

KTSPMS

HUATMA RAJGURU MAHAVIDYALAYA

Rajgurunagar, Tal – Khed, Dist – Pune 410505

Name of Department – Geography**Name of Activity –****Report on Group Discussion – Drought in India**

The Department of Geography, Hutatma Rajguru Mahavidyalaya, Rajgurunagar, organized a **Group Discussion on “Drought in India”** for the students of Third Year Bachelor of Arts (TYBA) on **Wednesday, 16 September 2026**, from **10.00 a.m. to 11.00 a.m.** The activity was organized with the objective of developing students’ understanding of drought as an important geographical, environmental and socio-economic problem in India. A total of **30 Third Year students** actively participated in the group discussion.

The group discussion was conducted under the guidance of the **Head of the Department of Geography, Prof. Dr. D. D. Muluk**. The faculty members of the department, **Dr. D. M. Markad** and **Prof. M. L. Muluk**, guided the students throughout the activity. The teachers introduced the topic and encouraged students to express their views, observations and knowledge regarding the causes, geographical distribution and consequences of drought in India. The activity provided students with an opportunity to participate actively in the learning process rather than depending only on conventional classroom teaching.

At the beginning of the discussion, the students were introduced to the concept of drought and its geographical significance. They discussed drought as a condition associated with inadequate rainfall and insufficient availability of water over a particular period. The students also considered the fact that drought does not affect all parts of India in the same manner. Differences in rainfall, monsoon behaviour, soil characteristics, drainage, groundwater availability, irrigation facilities and land-use patterns influence the occurrence and intensity of drought in different regions.

During the discussion, students identified **irregular and inadequate monsoon rainfall** as an important factor associated with drought conditions in India. They also discussed the effects of prolonged dry periods, delayed or weak monsoons and variations in rainfall distribution. In addition to natural factors, the students examined human-related factors such as excessive extraction of groundwater, inappropriate water use, deforestation, degradation of land and increasing pressure on available water resources. This helped them understand that drought is not merely a climatic phenomenon but can also be influenced by human activities and patterns of resource use.

The students discussed the impact of drought on **agriculture**, which is particularly important because a large number of people depend directly or indirectly on agricultural activities. Insufficient rainfall and inadequate water availability can affect crop production, livestock, irrigation and rural livelihoods. The participants also discussed how drought conditions may contribute to economic difficulties for farming communities and may create

pressure on rural populations. Through the discussion, students understood the close relationship between climate, water resources, agriculture and regional economic development.

Another important aspect of the discussion was the **social and environmental impact of drought**. Students discussed problems related to drinking-water availability, migration, degradation of natural resources and pressure on local communities. They also considered the importance of water conservation, watershed development, rainwater harvesting, efficient irrigation and appropriate management of groundwater resources as measures for reducing the impact of drought.

The group discussion also focused on the importance of **drought management and sustainable water-resource planning**. Students expressed their views on the need for effective water conservation at household, community and regional levels. They discussed the importance of traditional and modern methods of water management, proper planning of irrigation, development of water-harvesting structures and responsible use of available water resources. The discussion helped students recognize that effective drought management requires cooperation among individuals, local communities, institutions and government agencies.

The participating students actively expressed their opinions and responded to the views presented by their classmates. The group discussion encouraged them to collect information, think critically, communicate their ideas clearly and listen to different viewpoints. It also helped students connect the theoretical concepts studied in Geography with real-life environmental and socio-economic issues. The interactive nature of the activity created greater interest among students in understanding drought and related geographical problems.

The activity was successfully completed within the scheduled time of **10.00 a.m. to 11.00 a.m.** with the active participation of **30 TYBA students**. The group discussion achieved its academic purpose by enhancing students' knowledge about the causes, effects and management of drought in India. It also developed students' communication skills, analytical thinking, environmental awareness and ability to discuss geographical issues in a systematic manner. The Department of Geography considers the activity useful in promoting participatory learning and developing a deeper understanding of contemporary geographical problems among students.


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HUTATMA RAJGURU MAHAVIDYALAYA, RAJGURUNAGAR
DEPARTMENT OF GEOGRAPHY
TYBA GEOGRAPHY STUDENT LIST 2026-2027

(7) Name of Function/Event Drought In India.
Date 16/05/26

Sl. No.	Student Name	Roll No.	Signature
1	Aherkar Vaishnavi Santosh		
2	Bhalerao Gauri Sambhaji		
3	Date Payal Dinesh		
4	Gadage Sayali Subhash		S.S. Gadage
5	Gangavane Akshada Bapu		
6	Gawade Surekha Dadabhau		
7	Gawade Mayur Suryakant	36	Gawade
8	Gawade Pranav Vitthal		
9	Gawade Vaishnavi Santosh	38	Gawade
10	Ghawate Aniket Darku	41	Ghawate
11	Gogawale Kunal Ashok		
12	Gogawale Shubham Sunil		
13	Jadhav Apeksha Ramdas	53	A.R.J
14	Jadhav Rohan Dadarav		
15	Kaduskar Aishwarya Sampat		
16	Karale Pratiksha Kailas		
17	Kedari Nitin Jijaba		
18	Kengale Payal Balu	71	Payal
19	Khandagale Vishal Vishavas	73	Khandagale
20	Khandage Pratik Dattatray	74	Pratik
21	Khandave Onkar Mohan	75	Onkar
22	Kothawale Sayli Jaysing		
23	More Pallavi Madhukar		
24	Muthe Varsha Sunil		
25	Nangare Kunal Ankush	99	Kunal
26	Ovhal Shreya Aabasaheb		
27	Pardhi Atish Namdev	111	A.M. Pardhi
28	Rajbhar Kajal Chhannulal		
29	Sawant Akash Manik	130	Akash