



ROLE OF STUDENTS IN WASTELAND DEVELOPMENT A CASE STUDY

Dr. R. N. Yadav

Principal (Retd) , Paryavarn Bhawan, Charkhi Dadri(Haryana)

ABSTRACT

Wastelands are degraded lands which can be brought under vegetative cover with efforts, In India we have around 55 million hectares of wastelands as per latest estimates of National Remote Sensing Agency (NRSA). This land mass is presently barren and unproductive. It occurs in small or large pieces all over the country. These wastelands may be put to productive use, if concerted efforts are made.

KEYWORDS: *National Remote Sensing Agency (NRSA) , appropriate techniques and methods.*

INTRODUCTION

Some vegetal cover on these lands is possible if appropriate techniques and methods are adopted vegetation will be helpful in protecting the land surface from further deterioration. It will help in moisture conservation and improvement of environment. Uncontrolled grazing and indiscriminate denudation of vegetation are accelerating the process of deterioration. Development of such lands would be a long term process calling for sustained well planned efforts supported by government and non-government organizations. Government and public would have to work together on practical, pragmatic and scientific lines to develop these lands. Self developing arrangement using advanced techniques and willing involvement of public is required for better results. Wasteland development programmes would therefore, produce material wealth on one hand and job opportunity on the other.

OBJECTIVES:

Developing wastelands keeping in view the capability of degraded land and local needs.
To improve the socio-economic condition of the poor people residing in the programme areas.
Conservation of natural resources and restoration of ecological balance.

ROLE OF STUDENTS:

Students of schools and colleges can play an important role in forwarding this programme. Students would be benefited by self education, possible small earning and lot of job satisfaction. First of all a strong working arrangement system may be developed between students and concerned government departments. Students can contribute a lot in this sphere of wasteland development if proper approach is adopted.

In our country a huge number of students are taking education in different schools and colleges. It is known that the student-community has a lot of spare time during holidays and vacations. During holidays and vacations students can be involved in social work. There is further possibility and scope of involving students in wasteland development programmes. In their long duration of education a long term programme of plantation on wastelands may be chalked out. There



should be continued involvement and follow up action by the students. There are some schemes with the forest department where students participation may be useful. Nurseries may be developed by students in schools and colleges.

MECHANISM FOR STUDENTS INVOLVEMENT:

Participation and assistance of students in the wastelands development programme should be the anxiety of concerned departments. These departments should take interest and initiative to identify areas and educational institutions for the active participation. Special cells at different levels may be created for this purpose. Coordination and liaison with education department can be very useful. All programmes chalked out by the educational organizations are likely to obtain administrative, technical and financial support. It would be useful to have a dialogue between different departments before a programme is conceived. Student groups should be involved from the stage of planning a project to its execution, monitoring and evaluation.

It would be useful to organize training camps for the students before execution of jobs. Identification of devoted teachers and students for participation in the project makes matters simpler and easier. There may be a provision of incentives and awards for the teachers and students on the basis of their performance. Recognition of student's efforts through certificates, marks and cash would invite willing response. Educational institutions raising successful plantation should be given some extra marks. Public common lands can be earmarked for participating schools and colleges in the neighborhood to assist in tree plantation and their protection. Common waste lands of government offices can be allotted to different educational institutions for tree planting. In rural and urban areas strips along canals. Railway lines and roads can be given to nearby schools/colleges for plantation, maintenance and protection.

Educational institutions can raise nurseries through student's efforts. Distribution of plants and further monitoring of planting can easily be done by students. Female students can have effective approach to rural women folk. They should be included in the awareness as well as plantation programmes. Students of technical institutions can look after technical aspects such as contour mapping, soil survey and water testing etc. Necessary directives and guidelines from government to subordinate offices will prepare working ground in this regard. Positive and constructive thinking is the hallmark of success. The concerned departments should provide required financial support and technical inputs. There are some examples where much greater involvement of students has been obtained.

A CASE STUDY:

To quote just an example of students participation in the community wasteland development programme organized by a non government organization i.e. Haryana Paryavaran Sanrakshan Aur Sodh Samiti Charkhi Dadri district Bhiwani, Haryana from 16th, June 1992 to 18th August 1992. In this awareness cum plantation programme 60 student volunteers and 6 teacher coordinators participated. The main objectives of this programme were to generate ideas, awareness and consciousness among rural folk regarding the imperative need for conservation and protection of the environment and secondly to plant trees on the village community wasteland. Before the plantation cum environment awareness programme all 60 students and 6 coordinators were trained by the subject experts. After training all sixty students were divided in six groups comprising ten students in each group under the supervision of one teacher coordinator. Each group of ten students and one coordinator were sent to a village for the purpose to aware the villagers about the protection of environment and motivate them to plant trees on the village common wasteland. In this way in the first phase all the six groups were sent to six villages and they stayed there in the Govt. schools for four days and nights. In the day time students planted plants on the village common land with the help of the villagers and during night they gave a message of environment protection and its conservation through cultural programmes in the village chaupals. These plantation and cultural programmes were very impressive and appealing. In this way in all the six phases thirty six village of district Bhiwani were covered during a period of approximately one month. During this programme of one month

70000 useful species of plants were planted by the student volunteers with the cooperation and coordination of village Panchyat and forest department. This programme was a successful one because the survival rate of the plants was 90percent as monitoring by the forest and environment department after a period of three years. In this way such type of programmes may be chalked out by students with the cooperation and coordination of concerned departments. Earlier the wasteland which was of no use at all, after plantation the wasteland became a source of fuel and timber for the villagers.

The villagers and the village Sarpanchas of all the 36 villages where the plantation and environment awareness camps were organized by the Haryana Paryavaran sanrakshan Aur Sodh Samiti are so impressed by the success of the Programme that they are again and again approaching to Dr. R. N. Yadav general secretary of Haryana Paryavaran Sanrakshan Aur Sodh Samiti to organize such type of more camps in their villages. According to the sarpanchas of village Barsana, Uain, Achina, Imlota and Ramlwas the plantation camp was very successtul and the survival rate of the plants in their villages was 90 percent. The plants were planted in the school premises and on the private plots of the villagers. Now the premises of those schools are full to greenery and the plants which were planted on the private plots are good source of fuel wood.

According to Sarpanches of Pandwan, Kheri Bura, Kheri Battar, Mehra, Jhojhu Khurd, Badal and Asawari the plantation of Kikar was done on the piedmont area of the Arawali ranges which were flourished well but due to mining and overgrazing the deforestation rate was very high and now only 5 to 10 percent plants are left. In rest of the villages i.e Ranila, Jhinjhar, Khatiwas, Bhageshwari, Birhi, Samaspur, Bhagwi, Sarupgarh, Kanheti, Morwala, Kalali, Balali, Sanwar, Sanjarwas, Hindol. Sankrod, Sonf Kasni, Lamba, Badhwana, Jawa, Changrod, Balrod and Bijna the success rate was 80 to 90 percent in the first three years but in the later stage due to the indifferent attitude of the village panchyats most of the plants had been cut down for fuel purposes by the villagers. Now only 20 to 30 percent plants are left. The plants have good impact on the ecology of the village. According to the villagers such camps should be organized regularly and panchyats should be accountable for the survival of the plants.

According to all the six coordinators i.e. Dr.R.N Yadav, L.K.Rao, Kuldeep Phogat, P.C.Sastry, Rajbir Singh of the plantation and Environment awareness camps, this was a very good programme in which all the sixty dedicated volunteers participated with full enthusiasm. They worked hard in the plantation camps and during nights they presented different cultural programmes on environment to convey the message of environment awareness and its importance. According to all the coordinators the programme was a grand success. According to Dr.RN.Yadav organizing secretary of the Chetna Shivirs it was a solid team work and its was organized in the able guidance of Sh. Arun Kumar I.A.S. the then S.D.M. of Charkhi Dadri Sub Division and now senior I.A.S. officer Haryana. On the cultural front the forest division of Arawali at Charkhi Dadri extended good support in terms of posters. pamphlets etc for which special thanks is due to Shri A.S. Bajwa, H.F.S. the then Divisional Forest Officer, Aravali Publicity Division and Department of Health all extended good cooperation. Keeping in view the success of the programmes. Such endeavours can again be undertaken.

In summing up the discussion, following action plan is suggested.

- i) Students from schools and colleges should be involved in their spare time to help in planning, execution and monitoring wasteland development programmes.
- ii) Girl students may be involved to contact women in the village for meaningful co-operation.
- iii) The nodal departments should be advised to develop strong cooperation between students, teachers and their officials.
- iv) Training programmes should be arranged for students before allotting jobs to them.
- v) The staff of nodal departments should be oriented to evolve means, methods and techniques required in the whole project.

REFERENCES

1. B.C.Jat 2008 : Natural Hazards and Disaster Management. Published by M.D. Publications PVT. LTD. New Delhi.
2. B.P. Chaurasia 2015 : Environmental Pollution and Management. Published by L.P. Chaurasia, Dinesh Puram Hostel, Partapgarh (UP).
3. Yadav R.N. 2017 : Paryavarn Sanrakshan Published by Haryana Paryavarn Sanrakshan aur Sodh Samiti (Regd.) Charkhi Dadri Haryana.
4. Yadav R.N. 1998 : Environmental Pollution, Casus, Effects and Control, Published by Munto Publishing House, New Delhi.
5. Yadav R.N. 2006 : Environmental Studies. Published by Hitaishi and Company, Anasri Road, New Delhi.
6. Yadav R.N. 2013 : Paryavarn Vighyan. Published by Paryavarn Bhawan, Charkhi Dadri Haryana.
7. Yadav R.N. 2007 : Paryavarn Bodh. Published by Paryavarn Bhawan, Charkhi Dadri Haryana.