illiteracy, Unemployment, poverty, Poor  
Housing, Drainage problem, Sub-standard housing, Inadequate Infrastructure,  
Child Labour, Child Marriage.

## **Community Work Process...**

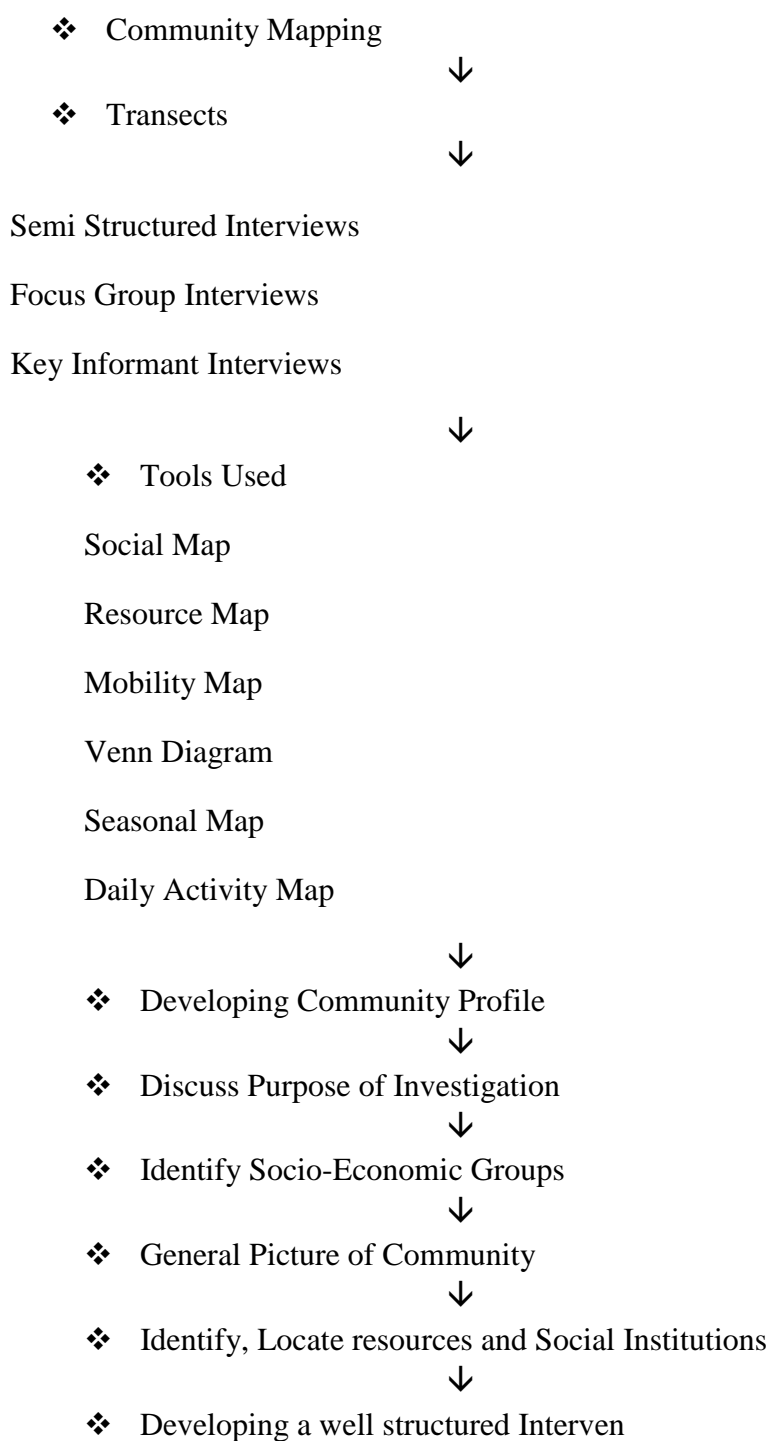
- ❖ Consult with community leaders and key informers



- ❖ Studying Community







*Major areas of work:-* To assess Govt. scheme implementation, To observe the issues related Child Labour, To generate awareness about the developmental plan of Govt. and Non-Govt. Organizations, Community Development

*Motto of field work:* **‘Community Development through people in the Community’**

*Duration of the project:-* 10 Days

*Faculty Supervisor/Guide:-* Dr. Aadil Bashir

*Name of Students:-* Adil Fayaz (10), Asim Ahmed (41), Aarif Hussain (39), Ishfaq Ahmed (19), Sumiya Din (34), Shazia Khurshid (30), Irtifa Mukhtar (35), Simple Kour (22)

*Department:-* Department of Social Work, University of Kashmir

*Name of the Community:-* Firdousabad Mandi Colony Near Fruit Mandi Parimpora

*District:-* Srinagar

*Geographic Location:-* 7 kms from main city (Lal Chowk)

*Resources:-* Trees, Canal, Poultry Farm, Large Ground

*Health Facilities:-* Firdousabad community lacks the basic health facilities. There are only 2 (Two) ICDS Centers in the said community

*Educational Facilities:-* There is only 1 (One) Govt. Middle School with 5 (Five) teachers in the Community. Total no. of students enrolled in school are 85. The main reason behind the high dropout rate among childrens in the community is because the school is not upto secondary level.

*Drinking Water Facilities:-* Water is available from the following sources in the community:

- Water Tank
- Tap Water

Water Supply is regular but impure without any filtration processes which cause seasonal diseases like Jaundice, Dehydration and other water borne diseases.

*Community Recreation Centre:-* There is 1 (One) big playground which is only source of recreation for the people of the community.

*Public Distribution Centre:-* 1 (One) ration depot is in the community in which all necessary items of daily use like Rice, Sugar, Flour, is available throughout the year.

*NGO, Voluntary Organizations and Clubs:-* The Firdousabad Community lacks from all these facilities.

*Places of Worship:-* There is 1 (One) Mosque and 1 (One) Dar-ul-Uloom Darasgah.

*Government Schemes:-* There is little awareness among the people regarding the Govt. Schemes.

*Transportation:-* Transport service is available easily as highway is adjacent to the community.

*Communication:-* Means of communication are Radio, Television, Cell Phones.

*Market Facility:-* People usually get their daily essentials from the Batamaloo and Fruit Mandi Market.

*Popular Characteristics:-*

- Total Population: 1167 (*as per ICDS*)
- Caste: *Muslim-Sunni*
- Religion: Islam
- Language Spoken: Kashmiri, Urdu
- Educational Background: The population of community is mostly illiterate. There is certain dropout cases in both boys and girls who have left their studies due to various reasons. But some boys and girls are studying in Govt. Middle School and other private schools outside the community.

*Resources Available:-*

- *Health Related infrastructure:* 2 (Two) ICDS Centers
- *Educational Facilities:* 1 (One) Govt. Middle School
- *Drinking Water Facilities:* Tap Water, Water Tank
- *Community Recreation Centre:* 1 (One) big Playground
- *Public Distribution Centre:* 1 (One)
- *Places of Worship:* 1 (One) Mosque and 1 (One) Dar-Ul-Uloom.

*Major Problems:-*

- Lack of sanitation
- Illiteracy
- Unemployment
- Poverty
- Poor Housing
- Drainage problem
- Sub-standard housing
- Inadequate Infrastructure
- Child Labour

### **Use of PRA in Firdousabad Community...**

The principle of participation is widely recognized as a right in itself under the declaration on the Right to Development. The Right to take part in the conduct of public affairs (Article 25, ICCPR) means that every person and all people are entitled to participate in, contributes to, and enjoy civil, economic, social and



political development. It also means that all people are entitled to participate in society to the maximum of their potential.

#### *WHY PARTICIPATION:*

- Most of the people want to be involved
- People have a right to be involved
- Involvement increases accountability
- Involving people accords with social work goals
- Involving people challenges institutionalized discrimination

The main aim of social work practice is to empower people, so that they are able to challenge oppression and discrimination. It allows people to participate in decisions concerning their lives instead of being in a receiving passive relationship with the agency. Such participation helps them to gain confidence, self esteem, assertiveness, expectations, knowledge and skills needed to have an effective say.

#### **COMMUNITY AWARENESS PROGRAMME AND EFFECTS OF DRUGS ON SOCIETY**

It has been seen that drug users are put at the centre of changes to combat illicit drug use, and the people growing the plants producing the illicit substances are often overlooked. Government of Jammu & Kashmir is taking an initiative to work in the area of eradicating illicit drug farming, so as to do away with ill effects associated with the whole enterprise of cultivation of illicit drugs. To contextualize the alternative development strategy in the J&K State, the first and foremost thing towards this initiative is to start with the mass awareness against illicit drug cultivation in the region. This should be done by organizing awareness camps in the areas where illicit drug cultivation takes place. These awareness camps were organized right before their cropping season, so that the farmers involved in such type of farming can be made aware of the laws, regulations and the more importantly about the viable alternative farming options. Further, the mapping or identification of families involved in drug cultivation across different regions in Kashmir Division is important. The services of local officers at block or village level were utilized to create a database of such families.

#### ***WHO WERE INVOLVED IN THE AWARENESS CAMP?***

- People of local communities where such type of farming takes place
- Cultivators
- Local Leaders

- Imams/ teachers
- Madrassas and schools
- Self help groups
- Local administration, &
- Resource persons from various departments.

### ***THEMES RAISED IN THE CAMP***

- ***Adverse effects of drugs on individual, family, community, society***

Before jumping directly on the eradication of drug farming, its important to know the adverse effects of drugs. Therefore, an expert who has an expertise on drug abuse and have worked in this area should be invited as a resource person to make people understand the harmful effects of drugs and how it eats up not only an individual but the whole society.

- ***Illicit Drug farming in Kashmir***

The stats regarding the illicit drug cultivation in Kashmir and how is it on the rise should be shared with the masses. Cultivation of the crop is most prevalent in the Pulwama, Anantnag, Budgam and Kupwara districts in Kashmir. Besides illicit farming has led to issues like deforestation. The Narcotics Control Bureau of Union Ministry of Home Affairs in its annual report 2016, having revealed that J&K was one among the top states in India where maximum drug illicit crops are cultivated.

- ***Switching to Alternative Farming:***

This section should be full of providing them with alternative farming like floral, medicinal and other cropping. They should be made understand that the alternative livelihoods programmes should be evaluated using human development and socio-economic indicators – indicators that measure the well-being of society. Different experts from horticulture and agriculture must be taken into the nexus so that they can come up with the best alternative plans. ensure, that when considering alternative options for such farmers the circumstances of the region and area should be taken into account. Provide them with technical support, including exchange of expertise, best practices and resources, and seek to secure long-term flexible fund for alternative development programmes, in order to ensure their sustainability.combine local wisdom, indigenous knowledge, public-

private partnerships, and available resources to promote, inter alia, a legal market driven product development approach when applicable, capacity building, skill training of the involved population, effective management, and entrepreneurship in order to support the creation of internal and sustainable commercial systems a viable value chain at the local level, when applicable.

- ***Laws pertaining to the illicit drug crop cultivation:***

The people should know the punishment and stringent laws against the drug crop cultivation so that they would stay away from such type of farming. A resource person who knows the legal aspect of this issue should be invited to make people aware about the laws against illicit drug farming.

Discuss the licensing and registration for cultivation of such crops

- ***Emphasis on Religious teachings:***

Using religious scriptures as a means to inculcate the consciousness among the masses should be used to combat illicit drug crop farming.

- ***Involving children:***

Awareness should be generated among children against the illicit drug crop farming and how the produce of such farming is detrimental to the whole society. Children are the future of nation and nurturing them in a proper way and inculcating moral values and consciousness against such practices is must.

Children were invited to hold a separate session exclusively for children in the community to make them understand the adverse effects of drug crop cultivation.

- ***Success stories:***

Motivational speakers shared different success stories on the same topic, so that people can relate to such stories and if not relate, they might take lessons from such stories.





- ***Follow up:***

After holding such awareness camps, follow up is a must. The strategy here is to visit the already identified families who have been cultivating these illicit drug crops and to see whether the awareness regarding the farming of drug crops have brought any change in their farming practice or are they still sticking to the same farming?

### ***PLANNING:***

Effective alternative development strategies and programmes require, as appropriate, the strengthening of relevant governmental institutions at the regional and local levels. Public policies should be supported to the extent possible, by, inter alia, strengthening legal frameworks; involvement of the local communities and relevant organizations; identifying and providing adequate financial support; technical assistance; increased investment; and the definition and enforcement of property rights, including access to land.

1. Local communities and relevant organizations should be involved in the design, implementation, monitoring, and evaluation of all alternative development programmes in order to truly reflect the needs of targeted communities
2. An integrated and complementary approach for alternative development, programmes and strategies is crucial and should be implemented in concert with broader drug control policies, including demand reduction, law enforcement, illicit crop elimination and awareness raising. It should take into account demographic, cultural, social and geographic considerations, as appropriate and in line with the three drug conventions;

3. Build and maintain confidence, dialogue and cooperation with and between stakeholders from people at the local and communities level and local authorities to leaders at different levels, to ensure participation and ownership for long-term sustainability;
4. Develop policies and programmes that take into account an evidence- and scientifically-based assessment of the potential impact of alternative farming.
5. Utilize data and conduct analysis to identify areas, communities and affected population vulnerable to illicit cultivation and related illicit activities and tailor the implementation of programmes and projects to address identified needs;
6. Combine local wisdom, indigenous knowledge, public-private partnerships, and available resources to promote capacity building, skill training of the involved population, effective management, and entrepreneurship in order to support the creation of internal and sustainable commercial systems a viable value chain at the local level;
7. To analyze the root causes, such as socio-economic factors, which motivate farmers to cultivate illicit crops.
8. To allocate funds from the Government to provide support to farmers and communities that stop illicit drug cultivation and policies should be integrated into overall development plans to integrate communities into the economic mainstream;
9. Promote and strengthen dialogue with, and involvement of, civil society and the scientific community in the formulation, implementation, monitoring and evaluation of these alternative policies.

#### ***STRATEGY:***

**(i) Community participation:** Emphasis is placed on community-based approaches to natural resource management in sustainable production systems. Such an approach is consistent with participatory, people-centered methods of development that rely on local people's knowledge, skills, interests and needs as a basis for appropriate interventions. This approach is especially important for Alternative Development given the socio-cultural dimensions of illicit drug-crop cultivation.

**(ii) Institution building:** Institution building at all levels of project design, planning and implementation is necessary to the development of sustainable local institutions through community development approaches. A parallel supporting measure is institution building

specifically for drug control by providing support and technical advisory services to governments.

**(iii) Constant monitoring and evaluation:** All Alternative Development projects need to make provisions for data collection and monitoring of trends in respect of illicit crop reduction and improvement of education, health, infrastructure and social services. Regular analysis of data should provide lessons to be shared, permit adjustments and are required in order to identify those intervention models which can be sustained and which should be replicated on a larger scale

**(iv) Technical assistance:-**Being able to provide consistent and relevant technical assistance and training is one of the biggest challenges and central aims of sustainable alternative development. This process starts with understanding the underlying reasons that rural farmers are trapped in a situation where their only choice is to grow illicit crops. There is a lack of opportunity and integration into the market and society. The stakeholders wishing to implement an Alternative development project need to consult the farmers as to what exactly they need help with in order to improve their situation. This consultation process then forms the basis for the rest of the project. The rest of the technical assistance comes largely in education and training. This ranges from ensuring access to schools for their children, training in improved cultivation techniques, improved understanding of the market and business to some basic healthcare training. There are a many number of other agricultural products that have the potential to be produced as part of Alternative Development projects. These include Apiculture, fish farming, horticulture, medicinal plants, Livestock farming, ecotourism, asparagus, etc.

## **Conclusions...**

- After doing study we find that drug abuse is rampant in the community.
- There are many problems which are being faced by the community and social workers can address those problems through proper group work process.
- The main reason behind it is illiteracy and poverty and easy access to drug..
- Another reason is that community has natural growth of drugs on riverside, which makes youth to use it out of curiosity.
- Poor educational facility is one the reasons behind this menace.

# UNIVERSITY OF KASHMIR

## DEPARTMENT OF SOCIAL WORK



### FIELD REPORT

### IMPACT OF FLOOD ON THE EDUCATION SYSTEM OF SUMMERBUGH-LASJAN



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### **ACKNOWLEDGEMENT**

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**Field work experience**

**Bibliography**

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We would like to mark our thanks to the head of department Dr. Pirzada M. Amin for arranging this field work and providing us the vehicle facility while giving us the opportunity to work with the flood affected people

## **Introduction to the community (community profile)**

## Introduction to the community (community profile)

**Name of the area:** Summerbugh, Lasjan, Budgam

**Location of the area:** The community is almost 15kms away from the LaL chowk and is a semi-urban community.

**Total population:** 1100

Males: 522

Females: 538

Children: 81

Males: 46

Females: 35

**Number of households:** 200

**Type of housing:** Most of the houses were pakka builded, only few were kaccha and semi-pakka having all the necessary facilities with in-built toilets.

**Religion followed:** The whole community follows Islam as religion and all of them are Muslims.

**Languages spoken:** Kashmiri, Urdu and English

**List of institutions:** The community (Summerbugh) have one public health centre where first aid services are provided, and also all the necessary immunisations are provided to the children free of cost. The PHC also provides regular check-ups and a doctor visits once or twice a week. The PHC have two female multi-purpose health worker (FMPHW) Ms. Jahan Ara and Ms. Krishna Devi and one pharmacist Mr. Mushtaq Ahmad.

The community have two government schools and two private schools which are in and around the community. The schools were performing better prior to the floods.

The community have an ICDS centre as well, which was completely destroyed in the recent floods.

The community have two local Mosques and have a ration store of their own.

**Number of hospitals:** There are no hospitals in or around the community, the people mostly go to the other state hospitals.

**Number of ASHA:** The community have one accredited social health activist who perform all the task and keeps a complete record of the community.

**Availability of transport:** the community have a very poor transportation service. The people of the community have to walk a distance of almost 2kms, to reach to the bus stop. Alternatively the people have to cross the river through boat in order to reach to the bus stop.

**Communication:** The people of the community are facing extremely problems since from the floods. The people of the community don't have the access to the newspapers, they don't have any recharge outlets in the community and there are no net cafes in the community. There is no local market in or the community, there are only four shops in the community who sell the day to day commodities.



**Images showing the condition of roads that have been badly damaged by the floods and even the light showers cause the problem of water lodging in the area.**





Images showing the local public health centre of the community that is functioning even after the floods but is working in a single room with no proper provision of a PHC



# Global and national perspective of disasters

Global and National perspective of disasters

Concept of disaster

Disaster is defined as ‘catastrophic situation in which the normal pattern of life or ecosystem has been disrupted and extra ordinary emergency interventions are required to save and preserve lives and or the environment’ (Ministry of Home Affairs 2011).The impact of disasters is found everywhere and its frequency has been increasing over the year resulting in loss of life, damage to property and destruction of the environment. The disaster occur either by climatologically events such as cyclone, flood and drought or by geological phenomena such as earthquakes, volcanoes and landslides. About 90% of the global population exposed to floods lives in south Asian, East Asian and Pacific countries (US ISDR 2011).

Disaster is an undesirable occurrence resulting from forces that are largely outside human control. It strikes quickly with little or no warning, which causes or threatens serious disruptions of life and property including death and injury to a large number of people, and requires therefore, mobilization of efforts in excess of that which are normally provided by statutory emergency Services.

Disasters are not totally discrete events. Their possibility of occurrence, time, place and severity of the strike can be reasonably and in some cases accurately predicted by technological and scientific advances. It has been established there is a definite pattern in their occurrences and hence we can to some extent reduce the impact of damage though we cannot reduce the extent of damage itself.

The impact of disasters is profound on everyone, but is felt most deeply by poor people who are often least able to prepare and least able to recover. In some countries, early warning systems help some sectors of the population but everyone should have the opportunity to reduce the risk of disasters and to mitigate the effects.

The 2005 Hyogo Framework for Action seeks to ensure that disaster risk reduction is a national and a local priority through using both national platforms and community participation. It refers to the inclusion of disaster risk reduction in education as a top priority is highly disaster prone countries.

### **Typology**

Disasters are of three types.

1. Natural Disasters
2. Anthropogenic Disasters
3. Hybrid Disaster

### **Natural Disasters:**

Natural disasters are frequently the result of natural phenomenon. The definition of natural disasters is any catastrophic event that is caused by nature or the natural processes of the earth. The severity of a disaster is measured in lives lost, economic loss, and the ability of the population to rebuild. Events that occur in unpopulated areas are not considered disasters. So a flood on an uninhabited island would not count as a disaster, but a flood in a populated area is called a natural disaster.

All natural disasters cause loss in some way. Depending on the severity, lives can be lost in any number of disasters. Falling buildings or trees, freezing to death, being washed away, or heat stroke are just some of the deadly effects. Some disasters cause more loss of life than others, and population density affects the death count as well.

Then there is loss of property, which affects people's living quarters, transportation, livelihood, and means to live. Fields saturated in salt water after tsunamis take years to grow crops again. Homes destroyed by floods, hurricanes, cyclones, landslides and avalanches, a volcanic eruption, or an earthquake are often beyond repair or take a lot of time to become liveable again. Personal effects, memorabilia, vehicles, and documents also take a hit after many natural disasters.

The natural disasters that really affect people worldwide tend to become more intense as the years go on. Frequency of earthquakes, mega storms, and heat waves has gone up considerably in the last few decades. Heavy population in areas that get hit by floods, cyclones, and hurricanes has meant that more lives are lost. In some areas, the population has gotten somewhat prepared for the eventuality of disasters and shelters are built for hurricanes and tornadoes. However, loss of property is still a problem, and predicting many natural disasters isn't easy.

### **Anthropogenic Disasters:-**

The second type is of anthropogenic origin, and exemplifies some of the terrible accidents that have resulted from man's interaction with the artificial environment he has himself created.

The Titanic sank because one person after another failed to heed the danger presented by a pack of deadly icebergs in the North Atlantic. The reluctance to believe that such a tragedy was possible meant that there were not enough life boats available and most of those that were provided were lowered with only a few people in each.

The Turkish airlines DC-10 crashed outside Paris because a series of ineptitudes resulted in the failure of an airport attendant to close the baggage door properly.

Most alarming of all in this catalogue of disasters are the airborne hazards from Nuclear accidents such as Chernobyl, Three mile Island in the United States, and Windscale in the United Kingdom; in descending order and the most horrific the Union Carbide plant disaster at Bhopal in India. All caused by a reluctance to believe in, or plan for potential tragedy.

### **Hybrid Disaster:-**

A hybrid disaster occurs when a natural or man-made hazard causes increased damages as a by-product of anthropogenic actions. Examples of these are the spread of disease from a community in which the disease is endemic to a community which has no natural immunity, wholesale destruction of rainforests and the consequent reduction of evapotranspiration which intensifies annual flood occurrences in many countries, large scale deaths due to smog or pollution in many major conurbations throughout the world, and the pollution of oceans due to accidental or deliberate dumping of oil or chemical products into the Marine environment. Environmental degradation is held responsible for exacerbating the impact of droughts, floods, hurricanes, landslides and wildfires.

### **Effects of Disasters**

Each type of disaster can have a number of disruptive effects. These in turn cause generally predictable problems and needs of four kinds: environmental; health; social, economic, and political; and administrative and managerial.

- **Environmental Effects**

Disasters can have any number or combination of four effects: destruction and damage to homes and buildings; decreased quantity or quality of water supplies; destruction of crops and/or food stocks; and the presence of unburied human bodies or animal carcasses. These environmental effects vary considerably from disaster to disaster. For example, Earthquakes affect buildings but usually not crops, while tropical cyclones may affect both. Closely related to the environmental effects is the impact that disasters have on land tenure and values. These effects also vary with the disaster type; for example, land values after earthquakes will go up in zones that were not heavily damaged, but land values go down in zones of active volcanoes.

- **Effects on Health**

Sudden natural disasters are often believed to cause not only widespread death but also massive social disruption and outbreaks of epidemic disease and famine, leaving survivors entirely dependent on outside relief. Systematic observation of the effects of disaster on human health has led to rather different conclusions, both about the effects of disaster on health and about the most effective ways of providing relief. Though all disasters are unique in that they affect areas with differing social, medical, and economic backgrounds, there are still similarities between disasters that, if recognized, can optimize the management of health relief and use of resources. The following points may be noted:

- **Economic, Social, and Political Effects**

Disasters disrupt rather than destroy economies. During an emergency, people must leave their jobs and devote their time to disaster-related activities, such as search and rescue, or to care of survivors. During this period normal economic activities are severely curtailed, even if the sources of employment are unaffected by the disaster. This period is short-lived, however, and in the later phases of a disaster economic activities quickly assume a high priority for both businesses and victims alike. Whether or not an economy can recover quickly depends on the losses sustained. Physical damage to businesses and industry may temporarily halt some activities, but most enterprises can operate at reduced levels even with the loss of equipment. Of far more concern is the impact of disasters on persons who are participating only marginally in the economy, people such as subsistence farmers, small shopkeepers, and fishermen. After a disaster it is not uncommon for many small enterprises to fail. For the owners, a disaster can wipe out not only their investments but also their savings.

- **Administrative and Managerial Effects**

Administrative problems in disaster are made more difficult by four factors, which increase in importance with the extent of the disaster.

Effects on community leadership: The loss of leaders due to death or injury can impair disaster response.

Disruption of formal organizations: When a disaster strikes, large formal organizations are most disrupted. Small, community-based organizations are generally better able to function, even with loss of leaders.

Damage to critical facilities and lifelines: Widespread disasters can destroy or damage facilities that may be critical not only for responding to the disaster but also for maintaining



a safe environment and public order. Among these are communications installations; electrical generating and transmission facilities; water storage, purification, and pumping facilities; sewage treatment facilities; hospitals; police stations; and other private buildings.

Disruption of transportation (and isolation of resources): During the initial stages of most types of disasters, almost all surface means of transportation within a community are disrupted. Bridges can be knocked out; roads can be cut by landslides; rubble can block streets and highways.

### **Global scenario of disasters**

Disasters cause heavy losses to the life and property, it causes lot of issues to the people affected by it. There have been so many disasters at the global level that have caused huge destructions all over the globe. Disasters have created havoc all over the nations that have been affected by it, particularly with the floods, earthquakes and tsunamis. Throughout the globe the disaster management department have taken necessary measures to combat with the situation but before the nature's fury everyone is helpless.

There have been so many disasters (earthquakes, floods and tsunamis) throughout the world that have caused a lot of trouble. Recently in 2008 Koshi River in Nepal breached its embankments and wreaked havoc in eight Village Development Centres of Sunari (Dennison and Keim, 2009). This particular disaster affected 67 schools of the districts. Walls of 15 schools collapsed causing damage to the school furniture and facilities. After the displacement of the flood hit people, 23 thousand School going students were deprived of education. Learning was equally interrupted in host schools where the displaced people had sheltered. One of the worst flood disasters experienced in the last century occurred in early 1970s in Bangladesh where over 250,000 people drowned and 52,000 square kilometres of area of the country (nearly 60 per cent of net cultivable land) was reclaimed by water (UNDP and ADPC, 2002). In another instance, the magnitude 9.2 Great Alaska Earthquake, which struck south-central Alaska at 5:36 p.m. on Friday, March 27, 1964, is the largest recorded earthquake in U.S. history and the second-largest earthquake recorded with modern instruments. The earthquake was felt throughout most of mainland Alaska, as far west as Dutch Harbour in the Aleutian Islands 800 miles away from Anchorage, and at Seattle, Washington, more than 1,200 miles to the southeast of the fault rupture, where the Space Needle swayed perceptibly. The earthquake caused rivers, lakes, and other waterways to slosh as far away as the coasts of Texas and Louisiana. Water-level recorders in 47 states—the entire Nation except for Connecticut, Delaware, and Rhode Island—registered the earthquake. It was so large that it caused the entire Earth to ring like a bell: vibrations that were among the first of their kind ever recorded by modern instruments. The Great Alaska Earthquake spawned thousands of lesser aftershocks and hundreds of damaging landslides, submarine slumps, and other ground failures. Alaska's largest city, Anchorage, located west of the fault rupture, sustained heavy property damage. Tsunamis produced by the earthquake resulted in deaths and damage as far away as Oregon and California. Altogether the earthquake and subsequent tsunamis caused 129 fatalities and an estimated \$2.3 billion in property losses (in 2013 dollars). Although the Great Alaska Earthquake was tragic because of the loss of life and property, it provided a wealth of data about subduction-zone earthquakes and the hazards they pose. The leap in

scientific understanding that followed the 1964 earthquake has led to major breakthroughs in earth science research worldwide over the past half century. This fact sheet commemorates the Great Alaska Earthquake and examines the advances in knowledge and technology that have helped to improve earthquake preparation and response both in Alaska and around the world. Survivors of the 1964 Alaska earthquake will never forget the strong shaking that lasted for as much as four and a half minutes when a 580-mile section of the fault plane ruptured. In southern Alaska, where the loss of life was largest, 70 percent of the fatalities resulted from tsunamis generated by massive submarine landslides that occurred on steep slopes of the seafloor.

According to a survey by the Asian Disaster Preparedness Centre in 2002, in Cambodia, seeking to identify the impacts of disasters on the education sector, it was revealed that floods is one of the factors disrupting study program accomplishment and thus affecting the quality of current education, particularly in provinces which are prone to floods and where schools were constructed without proper flood resilient (ADPC 2002).

Many countries throughout the globe have made Disaster Management departments which controls the situation either in advance by taking the necessary measures to deal with disasters, like **in china they make houses that are earthquake proof** and can resist the heavy jolts as well, or alternatively the disaster management groups can work in the post-disaster situation thereby lending a helping hand. The disaster management teams/departments work in the following manner:

**Pro-active risk measures, that are taking certain measures in advance to deal with the situation, it includes:**

**Mitigation:** Mitigation is defined as a sustained action to reduce or eliminate risk to people and property from hazards and their effects. Examples of mitigation activities include:

- Retrofitting buildings to better withstand earthquakes
- Building dams to prevent floods
- Building retaining walls to protect against landslides
- Planting forests to buffer against storms
- Engaging in agricultural mitigation measures, that is crop diversification, planting of shelter breaks, food storage programs
- Reviewing legal frameworks to ensure that an enabling environment for structural mitigation requirement are adequately covered, that is land-use planning, building codes

**Preparedness:** It is defined as a state of readiness to respond to a disaster, crisis o any other type of emergency. It includes:

- Public awareness, that is raising awareness through education and knowledge to improve the people's participation in preparedness programs
- Research to assess vulnerability and to identify and assess the magnitude of risks
- Establishment of early warning systems.
- Practice of emergency drills

**Post disaster phase focusses on:**

**Emergency response:** This is the first response on the disaster situation also known as rescue, which includes saving the people at the very first instance, evacuate them from their respective homes and shift them to a safer place. It includes providing the food, clothes, medicines and other things in need, at the hour of crisis, building temporary shelters, setting up of camps or temporary repair to existing dwellings, addressing special reproductive and health needs of women and children, setting up search and rescue teams.

**Recovery:** this is the last stage in the disaster management program where in the people are rehabilitated back to their dwellings, providing them assistance to get back to the track in order to stabilize the situation.



Source: International Journal of Scientific and Research Publications, Volume 4, Issue 3, March 2011

### Indian scenario of disasters

India is a developing country which is still struggling to achieve a better standard in order to achieve a better standard and uplift the national economy. In one end where the country is struggling to improve its standard, at the same time, it faces a number of problems particularly in the form of national disasters that give a blow to the nation and further creates problems for the local masses. India is a country that is always at the end of disasters, be it floods, earthquakes or landslides, it is always been hit by one or the other disaster. About 59% of the land is prone to the earthquakes in India (MHA, 2011).

Around 68% of the country is prone to drought, and out of 40million hectares flood prone area in the country, around 7.5million hectares get affected every year by recurring floods. Around 71%

(5300kms) of the 7500kms long coast of India are susceptible to cyclones. Andaman and Nicobar Islands, Andhra Pradesh, Orissa, Tamil Nadu and Pondicherry gets affected most.

The following table shows the number of events recorded and the damage due to the disasters during 1980-2010

Number of events	431
Number of people killed	143039 approx.
Average Killed per year	4614 approx.
Number of people affected	1521726127 approx.

Natural disasters in India have caused serious casualties and heavy loss of economy as well. Every year people lose their life in floods and landslides and other natural calamities and economy worth millions and billions gets destroyed due to it. Below is a table showing the loss to the human lives and property in India due to the floods.

Losses due to the disasters during 2005-2006 to 2009-2010

**(Top 10 states prone to disasters)**

States	Loss to human lives	Loss to houses
Himachal	379	221664
Uttarakhand	488	269252
Maharashtra	749	475618
Kerala	763	493228
Andhra Pradesh	770	517198
West Bengal	921	723325
Karnataka	990	857027
Gujarat	1199	1089676
Bihar	1684	1134080
Uttar-Pradesh	2763	2096665
Others	2340	921314

This table represents the average loss of Human Lives and property that are destroyed on an average due to the disasters. Other than human loss, disasters cause a heavy loss to the economy as well leaving behind the traces of destruction everywhere.



<b>Region –wise earthquake 1897-2006</b>				
<b>Seismic- region</b>				
	<b>5-5.9</b>	<b>6-6.9</b>	<b>7-7.9</b>	<b>8.0+</b>
Kashmir & western Himalayas	25	7	2	1
Central Himalayas	68	28	4	1
North East India	200	130	15	4
Indo-Gangetic Basin	14	6	-	-
Cambay and Rann Of Kutch	6	5	2	1
Peninsular India	32	10	-	-
Andaman Nicobar Islands	80	68	1	1

This  
table

represents the number of earthquakes that took place at the most earthquake prone regions with different frequencies. These region are earthquake prone therefore are always subjected to earthquake causing minor to major losses.

### **India's Major Disasters**

<b>Name of event</b>	<b>Year</b>	<b>State and area</b>
Drought	1972	Large part of the country
Cyclone	1977	Andhra Pradesh
Drought	1987	15 states
Latur earthquake	1993	Latur, Maharashtra
Orissa Super-cyclone	1999	Orissa
Gujarat Earthquake	2001	Rapar, Bhuj, Ahmadabad, Surat
Tsunami	2004	Tamil Nadu, Kerala, A.P, Andaman & Nicobar
Maharashtra Floods	2005	Maharashtra State
Kashmir Earthquake	2005	Pakistan & partially Kashmir
Kosi Floods	2008	North Bihar
Cyclone Nisha	2008	Tamil Nadu
Drought	2009	252 Districts in 10 states
Leh Cloudburst	2010	Leh, Ladakh in Jammu and Kashmir
Sikkim Earthquake	2011	North-eastern India

In order to do away with the destructions caused due to the natural disasters, DISASTER MANAGEMENT ACT, 2005 came into existence. The disaster management act, 2005 defines disaster as natural or man-made event that cause substantial loss of life, property and environment. The scope of this definition does not cover a variety of other crisis situations that may or may not culminate in a disaster. The act concentrates very comprehensive powers and functions at the national level for dealing with the disasters. Therefore National Disaster Management Authority (NDMA) has the responsibility for not only laying down the policies, plans and guidelines, but also has executive functions for ensuring timely and effective response.

NDMA is established to meet the ends at the time of disasters. It provides the support to the affected places in the need of hour. NDMA is funded by the central funds and a specific portion of certain funds goes to the NDMA account, which is utilized later on. However it is not always possible for the authorities to meet the crisis situation, because nature's fury can take toll at any time, therefore certain advanced measures should be taken in advance, however in most of the cases the authorities fail to fulfil the ends. The authorities have framed a complete management team that take care of the issues while working in the disaster areas. The work in the disaster area has been divided into certain phases to meet the crisis situation and to work in a better manner, achieving the objectives of the work.

#### **Contents of the act**

National Authority

National Executive Committee

State Disaster Management Authority

District Disaster Management Authority

National Disaster Response Force

Other Provisions

Implementation

#### **National Authority**

The Act calls for the establishment of National Disaster Management Authority (NDMA), with the Prime Minister of India as chairperson. The NDMA may have no more than nine members including a Vice-Chairperson. The tenure of the members of the NDMA shall be five years. The NDMA which was initially established on 30 May 2005 by an executive order, was constituted under Section-3(1) of the Disaster Management Act, on 27 September 2006. The NDMA is responsible for "laying down the policies, plans and guidelines for disaster management" and to ensure "timely and effective response to disaster". Under section 6 of the Act it is responsible for laying "down guidelines to be followed by the State Authorities in drawing up the State Plans".

#### **National Executive Committee**

The Act under Section 8 enjoins the Central Government to Constitute a National Executive Committee (NEC) to assist the National Authority. The NEC is composed of Secretary level officers of the Government of India in the Ministries of home, agriculture, atomic energy, defence, drinking water supply, environment and forests, finance (expenditure), health, power, rural development, science and technology, space, telecommunication, urban development, and water resources, with the Home secretary serving as the Chairperson, ex officio. The Chief of the Integrated Defence Staff

of the Chiefs of Staff Committee is an ex officio member of the NEC. The NEC under section of the Act is responsible for the preparation of the National Disaster Management Plan for the whole country and to ensure that it is "reviewed and updated annually".

#### **State Disaster Management Authority**

All State Governments are mandated under Section 14 of the act to establish a State Disaster Management Authority (SDMA). The SDMA consists of the Chief Minister of the State, who is the Chairperson, and no more than eight members appointed by the Chief Minister. State Executive Committee is responsible (Section 22) for drawing up the state disaster management plan, and implementing the National Plan. The SDMA is mandated under section 28 to ensure that all the departments of the State prepare disaster management plans as prescribed by the National and State Authorities.

#### **District Disaster Management Authority**

The Chairperson of District Disaster Management Authority (DDMA) will be the Collector or District Magistrate or Deputy Commissioner of the district. The elected representative of the area is member of the DDMA as an ex officio co-Chairperson, (Section 25).

#### **National Disaster Response Force**

The Section 44-45 of the Act provides for constituting a National Disaster Response Force "for the purpose of specialist response to a threatening disaster situation or disaster" under a Director General to be appointed by the Central Government.

#### **Other Provisions**

Section 42 of the Act calls for establishing a National Institute of Disaster Management. Section 46-50, mandates funds for Disaster Mitigation at various levels. The Act provides for civil and criminal liabilities for those who violate the provision of the Act.

#### **Implementation**

The implementation of the National Disaster Act, 2005 has been slow, and slack. On 22 July 2013 Indian Supreme Court Justices A K Patnaik and M Y Eqbal in response to a Public Interest Litigation issued notices to the Governments of Uttarakhand, Tamil Nadu, Odisha, Andhra Pradesh, Gujarat, Rajasthan Maharashtra and the Central government for alleged failure to implement the Disaster Management Act, 2005. The petitioner alleged that the non-implementation of the Disaster Management Act by the Government of Uttarakhand endangered the lives of citizens. He sought "reasonable ex-gratia assistance on account of loss of life, damage to houses and for restoration of means of livelihood to victims of flash floods in Uttarakhand under the Disaster Management Act". The policy thus envisages a pro-active approach to disaster management wherein more emphasis is laid on preparedness, prevention and planning in addition to integrating disasters into development. All the stakeholders will be entrusted with adequate responsibility and role to achieve the goal of minimum losses to both life and property. It will be backed by all possible necessary support in terms of resources both financial and human, techno-legal regime, institutional backup, early warnings and forecast system as well capacity building and training. To achieve the objective, efforts will be made at all levels so that hazards do not turn into disasters.

The role of various stakeholders under the umbrella of the State Disaster Management Authority including the govt. departments like Revenue , PWD, PHE, PDD, Health, Agriculture, etc. shall be

specified so as to ensure a quick and prompt response to any disaster whether natural or manmade. The elements of Disaster Risk Reduction will be incorporated in all the future constructions and all projects/works that incorporate such measures will be given priority.



## **Disasters in Jammu and Kashmir**

## Disasters in Jammu and Kashmir

The history of disasters in Jammu and Kashmir is not a new phenomenon, J&K have been experiencing the disasters from a very long time. The state of Jammu and Kashmir is too vulnerable to the natural calamities. According to the department of environment, ecology and remote sensing (DEERS), in collaboration with Hyderabad based national remote sensing centre , 11% of the area of the state( including Srinagar, Ganderbal, Anantnag, Pulwama, Doda, Ramban, Kishtawar) comes under seismic zone(v), where around 50% of the population of the state lives Rest of the state (including whole of Ladakh & Jammu division) is under the seismic zone (iv) therefore making J&K more vulnerable towards earthquakes, that can be verified from the past calamities as well. Low-lying areas of the Kashmir valley, especially Sonawari, Awantipora, and Srinagar along with the parts of Jammu division are prone to floods while as, Upper catchments of all the tributaries of the Jhelum, Indus, Chenab and Tawi Rivers are prone to flash floods that causes destruction to the human life as well as to the property. Higher reaches of Kashmir including Anantnag, Kulgam, Gurez, Kargil, Leh, Doda , Ramban, Kishtawar, Banihal faces maximum avalanches whereas, areas along the major highways particularly Ramban, Pantail, Banihal, Doda, Kishtawar, Gulmarg, Dawar, Gurez, Tangdhar, Rajouri are more prone to landslides causing great trouble every year.

Therefore J&K has been facing the disasters from higher magnitude to lower magnitude from time to time that have caused human and property casualties. The vulnerability of J&K towards natural disasters can be traced by the following history of disasters in J&K:

1893	First of the well documented case of flood in Kashmir during the time of Maharaja Pratab Singh. After the flood of 1893, Jhelum bank was strengthened to protect Munshi Bagh and the new bund came up
1903	Converted the city into a whole lake
1957	100 people lost their lives in the devastating floods
1959	the floods submerged almost entire valley
1992	Most devastating in terms of casualties

This table clearly shows the vulnerability of J&K towards the floods where in huge loss have been caused to the life and property, and these floods have always been repetitive after long spells.

## **Floods of September, 2014 in Jammu and Kashmir**

## Floods of September, 2014

According to the National Disaster Management of India, a flood is an overflow of water that submerges land that is usually dry and can occur in river when the flow exceeds the carrying capacity of the river channel. It can also occur if water falls on an impermeable surface, such as concrete paving or frozen ground and cannot rapidly dissipate into the ground

In September 2014, the Jammu and Kashmir state witnessed disastrous floods across many districts caused because of torrential rainfalls or may be due to various cloud bursts. The J&K received heavy rainfall from September 2, 2014, onwards during last stage of monsoon in India. This triggered floods and landslides in India and the adjoining areas of Pakistan. According to the Indian Meteorological department, on September 05, 2014, the Jhelum was reported to be flowing at 22.40ft which was 4.40ft above the danger mark and 33ft at Sangam in Anantnag district above the danger mark. The discharge rate in the river was recorded at 7000m<sup>3</sup>/s. The Chenab River was also reported to flow above the danger mark by which hundreds of villages were affected in Pakistan. These rivers flooded into the streets causing heavy casualties and loss of property. In Srinagar, most of the city areas remained submerged under water. The river Jhelum spilled over, submerging Sonwar Bagh, Shivpora, Batwara, Pandrathan, LaL chowk, Rajbagh, Jawahar Nagar, Gogji Bagh, and other adjoining areas.

In actual figure, according to Home Ministry of India, 2600 villages were reported to be affected in J&K, out of which 390 villages in Kashmir were completely submerged. 1225 villages were partially affected and 100 villages were affected in Jammu division alone. Many parts of Srinagar including BSF headquarters in Sanat Nagar and army cantonment in Badam Bagh were inundated causing the vital roads submerged. Around 800 villages remained inundated for more than two weeks and 12.5lakh families were directly or indirectly affected by the floods. 550 bridges and culverts are reported to be damaged, while 2594 educational institutions were affected partially/completely. A total loss of 83044 concrete houses were damaged completely while 96089 houses were damaged partially (**source NDRF, 2014**) Other structures including granaries damaged in the floods were 353864 Including livestock 10050 milk animals were perished, besides 33000 sheep and goats. Damage to the agricultural crops is believed to the tune of 4043 crores while horticultural crops suffered losses amounting to 1568 crores. The traders and the local business was hit extremely by the floods causing a loss of more than 1 trillion. Almost 280 deaths were marked in the 2014 floods out of which 196 were in Jammu division and 85 from Kashmir. All the major hospitals of Kashmir were inundated along with the machinery and latest equipment's, the Civil Sctriat and the High Court was also submerged causing a great loss to the state.

The floods in J&K caused both the primary as well as the secondary effects on the people of J&K. The primary effects includes loss of life, damage to the residential homes, damage to the buildings and other structures( including hospitals, government offices, bridges, sewage system, roadways, culverts and embankments). It also damaged power transmission stations, water plants, and other departments. Damage to the roads and transport created great difficulty to mobilize and to those affected or to provide emergency health treatment. It also caused number of health issues, like respiratory tract infections, water borne diseases, skin infections, diarrhoea and other health complications

The secondary and long term effects includes economic hardships, psychological impact, loss of livelihood, loss of agriculture and other losses. Many environmentalists pointed out certain reasons for the floods of September 2014, deforestation in the catchment areas of rivers, unplanned construction in flood plains, lack of urban planning, rampant dumping of garbage in the rivers and use of chemical fertilizers by farmers are the main reasons that caused floods in J&K. Sumita Narian- director general of central department of disasters said that, the scale of disaster in J&K has been execrated by unplanned development especially along the river banks. She also mentioned that in the last 100 years more than 50% of lakes, ponds and wet lands of Srinagar have been converted into residential plots. The banks of the river Jhelum have been taken over in similar manner highly reducing the rivers drainage capacity. Therefore all these reasons together contributed towards the floods in J&K and became the main reason for such a heavy destruction to the life and property.

### **Government and non-government response towards September 2014 floods**

The floods of September was the most unexpected disaster witnessed by the people of Jammu and Kashmir. In the floods of 2014, Jammu and Kashmir witnessed the worst floods causing heavy destruction to the life and property. It was so heart-wrenching to see people in terror, crying for help, losing their everything in front of their own eyes and seeing their near and loved ones in such a great trouble, however it was so pleasing to see people lending a helping hand and reaching out to those who were in such a trouble caused by the nature. The locals proved out to be the messiahs in the recent floods when it was too difficult to manage a drop of drinking water. The floods instead of tearing people apart, brought them together and set such a great example of humanity and brotherhood thereby carrying out the rescue operation in such places where it was impossible to go. This was a time when people were furious at the then government who they claimed were missing from the ground. The government failed to give red alert at the proper time in the areas that were more prone to the floods, infact the government failed to carry out the rescue operation at most of the places, it was only either the local people or the army men who rescued the people after 10-15 days who were stranded in the floods. In most of the areas, people were not evacuated from their homes and were left to the fate. The devastating floods caused destruction to the property worth crores, but it did not break the fighting spirit of people. People helped each other Irrespective of their caste and religion and stood together and helped each other even when they were themselves suffering. When Srinagar and north Kashmir was hit by the floods, in the subsequent days, hundreds of volunteers from down town and from many parts of Kashmir risking their lives reached out to these flood affected areas. All the people volunteered at their own to provide a helping hand to the people who were affected by the floods. The people made hand-made boats made out of empty cans or thermocol piles to rescue people using whatever little means available at hand. They didn't wait for government and army choppers to rescue people. The locals loaded relief trucks with rice, vegetables, fruits, clothes, and other material from their respective areas-and reached out to those who were stranded in the floods. Nadeem Ahmad khuroo (26) an entrepreneur from Naikbagh, Nowgam lost all his stock during recent floods in Kashmir, khuroo offered the volunteers his stocks comprising mattresses and timber to rescue the trapped people. People living in the unaffected areas, whose houses were not inundated by the flood water, threw open their doors, for those whose houses were submerged. Mohalla committees worked with zest and bait-ul-mal was put in use to



provide meals and other stuff to the flood affected people. People stepped forward to serve food in community kitchens (Langar), and arranged food for the flood affected people. Local mosques were thrown open for all, Irrespective of religion providing shelter and relief material to the flood affected people. The money was pooled and arranged by the people themselves. It was a unique display of self-help, of self-governance in Kashmir. The people of Kashmir, especially the youth of Jammu and Kashmir set such a good example of brotherhood and humanity, the youth of J&K showed such a courage and bravery in the need of hour that is worth praising.



2104, where in the magnitude of disaster were extreme, and people were in trouble and were not able to safeguard any of their belongings. The flood of September, 2104, was the worst causality that happened in the parts of Jammu and Kashmir





**Images showing the floods of September, 2014, where the local people turned out to be the messiah for the flood affected people, and with the help of self-made Boats, they evacuated the people from the flood affected areas. This was the best example of humanity set by the people of Jammu and Kashmir**

## **Research Methodology used in field work**

## Research Methodology used in field work

### **Social research**

Social research is a careful and exhaustive investigation of a phenomenon with an objective of advancing knowledge. It aims at discovering truth. Research is undertaken to discover answers to questions by applying scientific methods. It is systematic investigation to find the solution to a problem. Social research is a research that focuses on the study of human groups or the process of social interaction.

According to P.V. Young, social research is the systematic method of discovering new facts or verifying old facts, their sequences, inter-relationships and the natural laws that govern them.

According to Thorndike and Thorndike, it is a systematic and objective attempt to study a problem for the purpose of delivering general principles.

### **Objectives of our research**

- To prepare a comprehensive community profile of the area
- To assess the damage caused by the floods of September, 2014
- To understand the impact of floods on the education system, health, housing, and economy
- To evaluate the role of social worker with the flood-affected people, especially with the vulnerable groups of

### **Types of research**

There are two basic types of social research that help the researcher to complete his research. The two basic types of research are:

#### **Qualitative research**

Qualitative Research is collecting, analysing, and interpreting data by observing what people do and say. Qualitative research is much more subjective than quantitative research and uses very different methods of collecting information, mainly individual, in-depth interviews and focus groups. The nature of this type of research is exploratory and open-ended. Small numbers of people are interviewed in-depth and/or a relatively small number of focus groups are conducted. Participants are asked to respond to general questions and the interviewer or group moderator probes and explores their responses to identify and define people's perceptions, opinions and feelings about the topic or idea being discussed and to determine the degree of agreement that exists in the group. The quality of the finding from qualitative research is directly dependent upon the skills, experience and sensitivity of the interviewer or group moderator. This type of research is often less costly than surveys and is extremely effective in acquiring information about people's communications needs and their responses to and views about specific communications.

#### **Quantitative research**

As defined by Aliaga and Gunderson (2000), Quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)'. Quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods, for example, How many males get a first-class degree at university compared to females? What percentage of teachers and school leaders belong to ethnic minority groups?

When we collect data in quantitative educational research, we have to collect them from someone or something. The people or things (e.g. schools) we collect data on or from are known as *units* or

*cases*. The data that we are collecting from these units are known as *variables*. Variables are any characteristic of the unit we are interested in and want to collect (e.g. gender, age, self-esteem). Quantitative research is based on the objectivity that is it is done on the verified facts and figures and the things are presented as how they are, there are less chance of biases of the researcher.

### **Type of research used during field work**

During our field work in Summerbugh area of district Budgam, we used the quantitative type of field work approach in order to know about the damage caused by the floods. The damage was quantified in terms of various variables that helped us to know about the nature and magnitude of damage.

### **Steps involved in conducting research in Summerbugh area**

- Formulation of problem in research
- Formulating a research design
- Application of quantitative approach of field work
- Collection of data
- Data processing
- Data analysis
- Report writing

### **Research design**

Research design is planning a strategy of conducting research. It plans as to what is to be observed, how is it to be observed, how to record observation etc. Research design is thus a detailed plan of how the goals of research will be achieved. It is a blue print of the research and of the plans that a social researcher has to execute. It serves a guide map for the researcher to carry out the research smoothly and without any mis-communication. Research design facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. Research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff, time and money. Preparation of the research design should be done with great care as any error in it may upset the entire project. Research design, in fact, has a great bearing on the reliability of the results arrived at and as such constitutes the firm foundation of the entire edifice of the research work

### **Types of research design**

**Exploratory research design:** Exploratory research studies are also termed as formulative research studies. The main purpose of such studies is that of formulating a problem for more precise investigation or of developing the working hypotheses from an operational point of view. The major emphasis in such studies is on the discovery of ideas and insights. As such the research design appropriate for such studies must be flexible enough to provide opportunity for considering different aspects of a problem under study. Inbuilt flexibility in research design is needed because the research problem, broadly defined initially, is transformed into one with more precise meaning in exploratory studies, which fact may necessitate changes in the research procedure for gathering relevant data.



**Diagnostic research design:** Diagnostic research studies determine the frequency with which something occurs or its association with something else. The studies concerning whether certain variables are associated are examples of diagnostic research studies. In diagnostic studies, the researcher must be able to define clearly, what he wants to measure and must find adequate methods for measuring it along with a clear cut definition of 'population' he wants to study.

### **Research design used in fieldwork**

This research was based on both the exploratory as well as the diagnostic research design. In our exploratory design, we focussed on the problem area, and tried to explore the impact of flood on the people of community-particularly the impact of flood on the economy, livelihood, housing, health and education of the inhabitants. The research was also based on diagnostic approach because certain suggestions and recommendations were put forth in order to deal with the post-disaster situation.

### **Sources of data collection**

To carry out the research, it's very important for the researcher to collect the data that he may be requiring in order to reach out to the facts. The research cannot be done without having any proper data which may valid or invalid our hypothesis, therefore it's very important for the researcher to collect the relevant data which may be helpful to him in his research. Data can be collected through two sources, the data can be either collected directly by the researcher that is through the "primary sources" and the data can also be collected indirectly that is through the "secondary sources"

- 1) **Primary sources of data:** primary method of data collection may be defined as when the researcher himself collects the data and verifies the facts and reality. In the collection of Primary data the researcher with the help of observation and understanding collects the data at his own and thereby sees the real facts. Primary data is considered to be the most authentic data over which the researcher can rely upon. Since the data is collected by the researcher himself, therefore there are least chances of any mis-interpretation, mis-communication or any other distortion in the information. In other words the primary data is considered to be more accurate, truer and more reliable.
- 2) **Secondary sources of data:** Secondary method of data collection may be defined as the method where in the researcher don't go to the field to collect the data but the researcher relies on the already available data in order to save his time and expenses. Secondary data is not based on the observations and experimentations but is collected by some other person and is put in use by the researcher. The secondary data lacks the authenticity as the researcher cannot rely over the data unless it's verified and stands true. Secondary data is used by the researcher just to save his time and to have an easy access to the data without putting much effort.

### **Methods of data collection**

Data can be collected in two ways, it can be either collected directly that is by going to the field and collect the data at our own or data can be collected indirectly also that is relying on the other ways. The few instruments by with which we can collect data are as:

### **Observation:**

Observation may be defined as a process in which one or more persons observe some real-life situation and record pertinent occurrences. It is used to evaluate the overt behaviour of the individuals in controlled and uncontrolled situations. Observation is possible only when the researcher participate in the research activity. Therefore observation and participation goes hand in hand.

### **Interviewing**

Interview is a process of communication or interaction in which the subject or interviewee gives the needed information. In a research situation it may be seen as an effective, informal conversation, initiated for a specific purpose as it focuses on certain specific areas. The main objective may be the exchange of ideas and experiences and eliciting of information.

### **Questionnaires**

Questionnaire' is a commonly used tool for collecting a variety of data. A questionnaire may include a series of questions pertaining to psychological, social, educational or any such issues which are sent to an individual or a group, with the aim of obtaining relevant data on the topic of research. Questionnaires are widely used by the social researchers while conducting their research in order to get the data and keep in in a recorded format. Questionnaires are usually filled by the researcher however, he may employ any other person to get them filled. Now days, questionnaires are also filled through e-mails.

During our research, we collected the data from both the primary as well as from the secondary sources. The primary sources of data used were: interview schedule and observation. While as, the secondary sources of data used were ICDS and PHC.

### **Concepts used in social research**

#### **Social survey**

The term survey has come from two words, "sor" and "vor", which means to see a particular thing from a high place. Mark Abraham has defined social survey as a "process by which quantitative facts are collected about the social aspects of a community's position and activities.

#### **Census**

It is the total process of collecting, compiling, analysing, evaluating, publishing, and disseminating statistical data regarding the population and housing and their geographical location. Population characteristics include demographic social and economic data and provided as of a particular date. Apart from that in census we select all items in any field of enquiry that constitutes "universe" or "population". A complete enumeration of all items in the population is known as census enquiry. It can be presumed that in such an enquiry when all items are covered, no element of chance is left and highest accuracy is obtained.

We employed social survey method in our research study, where in we used the census method and collected the data through door-to-door method.

#### **Universe of study**

The sum total or the aggregate of all units/cases, that conforms to designated set specification is called universe. The universe of study in our research was the entire Lasjan area, where in we carried our research in a specific area.

#### **Target population**

The target population in our research study was the Summerbugh area, where in the research was inclusive of all groups.

#### **Pilot study**

According to Van Teislingen & Humdly, Pilot study is a mini version of a full scale study or a trial run done in preparation of the complete study. It is a pre-investigation before carrying out the research which helps us to understand the different aspects of our research in a better and refined manner. In our research process, we carried the pilot study in Lasjan area for two days, where in it was identified that it is not the apt area to carry out the research, therefore after the pilot study certain changes were incorporated in the interview schedule and research was carried in Summerbugh area.

#### **Ethics followed during the research process**

The term ethics derives from the Greek word “ethos”, meaning “character”. To engage with ethical dimension of your research requires asking yourself several important questions. A consideration of ethics needs to be a critical part of the sub structure of the research process from the inception of your problem to the interpretation and publishing of the research findings. Yet, this aspect of the research doesn’t often appear in the diagrams of the models of the research. The ethics followed during our research process are as:

- Confidentiality
- Non-biased attitude
- Gender sensitivity
- Cultural sensitivity
- Positive and clear attitude

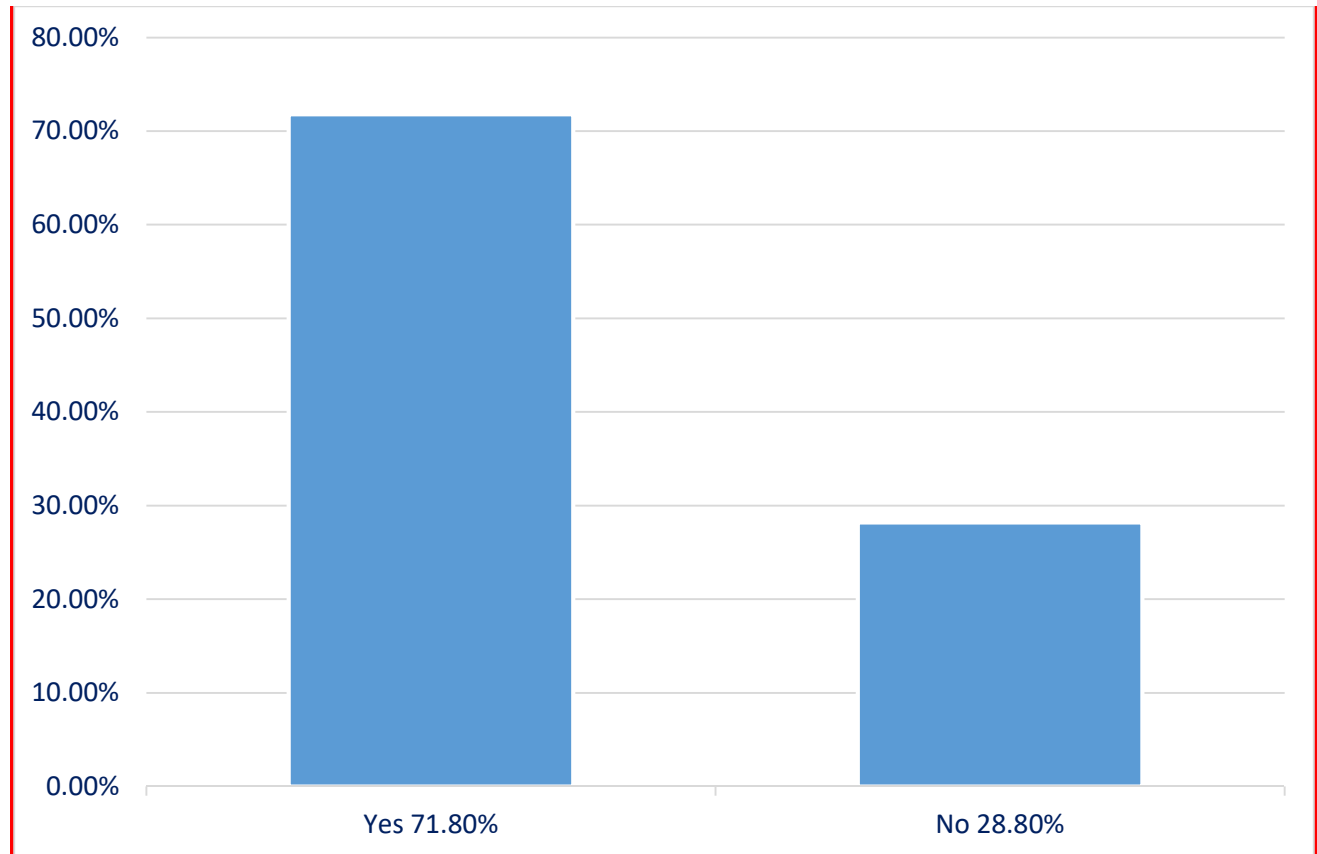
## **DATA FINDINGS AND DATA INTERPRETATION**

### **DATA FINDINGS AND DATA INTERPRETATION**

During our research in the field area Summerbugh we assessed the post flood situation and came across certain findings. The research findings and research interpretation is as:

- **Number of school going children**

This variable was incorporated in the research schedule in order to know about the impact of floods on the educational setup of Summerbugh area. This variable represents the number of school going children in the community.

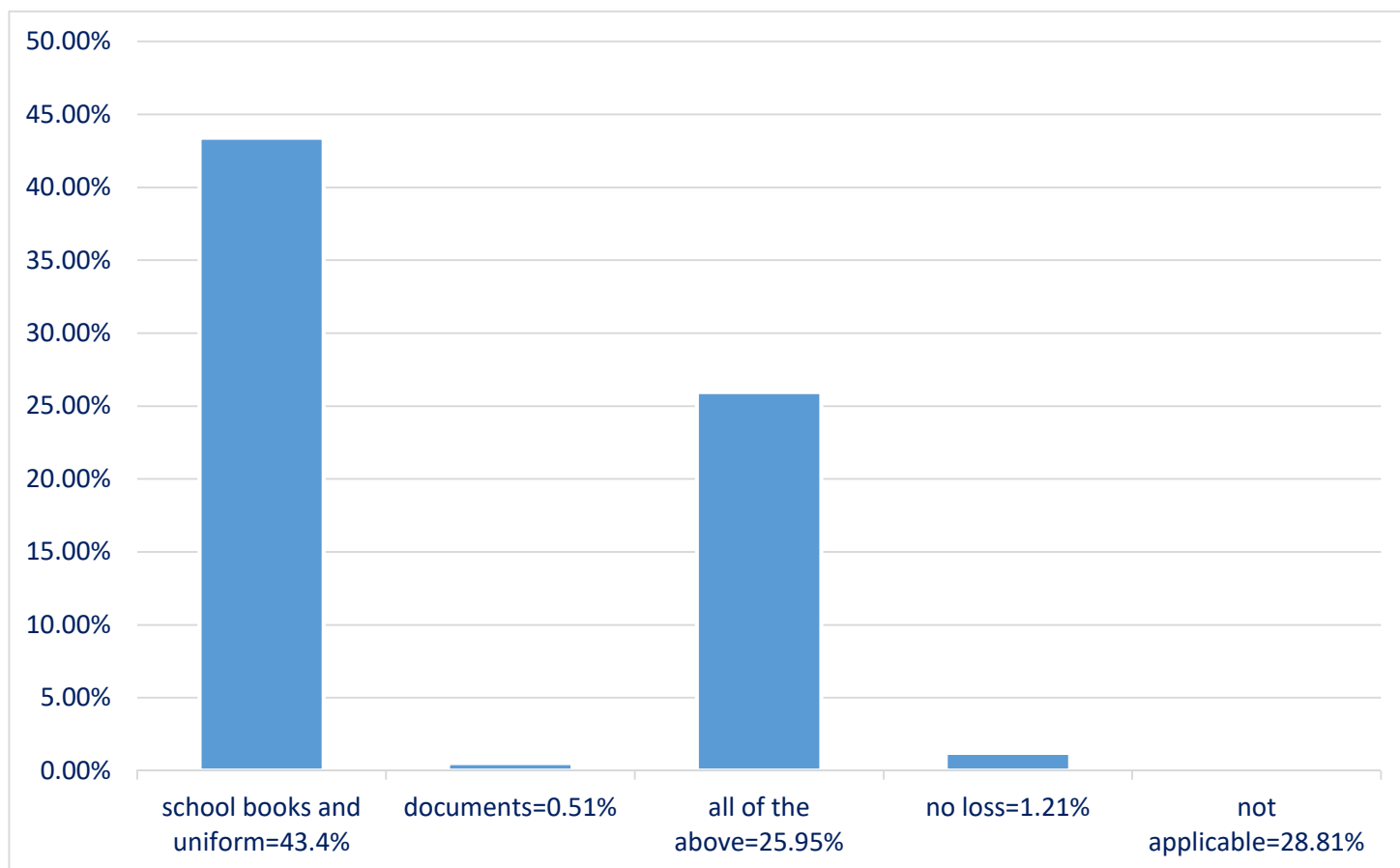


This graph represents the number of school going children in the community. The percentage of school going children in the Summerbugh area is 71.80% where as percentage of non-school going children is 28.80%. Most of the children in the community were school going children while as rest have already completed their schooling or were too young to join the school.

- **Nature of damage to the belongings of school going children**



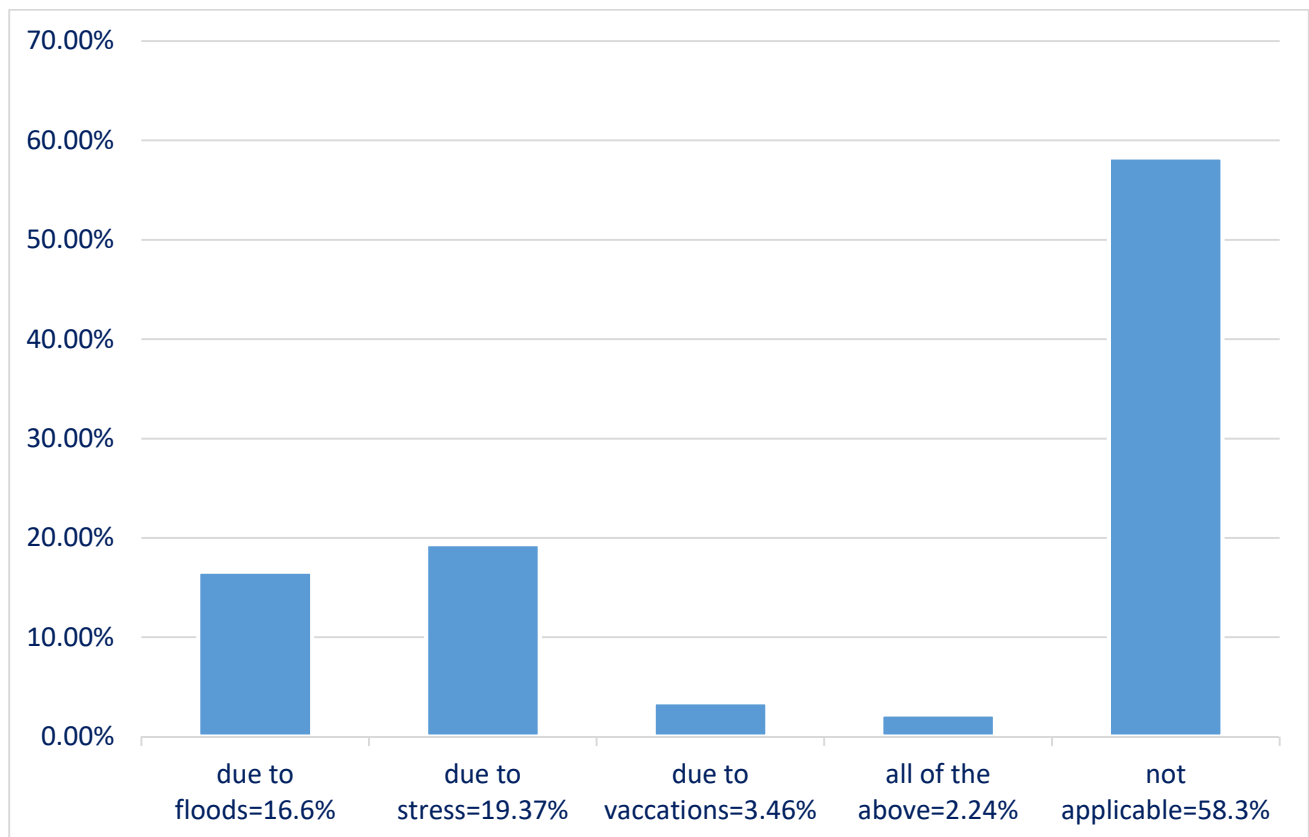
This variable was incorporated in order to know about the nature of damage that flood have caused to the belongings of children.



From the above data it can be clearly interpreted that the people were not able to safeguard their belongings and majority of the children had lost all of their belongings causing maximum damage to the books and uniform

- **Nature of impact on school going children**

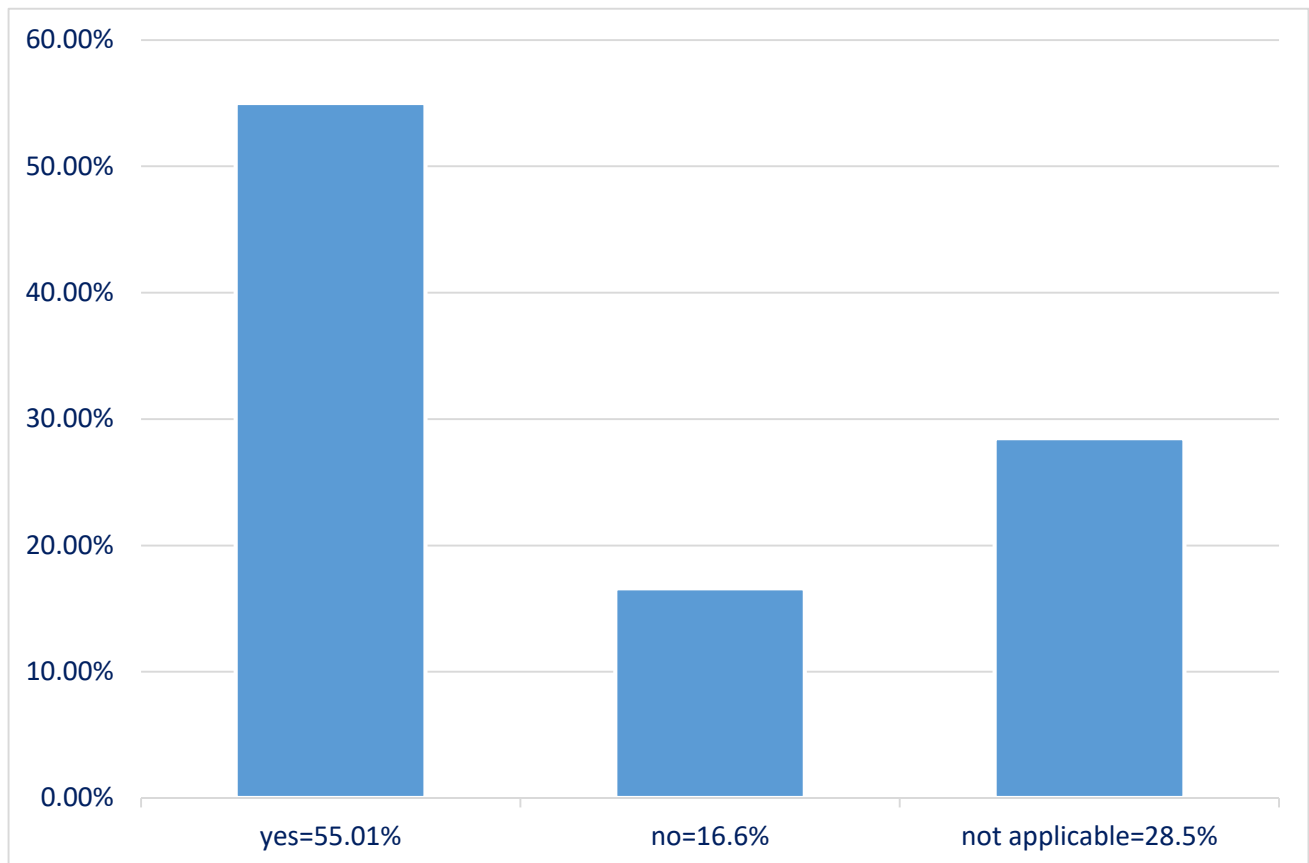
We incorporated this variable in order to get information about the variables that have caused lack of interest in school going children.



In this graphical representation, we came to know about the various variables that have caused the lack of interest in school going children. From the above representation, it can be seen that the floods have caused extreme psychological upset in the children that have caused the increase in their stress level

- **Requirement of any educational support**

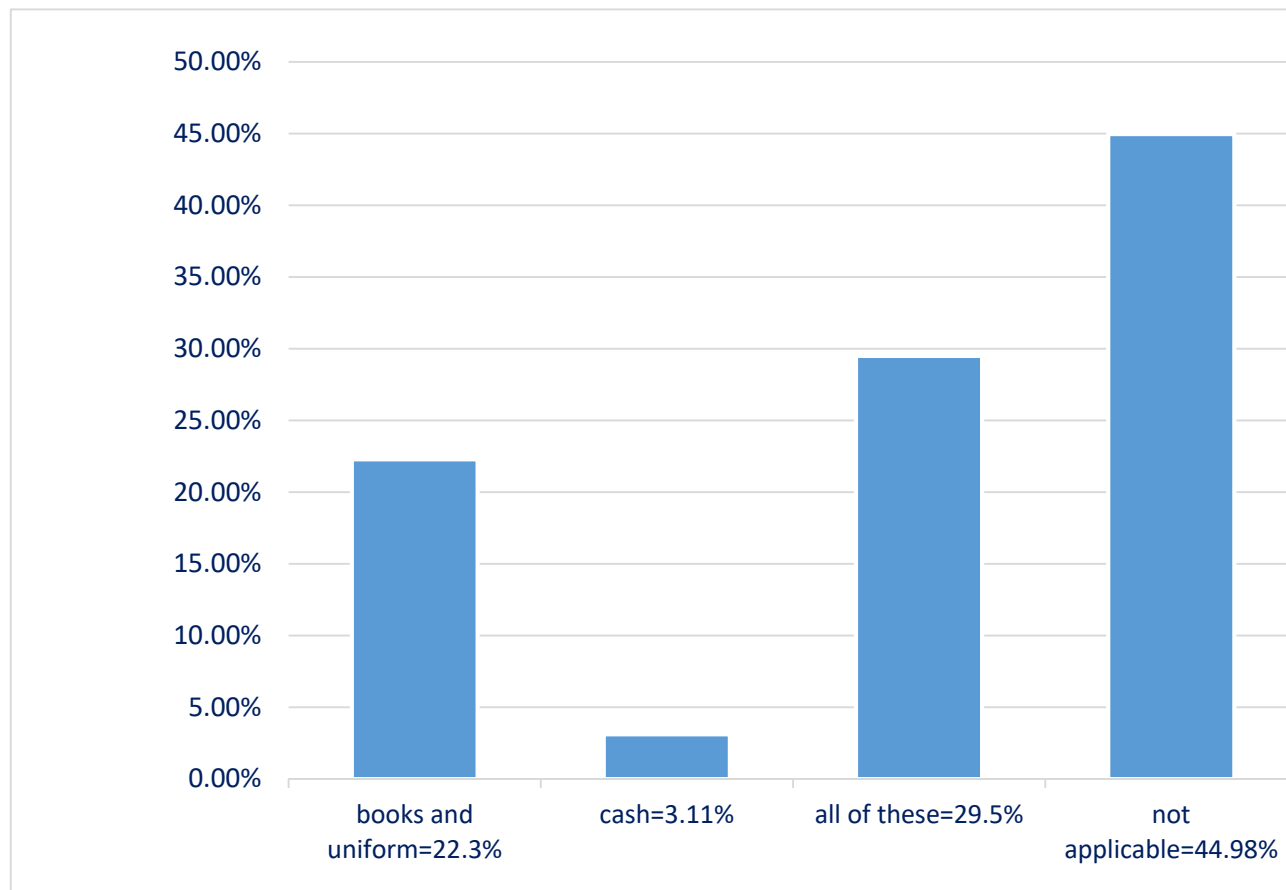
This variable was incorporated in research schedule in order to know the requirement of educational support. Since the flood have affected the people badly, especially the livelihood of people have been affected to a large extend, therefore in order to know about the requirement of assistance, we incorporated this variable



From this graphical representation it is clear that majority of the people are in dire need of educational support. 55.01% of the people have mentioned that they are in need of educational support, which therefore shows the impact of flood and the damage caused due to it.

- **Nature of support required**

This variable was incorporated in the research schedule to get the information about the nature of educational support required.



In the above graphical representation, 22.3% of the people have asked for the assistance in books and uniform, therefore the people of the community expect a relief package from the authorities that can help them to stabilize the schooling of their children

# **IMPACT OF FLOODS ON THE EDUCATION SYSTEM OF SUMMERBUGH AREA**

## **IMPACT OF FLOOD ON THE EDUCATION SYSTEM**

### **Pre- flood educational scenario in Jammu and Kashmir**



The Education system of Kashmir has been affected from very beginning. There had been ups and downs. Taking the history of Kashmir into consideration i.e. 1991 during conflict period, education system has been affected a lot in that time period, and mass promotion was also given to students due to that disruption that caused a great trouble to the students.

Lately in the last decade the education system gradually started improving in Kashmir, although the situation was not completely stable but the Education System however managed the work at proper time. All the Examinations, Interview Selection, Class work, Vacations, and other curriculum activities were held at proper time. Modern ways of education was also introduced in many of schools.

### **Post-flood Education System in Jammu and Kashmir**

- The education sector has suffered a loss of 165 crores during the recent floods with the total 2594 schools being damaged across the state.
- 2594 schools were affected during these floods out of which 686 school buildings were totally damaged and 1908 were partially damaged. The total number of schools affected in Kashmir division is 1096 with 495 school buildings being categorized as fully damaged and 601 partially damaged.
- The south Kashmir district of Anantnag was the hardest hit in terms of number of school buildings during the deluge.
- In Srinagar, the number of damaged school buildings is 64.8 schools have suffered partial damage.
- Books were also lost which were worth 29.48 crores and the damage to mid-day meal scheme has been calculated at 1.54 crores.
- 182 school buildings in Anantnag were damaged during these floods, which was followed by 174 in Budgam, 169 in Pulwama and 122 in Baramulla.
- The figures revealed that 85,147 book sets of students in Kashmir division have been washed away or completely damaged during these floods.

This flood not only damaged the Educational Institutions but JAMMU AND KASHMIR BOSE [BOARD OF SCHOOL EDUCATION] was also under water. And if other school were not damaged they were occupied by flood affected people.

Therefore all the Examinations, Interviews, Class-work, and Sports Activities etc the entire schedule was stopped due to the flood in Jammu and Kashmir

### **Pre-flood education scenario in Summerbugh area**

There are 4 schools in Summerbugh among them 2 schools are private and 2 are government school that were performing nicely and the students were going to their schools, exam schedule was running nicely and even parents were also satisfied with the education of their children. Vacations were also at time and other activities regarding Education i.e. Competitions, Quiz, Seminars, Sport etc all were properly done.

### **Post-flood educational scenario in Summerbugh area**

After the deadly flood on 6-sep-2014 all the 4 schools became dysfunctional and educational system took pause because all the 4 schools were submerged in water. Schools were submerged in water for 22 days and the students could not go to their schools for 2 months. Both the government schools are still in shambles and are yet to be cleaned

Both the private schools of the community have been restarted now by the owners at their own cost and are functioning properly

The students studying in these government schools were highly concerned about their future

### **Damage in terms of school building**

**School Infrastructure:** when water remained for 22 days in schools it definitely affects the infrastructure of the school i-e classrooms have been damaged the seats, doors windows, glass all has been damaged.

**Libraries:** libraries contain books and other material for reading and when the water was present for so many days everything present in libraries has gone

**Laboratories:** laboratories contains various equipment's, salts, models, which all have been damaged due to floods

**School records:** there are various records present in schools like students records, teachers record and other relevant data like when was schools established, who did inauguration, who was the ist principal etc. all records has been destroyed.

**Computers:** the floods also damaged the computers available in the school.

**Stationary:** there are various desktop instruments like punch holes, staplers, tapes, drawing instruments like brushes, colour pencils, watercolours, writing instruments pens, pencils, highlighters, ink for printers ,file folders ,envelops ,paper and pads etc which all got damaged due to floods

**School buses:** number of school buses also got affected due to floods

### **Threats in damaged schools in Summerbugh**

**Unhygienic:** The schools are very unhygienic because the building if cleaned once is not sufficient enough to study in. since water was present for 22 days in schools that have developed fungus and moss in the classrooms that can cause lot of issues to the school children.

**Risky:** The schools are risky because the small children study in schools are more vulnerable to the infections and other issues and due to floods, there is a chance for buildings to collapse because they have not been confirmed fit by any engineer.

**Electricity:** Due to floods, lot of damage has been done to electric wires and which may become threat for small kids studying in the schools and can cause electric short circuits.

**Garden:** Playgrounds and lawns are not cleaned properly which also can become a threat to the school kids

**Spread of infection:** Due to dust in schools, classrooms, it may become a threat for infection. As water is still present in the government schools and summer is approaching, there is great chance for water borne diseases.

### **Impact of floods on students**

a) Physical                      b) psychological

#### **PHYSICAL**

- Due to floods in Summerbugh the students have lost their uniforms and school bags.

- The students have also lost their notes in the devastating floods that hindered the normal examination schedule
- Books- that are most important for a student have also been lost in the September floods.
- The students have also lost their various documents like birth certificates, residential proofs, marks certificates etc. which cannot be regained easily. The students have also their various honor certificates.
- The students have also lost their school bags; modals build by them, gifts received by them.

## **PSYCLOGICAL**

- **Trauma:** the floods of September 2014 were deeply distressing and a disturbing experience that caused trauma to the flood affected people. Trauma is an emotional wound or shock that damages one psychological development and students of Summerbugh may have the trauma of floods
- **Lack of interest in studies:** Due to the long vacation from schools, it became one of the reasons that they lacked interest in studies and another reason could be the loss of book & notes that caused them much trouble to carry on with their studies.
- **Lack of concentration:** Due to floods there is chance of lack of concentration in the students because the students who has lost their houses, who do not get proper meals ,who don't have uniform to wear or who don't have proper clothes may face the problems in concentrating over their studies or in their day-to-day activities.
- **Hydrophobia:** it is an irrational fear of water and there is a high chance of hydrophobia in the students because students have faced the floods they have seen the worst flood of their life that might develop the irrational fear of water.

## **Expectations of parents of Summerbugh towards education**

Books should be provided free

Uniforms should be provided free

There should be relaxation in fees

The school should be properly re-established

The pure water supply should be present schools

The scholarships should be provided to affected students

There should be proper check on school buildings whether they are in condition to study in or not.

## **POSSIBLE SOCIAL WORK INTERVENTION**



**(Source: this model has been borrowed from Brenda Dubois)**

**Micro level intervention:** At micro level social worker can talk to local people, increase their coping capacities, develop support system and help them to come out of the trauma. The social worker can also provide counselling to the families and can provide educational counselling to the school going children as well.

**Mezzo level intervention:** At mezzo level, social worker can approach to school authorities to provide help in terms of relaxation in fee to those students who have been badly affected by floods. The social worker can also reach out to the school authorities to ask them to take special care of the flood affected children.

**Macro level intervention:** At macro level, social worker can approach to various NGO'S who are working on child education etc in order to provide some help to those students who have been badly affected and cannot afford books uniform etc



images of the Governemnt Middle and High Schools that have been damaged in the recent floods but are yet to be clened even after seven months of floods.

The first image represents the ICDS that has been collapsed in the floods and is currently functioning in a in shed.

## **CONCLUSION AND RECOMMENDATIONS**



## Conclusion

Jammu and Kashmir is the most vulnerable zone towards earthquakes, floods, and other natural calamities. Major areas of the state fall under seismic zone 5 where the seismic activities are very high making it quite vulnerable to earthquake. Besides this, the climatic changes and global warming become reasons for the floods and the other natural calamities. The another reason may be also due to the flow of the westerlies passing the Mediterranean sea or the Caspian Sea, the Black sea from where they carry the moisture and then enter middle east Asia and flows through Iran, Afghanistan, Pakistan and then enters Jammu and Kashmir. Kashmir valley due to its physiographic location between the Zaskar range and the Pir Panjal ranges get the westerlies struck with these ranges and the moisture they carry is poured here in the form of rain resulting in floods in case of heavy rain falls.

Apart from all these the state is also surrounded by a number of water bodies so the risk of floods always remains comparatively higher than the other places.

These may be some of the reasons due to which the state has already faced a number of worse floods in the past causing a huge destruction to the life and properties of the people.

The area where we were assigned for our field work was Summerbugh. Due to its location on the banks of the river Jhelum the flood has badly affected the area. There is a history of floods every year once or twice in the area but that flood water mainly remains lodged hardly for one or two days and such a devastating flood of September 2014 they have never experienced. Floods have damaged the properties –public and private infrastructure, agricultural land and the business activities of the people. Most of the people in the said area were having brick kilns or working in them to earn their livelihoods which were also totally submerged causing a great loss to them. The agricultural lands were also totally submerged causing a great loss to the vegetables and the crops. Besides its effect on the agricultural and business activities of the people the flood has also affected the health, education and social living of the area.

The two private and the two government schools of the area were also totally submerged causing a huge damage to the infrastructure of the buildings. The ICDS (integrated child development service) centre of the area was also totally damaged causing a great problem and disruption in the education system of the area. The private schools of the area have been re-established by the local heads, however the government schools are yet to be revived again. Now in order to revive the education system of Summerbugh area back to normalcy, there should be collective efforts from the government as well as from the non-government agencies, in order to save the future of students and help to carry on with their studies. The possible recommendations to revive the education system of Summerbugh area and to prevent further disasters in the area are as:

## **Recommendations**

- There is a need of special focus for the construction of flood protection infrastructure, dredging of rivers and development of one more flood spill channel to off load the main river from the flood waters.
- The area and properties of the Summerbugh area is at a very high risk and therefore safety measures for public and private infrastructure are required to be taken in a sustained manner.
- The amount of rupees 75000, 12000 and 3800 provided to the affected families for a fully, partial and minor damage of their houses is not enough to recover their loss. So a sufficient amount should be provided to these affected families.
- There should be a holistic distribution of the relief material either in cash or kind provided by any governmental or non-governmental agency.
- Adequate funding should be provided to the damaged schools to compensate the loss caused due to the floods.
- Special concession in fee should be made to the affected students in case of private schools.
- The affected students of government schools should be provided with special scholarships which can help them in their studies.
- Books and uniforms should be made available to these affected students free of cost.
- A favorable and hygienic environment should be provided necessarily to the students to prevent them from infections.
- The school authorities should inculcate the knowledge of disaster management and should provide training to the students.

## **Social work intervention**

The intervention of a social worker in this particular community can be in many ways, particularly with the school going children and with the families that have been affected by the floods.

- The social workers can work with the families, built a support system for them and can help them to improve their coping capacity. Since disasters are such a kind of calamity where in the people lose their self-confidence and strength, particularly in the families who gets affected worse, therefore the social worker can play a very important roles in such families by giving them counselling sessions and in-built in them the self-confidence and improve their defense mechanisms.
- The social workers can impart the disaster management knowledge among the masses of this community particularly in the youth of community that can be channelized and utilized at the time of need.
- The social workers can instill the ray of hope in the people of community and try to bring the community on a single platform in order to work against any future uncertainty.
- Since, the school going children of this community are facing a good level of stress, therefore, the social workers can have also educational counselling sessions with the school going children in order to minimize their stress level and help them to re-cope with their studies.

- The school worker can also use the means of mass media to highlight the issues of this community particularly about the conditions of the schools which are still in a dilapidated conditions.
- The social workers can also liaison with various Ngos in order to provide the assistance to the people of this community particularly in the area of health and education.

#### Experience and Learning from the field work

since field work is the best experience for a social worker wherein we go out in the communities, meet new people, know their beliefs, ideologies, customs and every other thing about them, also the field work gives us the privilege to go to the areas where we normally don't prefer to go. Therefore it was a wonderful experience to explore the Summerbugh area, know about the people, their issues, their strengths and their life. This field work was infact the best exercise to work with the flood affected people and know their experiences and know about the various self-help techniques they used to save their self and their families. It was an opportunity to lend a helping hand to the flood affected people and be a source of catharsis for them and share their grief and loss. It feels amazing to be in the profession of social work, where we meet such a diverse group of people and wherein we can have the privilege to explore every area, where we usually cannot. We are glad to be the part of social work community and profession. We hope and promise that we will continue to serve the society in the same manner and will try our best to make this world a lovely habitat.

#### Limitation of the field work

- Since the field work was carried in winter season, therefore it was bit difficult for few of our group members to cope up with the rain and snow.
- Initially it was too difficult for us to introduce ourselves to the community as we were considered as the relief givers.
- Even though we didn't gave any hope to the people of this community, but they were still under the impression that we may be arranging any relief material for them
- One of our group member was initially not allowed in various houses and was even frisked by one householder.
- Since we had two non-local language speakers, so it became quite challenging for them to speak in Kashmiri language.
- There were no shops open in the community, due to which we had to work for the whole day without taking any meals.



**A DETAILED REPORT**  
**ON**  
**AWARENESS PROGRAM**  
**IN**  
**URPASH & GUTLIBAGH OF GANDERBAL**  
**2017**

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**Department of Social Work**  
**University of Kashmir**

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*All praises to Almighty Allah the creator, the sustainer, the cherisher of the universe for the abilities bestowed in human to explore the mysteries and engulfing the intricate nature for making it beneficial and comfortable environment to live in.*

*While concluding the report of program, we feel indebted to the Kashmir university and more so to the personalities at the helm of affairs of the university and would subscribe as under:*

*First of all we would like thank our HOD Dr. **SHAZIA MANZOOR** for developing holistic personality of the students and providing adequate opportunities to we people to get us exposed to the new fields in social work in various communities.*

*We would like to thank all our teachers in the department of social work for their support and help throughout the course of our program. In particular we would like to thank Dr. **SATMA FARHAD**, Dr. **WAZAR AMIN**, Dr. **ADIL BASHIR**, Dr. **SARFARAZ AHMAD**, for their immense generosity, encouragement, creative drive, teaching and endless support.*

*The work culture we would not have availed so lively and favorable in absence of non-teaching staff. We appreciate their role for making the environment homely and conducive to pass through project in the lab.*

*It will not be out of place to express our gratefulness to our parents who deserve a special mention for their unflinching support and prayers for our wellbeing.*

Program team

## BRIEF PROFILE GANDERBAL

Ganderbal is located at 34.23 degree N 74.78 degree E. It has an average elevation of 1619 meters. It is bordered by the Srinagar district in the south, Bandipora to the north, Kargil in the northeast, Anantnag to the southeast, Baramulla in the southwest. It divided into four blocks viz, Ganderbal, Kangan, Lar and Wakoora.

- ▶ Population = 297003 (2011 census).
- ▶ Literacy rate = 60%



**FIGURE 1: LOCATION OF GANDERBAL**

## **COMMUNITY PROFILE**

It is a village in Gutlibagh, Ganderbal district, 4km towards east from District Headquater Ganderbal. It is 17 kms from state capital Srinagar.

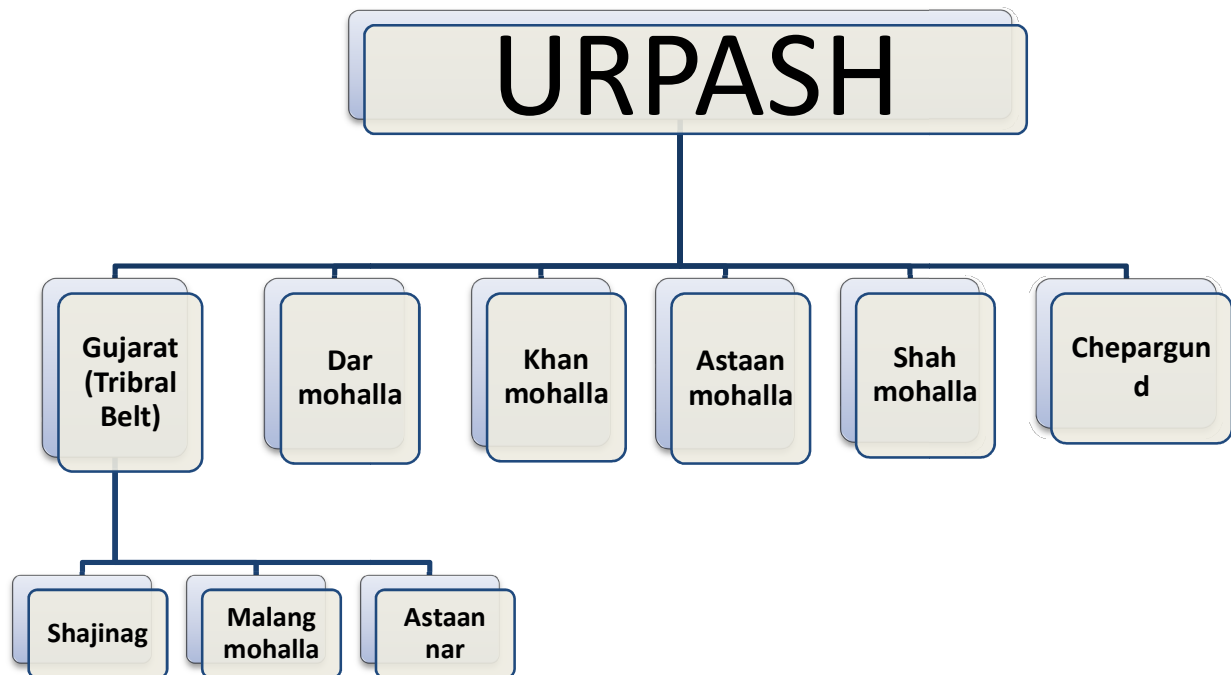


**FIGURE 2: PICTORIAL VIEW OF URPASH GUTLIBAGH**

### **DEMOGRAPHICS OF URPASH**

<b>TEHSIL NAME</b>	<b>GANDERBAL</b>
STATE	JAMMU AND KASHMIR
DISTRICT	GANDERBAL
BLOCK	GANDERBAL
DISTRICT HEAD-QUATERS	GANDERBAL
SUB DISTRICT HEAD-QUATER	GANDERBAL
POST OFFICE	GANDERBAL
PINCODE	191201
SETUP	RURAL

## WARDS IN URPASH VILLAGE



### **DISTRIBUTION AS PER CASTE IN URPASH VILLAGE**

- ▶ Dar.
- ▶ Khan.
- ▶ Shah.
- ▶ Bhat.
- ▶ Kumar.
- ▶ Ganai.
- ▶ Rather.
- ▶ Pahadi.

### **DISTRIBUTION AS PER LANGUAGE**

- ▶ Kashmiri.
- ▶ Urdu.
- ▶ Pahadi.



## **DEMOGRAPHICS OF URPASH**

### **VILLAGE**

<b>particulars</b>	<b>total</b>	<b>males</b>	<b>females</b>
Total no. of houses	468(actual636)	-	-
Population	2745	1,416	1,329
Child (0-6)	462	251	211
Scheduled caste	0	0	0
Scheduled tribe	935	482	453
Literacy	48.93%	56.91%	40.61%

### **SEX RATIO OF URPASH VILLAGE (CENSUS 2011)**

- There are 939 females per 1000 males in the village.
- Sex ratio in general caste is 938.
- Sex ratio in schedule tribe is 940.
- Under 6 years of age, there are 841 girls per 1000 boys of the same age.
- *Over all sex ratio in the village has increased by 31 females per 1000 males from the years 2001 -2011.*

	<b>TOTAL</b>	<b>GENERAL</b>	<b>SCHEDULED</b>	<b>SCHEDULED</b>	<b>CHILDRENS</b>
			<b>CASTE</b>	<b>TRIBE</b>	
<b>CHANGE</b>	31	16	0	59	-70
2011	939	938	0	940	940
2001	908	922	0	881	881

**FIGURE: SEX RATIO OF URPASH VILLAGE (CENSUS 2011)**

## **AWARENESS PROGRAMS PERFORMED IN**

### **URPASH & GUTLIBAGH**

**One day awareness** activity in Government High Schools, Urpash and Gutlibagh each. In these activities, we tried highlight the various issues confronted by children and make them understand the importance of personal hygiene and its impact on others. We laid emphasis on inculcating the good habits for living a better and acceptable life.

We also interacted with the children and came to know about their interests and talents. Some of them willingly and enthusiastically performed in front of us. They all fully cooperated with us along with the teachers.

**Fourdays awareness program:** we tried to aware the community through door to door activity and FGDs, about the ways of keeping our environment clean and pollution free and its importance for our survival. The participation in FGD's was mostly of women from these communities.

We also talked about the importance of education in the lives of both boys and girls. We gave them the examples of the people of their own community, who after going for higher studies are living a respectful and better life.

**The PRA techniques** were used to prioritize the community problems and their sensitization, which continued for two days, this activity mostly involved the male members.



## **ISSUES OF THE COMMUNITIES COVERED UNDER PROGRAM**

### **1. HEALTH:**

It is a state of physical, mental and social wellbeing and not merely the absence of the diseases. In the community health was poor because there was lack of health institutions and the main centre was 3-4 kms away from the community. So it becomes difficult for the people to reach these health centers.

- **NON FUNCTIONAL HEALTH CENTERS:** The health facilities in the community are not proper. Although a sub health centre is present in the community, but it is not fully functional. The sub-center has a poor infrastructure with only one lady technician. Majority of the population of the village prefer to go to the Primary Health Centre, Nunnar which is located 3 kms away from Urpash village.
- **NON AVAILABILITY OF ANIMAL HUSBANDARY:** It was one of the issue in the community. As cattle rearing is the main occupation of the people and it is the main occupation of livelihood, but there was not any proper care or scientific method of rearing and breeding cattle's.

### **2. EDUCATION:**

Most of the problems are prevalent in education. Religious / Cultural Orthodoxy (mentality) is still present in community i.e. women is still considered as an entity where community's honor and dignity is vested. We also identified that girl dropout rate was almost 80% due to early marriages and prevalence of patriarchal family structure.

### **3. NON AVAILABILITY OF SKILL DEVELOPMENT CENTERS:**

There was absence of such centers like stitching centers or other embroidery centers. Girls prefer to go outside the community to learn such skills. However all women can not avail this facility due to many reasons viz. cultural and financial barriers.

#### 4. SANITATION:






- No proper sanitation facilities are available in the community because the wastes from houses are not disposed properly. They lack proper sanitation as they throw garbage directly into the canal and along the road side.
- Although there is adequate amount of water, but it is inadequate for drinking purpose which leads to various diseases and the main source of drinking water is from springs and glaciers, but due to hot summer there is even the shortage of water.

**5. LACK OF RECREATIONAL FACILITIES:** Recreational facilities are very important for the overall development of an individual or community. Recreational facilities include playgrounds. In case of Dar Mohalla, there was no such facilities available. However the local youth go to nearby forest for recreational purposes else there is not any youth club or recreational centre in the community.

### COMMUNITY PRIORITIZATION OF PROBLEMS

Seed sorting is the method to get different responses of the community of their felt needs and accordingly prioritize them. Seed sorting is used to categorize the problem and then to identify those problems which are at the highest rate followed by other problems which has less impact.

#### SEED SORTING

EDUCATION	
HEALTH	
LACK OF SKILL DEVELOPMENT CENTERS	
SANITATION	
RECREATION	

## **GIRL DROPOUT**

Among all the stated problems, the problem of girl drop-out seems to be the most important, which needs to be addressed immediately. Despite there is the prevalence of number of schools in the community, the dropout rate in Urpash is very high particularly among girl students. The rate being 80% as per the information provided by the Principal of Government Girls High School, Urpash. The reasons are many, which hinder the girl education.

For inculcating education among girls particularly, there should be active cooperation of each other the society, without whom a community cannot become stable and prosper progress. The education of girl is very significant from every point of view because it is not only through education of women that we can expect economic prosperity but even the literacy rate becomes less. In case of Dar Mohalla we can access that the girl dropout rate is more as compared to men. The following reasons for high girl dropouts include:

## **UNDERSTANDING REASONS FOR COMMUNITY ISSUES**

- **MALE DOMINATING SOCIETY:** One of the prominent reasons for less women education in Indian and in our state is the prevalence of the nature of society which is highly dominated by males and due to this reason there have been some reassigned stereotypical traditional roles of sexes where there is still discrimination with the girls. As a result educating girls is still considered useless for them.
- **RELIGIOUS/ CULTURAL ORTHODOXY:** The girl dropout rate is high in rural areas because of the religious and cultural orthodoxy of society i.e. women are still regarded as an entity, where in the communities honour and dignity is vested. She is still considered as an entity to be kept in four walls of the house. Women's are not encouraged to go for higher studies, because they are still thought to be a financial burden to family. Therefore more preference is given to her marriage than her studies. The reason being, girls leave their studies at early stages or even don't prefer to go to schools.
- **INSTABLE FINANCIAL RESOURCES:** Instability of financial resources: Instability of financial resources is another cause for higher girl drop-out rate in the community leading parents to choose between marriage and studies. As most of the people in the community belong to lower middle class, so the parents have to chose



between the girls education and marriage. The expenditure on girl education is considered to be unproductive investment. Therefore the parents feel that educating a girl is not important, as she ultimately has to get married and look after another family. Whereas the education of boys is considered important because he is considered as helping hand to the family and therefore is given more importance than girl education leading to increasing girl dropout rate.

- **LACK OF HIGHER SECONDARY SCHOOLS:** The dropout rate after class 8<sup>th</sup> in case of girls was much higher. The reason being that there was no higher secondary schools in the community. The students has to travel to Nunnar or other tertiary communities where the Higher Secondary School was present. Further, due to non availability of transport facilities the parents were hesitant in sending their daughters to other community.
- **EARLY MARRIAGES:** The most common reason that almost 60% of the cases of the girl drop-out in Urpash community were due of early marriages. The parents wanted their daughters to get married as soon as possible. The reason being, the financial instability which made parents to choose between studies or marriage. But due to poverty and the cultural barriers which put shackles in the hand of parents and adolescent girls, they choose for marriage at a very young age which led them to shun their education and hence leads to higher girl dropout rate.

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Governor, N N Vohra and other dignitaries watching 'Shirin Saaz Te Awaaz' at DPS in Srinagar.

## Month long 'Shirin Saaz Te Awaaz' concludes at DPS

# Governor, First Lady participate in finale

Excelsior Correspondent

SRINAGAR, Sept 20: The month long "Shirin-Saaz Te Awaaz" - a Kashmiri Group Singing Competition organized by the Delhi Public School (DPS) and D P Dhar Memorial Trust concluded here last evening.

The grand finale of this mega cultural event held at the DPS Athwajan, Srinagar in which 10 teams from different schools of Kashmir valley presented mesmerizing performances which kept the 6000 to 7000 audience spellbound.

Governor N N Vohra and First Lady Usha Vohra were guests of honor and Haseeb Drabu, Minister for Finance and Culture was a distinguished guest.

Lauding the efforts of the DPS management for promoting the local culture, the Governor said that events of this scale would provide a most welcome opportunity to the young boys and girls of the Valley to display their high potential in the arena of music and arts and also give them the confidence to perform in public programmes, adding to their personality development. He said that such events being organized by other educational institutions would go a long way in boosting the future of our children and showcasing their skills in extra-curricular activities.

## JU's Display Your Talent

# Essay, Short Story Writing

# Competitions held on Day-7

The Governor complimented Vijay Dhar, Chairman DPS and D.P. Dhar Memorial Trust, for his initiative to organize such a wonderful programme, involving the children of over 200 schools, which is first of its kind in the Valley and provided an excellent opportunity to hundreds of school children to exhibit their talents. He said he has not seen such a wonderful event in the State earlier where young students, particularly the girls, performed with so much talent and enthusiasm.

The creative concept of the stage and for encouraging the development of the intrinsic potential of the children the Governor announced a contribution of rupees one and a half lakh.

Mr Vohra urged Mr Drabu to consider providing suitable support for budding artists being provided appropriate opportunities for developing their talents. In this context he suggested that perhaps the J&K Tableau at the next Republic Day parade could be a presentation of our talented youth. He also urged the media to allocate special space for reflecting the achievements and encouraging the youth of the State.

The First Lady presented awards to the first three winners of the finale, complimented them on their success and wished them a bright future.

Drabu, who gave away the

consolation prizes, lauded the initiative of the DPS for organizing such a wonderful event which, he said, will boost the morale of the budding youth. He said that suitable steps would be taken to encourage youth in the cultural arena.

Over 200 schools of the Valley participated in this mega event, out of which 10 made to the final. The participants of the final include, DMPS, Pampore, Dream Land Educational Institute, Ganderbal, Govt. Boys High School, Pantha Chowk, Srinagar, Presentation Convent Higher Secondary School, Rajbagh, Govt. Girls Higher Secondary School Bandipora, Govt. High School Shadipora, Dr. AGM's City School Nowgam, Srinagar, DPS, Budgam and Govt. Boys High School, Sadhoonara.

Govt. Boys High School, Sadhoonara was adjudged the best performer and awarded with trophy and first prize of Rs. 1 lakh. Govt. High School Shadipora won the second prize of Rs. 75,000 and New Dream Land Educational Institute, Ganderbal stood third and won Rs. 50,000. Besides, consolation prizes of Rs. 50,000 were also distributed among the participants. The award money was sponsored by the Old World Culture of Delhi, Taxala Hospitalities, J&K, D P Dhar Memorial Trust, Ms. Kiran Dhar and State Education Ministry.

Mr Jammu Body

Building C'ship on Oct 3

# BCCI president Jagmohan Dalmiya passes away

KOLKATA, Sept 20:

Board of Control for Cricket in India (BCCI) president Jagmohan Dalmiya, who was admitted to hospital few days back after he complained of chest pain, passed away at a city hospital this evening following a massive cardiac arrest.



The 75-year-old Dalmiya was admitted to the city's B M Birla Hospital on Thursday night after which he also underwent a coronary angiography.

"Mr. Dalmiya died of internal gastrointestinal bleeding and internal organ failure," hospital sources said confirming the veteran cricket administrators death.

Cricket Association of

## Students to play pivotal role in nation building: DC

# Vice Chancellor KU stresses for moral education

Excelsior Correspondent

GANDERBAL, Sept 20: Vice Chancellor, Kashmir University Professor Khurshid Andrabi has stressed that besides contemporary education students should also be provided with moral education.

The VC who was the Chief Guest at an annual day celebratory function of Qumaria Model Higher Secondary Education Institute Saloora Ganderbal said that inculcating moral values among youth is must to preserve our culture.

Deputy Commissioner Ganderbal, Showkat Aijaz Bhat and Director Iqbal Institute, University of Kashmir, Prof Bashir Ahmad Nehvi attended the function as guests of honor, while former Chief Secretary and Chairman QMHSI Sheikh Ghulam Rasool presided over the function.

Bengal sources added: "At 6 PM in the evening his condition deteriorated and shortly afterwards he suffered a massive cardiac arrest from which he could not recover."

Dalimiya has not been keeping well for a while now and was not actively taking part in the day-to-day functioning of the BCCI.

Dalimiya took over the reins of the BCCI for a second time in March, after a gap of 10 years, when he got a walkover in the elections. But he has been ailing since then, and his health has deteriorated further over the last few weeks.

According to sources, BCCI secretary Anurag Thakur and IPL chairman Rajeev Shukla will reach here tomorrow. (PTI)

Speaking on this occasion Deputy Commissioner (DC) Ganderbal Showkat Aijaz Bhat said that students have pivotal role in nation building activities.

The DC stressed on students to work hard in studies and exhibit talent in national and international level competitions and bring laurels to the State.

Sheikh Ghulam Rasool in his presidential address highlighted the achievements of the institute and emphasized for inculcating moral values among the students.

The 9th edition of school Magazine 'Alqamer' was also released on the occasion.

Earlier the principal of the institution, welcomed the guest and parents of the students and extended his best wishes to the students

The function was also attended by eminent citizens, heads of cluster educational institutes and parents of the students.



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**Sensex**

24685.42 -215.21

**Nifty**

7546.45 -67.90

**Gold**₹29,083 ₹437  
MCX 24kt/10gm**Silver**

₹36,508 ₹522

**Crude**

2,480 /Bbl -35

**Dollar**

₹66.47

# KU hosts seminar on 'Economic Growth and Development in Kashmir'

GK NEWS NETWORK

**Srinagar, Apr 10:** Sonipat-based OP Jindal Global University Sunday organized a daylong seminar in the Kashmir University campus here. The theme of the seminar was: "Economic Growth and Development in Kashmir".

The speakers at the seminar underlined policy inadequacies on key issues like livelihoods, physical infrastructure, socio-economic inequalities, energy crisis, educational paradigms and the flawed developmental models which according to them have failed to meet the local aspirations of Kashmiri people.

Professor Gul Wani argued that "any form of liberal economic model should follow liberal politics. However, the latter has eluded Kashmir."

Prominent industrialist, Shakeel Qalander emphasized the need to develop small-scale enterprises for addressing the rapidly increasing unemployment problem in Kashmir.

He said that greater focus should be given on indigenous skill development.

Prof Maroof Shah talked about the declining "intellectual standards" in Kashmir



Any form of liberal economic model should follow liberal politics. However, the latter has eluded Kashmir.

and the lack of "deep knowledge" in all spheres leading to "economic loss and underutilization of the full economic potential of Kashmir."

Dr. Peer Suhail criticized the National Hydro

Power Corporation's land acquisition policies, saying that they are "disempowering local institutions and people."

Dr Javed Iqbal spoke on the energy crisis in Kashmir

where he said almost 25 per cent of the total state population still lives without electricity.

He said it is critical for the state to invest in micro hydropower projects.

Prof Rajeev Malhotra said that Mehbooba Mufti-led government should focus on sectors in which Jammu and Kashmir has under-performed like primary health-care.

The panellists at the event stressed that economic data collection methods need to be made more rigorous in order to inform better policymaking in the state. The panellists also agreed that trans-LoC trade in energy and other goods and services would create a massive economic boom in Kashmir.

The panellists included Professor Rajeev Malhotra of Jindal School of Government and Public Policy, Professor Kathleen Modrowski of the Jindal School of Liberal Arts and Humanities, Professor Sreeram Chaulia and Professor Deepanshu Mohan of Jindal School of International Affairs. Speakers from Kashmir included, Noor Ahmed Baba, Professor Gul Wani, Dr. Muhammad Maroof Shah, Shakeel Qalander and Dr. Peer Suhail.



om



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# 3-day workshop on First Aid concludes at KU



tainly help us supplement the proposed institute with skilled volunteers and skilled manpower," he said, speaking on the occasion.

Prof Andrabi said he has special affinity with the Law Department and Law as a profession. He assured the University's full support to the Department in its endeavours.

Head of the Law Department, Prof Muhammad Ayub, dwelt at length on

the aims and objectives of the training programme. "We held this workshop as part of the University's social responsibility in order to equip our students with the basics of First Aid," he said, thanking the IRCS, J&K Chapter, for its support and cooperation.

During the three-day workshop, the student participants were trained in handling various Cardiac and Respiratory emergencies, injuries, wounds and fractures, head and spine injuries, burns and electric shocks, recovery position, safe handling and transportation of injured.

Dr Muhammad Hussain, senior faculty at the Department of Law, presented the vote of thanks.

**Srinagar, Aug 8:** A three-day workshop on 'First Aid and First Medical Responders' concluded at the University of Kashmir on Saturday.

KU Vice-Chancellor, Prof Khurshid Iqbal Andrabi, presided over the valedictory function. He called for organising more such skill development programmes to equip student volunteers with the essentials of First Aid.

The training programme was organised by the varsity's Department of Law in collaboration with the Indian Red Cross Society, J&K Chapter.

Prof Andrabi said the University proposes to establish a paramedical institute at its South Campus in Anantnag. "Therefore training programmes of this kind would cer-





PATRON

Prof. Khursheed Iqbal Andrabi  
Hon’ble Vice-Chancellor

CONVENOR

Prof. Mohammad Hussain  
Dean & Head  
Department of Law

CO-CONVENORS

Prof. Farooq Ahmad Mir  
Prof. Mohammad Ayoub  
Dr. Fareed Ahmad Rafique  
Dr. Beauty Bandy  
Dr. Shahnaz  
Dr. Asima Refayi  
Dr. S. A. Bhat  
Dr. Heena Basharat  
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Dr. Anna Bashir  
Dr. Mohammad Yasin Wani



One Day National Seminar  
on  
Human Rights with a Special Focus on  
Right to Education  
March, 17<sup>th</sup>

2 0 1 7



Organised By :  
**DEPARTMENT OF LAW**  
University of Kashmir  
Hazratbal, Srinagar-190006

Concept Note

Human rights are often appreciated within the scope of law. The legal provisions are essential to claim any right, including human rights. However, mere legal provisions are not enough to understand, protect and promote human rights in modern societies. The global task of promoting and protecting all human rights and fundamental freedoms so as to secure full and universal enjoyment of these rights cannot be fulfilled without mass awareness and sensitivity to human rights issues. The grand agenda of global peace and prosperity is possible only with people understanding and imbibing the significance and value of human rights. People's participation is fundamental in resolving human rights conflicts. The informed and matured participation of masses is possible only with human rights education (HRE). Being pivotal to the educational process, teachers can substantially influence the shaping of the future of humanity. Teachers thus play a significant role in the HRE. In this backdrop, the Department of Law is organising one-day national seminar on “Human Rights with a Special Focus on Right to Education” on

March, 17<sup>th</sup> 2017. The venue of the seminar shall be Gandhi Bhavan, University of Kashmir. The seminar is motivated by an imperative to evolve a framework for synergising the efforts of variegated stakeholders for the promotion and protection of human rights in the university campus. The seminar would engage the officials from the J&K State Human Rights Commission, academicians, journalists, professionals and students.

Expected Outcomes of the Seminar:

- Among other goals, the seminar shall aim to:
- Introduce and familiarise participants with the basics of human Rights including educational rights;
  - Facilitate a dialogue between civil society, state government representatives, and senior functionaries of State Human Rights Institutions on the State's human rights obligations;
  - Facilitate discussion on strategies for effective consultation and university participation in the promotion of human rights and enhancing the

knowledge about the same.

Sub-themes of the Seminar

- i) Human Rights: An Overview
  - ii) Right to Education as a Human Right
  - iii) Role of Teachers in the Protection and Promotion of Human Rights
  - iv) Enforcement of Human Rights: Hassles and Hurdles
- Full papers are invited from academicians, research scholars and students in the areas covered under the seminar themes. The above list of sub-themes is not exhaustive and the participants may select any sub-theme related to the main theme. The papers shall be mailed to [mirjunaid@kashmiruniversity.ac.in](mailto:mirjunaid@kashmiruniversity.ac.in) by or before March 10<sup>th</sup> 2017.

**Organising Secretaries**  
**Mr. Mir Junaid Alam**  
**Reyaz Ahmad Mir**  
Contact: 9906531221, 9412053276

**One Day National Seminar**  
**on**  
**Human Rights with a Special Focus on Right to Education**

---

**17<sup>TH</sup> MARCH, 2017**  
**VENUE: GANDHI BHAVAN, UNIVERSITY OF KASHMIR**

**Registration Form**

Participant's Name:	<input type="text"/>
Designation:	<input type="text"/>
Name of the Institution/Organisation:	<input type="text"/>
Institution/Organisation Address:	<input type="text"/>
E-mail ID:	<input type="text"/>
Contact No:	<input type="text"/>
Presenting Research Paper:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Title of the Research Paper:	<input type="text"/>

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**Note:** There shall be no registration fee. The duly filled in registration form shall be mailed to [mirjunaid@kashmiruniversity.ac.in](mailto:mirjunaid@kashmiruniversity.ac.in) by or before 9<sup>th</sup> March, 2017.

# Traffic awareness programme concludes at KU

## Greater Kashmir

Publish Date: Apr 24 2013 12:00PM

Srinagar Apr 23: A programme on road safety and traffic regulation awareness organized by Department of law, University of Kashmir in collaboration with Traffic department Srinagar concluded here on Tuesday.

Speaking on the occasion, Deputy Commissioner Srinagar, Farooq Ahmad Shah underscored the need for traffic awareness. He appealed the civil society, media and NGOs to come forward and help to aware people so that proper implementation of laws can be done.

"There is a need to streamline this huge rush of traffic in Srinagar and stringent traffic rules are to be implemented and those who violate the law must be dealt sternly," the DC added.

Commissioner, Srinagar Municipal Corporation Dr. G N Qasba said it is difficult to work alone and cooperation of society is necessary for betterment of people.

Deputy Inspector General, Traffic Kashmir Jagjit Kumar said Traffic department is taking steps to decentralize and decongest the Srinagar city. Dean and Head, Faculty of Law, Prof Farooq Ahmad Mir also spoke on the occasion.

## KU's Law Dept organizes legal awareness camp

Published at March 26, 2016 12:06 AM [oComment\(s\)](#)2019views

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### Rising Kashmir News

#### **Srinagar:**

Kashmir University's Department of Law organized a legal awareness camp at Arizal village in Budam district. The camp was organized by the students of Law Department in collaboration with

ICDS Project, Khan Sahib and was presided over by CDPO, Tariq Ahmed Reshi. The program was held as part of Access to Justice—NE & J&K Project. Head and Dean Faculty of Law, Prof Mohammad Ayub said such programs go a long way in empowering the masses, particularly the poor and marginalized sections of the society.