

ROLE OF EXTENSION AGENCIES AND VOLUNTARY ORGANISATIONS IN THE IMPLEMENTATION OF SOCIAL FORESTRY PROGRAMME IN CUTTACK DISTRICT OF ORISSA

A THESIS SUBMITTED TO
THE ORISSA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY, BHUBANESWAR
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

**MASTER OF SCIENCE IN AGRICULTURE
(EXTENSION EDUCATION)**

BY

Ashok Kumar Mangaraj



**Department of Extension Education
COLLEGE OF AGRICULTURE
Orissa University of Agriculture and Technology
BHUBANESWAR**

1990

THESIS ADVISOR

Dr. A. TRIPATHY

Dedicated
to
My Beloved parents

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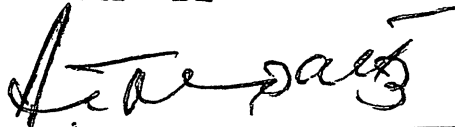
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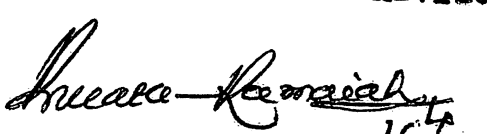
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C E R T I F I C A T E

Certified that the thesis **ROLE OF
EXTENSION AGENCIES AND VOLUNTARY ORGANISATION IN
THE IMPLEMENTATION OF SOCIAL FORESTRY PROJECT IN
CUTTACK DISTRICT OF ORISSA** submitted in partial
fulfilment of the requirements for the degree of
**MASTER OF SCIENCE IN AGRICULTURE (EXTENSION
EDUCATION)** is a faithful record of bonafide
research work carried out by Sri Ashok Kumar
Mangaraj under my guidance and supervision.

This research work is original and
no part of it has been submitted for any other
degree or diploma or published in any form. The
help and informations received during the course
of investigation has been duly acknowledged.

Bhubaneswar

Dt. 4. 3. 1991


(A. Tripathy)

A B S T R A C T

A study on the " Role of Extension Agencies and Voluntary Organisations on the implementation of Social Forestry Project" was conducted in Cuttack District of Orissa to find out the actual number of extension agencies and voluntary organisations involved, extent of involvement of the extension personnel and volunteers and their role expectation, programme perception of the extension personnel and volunteers, constraints faced by them and their suggestions for successful implementation of the Social Forestry Project in the district. Hundred respondents from the Social Forestry (Govt. and Voluntary) organisations were interviewed by means of a structured schedule. The study revealed that very few voluntary organisations apart from the Government organisations are functioning in the district under study. The extent of involvement of the extension personnel and volunteers is satisfactory with a high role expectation. Their knowledge, skill and attitude are not sound, scientific and up-to-date to the desired extent. Lack of sufficient inputs, technical guidance, interest, motivation, care and maintenance of plantations and proper evaluation and followup programmes are the main constraints. On the basis of their programme perception the respondents gave some valid suggestions which have been documented in the dissertation and have implications for Social Forestry development in the district.

A C K N O W L E D G E M E N T

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Finally I submit entirely myself and my work and solicit the benediction of the ALMIGHTY for my success and prosperity.

Ashok Kumar Mangaraj.
(Ashok Kumar Mangaraj)

Bhubaneswar

The 4th of March 1991

CHAPTER I

INTRODUCTION

I N T R O D U C T I O N

The heavy dependance on fuelwood for meeting domestic energy needs, both in rural as well as urban areas, has progressively denuded the forests. The present pace of denudation could be expected to rise further, with growth of population. Such progressively increasing denudation has not only brought misery to the rural people, who have to travel farther and farther away to glean their daily requirement of fuelwood, but it has adversely affected agricultural production also. Such adverse impact, unfortunately has been most severe in those parts of the country where dependance on rainfed subsistence farming is great. Consequently, rural people, in most forested parts of the country, have increasingly become dependant on the forest as a source of livelihood. Such dependance, inevitably, has led to further forest denudation, causing a vicious cycle to be perpetuated.

Orissa is no exception to this general scenario in the country. A state with its rich forest wealth perhaps next to Madhya Pradesh, also suffered badly due to over-exploitation of forests to satisfy the needs for forest produce of the growing population, to meet the demand of industry and commerce and due to deforestation to accomodate the demands for river valley projects, for rehabilitation of displaced persons, clearing of forest

land for agriculture etc. Rural poverty encouraged illicit felling of trees and burning of forests for shifting cultivation. Though for record, the forest cover of the state is estimated at 38 % of its total land area, actually half of this is under good forest growth. Large tracts of high degraded forests are seen scattered all over the state causing serious imbalance in the ecology, besides bringing adverse socio-economic effects for the population particularly for the Scheduled tribes who constitute one-fourth of total population.

Afforestation is the need of the hour. The state of our forests is indeed bleak. The need of the hour is a widespread result oriented afforestation programme. The danger of environmental pollution is real. The growing abuse of our environment means that our health, cities, vegetation and livestock are continually at risk. Human civilisation is now facing an alarming situation, which is the sole determining factor for its survival. Environmental conservation and maintenance of ecological balance are the burning topics of to-day. 21st Century forestry has to be born again as a competitive resource conserving and environment conserving industry. The task however gigantic may be, is surmountable.

Illegal deforestation is prevalent in rural areas, but little is known about the problem. The prevailing opinion in many areas is that this deforestation problem is not nearly as extensive as it is in other areas. Recent research, however, has discovered a high incidence of deforestation abuse among the rural people throughout the state.

✓ To get the bad customs, habits and cultures of our people changed and introduce new ones it is first necessary to remove the prejudices of the people, enlighten them and their ignorance and make them convinced that what we do or are doing or are to do is for them and their benefit and that their interest will be promoted by the proposed changes. But this is not the work of a day or two. It will surely require and consume a lot of time, patience and dedication.

Men are generally incredulous, never believe easily and never really trusting new things and ideas unless they have tested them by experience. They apply the extension principle at each step : " Seeing is Beleiving " " Learning by Doing " - This principle should also be adopted for which they need a certain degree of motivation and followup, that is lacking in all our programmes. " Every herd of wild cattle has its leaders, its influential heads " (Gabriel Tarde). We have to identify these interested persons, the innovators and early adopter

categories amongst the mass in the village, study their background, socio-economic status, field of interest and accordingly make or frameout a needbased project that will lead to fulfill certain basic needs of the people and help us to carryout our programme objectives smoothly and easily to its goal. We should expose them to certain learning situations where they will gather much more knowledge and practical experience and better motivated with a real thrust towards action. We aught to enlighten them and their ignorance by imparting well organised training programme on the very aspect of the whole lot of benefits we get or are to get from out of forests and what can be dreadful consequences of the non-stop abuse of nature. This is to be imparted by a skillful instructor who knows what the people want and expert knowledge about social forestry.

Although many community groups have developed afforestation (forestry) education and prevention programmes, their efforts have not been very successful, the incidence of deforestation threat has continued to increase. The problem is not the lack of interest or volunteers, but poor organisational techniques and management skills. The central concern of the project should be to identify and assess the prevalence and frequency of illegal deforestation among rural people and its cause and think for a solution to it.

Extension can play a key role in the formation and maintenance of forests and forestry projects by teaching and demonstrating organisational skills to group leaders and members. A wealth of forestry educational material still exists but, because of poor management, many afforestation programmes efforts frequently fail. By using the sources and resources of extension agents, groups can create the organisational structure from which they can create innovative programmes and projects to reduce and prevent the deforestation abuse and motivate the people for afforestation projects or practices.

Forestry projects should take place within a well structured group. The original idea or interest to form the group, may only involve a few people, but volunteer groups operate more efficiently with more members. More members translate into a greater sharing of the workload for group projects. Increased membership also allows for creative ideas and new approaches to be introduced.

Extension role is to demonstrate and teach basic administrative functions to the group. Group members are to be taught to properly publicise meeting times and places, keep attendance records and minutes secure publicity about group goals and activities, make committee assignments, and co-ordinate workflow and progress reports. Organisational training provides the vital framework necessary for

sustained volunteer efforts. Without basic organisational training (on extension and rural sociology, their psychology etc.) many volunteer groups would never get beyond the discussion stage.

A major element in these projects to be successful is the knowledge about the community. If the forestry people are seeking some type of change, they must understand what they are trying to change. For example - Who's the target audience- parents, youth or the entire community and where, when, how aspects of the project to be implemented.

Extension agents are in a key position to help forestry people learn how to understand their community. They can lend technical expertise and logistical support to conduct surveys, help to obtain and interpret existing information about the community, provide information and identify formal and informal leaders.

Extension contacts in other states, land grant institutions and national extension network can help identify many sources, strategies and creative ideas that can greatly benefit forestry projects.

Effective group always develop plans for what they want to accomplish. The plan should contain long range goals, short term objectives and priorities

among the various objectives. The plans should be reevaluated and updated regularly. Plans are important because they show organisation, leadership and commitment. These attributes are critical to achieve support from local decision makers i.e. rural people and local leaders.

Extension's role is to teach group members how to organise and produce a neat well written plan and ensure that copies are provided to key legitimating figures.

To carryout plans and goals, the group must have well defined responsibilities and specific assignments for its members. Specific assignments are especially important for volunteer groups because volunteers can not be expected to commit large amounts of time to assignments.

Extension's role is to train group members by instruction and example as how to develop leadership skills necessary for the group to meet its goals. It's extremely important that the forestry people should establish and maintain communication with existing community groups and leaders so that they will lend support and make suggestions. These local leaders should be kept informed so the groups (projects) programme and its view point will be known and respected.

Extension agents' knowledge of formal and informal leadership structures and working relationships with governmental agencies can help to group legitimize its role within the existing framework of community expectations. The extension personnels are the vital link, need to be max. Competent and skilled or experts in their work for a successful implementation of the social forestry programme (SFP).

SOCIAL FORESTRY IN ORISSA

The Social Forestry Project in Orissa was planned for five years starting from 1st April, 1983 in nine of the 13 districts with a total cost of approximately 230 million rupees. The Orissa Social Forestry Programme document defines " Social Forestry " as follows :

- " Is the creation of sustainable forest resources for the people, by the people, with government support ".
- " Its implementation implies full involvement of the people as individuals and as members of local communities ".
- " Create resources primarily to meet the needs of the people for products of importance in the local economy such as sustained supply of fuelwood and fodder, wood for rural requirements, small scale industries and handicrafts and minor forest produce ".
- " Aims at the establishment and/or reintroduction of tree cover over areas of land which have become degraded.

This will help to restore the environment close to the villages and farm land and contribute to soil protection and soil improvement ".

Social Forestry is essentially a strategy encompassing rural development, poverty alleviation and forestry activities addressed principally through the participating villages. The objectives of social forestry activities can be divided into three major classes summarised below :

Production Objectives :

Satisfy wholly or partly some of the basic needs of the rural population like small timber, fuelwood and fodder.

Produce raw material for village level cottage industries based on forest products.

Generate, marketable surplus of forest products to yield cash incomes and improve the consumption level to the village poor.

Increase crop yields through appropriate agro-forestry models.

Increase yields of edible flowers, fruit, tubers and minor forest products.

Rural Development Objectives :

Create additional gainful employment for the rural poor with an accent on women and develop selfemployment activities related to forestry.

Increase income of the weaker sections of the village community.

Create new assets which can form part of a village-based cottage industry or which can be incorporated in the existing forest based economic system.

Introduce sustained basis systems for common property resources managed by the village community which strengthens the benefit sharing mechanism and local decision making process.

Increase the participation of land less, small and marginal farmers in the management of common property resources.

Help develop tribal intensive areas.

Ecological Objectives :

Protection and improvement of the soil.

Reclamation of degraded lands.

Decreasing pressure on natural forests.

Providing environmental stability.

Strategies :

The project can be described as a system where the fulfilment of its aims depend on an intimate

interaction between project personnel and the inhabitants of the selected villages. The relations between participants, villagers and the project are governed by the Joint Management Plans, the Village Forest Rules and other pertinent legal documents related to forest management and product utilisation.

The strategy also implies that the major emphasis of the project is the village approach, i.e. villagers shall participate and that the resources created shall belong to the village and should be shared, regenerated and expanded by every body on his own. The extension and training activities of the Village Forest Workers (VFW) are therefore to be seen as more important than the actual achievement of a physical target albeit there will be no interest if there is no functioning plantation activity.

Importance :

Social Forestry has its world-wide importance and its importance is well realised by one and all. It is unfortunate that this tremendous forest wealth has been hitherto mercilessly exploited to an extent when the irrevocability of the ecodestructive process is likely to set in. We feel that our forests should be in the fore front of our attention and both the government and the people should be deeply involved in future on

atleast partially building up what has been destroyed in the past. The future of mankind is absolutely dependant on the conservation of forests and environment. Therefore all conscious efforts must begin to arrest its depletion and strike a harmonious balance between the society and forests. Time has come to start a mass awareness campaign and ensure people's participation in this task. Therefore we are to bring a certain enlightenment to our people that they will rise to this task in their own areas. It is not really a choice before us. The question that we have to answer is not how or whether or what, but if we are going to do this and we are going to find ways of doing this, we will have to mobilise not just the Government but absolutely everyone.

External Assisting Agencies :

Different external assisting agencies such as world Bank, SIDA, USAID, CIDA are now involved with the Government of India in ongoing Forestry Projects in different states of the country. The Social Forestry Programme of Orissa is assisted by Swedish International Development Authority (SIDA).

With regards to the above concepts and tentext of Social Forestry Programme it is very much fundamental and clear about the role of Extension Education

and Extension personnel involved in the execution of the programme activities. Here the extension personnel refers to those VFWs, Social Forestry Supervisors (SFIS), the Volunteers etc. those who carry and preach the fundamentals of the Social Forestry activities amongst the people.

Extension Education is a continuous process designed to make the rural poor aware of their problems and indicating to them the ways and means by which they can solve them. It involves not only educating rural people in determining their problems and methods of solving them but also inspiring them towards positive action in achieving them. Therefore, it becomes very much essential that the extension personnel should be knowledgeable, educated with clear and concrete philosophy and fundamentals about Social Forestry, enthusiastic and of helping nature.

With this background, the present study was carried out to study " THE ROLE OF EXTENSION AGENCIES AND VOLUNTARY ORGANISATIONS ON THE IMPLEMENTATION OF SOCIAL FORESTRY PROJECT IN CUTTACK DISTRICT OF ORISSA " with the following objectives :

1. Identification of various Extension Agencies and Voluntary Organisations operating in the area of study during the period.

2. To find out the extent of involvement of
 - (a) Extension personnel
 - (b) Volunteersengaged in the Social Forestry Programme and their role expectation.
3. To objectively assess the programme perception of the volunteers and extension personnel involved in the programme
4. To identify the constraints and suggestions in the implementation of the Social Forestry Programme.

IMPORTANCE OF THE STUDY

From the preceding chapter the importance of Social Forestry Programme is clear and can be well judged. This is a programme of the people and by the people with Government support. Unless there is active participation and co-operation from the people the programme can not be successfully implemented. Active public support is much essential and this is to be ensured by the programme people.

This study will provide useful information about the implementation of Social Forestry Programme in general and people's participation and the role of the extension agents and volunteers in particular. Further it

will highlight the extent of interest which the people are taking along with the extension personnel involved to make this programme successful. The chief instruments to secure peoples involvement are Social Forestry Supervisor, Village Forest Committee (VFC), Joint Management Plans(JMP). The Village Forest Worker is the grassroot level functionary who initiates action. The success of the project depends greatly on the effectiveness of the VFW. VFW is the kingpin of the project organisation. He should be familiar with the philosophy of Social Forestry, the objectives, strategies, and approach of the project components and his job requirements. He should master the technology which he is expected to transfer to the people. More precisely the study deals with the extension personnel involved between the people and the agencies, their role, their skill, knowledge, attitude and competence, the constraints they face and their suggestions. It will definitely pave a way forward in the particular direction for further research and study.

LIMITATIONS OF THE STUDY

This study has been taken as partial fulfilment for the post graduate degree in Extension Education. The resources of the author such as funds, time and mobility were very much limited. Although it was desirable to make samples from different places, particularly it was not

possible to include more than one locale for study. Hence this study may be considered as explorative in nature. However the research workers will definitely get valuable information from this study which will help them in large scale investigation.

CHAPTER II

REVIEW OF LITERATURE

REVIEW OF LITERATURE

In any scientific investigation a comprehensive review of literature is essential. Its main function apart from determining the work done before and delineation of problem are -

- (i) To provide a basis for the development of theoretical framework,
- (ii) To provide an insight into the methods and procedures,
- (iii) To suggest operational definitions,
- (iv) To provide a basis for interpretation of findings.

An attempt has been made in this chapter to review information pertaining to different aspects of Social Forestry. As it is a new concept very little study has been done to evaluate the impact of Social Forestry. For this reason, sufficient literature relating to such type of study are not available which could have been referred to. However, attempts have been made to present a brief review supporting the subject under the following heads :

- (i) Identification of various extension agencies and voluntary organisations
- (ii) Extent of involvement of extension personnels and voluntary organisations engaged in Social Forestry Programme and their role expectation
- (iii) The programme perception of the extension personnels and voluntary organisations

(iv) Constraints and suggestions.

EXTENT OF INVOLVEMENT AND ROLE EXPECTATION

Mohan Sundaram (1985) stated that there was no awareness on the part of the rural poor about their rights and how to utilise various programmes specially meant for them.

Patnaik (1988) reported that about 58 % of the respondents came to know about Social Forestry after its inception and 38 % of the respondents had known about the project before the start of plantation.

Patnaik (1988) reported that nearly 250-300 mandays were generated over an $\frac{1}{2}$ ha. plot for the beneficiary of Social Forestry in Orissa during 1986-87.

Fort Mann (1984) suggested that agro-forestry and other 'tree' projects in developing countries often simply fail to take women into account. Yet women provide at least half the rural labour and head significant number of rural households, as well as being the major users of fuel wood and wood products. It is essential that women participate in agro-forestry project and benefit for them. Project design must take into account women's access to land, labour and capital and the effect of projects on their labour burden.

Fort Mann (1984) suggested that in Social Forestry Programme local extension staff must be an integral part of information gathering and the design process. Their participation should be structured in such a way as to provide them with on-the-job training in the gathering and analysis of social information.

Fort Mann (1984) reported that now forestry is "fashionable", extension programmes and packages will increasingly include a tree component. Unfortunately, since most planners still think of the farmers as male only a few of those who formulate these projects consider their impact on women, or the role of women in implementing them. It is the intelligence, energy, initiative and labour of women that will determine whether agro-forestry and other 'tree' projects work or not.

Fort Mann (1984) suggested that so long as women remain 'invisible' to planners and extension workers, they will be 'designed out' of projects by default. It is important to begin viewing women as worthy clients of agro-forestry and 'tree' projects and to make a deliberate effort to 'design them in'.

Dorji, Chavdar, Thinley, Wangchuk (1986) reported on Social Forestry in Bhutan that there is a clear need under the 6th plan for a specific Social Forestry strategy designed to encourage community action, not only for the planting of trees, but also for their subsequent management and controlled utilisation. This required public awareness and technical advice and assistance with the provision of planting material, as well as consideration of social and economic aspects.

Ali Ahmed (1972) reported that Foresters have to get involved in the decision making process, for forestry decisions are increasingly linked today with decisions on a variety of economic levels. The role of the Forester has therefore not to be confined to the forests but must be linked with the socio-economic fabric of the country. There is no doubt that to be able to meet the challenge and the task squarely, the forest services must have men of high calibre. To be able to function effectively, the Indian Forest Service has to shoulder great responsibilities both at the executive as well as the decision making level.

Maithani (1987) reported that the task is so stupendous that simply Government efforts would prove like a drop in the ocean. Moreover without public co-operation and participation we cannot be even in the proximity of success. In a democratic set up people, politicians and press matter the most.

PROGRAMME PERCEPTION

Pande (1982) stated that education is the most effective tool in moulding the response of agents of production to a common purpose. It can generate potent forces helpful in the transformation of traditional society. Education can prove a more effective approach in solving certain problems of national development and individual growth.

Apparao, Radhakrishna, Memon (1975) established no association between cosmopolitaness and level of adoption of improved agricultural practices through national demonstration.

Sunderswamy and Doriaswamy (1975) opined that one of the reasons for non-adoption of improved practices was lack of precise knowledge about the practices.

Subramanyam (1976) concluded that age influenced the amount of knowledge gained by farmers studied upto College or secondary level had retained more knowledge than that of less educated group. Similar findings had been reported by Supe and Salode (1975).

Rao (1979) reported that there was relationship between the gain in knowledge and extent of adoption of practices.

Sarkar (1980) revealed that there was significant gain in knowledge after the introduction of Training and Visit system over the knowledge level before the introduction as revealed by the mean knowledge score.

While evaluating the impact of Forest Farming for Rural Poor (1988) it was reported that there was improvement in the condition of landless labourers and marginal farmers.

Romani (1982) suggested that priorities for Social Forestry research are considered under three main headings. System design covers the identification of cropping system most productive for different soil and climatic conditions. The economics of design and management focusses on the development of criteria for

selecting cropping systems which will produce sufficient net economic benefits to justify investments. The role of Government considers the legal, administrative and policy changes needed to create a social climate favouring the widespread adoption of Social Forestry. Emphasis is placed on the need to establish state, national and international networks of comparative and experimental projects.

Ruangpanit(1985) suggested that several field projects on forestry for local community development are under way in Thailand. Their accomplishment is very dependant on their ability of the foresters in ⁿchange, participation of the beneficiaries or the people in the local community is extremely important and if they do not participate in the planning and implementation, the community forestry project will not satisfy individual and local needs ; if they do not participate in receiving benefits, the project will have no meaning for them.

Mukul Sanwal (1988) reported that most problems in Social Forestry Programme are not related to technical production questions, but to issues of distribution and equity. To date, most studies have emphasised strategies for halting deforestation and planting more trees, often to the exclusion of strategies for maintaining the plantations and meeting the needs of the poor.

CONSTRAINTS AND SUGGESTIONS

Oliver (1975) found a significant association between age and adoption. This finding is in conformity with Annamali (1975), Subramaniam and Sripal (1978).

Das (1980) stated that the extent of primary education in particular, shows the pace of development of human material. The economy of Orissa is backyard as it has a low percentage of literacy. A large proportion of population in Orissa is still unable to read and write.

Singh and Singh (1970) revealed that administration in India is being politicised and losing its independence, impartiality and effectiveness. There are no active channel of communication between administration and rural society.

Sahoo and Barik (1974) found that inadequate and untimely supply of loans and the complex procedure associated with it were the major reasons for non adoption and reversion.

Reddy (1976) revealed that there was a gross discontentment among V.L.Ws about the supply and service position in the block administration.

Sandhu and Bilong (1977) opined that it was necessary to educate the accomplishments and progress of agricultural extension programme of the block concurrently and at the end of the year.

Deogaonkar (1977) concluded that the developmental programmes as formulated and implemented by the Governmental agencies since independence have not been instrumental for the development of the people and their region.

Rajsekharan (1982) stated that people through their organisation at grass root level do not have any voice. Developmental works get concentrated in a few hands who with connivance of officials will roughshod over the people and impose on them projects or programmes which may not have any relevance to their needs.

Das and Mishra (1984) stated that lack of supervision and guidance was a major bottleneck in ERRP programme.

Patnaik (1988) concluded that individual benefit oriented scheme in a village over a common land, may not earn favourable sanction of the villagers and may sometimes give rise to conflict and dissensions.

Suggestions :

Mane (1986) recommended that sufficient infrastructural arrangements formulation of practical strategies and intensive extension efforts have good potential to take up Social Forestry as an instrument of development.

Patel and Patel (1987) opined that intensive research and development effort backed by appropriate public policy may have to be made in the area of social and farm forestry so as to restore ecological security, meet fuel, fodder and other domestic products.

Ganguly and Sharma (1988) suggested that forest based cottage industries such as lac and tassar cultivation, bee keeping, bidi making, basket making, rope making, sericulture etc. can be developed in village by planting trees which will provide gainful employment to the local people.

Joshi (1988) recommended that voluntary agencies should be involved more and more in the task of afforestation to make social forestry a successful programme.

Patel (1988) suggested that a scheme to link incentive with the production of fuel, fodder and timber under agro-forestry should be evolved. Besides, massive demonstration plots on the Government farms, waste land and progressive farmer's farms should be conducted to create awareness amongst farmers, bankers and Government officials.

Patnaik (1988) suggested that in order to ensure and enhance the interest of the beneficiaries as regards tree cropping some formal deed should be given to them stipulating the conditions under which they can use the land and the nature of rights.

Jones (1985) suggested that promotion of forestry activities can be greatly facilitated through the application of the Farming System Research Methodology better to understand farmer motivations for planting or maintaining trees on farms and thereby avoid the recommendations of production techniques and species which do not address immediate forestry needs of farming populations, or which conflict with other farm priorities.

Dalvi and Shukla (1988) reported that about 70 % of the expenditure incurred in the plantation activity of the Social Forestry Programme is composed of wages of unskilled labourers. Although the message of planting trees has been received by all categories of farmers performance of small farmer is poor.

Manandhar and Pelinck and Gecolea (1982) studied on the massive campaign of reforestation in the hills of Nepal and indicated that both the training itself and the communication aids provided have improved the competence confidence and morale of the field staff implementing Nepal's Community Forestry Development Programme.

Cadelina (1985) suggested that there is an important need to conceptualise the field of and to organise information on Social Forestry in a more integrated manner.

Tschinkel (1987) after an analysis of 11 cases of reforestation concluded that the initial phases of future projects should include at least an extension service that is personal and intensive with frequent followup visits, and co-ordination of agriculture and forest extension work to ensure integration of tree planting with farm practices.

Hoskins (1987) suggested that if the methods commonly used in agricultural promotion programmes and extension activities are adopted without careful modifications they will not be successful. Similar considerations apply to the use of forestry training and extension techniques.

Arnold, Bergman, Harris and Mohanty (1987) reported that there are more over notable lacunae in the training and publicity materials. For instance there are no simple pamphlet explaining the workings of the VRVs, VFRs and JMPs or outlining the legal rights and obligations of villagers. In the view of the mission there is clear scope for a professional publicity and extension unit under the charge of professionally qualified experts at the centre, with branch offices at the district level. Without such expertise the publicity work now being done is likely to remain of largely symbolic values.

Arnold, Bergman, Harris and Mohanty (1987) suggested that at every level the need seems to be for more training, with more emphasis on extension, animation and motivation for SFSSs and VFWs and on practical managerial skills for village level groups. SFSSs and VFWs need extensive followup support from sympathetic, well trained supervisors. Deputy Directors, however well intentioned cannot be expected to do this follow up work, for they themselves are not qualified for it.

Arnold, Bergman, Harris and Mohanty (1987) suggested that more outside resource persons with qualifications in Sociology, social work and the management of small groups need to be brought in both temporary and permanent assignment both at the district level and at the centre, where the new Social Forestry Institute can play an important role in tapping the outside talent.

CHAPTER III

SETTING

BACKGROUND OF THE STUDY AND RESOURCE INVENTORY

Physiography - Orissa

- 15.5 mil. ha. is located in the Eastern Region of India along the coast of Bay of Bengal.
- Population of about 26.3 mill and is predominantly (89 %) rural.
- Average population per village is about 40 % (smallest in the country) and also six towns have a population larger than 500,000.
- Population density (169 per sq. kilometer in 1981) is about 75 % of all India average.
- About 39 % population belong to S.C. and S.T. (largest among the states in India).
- Sixty per cent population income is below poverty line (USD 90 per capita).
- Health and education standards below all India average.
- Literacy rate is 34 %.
- About 40 % of the area is under agriculture, nominally 40 % is forests and the remaining 20 % consists of grazing land, waste land and culturable waste land. Due to degradation of forests the actual area under

forest cover (according to satellite image studies)
is not more than 20 %.

- To be more precise the forest area in case of Orissa is about 42.8 % of its geographical area. Cuttack district accounts for 2.1 % of the total forest area of the state.

1981 data	Area (Sq.km)	Population			% literacy
		Rural	Urban	Total	
Orissa	155700	23259984 (89 %)	3110287	26370271	34.23
Cuttack	11142	4152807	475993	4628800	60.58

	Year	Total forest area (sq.km)	Reserved (sq. km)	Protected (sq. km)	Unclassified (sq.km)
	1980-81	59963	24987	34961	15
	1981-82	59963	24987	34961	15
Orissa	1982-83	59422	25932	33475	15
	1983-84	59502	26098	33384	20
	1984-85	59598	26146	33432	20
Cuttack	1981	1570	542	1028	Nil

Village and Local Political Set up :

- More than 50,000 villages, mostly small, 70 % with less than 500 inhabitants.

1981 data	Density population/km ²	Number of villages			No. of blocks	No. of GP	No. of towns	No. of household
		Inhabited	Uninhabited	Total				
Orissa	169	46553	4334	50887	314	4393	108	5005179
Cuttack	415	6036	566	6602	41	690	9	787103

The lowest level where administration and the elected representatives of the rural communities interact in Orissa is the Gram Panchayat. The Gram Panchayat has representatives for a number of villages and wards.

The Chairman of the Gram Panchayats in a Block constitute the next political level and form the panchayat samiti which interacts with the administration, particularly the Block Development Officer, in matters regarding development and allocations of funds for development.

The B.D.O. co-ordinates the development work undertaken by various departments operating within the block.

	Total main workers	% total population	Cultivators %	Agril. labourer %	Workers in house hold (%)	Other workers ind. (%)
Orissa	8635285	32.75	46.94	27.76	3.30	22.00
Cuttack	1279792	22.73	44.72	23.71	3.14	28.43

Cuttack is one of the coastal district of Orissa and lies between $20^{\circ}.1'$ N and $21^{\circ}.10'$ N latitudes and between $84^{\circ}.58'$ E and $87^{\circ}.3'$ E longitude. It is bounded on the north by Balasore and Keonjhar districts, on the south by Puri district, on the west by Dhenkanal district and on the east by the Bay of Bengal. The district consists of 6 sub-divisions, 41 community Development Blocks, 690 Gram panchayats, 9 towns and 6602 villages as per 1981 census. After 43 years of independence Orissa still remains a relatively backward state in the country. But Cuttack is relatively a developed district in the state in the fields of education, health, infrastructure development, consumption pattern, power consumption, road transport and even in agricultural production.

Transport :

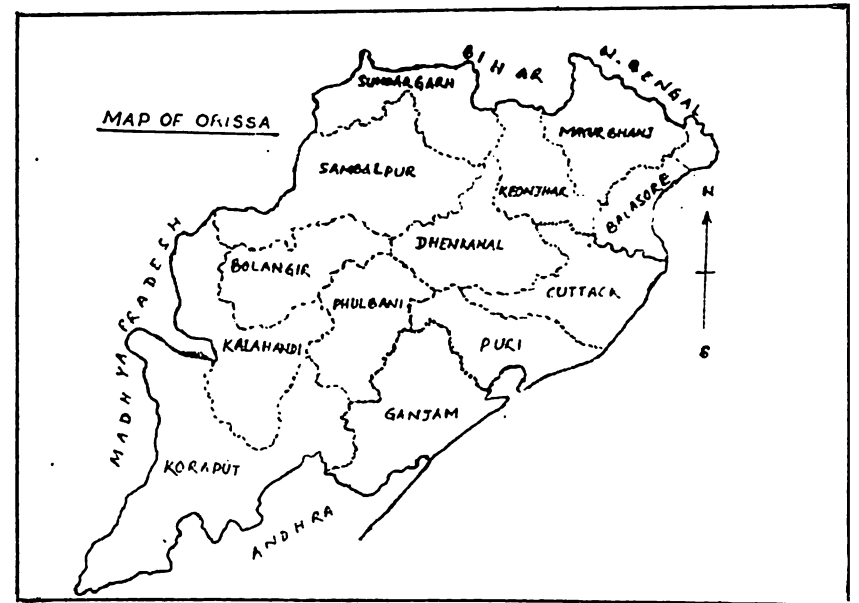
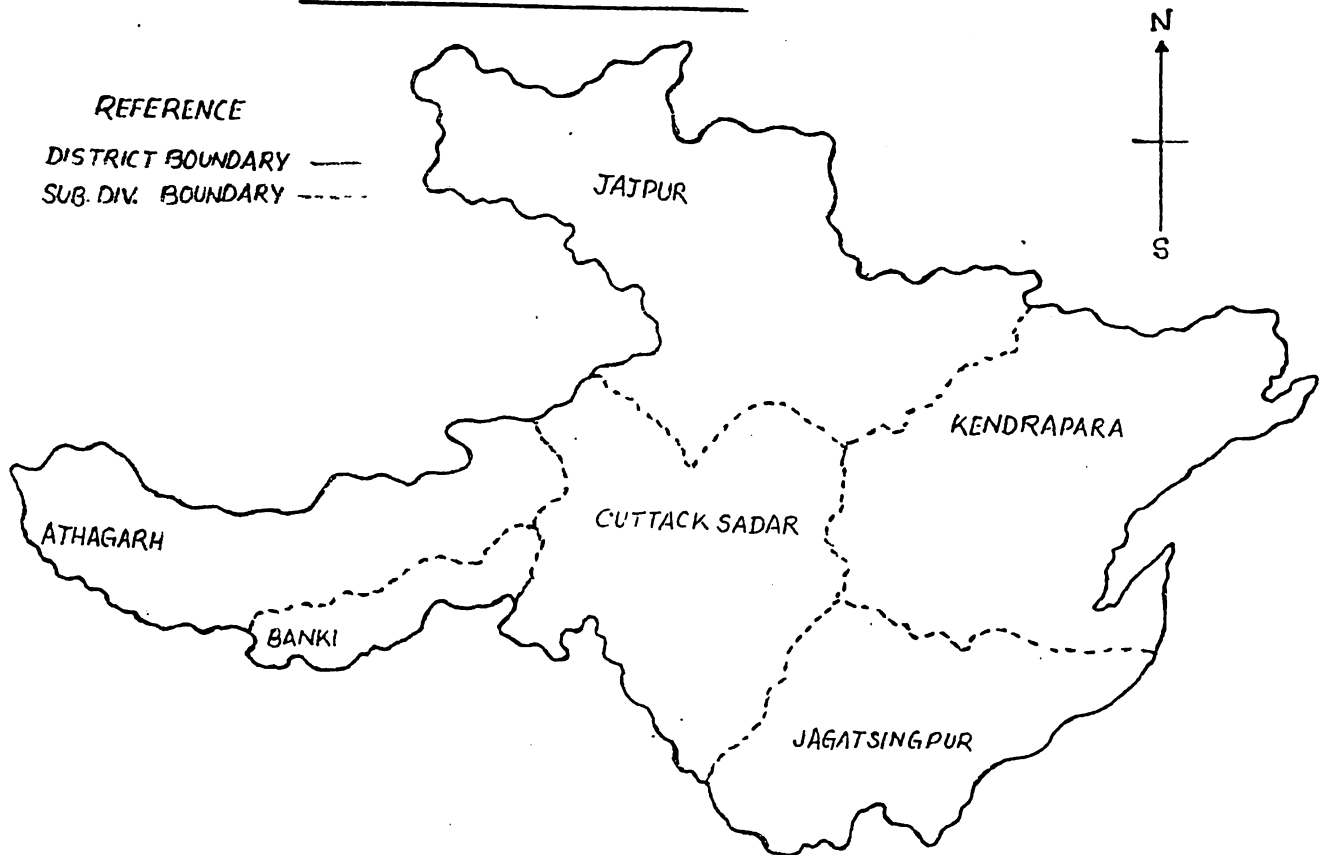
Road transport occupies the key position in the transport of the district. In addition to it the railways, river and canal transport have also quite an influential position in the transport operations.

Communication :

The district is well linked with All India Radio, Local newspapers, Post and Telegraphs and the Telephone and now-a-days Television plays an import role in providing information.

This particular topic has a world wide importance but the present study is based on Orissa with a focus at

MAP OF CUTTACK DISTRICT



CHAPTER IV

RESEARCH METHODOLOGY

RESEARCH METHODOLOGY

This chapter deals with various research methods and procedures followed by the investigator to collect relevant information. The details of the methods and systematic procedures used in the study along with plan for statistical analysis have been outlined under the following major headings.

1. Selection of the problem
2. Research design
3. Location of the study
4. Sampling procedures
 - (a) Selection of the district
 - (b) Selection of range office and voluntary organisations
 - (c) Selection of the respondents
5. Collection of information
 - (a) Development of interview schedule
 - (b) Pre-testing of the interview schedule
 - (c) Interviewing
6. Statistical measures.

Following the particular research methodology it happened to be much easier and systematic to proceed with the problem till a final result is attained.

SELECTION OF THE PROBLEM

The selection of problem is important for undertaking any type of research project. A problem which is being realised by a group of people or people of a particular area or region could be taken into consideration. Even common problem concerning general public or of national interest or international or world-wide importance may also be taken for research. The very purpose of conducting research is to find out the cause of the problem and thereby giving guidance for solution.

The present study on " Role of Extension Agencies and Voluntary Organisations in the Implementation of Social Forestry Programmes in Cuttack District of Orissa " is also considered equally important from the view point of present and future concerns. Due to indiscriminate felling of trees and cutting of forest we are now facing several acute problems. The only way of our survival tomorrow is to think from today. Afforestation is the need of the hour. This can only be achieved with fullest co-operation and co-ordination between the people and the officials and extension personnels. The people in general are layman and illiterate. So it becomes most essential that our extension personnel be most able, technically competent and sound in every aspect of dealing with the people and motivate them towards the common goal.

It is the extension personnel who are more responsible and duty bound to make the people understand, realise their problems and be convinced and work accordingly to make the programme a success.

Hence the public must be aware and educated to understand this vital issue and take proper steps for plantation of trees and their maintenance so as to create a balanced eco-system.

RESEARCH DESIGN

Research design according to Mulay is the plan, structure and strategy of investigation so as to obtain answers to research questions and to control variance. The plan is the overall scheme or programme of the research. Sellitiz, Zohada have defined Research Design as the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It includes an outline what the investigator wants to do from defining the problem to final analysis of data. In brief, this could be stated that, while conducting the research, various components of the process should be well laid out.

The present research study comes within the purview of survey research mainly of "Ex-post-facto" in nature. Ex-post-facto design was applied to collect information about people's participation and programme impact on respondents.

LOCATION OF THE STUDY

Selection of the district :

The study was conducted in the Cuttack district of Orissa state. Nine out of the thirteen districts of the state have been covered under social forestry programme. Out of these districts Cuttack was selected at random for the study.

Selection of Range Office and Voluntary organisations

A list of the range offices in the district was collected from the Divisional Office and out of those the ranges under study were selected at random. There are a number of voluntary organisations in the state but the one's performing within the purview of study in the particular field were listed and out of that the organisations under study were taken at random.

SAMPLING PROCEDURE

(a) Selection of Ranges and Voluntary Organisations :

Names of the ranges and voluntary organisations were collected and from the list the ranges and organisations were selected following the random sampling technique.

The names of the ranges and organisations selected for study are given below :

Name of district	Name of range/ organisation	Name of Sub-Division	Number of Respondents
	Cuttack	Cuttack Sadar	5
	Bhagatpur	Cuttack Sadar	6
	Chandikhole	Jajpur	5
	Sukinda	Jajpur	4
	Athagarh	Athagarh	4
	Baramba	Athagarh	5
	Narsinghpur	Athagarh	4
Cuttack	Banki	Banki	5
	Kujanga	Jagatsinghpur	6
	Kendrapara	Kendrapara	4
	Pattamundai	Kendrapara	4
	V.R.O.	Chandikhole Jajpur	18
	VARRAT	Rajnagar Kendrapara	16
	GARVO	Mahakalapada Kendrapara	14

(b) Selection of Respondents :

A list of participants was prepared separately for the range offices and voluntary organisations.

From each list of the participants 100 respondents were selected at random for the study (50 respondents from Government organisations and 50 from N.G.O's.)

State - Orissa

District - Cuttack

1. No.of district : One
2. No.of Ranges : Eleven
3. No.of Voluntary organisations : Three
4. No.of Sub-Divisions: Six
5. No.of respondents : Hundred

COLLECTION OF INFORMATION

(a) Development of interview schedule :

Relevant informations were collected by the help of a schedule which was developed for this purpose. The schedule was mainly devided into four parts. The first part was devoted to collection of information about the number of extension agencies and voluntary organisation actually functioning in the area of study and since how long the respondent is associated with the institutions/organisation and the knowledge of the respondents about the organisation in which he serves. The second part of the schedule is designed to collect informations about the extent of involvement of the extension personnel and volunteers and their role expectation. The third part of the interview schedule is so planned as to know about programme perception of the respondents i.e. their knowledge, skill

and attitude about the programme. The fourth part of the schedule is designed to know the feelings, thoughts and beliefs of the respondents about the major constraints and difficulties in the implementation of the programme successfully and accordingly their suggestions for modifying and the betterment of the programme and the people.

(b) Pre-testing of the interview schedule :

After construction of the schedule it was pre-tested with ten respondents (i.e. 10% of the sample) selected for the interview to findout its reliability and validity. Pre-testing the schedule guides the interviewer in the revision of wordings and contents of the questions for effective interview. On the basis of the informations collected through pre-testing, final corrections were made in the schedule and a correct schedule was developed which was finally used for the purpose.

(c) Interviewing :

Establishing rapport is a pre-requisite to any interview and it is very important. The employees of any Government Institution or private organisations or any where are usually sceptical about outsiders and try to hide certain contradictory facts about their organisation / Institutions and also about themselves. The author devoted some time in developing acquaintance with the respondents through discussions.

It used to take about one hour to complete the interview with one respondent. The author had spent one month time in completing interview with all hundred respondents starting from 10th November to 10th December, 1990.

STATISTICAL MEASURES

The data obtained were tabulated according to the scores obtained and on the basis of objectives, specific results were drawn by using different statistical measures. The following statistical measures were used at various stages of analysis.

(i) Percentage analysis :

For making simple comparisons between the responses percentages were calculated.

$$\% = \frac{\text{No. of responses in favour}}{\text{Total no. of respondents}} \times 100$$

(ii) Mean score and Rank order :

Total scores obtained from each scale were drawn and mean score was calculated by dividing it with the number of respondents and on the basis of mean score, rank was given to each item or question.

$$\text{Mean score} = \frac{\text{Total scores obtained from all the respondents for the question or item}}{\text{Number of respondents.}}$$

(iii) Chi-square :

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where, 'O' denotes observed value and
'E' denotes expected value of a particular cell.

(iv) Test of significance :

This test was used to know whether there is significant difference between two sets of characters. Paired 't' is very useful in comparison between two sets of variables. The formula is,

$$t = \frac{|\bar{X} - \bar{Y}|}{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where, \bar{X} mean of 1st variable X
 \bar{Y} mean of 2nd variable Y
 n_1 total frequency of 1st variable
 n_2 total frequency of 2nd variable

and $s^2 = \frac{(n-1)s_1^2 + (n-1)s_2^2}{(n_1 + n_2 - 2)}$

Variance Ratio test : Snedekers' 'f'

$$f = \frac{s_1^2}{s_2^2} \quad ; \quad s_1^2 = \frac{1}{n-1} \sum (x_i - \bar{x})^2$$

$$s_2^2 = \frac{1}{n-1} \sum (y_i - \bar{y})^2$$

where, $\bar{x} = \frac{\sum x_i}{n}$

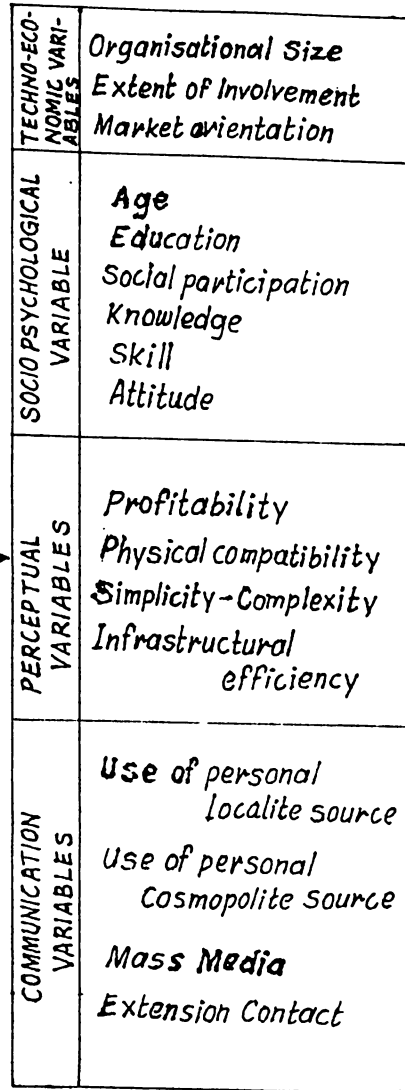
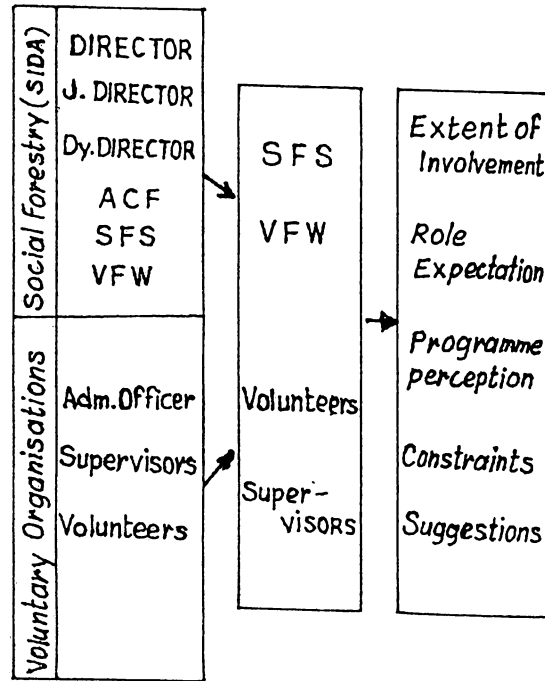
$$\bar{y} = \frac{\sum y_i}{n}$$

$$H_0 = s_1^2 = s_2^2$$

$$H_1 = s_1^2 \neq s_2^2$$

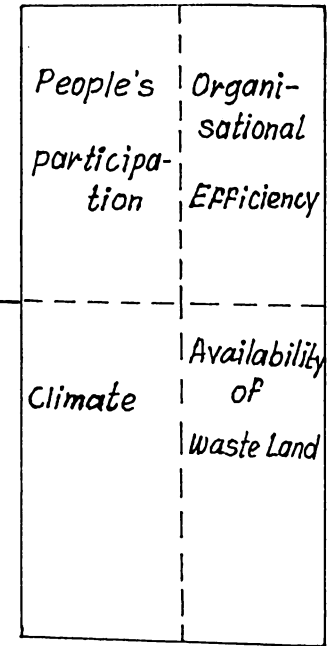
CONCEPTUAL MODEL

ORGANISATIONAL CHART



EFFICIENCY GAP

Success of Social forestry



OTHER FACTORS

CHAPTER V

FINDINGS AND DISCUSSION

FINDINGS AND DISCUSSION

The research project entitled " Role of Extension agencies and Voluntary Organisations in the implementation of Social Forestry Programme" was undertaken in Cuttack district of Orissa. Basic data were collected by personally interviewing the respondents with the help of a pre-tested interview schedule. The data obtained were processed and analysed. The findings were studied as per the objectives presented in different sections in this chapter. Attempt was made to study the variables relating to objectives in detail.

OBJECTIVE - I

IDENTIFICATION OF VARIOUS EXTENSION AGENCIES AND VOLUNTARY ORGANISATIONS OPERATING IN THE AREA OF STUDY

There are several Government Departments and a large number of Voluntary organisations functioning in the State, but this objective " Identification of various Extension Agencies and Voluntary Organisations operating in the area of study " has been taken up for study in order to find out the actual number of extension agencies and Voluntary organisations which have taken up Social Forestry as their activity and are presently functioning in our state with close concentration to the district under study.

Table 1

Name of the Govt. Departments and Voluntary Organisations

Name of district	Name of Govt. Departments or Voluntary Organisations	Name of Sub-division or region
	SIDA assisted Social Forestry Project	All Six Divisions
	Orissa Plantation Development Corporation	Cuttack Sadar
	Forestry Department, Govt. of India	Cuttack Sadar
Cuttack	Village Reconstruction Organisation	Chandikhol
	Voluntary Association for Rural Reconstruction and Appropriate Technology	Rajnagar
	Gopabandhu Active Rural Reconstruction Voluntary Organisation	Mahakalapada

As the findings of the present study exposed there are several Government Departments and Organisations like Forestry Department, Govt. of India, SIDA (Swedish International Development Authority) assisted Social Forestry Project, Orissa Plantation Development Corporation (OPDC) etc. and about three hundred Voluntary Organisations are operating in the state ; out of which only a few like Village Reconstruction Organisation (VRO), Voluntary Association for Rural Reconstruction and Appropriate Technology (VARRAT) etc. have taken up Social Forestry in its activity and well functioning in the district

under study. The Forestry Department of Government of India is very old and social forestry activities date back to 1976 since the recommendation of National Commission on Agriculture (NCA).

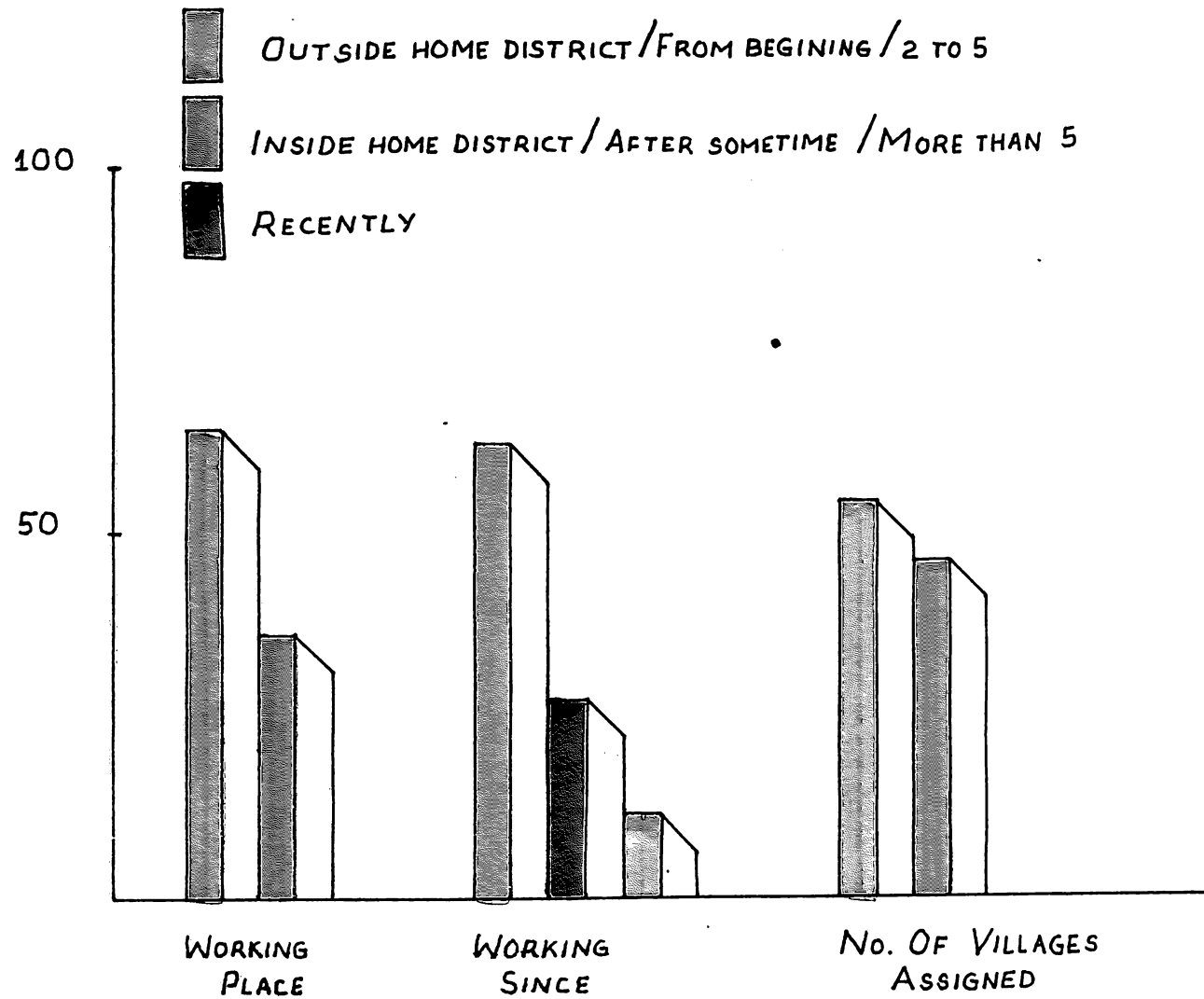
The SIDA assisted Social Forestry Project has only been initiated in 1981 which is a modification of the later. The other Voluntary Organisations involved in Social Forestry activity in Orissa and to the district have initiated only recently.

Table 2

Respondents working

Outside home district	Inside the home district	From the beginning of the organisation or Dept.	After some time	Recently	Number of village assigned	
					less than 2	More than 5
36 %	64 %	11 %	62 %	27 %	54 %	46 %

It is seen from Table 2 that a considerable portion (36 %) work outside their home district and therefore, sometimes face language and understanding problem. Only 11 % of the respondents expressed that they are working since the initiation of the organisation and majority (62 %) after sometime, remains 27 % are appointed recently. It is also seen that 54 % of the respondents are assigned 2 to 5 villages to cover and 46 % more than 5 villages which becomes a difficult task to cover within the specified time period.



RESPONDENTS

Table 3
 Organisation took up Social Forestry as its
 activity

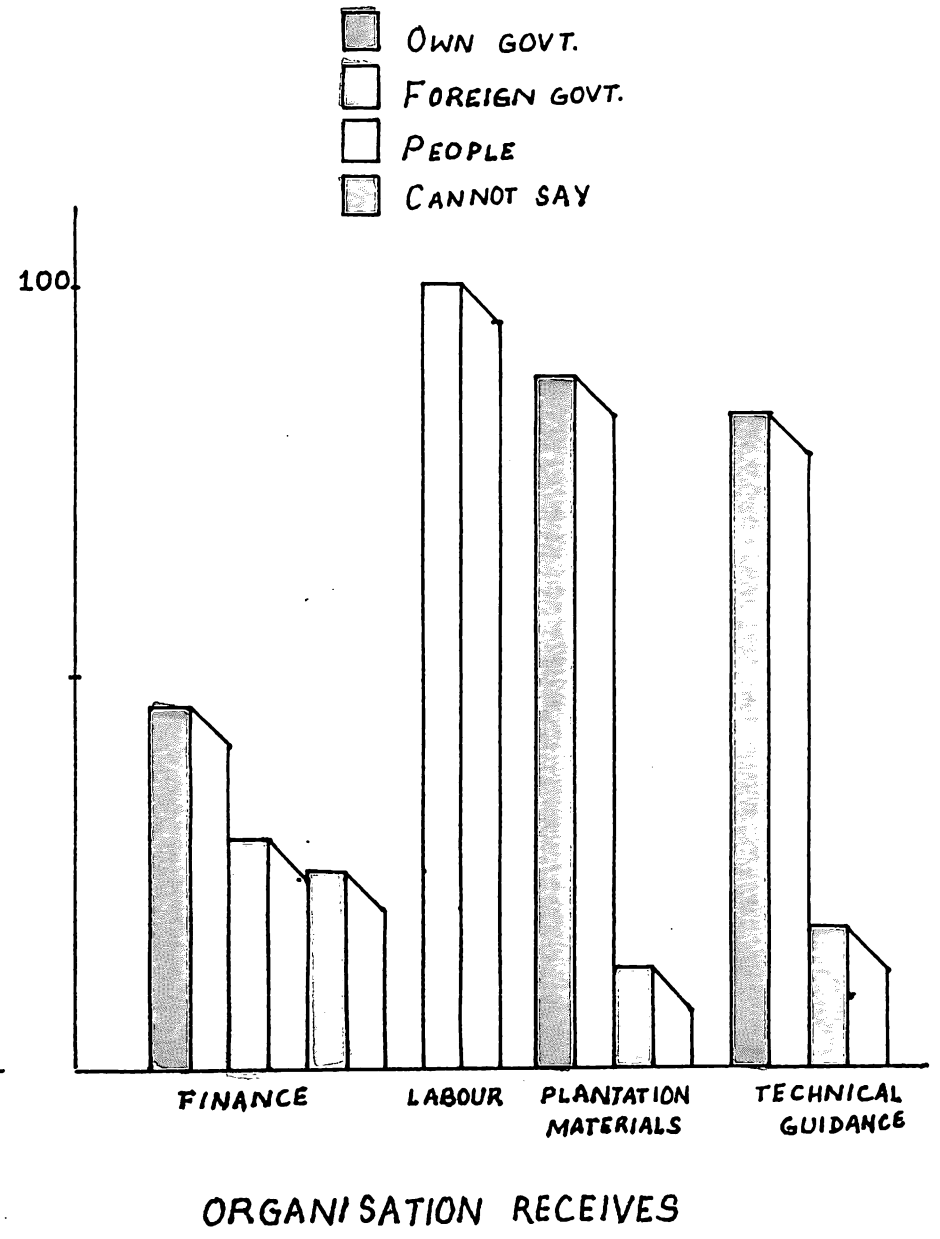
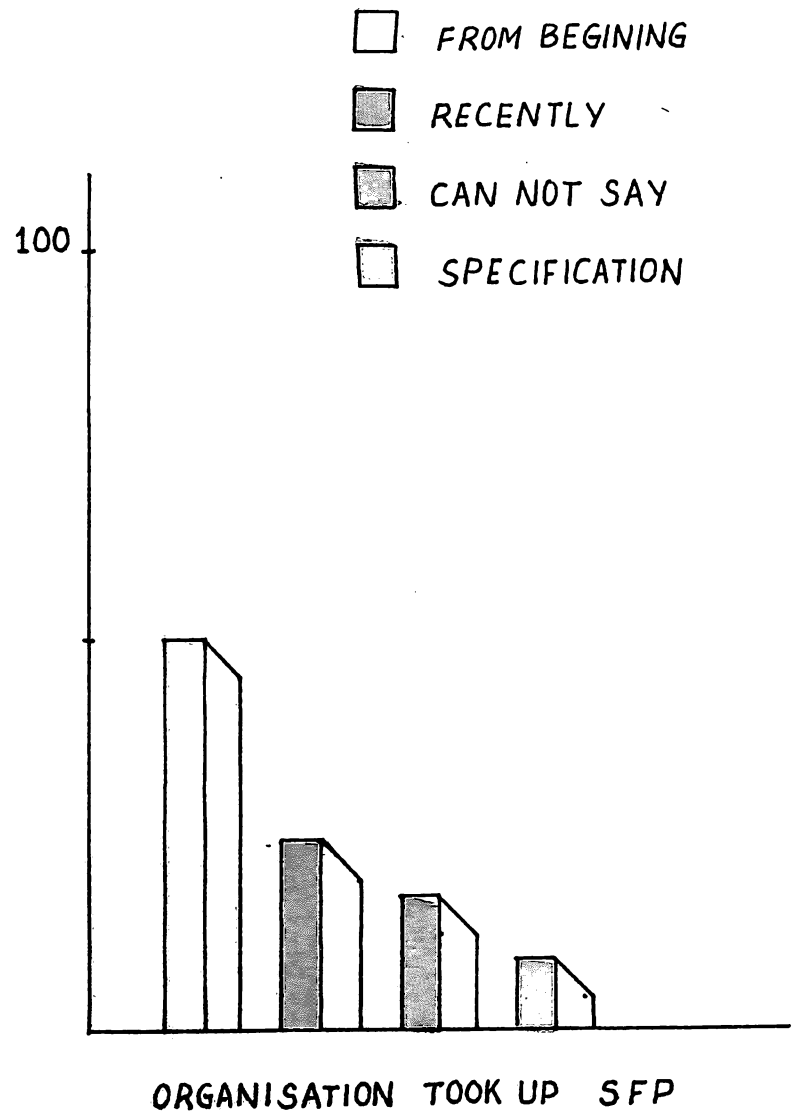
From the begining or the organisation	Recently	Can't say	Specifica- tions
50 %	24 %	17 %	9 %

Fifty per cent of the respondents mostly in the Government sector said that it was since the begining, 24 % said it to be only recently, 17 % could not say anything and only 9 % could give some specifications.

Table 4
 Organisation receives incentive from -

Source	Finance	Labour	Plantation materials	Technical guidance
Own Govt.	46 %	-	88 %	83 %
Foreign Govt.	29 %	-	-	-
People	-	100 %	-	-
Can't say	25 %	-	12 %	17 %

It is clear from table 4 that majority (46 %) of the respondents expressed that finance was from their own Government and 29 % said it to be from foreign Government assistance ; labour was entirely from local people and plantation materials together with technical



guidance were also provided by own Government. However, the study revealed that still some respondents did not know about these.

Table 5
About other Organisations

Statement	Number of respondents	% of respondents
What other organisations are engaged in Social Forestry Project in the district :		
Can't say	57	57
Specifications	43	43
Opinion about the work of other organisations :		
Excellent	-	-
Good	66	66
Satisfactory	34	34
Which one is the best performing organisation :		
Can't say	91	91
Specification	9	9

Majority of the respondents were not aware of other organisations and agencies operating in the district for Social Forestry. Only after they know each other, their respective areas of operation, objectives, targets etc. there can be a strong co-ordination and co-operation and exchange of ideas feelings, thoughts and expressions amongst

them. Several of the respondents named the local Mahila Samiti, Youth Clubs etc. in their own areas of operation but not about other Voluntary or Government organisations.

OBJECTIVE - II

EXTENT OF INVOLVEMENT OF EXTENSION PERSONNEL AND VOLUNTEERS AND THEIR ROLE EXPECTATION

Table 6

Extent of involvement

Statements	No. of respondents	% of respondents
Age group :		
Less than 20 years	-	-
20 - 30 years	72	72
30 - 40 years	16	16
More than 40 years	12	12
Education : Below Matric		
Intermediate	58	58
Graduation	28	28
Post graduation	14	14
Exposed to courses on Social Forestry Project :		
In school	-	-
In College	-	-

Contd.....

Table 6 contd.....

Statements	No. of respondents	% of respondents
In training before joining service	48	48
During or inservice training	52	52
Not yet	-	-
Compatibility with local people :		
Participate in village functions	54	54
Have advising ability	33	33

As is clear from table 6, 72 % of the respondents were between 20 - 30 years, 16 % between 30 to 40 years and 12 % above 40 years. Majority (58 %) of the respondents were intermediate in qualification, some (28 %) have done graduation and a few (14 %) with post graduate qualification. All of them agree that none had any course on social forestry either in school or in College but only after they were appointed or selected for the job. Many of them were not associated with forestry activities before and even some had not seen a real forest till date. A great portion (46 %) do not take part in village functions and thus lack the credibility of strong co-operation with the people. Most of them are not so dominant in the areas of their operation and thus the villagers rarely seek their advice and decision regarding important issues related and not related to Social Forestry work nor do they obey them and their advice.

Most (67 %) of the respondents do not have advising ability.

Table 7

Extent of Involvement






Statements	No.of respondents	% of respondents
Participating in Social Forestry		
From begining	55	55
After sometime	26	26
Recently	19	19
For own consumption	-	-
For self interest	8	8
For job	85	85
Motivated to	5	5
For extra income	2	2
Business/Sales/wages	-	-
To be an influential in the society	19	19
To increase social status	15	15
To come in contact with Govt. and Voluntary organisations	9	9
To utilise own waste land	7	7
Participate/involved in Social Forestry :		
Throughout the year	82	82
Not throughout the year	18	18

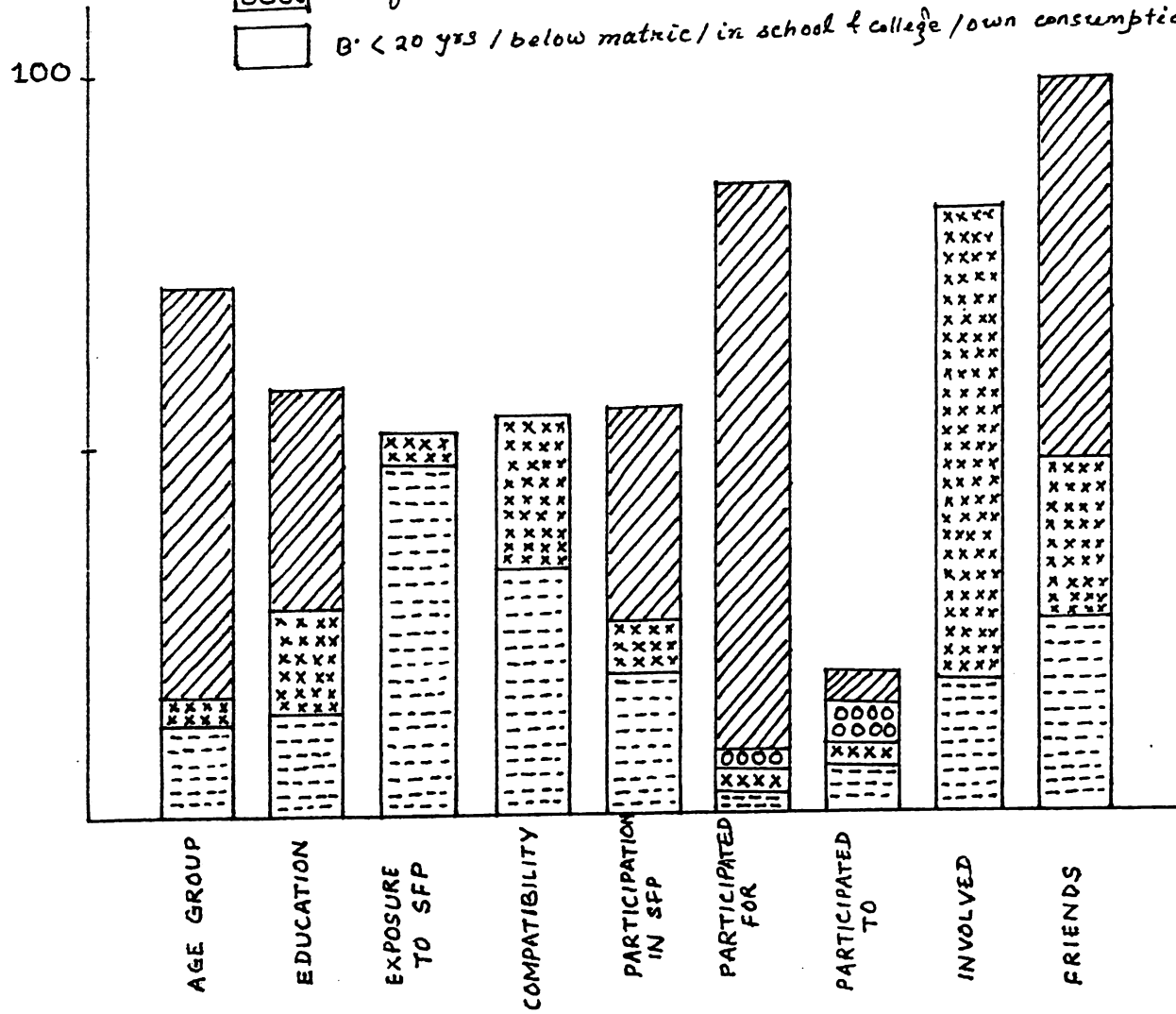
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Table 7 contd.....

Statements	No. of respondents	% of respondents
Friends do not participate because :		
They do not know about the programme	-	-
No one asked them to join	-	-
No mind, faith and interest	-	-
Family members disuade	26	26
Did not get a chance	99	99
Engaged other wise	48	48

It is seen from table 7 that 55% of the respondents are in this job from beginning, 26 % joined after sometime and 19 % have joined recently. Mostly (85 %) they have joined social forestry service for job sake and have little self interest or motivation. Some say that they want to be influential persons in the society, increase their social status and to be in contact with Government and Voluntary organisations. Majority (82 %) of them agree that they remain engaged in Social Forestry work throughout the year. About their friends they say that they did not get a chance to join. Some of their friends are disuaded by their family members and are engaged otherwise too.

-  >40 yrs / Post graduation / training before joining / Advising / Recently / Extra income / Waste land / Not thr. yr / Family do not support
-  30-40 yrs / Graduation / In service training / Village function / After sometime / Motivated / Govt. contact / Thr. yr / Engaged otherwise
-  20-30 yrs / Intermediate / From beginning / Job / Influencial / Not get chance
-  Self interest / To increase social status
-  B. < 20 yrs / below matric / in school & college / own consumption / Business



EXTENT OF INVOLVEMENT

Table 8
Dependency of local people

Statements	No. of respondents	% of respondents
For wood and other forest products the people of your area depend on :		
Reserved/Protected forest	-	-
Govt. plantation	23	23
Village wood lot	-	-
Backyard forests	17	17
Own farm or orchard	22	22
Open field	63	63
Market	72	72

As is clear from table 8 the respondents from their experience say that mostly the people depend on open field (63 %), own farm or orchard (22 %), Govt. plantations (23 %), backyard forests (17 %) and also a great majority (72 %) on local market for wood and other forest products.

Table 9
Information seeking habit

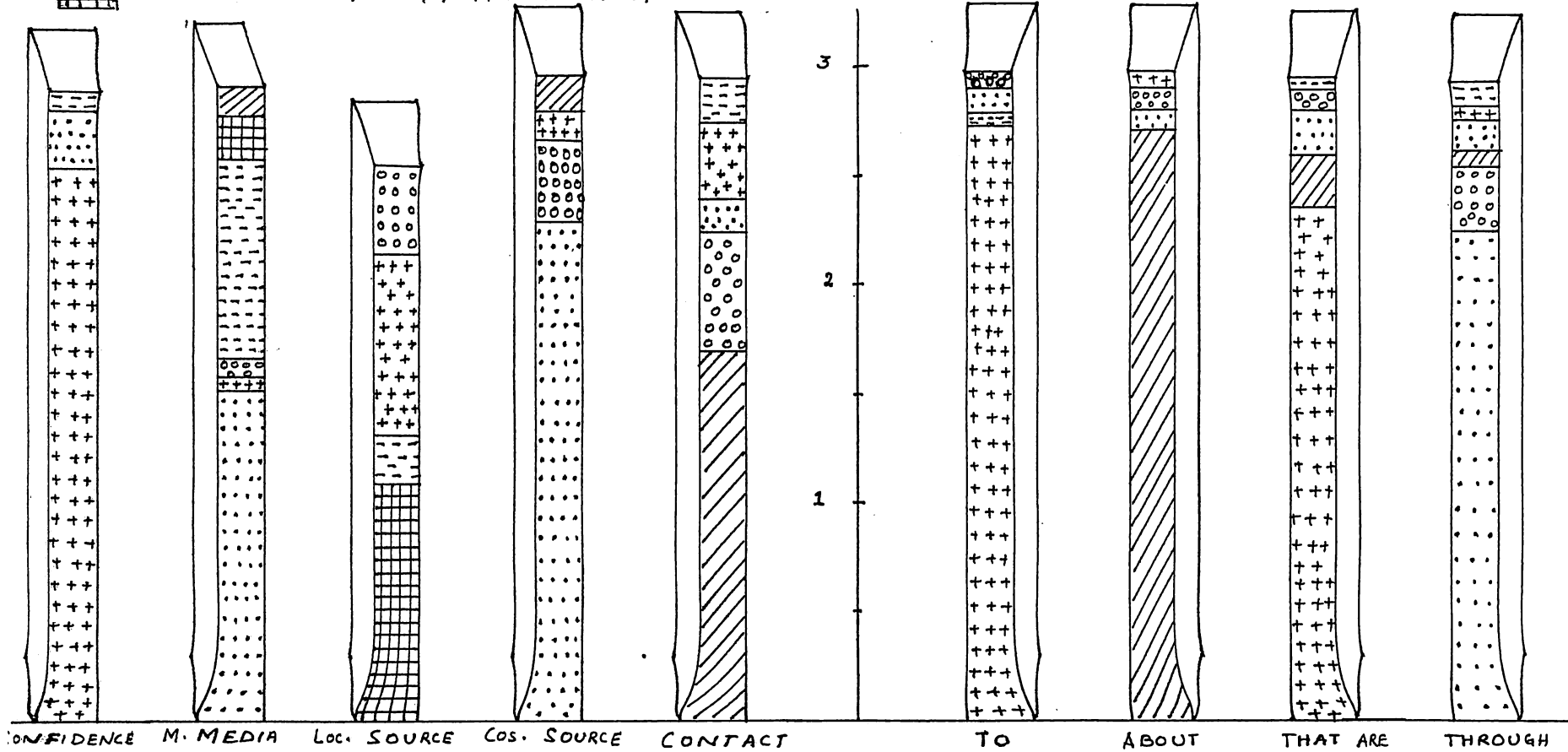
Statements	% of respondents			Mean score	Rank
	High	Moderate	Low		
<u>Respondents keep contact (for social forestry project)</u>					
Within panchayat	95	5	0	2.95	I
Within Block	80	15	5	2.75	II
Within Sub-division	58	26	16	2.42	III
Within district	48	32	20	2.28	IV
Outside district	27	17	56	1.71	V
<u>Personal cosmopolite source</u>					
Colleagues(V.F.W & S.F.S., volunteers)	96	4	-	2.96	I
Higher authority	85	10	5	2.80	II
Sub-ordinates	55	23	22	2.33	IV
V.F.C. members, villagers	78	12	10	2.68	III
<u>Personal localite source</u>					
Family members	-	11	89	1.11	IV
Friends, neighbours, relatives	2	27	71	1.31	III
Local instructors or leaders	34	47	19	2.15	II
Villagers or local people	67	22	11	2.56	I
<u>Mass media source</u>					
Radio	90	3	7	2.83	II
Television	76	7	17	2.59	IV
Newspaper	85	12	3	2.82	III
Magazines	26	16	58	1.68	V
Poster, charts, leaflets, circulars	87	14	3	2.92	I
Exhibitions	16	27	57	1.59	VI
Films and slides	12	29	59	1.53	VII
<u>Respondents have confidence in</u>					
Local source	72	11	17	2.55	III
Cosmopolite source	92	5	3	2.89	I
Mass media	86	12	2	2.84	II

About the contact of the respondents it is clear from table 9 that most of them keep good contact within the panchayat followed by contact within block, then within sub-division, then within district and outside the district respectively. The lower officials (V.F.Ws and Volunteers) seem to be more localite as compared to specialists and Supervisors (higher authorities) who seem to be more cosmopolite in nature. There was two-way communication regarding any matter of Social Forestry Project starting from land selection to plantation and care of trees both with the higher authorities, subordinates and the people and among their colleagues. Regarding mass media the respondents were found to use radio, posters, charts, circulars and newspapers more than television, magazines, exhibitions, slide and films. They have been ranked in order of their use. The respondents were found to have more confidence in the cosmopolite sources than localite sources and mass media respectively. From the discussion with them, it was observed that lower officials had maximum confidence on local sources and the higher officials have more confidence on the cosmopolite and mass media sources and have more farsight and broad outlook.

Table 10
Information giving habit

Statements	% of respondents			Mean score	Rank
	High	Moderate	Low		
<u>To</u> ,					
Relatives, friends, neighbours	90	8	2	2.88	III
V.F.C. members, villagers, local leaders	98	2	-	2.98	I
Subordinates	95	3	2	2.93	II
Higher authority	80	15	5	2.75	IV
<u>About</u> ,					
General matters apart from Social Forestry	58	10	32	2.76	V
Social Forestry programme initiation	98	2	-	2.98	I
Nursery raising	86	8	6	2.80	III
Plantation benefits	93	3	4	2.89	II
Protection and maintenance	80	12	8	2.72	IV
<u>That are</u> ,					
Correct and factual	97	3	-	2.97	I
Adequate	56	23	21	2.35	V
Profitable	87	7	6	2.81	III
Applicable, practicable	92	7	1	2.91	II
Befitting to available resources	73	13	14	2.59	IV
<u>Through</u> ,					
Personal visits	94	4	2	2.92	I
Group discussions	89	8	3	2.86	II
Mass meetings	85	9	6	2.79	III
Demonstrations	64	24	12	2.52	VI
Distribution of literature	70	23	7	2.63	V
Posters and charts	75	16	9	2.66	IV
Films, folk dance etc.	56	12	32	2.24	VII

--- Friends / Gen. matters / correct / P. visits / Panchayat / Television / Cosmopolite source
 +++ V.F.C. members, Loc. Leaders / prog. initiation / Adequate / Gr. discussion / Block / H. authority / Exhibition / Local source
 . . . Subordinates / Nursery raising / profitable / M. Meetings / Subdivision / Films & slides / Mass Media
 o o o Plantation benefit / Applicable / Demonstration / District / Villagers / Magazines
 / / / Protection & Maintenance / Befitting / Literature / posters / outside district / Colleagues
 [] Tape recorder / Radio / Newspaper / Fam. members



INFORMATION SEEKING HABIT

INFORMATION GIVING HABIT

OF RESPONDENTS

It is clear from table 10 that the respondents provide information mainly to V.F.C. members, villagers, local leaders, secondly to their subordinates, then to their relatives, friends, neighbours and higher authorities in this order. The personnel transmit more of Social Forestry information about its different components along with general matters to some extent.

Table 10 reveals that the respondents propagate the information which are correct and factual, applicable and practicable, no doubt they are profitable but are not so much befitting to available resources and adequate. Mostly the respondents provide information through personal visits followed by group discussion, mass meetings reinforced through posters and charts and literatures. They also conduct demonstrations, films and folk dance etc. to disseminate the necessary informations.

Table 11
Help the people -

Statements	% of respondents			Mean score	Rank
	More	Less	Least		
1	2	3	4	5	6
By keeping co-operation with people	92	6	2	2.90	I
By advising people	85	10	5	2.80	V
In form, help and guide people	87	7	6	2.81	III
Stimulate the people to take up Social Forestry	90	8	2	2.88	II

Contd.....

Table 11 contd

1	2	3	4	5	6
Doing work with them	83	8	9	2.74	VII
In making important decisions on adoption of Social forestry	81	9	10	2.71	VIII
Give technical support	79	5	16	2.63	XI
Create awareness	72	16	12	2.60	XIII
Propagate benefits of S.F.	73	19	8	2.65	X
Give training	66	20	14	2.52	XV
Selection of land	78	6	16	2.62	XII
Selection of tree species	56	14	30	2.26	XVIII
Selection of trainees	88	4	8	2.80	VI
Supply inputs in time and adequately	66	24	10	2.56	XIV
Organise people, conduct meetings, forums etc.	77	13	10	2.67	IX
Carry out plantations	86	9	5	2.81	IV
Care and maintenance of plantations	45	40	15	2.30	XVII
Distribution of products if any	-	-	-	-	-
Represents and speaks on behalf of the people of the area	68	12	20	2.48	XVI

It is seen from table 11 that the respondents involve themselves in several activities starting from establishing rapport and strong co-operation with the people, to giving information, advice, help and guidance for adoption of Social Forestry in all its components till sale and distribution of project products if any. The lower officials

try to create awareness, organise people, conduct meetings, carryout plantation and look after the care and maintenance etc. while the higher officials look after the selection of trainees, land and tree species along with imparting training and supplying the inputs etc. and also distribution of products if any.

Table 12
Motivate people for -

Statements	% of respondents			Mean score	Rank
	More	Less	Least		
Community forestry	98	2	-	2.98	I
Institutional forestry	88	7	5	2.83	III
Backyard forestry	95	3	2	2.93	II
Agro-forestry	75	16	9	2.66	IV

The rank orders in the table 12 indicate that the respondents advise people for community forestry, backyard forestry, institutional forestry and agro-forestry/farm forestry respectively.

Table 13

Role Expectation

Statements	% of respondents		't' value
	Fully agree (X)	Partially agree (Y)	
1	2	3	4
Set up selected Committees at village and panchayat level	90	10	
Decide on specific objectives of S.F.P. to be implemented in the area	80	20	
Assemble, relate, analyse and interpret the basic facts on forest and environmental situation in the area	84	16	Both at 5 % level 1 % level
Identify the major problems and decide upon practical solution	91	9	
Determine the needs of the people as per priority and as per the programme objective	86	14	
To develop complete procedure of S.F.P. and train the participants	54	46	
Explain the aim and objectives of S.F.P. to all	93	7	t(cal) more than t(tab).
prepare annual plan of work for S.F.P. in the area	60	40	
Make advance arrangement for inputs and teaching aids	47	53	
Co-ordinate the efforts and resources of other agencies and organisations for SFP	68	32	

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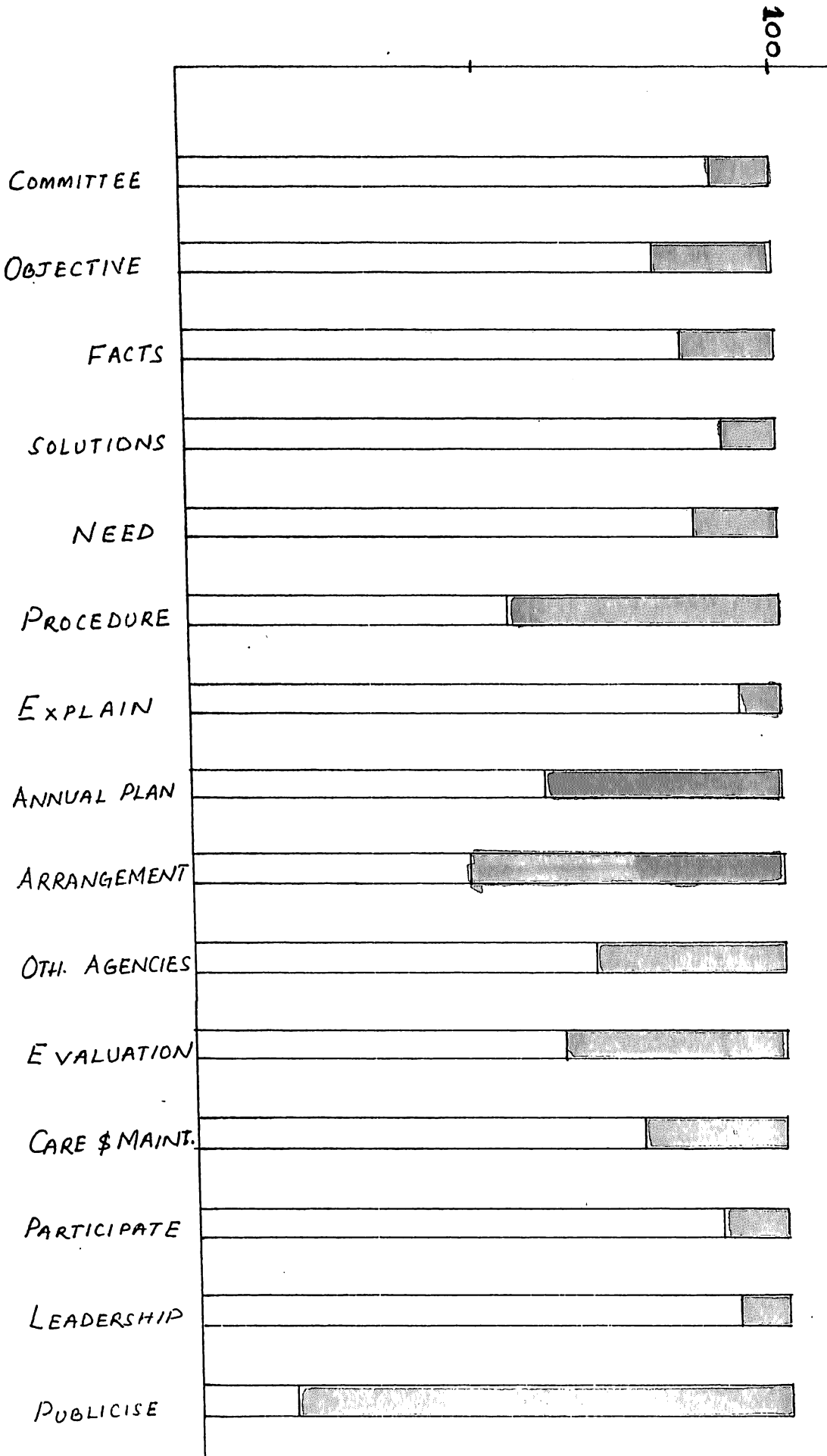
Table 13 contd.....

1	2	3	4
Carryout periodic evaluation of the SFP in the area	63	37	Both at 5% level
Look after care and maintenance of plantations	76	24	1 % level
Actively participate in SFP and ensure effective co-operation of the people	89	11	
Develop leadership amongst the people for SFP	92	8	t(cal) more than t (tab.)
Publicise results and achievements among people and encourage them further	16	84	

The respondents were asked about their role which are expected from them and data collected and analysed as per table 13. Statements relating to " fully agree " and " partially agree " were recorded and 't' test was made to analyse the data and it was found that the t (calculated) value exceeds t (table) value both at 5% and 1% level. Null hypothesis (Ho) is rejected.

That means the respondents vary significantly in their opinion as per the questions. Their thoughts are to be changed and they need to be encouraged more. From the discussion with them as regards the degree and type of role expected from the personnel, the lower level officials fully agree to set up selected committees, assemble, relate, analyse and interpret the basic facts regarding the

ROLE EXPECTATION



FULLY AGREE
PARTIALLY AGREE

environmental situation in the areas, identify and list out the problems, give priorities to them, consult and decide practical solutions to it, determine the specific objectives which could be implemented in the area, explain the objectives of Social Forestry Project to people, gather local data and opinion, develop ability in recognising and analysing major problems, ensure effective co-operation of people, develop leadership and look after maintenance of plantations. The higher officials fully agree with the fact that it is their duty to ensure agreement of all officials and non-officials regarding the benefits of Social Forestry Project, decide upon specific objectives that can be implemented in the area, to develop complete procedure of Social Forestry Project and train the participants, to explain the aim and objectives to all subordinate staff to prepare annual plan of work for the concerned area, make advance arrangement in procuring supplies, equipments, teaching aids, for the involved, co-ordinate the efforts and resources of other agencies and organisations for Social Forestry Project to carryout periodic evaluation, should actively participate in planning, observation and evaluation, to publicise the results and achievements among the people and enthuse them for further efforts.

Table 14
Consult regarding -

Statements	Decide yourself	With colleagues	With higher authority	With people
Selection of land	100	100	62	100
Selection of tree species	65	66	66	100
Selection of plant protection	80	84	82	51
Selection of nursery raising	68	72	74	100
Selection of plantation	92	94	92	100

As per table 14 the respondents consult with their colleagues, higher authority and subordinates and also with the people in matters relating to Social Forestry Project.

OBJECTIVE - III

TO OBJECTIVELY ASSESS THE PROGRAMME PERCEPTION OF THE
EXTENSION PERSONNEL AND VOLUNTEERS

Knowledge of the respondents about Social
Forestry Project

The overall knowledge of the respondents about the objectives and activities of Social Forestry

Project was tested. Relevant data were collected in a three point scale from all the hundred respondents. The mean score and rank orders were completed as can be seen from Table 15.

Table 15
Knowledge

Statements	% of respondents			Mean score	Rank
	Poor	Avg.	High		
Meaning of S.F.P. its components, aim and objectives	13	63	24	2.11	VII
Programme initiation, area of operation	42	33	25	1.58	XV
Staffing pattern, different courses in S.F.	50	35	15	1.65	XIV
Present environment crisis, need of forests	15	58	27	2.12	VI
Cause and consequence of deforestation	9	56	35	2.26	III
Importance of S.F.P. in the state	11	57	32	2.21	IV
Possible returns from forest source, its present state	7	47	46	2.39	I
Income from forest based activities	7	47	46	2.39	II
Publicity of information about S.F.P.	28	42	30	2.02	XI
Govt. efforts towards forest conservation	17	68	15	1.98	XII

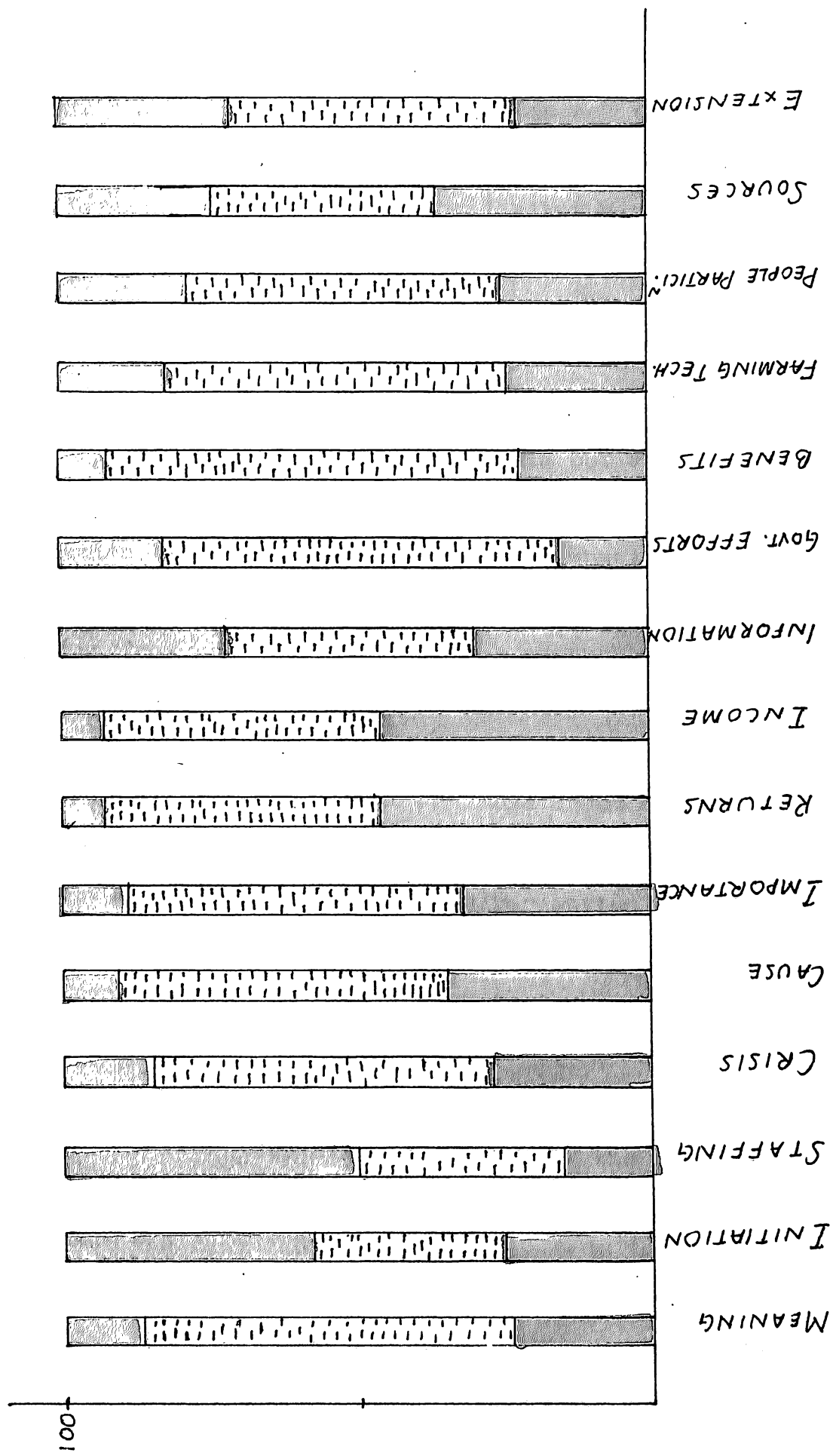
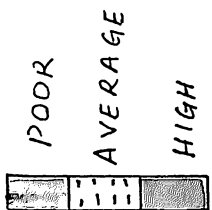
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Table 15 contd.....

1	2	3	4	5	6
About benefits of the programme	8	70	22	2.14	V
Knowledge in relation to farming technology	18	58	24	2.06	IX
About people's participation	22	52	26	2.04	X
About different sources of knowledge	26	38	36	2.10	VIII
About training and education on extension	29	49	22	1.93	XIII

About the knowledge of the respondents it is clear from table 15 and the rank order of the statements. From discussions with the respondents author found out that though not all but the respondents are judged to have a fair idea about Social Forestry, its aims and objectives. Even though not exactly they have a rough idea about its initiation and area of operation and different courses and staffing. Their idea of present environmental crisis is satisfactory and about the importance of forests for it. They know well that the forest resources are on decline and the probable dangerous consequences are somewhat if not all known well to them. They are aware that Orissa is falling sort of its forest resources and Social Forestry Project has a real justification in Orissa. The contribution of forests is well known to them in meeting daily requirements and the gradual decrease in their availability and income generated from

KNOWLEDGE



100

it too. The respondents were frank enough to say that they had not viewed any film on Social Forestry Project. They do read magazines occasionally but hardly find any issue on Social Forestry. They often receive circulars, leaflets, booklets on Social Forestry matter from their higher authorities. All of them are in possession of radios, some with Televisions and they often spent time with these mass media but very rarely they hear or view programmes on Social Forestry and were of opinion that these are not so much appealing.

It is not that they do not know but their idea about the benefits from our forests is not so elaborate. The diversity of benefits from forests are not fully known to them. They have some idea about animal husbandry, business and agricultural improvement and less about health and education and they realise the consequences of flood and drought where as they have little perception of pollution problems. They have sufficient knowledge regarding implementation of Social Forestry Project in relation to farming technology. As the respondents say from their experience and knowledge not all but some of the people are well aware of the different items of the programme. They are trying their best to participate in every programme and felt that mostly the young mass take more interest in it. With respect to their sources of knowledge the first hand information about Social Forestry Project was from the organisation and the project people.

Gradually when recruited and employed they came to know about forest problems and the programme initiation, its adoption, incentives etc. The higher authorities help to continue the practice with necessary support and for land selection and tree species they consult the local people too. The higher authorities were consulted more frequently. Particularly the respondents were of opinion that training and education on extension is extremely necessary for them.

Table 16

Skill

Statements	% of respondents			Mean score	Rank
	Poor	Avg.	High		
1	2	3	4	5	6
In selection of land	6	55	39	2.33	I
In selection of tree species	7	57	36	2.29	II
In selection of trainees	10	55	35	2.25	IV
Techniques of Nursery raising	11	57	32	2.21	VII
Preparation of pits and plantations	12	56	32	2.20	VIII
Proper supply of incentives and rational distribution	8	60	32	2.24	V
Motivating people for SFP	16	53	31	2.15	IX
Organising people for SFP	8	58	34	2.26	III
Assessing the need and interest of people	17	53	30	2.13	X

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Table 16 contd.....

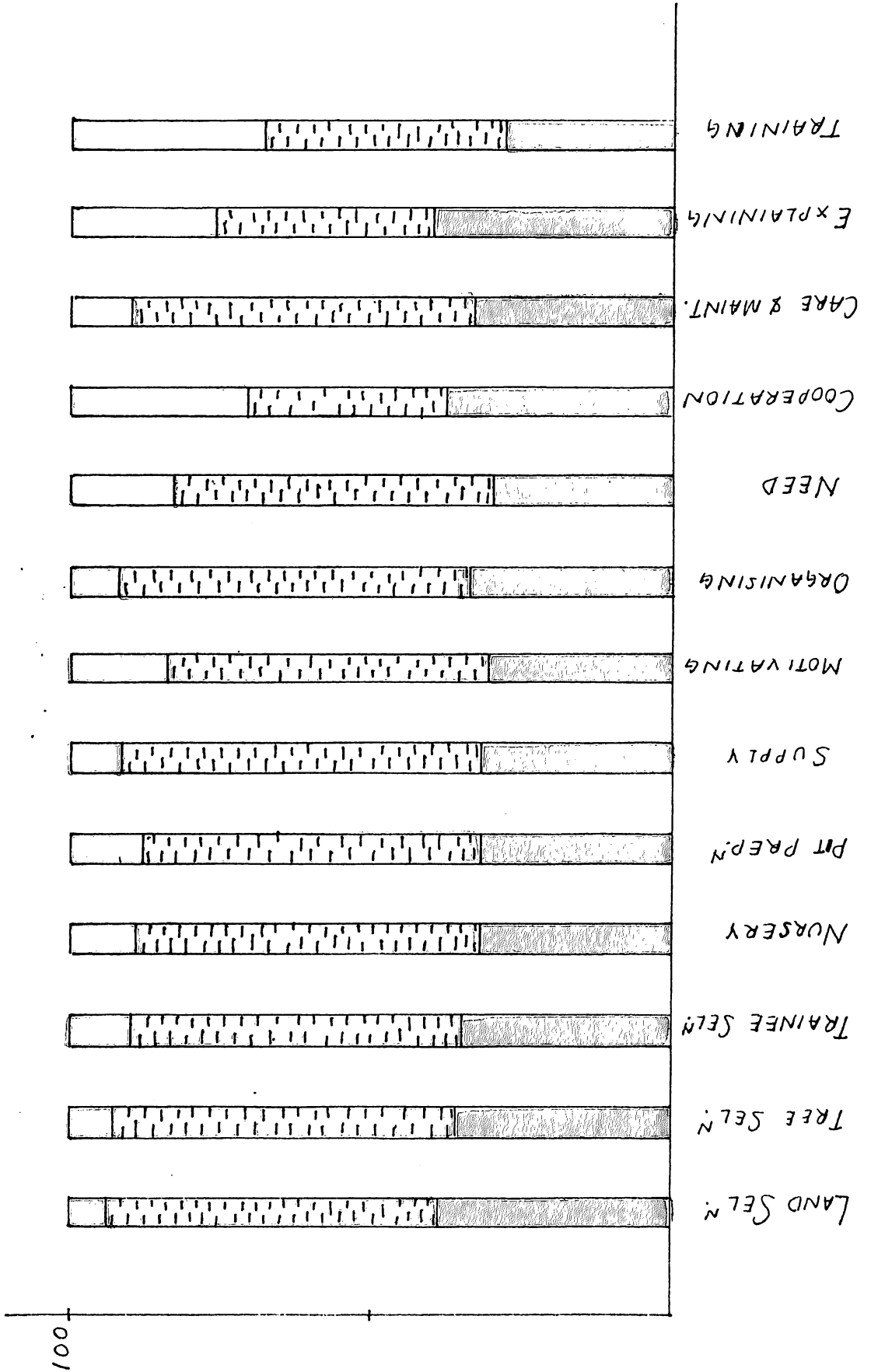
	1	2	3	4	5	6
Ensuring effective co-operation and active participation of people	29	33	38	2.09	XI	
Care and maintenance of plantations	10	57	33	2.23	VI	
Explaining and convincing the people about environment crisis, need and benefits of S.F.P.	24	36	40	2.16	XII	
Imparting training to trainees	32	40	28	1.96	XIII	

It is difficult to assess the exact skill of the respondents without testing them in action. Particularly in the type of activities one has to perform in Social Forestry it becomes essential to be much skilled and intelligent to handle the situation with exact and expert presence of mind and quickness. So mere verbal answer cannot provide sufficient knowledge regarding their respective individual skills that are within them or that they have attained in due course. In spite of that a great effort has been put in finding out their skill for this present study.

As the analysis in the table 16 reveals the respondents were more skilled for selection of land and tree species, organising people for Social Forestry Project, selection of trainees and fairly skilled in supply and distribution of inputs, care and maintenance of plantations,

SKILLS

POOR
AVERAGE
HIGH



nursery raising and plantations. They are also skilled to motivate people for Social Forestry Project, assess the need and interest of the people, ensure effective co-operation of people, explain to all the benefits of the programme, about present environment crisis and need of Social Forestry Project, some also opine that they can impart training to the trainees as it is ranked in the table 16.

Attitude of the respondents towards Social Forestry Project

A careful and well planned bunch of questions and cross questions were assembled and the opinion and answers of respondents collected and analysed to study their attitudes towards the Social Forestry Project.

Table 17

Attitude towards -

Statements	% of respondents						
	Observed			Expected			
	-ve	Nutral	+ve	-ve	Nutral	+ Ve	
i	2	3	4	5	6	7	
Agro-forestry	5	15	80	-	-		100
Land utilization pattern	-	10	90	-	-		100
Govt. plantations and S.F.P.	4	16	80	-	-		100
People's participation	18	12	70	-	-		100
Extent of self involvement	4	18	78	-	-		100

Contd.....

Table 17 contd.....

1	2	3	4	5	6	7
Organisation and management	23	24	53	-	-	100
Committees at village level	-	5	95	-	-	100
Women's participation	-	2	98	-	-	100
Information and publicity	36	16	48	-	-	100
Programme implementation	-	26	74	-	-	100
Higher authorities	-	42	58	-	-	100
Subordinates	-	66	34	-	-	100
Self knowledge and skill	12	14	74	-	-	100
Programme motivation	-	28	72	-	-	100
Responsible and duty bound personnel	18	44	38	-	-	100
S.F.P. components, aim and objectives	-	18	82	-	-	100
Feasibility of S.F.P. with tribals and non-tribals	-	6	94	-	-	100
Developing S.F.P. further	-	18	82	-	-	100
Change in farming norms, social and cultural	-	30	70	-	-	100
Remuneration and work load	10	30	60	-	-	100

The data tabulated as in table 17 was analysed and processed as per the chi-square test and was found that the chi-square calculated value exceeds the chi-square table value, that means the attitude of the respondents vary significantly from the expected attitude of the respondents.

OBJECTIVE - IV

TO IDENTIFY THE CONSTRAINTS AND SUGGESTIONS IN THE IMPLEMENTATION OF THE PROGRAMME

Identification of Constraints :

An attempt was made to find out the constraints experienced by the respondents while participating in the Social Forestry Project. The respondents were asked to give their opinion about the difficulties which they had experienced in and during the implementation of the programme and also their own views. Out of the observations made, the most important ones are listed out which were expressed by majority of the respondents. The respondents were requested to give their reactions as to whether they fully agree, partially agree or disagree to these statements on the basis of their observations. The statements were arranged in order of importance. The observations of the officials like S.F.S., Foresters, Administrative Officers, Programme Co-ordinators etc. were also collected through discussions. The important observations are given in Table 18.

The major problems of women, children and youth are analysed on a three point scale and ranked as in Table 19.

Table 18
Constraints

Statements	Fully agree (%)	Partially agree (%)	Dis-agree (%)
Do you like your work	52	48	-
Are you aware of the present environmental crisis	78	22	-
Do you feel that you have enough knowledge and skill to do any work on Social Forestry	63	37	-
Do you feel that the amount of training you received is sufficient	39	52	9
There is sufficient land available in your area for SFP implementation	74	26	-
Public support, co-operation and manpower is sufficiently available	38	26	36
Adequate and timely finance is available	-	38	62
Adequate and timely technical guidance is available	11	48	41
Get enough time for SFP work assigned	41	37	22
Do you get any provision for subsidiary work	19	38	43
Forest products can be easily marketed in the area	82	18	-
Comments from local people, friends and neighbours	64	36	-
Sometimes the S.F. subject matter is not understandable and boring and untimely	42	43	15
There is other occupational problem	22	37	41
There is family trouble-family members disuade	17	42	41
Adequate, timely and complete information is available	33	56	11
Adequate and timely incentive are available	28	64	8

Table 19
Major problems

Statements	Fully agree (%)	Partially agree (%)	Dis agree (%)	Mean score	Rank
1	2	3	4	5	6
<u>For Women</u>					
Children create problem	71	27	2	2.69	III
Lack of active family support and co-operation	76	24	-	2.76	II
Lack of sufficient knowledge and time	65	23	12	2.53	IV
Blind beliefs	83	17	-	2.83	I
<u>For children</u>					
Not well aware, do not understand the problem	54	17	29	2.25	III
Not encouraged by any one (through rewards)	51	37	12	2.39	II
Discouraged by family members	72	19	8	2.62	I
Not interested	45	25	30	2.15	IV
No time	34	14	52	1.82	V
<u>For Youth</u>					
Not interested	48	36	16	2.32	I
Lack of awareness and knowledge	32	18	50	1.82	IV
Groupism amongst them	53	23	24	2.29	III
No encouragement (through rewards)	46	38	16	2.30	II

Contd.....

Table 19 contd.....

	1	2	3	4	5	6
<u>In general</u>						
The programme has some technical weak point	-	42		58	1.42	V
The programme lacks time to time evaluation	76	24		-	2.75	I
All the staff (higher authorities and subordinates) take keen interest in the programme	13	61		26	1.87	IV
Care and maintenance of plantation is good	-	28		72	1.28	VI
There is communication problem	42	39		19	2.23	III
There is an effect of political pressure in the area	53	18		29	2.24	II

As is indicated from the study there are a variety of constraints expressed by the respondents. The study is not extended upto the target group (villagers) so that an analysis could be made, so this study on constraints is based only on the opinion of the respondents. As it is in Table 18 -

- A majority (48 %) of respondents do like their job but partially.
- About 22 % are partially aware of the present environmental crisis.

- A considerable portion (37 %) partially agree that the knowledge and skill attained is sufficient.
- They say that the land is available sufficiently but sometimes the people interfere and at times the land becomes unsuitable.
- A great portion partially agree (26 %) and also disagree (36 %) that public support and co-operation is adequately available. Man power can be arranged for plantation and nursery raising.
- They partially agree (38 %) and disagree (62 %) that finance and technical guidance and support is adequately and timely available.
- All of them do not fully agree that they get enough time for the work assigned. The workload is more to function effectively and do not get any subsidiary occupation.
- This is a general problem that all face comments from their friends, relatives and neighbours.
- Sometimes it becomes difficult to follow the instructors and the subject matter is not interesting.
- They also say about their occupational problem and family trouble and that the family members dissuade them.
- There is also lack of adequate, timely and complete information.
- For women the children create problem, no support from family, lack of sufficient knowledge and time and blind beliefs too.

- For children lack of awareness and encouragement and family support are major problem.
- For youth lack of interest, groupism and encouragement are the major problems. Lack of motivation too.
- They feel some technical weak points as regards to after care measures and regular evaluation of the programme. Finance has always been a problem they say.
- They partially agree (61 %) and also disagree (26 %) that other workers and officers take keen interest in the programme and higher authorities visit regularly and there is evaluation work from time to time.
- Some people (illiterate) face the problems of interpreting the literatures and more over the publicity materials do not reach all and in time.
- They (42 %) fully agree that they face many communication problem like castism, explaining them (language problem), blind beliefs, groupism, not well linked with mass media, lack of frequent meetings and discussions and active people's participation.

Suggestions :

An attempt was made to invite suggestions from the respondents as well as from the officials about the successful implementation of the programme. These were listed and important and most common statements are noted below and analysed on a 3 point scale and ranked.

Table 20
Suggestions

Statements	Fully agree	Partially agree	Dis-agree	Mean score	Rank
1	2	3	4	5	6
Social forestry project is a must for economic development and social justice	100	-	-	3.00	I
More support (seedlings, fertilizers, pesticides, advice and technical guidance, cash incentives) is required	80	20	-	2.80	XXIV
More of the tree species should be planted -					
Fuel and fodder tree	100	-	-	3.00	XXI
Fruit tree	100	-	-	3.00	XXII
Ornamental tree	78	22	-	2.78	XXV
Shade tree	76	24	-	2.76	XXVI
Regarding sharing of produce -					
People should share amongst them	100	-	-	3.00	XX
Contractors should be given	20	64	16	2.04	XXIX
It should be leased by Government	32	44	24	2.08	XXVII
Government auction of the products	32	44	24	2.08	XXVIII
More peoples participation and involvement can be ensured by more contact	100	-	-	3.00	XV
more explanation	100	-	-	3.00	XVI
More incentives	100	-	-	3.00	XIX

Contd.....

Table 20 contd.....

	1	2	3	4	5	6
More reward		100	-	-	3.00	XVIII
More awareness		100	-	-	3.00	XVII
More number of education centres on S.F. should be opened		100	-	-	3.00	II
Social Forestry should be included in study from school level		100	-	-	3.00	III
Incentives and reward should be given for attraction		100	-	-	3.00	IV
Knowledge, advice and guidance is required more frequently and repeatedly		100	-	-	3.00	V
Followup and evaluation is to be done regularly		100	-	-	3.00	VI
Provision for practical training is required		100	-	-	3.00	VII
Course programme of training should be more elaborate and continued for a longer time		100	-	-	3.00	VIII
Workload on the workers should be reduced		70	30	-	2.70	XXIII
More time and concentration should be given to each village or area		100	-	-	3.00	IX
Children should be more encouraged with rewards, prizes, scholarships etc.		100	-	-	3.00	X
Youth should be motivated further		100	-	-	3.00	XI
Women should be included and given more priority		100	-	-	3.00	XII
Active participation of women is necessary		100	-	-	3.00	XIII
Family support is much required		100	-	-	3.00	XIV

- All the respondents said 'yes' and fully agreed with all the suggestions given to them and also added some positive suggestions from their experience.
- As it is clear from the study the respondents take it granted that Social Forestry Project is a must for social justice and economic development.
- They require more adequate and timely supply of finance and incentives.
- They are of opinion that all types of trees and places should be given equal importance and priority should be given to people's choice.
- They strongly agree that the benefits should go to the villagers directly or indirectly.
- People's participation can be achieved in large scale with intensive contact with them, giving them incentives, reward, and creating awareness among them.
- They support the opinion that more number of education centres about Social Forestry Project should be opened and Social Forestry should be included from school level courses for all.
- Knowledge, advice and guidance are required timely with efficient and regular follow up programmes.
- There should be provision for practical training and orientation with more of extension knowledge.
- The male participant should be given some financial support and land.

- Workload should be reduced and more time is required for unit area under one worker.
- Children, women and youth need to be more encouraged and motivated with both physical and moral support of family members.
- Care should be taken to erradicate the blind beleifs completely.

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CHAPTER VI

SUMMARY AND CONCLUSION

SUMMARY AND CONCLUSION

An investigation entitled " Role of extension agencies and voluntary organisation in the implementation of Social Forestry Project was carried out in Cuttack district of Orissa " with the following objectives -

1. Identification of various extension agencies and voluntary organisations operating in the area of study during the period.
2. To find out the extent of involvement of
 - (a) Extension personnel and
 - (b) Volunteersengaged in the Social Forestry Project and their role expectation.
3. To objectively assess the programme perception of the volunteers and extension personnel involved.
4. To identify the constraints and suggestions in the implementation of the Social Forestry Project.

Basic data were collected with the help of interview schedule from hundred sampled respondents of

the project areas in the district. The data were processed and statistically analysed. The salient findings of the investigation are summarised below.

I. IDENTIFICATION

It is true that all the six divisions of the district are covered with SIDA assisted Social Forestry Project or with voluntary organisations for Social Forestry. Another comparison, very relevant in this context, must be borne on mind is that all the other Government and non-Government organisation/Institutions etc. that are confined to certain directions only should choose and take up this even though to a smallest degree. The service of the public is open to all, infact in a sense obligatory on all.

A considerable portion of extension agents work outside their home district and are been appointed recently and need to gather a lot of experience still regarding the various components of Social Forestry Project, about other Institutions or Organisation working on the particular topic and the area of operation.

As indicated from the study there is least doubt that the Government sector has played a massive role with much of foreign assistance towards Social Forestry Project. It has encompassed 9 out of 13 districts in the state. Coming closer to a more

concentrated view on the region of study the Social Forestry Project has been initiated and well in advance in Athgarh, Banki, Baramba, Bhagatpur, Chandikhol, Cuttack, Jagatsinghpur, Jajpur, Kendrapara, Kujanga, Narasinghpur and Sukinda range of Cuttack district.

Apart from the Government sector there are a mushroom growth of Voluntary Organisations in the state and many in the district but only a few have taken up Social Forestry Project as its activity and also have remarkable performance in their respective areas of work and are still in a progressive way of expanding their area of operation and diversifying their objectives.

II. EXTENT OF INVOLVEMENT

A majority of the workers (respondents) are young and educated with certain amount of training on Social Forestry and also somewhat compatible with the people of their area. The main intention of all the participants behind joining Social Forestry Project is to get an job and said to be engaged throughout the year in it. The respondents have a good idea of the people of their area about dependance on forest products. The respondents have a fair interest and information seeking habit and are more confident about their cosmopolite source and also disseminate the information to the people and higher authorities with much efficiency and help the people regarding Social Forestry activities and adoption

in a variety of ways and activities. Simultaneously they motivate for community forestry, Institutional forestry, Backyard forestry and Agro-forestry. The respondents agree to a variety of responsibilities assigned to them and support to the role expected from them. They consult both with their higher authorities and the people and also within their colleagues regarding any selection and decisions with respect to Social Forestry Project.

With energetic workers, who have succeeded in winning the confidence of the people, this is possible anywhere. These energetic and successful workers after being identified from the mass of workers, are to be shifted to newer areas and replaced by other new recruits those are to follow the footsteps of their seniors. The experts are to be given some kind of encouragement and support.

There is another fallacy also that the starving masses cannot be roused for revolution by mere preaching. The limitations in this connection has to be admitted that " the seed only takes up root in a well prepared and receptive soil. Throwing of seeds indiscriminately all round will not grow good crops as most people seem to believe ". Therefore, realising that until and unless the people are convinced and motivated

it is incapable of renovating the country side, it now remains for the patriotic and enthusiastic agencies and organisations to pass through the weary process of the preparation of soil i.e., sufficiently motivate the people, before economic improvement is brought about in the condition of our natural forest resources at all levels.

It has to be borne in mind that this process of building up of environmental infrastructure, presupposes the necessity of a builder Between man and measures, man of course is the first requisite, measures no doubt follow. The process of constructive environment requires -

" getting right sort of educated men and sending them for village work "

Therefore persons who genuinely understand the present crisis and care and are keenly interested are to be marked out or spotted and given priority in the programme implementation. They will be the torch bearers and help in expanding the Social Forestry Project and help in realisation of its objectives every where to the fullest extent. Therefore, organising our people for such activities has become more imperative.

It is observed that proper organisation is so essential to ensure better co-operation and co-ordination among the members that unless it is done or achieved the Social Forestry Project cannot be successfully implemented and without it, it has to face a series of obstacles like groupism, lack of leadership, blind beliefs, arguments regarding sharing of produce, care and maintenance etc. This demands thorough involvement of our extension personnel and expert volunteers and look after the necessary condition and fashion them accordingly as per the programme needful.

" Every hour is important
Every place is important
Every man is important "

Therefore it becomes the rightful duty of each person involved to show greatest interest in the programme and its objectives. Because he is to deal with the real social elements that is the human beings. It is very easy to operate a human brain, but it is far difficult to influence, convince, change and motivate a human brain. So negligence to the smallest degree should be avoided and the personnel must work with highest spirit and strong determination.

Since Social Forestry Project in Orissa is still at its young stage it will still require some time to be well established. Still then it has made a place in the mind of the people in the area of its operation.

Forestry and environmental science has become a must for one and all to be aware off and should be introduced as a study since school times now-a-days that would develop a great awareness and keen interest among the people regarding their mother nature.

Credible and local influentials should be selected for Social Forestry Project work and need to be appointed in their place so as to work more effectively without much hinderance in communication and other social obstruction.

Our workers should show keen interest and active participation and dedication to work during their tenure which can be ensured through certain extra provisons like stipend or scholarships. Experts need to be transferred to new places of initiation of the programme.

The workers need to be exposed more to cosmopolite and mass media sources for information and generate faith and confidence in them.

The recommendations advised should be practicable, adequate, befitting to the situational resources etc. More personal contact and handy demonstrations need to be made in the areas for ensuring better participation, faith and co-operation of both workers as well as people.

The extension agents need to work hand in hand with the people to generate more interest and co-operation. No component of the Social Forestry Project should be regarded less or unimportant and neglected. All should be given equal and undivided importance and attention.

All the workers agree to their respective role and show a good response to each items but require only a bit more sincerity and little more effort to realise the fruit of Social Forestry Project for which it is actually intended.

III. PROGRAMME PERCEPTION

The author have tried to show that the kind and degree of knowledge and involvement required for the practice of Social Forestry Project are comparable to those required for the regular professions.

As it goes with the respondents they have a satisfactory knowledge regarding the essentiality, importance, principles and results of the programme with respect to India and the state concerned. Their opinion is vivid about its cause which needs to be concrete enough along with more knowledge and practical training. Effective publicity of material concerning Social Forestry Project must be channellised through Mass Media and

literatures with more emphasis to its credibility. Their outlook regarding the benefits of forests needs to be more broadened. Their knowledge regarding the need and interest of the people of their area is satisfactory but need to collect more information regarding their need and choice and performance. It is to be ~~sure~~ that before involvement in the Social Forestry Project they had practically little or no knowledge regarding Social Forestry Project and now they feel that they have that much of knowledge regarding forestry practices that they can carry on at any place but they feel somewhat lacking bit practical experience and want more of extension training and education.

SKILL

As assessed from the study it is clear that the respondents are somewhat skilled in nursery raising, distribution of incentives, plantation activities but they are not sure enough about creating awareness among people and the after care measures. Excepting these fields which should be taken care of for improvement in other areas our personnel are skilled enough to handle any component of the programme implementation. In order to fulfill this aspect where we are looking it becomes necessary to provide some practical training and more of extension principles and teaching to them.

ATTITUDE :

It is clear from the study that the respondents have a favourable attitude towards the Social Forestry Project. They are in favour of its objectives, components and implementation and are ready to take up any component at any place. They expect good co-operation and participation of the people if they are sufficiently motivated. They hope for forming sound committees involving all ranges of people. They show a positive response towards involvement of women in Social Forestry Project. They support whole heartedly the efforts made by the Government and voluntary organisations towards this Social Forestry Project and are ready to bear any responsibility. They also receive a warm response from their subordinates and higher authorities whenever they consult or seek their help and advice. They anticipate a change in every sphere of the social life of people and are sure of its success. They are proud of it. But the expected value differs significantly from the observed value so, the respondents need to be more encouraged and trained well to increase their attitude in a positive direction. All should have a strong and positive attitude towards social forestry activities.

IV. CONSTRAINTS AND SUGGESTIONS

As is found out from the study the respondents opine over a series of constraints like lack of perfect knowledge and skill, public co-operation. Finance and technical guidance up-to-date and timely has always been a problem. Apart from that comments from people and family trouble also counts. For women children create problem, lack of active co-operation from family members, lack of sufficient knowledge and some blind belief too. The children need more encouragement and family support and for the youth lack of interest and encouragement creates main problem. Groupism and political pressure effects too. Lack of time to time evaluation, communication and after care of the plantation also occupy major position among the problems.

About suggestions the respondent agree strongly to almost all the statements about more training and education, establishing Social Forestry courses from school level, more encouragement through rewards, more stress on people's participation, equal importance to all Social Forestry Project components, frequent follow up and evaluation, reducing the workloads, motivating children, youth, adults, women and absolutely every one for Social Forestry Project. All should work with more interest and dedication and devotion.

The V.F.W's and Volunteers are of opinion that the trees after plantation are left upto the villagers to look after and take care of. Nothing practical can be achieved unless it is adopted by its intended users.

It is against this back drop a great success has been achieved.

No rules, regulations, laws and policies of the Government will succeed without the active co-operation and participation of the public.

One suggestion of practical value may be ventured though it may be considered for too premature by conservative minded persons is that of involving the women folk on this with much priority who can influence the society more.

It would be worthwhile to give weight to the pooling of land at a single point.

Another important aspect that needs considerable attention is the lack of basic knowledge on structural sociology and extension techniques among the extension personnel and volunteers involved. These staff has to be of outstanding personnel qualities, and technical ability intact, humility and imagination

required in dealing with the villagers. Therefore training of foresters regarding extension education must be more strengthened with respect to material, time and practicability.

While therefore what is called professional education or vocational education demands a more important place of the rural interested people regarding Social Forestry Project and environmental conservation.

Ignorance, charlatancy, hollow pretensions, can do as much harm to society in the field of environmental conservation as in other spheres. Infact, since great organisation and institutions and national affairs are concerned in this case, the evils will soon be erradicated.

To proceed conversely, if the Government make it their primary duty to preserve the interests of the governed, the position becomes easily soluble. If it is conceded that those who produce have a foremost right for an economic living standard and the Government should only draw its revenue after making due allowance to this consideration, which is ofcourse the only just consideration.

The scepticism that has been referred to above is not unfounded. Those who think and feel in the interest of justice to the masses have a right to ask

the Government if they really mean doing economic justice to the producer.

Conclusively the study has indicated that :

The major implications of this study is that credit should be provided along with inputs. Effective steps are to be taken regarding involvement of women and children sufficiently. Extension workers must be geared up to teach the farmers and change their attitude towards improvement of motivation technology through extension teaching programme. Demonstration and extension literature should be distributed timely and that should be simple enough for the people to understand and act accordingly. Some minikits should be free distributed to the enthusiastic children and women for better management.

Experience counts that involving the people in each step of the programme, the one advantage that immediately accrues to the villagers is that the people are shielded against doubts, blind beliefs and uncertainties.

The real progress or advancement is an inward growth and does not depend on any external help. Thus looked at, the whole process of economic regeneration of the masses is a process of self help ; and with a

competent agency to guide and harness the human material in the country side, this process of economic and all round betterment can start immediately. The village work (S.F.P.) to be successful must, from begining to end, be a process of self help.

From the foregoing it would be appreciated how important is the role of Social Forestry in India and also in Orissa and the vital role that Extension Education plays in it as regards to ensuring community participation.

I would respectfully invite the attention of the Forest Department, Government of India, professional bodies and all concerned to take up strong steps regarding the successful implementation of this Social Forestry Project and environmental conservation.

MAJOR RECOMMENDATIONS OF THE STUDY

1. Social Forestry is very much essential for the social justice and economic development of the people and with energetic workers this is possible any where and every where.
2. More adequate and timely supply of finance and incentives is required.

3. All places and all types of trees and all people should be given equal importance and priority should be given to people's choice.
4. Much of public support, co-operation and participation is to be ensured through more intensive contact, offering more incentives, rewards, prizes, scholarships etc.
5. Knowledge, advice and guidance are required timely with efficient and regular followup programmes.
6. There should be provision for practical training and orientation with more of extension knowledge.
7. Children, women and youth need to be more encouraged and motivated with both physical and moral support.
8. More number of education centres about Social Forestry should be opened and Social Forestry should be included from school level courses for all.
9. Care should be taken towards protection and maintainance of the plantations.
10. Other Government and private and voluntary organisations should come forward and actively participate in the programme and share the role and responsibility.

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APPENDICES

APPENDICES

APPENDIX - I

INTERVIEW SCHEDULE

Objective - I : Identification

- 1.1 Name of respondent -
 - 1.2 Designation -
 - 1.3 Name of office/organisation/institution -
 - 1.4 District : Home - Working in -
 - 1.5 Block : Home - Working in -
- Brief history of your organisation/institution :
- 1.6 When your office/organisation was established -
 - a) Can't say
 - b) Specifications
 - 1.7 When your office/organisation took up S.F.P as its activity -
 - a) Beginning
 - b) Recently
 - c) Can't say
 - d) Specification
 - 1.8 Since how many days you are working here -
 - a) From beginning
 - b) After sometime
 - c) Recently
 - 1.9 From where does it gets its incentives -
 - 1.10 The number of villages you are assigned -

- 1.11 What other organisation/institution you know have taken up S.F.P. (in the district):
- a) Specifications
 - b) Can't say
- 1.12 Your opinion about their work/performance -
- a) Excellent
 - b) Good
 - c) Satisfactory
- 1.13 Which is the best performing organisation/ institution -
- a) Can't say
 - b) Specifications

Objective - II

Involvement and Role Expectation

- 2.1 Age -
- 2.2 Education -
- 2.3 Are you exposed to S.F. course
- a) In school
 - b) In college
 - c) In training before service
 - d) In training after service
- 2.4 Do you participate in village functions ?
- 2.5 Do the people seek your advice in any case ?
- 2.6 Since how long you are participating in the S.F.P ?
- a) From begining
 - b) After sometime
 - c) Recently

- 2.7 Why do you joined this S.F.P
- a) For own consumption
 - b) For self interest
 - c) For job
 - d) Motivated to
 - e) For extra income
 - f) For business, sales and wages
 - g) To be an influential in the society
 - h) To increase the social status
 - i) To come in contact with Govt. and Vol. organisations people
 - j) To utilise own waste land
- 2.8 You participate in this S.F.P work
- a) Throughout the year
 - b) Not throughout the year
- 2.9 Why your friends do not participate
- a) No mind, faith and interest
 - b) Family members disuade
 - c) Did not get a chance to
 - d) Engaged in other work or occupation or profession
- Idea about their local people :
- 2.10 For wood and other forest products the people of your area depend on :
- a) Reserved or protected forest
 - b) Government plantations
 - c) Village wood lot
 - d) Backyard forests

- e) Own farm or own orchard
- f) Open field
- g) Market

Information seeking habit :

- 2.11 Do you keep contact for S.F.P. work
 - a) Within panchayat
 - b) Within Block
 - c) Within sub-division
 - d) Within district
 - e) Outside district
- 2.12 Do you seek information about S.F.P. work
 - a) From colleagues
 - b) From higher authority
 - c) From subordinates
 - d) V.F.C. members, villagers
 - e) Family members
 - f) Friends, relatives, neighbours
 - g) Local instructors or local leaders
 - h) Villagers or local people
 - i) Radio
 - j) Television
 - k) Newspaper
 - l) Magazines
 - m) Poster, charts, leaflets, circulars
 - n) Exhibitions
 - o) Films and slides

- 2.13 You have maximum confidence in -
- a) Local source
 - b) Cosmopolite source
 - c) Mass media
- Information giving habit -
- 2.14 You provide information about -
- a) General matters apart from S.F.
 - b) S.F. programme initiation
 - c) Nursery raising
 - d) Plantation benefit
 - e) Protection and maintenance
- 2.15 You provide information on S.F.P., that are -
- a) Correct and factual
 - b) Adequate
 - c) Profitable
 - d) Applicable and practicable
 - e) Befitting to the available resources
- 2.16 You provide information to
- a) Relatives, friends, neighbours
 - b) V.F.C. members, villagers, local leaders
 - c) Subordinates
 - d) Higher authorities
- 2.17 You provide information through -
- a) Personal visits
 - b) Group discussion

- c) Mass meeting
- d) Demonstrations
- e) Distribution of literature
- f) Posters and charts
- g) Films, folk dance etc.

2.18 You help the people of your area -

- a) By keeping co-operation with them
- b) By advising them
- c) By informing, helping and guiding them
- d) Stimulate the people to take up S.F. activities
- e) Doing work with them
- f) In making important decisions on adoption of S.F.P.
- g) Give technical support
- h) Create awareness
- i) Propagate benefits of S.F.P.
- j) Give training
- k) Selection of land
- l) Selection of tree species
- m) Selection of trainees
- n) Supply inputs in time and adequately
- o) Organise people, conduct meetings, farmers forums
- p) Care and maintenance of plantations
- q) Distribute products if any
- r) Represents and speaks on behalf of the people of the area.

2.19 You motivate people for -

- a) Community forestry
- b) Institutional forestry
- c) Backyard forestry
- d) Agro-forestry

Role Expectation :

2.20 It is expected from you that you should -

- a) Set up selected committees at village and panchayat level
- b) Decide on specific objectives of S.F.P. to be implemented in the area
- c) Assemble, relate, analyse and interpret the basic facts on forest and environmental situation in the area
- d) Identify the major problems and decide upon practical solutions to it
- e) Determine the needs of the people as per priority and according to the programme objective
- f) To develop complete procedure of S.F.P. and train the participant
- g) Explain the aim and objectives of S.F.P. to all
- h) Prepare the annual plan of work for S.F.P. in the area
- i) Make advance arrangements for inputs and teaching aids
- j) Co-ordinate the efforts and resources of other agencies and organisations for S.F.P.
- k) Carry out periodic evaluation of the S.F.P. in the area
- l) Look after care and maintenance of plantations
- m) Actively participate in S.F.P. and ensure effective co-operation of the people

- n) Develop leadership amongst the people for S.F.P.
- o) Publicise results and achievements among people and encourage them further
- 2.21 Whom do you consult while -
- a) Selection of land
- b) Selection of tree species
- c) Selection of plant protection
- d) Selection of or for nursery raising
- e) Selection of plantations

Objective - III

Programme Perception

	<u>Knowledge</u>	<u>Yes</u>	<u>No</u>	<u>U.D.</u>
3.1	Do you know what S.F.P. is	-	-	-
3.2	Are you aware of S.F.P. components	-	-	-
3.3	Do you know the S.F.P. objectives	-	-	-
3.4	Do you know when it was started	-	-	-
3.5	Do you know its area of operation	-	-	-
3.6	Do you know about the different courses of S.F.P.	-	-	-
3.7	Do you know there are staff working at different levels	-	-	-
3.8	Have you ever been to a real forest	-	-	-
3.9	Are you aware of the present environmental crisis	-	-	-
3.10	We need forest for our survival	-	-	-
3.11	Our forest resource has been increasing	-	-	-
3.12	Our forest resource has been decreasing	-	-	-

Knowledge		<u>Yes</u>	<u>No</u>	<u>UD</u>
3.13	Our forest resource has been constant	-	-	-
3.14	Orissa is self sufficient in its forest resources	-	-	-
3.15	Deforestation will lead to dangerous consequences	-	-	-
3.16	We are facing lots of problems due to deforestation	-	-	-
3.17	S.F.P. is very much essential and justified in Orissa	-	-	-
3.18	Impact of deforestation : Scarcity of forest produce	-	-	-
	Decrease in income	-	-	-
	Time lost in collecting	-	-	-
3.19	Do you have any idea regarding the possible returns from planting forest species	-	-	-
3.20	Has there been any change in the availability of forest products	-	-	-
3.21	What is the probable cause :			
	Afforestation	-	-	-
	Deforestation	-	-	-
	Any other	-	-	-
3.22	Are you aware of any measures taken by Govt. to conserve forest resources	-	-	-
3.23	Has the income from forest based activities changed in any way during the last 10 years	-	-	-
3.24	If yes, what kind of change has occurred			
	(i) Increased	-	-	-
	(ii) Decreased	-	-	-

Knowledge		<u>Yes</u>	<u>No</u>	<u>UD</u>
3.25	Why do you think this has happenend			
	a) Deforestation	-	-	-
	b) Afforestation	-	-	-
	c) Reserve forest area	-	-	-
	d) Strict rules and laws	-	-	-
	e) Awareness of people	-	-	-
3.26	Have you ever been any film on S.F.P.	-	-	-
3.27	Have you ever seen/listen to radio/ TV on S.F.P.	-	-	-
3.28	Do you get magazines, leaflets, circulars	-	-	-
3.29	How often you read them : Always	-	-	-
	Occasionally	-	-	-
	Never	-	-	-
3.30	Do you find something regarding S.F.P. on magazines	-	-	-
3.31	Knowledge about benefits of the programme			
	It will generate - Basic requirement (wood,timber etc.)	-	-	-
	Wage earning	-	-	-
	Business	-	-	-
	Shade, peace, rain	-	-	-
	Employment	-	-	-
	Any other	-	-	-
	In which area you are benefitted most			
	Agriculture=Soil fertility, rain	-	-	-
	Animal Husbandry= fodder	-	-	-

	<u>Yes</u>	<u>No</u>	<u>UD</u>
Health - Environment	-	-	-
Education - Knowledge	-	-	-
Business - Profit oriented	-	-	-
Probable consequences due to deforestation :			
Flood	-	-	-
Drought	-	-	-
Pollution	-	-	-
Any other	-	-	-
3.32 Level of knowledge in relation to farming technology :			
S.F.P. can be implemented in :			
Community land	-	-	-
Institutional land	-	-	-
Backyard	-	-	-
Road and rail sides	-	-	-
With crops in ridges	-	-	-
Horticulture species can be grown with forest species	-	-	-
Any other	-	-	-
	<u>Allmost</u>	<u>Some</u>	<u>None</u>
3.33 Knowledge of people's participation			
To what extent do you feel that people of your village area are well aware of the programme	-	-	-
To what extent do you know that people of your village take part in different items of the programme	-	-	-
To what extent you are participating in different items of the programme	-	-	-

UD - Undecided

3.34 Source of knowledge	<u>Mass media</u>	<u>V.O.</u>	<u>VFW's</u>	<u>Comm. agent</u>	<u>Local source</u>
For the first time who provided you the information regarding SFP	-	-	-	-	-
Who said you regarding the forest problem	-	-	-	-	-
Who initiated the programme in your village	-	-	-	-	-
Who advised you regarding its adoption	-	-	-	-	-
Who provided you the incentives	-	-	-	-	-
Who helped you in raising your nursery		-	-	-	-
Who helped you to continue the practice		-	-	-	-
Who explain you the importance and results to be	-	-	-	-	-
Who helped you in plant protection measures	-	-	-	-	-
Who selected the species for you	-	-	-	-	-
Who consults with you more frequently	-	-	-	-	-
3.35 Do you get training and education of Extension ?				<u>Yes</u>	<u>No</u>
For how may days :					
Is it adequate				-	-
Is it helpful				-	-
Do you want more				-	-

Skill	Yes	No	UD
3.36 What species of trees you generally recommend			
Forest trees	-	-	<u>U</u>
Fodder trees	-	-	-
Fuel wood	-	-	-
Ornamental trees	-	-	-
3.37 Do you have any waste land			
How do you use if : Grow crops	-	-	-
Lay waste	-	-	-
Forest plantation	-	-	-
Any other	-	-	-
3.38 How do you think this co-operation can be ensured			
Good contact	-	-	-
Make them understand and convinced	-	-	-
Assured them the benefits	-	-	-
Any other	-	-	-
3.39 What do you think should be done to prevent the forest crisis			
Afforestation	-	-	-
Stop cutting forests	-	-	-
Use little	-	-	-
Any other	-	-	-
3.40 Which you think is most important among			
Awareness	-	-	-
Training	-	-	-
Nursery raising	-	-	-

	<u>Yes</u>	<u>No</u>	<u>UD</u>
Plantation	-	-	-
After care	-	-	-
Any other	-	-	-
3.41 Why the people in your village participate in S.F.P.			
Understand it to be beneficial	-	-	-
Solve the need and interest of the people	-	-	-
Utilisation of available waste land	-	-	-
Wage earning	-	-	-
Local leader influence and persuade	-	-	-
Fullfil their own needs	-	-	-
Any other	-	-	-
	<u>Can't say</u>	<u>Can say</u>	
3.42 Match the following :			
Shade trees		Institutional plantations	
Fruit trees		Backyard plantation	
Fuel & fodder trees		Road side plantation	
Ornamental trees		Common and Govt. waste land	
3.43 Can you raise the seedlings if incentives are given	-	-	
3.44 Do you know how to prepare the pits			
It's spacing	-	-	
It's fertilizer and manure	-	-	

	<u>Can't say</u>	<u>Can say</u>
3.45 Can you motivate the people effectively	-	-
Can you arrange the inputs for the villagers	-	-
Can you rationally distribute the incentives to the needy and interested	-	-
<u>Attitude</u>	<u>Yes</u>	<u>No</u> <u>UD</u>
3.46 Will you agree if forest species are interplanted on this land along with your crops in :	-	- -
Waste land	-	- -
Cultivated land	-	- -
3.47 Will you take care of these trees if you have the right to use the harvest	-	- -
3.48 If the Govt./Vol. organisation takes up planting of trees on common land do you think it will be :		
Very useful	-	- -
Useful	-	- -
Not useful	-	- -
Can't say	-	- -
3.49 What category of land will be suitable for such planting		
Common land	-	- -
Govt. waste land	-	- -
Institutional	-	- -
Road & rail and canal sides	-	- -
Backyard	-	- -
Cultivable land	-	- -

Yes No UD

3.50	What help can you provide for such a venture :			
	Clearing the land	-	-	-
	Raise seedling	-	-	-
	Dig pits	-	-	-
	Help in plantation work	-	-	-
	Protection and maintenance	-	-	-
	Others (specify)	-	-	-
3.51	Do you think the villagers will co-operate in this S.F.P.	-	-	-
3.52	Who do you think should organise and manage this activity ?			
	VFW	-	-	-
	SFS	-	-	-
	VFC	-	-	-
	Volunteers	-	-	-
	Local leaders	-	-	-
3.53	Do you think a committee should be formed to manage the activities	-	-	-
3.54	How the committee should be formed			
	by VFW	-	-	-
	By VFC	-	-	-
	By higher authorities	-	-	-
	By election of people	-	-	-
3.55	Who should be the leader of the committee			
	Sarpancha	-	-	-
	Village headman	-	-	-
	Newly elected leader	-	-	-
	Any other	-	-	-

	<u>Yes</u>	<u>No</u>	<u>UD</u>
3.56 Do you think women's participation would be useful	-	-	-
3.57 Do you think women should be represented in the committee	-	-	-
3.58 Do you think the measures taken by Govt/Vol.organisations are adequate	-	-	-
3.59 The broadcaste/telecast S.F. material(listening to it is)			
Content is not relevant	-	-	-
Merely wastage of time	-	-	-
Difficult to understand	-	-	-
Nothing much to learn about	-	-	-
Timing of relay is not suitable	-	-	-
Important news	-	-	-
Any other	-	-	-
3.60 How do you perceive the programme implementation			
Useful	-	-	-
Timely	-	-	-
Interesting	-	-	-
Educative	-	-	-
Need satisfying	-	-	-
Tuned to situational demand	-	-	-
Adequate	-	-	-
Utilisation of local resources	-	-	-
Complete	-	-	-
Environmental development and stability	-	-	-

		<u>Yes</u>	<u>No</u>	<u>UD</u>
	Applicable	-	-	-
	Social development	-	-	-
	Understandable	-	-	-
	New	-	-	-
	Correct	-	-	-
	Any other	-	-	-
3.61	When you consult with your higher authorities ? Are you benefitted by them and their answer to your problems and questions	-	-	-
3.62	Are your subordinates and higher authorities practical and hard working	-	-	-
3.63	Are you self confident about the success of the S.F.P.	-	-	-
3.64	Do you think that adopting S.F.P. will lift your economic standard	-	-	-
3.65	Do the programme motivate the people towards the goal	-	-	-
3.66	Who do you think is responsible and duty bound for the S.F.P.			
	People	-	-	-
	Govt. people	-	-	-
	Vol. organisation people	-	-	-
	V.F.C.	-	-	-
	All the above	-	-	-
	None	-	-	-
3.67	This programme is meant for whom			
	Benefit of Govt.	-	-	-
	Benefit of people	-	-	-

	<u>Yes</u>	<u>No</u>	<u>UD</u>
Benefit of Vol.organisation	-	-	-
Can't say	-	-	-
3.68 If you are not participating, do you like to participate in near future earnestly	-	-	-
3.69 The project personnel are :			
Friendly	-	-	-
Helpful	-	-	-
Provide technical guidance	-	-	-
Available timely	-	-	-
Help in non-programme activities	-	-	-
Any other	-	-	-
3.70 Which are of the following do you feel to be not significant			
Awareness	-	-	-
Training	-	-	-
Nursery raising	-	-	-
Plantation : Backyard	-	-	-
Institutional	-	-	-
Community	-	-	-
Govt. land	-	-	-
Road,rail side	-	-	-
3.71 Do you consult/discuss with any body in family			
In village	-	-	-
Among colleagues	-	-	-

	<u>Yes</u>	<u>No</u>	<u>UD</u>
3.72 Are you satisfied with the amount of information you get regarding S.F.P.	-	-	-
Want more	-	-	-
3.73 The programme should be taken up in every place	-	-	-
3.74 The programme is feasible on the part of the tribals	-	-	-
Non tribals	-	-	-
3.75 You are proud of the programme in your area	-	-	-
3.76 You are able to develop if further	-	-	-
3.77 There is a change in farming norm after the programme in :			
Occupation	-	-	-
Leadership	-	-	-
Cultural aspect	-	-	-
Credit structure	-	-	-
Groupism in the village	-	-	-
Land development	-	-	-
3.78 Tribal people can be organised if technical guidance and financial help is given	-	-	-
3.79 More and more people are attracted towards the programme	-	-	-
3.80 The objectives of the S.F.P. are liked by the people	-	-	-

Objective- IV

Constraints and suggestions

<u>Constraints</u>	<u>FA</u>	<u>PA</u>	<u>DA</u>
4.1 Do you like you work in the S.F.P.	-	-	-
4.2 Are you aware of present environment crisis	-	-	-
4.3 Do you feel that now you have enough knowledge	-	-	-
4.4 Do you feel that you are skilled to do any work in S.F.P.	-	-	-
4.5 Do you understand all that is explained to you in training	-	-	-
4.6 Do you feel that the amount of training you received is sufficient to tackle all the problem	-	-	-
4.7 Do you had any practicals : regarding S.F.P. components			
Training	-	-	-
Nursery raising	-	-	-
Plantation	-	-	-
Create awareness	-	-	-
Field visits and tours	-	-	-
4.8 The training on extension is adequate	-	-	-
4.9 Can you motivate people for S.F.P.	-	-	-
4.10 Can you identify the needs and demand of the people about type of plantation and species of trees	-	-	-
4.11 Can you raise seedling if necessary incentives are given	-	-	-
4.12 Do you know how to prepare the pits	-	-	-

<u>Constraints</u>	<u>FA</u>	<u>PA</u>	<u>DA</u>
4.13 There is sufficient land for S.F.P.	-	-	-
4.14 Land available is suitable for the plantation	-	-	-
4.15 Public support co-operation and man power is adequately available for S.F.P	-	-	-
4.16 Adequate and timely finance is available for S.F.P.	-	-	-
4.17 Adequate and timely technical guidance and help is available	-	-	-
4.18 You get enough time for carrying out the work assigned to you	-	-	-
4.19 Do you get any provision for subsidiary occupation	-	-	-
4.20 Forest products can be easily marketed in the area	-	-	-
Problems in gathering knowledge and participation in the programme			
4.21 Comments of local people, friends, neighbours	-	-	-
4.22 Difficult to follow the instructors due to irregularities of attendance	-	-	-
4.23 Sometimes the subject matter is boring some	-	-	-
4.24 It is inconvenient to attend the programme in its time	-	-	-
4.25 Very little time is available for S.F.P. work	-	-	-
4.26 Occupational problem	-	-	-
4.27 Family trouble	-	-	-
4.28 Complete information is not available	-	-	-
4.29 No support- seedling, fertilizer, insecticides, subsidy, stipend, water, labour	-	-	-

Constraints

	<u>FA</u>	<u>PA</u>	<u>DA</u>
4.30 Problem for women (as they say to you)			
Children create problem	-	-	-
Lack of active co-operation from family members	-	-	-
Lack of knowledge	-	-	-
Lack of incentives	-	-	-
Lack of time	-	-	-
Blind beliefs if any	-	-	-
Any other	-	-	-
4.31 Problem for children (As you notice)			
Do not well understand the problem	-	-	-
Not well aware	-	-	-
Not encouraged by any one (through rewards)	-	-	-
Discouraged by family members	-	-	-
No time available to them	-	-	-
Not interested	-	-	-
Any other	-	-	-
4.32 Problem for youth (as you notice)			
Not interested	-	-	-
Groupism amongst them	-	-	-
Political pressure	-	-	-
No reward to them	-	-	-
Any other	-	-	-

<u>Constraints</u>	<u>FA</u>	<u>PA</u>	<u>DA</u>
4.33 The programme has some technical weak points	-	-	-
Financial weakness	-	-	-
4.34 Other workers and officers take keen interest in the programme	-	-	-
4.35 The higher authorities visit you regularly	-	-	-
4.36 There is evaluation of work from time to time	-	-	-
4.37 After plantation care and maintenance is good	-	-	-
4.38 People are able to read and understand the literatures and see and listen the radio and TV programme on S.F.P.	-	-	-
4.39 The publicity material reach you and all people in time	-	-	-
4.40 Communication problem			
People understand your language well	-	-	-
There is much of castism	-	-	-
People accept to what you say	-	-	-
People have many blind beliefs regarding S.F.P.	-	-	-
		<u>Yes</u>	<u>No</u>
There is an effect of political pressure in the area	-	-	-
There is groupism development	-	-	-
people are well linked with mass media	-	-	-
Request meetings and demonstrations are conducted	-	-	-
people participate in great numbers in meetings	-	-	-
FA - Fully agree, PA - Partially agree DA - Disagree			

Yes No

Suggestions :

4.41	Do you feel that the S.F.P. is a must for		
	Economic development	-	-
	Social justice	-	-
4.42	What support would you like to require for such S.F.P.		
	Seedlings	-	-
	Fertilizers	-	-
	Pesticides	-	-
	Advice and technical guidance	-	-
	Cash incentive	-	-
	Any other	-	-
4.43	What species do you think should be planted more		
	Fuel and fodder	-	-
	Fruit	-	-
	Ornamental	-	-
	Shade	-	-
	Any other	-	-
4.44	What is your suggestion regarding showing the produce		
	People should take and share	-	-
	Contractors	-	-
	Lease by Government	-	-
	Government auction	-	-
	Any other	-	-

	<u>Yes</u>	<u>N</u>
4.45 How do you think peoples participation can be ensured		
More contact	-	-
More explanation	-	-
More incentives	-	-
More reward	-	-
More awareness	-	-
Any other	-	-
4.46 More number of education centres about the programme	-	-
4.47 S.F. should be included in study from school level	-	-
4.48 Incentives and reward should be given for attraction	-	-
4.49 Knowledge and advice and guidance is required more frequently and repeatedly	-	-
4.50 Follow up and evaluation programme is necessary	-	-
4.51 Provision for practical training is required	-	-
4.52 Course programme of training should be continued for a longer period	-	-
4.53 For male participant Government should give financial support and land	-	-
4.54 Work load on the workers should be reduced	-	-
4.55 More time and concentration should be given to each village	-	-
4.56 Children should be more encouraged with rewards, prizes and scholarships	-	-
4.57 Youth should be motivated further	-	-

Yes No

4.58	Women should be included in the V.F.C. and other committees	-	-
4.59	Active participation of women is necessary	-	-
4.60	Family support is much required for the S.F.P.	-	-
4.61	Any other suggestions	-	-

APPENDIX - II

<u>Scales</u>		<u>Total scores</u>
<u>Objective-II</u>		
Information seeking habit -		
High	.....	3
Moderate	.....	2
Low	.....	1
Information giving habit		
High	.....	3
Moderate	.....	2
Low	.....	1
Respondents help the people		
More	.....	3
Less	.....	2
Least	.....	1
Respondents motivate the people for -		
More	.....	3
Less	.....	2
Least	.....	1
<u>Objective-III</u>		
Knowledge level of respondents -		
Poor	.....	1
Average	.....	2
Good	.....	3
skill of the respondents		
Poor	.....	1
Average	.....	2
Good	.....	3

Scales

Total scores

Attitude of the respondents

Negative	....	1
Neutral	....	2
Positive	....	3

Objective - IV

Constraints faced by the respondents :

Fully agree	....	3
Partially agree	....	2
Disagree	....	1

Suggestions given by the respondents :

Fully agree	....	3
Partially agree	....	2
Disagree	....	1