

**Post disaster Rehabilitation Program, Uttarakhand
2013-14
(Update)
1st April – 15 August 2014**

1. Scholarship Distribution (Ukhimath block in District- Rudraparyag)

34 scholarships were distributed in Disaster affected areas.

No	NAME	AGE	CLASS	FATHER NAME	VILLAGE
1.	Dipika	16	11th	Harshmani	Pali
2.	Poojga	16	10th	Ansuya Parsad	Pali
3.	Divya	16	10th	Late- Dacip Singh	Sari
4.	Santoshi	16	11th	Late- kunwar Singh	Pali
5.	Sudeep	18	11th	Mr. Devender Singh	Sevela
6.	Nikita	16	12 th	Late Mr. Dewan Singh	Barsal
7.	Amit Singh	15	11 th	Late Mr. Rajender	Sari
8.	Dharmender	18	10 th	Mr. Keshar Singh	Sari
9.	Yogender Singh	16	11 th	Late Mr. Jay Singh	Ushada
10.	Manish Singh	16	11 th	Mr. Deep Singh	Sari
11.	Anil Singh	15	10 th	Mr. Dev Singh	Sari
12.	Payal	15	11 th	Late Mr. Virender Singh	Pathali
13.	Meenakshi	16	11 th	Late Mr. Shiv Singh	Pathali
14.	Pankaj	18	B.A	Late Mr. Ramnath	Dungra
15.	Pooja	17	12 th	Mr. Harishankar	Dungra
16.	Saroj	22	12 th	Late Mr. Ramnath	Dungra
17.	Akansha	17	11 th	Mr. Veerpal Singh	Pathali
18.	Neeraj	17	11 th	Mr. Dinesh Chand	Kunjethi
19.	Archna	18	11 th	Mr. Girija Shankar	Kunjethi
20.	Anjali	14	9 th	Late Mr. Pasupathi	Kunjethi
21.	Jaydeep	12	6 th	Late. Mr. Shiv Parsad	Kunela
22.	Shubham	16	11 th	Mr. Mahaveer Singh	Trijuginarayan
23.	Bharjeet	15	10 th	Mr. bhuday	Trijuginarayan
24.	Sakhi	12	7 th	Late Mr. Dalveer Singh	Bheeri
25.	Shubham	15	11 th	Mr. Rajkishor	Pathali
26.	Shalini	10	6 th	Late Mr. Dalveer Singh	Bheeri
27.	Anjali	12	7 th	Late Mr. Dalveer Singh	Bheeri
28.	Shanti	15	10 th	Mr. Bachan Lal	Jalai
29.	Anjali	13	9 th	Late Mr. Jaypal Singh	Damaar
30.	Himanshu	13	9 th	Mr. Devipal	Damaar
31.	Anirudh	17	B.A	Mr. Bhuday	Trijuginarayn
32.	Nisha	19	B.A	Mr. Mahaveer Singh	„
33.	Sarita	17	12 th	Mr. Dalip Singh	Sari

34.	Subodh Singh	18	12 th	Mr. Vijay Singh	Sari
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2. Repair and reconstruction of drinking water schemes

Under the post disaster Rehabilitation and Relief Program 16 villages disaster affected were selected and all schemes were repair and reconstructed within short interval of time. Now all schemes were fully functional in all the 16 villages and providing safe drinking water for 1000 household (4100 population)

S.No.	Name of Village	Activities Undertaken
1	Selasaud	Source work, BFG-1 (3 Mtr.)
		Slow Sand Filter - 1
		Conveyance Main - 1
2	Kaltch	Source work, BFG-1 (3 Mtr.)
		Slow Sand Filter - 1
		Conveyance Main - 1
		CWR 3 KL-1
3	Khuret	Source work, SCC-2
		Source work, SCC cum RF-2
		Source work, SCC Wing wall-1
		Conveyance Main - 5
		CWR 3 KL - 2
		BPT - 1
		Distribution System-1
		Protection work-1
4	Kakhwari	Source work, SCC-1
		Source work, SCC with Drain-1
		Roughning Filter - 1
		Conveyance Main - 2
		CWR 3 KL - 1
5	Ghena	Source work - SCC-3
		Conveyance Main-1
6	Jamthiyal Gaon	Source work - 2
		Conveyance Main-1

		Distribution System-1
		Protection Works-1
7	Ranwali	Source work, SCC-1
		Conveyance Main-1
		Protection Works-1
8	Tachila	Source work, SCC-1
		Conveyance Main-1
		Protection Works-1
9	Bhutsi	Source work, SCC-1
		Roughning Filter - 1
		Conveyance Main - 1
		CWR, 12.5 KL-1
10	Dunda	Source work, SCC-1
		Roughning Filter - 1
		Conveyance Main - 1
		CWR, 10 KL-1
11	Nakurchi	Source work, SCC cum RF-1
		Conveyance Main - 1
		CWR, 10 KL-1
		Distribution System-1
12	Khedatalla	Source work, SCC-1, RF-1
		Conveyance Main - 2
		CWR, 5 KL-1
		Distribution System-2
13	Kinsu	Source work, SCC-2

		Roughning Filter - 1
		Conveyance Main - 2
		Distribution System-1
		Protection work-2
14	Muglodi	Source work, SCC-3
		Conveyance Main - 1
		CWR, 15 KL-1
		Distribution System-1
15	Bhaim	Source work, SCC-1
		Conveyance Main - 1
		Protection work-1
16	Dangala	Source work, SCC-1
		Conveyance Main - 1

3. Community Managed Disaster Risk Reduction (CMDRR) in Jounpur, Tehri District, Uttarakhand

Objectives

1. To explore the feasibility for implementation of the CMDRR approach in selected communities of Jounpur Block, Tehri District;
2. To use the tools of the Participatory Learning Approach (PLA) and CMDRR processes;
3. To expand the participation dynamics between various groups of the village community.

Team Members

1. Prof. Jean J. Chu
2. Dr. Rajeev Prasad Bijalwan
3. Mr. Sunil Khanduri
4. Ms. Meena Pandey

Duration of Field Work

22-28 June 2014

Geographical Area Visited

SN	Village Name	Date of Field Visit	Population (Approx.)	Type of Village
1	Kainshu	23- 24 June 2014	210	Sawajal
2	Papara Malla	25-26 June 2014	180	BRGF/RDI
3	Papara Talla	25-26 June 2014	130	BRGF/RDI
4	Khera Malla	27 June 2014	270	Sawajal
5	Khera Talla	2 June 2014	230	BRGF/RDI
6	Chhanan	27 June 2014	120	Sawajal

The CMDRR team pre-selected ten villages to visit in the Jounpur Block, Tehri District. However, as the week of our fieldwork included the time of local elections, our team was only able to visit 6 out of these 10 villages. Despite this conflict in timing with the local panchayat elections, the participation and involvement of the village communities was appreciable.

Selection of Tools and Outcomes

Our team used the following four CMDRR tools (Ref: Rusty Binas et al., 2013, CMDRR Booklets 1-3):

SN	Tools	Outcomes
1	Drawing and discussion of community maps, engaging children/adolescents, women and men in separate groups, followed by public sharing.	Community recognition and acknowledgement of the importance of all community members in participating across age, gender, caste and religions.
2	Engaging the community to explore their understanding of hazards and disasters.	Introduced the concept that all disasters are hazards.
3	Community members together create their own historical record of past hazards.	Community members sensitized each other about their past hazard events and their remarkable efforts in rescuing themselves and their neighbors.
4	Community members record seasonal mapping using participatory interaction.	The entire community recognized the importance of seasonal mapping in their short and long-term planning efforts.

Key Practices for CMDRR Facilitation

1. Team members go to the field to learn from the community, with open ears to listen clearly, wide eyes to observe closely and sensitively, mouth gently shut for quiet facilitation as little as required, and hands by our sides for the community themselves to write what they create;
2. Team members must remember that it is the community who teaches us, and in this process we learn from them. Communities know better than any external facilitator about their community and its diverse dynamics!

Brief Description of CMDRR Activities

1. CMDRR is a processes-oriented approach whereby, through various activities, people's behavior, attitude and understanding of themselves and their community changes. The exercise of drawing up village maps in separate groups that make up the community, i.e., children, adolescents, women and men, clearly demonstrated to the community how the participation of all groups of society in any activity was important and essential. In the map exercise, each group drew up a map based on their exposures, knowledge and understanding. Once they pasted their separate group maps on the community wall and began discussion of all the maps together, they realized that each group's contribution was very diverse and important. In the end, putting together all the maps into a final map based on every groups' contribution was more acceptable for everyone, both in accuracy and comprehensiveness.
2. The process of recording their village history vis-à-vis hazards/disasters gave the community a unique opportunity to understand their past events and the process of how they overcame these events to bounce back. The villagers distinguished who played what roles at the time of each hazard, and what their key learning was from their hazard experience. Young people also had the opportunity to discover the history of their village. As they worked on this activity, villagers recognized that they were first responders for any situation, and they also realized that survival rates significantly increase or decrease by the actions of first responders. In many places, villagers felt proud because they were the first responders in many of their hazardous situations, which they earlier had not recognized nor acknowledged.
3. Seasonal mapping was one activity where people participated very actively, because it involved their annual work schedule. They discovered many new things about their crop pattern, rainfall, workload, flow of income, illness, and of the greater chance of different types of hazards over time.

Highlights of the Exploratory Field Visits

1. Of the 6 villages visited by our CMDRR Team, 5 villages clearly indicated that they welcome the CMDRR approach for their villages.
(In Kainshu Village, the community recognized that the whole village is significantly at risk from future hazards. Despite this recognition, participation by community members was insufficient for immediate CMDRR intervention. We note here that some of Kainshu's youth expressed keen interest to participate in CMDRR for their village.)
2. Papara Malla and Talla: As both villages are hazard prone (see mobile-phone footage) these two villages are most enthusiastic about the CMDRR approach for their communities. The participation and enthusiasm here was significant, from all the sectors of the communities.
3. Khera Malla and Talla: These two communities also expressed keen interest in CMDRR for their villages.

4. Chhanan Village, though visited on the last day of our fieldwork, during a time where all the menfolk were away in Thatyur focused on the local panchayat election results, the womenfolk and children enthusiastically participated in the mapping and historical record of hazards exercises. Last year, they lost all of their livestock and agricultural land to a major landslide, which almost took their lives. They showed me their cracked house walls and ceilings, and wet basement floors, all indicators of a continued landslide danger that may be near future. When asked about CMDRR for their village, their response was an overwhelming yes!
5. Willingness of the community to engage in CMDRR has a lot to do with the level of awareness, skill and experience of the CMDRR facilitation team. The openness to learning from, and letting go of what one “knows” about, communities is central to the process of introducing CMDRR to communities. Our visit to the different Jounpur villages clearly showed us that there is a learning curve, and that experiential learning is essential with the CMDRR approach.
6. In all the selected communities, women and children participated more in number, as well as in their level of activity and enthusiasm, as compared to men.
7. A few communities had already been exposed to PLA tools during the Water & Sanitation Program, where the facilitators were the main actors conducting the overall activities, and all records were taken away by the outside agencies. With our CMDRR exercises, communities were clearly the main actors, and community members were happy after our activities with them, as we left them with all their original drawings and charts for their continued use.
8. In the CMDRR process, all activities were conducted by the communities, who took on the responsibility to prepare, share, correct and finalize their CMDRR work tasks themselves.
9. Each community member felt proud and happy to learn and discover new things about their community through sharing with each other.