

**India-UNDP Project on**  
**“Strengthening of Institutional Structures to Implement the Biological diversity Act”**

**Highlights of the report of the Consultant- Training & Capacity Building**

**JHARKHAND**

The Consultant visited Jharkhand from February 1 to 4, 2010. During the visit to Jharkhand, meetings were held with a number of officials and academicians and following recommendations were made.

***Awareness generation***

There is need for more structural material to launch awareness campaign in the target districts. The booklets must be short, simple in text language and easy to understand. It should help to understand:

- What is Biological Diversity Act?
- What is People's Biodiversity Register (PBR)?
- How to use People's Biodiversity Register (PBR)?
- What are the benefits, community can get?

The Training Programmes will be most useful, as per JSBB, if it is conducted at three levels viz., for **(1)** Officials of concerned line departments, **(2)** Academic institutions and NGO's, **(3)** Local community. The proposed format of the training programme is given below:

Training Programme	Presided by BDO
Line departments: One day	Agriculture / Forest / Fishery / Animal Husbandry / Rural Development
Academic Institute / NGO: One day	Secondary / Higher Secondary / College Teachers & NGO
Community Awareness with Biodiversity: Three days	In every Block or Center of Blocks
Location	<ul style="list-style-type: none"><li>➤ Hazaribagh Town for # 1 &amp; 2</li><li>➤ Dultongunge Town for #1 &amp; 2</li><li>➤ Location to be decided for #3</li></ul>

***Peoples Participation***

The authorities informed that the State of Jharkhand has a vibrant Joint Forest Management and Eco-Development Programmes. A total of 10,632 Forest Protection Committees (FPC) are reportedly functioning in a state with 30% forest cover; Eco-Development Committees (EDC) are operating in all 12 Protected Areas (PA's) of the State and expectedly can play the role of BMC in Forest Areas with designated PA's. When Panchayat election will be initiated, it is expected to lead to 3,744 Panchayats in 32,260 villages under 247 Community Blocks of Jharkhand. Till such time, EDC's are to carry out the function of BMC treat without official status.

## ***Livelihood***

According to the Forest Department, livelihood of the tribal population, heavily depend on NTFP and other traditional bio-resources for their sustenance. Since both the selected districts in Jharkhand have large forest area and significant tribal population, the use of NTFP and Traditional varieties of seed and cattle & poultry are of immense importance. A generic list of the main items is given below:

- Kendu leaf
- Sal seed
- Mohua
- Medicinal Plants
- Traditional Rice & Millets
- Traditional Cattle & Poultry

## ***Educational Institutions***

Educational Institutions are vital for planning participation of 'People's Biodiversity Register'. Students from Secondary, Higher secondary and Colleges can be motivated from local areas to form groups with equal participation of female and males (a group of 20 supported by 02 teachers); such groups can undertake field survey, interact with the local community in community meetings and household visits and collect the data – both on resources, their current uses and traditional knowledge. Elder citizens should be especially visited to collect the past information.

Table 1. The number of educational institutions in Hazaribagh and Latehar districts is given below:

District	Secondary School	Higher Secondary School	Degree College
Hazaribag	86	12	9
Latehar	20	4	4

Depending on the locations of these institutions, both awareness and training programmes may be organized, involving students, teachers and local communities. Such programmes have proven to be successful in the state of Karnataka and West Bengal.

## **MADHYA PRADESH**

The Consultant visited Madhya Pradesh from 4 to 7 February, 2010 and reported the following. The State has a number of academic, research and training institutions, which can be fruitfully utilized for the programmes at the state capital, Bhopal.

1	The Barkatulla University	Zoology & Applied Aquaculture Microbiology (Soil)
2	Indian Institute of Forest Management	International Centre for Community Forestry
3	National Museum of Natural History	Teachers Training Tree Census Natures Camp
4	IGRMS :	Sacred Groves

5	State Institute for Panchayat & Rural Development:	Panchayati Raj
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All these five institutions can be linked up along with MPSBB; the State Panchayat and Rural Development Institute (each state is supported to have one) can be utilized for rural level training programmes on making the provisions of the Biodiversity Act, 2002 and Rules, 2004 clear (in West Bengal and Kerala State this model has been used).

Since the three selected districts have a list of BMCs, the task of making BMCs more functional will be immediate. Training Programme in that direction should be formulated.

Table 2. Number of BMC's in three districts

District	Gram Panchayat	Nagar Panchayat	Nagar Palma	Nagar Nigam
Rewa	827	11	04	01
Hosangabad	428	02	03	–
Balaghat	693	02	–	–
Total	1948	15	07	01

The sensitization programme, therefore, is to be targeted to 1976 BMCs covering all the three districts; however, cluster training may be more practical and for that a detailed planning is to be drawn up by the MPSBB. The State has seven universities and two agricultural universities but none is located in the target districts, however, biodiversity experts from nearest university can be invited for the said programme (Bhopal, Jabalpur, Indore, Gwalior, Sagar).

Jabalpur being almost equidistant from Rewa, Balaghat and Hosangabad, it may be ideally chosen for university based trainings at Jawaharlal Nehru Krishi Viswa Vidyalaya (JNKVV).

The Pattern of training including the duration may be the same as for Jharkhand but considering the number of BMCs, the frequency of training programmes need serious changes.

Table 3. Training Programme

Target	Duration	Number of Training
1. Line Department	One day	12 Numbers
2. Academic Institute / NGO	One day	12 Numbers
3. Community Awareness	One day	At Block level: 26 Numbers

In case the training & the awareness programme is conducted at Block level, the numbers of Blocks in three selected districts stand at:

Name of the Districts	Numbers of Blocks
1. Rewa	09
2. Hosangabad	07
3. Balaghat	10
<b>Total</b>	<b>26</b>

It is proposed that, at least two community level meetings should be held at the block level every month; since that will leave two blocks, so the meetings on the 6<sup>th</sup> & 12<sup>th</sup> month should be targeted for three blocks instead of two, to cover up all the 26 blocks.

## ***Peoples Participation***

The objective of the Biodiversity Act is protection and sustainable use of both wild and agro-biodiversity, participation of farmers, fishers and forest community will thus be essential not only to help document the biodiversity, but also to implement the provisions of the law regarding access and transfer of bioresources and commercial use on the principle of benefit sharing.

## ***Tribal Population***

The tribal population of Madhya Pradesh is divided into 58 large and small tribes (48 scheduled tribes in 1981 census in undivided Madhya Pradesh) and 'Gonds' occupy the top position followed by 'Bhils'. Gonds have adopted settled cultivation but a section is practicing 'Shifting Cultivation' known as 'Penda' or 'Dippi'. Principal crops are Kutki, Kods, Bajra, Urad, and Moong, while rice and Kutki form staple diet. Gonds are well known for traditional ethno biological knowledge and depend on NTFP with substantial use of Chironji, honey, Golar and Mahua. Collection of Tendu leaves, cattle rearing, besides adapting poultry and piggery promoted by Tribal Development Programme make 'Gonds' predominantly dependent on bio-resources. Housing material besides food are sources from forests. River banks and hill tops are favorite habitats. The land under shifting cultivation is community owned. (cf. Tribal India, by Nadeem Hasnair, 2007, New Royal Books, Lucknow).

## ***Educational Institutes***

Since, the documentation of biodiversity is a major component of work under Biological Diversity Act, 2002 and Rules, 2004, the potential of involving student community can be judged from the data on educational institutions given below.

Table 4. District wise educational institutes, high schools, senior secondary schools and colleges

S. No.	Districts	Educational institutes		Total teachers	
		High & Senior Secondary Schools	Colleges	High & Senior Secondary School	Colleges
1	Hoshangabad	182	9	1154	147
2	Balaghat	244	7	3334	84
3	Rewa	431	11	5877	210

## **The report includes the following chapters related to capacity building.**

### **CHAPTER I: Biological Diversity & People's Biodiversity Register (PBR)**

1. Introduction
2. Biological Diversity
3. People's Biodiversity Register

## CHAPTER II: Biological Diversity

1. Why we need bioresources
2. How law can help?
3. What we can do?
4. Salient features of Biological Diversity Acts & Rules
5. Sacred Groves
6. Heritage sites
7. Biodiversity conservation in forests and agriculture

## CHAPTER III: Biodiversity Conservation Made Easy - Question & Answers

## CHAPTER IV: Formats to be used for documentation

1. Land Races
  2. Domesticated Animals
  3. Medicinal Plants
  4. Wild Relatives of Plants
  5. Folk Varieties
  6. Fish Species (Native)
  7. Heritage Sites.
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