PRACTICAL MANUAL

Forest Extension & Community Forestry

FBS 341 3(2+1)

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2020

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Syllabus: Forest Extension & Community Forestry FBS 341 3(2+1)

Practical: Visits to study structure, functions, linkages and extension programmers of KVKs or ICFRE institutes/voluntary organizations/ Mahila Mandal/ Village Panchayat/ Van Panchayat/ State Forest Department (Social forestry wing). Group discussion at farm homesteads. Preparing individual and village level production plans. Preparation of charts, posters and flash cards. Participation in conducting exhibitions and method demonstrations/campaigns at the village level. Familiarization of the use of audio-visual aids. PRA exercises. Visit to village to study the community forestry components-Community reserve, organizational set up and administrative procedures in a social forestry (SF) Range, Microplan preparation-Field visit to a JFM operational area and conduct PRA surveys. Afforestation techniques and social forestry.

Name of Students .....

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Published: 2020

No. of copies: ……..

Price: Rs.

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Exercise No. 1

Objective: To study structure, functions, linkages and extension programmes of ICFRE institutes

The journey of ICFRE was initiated way back towards the end of the nineteenth century with the advent of scientific forestry in India and the establishment of the Forest School in Dehradun in 1878. It was on 5th June 1906 subsequently that the Imperial Forest Research Institute was founded by Government of India for taking forward forestry research in the country. In 1986 the Indian Council of Forestry Research and Education or ICFRE was formed as an umbrella organization for taking care of forestry research, education and extension needs of the country. Finally, on 1st June 1991, the ICFRE was declared an autonomous Council under the then Ministry of Environment and Forests and registered as a Society under the Societies Registration Act, 1860.

Objectives: ……

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Function:……

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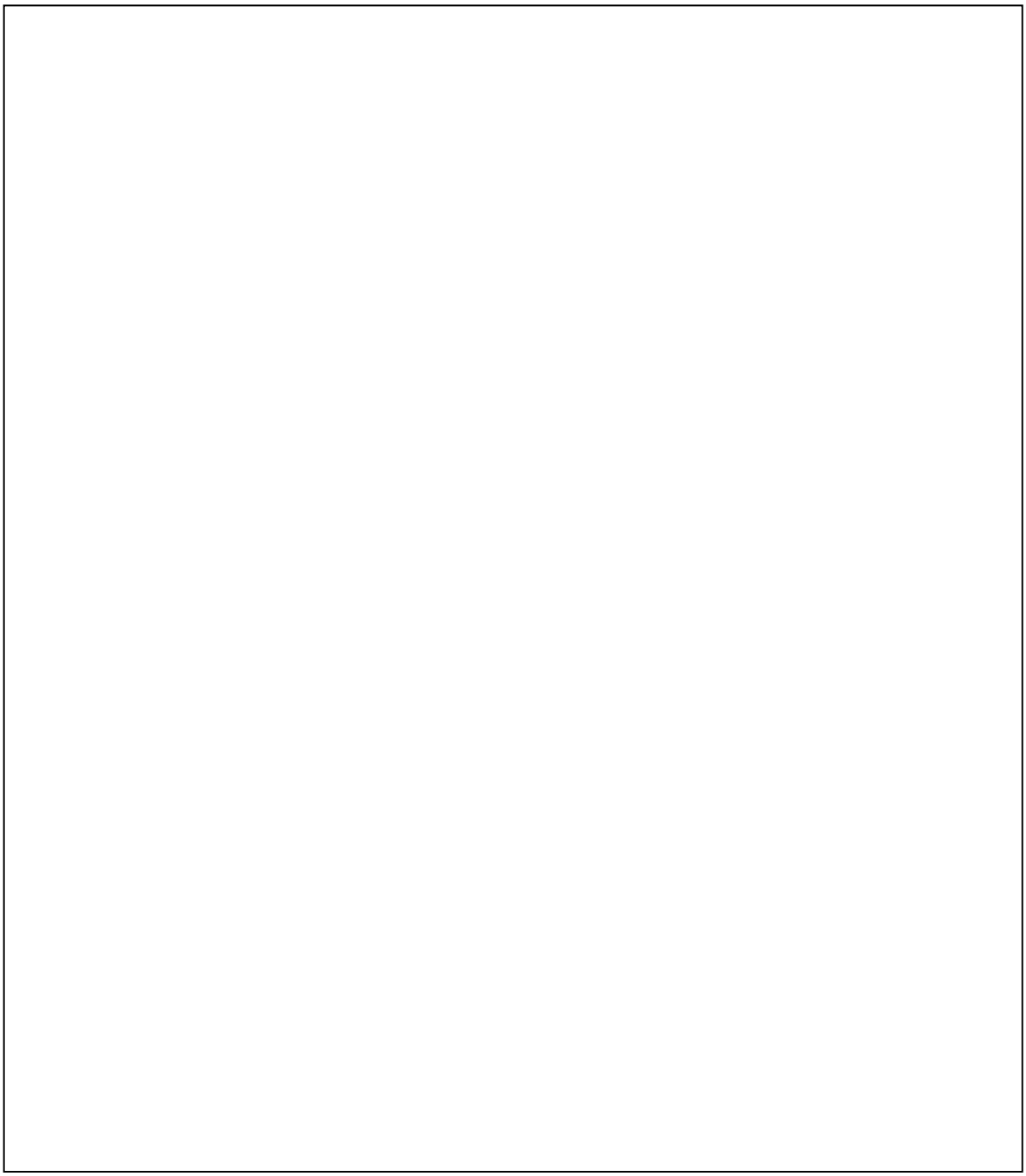
Draw the Organizational Structure of ICFRE:



Linkages institutes and Centres under the Council: ICFRE has nine Research Institutes and five Research Centres located in different Bio-geographical regions of the country to cater to the forestry research needs of the nation. The regional research Institutes are located at Dehradun, Coimbatore, Bangalore, Jabalpur, Jorhat, Jodhpur, Shimla and Ranchi and the centres are at Allahabad, Chhindwara, Hyderabad and Aizawl.

Research Institutes under the Council are:

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Extension program under ICFRE

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Exercise No. 2

Objective: To visit KVK and study about its functions and activities

KVK It is a front-line agricultural extension center financed by the Indian Council of Agricultural Research (ICAR). KVK primarily works to exert a powerful influence on the other extension system of the district, caters to the training needs of the farmers and extension functionaries and facilitates the spread of technologies tailored to the diverse environment of farmers.

The Students have to visit the KVK of an assigned district and collect the following information:

1. Name of KVK/District……..
2. Date of visit……...
3. Year of start of this KVK ……
4. Actual address of KVK……
5. Distance of KVK from the district HQ……...
6. Total area under KVK……
7. Weather the KVK has its own building……
8. Name of villages adopted by the KVK……..
9. No of demonstration units available in the KVK……..
10. Name of demonstration units

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11. Staff position of Radio/Television under study

S.No	Name of staff	Designation	Discipline	Service experience
1		PC		
2		SMS		
3		SMS		
4		SMS		
5		SMS		
6		SMS		
7		SMS		
8		PA		
9		PA		
10		PA		

12. Write the mandates of KVK:

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13. Main On-campus activities conducted by the KVK:

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14. Main Off-campus activities conducted by the KVK:

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15. Opinion of the students about the KVK :

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Exercise No. 3

Objective: To aware the student about various voluntary organizations

SHGS: In many villages several self-help groups and other organizations are formed mainly by the men, women and youth of the village. These groups are formed for common interest. The activities are generally performed by the members themselves. NABARD has also supported several SHGS being constituted by the rural people.

The students have to collect the information from villagers and local leaders for identification of SHG and then the following information has to be collected from members/office bearers of SHG so that their structure and functions can be assessed:

Name of village:……..Block:……District:……

Total No. of SHGs in the village:……..

a) No. of male SHGS:……

b) No. of women SHGS:……

c) No. of youth SHGS:…… ……..

d) Name of SHG under study:……

Month & Year of start (Registration):……..…

Total No. of Members:……

Name of sponsoring agency of SHG:……..

Main activities of this SHG:……..……

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Name of respondents (member of SHG):……

Conclusion and feedback on the visit ……..

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Farmers Interest Groups (FIGS): In many villages FIGS are also constituted. These groups are mainly constituted based on commodity or enterprise to which the member farmers are associated. This type of groups may be formed formally or informally based on the members and their interest.

The Students have to identify the total no. of FIGS available in the assigned village with the discussion of respondent farmers groups. For assessing their structure and activities, the following information has to be collected from the members of a particular FIG.

Name of village……...

Block……District:

……..

Total No. of FIGS in the village

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a) No. of male FIGS

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b) No. of women FIGS

……...

c) Name of FIG under study

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Month & Year of start (Registration) ……

Total No. of Members

……..….

Name of sponsoring agency (if any) of FIG……

Main activities of this FIG……..…

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Name of respondents (member of SHG)……

Conclusion and feedback on the visit

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Exercise No. 4

Objective: To visit village to study about social organizations (Mahila mandals/Youth club)

Mahila Mandals and Youth club: Many social activities of villages are performed by some Mahila Mandals and Youvak Mandals. These organizations many times formed according to certain functions or activities in the village. In every village certain Mahila Mandals and Youvak Mandals are found. These are mostly informal organizations and generally formed by same gender/ age group of people. Students have to identify the no. of such groups

The Students have to identify the total no. of such groups in the assigned village with the discussion of villagers and study in detail about any one organization

Name of village……...

Block……District:

……..

Total No. of Mahila/yuvak mandals in the village ……

a) No. of Mahila mandals……

b) No. of Yuvak mandals……

c) Name of mandal under study……..

Month & Year of start (Registration) ……

Total No. of Members ……

Name of sponsoring agency (if any) ……..

Main activities of this mandal……

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Name of respondents ……

Role and responsibilities

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Major activities of Mahila mandal and youth club

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Conclusion and feedback on the visit

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Exercise No. 5

Objective: To study Panchayati Raj system and function of Gram Panchayat in an assigned village

The Govt. of India accepted the recommendation made by the Committee on Plan Projects headed by Mr. Balwant Rai Mehta in 1958 for economic de-centralization through Panchayati Rai System. Accordingly, the first such system was introduced at Nagour district of Rajasthan in 2 October 1959. Uttar Pradesh brought in Panchayati Raj immediately after independence through the enactment of the UP Panchayati Raj Act, 1947. Following the recommendations of Balwant Raj Mehta Committee a three-tier system of panchayats was established through the enactment of the U.P. Kshettra Samitis and Zila Parishads Act, 1961 9now, renamed as UP Kshetra panchayat and Zila Panchayats Adhiniyam, 1961). Following the Constitution (73rd Amendment) Act, 1992 in order to bring about conformity with the provisions of the Constitution, the Government of U.P. amended the two Acts named above, through the Uttar Pradesh Panchayat Laws (Amendment) Act, 1994.

Students will collect the following information about the Gram Panchayat of an assigned village.

Name of village……**Block**……**District**…….....

Gram Panchayt: …….

Name of farmer/respondent: Shri/Smt.…….

Name of village covered in the Gram Panchayt……

Village population……

Total no. of voters in the assigned village……..

Duration of present Gram Panchayat……..

Name of Sarpanch……

Procedure of election of Sarpanch……..

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Function/activities of Sarpanch……

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Total No. of wards in the panchayat……

No. and name of Panch(s) in the village……..

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Procedure of election of panch…….

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Name of panchayat secretary (sachiv) ……

Source of funds of Gram Panchayat……

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Function/activities of Gram Panchayat……

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Govt. schemes run by Gram Panchayat……

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No. of member of Gram Sabha……

Meetings conducted of Gram Sabha……

Role of Gram Sabha……

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Opinion of the students about the Gram Panchayat……

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Exercise No. 6

Objective: To study the Van Panchayati system

Van Panchayat: ……...

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Administration of Van Panchayat: ……..

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Election Process: ……..

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Functions: ……..

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Organizational structure of Panchayati forest system in Uttarakhand

Divisional Administration (Commissioner)

A. District Administration (Revenue Department)	B. Forest Administration (Forest Department)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Responsibilities of DM & SDM: ……..

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Duties of Forest panchayat Inspector (FPI): ……..

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The forest Department assists the VPs in two ways: ……..

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Functions of Van Panchayat: ……..

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Powers of Van Panchayat: ……..

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Conclusion: ……..

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Exercise No. 7

Objective: To study organization and function of state forest department (Social forestry wing)

Social Forestry Wing: ……..

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Organizational structure of the forest department: ……..

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Draw the line diagram of Organizational structure of the forest department UP

Functions of Social forestry

I. ……

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II. ……

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III. ……

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IV. ……

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V. ……

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VI. ……

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VII. ……

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VIII. ……

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IX. ……

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X. ……

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XI. ……

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Time taken functions

I. ……

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II. ……

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III. ……

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IV. ……

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V. ……

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VI. ……

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JFMC benefit sharing

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The Ministry of New & Renewable Energy, Government of India funds the following activities

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2. ……

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3. ……

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4. ……

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Conclusion: .……...

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Exercise No. 8

Objective: To study Group Discussion at farm homesteads

Group discussion is to get to know you as a person and gauge how well you will fit in to perform the specified job. The Group discussion tests how you function as a part of a team. As a leader, you will always be working in teams, as a member or as a leader. Therefore, how to becomes an important criterion for your selection to perform a specific task, leaders have to work in a team and get best results out of teamwork.

Write down the personality traits for GD are:

Initiation Techniques:

1. **Quotes:** ……..

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2. Definitions: ……..

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3. Questions: ……..

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4. Facts, Figures and Statistics: ……..

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5. Short story: ……..

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6. General statement: ……..

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Summarisation Technique: ……..

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What are points should be in mind while summarising a discussion

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Points to be remember

- Initiation of discussion,
- Always keeping/trying to keep discussion on track
- Conclusion on time
- Your capability to keep you cool and listen as well as putting your points.

Note: Students have to conduct group discussion on suitable topic as per the aforesaid process and write your experience in few words

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Exercise No. 9

Objective: To prepare Village Agricultural productions plan

Planning: A realistic conceptual framework for bringing necessary and desirable changes by making best use of available resources for the betterment of the people and the society in a specific time frame.
Level of planning: ……..

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Levels of institutional planning:

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What are the common issues to local bodies for planning: ……..

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Human resources for planning: ……

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Necessity of decentralized participatory planning process: ……..

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Write the steps of participatory decentralized planning at state level : ……

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Write the stages of participatory decentralized gram panchayat planning: ……..…

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Exercise No. 10

Objective: To plan and prepare poster and chart

Poster: Poster is two dimension non projected visual aids and it will serve first to inspire the farmers. A good poster arouses and urges farmers to immediate action. A poster helps extension personal to get across one idea to the farmers. A poster makes the audience to become aware of the practice or idea. A poster is designed to make a public announcement of a special idea. It usually includes few words with illustration.

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Preparation of poster:

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Some important points are also to be kept in mind while preparing a good poster.

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Quality of good poster……

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Attention should be taken for making good Poster:

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Limitation:……

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Some Examples of Poster

Chart:

1. Make facts and figures clear and interesting
2. Show and compare the changes
3. Show size and placement of parts.

Charts are pictures of relationships and changes. They are graphic and pictorial representations used to tabulate a large mass of information or to show a progress. They are visual services in explaining the subject matter. Charts are often referred to as symbolized visual. Charts can help to communicate difficult, often dull subject matter in an interesting and effective way in an extension work.

There are innumerable varieties of charts, some of which are as follows:

1. Bar Charts:……

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2. Pie
   Charts:……

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3. Tabular Charts:……

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4. Pictorial Charts:……

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5. Over Lay Charts:……..

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6. Pull Charts:……

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7. Strip Charts:……..

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8. Flip Charts:……

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Suggestions for making effective charts:…….

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Preparation of titles:……

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Note: Select an ideal topic for different type of chart / poster and draw a sketch that reflects your understanding regarding the discussed text and present against the group for feedback.

Exercise No. 11

Objective: To plan and prepare information material (folder and flash card)

Folders: Folders are the written paper used for providing the capsized information on a particular aspect is generally folded for one or more than one folds.

Preparation of folder

Material required: ……..

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Write the procedure for folder preparation:

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Flash Card: Flashcards are a series of cards to be shown to a group of audience in group teaching method to make them understand about a particular topic. These are visual Aids (Visual Aids means helping)

Preparation of flash card

Material required: ……

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Write the procedure for flash card preparation:

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Exercise No. 12

Objective: To participate in conducting exhibitions and method demonstrations/campaigns at the village level

Exhibitions

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Method demonstration: The method demonstration shows a group of people how an entirely new technique or an old practice in an improved way is carried out step-by step. It is sometimes used to complement result demonstration.

Write the objectives of method demonstration:

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Situations: ……

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Procedure for method demonstration

Planning for preparation: ……

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Implementation: ……

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Follow-up: ……..

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Advantages: ……

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Limitations: ……

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Extension campaigns: Extension campaigns are suitable to spread a central message to a larger number of farmers. The objective is to propagate this central message as quickly as possible to as many farmers as possible via mass meetings and the use of all available media

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Advantages: ……

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Exercise No. 13

Objective: Familiarization of the use of audio-visual aids.

Audio visual aids are those instructional devises that may be used by a teacher or communicator in order to facilitate better understanding on the part of learners by involving their many sense, particularly those relating to seen and hearing.

Classification of audio-visual aids

Audio Aids	Visual Aids	Audio Visual aids
	Non-Projected Visual Aids	**Non-Projected Audio Visual aids**
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	Projected Visual aids	**Projected**
	1.	
	2.	
	3.	
	4.	

What is audio aids: …….

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What is Visual aids: ……

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What is audio - Visual aids: ……

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Write the advantages of audio-visual aids: ……

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Write the limitations about the audio-visual aids: …….

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What are points helps for planning of the visual aids

1……2……

3……4……

5……6……

7…… 8……

9…… 10……...

Which point kept in mind during the selection of Visual aids: …….

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Preparation of Visual aids:

Layout or design of the visual material: …….

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1. Caption: ……

2. Lettering-……..

……..

Arrangement:

I. **Height-** ……

……..

II. **Thickness**

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III. **Shape**:

……..…..

Capitals:……..

Style: ……...

Spacing: ……

……..

Illustration : ……

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Color : ……

Exercise No. 14

Objective: To know PRA techniques and their application in village development planning

PRA is one of the tools of surveying that helps outsiders to understand about a village in depth by using various techniques which often produce interesting and authentic information about the village. The process of understanding the agro-eco system and the social organizations can only be successful with the total involvement of the village people and the officials concerned.

What is PRA and Write the need of PRA:

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What are the characteristics of PRA:

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Write the PRA techniques which used in village development planning

1. **Handing over the stick:** ……

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2. **Do-it-yourself:** ……

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3. **Secondary data review:** ……..

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4. **Direct observation: :** ……

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5. Participatory Mapping / Modeling: ……..

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6. Transact walk: ……..

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7. Time line: …… …….

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8. Time trend: …… ……

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9. Matrix Ranking: : ……

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10. Seasonality/ Seasonal Analysis/ Seasonal calendars:

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12. Venn diagram: ……

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13. Wealth ranking……

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Write the limitations of PRA:

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Note: The students will go to the village and collect information from the farmer and prepare a village development plan through using PRA techniques.

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Exercise No. 15

Objective: **To study the community forestry components- Community reserve, organizational set up and administrative procedures in a social forestry (SF) Range**

Community-based forestry: …….

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Characteristics:

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List of community reserve in UP:

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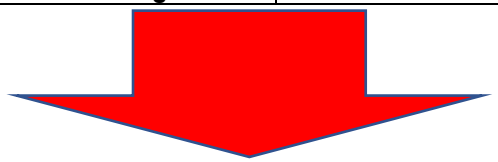
1. ……National park
2. ……
3. ……
4. ……
5. ……
6. ……
7. ……
8. ……
9. ……
10. ……

Draw the organizational setup of the community forestry of social forestry

Write the administrative procedure of community forestry

Application	CF Management Planning	Approval	Implementation



Step 1.	Step 1.	Step 1.	Step 1.
Step 2.	Step 2.	Step 2.	Step 2
Step 3.	Step 3.	Step 3	Step 3.
	Step 4.		Step 4
	Step 5.		Step 5.

	Step 6.		Step 6
	Step 7		Step 7
	Step 8.		Step 8.
	Step 9.		Step 9
	Step 10		
	Step 11		
	Step 12		
	Step 13		
	Step 14		
	Step 15		

Conclusion

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Exercise No. 16

Objective: To prepare Micro plan

A village level Micro-Plan is a blueprint of village development plan and forest development plan, which is need based and site specific, commensuration to available resources. As the unit of the plan is small, it is called a micro plan. In contrast, the macro plan covers larger units like district or state.

The micro planning processes

Identify target village ……

Prepare community profile covering ……

i. Location……
ii. Area……..
iii. Physical factors…….
iv. Population by social groups…….
v. Number of livestock……..
vi. Community land resources (ha)…….
vii. Existing social forestry activities……
viii. Other development work…….
ix. Name of family head……
x. Size of family (No of individual)……
xi. Sex ratio……..
xii. Type of farmer……...

Basic need of family (Food, shelter, Social & economic security and education)

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Major product to be covered

a) Fuel (kg)……

b) Fodder employment green manure (Kg)……

c) Timber (Cubic meter)……..

d) Poles (No.)

……

e) Bamboo

(No)……

Identifies most critical needs for the various social groups

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Identifies target groups for extension and provides information on likely success of different social forestry systems

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Identify appropriate system using table of efficiency & effectiveness for products required and target group

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Formulate programme of activities including extension work

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Using technical manual, determine appropriate technical system for each segment of the programme.

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Check amalgamated programme at range level and at district level in terms of broad target and resources

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Adjust and revise where necessary

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Finalize programme in terms of areas, numbers and locations

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Implement, monitor and report

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Selection of target communities

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Data collection through observation and personal interview

With any village community, there is a range of social group the prescribe categories are

1. Poor land less who have no cultivable land but who may collect grass fuel and minor forest for local scale

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2. No of rural artisans such as carpenters or basket weavers……
3. No of nomadic or semi-nomadic people who use grazing areas for part of the year……
4. No of traders in wood, fodder or other forest products, either trading locally or trading outside the area of the village…….

In addition, there are cross groupings such as religious groups who may have sacred areas. Even if the group is a minority, its interest in eg. burial areas, must be respected. Other groups in addition to

a) Number of formal panchayat council……
b) Number of farmers' associations……
c) Number of youth club……...
d) Number of women's groups……
e) Number of voluntary organizations……

Conclusion: ……..

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Exercise No. 17

Objective: To visit JFM operational area

Joint forest management: ……

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Write the sequence of activities for joint forest management:

a) ……

b) ……

c) ……

d) ……

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e) ……

f) ……

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g) ……

h) ……

i) ……

j) ……

k) ……

l) ……

m) ……

n) ……

o) ……

p) ……

q) ……

r) ……

s) ……

t) ……

u) ……

Conclusion: ……

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Exercise No. 18

Objective: To study afforestation techniques and social forestry

(artificial regeneration model for low fertility, eroded and rocky area adopted by social groups in Bundelkhand)

Artificial regeneration models (AR): ……

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Artificial regeneration models for low fertility, eroded and rocky area in dry zones: add soil conservation measures like trenches etc before planting

(a) Area description:

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(b) Core species and planting pattern:

1. In the location where there is no chance of getting roots suckers and regeneration after ripping the planting density as follows:

S.No	Species	Plant density
1		
2		

3		
4		
5		

2. In the locations where there are chances of sufficient roots sucker and natural regeneration after ripping, the following core species planting pattern shall be followed

S.No	Species	Plant density
1		
2		
3		
4		
5		

Planting technique for AR model for dry zone:

a) ……

……..

b) ……

c) ……

……..

d) ……

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e) ……

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f) ……

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g) ……

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Conclusion: ……

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APPENDICES

STRUCTURE, FUNCTIONS, LINKAGES AND EXTENSION PROGRAMMES OF ICFRE INSTITUTES

Vision: To achieve long-term ecological stability, sustainable development and economic security through conservation and scientific management of forest ecosystems.

Mission: To generate, advance and disseminate scientific knowledge and technologies for ecological security, improved productivity, livelihoods enhancement and sustainable use of forest resources through forestry research and education.

Objectives:

- To undertake, aid, promote and coordinate forestry research, education and extension leading to scientific and sustainable management of forest resources in the country.
- To align forestry research programs in the council with national priorities including achievement of Sustainable Development Goals and combating climate change.
- To provide scientific advice and policy support to the central and state governments aiding informed decision making in forestry matters of national importance and international commitments.
- To act as a repository of scientific knowledge related to forestry, environment and climate change, and disseminate such knowledge to various stakeholders.
- To provide technical assistance and support to states, forest- based industries, tree growers, farmers and others for forest protection, afforestation, agro- forestry and allied activities.
- To develop appropriate forest-based technologies, processes and products for sustainable resource use, livelihoods and economic growth.
- To provide livelihood support to forest dependent communities through transfer of scientific knowledge and appropriate forest-based technologies
- To develop technically qualified human resource for forestry sector
- To promote forestry education in the country and facilitate universities in improving quality through technical and financial support including development of uniform curricula
- To provide consultancy and capacity building services in environment and forest sector.
- To develop and maintain National Forest Library and Information Centre for forestry and allied sciences.
- To develop environment and forest extension programmes and promote the same through mass media and audio-visual aids.
- To support and advice Government on technical aspects of international conventions and treaties.
- To conduct other activities incidental and conducive to attainment of abovementioned objectives, which the council may consider necessary.

Functions:

- Indian Council of Forestry Research and Education (ICFRE) has been created to formulate, organize, direct, and manage forestry research; transfer the technologies developed to States and other user agencies; and impart forestry education.
- The Council deals with the solution-based forestry research in tune with the emerging issues in the sector, including global concerns such as climate change, conservation of biological diversity, combating desertification and sustainable management and development of resources. Topical research by the Council enhances public confidence in the ability of forest managers and researchers to successfully handle challenges related to natural resource management.

Linkages institutes and Centers under the Council:

- Forest Research Institute (FRI), Dehradun
- Institute of Forest Genetics and Tree Breeding (IFGTB), Coimbatore
- Institute of Wood Science and Technology (IWST), Bangalore
- Tropical Forest Research Institute (TFRI), Jabalpur
- Rain Forest Research Institute (RFRI), Jorhat
- Arid Forest Research Institute (AFRI), Jodhpur
- Himalayan Forest Research Institute (HFRI), Shimla
- Institute of Forest Productivity (IFP), Ranchi
- Institute of Forest Biodiversity (IFB), Hyderabad

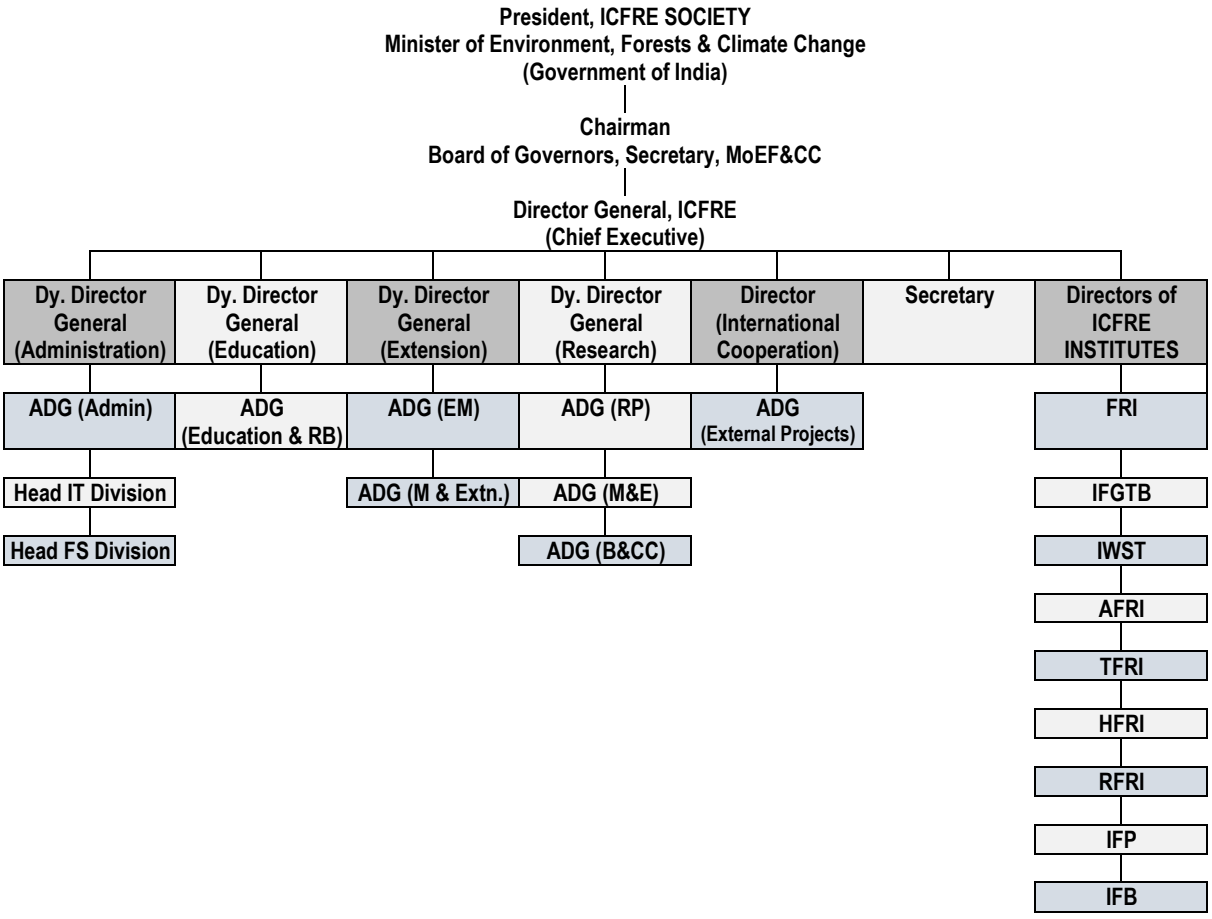
Centers: FRC ER, Prayagraj; FRC FRD, Chindwara; RC LE, Agartala, FRC BR, Aizwal; FRC CE, Vishakhapttanam

Extension program under ICFRE: ICFRE along with nine research institutes and five centers are spread across India, are set to work on forestry research issues of national importance for sustaining ecology and enhancing the productivity of Indian forests and plantation. National Compensatory Afforestation Fund Management and Planning Authority (National-CAMPA) having one chairman (Prakash Javedkar, Union minister and 15 member) along with Dr. A. S. Rawat, Director General, ICFRE presented a detail scheme- strengthening forestry Research for Ecological sustainability and Productivity Enhancement.

- The National Compensatory Afforestation Fund Management and Planning Authority (National-CAMPA) Governing body approved Rs. 313.67 crore scheme of ICFRE that will be spread over five year.
- Through this scheme, ICFRE and its institutes will be working on 31 major All India Coordinated Research project that will improve health, productivity and restore degradation of forest and plantation. Clones and varieties of important tree species will be developed and provided to farmer and state forest department for plantation. Important tropics of tree species tree fodder, fuelwood, NTFO, wild fruits, Soil moisture, biodiversity conservation and disease will be addressed.
- Forest Genetic Resource (FGR) conservation is another importance area that will be taken up at national level to conserve the gene pool for posterity and future.

- Capacity building of state forest Department for preparing" State REDD+Action Plan is the third component of the scheme.
- By adopting the Forestry extension Plan of ICFRE reaching out to stakeholders is the main theme of this component of ICFRE.

ICFRE ORGANIZATIONAL STRUCTURE



PANCHAYATI RAJ SYSTEM AND FUNCTION OF GRAM PANCHAYAT IN AN ASSIGNED VILLAGE

Three tier system Zilla Panchayat (ZP): It is apex tier of Panchayat Raj System working at District level. It has wide jurisdiction of the development work. As Maharashtra Zilla Parishad (Panchayat) Act Ist May, 1962 Zilla Parishad came into structure of Panchayat Raj System in true sense.

Constitutional Structure of Zilla Panchayat:

- For early set up, it was stated that every 40,000 population will elect one member for Zilla Panchayat.
- All presidents of Janpad Panchayat are the members of Zilla Panchayat.
- The Dist. Collector is also participant Member. SI
- MLAS and MPs of the District are Members to vote but not to officiate
- Two Women representatives, one from Schedule Caste and One from Schedule Tribe.
- Two Persons are co-opted from following institutes:
  i) District Credit Societies
  ii) Land Development Bank of the District.
  iii) Processing cooperative in the District
  iv) District Industrial Cooperatives.
  v) Cooperative / Educational Institute.
- Chief Executive Officer is the Secretary of the Zilla Panchayat
- The members of Zilla Panchayat elect a Chairman (Zilla Panchayat Adhyaksh) and Vice- Chairman (Zilla Panchayat Upadhyaksh).
- The District Heads of Departments take part in planning and implementing the programme.
- Chief Executive Officer (CEO) is the Administrator for Zilla Panchayat in all 55 to 85 Members are to be included in whole body of Zilla Panchayat.

Officers of Zilla Panchayat: 1. Chairman and Vice-Chairman. 2. Chairman each Standing Committee. 3. Chief Executive Officer. 4. Deputy Chief Executive Officers. 5. Subject Matter Specialists. 6. Ministerial Staff as Employees.

Functions and Powers of Zilla Panchayat

- The Zilla Panchayat maintain District Development fund and utilize for any type of constructive work in the District.
- Implement the programmes as per directives of the State Government.
- Zilla Panchayat looks after safety, health, education, industry and financial aspect of the people living in the district.
- They render advisory service to their Janpad Panchayat.
- They approve the budgets, plans of the plans of the Janpad Panchayat.
- Zilla Panchayat plan and prepare proposals for all items of developmental activities.
- They supervise the work of different subjects undertaken by Janpad Panchayats in coordination.
- They organize for various meetings of the members and officials.
- They keep up to date records for various programme and documentation with the help of other Departments.
- It works for the areas where Janpad Panchayats are defunct. The Zilla Panchayat advice Government in respect of related matter of Rural Development.

Janpad Panchayat (JP): This is second tier above the Gram Panchayat and under the Zilla Panchayat. So it is middle or linked tier of Panchayat Raj System. This institutes plans for Block area. The long programmes are organized by officials and non-officials of Janpad Panchayat may be with the help of voluntary Institution at Block level.

Administrative Body: The administrative formal body of the Janpad Panchayat constitutes by including following members:

1. Sarpanchs of all Village Panchayats coming under the jurisdiction of the Development Block.
2. Local MLAS with right to vote but not to hold the office.
3. One person nominated by District Collector for every Panchayat for which no Sarpanch has been elected.
4. Reservation scats: 1/3rd seats are reserved for women, which is elected.
5. Two persons with experience in administration and public life.
6. The President and Vice-President of Janpad Panchayat are elected from the members of Janpad Panchayat.
7. Chief Executive Officer is appointed by Government as Official man and he is the Chief Executive of Janpad Panchayat.

Standing Committees: A Janpad Panchayat normally has following Standing Committees:

i) Standing Committee I: It looks after planning of Agriculture and Animal Husbandry activities.
ii) Standing Committee II: It is made for cooperation and cottage industry.
iii) Standing Committee III: It works for education, women's welfare and social welfare aspects.
iv) Standing Committee IV: It plans for communication and public works facilities.
v) Standing Committee V: The work of all types of taxation and financial aspects taken care of.

Structure of a Committee: Every Standing Committee of Janpad Panchayat includes seven members along with President and Vice-President. The President is the Chairman of all Standing Committee. Each Committee has independent set of powers for sanction within specified limits and arrangements while executing their work plans and schemes in prescribed forms.

Functions and Powers of Janpad Panchayat

1. Janpad Panchayat has to channel all development programmes which would evoke people involvement and participation within their jurisdiction.
2. They have to exercise the powers for planning, executing and evaluating their programmes.
3. Janpad Panchayat has to secure firm support of the people for which the programme is implemented and continued.
4. The powers are used to make efficient use of local resources for whole block:
5. The powers are utilized to sanction the budget, plans and modification or the village level work at various locations.
6. The loans available with Development Department through Banks may be spent and recovered timely.
7. The President and Members of the Janpad Panchavat need to include economic, social and cultural aspects of Development Block.
8. Janpad Panchayat acts as inter-me diary for handing over the activities or official programme sanctioned by the Government at the village level.
9. CEO of Janpad Panchayat has to supervise over all programmes of the Janpad Panchayat and keeps on reporting to the higher authorities. He is supported with Subject Matter Specialists and Ministerial staff at his head quarter.
10. Janpad Panchayat has to reach the grass root level with felt need based programmes to the people. It has to certain the very specific local problems of different nature and the same have to be presented in the form of proposals to higher authority.

Gram Panchayat (GP): Gram Panchayat is basic village institute. It is formal and democratic structure at gross root level in the country. It acts as cabinet of the village. It is political institute. A village or groups of villages are the jurisdiction of work of Gram Panchayat.

Structural aspects of Gram Panchayat: Gram Panchayat is formed by election procedure according to population of 1000 in one or more villages. The adult citizen voters elect their leaders as Panch of Gram Panchayat from their wards and Sarpanch of the Panchayat by observing formal voting procedure. The number of Panch of a Gram Panchayat is based on the total population and wards of the village(s). Every Panch has been assigned a portfolio of Gram Panchayat work. The Gram Panchayat Secretary is official man. He assists the work of Sarpanch and keeps records and documentation village.

He reports periodically to the higher authorities whenever asked for. All the activities are executed by the Sarpanch and GP but the monitoring and controlling of GP is given to Gram Sabha. The funding of different activities of GPs is mostly done by the govt. aids under various schemes. Some taxation is also made by the GP for earnings.

Gram Sabha: Gram Sabha includes all the adult citizen voters of the village. It is empowered to support or topple down the Gram Panchayat body. This Gram Sabha can contribute number of decisions taken by the Gram Panchayat and facilitate to modify the week decisions, whenever they feel. The Gram Panchayat can be established for village having population more than 1000. The villages having less population are grouped under group Gram Panchayat.

Functions of Gram Panchayat

Representative Functions: The Sarpanch, Members and Gram Sevak represent the voice and opinion of the village people on behalf of the Gram Panchayat to the Taluka and Zilla level by attending the meetings or sending the official records.

Regulatory and Administrative Functions:

1. This institute solving the disputes of village people as individual or groups.
2. They control the behavior of people of people. Collect their opinion about various programmes
3. Gram Panchayat implements the official programme given by the authorities.
4. Conduct regular meetings and keeps records for various departments.
5. The measures are enforced for the desired safety and sanitation of the village people.

Service or Development Functions:

- Collection of taxes like house etc.
- Promotion of educational, health, agriculture and communication facilities.
- Providing health and drinking water facilities whenever the village people need.
- Produce authentic documents regarding birth, death or property details of village people.
- Looks after general welfare and immediate development of village e.g., road, fight, bazaar, community facilities etc.

ADMINISTRATION AND MANAGEMENT OF VAN PANCHAYATS IN INDIA

The Van Panchayat rules were originally framed in 1931 in Hills of Uttarakhnad and subsequently revised in 1972 and 1972 and 1976. A village interested in forming a VP may pass a resolution with two -third majority of its adult members in its favour, indicate the land for the purpose and send it to the Sub-Divisional Magistrate (SDM) who gets the land surveyed and a khasra (map) prepared. The approval is given by the District Magistrate (OM) and the final sanction is granted by the Commissioner of the region

Administration of Van Panchayat: At the village level, a Van Panchayat committee headed by a Sarpanch, is the sole authority for management of the Van Panchayat forest. The members of Van Panchayat are elected by the village people in every five years.

Manner of Election: The election is mostly informal; voting is done by raising hands. Number by secret ballot. It is generally ensured that all sections and groups of the villagers are represented in the Van Panchayat committee. A village Van Panchayat committee can have 5 to 11 members depending on village population. The elected member is called panchas, and they in turn elect their leader called as Sarpanch. The election to the VP committee is conducted under the supervision of a nominated officer of the District Magistrate (usually Forest Panchayat Inspector or Patwari). Most often. in VP committee, each cast is represented in proportion to the number of their households in that village.

Functions: The functioning of Van Panchayat is supervised and regulated by SDM / DM and their subordinates. The hierarchical arrangement for the regulatory functions of Van Panchayats is given below

Organizational structure of Panchayati forest system in Uttarakhand

Divisional Administration (Commissioner)	
A. District Administration (Revenue Department)	**B. Forest Administration (Forest Department)**
1.District Magistrate (DM)	1. Divisional Forest Officer (DFO)
2. Sub Divisional Magistrate (SDM)	2. Assistants Conservator of Forest (ACF)
3 Forest Panchayat Officer (FPO)/ District Afforestation Officer (DAO)	3. Range Forest Officer (RFO} and Deputy Range Assistant (RAJ
4.Forest Panchayat Inspector (FPI)/ Van Panchayat inspector (VPI)/ Patwari	4. Forester
5.Van Panchayat Committee (Sarpanch-Panch)	5. Forest Guard

- At the district level, the District Magistrate (D. M) is overall in charge for regulatory purposes of all Van Panchayats (VPs) in the district. He is assisted by the Sub Divisional Magistrate (S. D. M) at the Sub -divisional level who is ex-official Forest Panchayat Officer (FPO).
- Under FPO, in each tehsil, there is one or more than one Forest panchayat Inspector (FPI).

- On an average, for every 450 VPs, there is only one FPI and one subordinate staff.

Duties of Forest panchayat Inspector (FPI).

- HE / She is responsible for conducting elections, monitoring the work of VPs and reporting on their functioning to the FPO and DM.
- Besides, he/ She is a link man between the Revenue Department and the Forest Department. In spite of formulation of the Van Panchayat rules as early as early as in 1931. the FPI and his staff still work under an ad-hoc arrangement.

The forest Department assists the VPs in two ways

- It provides technical help regarding auctioning of trees, tapping of resin, micro planning etc.
- It prepares developmental plans for the forests under VPs and execute them in initial years. For these services, the Forest Department (FD) receives a portion of the sale proceeds of the VP forest.

Functions of Van Panchayat

- To protect and develop the forests failing under Its Jurisdiction.
- To distribute its produce among the right holders in an equitable manner.
- To demarcate its boundary by fixing boundary walls, pillars etc. and prevent encroachment in the forest land.
- To enforce the regulations of the Van Panchayats.
- To carry out the orders of the District Magistrate and Sub divisional Magistrate.

Powers of Van Panchayat

- Van Panchayat can sell fallen twigs and grass for the bonafide domestic use of the right holders in the village.
- An offence involving a sum of not more than Rs. 5OO/-can be compounded with the agreement of the offender.
- Van Panchayats can forfeit the implements used for illicit lopping.
- They can impound stray cattle.
- Stolen timber etc., if seized, can be disposed of only with the prior approval of the D M.
- Local sale of surplus forest produce from Van Panchayats to the right holders can be made with the prior approval of the District Magistrate (DM) and Divisional Forest Officer (DFO).

ORGANIZATION AND FUNCTION OF STATE FOREST DEPARTMENT (SOCIAL FORESTRY WING)

Function with achieve objectives of Social forestry

Regeneration and eco-development of degraded forest and adjoining areas on a watershed basis.

- Augmentation of the availability of fuel wood, fodder and grasses from the regenerated areas.
- Securing people's participation in planning and regeneration efforts to ensure sustainability and equitable distribution of forest products from the regenerated lands and to promote the partnership concept in the management and administration of forests and common property resources.
- Promote agro-forestry and development of Common Property Resources.
- Promotion of fuel saving devices to encourage efficient use of fuel wood and to reduce the drudgery of rural women involved in collection of wood, as also to improve the environment.
- Conservation and improvement of non-timber forest produce such as bamboo, cane and medicinal plants.
- Encourage production of non-timber products such as wax, honey, fruits and nuts from the regenerated areas.
- Raising coastal shelterbelts to mitigate the adverse impacts of cyclonic winds.
- Develop water resources through plantation and water harvesting programmer. Development and extension of improved technologies such as clonal propagation .and use of root trainers for raising seedlings, mycorrhizal inoculation, etc.
- Rehabilitation of special problem lands like saline/alkaline soils, ravines, desert areas, coastal areas, mined areas, Himalayas, Aravallis and western Ghats.
- Employment generation for the disadvantaged sections of the society, particularly women. Scheduled castes/scheduled tribes and landless rural labourers, inhabiting the forests and adjoining areas.

Time taken function

- Protection, Conservation of natural resources through active involvement of the people.
- Checking land degradation, deforestation and loss of biodiversity.
- Ecological restoration and environmental conservation and eco-development. Evolving village level people's organization which can manage the natural resources in and around villages in a sustainable manner.
- Fulfillment of the broader objectives of productivity equity, and sustainability for the general good of the people.
- Improve quality of life and self-sustenance aspect of people living in and around forest areas.
- Capability endowment and skill enhancement for improving employability of the rural people.

JFMC Benefit Sharing: As per prevailing rules of JFMC, initial profit 50% will go to the beneficiaries of the JFMCs and final profit accumulated in final harvesting of 50% will be shared to the beneficiaries under the JFMC concerned.

Improvement & development of Tribal villages in Assam through FDAs is achieved with the fund received from the Ministry of Tribal Affairs, Government of India.

The Ministry of New & Renewable Energy, Government of India funds the following activities

1. Fuel wood plantation
2. Jatropha plantation
3. Distribution of improved chullah –
4. Bio-gas plant –

Under the National Mission on Bio Fuel of Ministry of Rural Development. Government of India sanctions nurseries. High-Tech Nurseries are established in the State and plantations are done through NGOs under the "Greening India Scheme" of Ministry of Environment & Forests, Government of India

GROUP DISCUSSION

Personality traits for GD:

Team Player: It is essential for leaders to be team players. The reason: leaders always work in teams. At the beginning of his career, a leader works as a team member. And, later, as a team leader. The person who lack team skills cannot be good leaders.

Reasoning Ability: Reasoning ability plays an important role while expressing your opinions or ideas at a Group Discussion. For example, an opinion like 'Reduction in IIMs' fees will affect quality can be better stated by demonstrating your reasoning ability and completing the missing links between fees and quality as: 'Reduction in IIMs' fees will result in less funds being interact in a team invested on study material, student exchange programmes, research, student development activities, etc. 'Moreover, it costs money to attract good faculty, create good infrastructure and upgrade technology. 'With reduction in fees, less money will be available to perform these activities which will lead to deterioration in the quality of IIMs.

Leadership: A Group Discussion where participants are unable to establish a proper rapport and do not speak much. ~ A Group Discussion where participants get emotionally charged and the Group Discussion gets chaotic. ~ A Group Discussion where participants discuss the topic assertively by touching on all its nuances and try to reach the objective.

Flexibility: You must be open to other ideas as well as to the evaluation of your ideas: That is what flexibility is all about. But first, remember: Never ever start your Group Discussion with a stand or a conclusion. Say the topic of a Group Discussion is, 'Should India go to war with Pakistan?' Some participants tend to get emotionally attached to the topic and take a stand either in favour or against the topic, i.e., 'Yes, India should, or, No, India should not'. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members. Also, if you encounter an opposition with a very strong point at the 11th hour, you end up in a typical catch 22 situation:

- If you change your stand, you are seen as a fickle-minded or a whimsical person.
- If you do not change your stand, you are seen as an inflexible, stubborn and obstinate person

Assertiveness: You must put forth your point to the group in a very emphatic, positive and confident manner. Participants often confuse assertiveness with aggressiveness. Aggressiveness is all about forcing your point on the other person, and can be a threat to the group. An aggressive person can also demonstrate negative body language, whereas an assertive person displays positive body language

Initiative: A general trend amongst participants is to start a Group Discussion and get the initial attention of the group. But that is a high risk-high return strategy. Initiate a Group Discussion only if you are well versed with the topic. If you start and fail to contribute at regular intervals, it gives the impression that you started the Group Discussion just for the sake of the initial attention. Also, if you fumble, stammer or misquote facts, it may work against you. Remember: You never ever get a second chance to create a first impression.

Creativity: An idea or a perspective which opens new horizons for discussion on the Group Discussion topic is always highly appreciated. When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive.

Inspiring ability: A good group discussion should incorporate views of all the team members. If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait. Caution: If a participant is not willing to speak, you need not necessarily go out of the way to ask him to express his views. This may insult him and hamper the flow of the Group Discussion.

Listening: Always try and strike a proper balance between expressing your ideas and imbibing ideas.

Awareness: You must be well versed with both the micro and macro environment. Your awareness about your environment helps a lot in your Group Discussion content, which carries maximum weightage.

Phases of Group Discussion

Initiation Techniques:

Quotes: If the topic of a Group Discussion is: Should the Censor Board be abolished? You could start with a quote like, 'Hidden apples are always sweet'. For a Group Discussion topic like, Customer is King, you could quote Sam (Wal-mart) Walton's famous saying, 'There is only one boss: the customer. And he can fire everybody in the company - from the

chairman on down, simply by spending his money somewhere else.

Definitions: Start a Group Discussion by defining the topic or an important term in the topic. For example, if the topic of the Group Discussion is Advertising is a Diplomatic Way of Telling a Lie, why not start the Group Discussion by defining advertising as, 'Any paid form of non-personal presentation and promotion of ideas, goods or services through mass media like newspapers, magazines, television or radio by an identified sponsor'?

Questions: It does not signify asking a question to any of the candidates in a Group Discussion so as to hamper the flow. It implies asking a question, and answering it yourself. Any question that might hamper the flow of a Group Discussion or insult a participant or play devil's advocate must be discouraged. Questions that promote a flow of ideas are always appreciated. For a topic like, Should India go to war with Pakistan, you could start by asking, 'What does war bring to the people of a nation?

Shock statement: Initiating a Group Discussion with a shocking statement is the best way to grab immediate attention and put forth your point. If a Group Discussion topic is, The Impact of Population on the Indian Economy, you could start with, 'At the centre of the Indian capital stands a population clock that ticks away relentlessly. It tracks 33 births a minute, 2,000 an hour, 48,000 a day. Which calculates to about 12 million every year. That is roughly the size of Australia. As a current political slogan puts it, 'Nothing's impossible when 1 billion Indians work together.

Facts, Figures and Statistics: If you decide to initiate your Group Discussion with facts, figure and statistics, make sure to quote them accurately. Approximation is allowed in macro level figures, but micro level figures need to be correct and accurate. For example, you can say, approximately 70 per cent of the Indian population stays in rural areas (macro figures, approximation allowed). But you cannot say 30 states of India instead of 28 (micro figures, no approximations). Stating wrong facts works to your disadvantage. For a Group Discussion topic like, China, a Rising Tiger, you could start with, 'In 1983, when China was still in its initial stages of reform and opening up, China's real use of Foreign Direct Investment only stood at $636 million. China actually utilised $60 billion of FDI in 2004, which is almost 100 times that of its 1983 statistics.

Short story: Use a short story in a Group Discussion topic like, Attitude is Everything. This can be initiated with, 'A child once asked a balloon vendor, who was selling helium gas-filled balloons, he thought a blue-coloured balloon will go as high in the sky as a green-coloured balloon. The balloon vendor told the child, it is not the colour of the balloon but what is inside it that makes it go high.'

General statement: For example, if the topic is, Should Sonia Gandhi be the prime minister of India? you could start by saying, "Before jumping to conclusions like, 'Yes, Sonia Gandhi should be', or 'No, Sonia Gandhi should not be', let's first find out the qualities one needs to be a good prime minister of India. Then we can compare these qualities with those that Mrs Gandhi possesses. This will help us reach the conclusion in a more objective and effective manner.

Summarization Technique: Most Group Discussions do not really have conclusions. A conclusion is where the whole group decides in favour or against the topic. But every Group Discussion is summarized. You can summaries what the group has discussed in the Group Discussion in a nutshell

What are points should be in mind while summarizing a discussion

- Avoid raising new points.
- Avoid stating only your viewpoint.
- Avoid dwelling only on one aspect of the Group Discussion.
- Keep it brief and concise.
- It must incorporate all the important points that came out during the Group Discussion.

PREPARATION OF VILLAGE AGRICULTURAL PRODUCTIONS PLAN

Level of planning:

- Individual
- Household
- Group (SHG)
- Neighborhood Committee

Levels of institutional planning:

- Village Committee
- Gram Panchayat
- Block/Panchayat Samiti
- District/Zilla Parishad
- State Government
- Central Government

What are the common issues to local bodies for planning?

- Primary data collected at village level, starting at each neighborhood, based on PLA exercises
- Secondary data from censuses and development reports from Panchayats, Urban Local Bodies & Line Departments
- Consolidation of data at each level with pictorial depiction of current situations and indication of priority areas in terms of key indicators of development

Human resources for planning:

- Natural Resources (Water, land, vegetations, birds and animals, environment).
- Human Resources (Skills, knowledge, awareness, education, Innovative and creative thinking)
- Infrastructure Resources (Road, bridge & culvert, houses, institutions, library market etc.)

- Financial Resources (Individual and collective savings, Cooperative / bank loans, Panchayats own fund and Government grants)
- Societal Resources (Unity, social groups, CBOs, Social customs, participatory approach & harmony)

Necessity of decentralized participatory planning process:

- If communities are given power & responsibility of planning, implementation and monitoring for their own development, at least for activities pertaining to their respective areas, the quantum of growth, inclusiveness and sustainability is sure to increase
- Without involvement of people from all levels, especially economically & socially backward communities including women, SC/ST/OBC/Minority and Specially Challenged People, in development initiatives, particularly planning, achievement of the desired goals is not possible.
- Local problems and demands can be addressed in planning process
- It can help striking a right balance between people's expectations and limited resources.
- Planning process can enhance the capacity of all partners.

Write the steps of participatory decentralized planning at state level

- A concrete guideline prepared in simple language.
- A dedicated cadre at state, district & block levels & developing their capacity to work on mission mode.
- Piloting in a very few areas Intensive Capacity Building of ERs & Functionaries of PRIs with exposure visit to the pilot areas.
- Launch of Participatory Decentralized Planning initiative in selected areas – increasing the number gradually – not as a big bang.
- Task assignment for a fortnight – followed by fortnightly review and assignment of new set of tasks for the next fortnight and so on.

Write the stages of participatory decentralized gram panchayat planning:

- A dedicated cadre at each GP – Gram Panchayat Facilitating Team (GPFT) – with members from each village
- Capacity Building of GPFT with focus on envisioning & motivation
- Task assignment for a fortnight – fortnightly review and assignment of new set of tasks for next fortnight and so on
- Campaign at local level by local people themselves thru folk media, wall writing, film show, exposure visit etc.
- Small activities through voluntary labour & materials – on partnership mode
- Participatory Social Mapping & Natural Resource Mapping Structured Questionnaire Survey with Neighbourhood level interactions

PLANNING AND PREPARATION OF POSTER AND CHART

Preparation of Poster: Following factors are to be kept in mind while preparing a good Poster.

- Each poster should promote single idea or practice at a time.
- Use few and familiar words that impress your message simple and clear.
- Maintain proper spacing between words and illustration.
- Each poster should contain dramatic pictures that will make people to stop and look at it.
- Keep the letters, illustrations bold and clear.
- Use pleasant coolers to make it attractive, but restrict them to not more than three per poster.
- Size should be sufficiently large enough so that the audience can able to clarify from a distance.
- The ideal size is 22"x 28", 28 x 44

Some important points are also to be kept in mind while preparing a good Poster.

- It must able to attract attention.
- It must convey the message quickly.
- It must lead to action.
- Targeted audiences should be kept in mind.
- Try to put your message into a viewer's words.

Display of Poster: If posters is not placed at appropriate place that are not produced effect because they are put in a poor place hence a poster should be placed where people gather or where people pass on.

Quality of good poster-

- Attractiveness
- Brevity
- Clarity
- Simplicity
- Idea
- Layout
- Colour

Attention should be taken for making good Poster:

- It should be prepared in advance.
- Use only quality materials.
- Message is brief.
- It creates awareness in the people.
- Announces the important massage.
- Used in emergency situations to create awareness in the people.
- It is mass media, which covers large audience.

Limitation:

- Poster give only initial idea and cannot furnish detailed information.
- Cannot be repeated for each occasion a new poster is to be made.
- Understanding of poster by all persons is difficult.

- Corrections or changes are difficult to make.

Examples of Poster

Chart: Charts are pictures of relationships and changes. They are graphic and pictorial representations used to tabulate a large mass of information or to show a progress. They are visual services in explaining the subject matter. Charts are often referred to as symbolized visual. Charts can help to communicate difficult, often dull subject matter in an interesting and effective way in an extension work.

1. Make facts and figures clear and interesting
2. Show and compare the changes.
3. Show size and placement of parts.

There are innumerable varieties of charts, some of which are as follows:

Bar Charts are made of scribes of bars along a measured scale. They are used to compare quantities at different times or under different circumstances.

Pie Charts are in the shape of circles, and used to show how several parts make up the whole. They may show percentages, proportions etc. e.g., Soil construction milk.

Tabular Charts are used to bring together in compact form a mass of related data e.g., time table. Tree Charts are used for showing development or growth of a thing. The origin is a single line or other representations of the trunk. The various developments are shown as branches.

Flow Charts are shown by lines, arrow, etc. They show organizational structure of development, institutions, etc.

Pictorial Charts gives the viewer a vivid picture and creates a rapid association with the use of graphic message like cartoons. Illustrations etc. Each visual symbol indicates quantities. This type of chart of chart is more useful for illiterate audience.

Over Lay Charts consist of a member of sheets which can be placed one over the other conveniently. On each individual sheet a part of the whole is drawn. This enable the viewer to see not only the different parts, but also how they appear when one is placed over the other. After the final over lay is placed it shows the ultimate product. This type of presentation is dramatic and effective.

Pull Charts consists of written messages on a large sheet. Message is hidden by strips think paper held in position. The messages can be shown to the viewer, one after another, by pulling out the concealing strips. This provides suspense to the viewer.

Strip Charts are similar to the pull charts. Messages, words picture etc., are concealed by 9. Using strips of thin paper instead of thick paper. The ends of thin paper strips are pinned or pasted at both ends of the messages. Whenever the message is to be exposed one end of paper strip is stripped. This has the advantages of surprise or anticipation.

Flip Charts carry a series of ideas arranged sequentially. Individual charts are tacked or bound to some support and as the lesson progresses; they are flipped one after another by 10. This kind of chart exposes the audience to segments of the subject in sequence and holds attention remarkably.

Suggestion for making effective chart / graph:

- Keep the simple.
- Develop only important details.
- Include only important details.
- Make as few comparisons as possible. Too much data is confusing.
- Allow plenty of space.
- Use large sheets or boards.
- Maintain logical order in presenting from large too small or vice versa.
- Prepare charts pleasing to view.
- Use symbols, words or colors to explain the chart.
- Use lines and bars in only dimension.

Preparation of titles: Charts are more easily understood when they are titled with key words. The title must be readable, attractive and meaningful. Words can be used to emphasize certain parts of diagrams but words of title should be held to the minimum. Title for 8"x10", half sheets chart should be 0.5" high and for 30"x40" chart, the height should be about 2.50". Labels, legends and codes should be smaller.

PLANNING AND PREPARATION OF INFORMATION MATERIAL (FOLDER AND FLASH CARD)

Preparation of folder

Material required:

1. White paper (Thick).
2. Glossy paper (if available)
3. Writing color pens.
4. Wax crayons
5. Drawing pits.

Write the procedure for folder preparation:

1. Choose one idea divide the idea sub paints.
2. Less description for each point should be written.
3. Fold the sheet of paper into 2 or 3 pieces that is called as folder.

4. Each fold is considered as a page boundary for each page.
5. On the front page write topic name, address and small figures.

Preparation of flash card

Material required:

1. Chart or drawing papers
2. Color pens
3. Scale
4. Pencil & Eraser
5. Stapler
6. Scissors

Procedure for flash card preparation:

- Outline the series of pictures relating to the topic on sheet of paper and number
- Simple and meaningful pictures are drawing on each flash card. The picture should be large covering the page.
- Simple and meaningful pictures are drawn which should be attractive by the pencils, then provide the pictures with coolers. Contrast cooler should be used.
- Prepare captions on cache flashcards.
- Write the caption and the brief note on each picture in the backside of preceding card.
- The story should be told to the audience while each card is held before the groups.
- Do not make many cards.
- One idea on one picture should be reflected in each card.

PREPARATION AND USE OF AUDIO-VISUAL AIDS

Classification of audio-visual aids

Audio Aids	Visual Aids	Audio Visual aids
	Non-Projected Visual Aids	**Non-Projected Audio-Visual aids**
Tape record	Chalk board	Drama
Public Address System	Bulletin board	Puppet show
Telephone	Picture and photograph	
	Flannel graph, Flash card, Flip chart	
	Poster	
	Diagram, map, chart and graph	
	Specimen, model	
	Tran Slide	
	Projected Visual aids	**Projected**
	Slides	Motion Picture
	Film strip	Video
	Overhead Projector	
	Power point slide	

Audio aids: The instructional device through which message can be only heard are known as audio aids.

Visual aids: The instructional device through which help to visualization the messages are known as visual aids.

Audio - Visual aids: The instructional device through which message can heard and seen simultaneously are known as audio visual aids

Advantages:

1. Attract attention and arouse interest for the people.
2. Clarifies complex idea.
3. Attract the attention of the audience.
4. Change attitude of the people.
5. Impress the idea better.
6. Convey meaning clearly.
7. Present subject in condensed form.
8. Present subjects in understanding form.
9. Reaching a greater number of people.
10. Sustain the interest.
11. Help in summarizing the talk.
12. Save time in presentation of a talk.
13. Helping changing

Limitations:

- Extension personal should have some skill in preparing suitable visual aids.
- Some projected visual aids are costly and require power supply and they need transportation
- Require good amount of planning and preparation.
- Some audio-visual aids require good preparation by the speaker.
- Some audio-visual aids require maintenance, storage, transportation, handling and skill

Planning of the visual aids: Nature of the audience and their level of understanding, teaching objectives, Facilities available, Budget provision, Nature of subject matter, Familiarity of audience about subject taught, Size of audience, Availability of raw materials, Extension personals skill in using various audio-visual aids, Teachers competency, Perception capacity of visual group.

Points to be kept in mind during the selection of Visual aids

1. Who are our learners-Number, type, experience, education, background of the learners?
2. What is the subject matter- depending upon the subject matter the appropriate aids are to be Selected?
3. Time availability for preparation of visual aids.
4. Relative cost of the material.
5. Variety in preparation of aids.
6. What is the objective of teaching?
7. Availability of the budget?

Preparation of Visual aids: After selection of appropriate visual aids, the following principles are to be considered in preparation

Layout or design of the visual material: Layout is the systematic arrangement of all elements in the space of the visual accomplish the desired effect. Important elements of the lay out are

1. Caption: Caption should be clear, Understandable and relevant
2. Lettering: Lettering serves to identify, label, emphasize, explain, clarity and reinforce and often to add supplementary information. The following aspects are to be considered while writing the letters in preparation of visual materials
Arrangement:
Height- Height of the letters are related to the number of learners and distance between the visual and last row of learners
Thickness: Thickness of the letter is related to the height
Shape: Always use letters of usual shapes.
Capitals: The capital letters are advisable for writing the letters in visual aids for captions.
Style: There are different styles of lettering
Spacing: Proper spacing between letters, words and lines improves readability and attracting the learner's attention
Illustration: Illustration will play an important role in the use visual aids. Different types of illustrations can be used in preparation of visual aids. Some of the important illustrations which can be used are- Photo picture, Realistic line drawing, Symbol, Stick figure
Color: Color may be defined as the sensation resulting from stimulation of the retina of the eye by 11

PRA TECHNIQUES AND THEIR APPLICATION IN VILLAGE DEVELOPMENT PLANNING

Need of PRA:

- Sustained change and the need for accurate and timely information.
- It advocates that the people themselves are 'solution agents' for their problem.
- It cuts down the normal professional bias towards people.
- Reduces down the normal time-consuming long methods of survey which consumes the much-needed resources and that time. The method is cost effective, accurate and timely. To get authentic, accurate and timely information from target group.
- To avoid masking of field information by intermediaries.
- To teach the farmers in understanding their village resources and problems and solutions in a holistic manner.
- Reduces down the normal time-consuming long methods of survey which consumes the effective, accurate and timely
- To obtain solutions for certain problems from the villagers themselves.
- To use farmers criteria and understand the local environment with clear local priorities.
- To learn farmers indigenous technologies.
- To achieve for triangulation, using different methods and involving various people to check and recheck the findings.
- To develop self-critical analysis and direct contact with local needs and communities

Characteristics of PRA?

- Carried out in the field and has an informal character.
- A multi-disciplinary team approach.
- Continuous interaction of research team with villagers to develop methods and procedures together.
- Short, intensive periods of field work alternated with analytical workshops/discussions by the team.
- Carefully selected methods/ techniques used by the team.
- Flexible use of the methods.
- Learning from & listening too, people is utmost important.
- PRA can usefully supplement the long survey methods.
- PRA has purpose and is a means to an end.
- Optical ignorance and diversity of analysis.

PRA techniques used in village development planning

Handing over the stick: In order to seek good rapport with people start with what people know. Encourage local people to elicit and use their own criteria and categories of analysis and planning. Learn from errors. Have confidence that villagers can do it. Do not try to impose your interests, opinions, values or common sense during the process

Do-it-yourself: Roles are reversed, in which the villagers are clearly the experts; outsiders soon learn how much skill is required, say, to plough a furrow. Do-it-yourself prompts changes in attitude. Other examples of activities include leveling a field, puddling, transplanting rice, weeding, building stone gully plugs, lopping tree fodder, cutting and carrying fodder grass, milking buffaloes, fetching water, fetching firewood, digging compost, sweeping and cleaning, washing clothes, drawing water from a well, thatching, plastering a house and many more

Secondary data review: This includes project documents, scientific documents, the results of earlier studies, annual reports, statistics, topographic and geomorphologic maps, satellite images and other official, unofficial documents, newspaper articles and others. The documents which are available at Government, Non-Government Agencies, Universities, libraries, private sources, marketing societies etc should be reviewed and evaluated

Direct observation: This involves the intensive and systematic capturing of observable phenomena and processes within their natural surroundings. As a rule, the results of direct observation should be cross checked with key informant's interviews to verify their correctness

Participatory Mapping / Modeling: This is the construction of a map of village area by villagers themselves by interaction with one another using rangoli powders or chalk or various locally available materials like cotton bolls for cotton crop, small slabs for houses, grass for grazing lands etc. on the ground or a cement floor for understanding the village layout, main features such as houses, temples and other infrastructure and other resources like forests, lands, rivers, pastures, watersheds etc. There are several types of maps:

a. Resources maps of catchments, villages, forests, fields, farms, home gardens;
b. Social maps of residential areas of village;
c. Wealth rankings and household assets surveys on social maps;
d. Health mapping.

Transact walk: A transact walk is a kind of exploratory walk which is under taken by team along with the villagers to observe and record every send in minute detail of a particular area.

Time line: Time lines and historical profiles are one of the important PRA techniques which are used as a simple means of visualizing key historical events and major perceived changes e.g., soil erosion, crop shift, change in food habits, shift in livelihoods, population growth, climatic changes etc.

Time trend: If we depict the data obtained in time line by choosing a particular item and analyze its growth over a period of time and presented in the form of a graph or a line diagram it is called time trend. Ex: yields of groundnut for the past 10 years

Matrix Ranking: In matrix ranking a class of objects is evaluated-by applying different criteria and assigning value to criteria. One can understand villagers' preferences and attitudes towards a particular topic by this technique.

Seasonality/ Seasonal Analysis/ Seasonal calendars: This is a calendar which indicates month wise (even day wise or season wise), the abnormalities, specialties, threats, problems, abundance, and shortage, with regard to agriculture in a diagrammatic way. It is an important and useful exercise to determine seasonal patterns in rural areas as related to rainfall, farming practices, employment etc.

Venn diagram: The term "Venn diagram" refers to a diagram developed by a person called Venn' to indicate the contribution of outside and inside agencies and individuals in the decision-making process of the inhabitants of a village as perceived by the villages themselves. The Venn diagram shows the diagram of a village and its institutions.

Wealth ranking: It is a process by which members of a community jointly determine the relative wealthiness of all its members by taking into account all assets sources of income and liabilities of an individual family.

Limitations of PRA:

- PRA did not provide final absolute answers.
- PRA had a relatively small sample size and it could not provide statistically accurate data.
- PRA should be seen as complementing these more conventional approaches.
- The best possibility for the people may not be necessarily the absolute best.

Study of the community forestry components in a social forestry (SF) Range

Community-based forestry is a participatory approach to forest management that strengthens communities' capacity to build vibrant local economies, while protecting and enhancing their local forest ecosystems. By integrating ecological, social, and economic components into cohesive approaches to forestry issues, community-based approaches give local residents both the opportunity and the responsibility to manage their natural resources effectively and to enjoy the benefits of that responsibility.

Characteristics

- Community forestry begins with protecting and restoring the forest.

- Residents have access to the land and its resources, and participate in land management decisions.
- Resource managers engage the knowledge of those living closest to the land in developing relationships with the forest.
- Forestry is used as a tool to benefit and strengthen communities.
- Cultural values, historic use, resource health, and community economic development needs are considered in management decisions.
- Decision making is open, transparent, and inclusive.

Community reserve: Conservation reserves and community reserves in India are terms denoting protected areas of India which typically act as buffer zones to or connectors and migration corridors between established national parks, wildlife sanctuaries and reserved and protected forests of India. List of community reserve in Uttar Pradesh -

1. Dudhwa NP
2. Bakhira WLS (Wildlife sanctuaries)
3. Chandraprabha WLS
4. Hastinapur WLS
5. Kaimur WLS
6. Katerniaghat WLS
7. Kishanpur WLS
8. Lakh Bahosi WLS
9. Mahavir Swami WLS
10. National Chambal WLS

STEPS FOR MICRO PLANNING PROCESS ADOPTED BY SOCIAL FOREST WINGS IN INDIA

Micro planning is based on the needs of the rural population being the driving force for social forestry and the role of the implementer being to enable those needs to be met as efficiently and as effectively as possible. The Micro planning Process includes identify target village and to prepare community profile covering:

Location and physical factors:

a) Population by social groups;
b) livestock; community land resources;
c) existing social forestry activities;
d) other development work.

3. Conduct individual interviews to determine the priority needs, and attitudes towards social forestry activities. Major products to be covered are: fuel fodder employment green manure. timber, poles and bamboo
4. Compile needs summary sheet: Identifies most critical needs for the various social groups.
5. Prepare summary of level of interest in social forestry. Identifies target groups for extension and provides information on likely success of different social forestry systems.
6. Identify appropriate system using table of efficiency and effectiveness for the products required and the target groups.
7. Formulate programme of activities including extension work.
8. Using technical manual, determine appropriate technical system for each segment of the programme.
9. Check amalgamated programme at range level and at district level in terms of broad target and resources.
10. Adjust and revise where necessary.
11. Finalize programme in terms of areas, numbers and locations.
12. Implement, monitor and report.

Selection of target communities: There is no magic formula for selecting target villages. As the whole basis of the project is the interest of individuals and communities, this should form the selection criterion, Information on the level of interest should be available to the Range Forest Officer through his own knowledge, as well as from field extension workers, motivators and from people in other government departments and voluntary agencies. The most appropriate administrative unit is the village which has its own committee and on average, some 500-2,000 members. Above the village committee is the mandal pachayat. A mandal normally encompasses some 20-25 villages. The selected village should be agreed by the mandal panchayat to ensure cooperation. Initially one or two villages per mandal should be selected, with a programme for encompassing the other villages at a later date. The reason for working with villages rather than mandals, to allow microplanning to be performed, needs explaining to the mandal panchayat. Ultimately all the village microplans will be linked into a mandal forestry plan, but this could take 5-10 years. Unless cooperation with the mandal panchayat is achieved, there is no point in continuing.

Data collection through observation and personal interviews: With any village community, there is a range of social group the prescribe categories are marginal, small and large farmers, classified according to their land holding classification

Categories	Area of dry land	Area of irrigated land
Marginal	Less than 2.4 ha	More than 0.8 ha
Small	2.4-6.1 ha	0.8- 2.0 ha
Large	More than 6.1	More than 2.0 ha

Works for landless people-

- Poor land less who have no cultivable land but who may collect grass ,fuel and minor forest for local scale. Their activities are very good and can easily be destroyed. panchayat is achieved, there is no point in continuing.
- Rural artisans such as carpenters or basket weavers.
- Nomadic or semi-nomadic people who use grazing areas for part of the year.

- Traders in wood, fodder or other forest products, either trading locally or trading outside the area of the village.

SEQUENCE OF ACTIVITIES FOR JOINT FOREST MANAGEMENT

Joint forest management tries to harness the strengths and energy of local rural communities for protecting and managing forests through JFM Committees/ Eco-Development Committees, and helps to meet their needs for subsistence and livelihood as well as generates local environmental services. Joint Forest management has the potential to meet local subsistence needs, of fuel wood, fodder, other non-timber forest produce, small timber and timber etc., to provide livelihood through sale of produce, while at the same time, preventing degradation of the forests that provide local, national and global environmental benefits.

Activities:

- Read, understand and analyze Government Orders and guidelines related to JFM.
- Engage in continuous dialogue with the villagers, resolve all conflicts and motivate them for collective action.
- Inform the villagers about the structure of JFM and explain how forestry activities can be undertaken collectively.
- Start entry point activities
- form the JFMC/Executive Committee/ Women Sub Committee/SHG and get them approved from the Gram Sabha.
- Inform the Ex-officio members.
- Frame the JFMC By-laws.
- Register the JFMC.
- If possible, select a local voluntary organization as a facilitator.
- Provide introduction letters to the Executive Committee members.
- Maintain JFMC records such as membership register, income-expenditure account, proceeding register of the women sub-committee, Minor forest produce register, bank account and passbook etc.
- Prepare a micro plan through a PRA exercise with the villagers.
- Prepare a Management Plan for the area to be managed by the JFMC.
- Make the JFMC/Executive Committee members aware of their responsibilities towards the Micro Plan and Management Plan. Train them for undertaking forestry activities in the best way possible.
- Allocate the efficiency rating of the JFMC on the basis of activities undertaken by them and modify it as per requirement.
- Inspect the JFMC activities from time to time as per the Departmental orders.
- Record the JFMC related information in the online system.
- Prepare the Plans for the Forest Development Agencies as per orders.
- Set up the Maintenance Fund.
- Make the necessary and fair arrangements required by the JFMC members for collection/storage/value, addition/ transportation/sale of forest produce.
- Audit the accounts of the JFMC from time to time.

AFFORESTATION TECHNIQUES AND SOCIAL FORESTRY

(artificial regeneration model for low fertility, eroded and rocky area adopted by social groups in Bundelkhand)

Artificial regeneration is taken up on barren, open areas, waste lands, blanks and laterite patches and forest areas where the canopy density or root stock is less than 10%. The site preparation is normally done by ripping by D-80 / D-120 dozers in dry and transitional zones and pitting is also done in the patches where ripping can not be taken up in rocky patches, rugged nalas up to 100 pits per hectare with pit size 75 cm3. Pitting is done. The model by far constitutes very high extent of afforestation works in the state. Considering this fact, the species choice and planting pattern is prescribed for all zones and two site qualities separately.

ARTIFICIAL REGENERATION MODELS FOR LOW FERTILITY, ERODED AND ROCKY AREAS IN DRY ZONES

(a) Area Description: These are rocky eroded areas with very little or no top soil (less than 30 cm). The rainfall is scanty and ill distributed with high mean annual temperatures. The strategy for such areas is primarily to check the further degradation of sites and create a green cover using pioneer, colonizing species like *Glyrecedia, C. siamia, Agave* etc., with a suitable mixture of hardy local species. The fast-growing species like *Glyrecedia* cover up the site in 2-3 years and it is seen to compliment and facilitate the growth of inter planted local hardy species in course of time.

(b) Core Species and Planting Pattern:

1. In the locations where there is no chance of getting roots sucker and regeneration after ripping, the planting density is as follows:

S.No	Species	Plant density
1	*Gilricidia sepium, senna siamea and Agave americana*	1400 plants / ha

2	*Annona squamosa* and Ficus species	100 plants / ha.

2. In the locations where there are chances of sufficient roots sucker and natural regeneration after ripping, the following core species planting pattern shall be followed.

S.No	Species	Plant density
1	*Gilricidia sepium, senna siamea and Agave americana*	800 plants / ha
2	*Annona squamosa* and *Ficus* species	200 plants / ha.

Planting Technique for AR model for Dry Zone:

a) Site preparation is done by using D-80 / D-120 dozers in dry zones and by D8 dozers in transitional zones.
b) 500 Trenches of 4M length are formed per ha.
c) Pitting is also done in patches where ripping can not be taken up in rocky patches, rugged nalas etc. up to 100 trenches of 4X11M or 100 pits per hectare with pit size 75cm3.
d) No refilling and formation of mounds is done before planting. This operation will be done after planting.
e) Fast growing species like *Glyrecedia*, and *C. siamia*, etc., are raised in 5"X8" polythene bags and miscellaneous species like , Ficus, and Seetaphal etc., raised in 8"X12" polythene bags.
f) The planting proportion of fast-growing species and miscellaneous shall be as indicated.
g) No separate pitting will be excavated for planting miscellaneous species, but are planted in the ripped line only.
h) Fast growing species like *C. siamia, Glyrecedia*, and Agave are planted. Single species in a row and the miscellaneous species mixed in each line at appropriate spacing.

SMC works are carried out by Gully checks and SMC trenches of size 5X1X1m across the rills with spill way and nala bunding wherever required only