

5 Human Resource Development for Participatory Forest Management

Shifting to PFM from traditional forest management implies a major role reversal for forest departments from policing to facilitation. This requires

- an **attitudinal** change among FD officers and staff both towards each other and towards village women and men;
- acquiring **skills** for diagnosing the different dependence on forest produce of local women and men of different castes and classes, and facilitating the development of strong and democratic community institutions committed to principles of equity, transparency, and accountability; and
- adapting technical forest management and silvicultural **knowledge** to respond to villagers' different immediate and long-term needs for forest products on a sustainable basis.

Forestry training within Himachal Pradesh, as elsewhere in India, will have to be radically changed in the next few years if staff are to acquire the required knowledge, skills, and attitudes to successfully implement the new people-centred forest policy. In addition many of the senior staff in the service will have to undergo a process of attitudinal change ('reorientation') if they are to successfully guide their more junior staff to implement the new policy.

In recent years, with PFM becoming a major component of large donor-funded forestry projects, more attention has been given to defining the training needs for different levels of

FD staff. NGOs are often expected to play an important role in providing such training. However, there is still a lack of any clear training strategy for creating such training capacity, both within FDs and among NGOs.

Detailed information about the state PFM order and how to implement it should be incorporated in all short and regular courses to ensure that all departmental staff are informed and aware about the shift to PFM. In many states, large numbers of field staff still have no access to such information. At the other end, villagers must also have clear information about the new PFM framework. Development of information leaflets, posters, and other methods of communication for disseminating information among villagers should be included in training curricula, and even NGOs can be encouraged to prepare and disseminate such information materials.

5.1 The Department of Forest Farming and Conservation

Before discussing training needs it is important to understand the structure of the HP Department of Forest Farming and Conservation (DFFC). This department is headed by the Principal Chief Conservator of Forests (PCCF). It has five major wings, each headed by a Chief Conservator of Forests (CCF), responsible for forest settlement, project planning and development, wildlife, working plans, and territorial and protection matters. Logging and other commercial operations are undertaken by the State Forest Corporation,

headed by a Managing Director (CCF) and supported by parallel supporting lines.

The management of forests is the responsibility of 'territorial' staff while functional units attend to specific subjects such as forest research, drafting of working plans for management of forests, and habitat management in the National Parks and Sanctuaries.

The state is divided into nine territorial units, eight forest circles, and one wildlife circle, which are further divided into 38 territorial divisions, four wildlife divisions, and two national parks (with 30 sanctuaries) each with separate territorial jurisdictions. Each forest circle comprises four to five territorial forest divisions. Each forest division has four to six ranges, each range four to six blocks, and each

block five to seven beats. The wildlife circle is headed by a Chief Conservator of Forests (Wildlife) who is also the Chief Wildlife Warden of the State. The territorial circles are each headed by a Conservator of Forest (CF). Seven additional functional CFs assist the top management. They are the CF Research and Development, CF Working Plans (two), Director State Land Use and Waste and Development Board, CF Projects, CF Headquarters, and CF Planning. The Integrated Watershed Development Kandi (Hills) Programme (IWDP) and the IGCP. Palampur are headed by Project Directors who have the rank of Conservator.

The present DFFC career structure and numbers of staff at each level are shown in Figure 5.1.

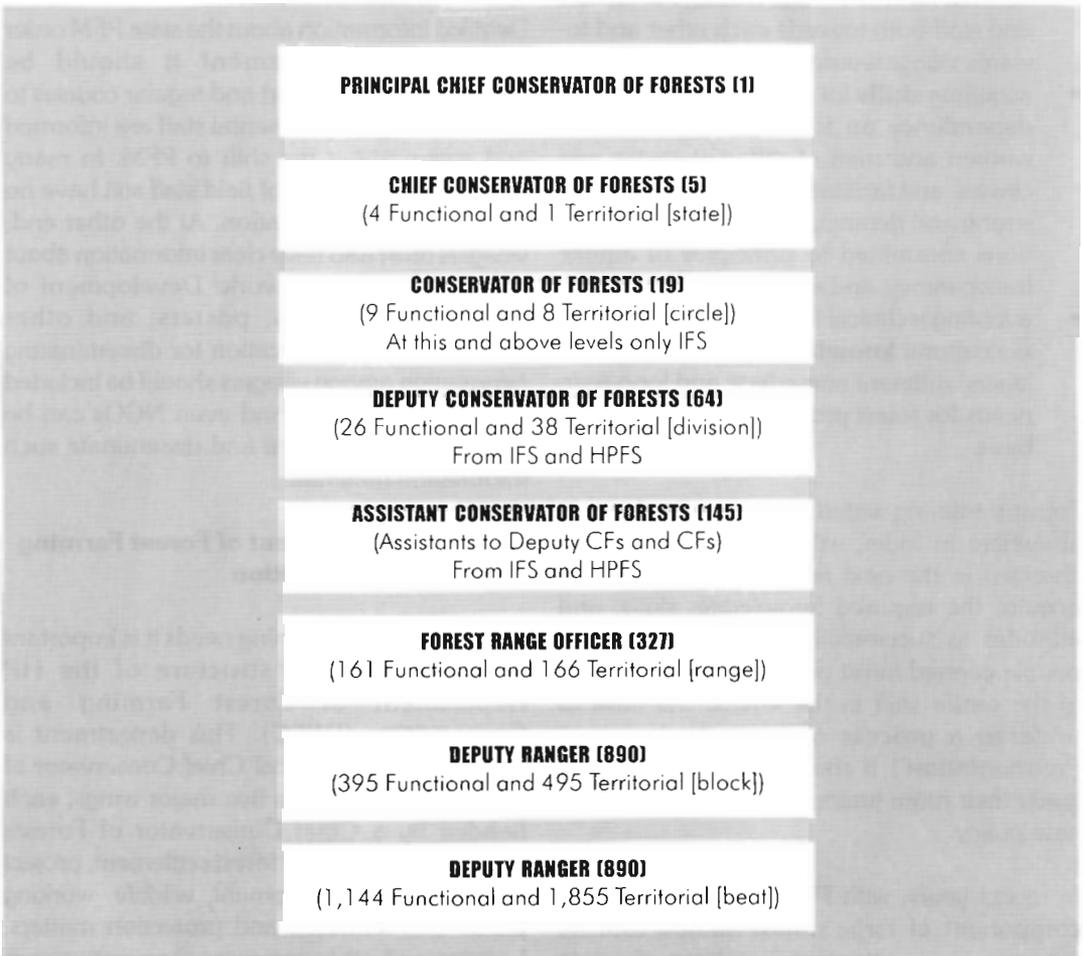


Figure 5.1: The Career Structure in the Department of Forest Farming and Conservation

In addition, the Department is supported by 385 technical staff, 1,023 ministerial staff, and 914 Class IV staff. The first two groups have their own career structures. Approximately 10 per cent of forest guard posts are reserved for Class IV staff (mainly peons).

5.2 Framework for Training for Participatory Forest Management

5.2.1 Training Needs

A wide range of training needs has been identified within the DFFC. Some of the needs are specific to certain levels of staff. But the most important need is to achieve an overall cultural change in the department by imparting the knowledge, changing the attitudes, and conveying the skills required for the successful and sustained implementation of PFM.

The main topics which require improved knowledge, attitudes, and practices throughout the department are summarised below.

Management Change–The DFFC and associated organisations are presently going through a period of unprecedented change. In order to manage this change successfully there is a need for many senior and mid-level DFFC staff to have formal management training in planning and implementing change strategies.

Increasing Awareness of Participatory Forest Management–There is a need to increase awareness of PFM throughout the DFFC and associated organisations like the Department of Animal Husbandry. All levels of DFFC staff require awareness training. At the village-level there is also a need to raise awareness of what PFM actually means and how it can be implemented.

Integrating Socioeconomic Needs into Forestry Practices–Many DFFC staff have a good technical understanding and knowledge of forestry. However, few have had any training in socioeconomic aspects of forestry. This is especially true in relation to PFM.

Equitable Sharing of Costs and Benefits Within Participatory Forest Management–The equitable sharing of costs and benefits within PFM will be critical for its success in Himachal Pradesh. DFFC staff need to have both an understanding of this issue and the skills to facilitate equitable sharing. As yet, few, if any, DFFC staff have had any training in this critical aspect of PFM.

Sustainable Silvicultural Systems For PFM–Many DFFC staff have a very good understanding of classical silvicultural systems and the required skills and knowledge to manage forests. However successful, PFM will need a wide range of new silvicultural systems, practices, and treatments. As yet, few if any staff have had any training in the silvicultural systems required under PFM. In addition, the challenge of successfully integrating PFM with ‘traditional’ working plans is considerable. This topic will require careful attention. When working mechanisms have been worked out, staff will need training in them.

Increasing Yields of and Economic Returns from Non-Timber Forest Products (NTFPs) – The potential of NTFPs in Himachal Pradesh is rapidly being realised. The importance of NTFPs under PFM will raise their profile even higher. In order to realise the potential of NTFPs and maximise the economic returns from them there is a need for many staff in the DFFC to have formal training in these subjects. This is especially the case for those DFFC staff working in the higher altitude zone of the state.

Working with NGOs–There is no significant history of NGOs working with the government in Himachal Pradesh. There is a need for DFFC staff to have an awareness of both the strengths and weakness of NGOs and their differences from government institutions and organisations.

Working with Other Institutions–Institutional linkages are very important. DFFC staff need to be able to develop effective working relationships with a range of institutions. Knowledge of successful customer

client relationships is required among senior DFFC staff. Negotiation skills and such skills as the preparation of contracts are required.

Communication Skills—Communication skills are required throughout the DFFC. Few DFFC staff have had formal training in communication skills. Facilitation and training skills are urgently required for those staff involved in PFM. Likewise, written communication skills are required by a number of staff.

Developing Village-level Organisations—The development of village-level organisations is a new area of work for most DFFC staff. An understanding of village-level organisations is required by all those staff who will be implementing the practical aspects of PFM.

Participatory Planning and Management—Participatory planning and management skills are critical if PFM is to be successfully introduced and implemented at village-level. Few DFFC staff have had practical training in these areas.

Promoting Equal Opportunities within the Department and Village Organisations—Promotion of equal opportunities is needed at all levels of the DFFC. Likewise, those staff working at village-level need a clear awareness of the importance of providing genuine equal opportunities, particularly for ethnic (i.e., religious/linguistic/cultural) minorities.

Increasing Gender Awareness within the Department and All Associated with It—The importance of gender issues in forestry management is slowly but surely being realised. In recent years, a number of important lessons have emerged from other states involved with PFM. Awareness of gender issues is vital to the long-term success of PFM and all staff in the DFFC need training in this area.

Assertiveness Skills for Women And Other Marginal Groups—Training in assertiveness skills can be most beneficial for women and other marginalised groups.

Assertiveness training should be a regular feature of the training offered to both DFFC staff and village-level organisations.

Team Work—Teamwork is vital for the successful working of the DFFC. Nowhere is this more true than in relation to the implementation of PFM. Staff at all levels of the DFFC need to have at least an awareness of teamwork skills.

5.3 Training for Senior DFFC Staff

Senior officers of the DFFC receive their forestry training outside the state, so this training must be seen in the context of the national provision of forestry training. At national level, forestry training for professional staff is being imparted at three levels of institutions. The Indira Gandhi National Forest Academy (IGNFA) at Dehra Dun trains officers recruited to the Indian Forest Service (IFS) by the Union Public Service Commission through all-India competitive examinations. The minimum educational qualification to be eligible for the examination is BSc. Training at IGNFA is for two years, followed by a three-month foundation course on basic governance of the country in Lal Bahadur Shastri Academy at Mussouri. The officers are then allocated to the states for appointment as ACFs in the IFS cadre of the state. Himachal Pradesh Forest Service (HPFS) officers are recruited through a competitive examination conducted by the HP State Public Service Commission. Again candidates must have a minimum educational qualification of BSc. Successful candidates are sent for a two-year training course at one of the State Forest Service Colleges (SFSC) at Dehra Dun (UP), Coimbatore (TN), or Burnihat (Assam). On completion of training, they are posted to the state as ACFs in the HPFS cadre.

Until 1985, training for state forest range officer recruits was the responsibility of the GOI. Initially the minimum educational qualification was Intermediate (11 + 2 or 10 + 3) and courses were for two years duration. After the initial qualification was raised to BSc, the training course was reduced to one year. Since

then the GOI Ranger Colleges at Dehra Dun and Coimbatore have closed and Ranger Colleges have been set up by some states at Balaghat and Chandrapur (Madhya Pradesh), Haldwani (Uttar Pradesh), Angul (Orissa), Kurseong (West Bengal), and Rajpipla (Gujarat) and the course again extended to two years. States that do not have a Ranger College send their candidates to any of the above institutions.

During their initial training period, IFS recruits are posted to a 'cadre state', an appointment which s/he will retain for the whole period of service. From the cadre state s/he may be deputed to any of the central institutions, including the Ministry of Environment and Forests, the research institutes, training colleges, and other Ministries of the Government of India, but on completion of the period of deputation, s/he reverts to serving in the cadre state. Direct recruits to the HP State Forest Service (SFS) serve in the state and mostly in the department. After not less than eight years service they are eligible, on merit, for transfer to the IFS and therefore, for promotion to the highest ranks in the department.

The vacancies for Assistant Conservators are filled in part by direct recruitment with the college training described, and in part by promotion of range officers in the department. Similarly, the vacancies for range officers are filled partly by direct recruitment with college training and partly by promotion of Foresters/Deputy Rangers. In principle, officers who are promoted may attend an in-service training course, but in practice this appears to be exceptional.

5.3.1 In-Service Training for Senior Officers

In recent years, provision has been made for mid-career training to be offered to forest officers through the state forest departments. The duration is normally one to three weeks per year. Officers are invited to indicate their preference from a range of topics such as computer applications, project formulation,

wildlife management, forest - tribal interface, gender issues in forestry, participatory rural appraisal, human resource development, and remote sensing. They may then be allocated to one of some 23 courses at institutions throughout India. A full list of the courses presently offered and a list of training institutes where officers are sent for training is presented in Annex 9. Further in-service training includes the provision of longer courses such as that leading to the Diploma in Wildlife Management at Dehra Dun.

5.3.2 The Quality of Senior Staff Training

The measure of quality is problematical. This is especially true for the quality of training. In the following quality is defined and referred to as 'fitness for purpose'.

For any training institute to be providing 'high quality' training, it has to be providing the trainees with the knowledge, skills, and attitudes which will equip them to do their work more effectively. In the ever changing forestry sector this means there is a constant need for curriculum development and updating of the staff who have to deliver the learning experiences required by the curricula. This has become more critical with the policy shift to PFM.

In 1991, Mutch *et al.* found that the teaching staff at IGNFA and the SFSCs readily accepted the need for syllabus changes. Indeed, they reported that a recent start had been made to update many of the outdated syllabi used at that time. Palit (1994) has reviewed some of the recent changes that have been made in the IGNFA, SFSCs, and Forest Ranger courses. Whilst he found the most recent IGNFA syllabus an improvement over the old one, there were clear deficiencies with regard to the skills and attitudes being taught. The syllabus still had a heavy technical emphasis on traditional forestry, and even this had not been adapted for the implementation of PFM. The revised syllabus for the SFSCs is similar to that for the IFS course and consequently suffers from the same deficiencies.

Mutch *et al* (1991) outlined a suggested approach for social science training for Indian forestry. They suggested that the basic objectives of social science teaching within the Indian forest services should be:

- to enable forest officers to distinguish in rural peoples key differences with regard to socio-economic status, caste, and gender and to understand the significance of these differences for social forestry;
- to make foresters aware of the issues of rural poverty and thereby understand the problems of rural people, so they can communicate effectively with them; and
- to equip foresters with project planning skills, in particular for economic aspects.

They suggest that the methods taught should include:

- participatory rural appraisal, participatory mapping and modelling to reveal such things as natural resource use and seasonality;
- project planning techniques; project framework approaches, and cost benefit analysis;
- basic information gathering;
- participatory management, identifying user groups and stake-holders, negotiations on management of forest and community in social forestry programmes;
- systems of project evaluation and monitoring; and
- extension methods including visual materials, charts, and similar.

They also suggested that there should be differences in course content at the different levels of training (IFS, SFS, ranger) with more planning skills at the higher levels and more communication skills at ranger level and below. It is disappointing to note that their recommendations do not yet appear to have been taken up. Few of the above topics have been included in any of the revised syllabi. Whilst it is recognised that the DFFC can do little by way of changing the curricula taught outside the state, the senior staff of DFFC can have a positive influence on those responsible

for curriculum development at IGNFA and the various colleges.

5.3.3 Training Methods

The revision of syllabi for IGNFA, IFS, and SFS training courses will not in itself be sufficient to ensure the delivery of sufficient new competent staff to successfully implement the new national forest policy. The methods used to facilitate learning are often as important for high quality training as the details of the course content. This is especially true in relation to the delivery of 'people-focused forestry' courses. The way in which young staff are instructed has a profound effect on the manner in which they operate subsequently as forest officers, not least with respect to forestry systems that are society based and socially dependent.

The training methods used at IGNFA and the other Indian Council of Forestry Research and Education (ICFRE) colleges were reviewed by the first Mutch report (Mutch *et al.* 1990). This suggested that there should be a reduction in the size of groups in training; a move from lecturing to interactive learning, a change of emphasis from teaching to learning, and encouragement of self motivated study. The extent of these changes in the past three years could not be assessed, but it is clear that even if a move in the right direction has been made more movement is likely to be necessary.

For high quality training, it is essential to provide effective teacher/trainer training to those who are to be deputed to training posts. As a minimum, this training should cover training methods, practical forestry skills, assessment methods, the design and production of training materials, participatory training methods, and planning forestry training programmes.

5.4 Training for Field Level Staff (Forest Guards and Deputy Rangers)

Until 1993, Deputy Rangers and Forest Guards in HP were trained only at the Chail Training School. However, massive recruitment,

promotions, and the limited thrust of training, meant that by 1993 there were 1,500 forest guards (1,200 Forest Department and 327 Forest Corporation) and 660 deputy rangers (605 Forest Department and 57 Forest Corporation) who had never received training. In order to train them, two new training centres were opened in November 1993, one at Sundernagar in Mandi district, the other at Kuthar in Kangra district. In addition, the training schedule at Chail was rationalised to utilise the full training capacity. For two years clearing the backlog for forest guard training was emphasised and only forest guard courses were held. Between November 1993 and 1998 more than 900 forest guards of Forest Department received training. Deputy ranger courses were re-introduced in August 1995.

5.4.1 Forest Training Schools

The Forest Training School at Chail

The Forestry Training School at Chail (FTSC) was established in 1968. Prior to that State forestry training had been based at Junga (1949-52), Solan (1952-6), Mashobra (1956-64) and then Solan again (1964-68).

The original FTSC buildings were the property of the Maharaja of Patiala. Constructed in the early part of this century, they were originally built to house the stables and attendants of the Maharaja. In recent years, new buildings have been built to provide both improved teaching and hostel accommodation. Since it was established, the FTSC has provided both pre-service and in-service training for DFFC forest guards, foresters, and deputy rangers. Occasionally, the school provided training for candidates sponsored by other government departments, non-government organisations, externally funded projects, and ministerial staff of the Forest Department.

In 1987, a ten-year Master plan for the FTSC was drawn up by the DFO Chail. Some aspects of the plan have been successfully followed, others not. The plan presented a useful vision of what the DFFC wanted to develop at Chail.

• Courses Taught

The FTSC has offered a variety of pre-service and in-service training courses for Forest Rangers, Deputy Rangers, Forest Guards, and Administrative Clerks of the DFFC and the Himachal Pradesh State Forest Corporation. In addition short courses have been organised for non-government organisations and externally funded projects. Foundation Courses include the following.

- Forest Guards Course—This five and a half-month course has been offered regularly at Chail. In recent years, two courses have been conducted each year, each with 60 trainees. In 1993-1995, when forest guard training was prioritised, the FTSC conducted two courses a year with 120 trainees in each.
- Deputy Rangers Course—This is a three-month ‘Capsule’ course for promotee deputy rangers. The course was introduced in 1990 after a gap of three years. Prior to that an 11 month pre-service course was conducted for directly recruited deputy rangers.

A number of special courses has also been conducted including

- a three-month Wildlife Management course for deputy rangers and forest guards,
- a two-week course on Social Forestry for female forest guards,
- a one-week Wildlife Orientation course for recently promoted range officers.

• Training Methodologies

Whilst the lack of training resources at the FTSC limits the range of training methodologies that can be used, the more pressing problem is that of staff not having the experience and confidence to use interactive and participatory methodologies. With the large groups of up to 60 trainees at a time, the staff resort to formal lectures as the main method of information transmission. Even in this, they feel constrained by their own lack of

practical experience in the subjects they have to teach. On their own admission, many of the teaching staff use their own student notes as the basis for their formal lectures. This practice results in the trainees receiving a watered-down version of what is often inappropriate content delivered in an inappropriate way. Staff need to be trained teaching methods, and they also need an opportunity to build up their own practical experience of the subjects they have to teach. Only then will they gain in self-confidence and command a respect from the trainees that is built upon expertise rather than simply rank.

The DFO Chail, who has been trained overseas in practical forestry training methodologies, has recently made attempts at using more interactive training techniques. He found that they can be used successfully even with groups of over 100 trainees. This was illustrated by the feedback he gained from a class of 118 forest guards whilst teaching a new series of sessions on PFM. In one session he divided the guards up into 10 small groups and facilitated a discussion session on the topic of DFFC staff training needs for the successful introduction of PFM in Himachal Pradesh. The feedback from this session is presented in Box 5.1.

BOX 5.1
Training Needs of DFFC Staff for the Successful Introduction of PFM

- Knowledge about departmental policy
- Practical training
- Training in communication skills
- Listening skills
- PFM study tours
- 'T and V' training for staff so they can work with villagers
- More participatory training
- More publicity and extension
- Circle/division/range level weekly training
- Teamwork skills
- Local / vernacular materials

Note: As seen by the 35th batch of Forest Guards at the Forestry Training School, Chail, 1994

Forest Training Centre Sundernagar

Sundernagar Forest Training Centre (FTCS), located some 25 km from Mandi town, was built as part of the World Bank Social Forestry Project in 1992. The training centre is now being used to support the training offered at FTSC.

Forest Training School Kuther

The Forest Training Centre Kuther (FTCK), located in Nurpur Forest Division on the Kotla-Ranital road some 12 km from Kotla town, was built under the World Bank Social Forestry project in 1992 for training 'van sewaks'. It is now used for training forest guards.

5.4.2 Strengths and Weaknesses of the Forest Training Schools

The strengths and weaknesses of the Forest Training Schools were investigated as a part of the assessment process of JPFM needs under the Himachal Pradesh Forestry Project.

The recognised strengths were as follow.

There are a considerable number of field-based training resources. The location of the FTSC in a sanctuary area of reserve coniferous forest has a range of positive advantages for the conducting of practical forestry training sessions, including JPFM. Recently an attempt has been made to construct a small nursery and arboretum. A small glasshouse can be used to demonstrate glasshouse and nursery techniques. The only practical classes that cannot be undertaken locally are those on tree felling. This is because of the felling ban in the forests.

Some staff in Chail and Sundernagar have been trained overseas in practical forest training methodologies. The staff numbers at Chail and Sundernagar have been strengthened since 1993 to deal with new training curricula. Chail has excellent facilities for trainees and a modern training block. Similarly, Sundernagar now has a newly built training block above the office block. Both the FTSC and the FTCS are now

well equipped with such things as teaching aids, computers, and overhead projectors.

The recognised weaknesses included the following.

Trainees are not provided with lecture notes. Many staff still lack training in teaching methodologies and practical experience of the subjects taught. The hostel facilities at Chail and the hostel facilities and training block at Kuthar are inadequate.

5.4.3 Curriculum Development

Adequacy of Old Training Curriculum

The current provision of forestry training in the DFFC is based upon a long tradition of national forestry education and training and a more recent, but significant, history of state forestry training. For more than a century forest protection was the dominant goal of the national policy.

The 1988 national forest policy called for the fostering of a 'popular mass movement' of forestry awareness among villagers and tribal people, especially among women. This required a change of attitude in the forest services towards the public. Without exception, all DFFC staff consulted stated that the Forest Guard and Deputy Ranger curricula urgently need updating in line with these changes. Many of those consulted made the point that there is little point in training Forest Guards and Deputy Rangers in 'traditional forestry' when the DFFC is trying to introduce JFPM throughout the State.

In 1994, consultants stated that the syllabi of the Forest Guard and Deputy Rangers courses needed to be radically updated in line with the DFFC's stated policy of PFM. The training methodologies and courses adopted until 1993 in the Chail training school did not offer any learning opportunities related to PFM, and even the courses on social forestry used the classical theoretical approach. The consultants stressed that the mode of course delivery was as important as the course. People 'teach as they have been taught'. If Forest Guards and Deputy

Rangers are continuously lectured to during their training, it is likely that they in turn will 'lecture' to villagers, and PFM will fail before it starts. Participatory and active learning methodologies are needed for the effective delivery of the curricula.

The consultants examined two model syllabi developed by the 'Neog Committee' in 1993: a nine-month introductory course for normal training, and a three-month 'Capsule Course' devised to assist in clearing the backlog of untrained guards. Although a short 'Capsule Course' has many attractions, the proposed content and style of training were not appropriate for PFM. Issues related to peoples' participation and social forestry took up 16 per cent of the proposed teaching time in the long course, and only 2.8 per cent (10 hours) of total teaching time in the short course. The syllabi offered no great improvement over existing syllabi.

Vision Statement

A vision statement and objectives for Forestry Training in Himachal Pradesh were developed during a training needs assessment study for the Himachal Pradesh Forestry Project (HPFD). The statement is given in Box 5.2.

PFM Training Agenda

Keeping in view the vision statement and objectives for the development of training schools, it is clear that much of the emphasis is on developing curricula for forest guards and deputy rangers which include social and participatory functions as well as basic forestry training. Special refresher courses (workshops and seminars) will be designed for range officers and IFS officers for the period 1996 to 2000 AD.

The forestry sector often seems to have difficulty in preparing financially viable projects and programmes, particularly in the higher hills. There is also a shortage of clear policy guidelines on the returns (economic and financial) to be expected from investments and programmes. Of late, there has been a greater emphasis on imparting training in socioeconomic qualitative techniques to

BOX 5.2

Vision Statement for Forestry Training

By the year 2000

The HPFP will be supporting and providing a range of high quality training courses/workshops for all levels of staff and collaborating village organisations, NGOs, and other institutions/departments.

The Forestry Training School, Chail, supported by the Sundernagar Forestry Training Centre and the Forestry Training Centre, Kuthar, will be the best practical and participatory forestry training centre in the Himalayan belt.

All three training centres will be providing pre- and in-service, practical, high-quality participatory training, on and off campus, for the needs of

- DFFC and HPSFC,
- other government departments,
- NGOs,
- externally funded projects,
- other institutions,
- other clients,

have close links with

- local communities,
- local territorial divisions and circles,
- DFFC headquarters, Shimla,
- other projects on-going in the state,
- other institutions,
- NGOs,

and be lively, innovative and attractive centres for staff to work in.

foresters. It is now being realised that foresters generally do not have a business orientation and lack skills in investment preparation and financial analysis. They are also handicapped by the lack of separation between policing roles and production roles. Forestry personnel at the policy programme level need customised training in the forestry business environment.

The development of customised training packages is likely to take place around 2000 AD, after a thorough review of the achievements made in fulfilling the objectives of training laid down up to the year 2000 AD.

New PFM Oriented Training Curriculum

A new PFM oriented training curriculum was developed in a two week workshop held in 1995

at Sundernagar Training Centre. The curriculum was developed by trained and untrained forest guards and deputy rangers, staff from the Chail and Sundernagar training schools, and the Joint Forest Participatory Management Support Team for Kullu and Mandi Forest circles.

The aim of the curriculum development was defined as *“to enable forest guards and deputy rangers to learn basic field level forestry practices and acquire related special skills so they perform their tasks effectively in the context of the participatory approach to forest land management.”*

The steps were as follow.

1. Defining the aims and objectives of training
2. Defining the role of forest guards and their major tasks and sub-tasks

3. Critical review of existing curricula vis-à-vis job description
4. Conversion of list of tasks into titles of study
5. Identifying time required for each title of study and method for studying
6. Grouping of titles of study into units of study

The new PFM curriculum was introduced in April 1996.

5.4.4 The Present Quality of Forest Guard Training

Feedback was obtained from Forest Guards with regard to the quality of training at the three schools at a time when topics related to PFM had been introduced at Chail and Sundernagar. The results are summarised below.

The basic features of the curriculum developed and proposed for forest guards are summarised in Table 5.1.

Table 5.1: Comparison of Existing and Proposed Curricula for Forest Guards	
Old Curriculum	New Curriculum
GENERAL PRINCIPLES	
Theoretical Police pattern More emphasis on physical fitness Designed per employer view to achieve the aims of trainees Training after 5 to 10 years of service No provision for refresher courses Subjects Subject Driven Teaching methods not mentioned Knowledge based In accordance with traditional forestry Syllabus only	Practical Participatory Induction of self defence Needs based to fulfill the actual objectives of the trainees and stakeholders view considered Training on entry to the service or as soon as possible Provisions for refresher courses Units Task Driven Explained with time allocation Skill based Designed as per changed job role Detailed written scheme
TOPICS	
Existing Silviculture and protection Forestry projects Forest Utilisation Soil Conservation Forest Engineering Wildlife Accounts procedure and law Environmental conservation and ecology	Proposed Protecting forest land resources Practising sustainable silviculture and NTFP propagation Implementing participatory forest land resource management Managing and utilising forest produce including NTFPs Performing soil and water conservation measures Performing basic forest engineering and survey works Conserving bio-diversity and wildlife management Carrying out accounts and office procedure Practising basic self defence and first aid
Source: Sharma, K. D., Divisional Forest Officer, 1993	

- Major problems faced by the forest guards in their day to day work
 - Meeting the firewood requirements of villagers. Firewood is needed for both cooking and heating. Although the villagers' requirements are legitimate, the guards are in perpetual conflict with villagers over illicit felling because of the insufficient amount of 'dry and fallen wood' in the forest.
 - Encroachment of forest lands for agricultural purposes
 - Grazing pressures on forests; people let their cattle loose even in new plantations.
 - In the Kotgarh area, truckloads of unproductive cattle are brought and left in the forests by villagers during the summer months. As each guard's beat covers 12 to 15 sq. km. it is impossible for him or her to keep an eye on all of it all the time. Sometimes a guard is given a charge of two or three beats at the same time, which makes the problem worse.
 - No villagers are prepared to act as witnesses for illicit felling of timber. The guards need witnesses for preparing offence reports. If they try to compel some villagers to agree to become a witness, political pressure is exerted on them not to do so.
 - Related to this is the problem of guards not having any means to transport illicitly cut timber apprehended by them. If they leave it where it is found, it is likely to be stolen while they go to arrange transport.
 - Working with, and dealing with, women. Fodder and firewood are mostly collected from the forest by women. The male guards face tremendous problems in dealing with women forest offenders.
 - Controlling migrant grazers. In some areas, migrant grazers do a lot of damage. They also cut trees to build their temporary huts.
 - Not knowing what to do because many villagers depend on illicit felling for their livelihood.
- Useful things learned from the training course
 - Forest Law, forest utilisation, ecology, and environment
 - The importance of working in cooperation with local people and taking their needs into account, e.g., in species' selection
 - Learning about PFM was very useful, although it was felt that practical work on PFM should be included.
 - The importance of listening skills, developing these was useful to enable them to understand villagers' perspectives
 - Technical matters like raising nurseries properly, transplanting seedlings, and how to estimate seed requirements per hectare were useful.
- Value of the training course for solving their day to day problems as forest guards
 - The emphasis on PFM and working in cooperation with people was found to be most useful for dealing with their day to day problems. However, there was considerable discussion on this. At both Chail and Sundemagar some of the trainees felt that simply seeking villagers' cooperation would not deal with the problems of illicit extraction for essential needs unless viable alternatives were provided. If villagers didn't have rights in forests it was necessary to find some way of meeting their forest product needs. The importance of support by senior officers for putting PFM into practice was also emphasised. Some guards felt that PFM was unlikely to help in dealing with problems of encroachment on forest lands, particularly when backed by political pressure. PFM would also not help in dealing with the most difficult problem of all—political pressure.
- Trainees' suggestions as to how the training course could be improved
 - It should be given at the start of their service, not at the end.
 - There should be more practical work.
 - More teaching aids should be used, e.g., posters, charts, models.
 - The length of the study tour should be increased to at least a month.
 - A break in the middle of the course would be good.

- Simple local terms should be used instead of botanical names.
- The teachers should not be transferred in the middle of the course
- Other general comments
- There should be short refresher courses each year.
- The guards should be posted in areas where they know the local language.
- In Sundernagar and Kuther buses are needed for field visits, in Chail two are needed for the larger groups.
- There is a need for training in PFM (at Kuther none of the Forest Guards consulted knew anything at all about PFM).

5.5 Linkages with Other Institutions

5.5.1 Organisations and Institutes within Himachal Pradesh

Dr. Y. P. Parmar Horticulture and Forestry University, Solan

Forestry was introduced as a subject in the Horticulture and Forestry University, Solan, in 1976. In 1983 the university commenced a regular course in forestry leading to a BSc Degree. This course has an intake of 25 students per year. In addition, the university has 15 MSc forestry students and 15 Ph.D. forestry students.

The Forestry Faculty is partly funded by the DFFC. Each year a grant is paid to the university so that the research needs of the DFFC can be addressed. In the last two years the DFFC have taken a series of steps to ensure that they get 'value for money' from the university. A review of the appropriateness and quality of the forestry research was undertaken by the DFFC in 1995/ 1996. With the exception of some social forestry training for farmers, the training capacity of the university has not been used by the DFFC. With its excellent training facilities, the university is well placed to provide training. However, there is a real need for any training provided to be both

practical and based upon current local experiences. Whilst the university has a track record of providing academic education, the university's capacity to provide practical up to date training on topics such as JFPM is far from proven.

A long-term strategy is needed to strengthen the existing linkages between the university and the DFFC. The first step would be for the DFFC to request the university to provide training in line with its current needs. The Department of Extension Education would be the best placed department to assist the DFFC with current needs in relation to PFM at ranger level. Training support is needed in order to build up a team of qualified and experienced PFM trainers. This could be provided through overseas' training for a selected group of staff. These staff should then be responsible for working with the DFFC to design and deliver a short in-service course for rangers on aspects of PFM. Close monitoring and evaluation of this process by the DFFC will be needed at all times. Only if the DFFC clearly state what their training requirements are can the university be expected to deliver the practical training required.

Agro-Economic Research Centre, Shimla University

The Agro-Economic Research Centre (AERC) of Shimla University has undertaken an evaluation of the Integrated Watershed Development Project. The centre has built up a good record of accomplishment of applied research work and has published a series of useful documents/booklets. Whilst they are not specifically a training organisation the AERC has recently provided some monitoring and evaluation training for DFFC project staff. The staff of the AERC are keen to assist the DFFC in any way possible and would welcome stronger links.

Himachal Pradesh Institute of Public Administration

The Himachal Pradesh Institute of Public Administration (HIPA) offers a wide range of

short training courses for gazetted officers of the government. An annual series of courses is offered, and DFFC staff are invited to any relevant courses. The courses are advertised through the published annual calendar of courses.

Over the last three years the institute has designed and offered a range of short courses with a forestry/environmental content. These include the following.

- Course on Forestry in Rural Development (5 days)
- Construction of Roads under the Forest Conservation Act (3 days)
- Management of Environment in Mountainous Districts (3 days)

These courses are not designed for the DFFC, but for the Indian Administrative Service (IAS) officers from other departments. DFFC staff have played a significant role as faculty on all of these courses. In addition to conducting the 'regular courses' the present director of HIPA is keen to establish 'needs-based training' and is very open to suggestions for any specific training courses/workshops that may be required by the DFFC. Whilst the institute does not have the in-house skills required for certain specialised forestry and management training courses, it is well placed to buy in the required expertise from other institutes and organisations. The institute has excellent residential facilities and infrastructure and is well placed to provide training courses and workshops for senior DFFC staff.

5.5.2 National Organisations and Institutes

Wildlife Institute of India, Dehra Dun

The Wildlife Institute of India (WII) was set up in 1982. Since 1986, it has functioned as an autonomous institution of the Ministry of Forests and Environment. The mandate of the WII was to create a human resource base, a cadre of trained wildlife managers and scientists, both ecologists and socioeconomists.

The staff of the WII have built up experience of conducting courses in eco-development. Some of these courses have involved aspects of participatory forest management. The Director of the WII is keen to offer the training services of the institute to the DFFC.

Indian Institute of Management, Bangalore

The Indian Institute of Management has experience of conducting courses for IFS officers. Several of these courses have been aimed at bringing about attitudinal changes. Given their experience, the Director of the Institute is keen to assist in providing tailor-made courses for senior DFFC staff.

Indian Institute of Forest Management, Bhopal

Some time back the Indian Institute of Forest Management (IIFM) had no full time Director. Because of this, it has been difficult to ascertain the capability of the Institute. It is expected that in time the institute may be able to offer a range of relevant short courses and workshops for senior DFFC staff.