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# Facilitator Guide



Sector  
**Agriculture**

Sub-Sector  
**Forestry, Environment &  
Renewable Energy Management**

Occupation  
**Agro Forestry Management**

Reference ID: **AGR/Q6102**, Version **3.0**  
NSQF Level: **3**

## Non-Timber Forest Produce Harvester



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**Shri Narendra Modi**  
Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”

## Acknowledgements

We are thankful to all organizations and individuals who have helped us in preparation of this Facilitator Guide. We also wish to extend our gratitude to all those who reviewed the content and provided valuable inputs for improving quality, coherence and content presentation of chapters. This Facilitator Guide will lead to successful roll out the skill development initiatives, helping greatly our stakeholders particularly trainees, trainers and assessors etc. We are thankful to our Subject Matter Expert for the content and helping us in preparation of this Facilitator Guide.

It is expected that this publication would meet the complete requirements of QP/NOS based training delivery. We welcome the suggestions from users, industry experts and other stakeholders for any improvement in future.

## About this Guide

The objective of the guide is to provide an approach map for interacting with the trainees undergoing training on the job role. The aim of the course is to provide both theoretical and practical knowledge to the trainees, and also to guide them.

The guide is neither a substitute nor complete road map, but an aid to help you to pass on the knowledge on all the aspects to the trainees in a systematic manner. It is expected that the trainer is fully conversant with all the contents of the handbook. The guide is just to indicate that how to proceed for covering a topic and includes some additional information that may be necessary for the trainer to develop better comprehension.

Facilitator with the help of this guide will be able to build among participants:

- **Knowledge and Understanding:** Satisfactory operational learning and comprehension to play out the required chore
- **Performance Criteria:** Pick up the required aptitudes through hands on preparing and play out the required operations inside the predetermined measures
- **Professional Skills:** Capacity to settle on operational choices relating to the zone of work

The job will also help them learn more by field visits and providing hands on training. It is expected that irrespective of the region, knowledge on all aspects of Non- Timber Forest Produce Harvester will be imparted to trainees.

## Symbols Used



Ask



Activity



Do



Demonstrate



Explain



Elaborate



Example



Exercise



Facilitation Notes



Field Visit



Learning Outcomes



Notes



Objectives



Practical



Resources



Role Play



Summarize



Say



Team Activity



Tips

## Table of Contents

S.No.	Modules and Units	Page No.
<b>1.</b>	<b>Introduction to the Role of a Non-Timber Forest Produce Harvester</b>	<b>1</b>
	Unit 1.1 - General Discipline in the Classroom	3
	Unit 1.2 - Scope and Importance of NTFP Harvester	5
	Unit 1.3 - Role of NTFP Harvester	7
	Unit 1.4 - Demand and Supply, Price and Exchange Associated with Non-Timber Forest Produce	9
<b>2.</b>	<b>Process of Identifying and Harvesting the NTFP and MAPs (AGR/N6109)</b>	<b>14</b>
	Unit 2.1 - Identification, Classification and Government Policies on Collection, Storage, Marketing of NTFPs	16
	Unit 2.2 - NTFP Collection Permitted Areas and Process	20
	Unit 2.3 - Relevant Forest Biodiversity Process	23
	Unit 2.4 - Non – Timber Forest Produce Using Approved Procedures	25
	Unit 2.5 - MAP Species and their Potent Parts	27
	Unit 2.6 - Identify Site and Plant Species Prior to Harvesting	29
	Unit 2.7 - Standard Procedure and Equipment for Harvesting	32
	Unit 2.8 - Apply Scientific and Good Collection Practices	35
	Unit 2.9 - Identify and Collect MAP Using Approved Procedures	37
<b>3.</b>	<b>Post-Harvest Processing of NTFP &amp; MAPs (AGR/N6127)</b>	<b>52</b>
	Unit 3.1 - Post – Harvest Processing of NTFP	44
	Unit 3.2 - Post Crop Processing of MAP	48
	Unit 3.3 - Resource Optimization and Waste Management	51
<b>4.</b>	<b>Basic Market-Related Activities for NTFP and MAPs (AGR/N6111)</b>	<b>55</b>
	Unit 4.1 - Record Details of NTFP and MAPs	57
	Unit 4.2 - Formal and Informal Marketing Channels for NTFP	59
	Unit 4.3 - Appropriate Marketing Channel	62
	Unit 4.4 - Quantity, Quality and Price of the NTFP Produce	64
	Unit 4.5 - Maintain Books of Accounts and Calculate B:C Ratio	67
	Unit 4.6 - Sell Product to Appropriate Marketing Channel	69
	Unit 4.7 - Adhere to NTFP Trade Policy	71
<b>5.</b>	<b>Basic Health and Safety Practices in Forestry-Related Work (AGR/N9909)</b>	<b>75</b>
	Unit 5.1 - Demonstrate Appropriate Safety Practices	77
	Unit 5.2 - General Safety and First Aid	79
	Unit 5.3 - Protective Clothing and Safety Gears	81
	Unit 5.4 - Administer First Aid	83
	Unit 5.5 - Rescue Techniques During Emergency Accidents	86
	Unit 5.6 - Reporting the accident to the Designated Authority	89



## Table of Contents

S.No.	Modules and Units	Page No.
6.	<b>Employability Skills 30 Hours (DGT/VSQ/N0101)</b> To access MSDE Upgraded Employability Skills, click here: <a href="https://eskillindia.org/NewEmployability">https://eskillindia.org/NewEmployability</a>	93
7.	<b>Annexures</b>	95
	Annexure I - Training Delivery Plan	96
	Annexure II - Assessment Criteria	106
	Annexure III - QR Codes – Video Links	107







## Bridge Module

## Key Learning Outcomes

**After the completion of this module, the participant will be able to:**

1. Describe the size and scope of the agriculture industry and its sub-sectors.
2. Discuss the role and responsibilities of a Non-Timber Forest Produce Harvester.
3. Identify various employment opportunities for a Non-Timber Forest Produce Harvester.

## UNIT 1.1: General Discipline in the Classroom

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Demonstrate general discipline in the classroom.
2. Identify a Non-timber Forest Produce Collector.
3. Describe the job role and responsibilities of a NTFP Harvester.
4. Identify personal attributes of a NTFP Harvester.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.

### Say

- Greet all participants with smile and appreciate participants for being on time and for participating in this course.
- Give your brief introduction to participants, and describe the purpose of the training session.

### Ask

- What can be considered 'good discipline' in the classroom ?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Classroom discipline
- Do's and don'ts of maintaining discipline
- Understand the Relevant Organizational Policies and Procedures

### Demonstrate

- Show the students a video based on the Do's and Don'ts of maintaining discipline within a classroom.
- Ensure that the students make a note of all important and relevant details.
- Translate the English words into the local language known by a majority of the students in the class.
- Share your inputs and insight, to encourage the students.

## Activity



**Purpose :** To learn Do's and don'ts within a classroom. This activity may be planned for 20-30 minutes.

**Methodology:** Pen and paper activity

**Procedure :**

- Organize a Classroom-based group activity
- Divide the class into groups, depending upon batch strength
- Ask one group to mention the Do's within a classroom and the other group should mention the Don'ts.
- Declare the final marks based on the performance of each group.

## Do



- Ask a student to Summarize what was discussed in the session.
- Supervise and guide the participants for completing their tasks.

## Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Show more innovative images as per topic requirements for better understanding of the topics.
- Ask them to answer the questions given in the participant handbook.

## Exercise



**Key Solutions to PHB Exercises**

1. The agricultural sector provides raw materials for a variety of industries, including textiles, sugar, flour mills, jute, and apparel. The important sectors consider include Agriculture, Horticulture, Animal husbandry, Fishery, Soil and water conservation, Poultry, dairy farming, Agriculture Marketing, Milk-fed financial institute and Social forestry.
2. NTFPs provide rural people with food, medicine, construction materials, and income.

## UNIT 1.2 : Scope and Importance of NTFP Harvester

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Recognize the importance of Non-timber Forest Produce.
2. Describe the medicinal importance of few wild plants.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.

### Ask

- What is the connection between NTFP and food security?
- Can you name some medicinal herbs?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Importance of NTFP.
- NTFPs in Food Security
- NTFPs in wood and biomass production
- NTFPs in medicines and plant production

### Demonstrate

- Show the students a some medicinal plants with their important characteristics with the help of audio-visual aids.
- Ensure that the students make a note of all important and relevant details.
- Share your inputs and insight, to encourage the students.

## Role Play

**Purpose :** To understand the importance of NTFP.

**Methodology :** Role play session and it may be planned for 30-40 minutes.

- Request one or two volunteers to act as a NTFPs harvester .
- Ask others participants to listen and ask questions to the volunteers.
- Now the volunteers who were playing the role of NTFPs harvester will tell about the role of NTFP harvester and its importance which was mentioned in participants handbook.
- Then the participants will ask questions related to the same.
- At the end of the play, comment on observed positive and negative points.
- Ask the participants if they have any questions.
- Encourage the participants to make notes for better recollection of the topic.

## Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class.
- Show more innovative images as per topic requirements for better understanding of the topics.
- Ask them to answer the questions given in the participant handbook.

## Exercise

### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. False
4. False
5. True

#### B. Answer the following questions:

##### 1. NTFPs in Food Security

- To a large extent forests make a significant contribution to food security by providing woodfuel.
- Preparing food using wood fuel can extend the shelf life of food.
- NTFPs include products used as food and food additives such as edible nuts, fruits, herbs, spices, condiments, aromatic plants, fibres used in furniture, clothing, construction, etc.

For more, refer section 1.2.1.

2. In India, NTFPs provide about 40 percent of total official forest revenues and 55 percent of forest-based employment. NTFPs are vital for subsistence such as fruits, leaves, fibers, gums, dyes, honey, wax, etc. and meeting the sources of daily nutrition.

## UNIT 1.3 : Role of NTFP Harvester

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe the job role of an NTFP Harvester.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.

### Ask

- Do you know about the job roles and responsibilities of NTFP Harvester ? If yes, then explain.

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Job role and responsibilities of a NTFP harvester
  - ✓ Personal attributes of a NTFP harvester
  - ✓ Who is Non-timber Forest Produce (NTFP) collector?

### Activity

**Purpose :** To understand the job roles of NTFP Harvester. This activity may be planned for 20-30 minutes.

**Methodology:** Group discussion and Q/A session

**Procedure :**

- Show the students a video based on the job role of a NTFP harvester.
- Ensure that the students make a note of all important and relevant details.
- Encourage the students to ask as many questions as possible
- Conduct a Q/A session after the discussion.
- Appreciate participants for their active participation in the activity.

## Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Show more innovative images as per topic requirements for better understanding of the topics.
- Ask them to answer the questions given in the participant handbook.

## Exercise



### Key Solutions to PHB Exercises

#### A. Fill in the Blanks:

1. Non-Wood Forest Produce
2. Certain Norms
3. Organization
4. Organizational Structure
5. Allied

#### B. Descriptive Questions:

1. Three important roles :
  - A NTFP Harvester gathers forest produce from forest area either for self- consumption or for sale.
  - A NTFP Harvester contribute to local economies.
  - A NTFP Harvester to dietary risk minimization of forest dependent communities.
2. Professional qualifications of a NTFP Harvester :
  - A NTFP Harvester should be familiar with the local forest and its flora and fauna.
  - A NTFP Harvester should have positive viewpoint about ecological harmony.
  - A NTFP Harvester should be receptive to instructions given by forest authorities.



## UNIT 1.4: Demand and Supply, Price and Exchange Associated with Non-Timber Forest Produce

### Unit Objectives

**After the completion of this unit, the participant will be able to:**

1. Identify products involved in Non-timber Forest Produce.
2. Estimate the demand and supply for NTFP.
3. Identify relevant regulations with respect to NTFP collection.
4. Identify regulations and responsibilities related to NTFPs collection procedures.
5. State the importance of NTFP in Indian Rural Economy.
6. Describe the Relevant Organizational Policies and Procedures.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.

### Ask

- Define Non-timber Forest Produce in your own words?
- Do you know about some important acts in India related to NTFP collection ?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Value Price of NTFP
  - ✓ Demand and Supply
- Regulations associated with NTFPs
  - ✓ Awareness of relevant regulations with respect to NTFP collection
  - ✓ The important Acts in India related to NTFP collection
  - ✓ Identify regulations and responsibilities related to NTFPs collection procedures from appropriate resources
- Importance of NTFP in Indian Rural Economy

## Activity



**Purpose :** To know about some important acts related to NTFP collection.

**Methodology :** Pen and paper activity and it may be planned for 30 minutes.

- Divide the participants into 5 groups.
- Ask each group to write short note on a given topic.
- No group should be given the same topic.
- Topics will be different acts related to NTFP collection :
  - ✓ Indian Forest Act of 1927
  - ✓ The Wildlife (Protection) Act of 1972
  - ✓ The Forest (Conservation) Act of 1980
  - ✓ The Biological Diversity Act 2002
  - ✓ The Scheduled Tribes and Other Traditional Forest-Dwellers (Recognition of Forest Rights) Act 2006
- Ask each participant to maintain the records with the help of Participants handbook.
- Facilitate the participants to help them to maintain the record.
- Address any queries of the participants.

## Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ask them to answer the questions given in the participant handbook.
- Ensure that all the participants can answer every question.

## Exercise



### Key Solutions to PHB Exercises

#### A. Choose the Correct Alternative:

1. Farming
2. The Central Goods and Services Tax Act
3. Exempt
4. Rural
5. Forest

**B. Descriptive Questions:**

1. Assuming that there is a continuous flow of benefits to the community from woodlands and forest, the value of “n” approaches infinity and the formula becomes

$$PV = [a/r]$$

Further 'a', i.e. estimated annual actual value of NTFPs can be calculated using the formula

$$a = Q_m * V_u * P_r * H_t$$

Here,  $Q_m$  refers to average annual quantity of NTFPs collected per household (kg), and  $V_u$  refers to per unit value.

2. The Wildlife Protection Act 1972.

3. Three ways in which NTFP collection boost the rural economy :

- NTFPs provide 50% of rural income to 20-30% people living in villages as well as suburban areas.
- Growth pattern in various sectors reveals sizable diversification of the rural economy towards non- farm sectors like production and collection of NTFPs.
- The transition of the rural economy from farming of food products to more productive sectors like production and collection of NTFPs is considered as an important source of economic growth and transformation in rural economy as well as the country's economy.

## - Notes

[illegible]



## 2. Process of Identifying and Harvesting the NTFP and MAPs

Unit 2.1 - Identification, Classification and Government Policies on Collection, Storage, Marketing of NTFPs

Unit 2.2 - NTFP Collection Permitted Areas and Process

Unit 2.3 - Relevant Forest Biodiversity Process

Unit 2.4 - Non – Timber Forest Produce Using Approved Procedures

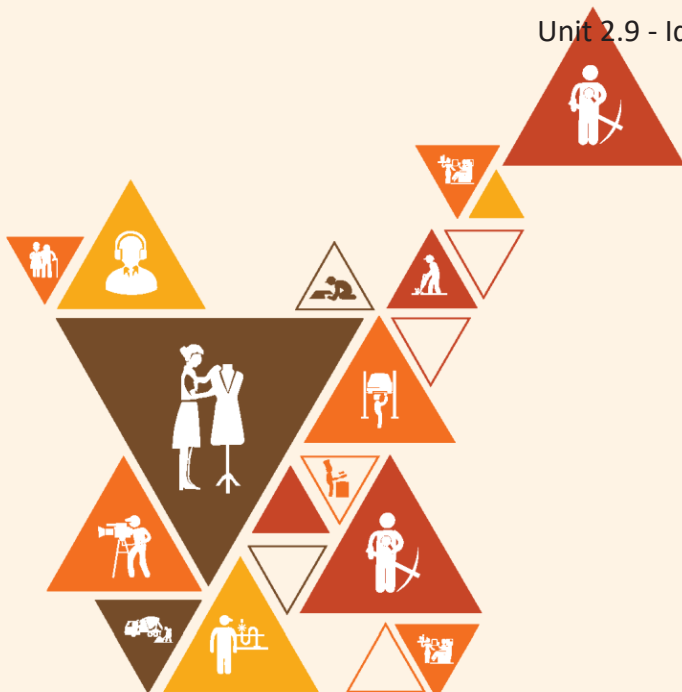
Unit 2.5 - MAP Species and their Potent Parts

Unit 2.6 - Identify Site and Plant Species Prior to Harvesting

Unit 2.7 - Standard Procedure and Equipment for Harvesting

Unit 2.8 - Apply Scientific and Good Collection Practices

Unit 2.9 - Identify and Collect MAP Using Approved Procedures



## Key Learning Outcomes

**After the completion of this module, the participant will be able to:**

1. Explain the applicable laws and regulations related to the collection of NTFP and MAPs.
2. State the relevant authority to seek information about NTFP and MAPs from.
3. Explain the basic knowledge of ex-situ cultivation of NTFP and MAPs.
4. Explain how to identify forest areas permitted for the harvesting of NTFP and MAPs.
5. Explain how to select the varieties of NTFP and MAPs for harvesting and the applicable quality standards.
6. State varieties of protected/ endangered/ nationalised NTFP and MAPs.
7. List relevant tools, equipment and PPE required for harvesting the NTFP and MAPs.
8. Explain different ways of minimising the hazards and risks associated with the collection of NTFP and MAPs.
9. State the appropriate season and time of the day for harvesting varieties of NTFP and MAPs.
10. Describe various sustainable harvesting methods to mitigate any negative impact on the future produce of NTFP and MAPs.
11. Explain how to isolate the poisonous plants.
12. List the potent parts of different MAPs to be harvested that are intended for medicinal/commercial use.
13. Explain the process of safe handling of the harvested NTFP and MAPs.

## UNIT 2.1 : Identification, Classification and Government Policies on Collection, Storage, Marketing of NTFPs

### Unit Objectives

**After the completion of this unit, the participant will be able to:**

1. Describe the concept of protected areas.
2. Identify different types of NTFPs found in the local area.
3. Differentiate between nationalized and non-nationalized NTFPs.
4. Explain notifications issued in local vernacular language on nationalized and non-nationalized NTFPs.
5. Identify various kinds of plant parts and their uses.
6. Describe plant morphology, characteristics and habitat to establish their uses.
7. Recall terminology, local names, habits and habitats of local plant species.
8. Recognize phenological stages of different types of plants and animal species.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What are some differences between nationalized and non-nationalized products?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- The concept of Protected/Restricted Areas
- Different Types of NTFPs Found in the Local Area
  - ✓ Economical parts and uses
  - ✓ Various kinds of plant parts and their uses



- ✓ Plant morphology, characteristics and habitat to establish their uses
- ✓ Terminology, local names, habits and habitats of local plant species
- ✓ Phenological stages of different types of plants
- ✓ Phenological stages of animal species
- ✓ Phases of growth and development of target plants with respect to season and microclimatic condition
- Difference between Nationalized and Non- nationalized NTFPs
- Regulatory Bodies and Policies
- Relevant authority to seek information
- Overview of the Importance of Harvesting Calendar issued by JFMC/RO/CFRMC
- Responsible Authority for Marketing of Minor Forest Produce

## Demonstrate



- Demonstrate the phenological stages of different types of plants with the help of audio-visual aids.
- Encourage the students to ask as many questions as possible.
- Ensure that all students participate in the class.

## Team Activity



**Purpose :** To understand different NTFPs, their relevant economic parts and uses.

**Methodology :** Poster Presentation Activity and it may be planned for 1 hr.

- Divide the participants into group.
- Ask each group to prepare a poster based on different NTFPs, their relevant economic parts and uses.
- Encourage the students to make the poster as colourful as possible.
- Declare the result based on the performance of each group.

## Say



- Sum up the key learning of above activity.
- Let us now participate in another activity to understand the concept better.

## Activity

**Purpose :** To recall governing bodies, stakeholders, responsible authority in the minor forest produce market and time will be 20-30 minutes.

**Methodology :** List-making Session

### Procedure

- Divide the participants into groups.
- Ask each group to enlist the governing bodies, stakeholders, responsible authority in the minor forest produce market.
- Tell participants to also write down the role and function of each of the bodies/authorities.
- Now check the notebooks of the participants and then correct the mistake, if any.

## Do

- Ask the participants if they need any kind of help or not.
- Appreciate for their active participation in the activity.

## Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ask them to answer the questions given in the participant handbook.
- Ensure that all the participants can answer every question.

## Exercise

### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. True
4. True
5. False
6. False
7. False
8. True
9. True
10. True
11. True
12. True
13. False
14. True
15. True

**B. Answer the following questions:**

1. The state government or the central government holds ownership over such NTFPs and MAPs that are produced in India.
2. Economical parts
3. An NTFP Harvester would need to follow certain guidelines –
  - Keep a track of the notification and guidelines that are issued by forest authorities and relevant regulatory bodies regarding the nationalized and non-nationalized forest products.
  - Adherence to the rules and regulations that are specified in these circulars and notices becomes very essential for the NTFP and MAP collectors.
  - Generally, these notifications are circulated in the vernacular language (mother-tongue or local language of a specific area).

For more details, refer section 2.1.3.
4. Under the TRIFED Scheme, the Central Government provides a portion of the working capital in the ratio of 75:25 for the first two years.
5. Two important points on the Harvesting Calendar :
  - A seasonal harvesting calendar is made keeping the regeneration capability of the plants in mind.
  - Concerned authorities and also the regulatory bodies make sure that the calendar is made in such a way that it is in accordance with the local collection cycle.

## UNIT 2.2 : NTFP Collection Permitted Areas and Process

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify NTFPs collection permitted areas in the forest from the responsible authority.
2. Apply relevant forest biodiversity procedures while carrying out the work.
3. Explain the importance of forest conservation.
4. Practice the standard NTFP collection procedures.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What do you understand by the term 'protected forest areas'?
- Do you know the meaning of 'Biodiversity'?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Identification of Permitted Areas
- Relevant Forest Biodiversity Procedures
- Standard NTFP Collection Procedure

### Demonstrate

- Demonstrate the Forest biodiversity procedures step by step with the help of audio-visual aids.
- Motivate the participants to observe the demonstration carefully.
- Clarify the doubts of participants.

## Field Visit

**Purpose :** To provide practical exposure on the standard collection process for some of the NTFPs honey.

**Methodology :** Field visit and the time varies according to the location, it may be 2 hours.

- Take the participants to nearby field to show how to extract honey .
- Ask the participants to observe the steps as performed .
- At the end of the field visit, answer the query of the participants.

## Do

- Share your inputs and insight, to encourage the students.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.

## Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ask them to answer the questions given in the participant handbook.
- Ensure that all the participants can answer every question.

## Exercise

### Key Solutions to PHB Exercises

#### A. Fill in the Blanks:

1. Restricted areas
2. Protected areas
3. Supervisor
4. Central Governing Agency
5. Restricted Areas

#### B. Answer the following question:

1. Three ways to identify an area for collection of NTFP :
  - To identify places where the NTFPs are supposed to be collected from and also places which are restricted for NTFP collection. For more , Refer section 2.2.1.
2. Resin tapping is accompanied by many corresponding risks, which arise due to opportunistic hunting by collectors, diseases spread by domestic ox and dogs, etc.
3. It is easier to extract honey from the beehive when it is still warm, as it flows much more freely.

**C. Choose the Correct Alternative:**

1. Household
2. Dipterocarp
3. Amla
4. Risks

## UNIT 2.3 : Relevant Forest Biodiversity Process

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain relevant forest biodiversity procedures.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Procedure for Maintaining Forest Bio-diversity
  - ✓ Overview of forest conservation
  - ✓ Importance of conserving forest

### Activity

**Purpose :** To understand the importance of conserving forest and time will be 20-30 minutes.

**Methodology :** Pen and paper activity

**Procedure**

- Divide the participants into groups.
- Ask the participants to enlist the major reasons for the conservation of forest and forest property in your notebook.
- Now check the notebooks of the participants and then correct the mistake, if any.

### Do

- Sum up the key learning of above activity.
- Emphasize and elaborate the maintaining Forest Bio-diversity.

## Notes for Facilitation

- Assist all groups to understand the topic clearly through visualization.
- Answer all the questions of the participant.
- Focus on ensuring pictorial as well as live presentation for learning.
- Involve the participants through group activities, discussions and learning by doing.

## Exercise

### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. False
4. False
5. False

#### B. Answer the following questions:

1. Collection techniques of NTFPs used by local inhabitants and scientific methods for sustainable utilization Trees. For more, refer unit 2.3.
2. An NTFP Harvester would need to follow certain guidelines –
  - Keep a track of the notification and guidelines that are issued by forest authorities and relevant regulatory bodies regarding the nationalized and non-nationalized forest products.
  - Adherence to the rules and regulations that are specified in these circulars and notices becomes very essential for the NTFP and MAP collectors.
  - Generally, these notifications are circulated in the vernacular language (mother-tongue or local language of a specific area).
  - Being written and circulated in the vernacular language, makes it easier for collectors to understand such circulars or notices.



## UNIT 2.4 : Non-Timber Forest Produce Using Approved Procedures

### Unit Objectives

**After the completion of this unit, the participant will be able to:**

1. Practice the appropriate collection cycle with respect to plant regeneration capability.
2. Identify appropriate season and time of harvest of NTFPs.
3. Recognize the importance of Minor Forest Produce.
4. Practice various types of good collection techniques used in minor forest produce collection.
5. Use relevant scientific and good NTFP collection practices notified by the state forest department and other related concerned agencies.
6. Identify common tools that are used for the collection of NTFPs and MAPs.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Do you know the meaning of the word 'harvest'?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Appropriate Collection Cycle
  - ✓ Collect NTFPs Using approved procedures
  - ✓ Appropriate season and time of harvest of NTFPs
- MFP Collection Techniques
- Tools and Materials used for Harvesting Minor Forest Produce

## Activity



**Purpose :** To identify the tools and material required to carry out NTFPs harvesting.

**Methodology :** Hands on experience

**Tentative time :** 30-40minutes

### Procedure

- Divide the class into groups.
- Provide each group with a mix of harvest and post-harvest tools.
- Ask each group to differentiate the tools into harvest and post-harvest tools.
- Assist the participants to carry out the activity successfully.
- Declare the result based on the performance of individual groups.

## Do



- Sum up the key learning of above activity.
- Answer all the questions of the participant.

## Notes for Facilitation



- Assist all groups to understand the topic clearly through visualization.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ask them to answer the questions given in the participant handbook.

## Exercise



### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. False
4. True
5. True
6. False
7. False

#### B. Answer the following questions:

1. Two different procedures can be employed for the collection of Non-timber Forest Produce :
  - The first method regulates the number or size of plants collector. The trees can be marked with bright paint or flagging and left unharvested to regenerate till the next season. A different set of seed trees can be chosen every two-three years, which ensures even distribution of regeneration throughout the site.
  - The method limits the area from which the trees are extracted. The management area is divided into ten parcels or production units. Each production unit contains the same number of adult trees. Harvesting only 9 of these production units would result in a roughly 10% reduction in harvest level. The production units should be rotated in a manner that a different one is left unharvested each year.
2. Refer section 2.4.3.

## UNIT 2.5 : MAP Species and their Potent Parts

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify the range of medicinal and aromatic plants and the parts of the plant that are used as NTFP.
2. Identify herbs and their medicinal value.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Can you name a few medicinal and aromatic plants?
- Do you know what a 'herb' is?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Herbs with Medicinal Values
  - ✓ Medicinal and aromatic plants along with their source and valuable parts.
  - ✓ The importance of a few herbs with their medicinal values.

### Activity

**Purpose :** To identify the herbs and recall their medicinal value and time will be 30-40 minutes.

**Methodology :** Pen and paper activity

**Procedure**

- Ask the participants to identify the herbs as shown on the projector.
- Now, ask the participants to mention relevant medicinal importance..
- Now check the notebooks of the participants and then correct the mistake, if any.

**Do**

- Sum up the key learning of above activity.
- Emphasize and elaborate on benefits of different herbs.

**Notes for Facilitation**

- Assist the participants to understand the topic clearly with active participation.
- Show more innovative images as per topic requirements for better understanding of the topics.
- Ask the participants if they have questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Ensure that all the participants can answer every question.

**Exercise****Key Solutions to PHB Exercises****A. Choose the correct alternative:**

1. Oil
2. Side
3. Antioxidants
4. Indigestion
5. Astringent

**B. Answer the following questions:**

1. The medicinal benefits of cinnamon and sandalwood :
  - Cinnamon : Cinnamon has anti-inflammatory properties, may lower the risk of heart disease.
  - Sandalwood : Sandalwood can control the development of ulcers to a considerable amount and treat inflammation in genital organs, urinary bladder and cystitis.
2. Treatments that use medicinal plants are considered very effective as they have zero or no side effects.

## UNIT 2.6 : Identify Site and Plant Species Prior to Harvesting

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify appropriate sites for harvesting NTFPs and MAPs.
2. Describe various endemic species.
3. Identify RET (Rare, Endemic and Threatened) species.
4. Practice relevant forest regulations related to protection of endangered species.
5. Recognize the importance of conserving threatened species.
6. Identify the importance of regeneration of species.
7. Identify appropriate sites prior to harvesting MAPs and other plant species.
8. Describe how to prevent contamination of MAPs.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as gunny bags, screw press, filter, solar dryer, electric shell cracker , etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What are endemic species?
- What are RET species?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Choosing Appropriate Site
- Endemic and RET Species
- Relevant Forest Regulations
  - ✓ Restriction related to Rare, Endemic and Threatened (RET) plant species
  - ✓ Importance of conserving threatened species
  - ✓ Importance of allowing regeneration of species
- Prevention of Contamination of Harvested Species

## Activity



**Purpose :** To identify RET plant species along with non-endangered, common plant species. Time may be plan for 40-50 minutes.

**Methodology :** Identification session

- Prepare a poster with images of RET plant species along with non-endangered, common plant species.
- Ask the participants to identify and label the Rare, Endangered and Threatened (RET) species in the poster provided.
- Declare the result based on the performance of individual participant.

## Do



- On the completion of the session, share your inputs and insight, to encourage the students.
- Encourage the non-participating students to participate actively.

## Notes for Facilitation



- Assist the participants to understand the topic clearly with active participation.
- Show more innovative images as per topic requirements for better understanding of the topics.
- Ask the participants if they have questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Ensure that all the participants can answer every question.

## Exercise



### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. False
4. False
5. False
6. True

#### B. Answer the following questions:

1. Appropriate site
  - Clean and dirt free
  - Free from pollution
  - Free from toxic weeds
  - Fresh air
  - Not exposed to insects
  - Free from chemicals, pesticides, herbicides, or fertilizers

- Free from toxic gases
- Good sewage system
- Good transportation facility
- Free from water logging

2. Take correct measures to prevent contamination of collected MAPs :

- Ensure that you have washed your hands with soap or hand sanitizer before starting to pick up the products up. This is especially important if they have just come out of the bathroom, smoked a cigarette, eaten lunch, or had contact with animals.
- Train the NTFP and MAP collectors to reject produce that shows signs of decay or damaged, or has visible signs of bird droppings.
- Conduct a walk-through inspection of the field before harvest to determine if animals or animal waste is present in the worksite.
- Do not collect products that have fallen on the ground before you have reached that area.

## UNIT 2.7 : Standard Procedure and Equipment for Harvesting

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Demonstrate the various harvesting procedures.
2. Describe sustainable harvesting practices of MAPs.
3. Practice the procedure for removal of toxic weeds.
4. Describe the correct methods of identifying and handling poisonous plants.
5. Practice safety procedures while handling poisonous plants.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as gunny bags, screw press, filter, solar dryer, electric shell cracker , etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What are toxic weeds?
- Do you know the names of any poisonous plants?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Standard Harvesting Procedure for MAPs
  - ✓ Approved sustainable harvesting practices of MAPs
  - ✓ Identification and Removal of Toxic Weeds
  - ✓ Check that the collected MAPs from wild resource are free of diseases, pests or insects
- Identification and Management of Poisonous Plants
  - ✓ Identifying and handling poisonous plants
  - ✓ How are poisonous plants identified?
  - ✓ Effects of poisoning
- Range of Tools and Equipment
- Approved Cleaning Methods



## Activity



**Purpose :** To learn approved cleaning methods related to medicinal and aromatic plants collection and time will be 20-30 minutes.

**Methodology :** Practical session

### Procedure

- Divide the participants into groups.
- Provide each group with different Medicinal and Aromatic (MAP) plant species.
- Ask each group to perform the cleaning of the MAPs in a sequential or stepwise manner.
- Assist the participants to carry out the activity successfully.

## Do



- Sum up the key learning of above activity.
- Emphasize and elaborate the method of approved cleaning methods.

## Notes for Facilitation



- Ask the participants if they have questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ask them to answer the questions given in the participant handbook.
- Ask them to answer the questions given in the participant handbook.

## Exercise



### Key Solutions to PHB Exercises

#### A. State True or False:

1. False
2. True
3. False
4. True
5. False

**B. Answer the following questions:**

1. It is difficult to specifically say which plant is poisonous or not, as the characteristic for each one differs. However, few common characteristics can be discussed as a precautionary measure for poisonous plant identification:
  - Avoid plants with shiny leaves
  - Avoid consuming plants that have thorns without proper investigation
  - Avoid plants with a white or yellowish sap
2. Root harvesting procedure for Medicinal and Aromatic plants :
  - At least 30 cm from the main stem or taproot.
  - Avoid damaging of the taproot
  - Collect only the lateral roots
  - In order to ensure protection against infection or pests cover the hole after digging
  - Injure a limited number of roots to encourage sprouting of new root suckers.
3. Use a detoxified knife for the purpose of cutting.
4. Refer unit 2.7.

**C. Choose the Correct alternative:**

1. Geographical plant species
2. Squeezing
3. Malabar
4. Nuts
5. Threatened

## UNIT 2.8 : Apply Scientific and Good Collection Practices

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Apply scientific and good collection practices recommended by responsible forest officials, Joint Forest Management Committee (JFMC), etc.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as gunny bags, screw press, filter, solar dryer, electric shell cracker , etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Do you know the role that the Forest Department plays?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Scientific and Good Collection Practices
- Responsible Forest Officials

### Activity

**Purpose :** To learn good collection practices as specified by the authorities and regulatory bodies related to the collection of NTFPs and MAPs .

**Methodology :** Learning by doing and it may be planned for 1 hour.

- Divide the participants into group.
- Ask the participants to carry out collection practices.
- Assist the participants to carry out the activity successfully.
- Encourage the participants to engage well in the activity and ask questions.

**Do**

- Appreciate the students for their participation.
- Clear the doubts of all participants.

**Notes for Facilitation**

- Assist the participants to understand the topic clearly with active participation.
- Show more innovative images as per topic requirements for better understanding of the topics.
- Ask them to answer the questions given in the participant handbook.

**Exercise****Key Solutions to PHB Exercises****A. State True or False:**

1. True
2. True
3. True
4. True
5. True

**B. Answer the following questions:**

1. The authorities and regulatory bodies that are responsible for the collection of NTFP are –
  - Divisional Forest Officer (DFO)
  - JFMC
  - Gram Sabha
2. Leave 30-40% of plants population for regeneration.

**C. Fill in the Blanks:**

1. Forest Department (FD)
2. Gram Sabha (GS)
3. Community Forest Resource Management Committee (CFRMC)
4. Forest Department (FD)
5. Toxic weed

## UNIT 2.9: Identify and Collect MAP Using Approved Procedures

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify plant species and parts.
2. Explain when to collect MAPS using approved procedures during appropriate season and time.
3. Identify the responsible authorities for NTFP Collection.

### Resources to be Used

- Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.
- Tools such as gunny bags, screw press, filter, solar dryer, electric shell cracker , etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Do you know what a herbarium is?
- Which viewing aids would help to give you a closer look while identifying plant parts?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Ways to Identify an Unknown Plant Species
- Approved Procedure and Time of NTFP Collection
  - ✓ When to Harvest
  - ✓ What to Harvest
  - ✓ How to Harvest

## Activity



**Purpose :** To identify the unknown plant species based on external features .This activity may be planned for 1 hour.

**Methodology:** Classroom activity

**Procedure :**

- Show the students samples of different MAP species
- Ask the students to identify the unknown plant species based on external features
- Assign the participants to maintain record of this practical work as a herbarium .
- Guide them for any corrections.

## Say



- Thank you everyone for their activity participation.

## Field Visit



**Purpose :** To provide practical exposure to the proper way of harvesting NTFPs and MAPs.

**Methodology :** Field visit and the time varies according to the location, it may be 2 hours.

**Procedure**

- Take the participants to nearby forest area (after receiving relevant permission).
- Demonstrate the proper way of harvesting NTFPs and MAPs.
- Ask the participants take notes and address any doubts they may raise.
- At the end of the field visit, answer the query of the participants.

## Notes for Facilitation



- Arrange relevant reference material based on content in participant handbook.
- Assist all participants to understand the concept.
- Ensure sufficient pictorial presentation for learning, arrange for visual aids, power point presentations, charts, flip charts etc.
- Answer all the doubts made by the students in the class.
- Ensure that all the participants can answer every question.

## Exercise



### Key Solutions to PHB Exercises

#### A. State whether the following statements are True or False:

1. True
2. True
3. True
4. Proper sequence of identification of an unknown plant:
  - a. Study the external features closely
  - b. Take note of the flowers and fruits of the plant species
  - c. Take pictures of the unknown plant species
  - d. Write down the Key features of the plant
  - e. Tally the features of the plant with the herbarium

#### B. Answer the following questions:

1. Herbarium provides instant referrals in taxonomical studies.
2. Be sure the plants you intend to harvest species that have not been sprayed with pesticides, herbicides, or fertilizers.
3. When people come into contact with large quantities of pesticide, the result may be acute poisoning or long-term health effects that may include cancer and adverse effects on reproduction.

## - Notes

[illegible]







## Key Learning Outcomes

**After the completion of this module, the participant will be able to:**

1. Explain the sorting and grading criteria for different NTFP and MAPs.
2. Explain the storage and transportation requirements for different NTFP and MAPs such as recommended weather and humidity.
3. Explain the use of storage accessories such as racks, crates, pallets, etc.
4. Describe different processing methods for NTFP and MAPs.
5. Explain the process of safe handling of NTFP and MAPs.
6. Explain the appropriate practices to be followed in the storage area to minimize the loss of active ingredients and oils.
7. Explain the use of storage accessories such as racks, crates, containers, etc.
8. Explain the importance of tagging the produce according to the area.
9. Explain the benefits of resource optimization.
10. Explain the criteria for segregating waste into appropriate categories.

## UNIT 3.1 : Post- Harvest Processing of NTFP

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Practice how to sort and grade products on the basis of their quality, marketability, shape, size, etc.
2. Explain how to clean products using correct cleaning medium and procedures
3. State the importance of shade drying
4. Describe the importance of selling goods through traders registered with the village panchayat, minor forest products committee, etc.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.
- Tools such as shovel, sickle, secateurs, tongs pair, broom, basket, polythene sheets, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Do you know the process of shade drying?
- Do you know what sustainable storing means?
- Do you understand the meaning of the terms 'illegal' and 'unauthorized'?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Processing the NTFP Products
  - ✓ Sorting and Grading
  - ✓ Cleaning the products
  - ✓ Importance of shade drying
- Selling Goods through Registered Traders
- Sustainable Storing Practices for NTFP
- Standard Transportation Practices
- Illegal and Unauthorized Forest Activities

## Team Activity



**Purpose :** To understand removal of excess water from the products by blow dry method. The tentative time will be 1 hour.

**Methodology :** Learning by doing

**Procedure :**

- Divide the class into two groups.
- Provide each group with a specimen of plant species collected from wet and damp areas.
- Ask the students to perform the blow dry process for the plant species before transportation.
- Ensure that the students do not over dry the plant species.
- Evaluate each and every step as performed by the students.

## Do



- Encourage the students to actively participate in the activity.
- Encourage the non-participants to open up and speak up.
- Share your own thoughts and view points related to the topic.

## Demonstrate



- Demonstrate the sustainable storing practices for NTFP with the help of audio-visual aids.
- Motivate the participants to observe the demonstration carefully.
- Clarify the doubts of participants.

## Notes for Facilitation



- Ask the participants if they have any questions and clarify all the doubts of the participants.
- Arrange demonstration through audiovisual aids.
- Make the classroom more participatory.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ensure that all the participants can answer every question.

## Exercise



### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. True
4. True
5. True

#### B. Answer the following questions:

1. Non-Timber Forest Produce
2. Honeybee
3. NTFPs are vital for subsistence and meeting the sources of daily nutrition. They provide 50% of the household income for approximately one third of India's rural population.
4. Non-Timber Forest Produce (NTFP) is also known as Minor Forest Produce (MFD) or Non-Wood Forest Produce (NWFP). A NTFP Harvester is the one who collects non-timber products and transports them for sale in the local market.
5. Role involves people who collect non-timber produce from forest areas. These people are considered to be a part of the agriculture industry and its allied sectors. Both men and women can become NTFP Harvesters., according to the category of NTFP that they are collecting.
6. Ensure that products are not damaged during transportation
  - Follow scientific procedures related to transportation of the NTFPs.
  - Ensure that no harm any product during loading, unloading or carrying.
  - Never perform any step in a hurry. This might cause the NTFPs to get displaced or fall down during, before or after transportation.
  - Make sure no fragile or easily affected NTFPS are harmed during the process.
  - Handle the NTFPs with gentle care while transporting them to another place.
7. Report to the concerned authority or regulatory body at once, if you notice this sort of activity taking place in your area.
8. Tulsi and Lime are Natural Preservatives. Neem leaves are use as Pest Control Agents.
9. Adequate ventilation should be provided to prevent excessive heat, steam condensation and dust and to remove contaminated air.
10. Three ways of removing excess water content from plant :
  - Drying under the sun
  - Blow Drying
  - Shade Drying

**11. Importance of shade drying**

- In the case of medicinal plants, drying in direct sunlight is not recommended.
- Air drying or shade drying is more suitable for most phytochemical analysis.
- Shade drying reduces the chances of damage to the products that may be caused when the process of drying takes place.
- One should always dry the material separately under the shade.
- The collected materials should be spread and dried separately once the sunlight fades away or in the room temperature.
- While shade drying, non-related products are supposed to be kept separately.
- The most effective way of drying of medicinal plants is indoors under sunlight exposure with good air ventilation, not directly under sunlight.
- General room temperature is appropriate for this kind of drying.
- Good ventilation system while shade drying is essential.
- Shade drying helps in retention of the products for a long time.

**C. Fill in the Blanks:**

1. NTFP
2. 30
3. NTFP
4. Number and area
5. September –October

**D. Choose the correct alternative:**

1. Both of the above
2. Tulsi
3. Both of the above
4. Air
5. The Indian Forest Act, 1927
6. Both Season and Climate
7. None
8. Soap
9. Transportation

## UNIT 3.2 : Post Crop Processing of MAP

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe drying, grading, sorting practices in the collection of NTFPs and MAPs.
2. Practice documenting and accounting for the sale of minor forest produce in log books
3. Practice transporting medicinal and aromatic plants.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.
- Tools such as shovel, sickle, secateurs, tongs pair, broom, basket, polythene sheets, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What does term 'keeping record' mean?
- Why do the aromatic plants need special care during transportation?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Drying, grading, sorting and storing of NTFPs and MAPs.
- Documenting Quality, Quantity and Sale of Minor Forest Produce
- Practice transporting medicinal and aromatic plants
- Guidelines for Transport of Medicinal and Aromatic Plants



## Team Activity

**Purpose :** To provide practical exposure on sustainable grading and sorting practices in case of collected NTFPs and MAPs .

**Methodology :** Learning by doing and the time may be 1- 2 hours.

### Procedure

- Divide the participants into groups.
- Provide each group with a mixture of different plant species.
- Ask the participants to sort and grade the sample based upon the stage of maturity, weight, size, etc.
- Assist the participants to carry out the activity successfully.

## Do

- Sum up the key learning of above activity.
- Ensure that all students participate in the class.

## Notes for Facilitation

- Ask the participants if they have any questions and clarify all the doubts of the participants.
- Arrange demonstration through audiovisual aids.
- Make the classroom more participatory.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ensure that all the participants can answer every question.

## Exercise

### Key Solutions to PHB Exercises

#### A. State whether the following statements are True or False:

1. False
2. True
3. True
4. True
5. True
6. True
7. True
8. False
9. True
10. True

**B. Answer the following questions:**

1. Three ways of removing excess water from plant:
  - Shade drying
  - Sun drying in open areas
  - Drying on perforated platforms
2. NTFP Harvesters keep a record of the collected plant species by
  - Record Books
  - Registers
  - Log Books
3. Medicinal plants should be transported under best possible climatic conditions avoiding rain, high humidity, dew, etc. In case the transport occurs under damp or wet conditions, the medicinal herb may be subjected to infection from microbial and fungal decay.
4. Three factors based on which transportation of aromatic and medicinal plants is performed:
  - The permits for transport and export of medicinal and aromatic plants have to be obtained from the District Forest Office (DFO).
  - The packaging should be done while the plants are fresh and should result in minimal or no injury.
  - The supplier should be able to diversify the product through different processing methods.
5. Stages are First Stage - Seed Germination, Second Stage - Vegetative Growth, Third Stage - Reproductive Stage.
6. Forest contain many hazards such as rugged terrain, deep water and hidden edges.
7. The authorities and regulatory bodies that are responsible for the collection of NTFP are –
  - Divisional Forest Officer (DFO)
  - JFMC
  - Gram Sabha
8. Roots have the function of absorbing water and minerals from the soil whereas the primary functions of stems are supporting, transporting, storing, and reproducing. Leaves form a vital component of plants as food for plants is prepared in them. Leaves are capable of performing photosynthesis and transpiration.
9. Among the most important roles of forests are sustainable production of wood and timber products, provision of food, shelter and energy, mitigation of climate change, conservation of water and soil, as well as for recreation and ecotourism. Forests are also important repositories of biological diversity.

**C. Fill in the blanks:**

1. Aromatic
2. Phenological
3. Transportation
4. Teak and Mango
5. NTFP

## UNIT 3.3 : Resource Optimization and Waste Management

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the benefits of resource optimization.
2. Explain the importance of recycling and disposing different types of waste as per the applicable regulations.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.
- Tools such as shovel, sickle, secateurs, tongs pair, broom, basket, polythene sheets, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What do you understand by waste management ?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Resource Optimization
- Criteria for segregating waste into appropriate categories

### Activity

**Purpose :** To learn about resource optimization and time will be 20-30 minutes.

**Methodology :** Group discussion and pen and paper activity

**Procedure**

- Divide the participants into groups.
- Ask the participants to discuss about resource optimization and write short paragraph in your notebook.
- Now check the notebooks of the participants and then correct the mistake, if any.

**Do**

- Sum up the key learning of above activity.
- Emphasize and elaborate on Resource Optimization.

**Notes for Facilitation**

- Motivate the non-participating students to take part in the activity.
- Clarify all doubts of the participants.

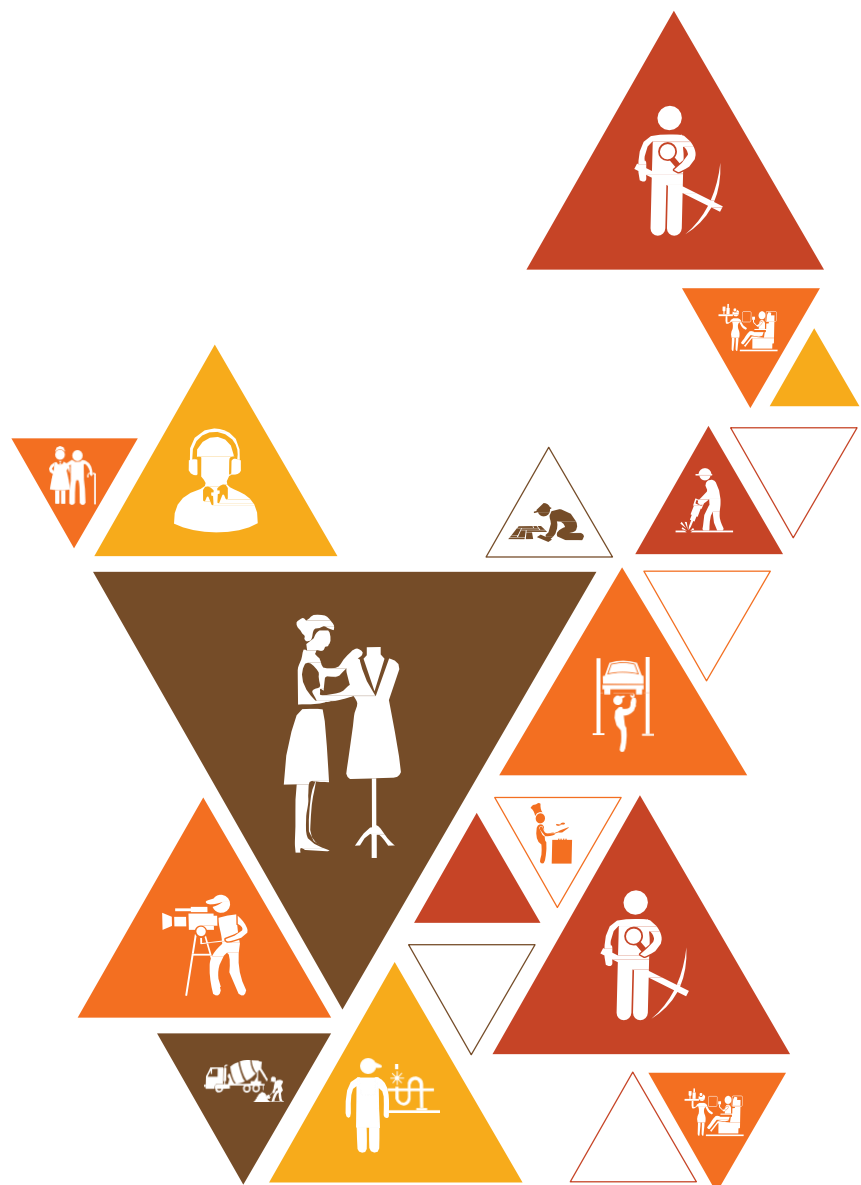
**Exercise****Key Solutions to PHB Exercises**

1. Resource optimization- Refer section 3.3.1.
2. Criteria for segregating waste into appropriate categories-Refer section 3.3.2.
3. The concept of waste to wealth which is the transformation of waste from an exhausted utility to a valuable commodity.
4. Dry waste comprises paper, glass, plastic, cardboard, styrofoam, rubber, metal, food packaging material, etc.

Notes



Lined area for taking notes, consisting of 30 horizontal lines.





## Key Learning Outcomes

**After the completion of this module, the participant will be able to:**

1. List the relevant authority to be contacted to get information about Minimum Support Price (MSP) and fair-pricing for the NTFP and MAPs.
2. Describe the process to identifying the market demand and supply for the NTFP and MAPs.
3. Explain how to set the price for the NTFP and MAPs in compliance with the fair pricing directives.
4. Describe the process of identifying potential buyers of NTFP and MAPs through various marketing channels.
5. Describe the process of negotiating price and processing of orders.
6. State the appropriate packaging, labeling and transportation requirements for NTFP and MAPs.
7. Explain the use of the relevant digital platforms for the trading activities.
8. List various electronic payment methods.
9. State the regulatory requirements with respect to the marketing of NTFP and MAPs.
10. Explain the practice of establishing forward linkages.
11. Explain the importance of verbal and non-verbal communication at the workplace.



## UNIT 4.1 : Record Details of NTFP and MAPs

### Unit Objectives



After the completion of this unit, the participant will be able to:

1. Practice recording date, time and geographical origin of medicinal and aromatic plants.

### Resources to be Used



- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.

### Say



- Greet the participants and revise the key learnings of previous session discussion.

### Ask



- What does 'geographical origin' mean?
- What is the purpose of recording the geographical origin of NTFPs and MAPs?

### Elaborate



With the help of PHB or audio-visual aids, elaborate

- Overview of Geographical Origin of Plants
  - ✓ Importance of recording geographical origin of plants

### Field Visit



**Purpose :** To prepare herbarium file.

**Methodology :** Field visit and the time varies according to the location, it may be 2 hours.

- Organize field visit to forest area (with prior permission).
- Help the participants to collect different MAP species.
- Ask the participants to prepare a herbarium file where they will record the date, time and geographical region of the collected plant species.
- Also, ask the participants to fill up other details such as the Name of the collector; collection date; botanical name; Common name; Site of collection; any additional note.

- Facilitate the students to do themselves this activity successfully.
- Encourage the participants to engage well in the activity and ask questions.
- Provide marks based on individual herbarium sheets prepared by the participants.

## Notes for Facilitation



- Ask the participants if they have any questions and clarify all the doubts of the participants.
- Arrange demonstration through audio visual aids.
- Make the classroom more participatory.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ensure that all the participants can answer every question.

## Exercise



### Key Solutions to PHB Exercises

1. Importance of recording geographical origin of plants –
  - We can identify what kind of plant we are dealing with – local, national or international.
  - We can identify whether the plant species falls under the Rare, Endemic or Threatened (RET) species of plants.
  - We can identify whether the plant has any medicinal value.
  - We can take assess whether the plant is flowering or non-flowering.
  - We can identify which plants are responsible for the production of NTFPs and MAPs.
  - We can try to conserve the plant species in case it falls under the RET species of plants.
2. Steps of making records of medicinal and other produce, with details like date, time and geographical origin :
  - **Step 1:** Mention the serial number and the name of the collected produce (specify both the local name and the scientific name in two different columns, as that will help in identification of the geographical origin of the plant)
  - **Step 2:** Mention the quality of the product
  - **Step 3:** Mention the quantity of the collected material
  - **Step 4:** Mention the date and time of collection
  - **Step 5:** Mention the name of the collector
  - **Step 6:** While filling up the sales register, mention both the name of the seller and the buyer
  - **Step 7:** Mention the amount of money received in the sales register
  - **Step 8:** Also, mention the date of collection and the date of sales separately

## UNIT 4.2 : Formal and Informal Marketing Channels for NTFP

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify formal and informal marketing channels for NTFPs.
2. Identify different buyers/industries/ formal informal marketing channels of NTFPs.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What are the Formal marketing channels?
- What is Informal marketing channels?
- How would you identify different buyers industries?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Overview of the market channel/process
  - ✓ Difference between formal and informal marketing channels
- Identify different Buyers/Industries/ Formal Informal Marketing Channels of NTFPs

## Team Activity

**Purpose :** To understand about the marketing channel. This may be plan for 30-40 minutes.

**Methodology :** Hands on practice

### Procedure

- Divide the participants into groups.
- Ask each group to prepare a business plan.
- Provide the students with a list of NTFP derived products.
- Ask the students to identify the source or raw materials from which the NTFP was derived.
- In the next step, ask the students to identify the appropriate distribution channel.
- Ask each group to check out their business plan in a notebook .
- Ensure each contribution is given fair consideration.

## Do

- Supervise and guide the participants for completing their task.
- Ask the participants if they need any kind of help or not.
- Appreciate for their active participation in the activity.

## Notes for Facilitation

- Ask the participants if they have any questions and clarify all the doubts of the participants.
- Arrange demonstration through audiovisual aids.
- Make the classroom more participatory.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts made by the students in the class.
- Ensure that all the participants can answer every question.

## Exercise

### Key Solutions to PHB Exercises

#### A. State True or False:

1. False
2. False
3. False
4. True
5. True

6. True
7. False
8. True
9. True

**B. Answer the following questions:**

1. The NTFP Harvester collects the forest produce and sells it to small scale traders. The NTFP Harvester may work for instance, for any state or central government agroforestry department. These departments pay them directly, based on a fixed salary structure or they are paid by the small scale traders at time of purchase, for instance, at a rate of Re. 1 per piece. For more, refer section 4.2.1.
2. Difference between formal and informal marketing channels :  
Formal Marketing Channel : Formal Markets in agriculture can be defined as the ones governed by food and safety standards. Within these channels, the activities of selling can be easily monitored.  
Informal Marketing Channel : The informal marketing channels include legitimately produced goods and services which do not necessarily follow standard regulations, and do not business registration or operational licenses.

## UNIT 4.3 : Appropriate Marketing Channel

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe how to develop appropriate marketing channels.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What is Direct Selling?
- What does selling through intermediaries mean?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Identification of Marketing Channel
  - ✓ Direct Selling
  - ✓ Selling through intermediaries
  - ✓ Dual distribution
  - ✓ Reverse Channels
- Development of a marketing channel

## Activity



**Purpose :** To identify the marketing channel and time will be 30-40 minutes.

**Methodology :** Group discussion and identification session

### Procedure

- Divide the participants into groups.
- State different market situations such as a Farm Market, A Wholesale Florist shop, A Retail Shop, etc. one at a time.
- Ask each group to identify the kind of marketing channel that is being used (Hint: Direct Selling /Dual Distribution/Reverse Channels).
- Each group should provide a valid justification for their choice of answer.

## Do



- Sum up the key learning of above activity.
- Ensure that all students participate in the class.

## Notes for Facilitation



- Encourage participants of group discussion to ask questions so that they can clear their doubts on any topic
- Encourage peer learning among participants in the class by answering other participant's questions
- Ensure more pictorial presentation of learning where ever possible in classroom
- Ensure practical session where ever required

## Exercise



### Key Solutions to PHB Exercises

#### A. Fill in the Blanks:

1. Direct Selling
2. Dual Selling
3. Profits
4. Target customers

#### B. Answer the following in your own words:

1. An NTFP Harvester collects MAPs from a site that is a 2 day's journey from his home. To transport the produce he requires a hand cart. When he sells the produce to a local trader, the trader offers him less than the MSP amount for that particular product. This is an example of how the investment of time and effort on the part of the collector, did not yield a reasonable profit.
2. Dual distribution: In this kind of marketing, more than one marketing channel is used to reach the end user. For example: A wholesale florist may sell products in his/her own store and also have a subordinate retailer under him.

## UNIT 4.4 : Quantity, Quality and Price of the NTFP Produce

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Assess quality and quantity parameters of NTFPs in the market
2. Calculate the value price of NTFPs in the market
3. Identify the target consumer for various NTFPs
4. Describe the market for similar products
5. Identify the factors on which the pricing of forestry products depend
6. Explain the limitations suggested by Government on pricing
7. Describe how to maintain book of accounts

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Who is the target consumer for NTFPs?
- What are alternative/substitute products?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Survey of the Quantity and Quality
  - ✓ Quality parameters of various NTFP to be sold in the market
  - ✓ Quantity of Non-Timber Forest Produce
- Price Parameters for NTFP Sold in the Market
- Track Prices Prevailing in the Market and Formulate Competitive Pricing Mechanism



## Activity

**Purpose :** To make calculations based on the case study and time will be 30-40 minutes.

**Methodology :** Practice session

**Case Scenario:** Calculate the Value price of NTFP where the Present Value (PV), Estimated annual Actual value (a) and social discount rate (r) have been provided.

PV = 415 INR/Kg resin, A = 345 INR/Kg resin, R= 13.5 %

### Procedure

- Ask the students to make calculations based on the case study using their basic analytical skills.
- Ask the students to work out the problem in their notebook
- Now check the notebooks of the participants and then correct the mistake, if any.

## Do

- Sum up the key learning of above activity.
- Ensure that all students participate in the class.

## Notes for Facilitation

- Encourage participants of group discussion to ask questions so that they can clear their doubts on any topic
- Encourage peer learning among participants in the class by answering other participant's questions
- Ensure more pictorial presentation of learning where ever possible in classroom
- Ensure practical session where ever required

## Exercise

### Key Solutions to PHB Exercises

#### A. Fill in the Blanks:

1. Higher
2. Off
3. Bidding
4. Plastic
5. Individual need of the consumer
6. Trends in consumer preferences
7. Small scale traders
8. Mahogany leaves

**B. Answer the following in your own words:**

1. Factors on which the pricing of forestry products depend:
  - The time invested by the collector for carrying out NTFP collections
  - The weather and availability of the product. Endemic species need to be collected from far off places are often sold at higher prices.
  - The price of the substitute/alternative products
  - Population and income levels
  - Trends in consumer preferences
2. Quality parameters of various NTFP to be sold in the market

A NTFP Harvester would need to:

- Determine what can be considered as 'good quality' for each NTFP (grading)
- Clean and sort the NTFP according to quality parameters
- Improve the quality of your product and bargain for a higher price

## UNIT 4.5 : Maintain Books of Accounts and Calculate B:C Ratio

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the importance of maintaining book of accounts.
2. Practice the calculation of B:C ratio.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- How many categories of book of accounts are present there?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Maintaining Book of Accounts
- Calculation of B:C Ratio

### Demonstrate

- Demonstrate the proper way to fill details into a cash book.
- Ask participants to observe keen fully.
- Ask the participants to perform the task by themselves.

## Activity



**Purpose :** To Provide a mathematical problem and time will be 20-30 minutes.

**Methodology :** Practice session

**Problem:**

Calculate the BCR where the Gross Income from sale of NTFP and cost per bunch has been provided.

Gross Income= 13000 INR, Cost of per bunch= 120 INR

**Procedure**

- Ask the students to make calculations based on the case study using their basic analytical skills.
- Ask the students to work out the problem in their notebook.
- Now check the notebooks of the participants and then correct the mistake, if any.

## Do



- On the completion of the session, display the correct answers on the white screen from your laptop, via the overhead projector.
- Encourage the non-participating students to participate actively.

## Notes for Facilitation



- Assist all groups to understand the topic clearly through visualization.
- Answer all the questions of the participant.
- Focus on ensuring pictorial as well as live presentation for learning.
- Involve the participants through group activities, discussions and learning by doing.

## Exercise



### Key Solutions to PHB Exercises

#### A. Fill in the Blanks:

1. Benefit-cost Ratio
2. Monetary
3. Good

#### B. Answer the following questions:

1. Two conditions under which a NTFP Harvester will maintain a book of accounts:
  - If the income exceeds Re. 120000 or the total sales/turnover/gross receipts exceed Re. 10 lakh.
  - If the tax payer is covered under section 44AD or section 44AE or section 44AF
2. **A cash book:** In a cash book day to day transactions, namely, payments and receipts are recorded.  
**A journal:** In a journal day to day transactions are recorded using double entry system of accounting, where two equal and corresponding sides are maintained known as debit and credit.

## UNIT 4.6 : Sell Product to Appropriate Marketing Channel

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Analyse how are products are sold using appropriate marketing channels

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- In marketing, who is considered as the 'middleman'?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Marketing Channels

### Role Play

**Purpose :** To depict the negotiation skills.

**Methodology :** Learning by doing and the time varies according to the location, it may be 1 hour.

**Procedure**

- You will provide the students with a case scenario such as that of a Florist shop.
- Tell a few students they will play the role of a trader selling a product.
- Inform a few other participants that they will play the role of consumers buying the product.
- Ensure that all students participate in the class.

**Do**

- Encourage the non-participating students to participate actively.
- Ask a participant to summarize what was discussed in the role play.

**Notes for Facilitation**

- Assist all groups to understand the topic clearly through visualization.
- Answer all the questions of the participant.
- Focus on ensuring pictorial as well as live presentation for learning.
- Involve the participants through group activities, discussions and learning by doing.

**Exercise****Key Solutions to PHB Exercises****A. Fill in the Blanks:**

1. The volume of the product
2. Wholesale market
3. Wholesale buyer
4. Sellers sell products directly to consumers

**B. Answer the following questions:**

1. The choice of market channel depends on the following factors:
  - The volume of the product
  - Whether the product is being sold unprocessed or processed
2. Kind of market where sellers sell products directly to consumers :
  - Farmer's market
  - Direct retail sale
  - Craft shows
  - Gift stores
  - Food stores
  - Grocery chains
  - Restaurants
  - Florists

## UNIT 4.7 : Adhere to NTFP Trade Policy

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe and follow relevant community trade policy related to sale, marketing and trading of NTFPs.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Have you heard of the term 'fair price'?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Policies related to Sale, Marketing and Trading of NTFPs
- Packaging, labeling and transportation requirements
- Setting the price in compliance with the fair pricing directives
- Use of the relevant digital platforms for the trading activities

### Team Activity

**Purpose :** To understand the fair price policy .

**Methodology :** Learning by doing and the time varies according to the location, it may be 40-50 minutes.

**Procedure**

- Divide the participants into groups.
- Ask each group to select one NTFP and one MAP from the sample provided.
- Ask each group to collect information regarding the fair price policy adopted for each product.
- Make a report on given task and submitted to trainer.
- Assist the participants to carry out the activity successfully.

## Notes for Facilitation



- Assist all groups to understand the topic clearly through visualization.
- Answer all the questions of the participant.
- Focus on ensuring pictorial as well as live presentation for learning.
- Involve the participants through group activities, discussions and learning by doing.

## Exercise



### Key Solutions to PHB Exercises

#### A. Fill in the Blanks:

1. Wholesalers
2.  $PV = a[ (1+r)^n - 1 ] / [ r (1+r)^n ]$
3. BCR
4. The quality of the product should be mentioned

#### B. Answer the following in your own words:

1. One of the critical aspects of selling a NTFP product is determining what the consumer wants and consistently supplying products that meet their needs. Items that do not need processing such as fresh fruits and medicinal herbs used for consumption are sold to a wholesale buyer who then proceed to sell them to a distributor.
2. MFPs are especially important for the poorest households living in forested areas, especially women. Refer unit 4.7.
3. The NTFPs supply chain is typically comprises a range of actors involved in the production of the products at the farm level to the final consumer.
4. Nationalized and non-nationalized are two very important terms related to NTFPs. Basically, the minor forest products falls under two major categories in India, they are –
  - **Nationalized NTFPs**– The NTFPs that have India specific ownership. These NTFPs have their geographic origin in India. Generally, the state government or the central government holds ownership over such NTFPs and MAPs that are produced in India. The government (either state or central) have a monopoly on the harvest and sale of such NTFPs.
  - **Non-Nationalized NTFPs**– The NTFPs that are not specific to India. These NTFPs do not have their origin in India or the origin is not specific. These NTFPs can be harvested in India. Generally, no monopoly exists on the harvest and marketing of these NTFPs. They can be brought and sold on a private dealership basis.



Notes



Lined area for taking notes, consisting of 30 horizontal lines.





## Key Learning Outcomes

**After the completion of this module, the participant will be able to:**

1. State the relevant forest authority to be contacted to get permission for accessing hazardous areas in forests.
2. Explain the relevant guidelines to be followed while accessing and working in hazardous areas in the forest.
3. Explain the importance of checking weather conditions/ forecasting before accessing forest areas to avoid extreme weather.
4. Explain the varieties of Personal Protective Equipment (PPE) and their correct use.
5. Explain the importance of ensuring the PPE is in useable condition.
6. Explain the recommended practices to be followed to protect from infection and disease.
7. Explain how to identify hazards at a work-site in the forest and the appropriate preventive measures to be taken to deal with them.
8. Describe different methods to be followed for man-animal conflict mitigation.
9. Explain the applicable safe practices to be followed for carrying/ loading the forest produce.
10. State the safety instructions to be followed to avoid and deal with emergencies such as fire/ flood/ storms, etc.
11. Explain the importance of maintaining communication with the relevant authority/ official while working in the forest.
12. Explain the importance of carrying an up to date first-aid kit to the work-site in the forest.
13. Describe the process of contacting the emergency services to request medical assistance for serious injuries, accidents or emergencies.

## UNIT 5.1 : Demonstrate Appropriate Safety Practices

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify hazards and risks in the forest area.
2. Describe different kinds of risks.
3. Identify job-site hazardous work and state possible causes of risk or accident in the workplace.
4. Identify methods of accident prevention.
5. Practice responding promptly to emergency situation.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.
- Tools such as gloves, goggles, respiratory masks, helmet, rubber gloves, safety shoes, bandages , etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What are the different kinds of risks or hazards related to MAPs?
- Do you know the term 'CPR'?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Risks in Forest Area
- Identify Job-site Hazards
- Job Site Accidents and Prevention

## Demonstrate



- Demonstrate the participants Artificial Respiration or CPR with the help of a video.
- Ensure that the participants make a note of all important and relevant details.
- Encourage the participants to ask as many questions as possible.

## Activity



**Purpose :** To provide practical exposure of CPR and time may be 40-50 minutes.

**Methodology :** Learning by doing activity

### Procedure

- Divide the participants into groups.
- Provide each group with a dummy on which they will perform CPR, as shown in the video.
- Ask the students to perform chest compressions as shown in the video.
- Monitor the demonstration of participants carefully.
- Guide them for any corrections.

## Notes for Facilitation



- Ask the participants if they have any questions and clarify all doubts of the participants.
- Encourage peer learning among participants in the class by answering other participant's questions

## Exercise



### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. True
4. True
5. False

#### B. Answer the following questions:

1. Three methods of accident prevention :
  - Training in health and safety procedures
  - Using health and safety procedures
  - Safe handling of tools
2. CPR procedures could be taken by a NTFP Harvester in case their fellow colleague suffers from breathing problem.

## UNIT 5.2 : General Safety and First Aid

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Practice Occupational Safety and First Aid.
2. Identify control measures for various hazards.
3. Practice safe working practices while dealing with hazards.
4. Identify store location of general health and safety.
5. Demonstrate safe working practices while handling tools and equipment.
6. Identify safe lifting and carrying practices.
7. Analyze man-animal conflict.
8. Demonstrate correct method to move injured people.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.
- Tools such as gloves, goggles, respiratory masks, helmet, rubber gloves, safety shoes, bandages , etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Have you heard of man-animal conflict?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Health and Safety
  - ✓ Overview of Occupational Health and Safety (OH&S)
  - ✓ Safety signs related to NTFP collection
- Identification of Hazards and Control Measures
  - ✓ Hazards related to the collection of NTFPs
  - ✓ Overview of man-animal conflict
  - ✓ Personal safety, health and dignity issues relating to the movement of a person

## Activity



**Purpose :** To learn about the warning signs. This activity may be planned for 30-40 minutes.

**Methodology:** Hands on learning

**Procedure :**

- Ask each student to pick up a flashcard.
- Each flashcard will denote a specific warning signs.
- Ask each participant to identify the specific area or context where the warning sign is used.
- Declare result based on the performance of each participant after complete this activity.
- Ensure that all students participate in the class.

## Notes for Facilitation



- Arrange relevant handouts and leaflets for better understanding of the topic.
- Arrange audio visual aids showing innovative images.
- Ask them to answer the questions given in the participant handbook.

## Exercise



### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. True
4. False
5. False
6. True

#### B. Answer the following questions:

1. Three main objectives of Occupational Health and Safety:
  - Providing administrative as well as technical support to workers in various fields.
  - Reducing the incidents related to injuries, fatalities and diseases in the workplace.
  - Increasing awareness among workers and communities regarding OH&S
2. Direct exposure to ultra-violet radiation (UVR) emitted from sunlight can cause sunburn, eye damage, keratoses or sunspots and skin cancer. For more, refer section 5.2.2.
3. Three preventive measures against exposure to toxic materials :
  - Using protective clothing or equipment
  - Awareness of poisonous plant species
  - Staying away from poisonous plants



## UNIT 5.3 : Protective Clothing and Safety Gears

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify protective clothing and safety gear
2. Recognize how to select PPE for working in forest areas

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.
- Tools such as gloves, goggles, respiratory masks, helmet, rubber gloves, safety shoes, bandages , etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What is Personal Protective Equipment used for?
- Do you think NTFP collectors need to use PPE?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Use of Personal Protective Unit in Forest Areas
  - ✓ Protective clothing and equipment
  - ✓ Select and use appropriate personal protective equipment suitable for NTFPs collection in forest areas

### Demonstrate

- Demonstrate Personal protective equipment required in forest areas with the help of audio-visual aids.
- Motivate the participants to observe the demonstration carefully.
- Clarify the doubts of participants.

## Activity

**Purpose :** To learn how to wear PPE kit and time will be 30-40 minutes.

**Methodology :** Hands on experience

### Procedure

- Provide the participants with various PPE that a NTFP collector may need.
- Demonstrate the correct way to wear each item of PPE.
- Ask some of the participants to perform the task by themselves.
- Guide them for any corrections.

## Do

- Supervise and guide the participants for completing their tasks.
- Ask the participants if they need any kind of help or not.
- Appreciate for their active participation in the activity.

## Notes for Facilitation

- Assist all groups to understand the topic clearly through visualization.
- Answer all the questions of the participant.
- Focus on ensuring pictorial as well as live presentation for learning.
- Involve the participants through group activities, discussions and learning by doing.

## Exercise

### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. True
3. False
4. False
5. False

#### B. Answer the following questions:

1. Sunscreens are used to protect the skin from the harmful effects of the sun.
2. Safety gloves are used as Hand protection equipment.

## UNIT 5.4 : Administer First Aid

### Unit Objectives

**After the completion of this unit, the participant will be able to:**

1. Identify basic first aid treatment.
2. Practice administering appropriate first aid to victims.
3. Demonstrate basic techniques of bandaging.
4. Recognize the importance of environmental policies.
5. Describe the National Environment Policy.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.
- Tools such as gloves, goggles, respiratory masks, helmet, rubber gloves, safety shoes, bandages , etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Basic First-aid Treatment
  - ✓ Administer appropriate first aid to victims
  - ✓ Administer first aid in case of a heart attack or cardiac arrest due to electric shock
  - ✓ Demonstrate basic techniques of bandaging
- Environmental Policies
  - ✓ Overview of Environmental Policies
  - ✓ The National Environment Policy

## Role Play



- Choose two participants from the class .
- Ask one of the participant to volunteer to enact the role of an NTFP collector on site.
- Ask another participant to enact the role of a co-worker who has suffered a severe cut on his/her leg.
- Demonstrate the correct method of cleaning a wound and applying a bandage.
- Ask the participants playing the roles mentioned above to act out the scene.

## Do



- Supervise and guide the participants for completing their tasks.
- Ask the participants if they need any kind of help or not.
- Appreciate for their active participation in the activity.

## Notes for Facilitation



- Assist all groups to understand the topic clearly through visualization.
- Answer all the questions of the participant.
- Focus on ensuring pictorial as well as live presentation for learning.
- Involve the participants through group activities, discussions and learning by doing.

## Exercise



### Key Solutions to PHB Exercises

#### A. Choose the correct alternative:

1. Cello Tape
2. Provide first aid to the patient
3. Roller Bandages
4. Face wash
5. Knife

#### B. Answer the following questions:

1. Three basic steps of administering first-aid to victims :
  - Inspect the scene and check whether the injury is minor or major.
  - If the person is bleeding, apply proper medication that will stop the flowing of blood immediately.
  - Clean up wounds with disinfectant and apply a bandage securely.

2. Four ways to administer first-aid to a person suffering from heart attack :
  - Call for an ambulance immediately
  - Do not offer the person water or food
  - Keep the person comfortable and offer reassurance with your words and actions.
  - If the person loses consciousness, gently lower the person to the ground (if possible)
3. The right to development must be fulfilled, so as to equitably meet developmental and environmental needs of the present and future generations.

## UNIT 5.5: Rescue Techniques During Emergency Accidents

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Describe a forest fire.
2. Identify the causes of forest fire.
3. Describe precautionary activities to prevent forest fire.
4. Practice preventative and corrective measures for snake bites.
5. Identify rescue techniques performed during fire hazard.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.
- Tools such as antiseptic ointment/ liquid, pain relief spray/ ointment, fire extinguisher, etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- What is a forest fire?
- Why is evacuation carried out during emergencies?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Fire Hazards Cause and Prevention
- ✓ Overview of Fire Hazards
- ✓ Causes of forest fires
- ✓ Precautionary measures to prevent forest fire accidents
- Snakebites- Preventative and Corrective Measures
- ✓ Signs and symptoms of a snake bite
- Rescue Techniques
- Emergency Evacuation Procedures

## Role Play



- Ask the participants to imagine a situation where one of their fellow NTFP collectors have been bitten by a snake .
- Ask the other participants to identify and perform first-aid measures or steps.
- Assist the participants to carry out the activity successfully.

## Do



- Sum up the key learning of above activity.
- Emphasize and elaborate on important aspects of first aid.

## Notes for Facilitation



- Encourage participants of group discussion to ask questions so that they can clear their doubts on any topic
- Encourage peer learning among participants in the class by answering other participant's questions
- Ensure more pictorial presentation of learning where ever possible in classroom
- Ensure practical session where ever required

## Exercise



### Key Solutions to PHB Exercises

#### A. State True or False:

1. True
2. False
3. True
4. True
5. True

#### B. Answer the following questions:

1. Three rescue techniques that are to be followed during fire hazard :
  - Immediately inform the co-workers once a forest fire begins.
  - If the fire is in the initial stage, try putting it off by dousing it with water from the nearest possible water body.
  - Pull the fire alarm, if one is available.
2. Two accumulate disaster supplies used during flood and storms :
  - Canned, dry, ready-to-eat and packaged food, which do not require refrigeration or cooking
  - Drinking water in clean containers
3. Four emergency evacuation procedures to be followed during Earthquake :
  - Quickly shutdown any hazardous operations or processes and render them safe.
  - Take jackets or other clothing needed for protection from the weather.
  - If possible, close windows and doors as you leave, but do not lock the doors and emergency exit routes.
  - Exit the building, walk to the nearest safe exit route. Do not run. Do not use elevators.

4. Three steps which could be undertaken for the treatment of a person who reports of shortness in breath along with pain and redness in a certain area of the skin :
  - The person should immediately move out of the striking distance of the snake.
  - The person should stay calm, because hyperventilating or any sudden /sharp movement may alert the snake or cause it to attack out of defence.
  - The person should be prepared to describe the colour and shape of the snake to the medical personnel so that they could provide the requisite treatment.
5. Various tribal rituals related to fire Cause forest fire. It can cause harm to the natural flora and fauna, as well as to the people working inside a forest to earn their livelihood.

**C. Choose the correct alternative:**

1. Camping
2. Less talking
3. Clean the wound with soap and water
4. Thunder and Lighting



## UNIT 5.6 : Reporting the Accident to the Designated Authority

### Unit Objectives

After the completion of this unit, the participant will be able to:

1. Practice writing accident/incident report or dictate a report to another person.
2. Question the relevant authorities regarding work-related information, clarifications and support.
3. Identify and practice relevant health, hygiene, safety and quality standards.

### Resources to be Used

- Available objects such as white board, duster, marker, overhead projector, laptop, pen, notebook etc.
- Power point presentation showing related images.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Who are the responsible authorities for health and safety at the workplace?
- What details should be ideally mentioned in an incident reporting form?

### Elaborate

With the help of PHB or audio-visual aids, elaborate

- Reporting Incident to Designated Authority
- ✓ Concerned agencies responsible for health and safety in a workplace
- ✓ State the name and location of people responsible for health and safety in a particular area
- ✓ Complete a accident/incident report or dictate a report to another person, and send a report to the person responsible
- ✓ Relevant authorities to approach regarding work-related information, clarifications and support
- ✓ Importance of following health, hygiene, safety and quality standards and the impact of not following the standards on consumers and the business

## Activity

**Purpose :** To learn how to fill accident report and time will be 30-40 minutes.

**Methodology :** Learning by doing

### Procedure

- Give the participants a scenario (you may write it on the board, if possible)
- Ask each participant to fill up a mock accident report, based on the scenario.
- Assist the participants to carry out the activity successfully.

## Do

- Sum up the key learning of above activity.

## Notes for Facilitation

- Encourage participants of group discussion to ask questions so that they can clear their doubts on any topic
- Encourage peer learning among participants in the class by answering other participant's questions
- Ensure more pictorial presentation of learning where ever possible in classroom
- Ensure practical session where ever required

## Exercise

### Key Solutions to PHB Exercises

#### A. Fill in the Blanks:

1. ISO
2. Proof
3. Escalation Matrix
4. Government and Semi-government Officials
5. Quality adherence

#### B. Answer the following questions:

1. Three factors which play a crucial role in drafting of an Incident Report-Refer section 5.6.1.
2. Three people who could be approached by a NTFP Harvester with regards to reporting health hazards :
  - Team leader (leader of a particular group of workers)
  - Supervisor
  - Manager

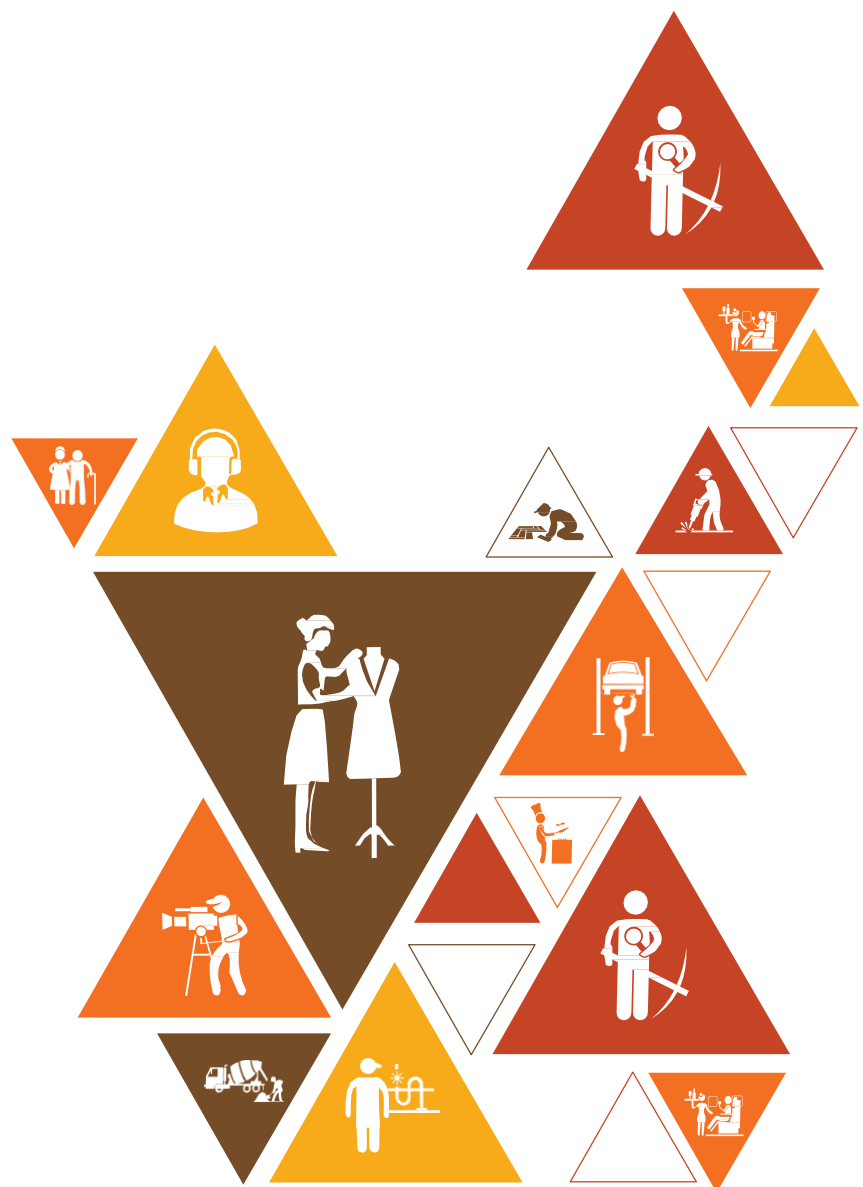
Notes



Lined area for taking notes, consisting of 30 horizontal lines.









**Skill India**  
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**N.S.D.C.**  
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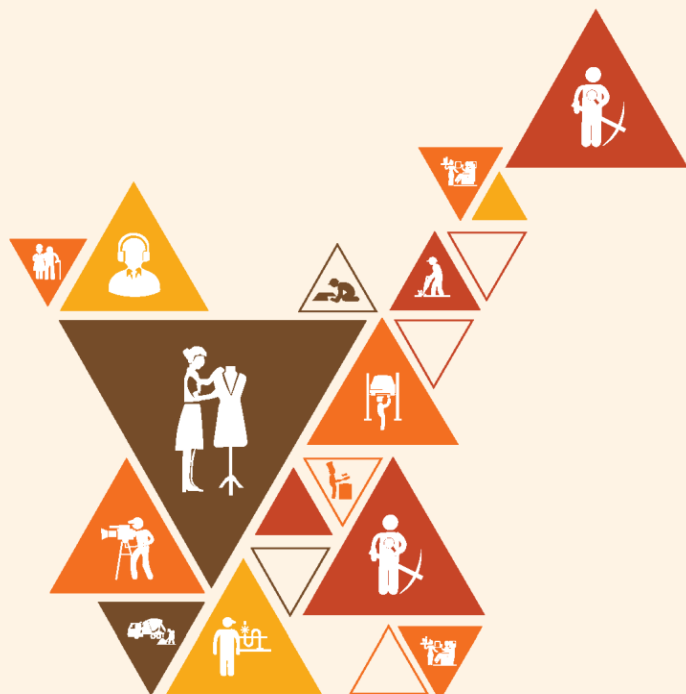
**ASCI**  
Agriculture Skill Council of India

## 9. Annexures

Annexure I - Training Delivery Plan

Annexure II- Assessment Criteria

Annexure III- QR Codes –Video Links



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Non- Timber Forest Produce Harvester		
<b>Qualification Pack Name &amp; Ref. ID</b>	AGR/Q6102		
<b>Version No.</b>	<b>3.0</b>	<b>Version Update Date</b>	<b>17/11/2022</b>
<b>Pre-requisites to Training (if any)</b>	8th Class with 1 year of relevant experience OR 5th Class with 3 Years of relevant experience OR Ability to read and write with 5 Years of relevant experience OR Certificate-NSQF Level-3 (in Agriculture/Horticulture related Job Roles) with 6 Months of relevant experience		
<b>Training Outcomes</b>	<p><b>At the end of the program, the learner should have acquired the listed knowledge and skills to:</b></p> <ul style="list-style-type: none"> <li>Describe the process of identifying and harvesting the Non-Timber Forest Produce (NTFP) and Medicinal and Aromatic Plants (MAPs).</li> <li>Demonstrate the process of carrying out post-harvest processing of NTFP and MAPs.</li> <li>Demonstrate the process of undertaking basic market-related activities for the NTFP and MAPs.</li> <li>Explain the basic entrepreneurial activities for small enterprise.</li> <li>Describe the process of undertaking employability and entrepreneurial practices.</li> <li>Demonstrate basic health and safety practices used in forestry-related work.</li> </ul>		

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
1	Introduction to the role of a Non-Timber Forest Produce Harvester T: 05:00 (HH:MM)	1. General Discipline in the Classroom	<ul style="list-style-type: none"> <li>Demonstrate general discipline in the classroom</li> <li>Identify a NTFP Collector</li> <li>Describe the job role and responsibilities</li> </ul>	NA	Classroom lecture, activity, demonstration	Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.	T: 1:00
		2. Scope and Importance of NTFP Harvester	<ul style="list-style-type: none"> <li>Recognize the importance of NTFP</li> <li>Describe the medicinal importance of few wild plants</li> </ul>		Classroom lecture, role play, demonstration	Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc.	T: 1:00
		3. Role of NTFP Harvester	<ul style="list-style-type: none"> <li>Describe the job role of an NTFP Harvester.</li> </ul>		Classroom lecture, activity	Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc	T: 1:00
		4. Demand and Supply, Supply and Exchange Associated with Non-Timber Forest Produce	<ul style="list-style-type: none"> <li>Identify products involved in NTFP</li> <li>Estimate the demand and supply for NTFP</li> <li>Identify relevant regulations with respect to NTFP collection</li> <li>State the importance of NTFP in Indian Rural Economy</li> </ul>		Classroom lecture, activity	Participant handbook, white board, marker, duster, computer, projector, flip charts, pen, notebook, etc	T: 2:00



S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
2	Process of identifying and harvesting the NTFP and MAPs T: 35:00 P: 50:00 (HH:MM)	1. Identification, Classification and Government Policies on Collection, Storage, Marketing of NTFPs -I	<ul style="list-style-type: none"> <li>Describe the concept of protected areas</li> <li>Identify different types of NTFPs found in the local area</li> <li>Differentiate between nationalized and non-nationalized NTFPs</li> <li>Explain notifications on nationalized and non-nationalized NTFPs</li> </ul>	AGR/N6109 PC1, KU1, KU5, GS1-GS9	Classroom lecture, activity, demonstration, team activity	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.	T: 3:00 P: 4:00
		2. Identification, Classification and Government Policies on Collection, Storage, Marketing of NTFPs -II	<ul style="list-style-type: none"> <li>Identify various kinds of plant parts and their uses</li> <li>Describe plant morphology, characteristics and habitat</li> <li>Recall terminology, local names, habits and habitats of local plant species</li> <li>Recognize phenological stages of plants and animal species</li> </ul>	AGR/N6109 PC12, KU14, GS1-GS9	Classroom lecture, activity, demonstration, team activity	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.	T: 3:00 P: 5:00
		3. NTFP Collection Permitted Areas and Process	<ul style="list-style-type: none"> <li>Identify NTFPs collection permitted areas in the forest</li> <li>Apply relevant forest biodiversity procedures</li> <li>Explain the importance of forest conservation</li> <li>Practice the standard NTFP collection procedures</li> </ul>	AGR/N6109 PC1, PC8, PC9, KU5, GS1-GS9	Classroom lecture, field visit, demonstration	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.	T: 3:00 P: 4:00
		4. Relevant Forest Biodiversity Process	<ul style="list-style-type: none"> <li>Explain relevant forest biodiversity procedures.</li> </ul>	AGR/N6109 PC8, KU1, GS1-GS9	Classroom lecture, activity	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 4:00
		5. Non – Timber Forest Produce Using Approved Procedures - I	<ul style="list-style-type: none"> <li>Practice collection cycle</li> <li>Identify season and time of harvest of NTFPs</li> <li>Recognize the importance of Minor Forest Produce</li> </ul>	AGR/N6109 PC7, KU9, GS1-GS9	Classroom lecture, activity, presentation	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 4:00
		6. Non – Timber Forest Produce Using Approved Procedures - II	<ul style="list-style-type: none"> <li>Practice various types of good collection techniques</li> <li>Use relevant scientific and good NTFP collection practices</li> <li>Identify common tools for the collection of NTFPs and MAPs</li> </ul>	AGR/N6109 PC2, PC3, KU8, KU10, GS1-GS9	Classroom lecture, activity	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.	T: 3:00 P: 4:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		7. MAP Species and their Potent Parts	<ul style="list-style-type: none"> <li>Identify the range of MAP and the parts of the plant that are used as NTFP</li> <li>Identify herbs and their medicinal value</li> </ul>	AGR/N6109 PC2, PC12, KU6, KU14, GS1-GS9	Classroom lecture, activity, presentation	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 4:00
		8. Identify Site and Plant Species Prior to Harvesting - I	<ul style="list-style-type: none"> <li>Identify sites for harvesting NTFPs and MAPs</li> <li>Describe various endemic species</li> <li>Identify RET species</li> <li>Practice relevant forest regulations related to protection of endangered species</li> </ul>	AGR/N6109 PC17, KU7, GS1-GS9	Classroom lecture, activity, presentation	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.	T: 3:00 P: 4:00
		9. Identify Site and Plant Species Prior to Harvesting - II	<ul style="list-style-type: none"> <li>Recognize the importance of conserving threatened species</li> <li>Identify the importance of regeneration of species</li> <li>Identify sites prior to harvesting</li> <li>Describe how to prevent contamination of MAPs</li> </ul>	AGR/N6109 PC4, KU12, GS1-GS9	Classroom lecture, activity, presentation	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.	T: 3:00 P: 4:00
		10. Standard Procedure and Equipment for Harvesting	<ul style="list-style-type: none"> <li>Demonstrate the various harvesting procedures</li> <li>Describe sustainable harvesting practices</li> <li>Practice the procedure for removal of toxic weeds</li> <li>Identifying and handling poisonous plants</li> <li>Practice safety procedures</li> </ul>	AGR/N6109 PC7, PC15, KU12, GS1-GS9	Classroom lecture, activity, practical	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.	T: 3:00 P: 5:00
		11. Apply Scientific and Good Collection Practices	<ul style="list-style-type: none"> <li>Apply scientific and good collection practices recommended by responsible forest officials, Joint Forest Management Committee (JFMC), etc.</li> </ul>	AGR/N6109 PC16, KU15, GS1-GS9	Classroom lecture, activity, practical	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, etc.	T: 3:00 P: 4:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		12. Identify and Collect MAP Using Approved Procedures	<ul style="list-style-type: none"> <li>Identify plant species and parts</li> <li>Explain when to collect MAPS</li> <li>Identify the responsible authorities for NTFP Collection</li> </ul>	AGR/N6109 PC16, PC17, KU14, GS1-GS9	Classroom lecture, activity, field visit	PHB, White board, duster, flip chart board/paper etc., PPT showing related images. Tools such as shovel, tong's pair, broom, basket, polythene sheets, sieving device, etc.	T: 2:00 P: 4:00
3	Post-harvest processing of NTFP & MAPs T: 20:00 P: 40:00 (HH:MM)	1. Post – Harvest Processing of NTFP - I	<ul style="list-style-type: none"> <li>Practice how to sort and grade products</li> <li>Explain how to clean products</li> </ul>	AGR/N6127 PC1-PC5, KU1, KU5, GS1-GS9	Classroom lecture, team activity	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 2:00 P: 5:00
		2. Post – Harvest Processing of NTFP - II	<ul style="list-style-type: none"> <li>State the importance of shade drying</li> <li>Describe the importance of selling goods</li> </ul>	AGR/N6127 PC7, KU5, GS1-GS9	Classroom lecture,	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 5:00
		3. Post Crop Processing of MAP - I	<ul style="list-style-type: none"> <li>Describe drying, grading, sorting practices in the collection of NTFPs and MAPs.</li> </ul>	AGR/N6127 PC1, PC2, KU1, GS1-GS9	Classroom lecture, Team activity, practical	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 2:00 P: 5:00
		4. Post Crop Processing of MAP - II	<ul style="list-style-type: none"> <li>Practice documenting and accounting for the sale of minor forest produce in log books</li> </ul>	AGR/N6127 PC15, GS1-GS9	Classroom lecture, team activity, practical	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 5:00
		5. Post Crop Processing of MAP - III	<ul style="list-style-type: none"> <li>Practice transporting medicinal and aromatic plants</li> </ul>	AGR/N6127 PC15, KU9, GS1-GS9	Classroom lecture, team activity, practical	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 2:00 P: 5:00
		6. Resource Optimization and Waste Management -I	<ul style="list-style-type: none"> <li>Explain the benefits of resource optimization</li> </ul>	AGR/N6127 PC16, KU10, GS1-GS9	Classroom lecture, activity	PHB, White board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 5:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		7. Resource Optimization and Waste Management -II	<ul style="list-style-type: none"> <li>Explain the importance of recycling and disposing different types of waste</li> </ul>	AGR/N6127 PC17, PC19, KU13, GS1-GS9	Classroom lecture, activity	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 2:00 P: 5:00
		8. Recap	<ul style="list-style-type: none"> <li>Recapitulate complete module learning</li> </ul>	AGR/N6127 PC1-PC5, KU1-KU5, GS1-GS9	Classroom lecture, presentation, Q/A session	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 5:00
4	Basic market-related activities for NTFP and MAPs T: 20:00 P: 40:00 (HH:MM)	1. Record Details of NTFP and MAPs	<ul style="list-style-type: none"> <li>Practice recording date, time and geographical origin of medicinal and aromatic plants</li> </ul>	AGR/N6111 PC12, KU9, GS1-GS9	Classroom lecture, presentation, field visit	PHB, white board, duster, flip chart board/paper etc., PPT showing related images. Sieving Device, Storage Bin, Plastic Bags , etc.	T: 2:00 P: 5:00
		2. Formal and Informal Marketing Channels for NTFP	<ul style="list-style-type: none"> <li>Identify formal and informal marketing channels for NTFPs</li> <li>Identify different buyers/industries/ formal informal marketing channels of NTFPs</li> </ul>	AGR/N6111 PC4, KU2, GS1-GS9	Classroom lecture, team activity, practical	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 5:00
		3. Appropriate Marketing Channel	<ul style="list-style-type: none"> <li>Describe how to develop appropriate marketing channels</li> </ul>	AGR/N6111 PC7, PC8, KU3, GS1-GS9	Classroom lecture, presentation, activity	PHB, white board, duster, flip chart board/paper etc., PPT showing related images such as Solar Dryer, Electric Shell Cracker, etc.	T: 2:00 P: 5:00
		4. Quantity, Quality and Price of the NTFP Produce - I	<ul style="list-style-type: none"> <li>Assess quality and quantity parameters of NTFPs in the market</li> <li>Calculate the value price of NTFPs</li> <li>Identify the target consumer for various NTFPs</li> <li>Describe the market for similar products</li> </ul>	AGR/N6111 PC5-PC7, KU5, KU8, GS1-GS9	Classroom lecture, presentation, activity	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 5:00
		5. Quantity, Quality and Price of the NTFP Produce - II	<ul style="list-style-type: none"> <li>Identify the factors on which pricing of forestry products depend</li> <li>Explain the limitations suggested by Government on pricing</li> <li>Describe how to maintain book of accounts</li> </ul>	AGR/N6111 PC3, PC16, KU3, KU12, GS1-GS9	Classroom lecture, presentation, activity	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 2:00 P: 5:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		6. Maintain Books of Accounts and Calculate B:C Ratio	<ul style="list-style-type: none"> <li>Explain the importance of maintaining book of accounts</li> <li>Practice the calculation of B:C ratio</li> </ul>	AGR/N6111 PC16, KU12, GS1-GS9	Classroom lecture, activity, demonstration	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 5:00
		7. Sell Product to Appropriate Marketing Channel	<ul style="list-style-type: none"> <li>Analyse how are products are sold using appropriate marketing channels</li> </ul>	AGR/N6111 PC4, KU10, GS1-GS9	Classroom lecture, role play, presentation	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 2:00 P: 5:00
		8. Adhere to NTFP Trade Policy	<ul style="list-style-type: none"> <li>Describe and follow relevant community trade policy related to sale, marketing and trading of NTFPs</li> </ul>	AGR/N6111 PC8, KU10, GS1-GS9	Classroom lecture, team activity	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 3:00 P: 5:00
5	Basic health and safety practices in forestry-related work T: 10:00 P:20:00 (HH:MM)	1. Demonstrate Appropriate Safety Practices	<ul style="list-style-type: none"> <li>Identify hazards and risks in the forest area</li> <li>Describe different kinds of risks</li> <li>Identify methods of accident prevention</li> <li>Practice responding promptly to emergency situation</li> </ul>	AGR/N9909 PC1, PC6, KU7, GS1-GS9	Classroom lecture, presentation, activity, practical	PHB, white board, duster, flip chart board/paper etc., PPT showing related images. Tools such as gloves, goggles, respiratory masks, helmet, rubber gloves, safety shoes, bandages , etc.	T: 2:00 P: 3:00
		2. General Safety and First Aid	<ul style="list-style-type: none"> <li>Practice Safety and First Aid</li> <li>Identify control measures for hazards</li> <li>Practice safe working practices</li> <li>Identify store location of general health and safety</li> <li>Demonstrate safe working practices &amp; method to move injured people</li> <li>Identify safe lifting and carrying practices</li> <li>Analyze man-animal conflict</li> </ul>	AGR/N9909 PC3, PC12, KU4, KU14, GS1-GS9	Classroom lecture, activity	PHB, white board, duster, flip chart board/paper etc., PPT showing related images. Tools such as gloves, goggles, respiratory masks, helmet, rubber gloves, safety shoes, bandages , etc.	T: 2:00 P: 4:00
		3. Protective Clothing and Safety Gears	<ul style="list-style-type: none"> <li>Identify protective clothing and safety gear</li> <li>Recognize how to select PPE for working in forest areas</li> </ul>	AGR/N9909 PC3, KU4, GS1-GS9	Classroom lecture, activity, demonstration	PHB, white board, duster, flip chart board/paper etc., PPT showing related images. Tools such as antiseptic ointment/ liquid, pain relief spray/ ointment, fire extinguisher, etc.	T: 1:00 P: 4:00

S.No.2	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		4. Administer First Aid	<ul style="list-style-type: none"> <li>Identify basic first aid treatment</li> <li>Practice administering first aid</li> <li>Demonstrate basic techniques of bandaging</li> <li>Describe the National Environment Policy</li> </ul>	AGR/N9909 PC13, KU15, GS1-GS9	Classroom lecture, role play, presentation	PHB, white board, duster, flip chart board/paper etc., PPT showing related images.	T: 1:00 P: 3:00
		5. Rescue Techniques During Emergency Accidents	<ul style="list-style-type: none"> <li>Describe a forest fire</li> <li>Identify the causes of forest fire</li> <li>Describe precautionary activities for forest fire</li> <li>Practice preventative and corrective measures for snake bites</li> <li>Identify rescue techniques performed during fire hazard</li> </ul>	AGR/N9909 PC11, KU11, GS1-GS9	Classroom lecture, presentation, role play	PHB, white board, duster, flip chart board/paper etc., PPT showing related images. Tools such as antiseptic ointment/ liquid, pain relief spray/ ointment, fire extinguisher, etc.	T: 2:00 P: 4:00
		6. Reporting the accident to the Designated Authority	<ul style="list-style-type: none"> <li>Practice writing accident/incident report</li> <li>Identify and practice relevant health, hygiene, safety and quality standards</li> </ul>	AGR/N9909 PC11, KU12, GS1-GS9	Classroom lecture, presentation, activity	PHB, white board, duster, flip chart board/paper etc., PPT showing related images	T: 2:00 P: 3:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
6.	Employability Skills (30 hrs)	Introduction to Employability Skills	<ul style="list-style-type: none"> <li>Describe the importance of Employability Skills</li> <li>Prepare a note on different industries, trends, required skills</li> </ul>	DGT/VSQ/N0101	Team Activity: Interactive discussion	White-board and Markers Chart paper and sketch pens LCD Projector, Laptop for Presentation, audio visual aids, note pad, paper, pen, computers etc.	1 hr
		Constitutional Values: Citizenship	<ul style="list-style-type: none"> <li>Detail the principles of the constitution of India</li> <li>Identify the various environmentally sustainable practices</li> </ul>		Class room lecture, discussion, Demonstration, practical		1 hr
		Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <li>Discuss relevant 21st century skills required for employment</li> <li>Practice critical thinking and decision making skills</li> </ul>		Class room lecture, discussion, Demonstration, practical		1 hr
		Basic English Skills	<ul style="list-style-type: none"> <li>Read English text with appropriate articulation</li> <li>Practice basic English words, sentences and punctuation</li> </ul>		Team Activity: Role play, video session		2hrs

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
		Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Discuss various financial institutions, products, and services</li> <li>Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax</li> </ul>	DGT/VSQ / N0101	Class room lecture, Group discussion, demonstration , activity		4 hrs
		Essential Digital Skills	<ul style="list-style-type: none"> <li>Detail the use and features of various MS Office tools, like MS Word, MS Excel, MS PowerPoint, etc.</li> <li>Demonstrate how to operate digital devices</li> <li>Create an e-mail id and follow e-mail etiquette to exchange e-mails</li> </ul> <p>Describe the role of digital technology in day-to-day life and the workplace</p>	DGT/VSQ/ N0101			3 hrs



S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
		Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Discuss various financial institutions, products, and services</li> <li>Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax</li> </ul>	DGT/VSQ / N0101	Class room lecture, Group discussion, demonstration , activity		4 hrs
		Essential Digital Skills	<ul style="list-style-type: none"> <li>Detail the use and features of various MS Office tools, like MS Word, MS Excel, MS PowerPoint, etc.</li> <li>Demonstrate how to operate digital devices</li> <li>Create an e-mail id and follow e-mail etiquette to exchange e-mails</li> <li>Describe the role of digital technology in day-to-day life and the workplace</li> </ul>	DGT/VSQ/ N0101			3 hrs

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

(For Updated 'Assessment Criteria', please refer to Qualification Pack of this Job role available at <https://www.nqr.gov.in/>)









Assessment Criteria for ASCI- Non-Timber Forest Produce Harvester	
Job Role	Non- Timber Forest Produce Harvester
Qualification Pack	AGR/Q6102
Sector Skill Council	Agriculture Skill Council of India





S.No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Assessment will be conducted for all compulsory NOS, as well as the selected elective NOS/set of NOS.
4.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
6.	To pass the Qualification Pack, every trainee should score a minimum of 50% of aggregate marks to successfully clear the assessment.
7.	In case of <i>unsuccessful completion</i> , the trainee may seek reassessment on the Qualification Pack.

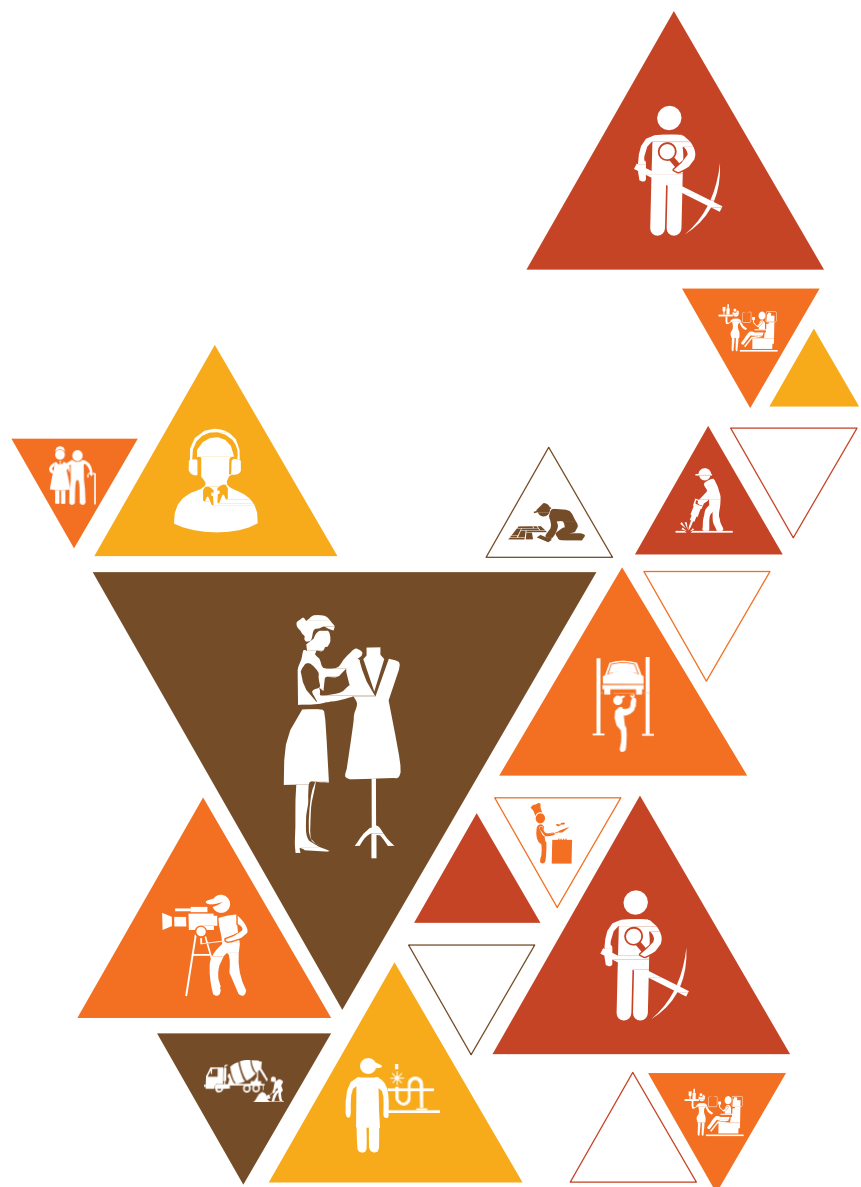
National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AGR/N6109. Identify and harvest the NTFP and MAPs	30	40	-	30	100	30
AGR/N6127. Carry out post-harvest processing of NTFP and MAPs	30	40	-	30	100	30
AGR/N6111. Undertake basic market-related activities for NTFP and MAPs	30	40	-	30	100	30
AGR/N9909. Follow the basic health and safety practices in forestry-related work	30	40	-	30	100	5
DGT/VSQ/N0101. Employability Skills (30 Hours)	20	30	0	0	50	5
<b>Total</b>	<b>140</b>	<b>190</b>	<b>0</b>	<b>0</b>	<b>450</b>	<b>100</b>

## Annexure-III

## QR Codes – Video Links

Chapter No.	Unit No.	Topic	QR Code Links	QR code (s)
<b>Chapter -1</b> Introduction to the Role of a Non-Timber Forest Produce Harvester	Unit 1.3 - Role of NTFP Harvester	NTFP	<a href="https://youtu.be/AYZXqsEv41g">https://youtu.be/AYZXqsEv41g</a>	 NTFP
		NTFP	<a href="https://www.youtube.com/watch?v=Khwy04DhYuo">https://www.youtube.com/watch?v=Khwy04DhYuo</a>	 NTFP
		Status and value addition	<a href="https://www.youtube.com/watch?v=ZQYFBkhU2tQ">https://www.youtube.com/watch?v=ZQYFBkhU2tQ</a>	 Status and value addition
<b>Chapter -2</b> Process of Identifying and Harvesting the NTFP and MAPs	Unit 2.1 - Identification, Classification and Government Policies on Collection, Storage, Marketing of NTFPs	Overview of NTFP	<a href="https://www.youtube.com/watch?v=VlsbJZ5NJOE">https://www.youtube.com/watch?v=VlsbJZ5NJOE</a>	 Overview of NTFP
		Aroma mission	<a href="https://www.youtube.com/watch?v=YT7YXKyQC2Y">https://www.youtube.com/watch?v=YT7YXKyQC2Y</a>	 Aroma mission
		Van Dhan Vikas Kendra	<a href="https://www.youtube.com/watch?v=2gpeqnXvQB8">https://www.youtube.com/watch?v=2gpeqnXvQB8</a>	 Van Dhan Vikas Kendra
	Unit 2.2 - NTFP Collection Permitted Areas and Process	MSP for NTFP	<a href="https://www.youtube.com/watch?v=BafQL5Zas9k">https://www.youtube.com/watch?v=BafQL5Zas9k</a>	 MSP for NTFP
	Unit 2.5 - MAP Species and their Potent Parts	Medicinal plants, fruits of India I	<a href="https://www.youtube.com/watch?v=-a-Pu5fi6wo">https://www.youtube.com/watch?v=-a-Pu5fi6wo</a>	 Medicinal plants, fruits of India I

Chapter No.	Unit No.	Topic	QR Code Links	QR code (s)
		Medicinal plants, fruits of India II	<a href="https://www.youtube.com/watch?v=DnPFYdV5i5w">https://www.youtube.com/watch?v=DnPFYdV5i5w</a>	 Medicinal plants, fruits of India II
	Unit 2.7 - Standard Procedure and Equipment for Harvesting	Harvesting of plants	<a href="https://www.youtube.com/watch?v=Q5PdBZ1DCYw">https://www.youtube.com/watch?v=Q5PdBZ1DCYw</a>	 Harvesting of plants
<b>Chapter - 4</b> Basic Market-Related Activities for NTFP and MAPs	Unit 4.3 - Appropriate Marketing Channel	Marketing channels	<a href="https://www.youtube.com/watch?v=-Tn5oZmd90Y">https://www.youtube.com/watch?v=-Tn5oZmd90Y</a>	 Marketing channels
	Unit 4.6 - Sell Product to Appropriate Marketing Channel	Marketing of MAPs	<a href="https://www.youtube.com/watch?v=6QNSWSjgVf0">https://www.youtube.com/watch?v=6QNSWSjgVf0</a>	 Marketing of MAPs





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MINISTRY OF SKILL DEVELOPMENT  
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