



# TRAINING BIODIVERSITY MANAGEMENT COMMITTEES



## IMPLEMENTATION GUIDE

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Indo-German Biodiversity Programme

**Implementing Partners**

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National Biodiversity Authority, Chennai  
State Biodiversity Boards of Maharashtra, Tamil Nadu and Uttarakhand  
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GIZ/ABS Partnership Project

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## ACCESS AND BENEFIT SHARING PARTNERSHIP (ABS) PROJECT

The ABS Partnership project is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) under the Indo-German Biodiversity Programme. The project is implemented in partnership with the Ministry of Environment, Forest and Climate Change (MoEFCC), the National Biodiversity Authority, the State Biodiversity Boards of Maharashtra, Tamil Nadu and Uttarakhand and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

### OBJECTIVE

The ABS Partnership Project aims at strengthening the capacity of the National Biodiversity Authority (NBA), the State Biodiversity Boards (SBBs), Biodiversity Management Committees (BMCs), as well as raising awareness amongst the commercial users of biological resources and traditional knowledge for the effective implementation of ABS mechanisms under the Biological Diversity Act 2002, in keeping with India's commitments under the Nagoya Protocol on ABS.

### APPROACH

To achieve the objective, the project employs the following approaches:

- Awareness-raising, communication and stakeholder dialogues for creating better understanding of the Biological Diversity Act 2002, ABS Regulations and the Nagoya Protocol on ABS among different actors and stakeholder groups
- Development of good practices of benefit sharing of communities, based on utilisation of biological resources for commercial or research purposes
- Development of an IT-enabled ABS monitoring system for the National Biodiversity Authority for effective monitoring of the use of biological resources in ABS processes

The project is implemented at the national level in partnership with the NBA, at the state level, with the SBBs of Maharashtra, Tamil Nadu and Uttarakhand, and at the local level with BMCs in three states.





## INTRODUCTION

This Implementation Guide provides comprehensive information on how to implement training of trainers for operationalising BMCs. ToT is conducted for 5 days in two phases. By explaining preparatory work required for each session, methods, objectives, learning outputs etc., this guide aims to help facilitators plan and implement the ToT. A detailed explanation of the training methods referred to in this guide is provided in part-3 of the training package.

This package of modules and methods consists of three parts – 1. Curriculum – with six modules, namely, 'Biodiversity and Human Wellbeing', 'The Biological Diversity Act, 2002', 'Biodiversity Management Committees', 'Functions of Biodiversity Management Committees', 'People's Biodiversity Registers' and 'Access and Benefit Sharing. 2. Training Methods – describes participatory training methods and steps to conduct various training sessions, and 3. Implementation Guide – guidance for implementing the ToT.





## DAY 0

### PREPARATORY DAY

The facilitators should reach the training location a day ahead to finalise preparations for the training.

The day before the training commences the facilitators should:

- Go over the internal and external agenda (see Annexure 1 A & B), process and training methods together to ensure that uniformity in the training approach will be maintained
- Organise each session by dividing responsibilities and roles among themselves.
- Ensure that all the materials such as soft boards, charts, markers, tape, projector, etc., required for the training are in place the previous day.



## DAY 1

### 1. INAGURATION

#### OBJECTIVES:



1. Welcome the participants and officially launch the training programme.
2. To introduce the training objectives and provide an overview of the training programme
3. Highlight the importance of BMCs.

#### METHOD:



#### INAUGURAL SPEECH

Invite 1-2 eminent personalities such as president of the local body, chairman of the BMC, well-known farmers and experts who could inspire participants and highlight importance of key topics dealt in the training and how BMCs can contribute to local biodiversity



#### DESCRIPTION OF THE SESSION:



This session begins with a welcome address followed by the introduction of the invited dignitaries. They will then briefly address the participants.

Note: Providing brief speaking points to the guests beforehand will ensure that all key points are conveyed to the participants.

#### LEARNING OUTPUT:



After this session participants:

- Understand the purpose of the training
- Are aware of the importance of biodiversity and its conservation

#### TIME DURATION:



Initial remarks and welcome: 5 min

Speech by the guests: 10





## DAY 1

### 2. INTRODUCTION OF THE PARTICIPANTS – BREAKING THE ICE

#### OBJECTIVES:



1. Overview of the training and participatory methodology adopted for the training.
2. To introduce the facilitators, their background and interests.
3. To introduce the participants who will make a brief statement about why they are there and what they hope to learn from the training programme.

#### METHOD:



#### OPTION 1. PHOTOCARD

Participants to pick out a photocard from a set of pre-chosen cards with specific biodiversity-related image and narrate the rationale/logic behind their choice.



#### OPTION 2. BIODIVERSITY BASKET

The participants are asked to choose one among a set of bioresources or products made from bio-resources (e.g., shampoo, tablets, soap, cream, oil, etc.), and explain how they connect to the chosen item.



#### DESCRIPTION OF THE SESSION:



The icebreaker session of the training.

- Firstly, all facilitators should introduce themselves to the participants with a brief overview of their achievements, skills, training they have conducted, etc.



- The facilitator of this session should state the importance of the participatory training and the methodology adopted and emphasise that the active participation of all is required to make it a success.
- The facilitator spreads out the sample bio-resources or photo cards related to bio diversity and invites the participants to choose one item.
- The participants are then given some time to think about how they connect to the chosen item.
- In the next step, the participants introduce themselves and state reason for choosing an item.

### LEARNING OUTPUT:



After this session participants:

- Are aware that this is not a conventional training, and they too can contribute by sharing their knowledge and taking part in the discussions.
- Have an understanding of the background of the facilitators and the other participants.
- Relaxed about interacting and communicating with the group.

### TIME DURATION:



For choosing the items: 5 mins

Thinking: 5 mins

Presentation: 2 mins (Max for each participant)

The total time taken for the entire session will depend on the number of participants.

This is an important session in training.

Therefore, it should not be cut short.

### NOTES FOR THE FACILITATORS:

- Give clear instructions to the participants about their role in the sessions
- Maintain interactions with the participants to keep them engaged.
- Adhere strictly to time.
- The maximum time for the presentation of each participant may vary with the total number of participants.



## DAY 1

### 3. NORM SETTING / GROUND RULES

#### OBJECTIVES:



The objective of this session is to set some basic disciplinary rules for the training period.

#### METHOD:



#### BRAIN MAPPING

The participants are themselves asked to set rules that will ensure the smooth running of the programme.

The facilitator writes all suggestions and ideas raised by the participants on a chart paper for everyone to see.

#### DESCRIPTION OF THE SESSION:



The role of the facilitator is to moderate the session.

- On the first day, the participants are asked to come up with a set of basic rules for everyone to follow during the training.

- These rules will serve as “rules to follow”, and participants may be asked to hold their peers accountable to follow these rules on all 5-days
- The suggested rules are documented on a chart paper by the facilitator.

#### LEARNING OUTPUT:



The participants set rules for themselves.

- After this session, the participants are comfortable with the rules jointly framed.
- The participants will be motivated to follow the rules framed by consensus.

#### TIME DURATION:



Documenting the rules: 10 mins



## DAY 1

### 4. EXPECTATIONS OF THE PARTICIPANTS AND TRAINING OVERVIEW

#### OBJECTIVES:



1. To present an overview of the upcoming sessions of the training.
2. To identify the interests of the participants and possibly incorporate them in training.
3. To understand what the participants expect from the training.
4. To know how the participants plan to apply the knowledge they have gained in the future.

#### METHOD:



#### BRAIN MAPPING

Participants are asked to come up with ideas to accomplish any agenda. While the different ideas are discussed, the facilitators document all these responses on a chart paper.

#### DESCRIPTION OF THE SESSION:



- The participants are asked about what they expect from the training based on their interests and background.
- Summary of all points are noted on chart paper, briefly presented and discussed by the facilitators.

On each day, the facilitators should provide a training overview including topics covered for that day, including the timings of the sessions.

#### LEARNING OUTPUT:



- The facilitators learn about what the participants expect and what topics would interest them (these will be in addition to the planned sessions).
- The facilitators can improvise their upcoming sessions accordingly.



#### TIME DURATION:



Suggestions and documentation: 10 mins

Training overview: 5 mins

## DAY 1

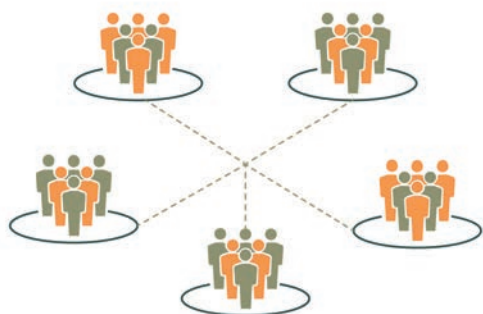
### 5. ANALYSING KNOWLEDGE GAPS

#### OBJECTIVES:



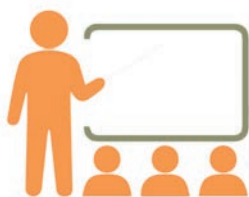
To assess/gauge familiarity of the participants on key topics that are to be dealt with in the training and to evoke interest in these topics.

#### METHOD:



#### BENCHMARKING

The facilitator lists out the key topics of the training and calls upon participants to rate their own knowledge on those topics on a scale of 0 to 10. Benchmarking is an effective method to assess the knowledge of the participants and plan the topics accordingly. The same charts must be presented at the closure of the training, where participants will again rate their understanding of the above topics.



#### THEMATIC CHAMPION

The facilitators prepare a set of questions and present all the questions to the participants. Each participant will make a presentation on one of the randomly picked topics on the last day of the training. The idea here is to encourage or challenge participants to be alert throughout the training.

#### DESCRIPTION OF THE SESSION:



#### BENCHMARKING

- Two facilitators moderate this session - one for conducting the session and another for recording the results.
- A scale of 0 to 10 is marked on the floor.
- Following that, the first topic is presented to the participants. They are asked to stand on the scale based on their self-assessment of their knowledge on that particular topic where 0 being 'Not familiar' to 10 being 'Expert'.
- For each topic, a graph is prepared on a soft board or chart. The X-axis represents the score 1-10, and the number of people against each score is marked on Y-axis.

The sample topics are as follows:

1. Biodiversity and its importance
2. Biological Diversity Act, 2002
3. Composition of BMCs
4. Activities of BMCs
5. Financial aspects of BMCs





6. Traditional Knowledge related to biodiversity
7. Committees related to biodiversity and natural resources
8. PBR and its significance
9. Access and Benefit-sharing

A maximum of ten topics can be assessed in this session

#### THEMATIC CHAMPION:

- The topics for the thematic champion are shown on the board. The number of topics can be around 15-20, depending on the number of participants.
- The participants cannot choose their topics on the first day of the training

- Only on the last day of the training, the participants will randomly pick one topic from a bowl of chits and present on whatever topic s/he gets.

#### LEARNING OUTPUT:



- Facilitators can assess the participants' knowledge of the training topics.
- Facilitators understand the existing knowledge gaps amongst the participants. They are prepared to cover certain topics in-depth and adjust the time allocated accordingly.

#### TIME DURATION:



Benchmarking preparation: 2 mins

Explanation: 3 mins

Benchmarking: 8 mins

Presenting list of topics for thematic champion: 2 mins

Explaining thematic champion: 3 mins

#### NOTE FOR THE FACILITATORS:

- The benchmarking method is to assess the knowledge of the participants and improvise the sessions accordingly. More emphasis will be placed on a topic that the participants are not familiar with or are less informed about.
- The time should be strictly maintained.
- The participants are not allowed to choose the thematic champion topics on this day. They are just shown the topics. On the last day of the training, the participants are invited to pick a topic from a bowl of chits. The facilitators should ensure that the participants DO NOT get to CHOOSE the topics based on their preferences, but it is randomly picked.

## DAY 1

### 6. INTRODUCTION TO BIODIVERSITY AND ITS IMPORTANCE

#### OBJECTIVES:



1. To explain the term biodiversity and its importance
2. To let participants to explore the connection between biodiversity and people's livelihoods.
3. To give an overview of the threats and consequences of biodiversity loss.

#### METHOD:



##### FOLK SONG

Folk songs depict the local culture and its connection to nature. The concept of biodiversity can be introduced by way of popular folk songs, to which the participants can relate.

##### STORYTELLING

A short story can be told along with photos depicting biodiversity. The focus should be on the local biodiversity that the participants can relate to. Fore.g. Dodo's Tale - True story



##### INTERACTIVE LECTURE

An interactive lecture is where the facilitator engages in a dialogue with 1 or 2 participants on a concerned topic. The facilitator presents a topic following which he/she invites inputs from the participants. It is crucial to always maintain time limits.

##### GROUP DISCUSSION

Participants are placed in different groups for discussing, sharing their views for understanding the topic. Each group presents the summary of discussions at the end.



##### SCREENING A VIDEO

A documentary or a short-film related to the inter linkages between livelihood and biodiversity can be shown.



##### GAME / ROLE PLAY

A game (eg. web of life) can be organized to brief participants about different species and their interconnections to sensitize them about the value of the functions of biodiversity needed for human existence.

#### DESCRIPTION OF THE SESSION:



This session is conducted through use of audio-visuals or a presentation.

- Understanding biodiversity and its importance.
- Realising how human existence and livelihood are connected to biodiversity.
- The relevance of biodiversity in day to day affairs.
- Threats to Biodiversity.



### EXAMPLE FOR FOLK SONG

This is concerning Tamil Nadu.

காக்கை குருவி எங்கள் ஜாதி - நீள்  
கடலும் மலையும் எங்கள் கூட்டம்;  
நோக்குந் திசையெலாம் நாமன்றி வேறில்லை;  
நோக்க நோக்கக் களியாட்டம்

*Crow and other birds belong to our caste,  
Long sea and mountain belong to our crowd.  
In all directions that we see, we do not see  
anything but ourselves, and as we see and see,  
we do only a dance of joy.*

### FOCUS POINTS FOR INTERACTIVE LECTURE:

- What is biodiversity and its evolution over millions of years
- Why is the Western Ghats a biodiversity hotspot? *Many species found nowhere else, product of millions of years of evolution - this can be highlighted in the lecture*
- Uses of biodiversity
- Cultural relevance
- Why conservation and sustainable use of biodiversity is crucial for our existence? Threats to biodiversity
- Challenges to biodiversity conservation

### TOPICS THAT CAN BE COVERED IN GROUP DISCUSSION:

- Contribution of local biodiversity to their livelihood

- What are the cultural practices that help conserve biodiversity?
- Threats to their local biodiversity
- Contribution from stakeholders like Panchayat representative, SHG Leader, Youth Group, Agriculture and RD Officials, NGOs, etc.,
- What can you do to conserve biodiversity?
- How does loss of biodiversity impacts human life?



### ROLE PLAY – WEB OF LIFE

If the group size is small, then the whole group may participate. Or else a few volunteers are called to the centre to form a circle. Each participant is allocated a 'species name'. A ball of thread is given to one participant and the ball is passed to any other participant who represents a species that has a connection with the species of the ball passer. This person should then pass the ball to another player following the same rules. For eg. a bee-eater bird will give it to bee, bee will give it to flower, and so on. The game is continued for almost 15 minutes, so each species/ participant has established connections with others and a web of life is formed.





The facilitator then asks one species to leave the thread giving the message that if one species is removed, the web becomes loose. One by one species are removed, and the web will become looser. In the end, only a human is left.

The main points to highlight are:

- How is man connected to biotic (species) and a biotic components?
- What will be the impact of a particular species on other species?
- What will be the impact of biodiversity loss on humans?

## LEARNING OUTPUT:



- Participants understand the term biodiversity and the types of biodiversity.
- They appreciate biodiversity as ecosystem service.
- They understand the importance of biodiversity and the need for its conservation and sustainable use.



## TIME DURATION:



- Folk Song: 5 mins
- Storytelling: 5 mins
- Interactive lecture: 25 mins
- Group discussion: 35 mins
- Screening video: 10 mins
- Role play: 25 mins

## NOTES FOR THE FACILITATORS:

The facilitators -

- Must select culturally relevant and local examples of biodiversity and its uses
- Must moderate the group discussion with some thought-provoking questions that help the participants to come up with ideas on biodiversity on their own.
- For the role play/game, the facilitator should select regional names of species to which participants can relate.



## DAY 1

### 7. INTRODUCTION TO BD ACT AND BMCS

#### OBJECTIVES:



1. To describe the history of the Biological Diversity Act, 2002: how and why the law came into effect.
2. What changed after the CBD and the BD Act came into effect?
3. What are the legal instruments put in place?
4. To illustrate the implementation mechanism
5. Introduce the term 'BMC' and its functions
6. To clarify the roles and functions of BMCs.

#### METHOD:



#### MARKETPLACE

In this marketplace method, all participants are divided into groups, and the groups move among different 'vendors' around the hall where various topics are creatively presented and taught.

#### DESCRIPTION OF THE SESSION:



This session is structured in four parts to cover different topics on the BD Act and BMCs. The participants have to divide themselves into four working groups. The facilitator must give clear instructions.

- A suitable method can be employed for making the four groups for grouping, some energizer-cum-grouping method can be used (e.g., fruit salad method can be used to group the participants).

#### Fruit salad method:<sup>1</sup>

1. Ask the participants to form a circle with their chairs. Ensure there are only as many chairs as the number of participants and then take two away.
2. Ask those two participants without chairs to stand in the middle of the circle (ensure you are outside the circle).
3. Go around the circle and name each person in turn as lemon, orange, apple, lemon, orange, apple and so on. (don't forget to name the two people in the middle)
4. One of the players in the middle, calls the name of a fruit.
5. Shout out a fruit name, which will be either, lemon, orange or apple. Whenever a participant hears the name of the fruit s/he is assigned to, s/he must leave their own seat and find another. If the facilitator shout 'fruit salad' then everyone must leave their seat and find another. Whoever are left in the middle must wait until their fruit is called until they can find a seat.
6. Ensure everyone understands the rules and then start the energizer.
7. Call out different fruits in sequence and occasionally add in 'fruit salad'. Continue this process until you feel that energy levels have increased.
8. Group the participants based on their assigned fruit. E.g., Lemon, Apple and Orange can be three groups.

- Each facilitator sets up a presentation in one of the four corners of the training hall.

<sup>1</sup> Wood, Andrew. "Fruit Salad: Free Energiser Activities, UK, Online." Trainer Bubble, 13 Nov. 2015, [www.trainerbubble.com/downloads/fruit-salad/](http://www.trainerbubble.com/downloads/fruit-salad/).

- The presentations which have to be prepared beforehand, can be through various modes, such as flip charts, posters, soft boards, chart papers or video screening.
- The lessons must be interactive.
- Each group will spend 20 minutes in each marketplace and move onto the following marketplace for the next topic.
- Thereby each group will be exposed to all four topics.

The topics are as follows:

#### GROUP 1 –

- **INTRODUCTION TO BIOLOGICAL DIVERSITY ACT -**  
CBD (Why and its importance)  
BD Act (Objective, importance)  
BD Rules, 2004  
Tamil Nadu Rules, 2017 (or the State - specific Biodiversity rules)

- **INTRODUCTION OF THE OBJECTIVES OF THE BD ACT**
- **THREE-TIER STRUCTURE -**  
Introduction to NBA, SBB, and BMC and their roles.
- **SIGNIFICANT SECTIONS OF THE BD ACT -**  
Mentioning the sections that are most important.

#### GROUP 2 –

- **IMPORTANT DEFINITIONS** in BD Act  
- Biological resources, benefit claimers, bio-survey and bio-utilization, commercial utilization, research, sustainable use, value-added products, etc.
- **NTAC** - The facilitators can show bio-resources to the participants and ask their opinion on whether it is included in the NTAC list or not and why it does not come under ABS?



- **THREATENED SPECIES** - State-specific threatened species and why we cannot access these species for commercial utilization?

#### GROUP 3 –

- **BMC DEFINITION** - What is BMC?
- **STRUCTURE** - Composition of BMCs
- **OPERATIONAL ASPECTS** - Meeting management, record keeping, and annual report preparation.

#### GROUP 4 –

- **BMC FUNCTIONAL ASPECTS** - Role and responsibilities of BMCs; PBR preparation and custodian of PBR, feedback on ABS application, identification of BHS, and safeguarding biological resources and knowledge associated with it

### LEARNING OUTPUT:



On completion of the session,

- The participants can outline the importance and the context of the BD Act, 2002, as well as the three-tier institutional structure for the implementation of BD Act in India.
- Participants are aware that not all resources come under the purview of the Act and they are able to identify NTAC items that do not come under the purview of ABS or the BD Act.
- Participants reached an understanding of the roles, responsibilities and functions of the BMCs.

### TIME DURATION:



Grouping and wastage: 10 mins.  
Marketplace: 80 mins. (Each group 20 mins.)

### NOTES FOR THE FACILITATORS:

- Presentations, meta cards, charts, etc., should be prepared beforehand. The use of soft boards, charts and cards facilitate interactions than a power point presentation.
- An energiser exercise may be added at the start of the session to ensure active participation, as this session is scheduled after the lunch break.
- This session will introduce many definitions from the BD Act. A summary or the key points covered in the session need to be given to the participants as handouts. Facilitators themselves should be fully familiar with the technical topics or the help of experts may be sought.



## DAY 1

### 8. MEETING OF THE BMC AND DOCUMENTS

#### OBJECTIVES:



This session is designed to help the participants acquire the practical skills for documenting and handling the paperwork related to the BMCs.

1. To be familiar with process and paperwork involved in establishing BMCs.
2. To learn how to prepare the agenda for the BMC meeting and to record meeting minutes.
3. To learn how to prepare an action plan for the BMC.

#### METHOD:



##### MARKETPLACE

In the marketplace method, the participants are divided into four groups, and by rotation each group goes to one of the four vendors where various topics are presented and taught.

This is followed by:

##### GROUP WORK

The participants are divided into groups and assigned specific group work.

#### DESCRIPTION OF THE SESSION:



This session covers the detailed process of filling up forms related to BMC functioning.

- The participants will be divided into four groups.
- The four facilitators will each demonstrate the use of one form to each group. The presentations will be set up in four different corners of the training hall.

Form 1: Resolution Copy

Form 2: Meeting agenda

Form 3: Minutes of the meeting

Form 4: Action plan

- Participants spend 10 minutes at each 'vendor' to be instructed about how to fill the form, after which they move to the next vendor to learn the same about the next form.
- After completing the session, all four groups are familiar with all four forms.
- The lessons must be interactive with two-way communication.
- After the 'marketplace' exercise, the participants practice filling up the forms as a part of the group work.



The forms filled during the group work will be presented at the end of the session, and inputs will be solicited from the other participants. Facilitator can add points missed in the group's presentation.

## LEARNING OUTPUT:



The participants

- Will understand the paperwork related to the BMCs
- Learn how to fill up these documents



## TIME DURATION:



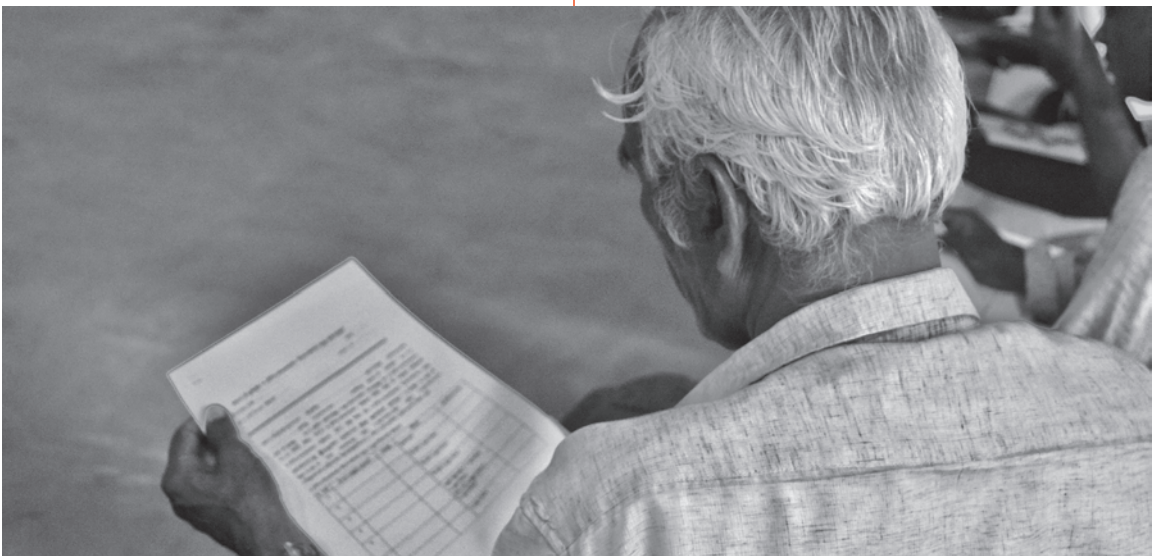
Marketplace: 40 mins (10 mins for each facilitator)

Group work: 20 mins (5 mins for explanation + 15 mins for group work)

Presentation of group work: 20 mins (5 mins each for each group)

## NOTES FOR THE FACILITATORS:

- Facilitators should know how to fill up the forms correctly.



## DAY 1

### 9. MOCK BMC MEETING

#### OBJECTIVES:



1. This session will build on the topics covered in the previous session. The facilitator continues to build on the topic of operationalisation of BMCs.
2. To be familiar with the process of conducting BMC meetings.
3. To gain practical experience in dealing with various stakeholders.

#### METHOD:



#### ROLE PLAY

The participants act out a real-life simulation by playing roles in the meeting. After the characters have been outlined, volunteers from among the participants are asked to enact them.

#### DESCRIPTION OF THE SESSION:



- Eight volunteers are solicited from among the participants.
- These eight are instructed to develop a scenario of BMC members attending a meeting.
- The volunteers initially solicit information from the other participants (audience) about the various biodiversity-related issues in their areas.
- After which, the eight members collect in the middle of the hall to discuss various issues in the mock BMC meeting.
- All the issues discussed are incorporated to make a sample action plan.
- The actions are prioritised based on the urgency of the issues discussed.
- The other participants observe the meeting proceedings and take down notes, with the help of the facilitator.

- The facilitator asks questions to the observers, based on the discussions.
- At the end the discussion and points raised is summarised by one facilitator.

#### LEARNING OUTPUT:



- The participants are familiar with the nuances of conducting BMC meetings.
- They learn about the various biodiversity-related issues that can be discussed at the BMC meetings.
- They learn how to record the meeting minutes.
- During the process of decision making, they understand how to prioritise issues for the action plan based on their importance or severity. They understand the perspectives of various stakeholders dealing with the bioresource and bio-resources based activities.



**TIME DURATION:**

- Identification of volunteers: 5 mins
- Assigning and explaining their role: 5 mins
- Discussion among the volunteers: 5 mins
- Discussion with the participants: 10 mins
- Roleplay: 20 mins
- Discussions after roleplay: 10 mins

**NOTES FOR THE FACILITATORS:**

- Facilitator, who is the moderator, should begin by briefing the participants about the objectives of this session and ensure that the discussions stay on the topic.
- During the course of the role play, the meeting could be interrupted to ask questions regarding the topics being discussed, so that the audience (other participants) gets involved.
- One mock BMC member should record the meeting minutes and summarise the points raised.
- The outcome and key messages should be summarised and presented to the participants at the end of the meeting.





## DAY 2

### 10. RECAP OF DAY 1 AND SHORT QUIZ

#### OBJECTIVES:



1. The objective of this session is to go over topics covered on Day 1.
2. To reiterate the key takeaways from day 1, the concepts and knowledge gained.

#### METHOD:



Quiz

#### DESCRIPTION OF THE SESSION:



- At the beginning of this session, the facilitators present a summary of sessions on day 1. The objectives of sessions of day 1 are briefly touched upon.
- A short quiz is conducted to see whether the participants have understood what has transpired on the first day. It is also fun way to begin the day!
- They are given a set of questions from the topics covered in the previous sessions.

Sample questions are:

- Define biodiversity.
- What are the different types of biodiversity?
- Why should it be conserved?

- Why was CBD adopted?
- What are the objectives of the BD Act?
- What is the function of the BMC?
- What are the forms that need to be maintained by the BMC?
- What are the discussions that occur in a BMC meeting?

#### LEARNING OUTPUT:



After this session,

- The participants go over the topics from day 1.
- The facilitators can gain insight into how much the participants have been able to comprehend.

#### TIME DURATION:



Summary of Day1 sessions: 10 mins

Quiz: 20 mins

#### NOTES FOR THE FACILITATORS:

- The questions for the quiz should be prepared beforehand.
- The questions should be precise and easy to comprehend.
- Participants who came across as shy or hesitant to speak should be encouraged to participate.



## DAY 2

### 11. OTHER LOCAL COMMITTEES DEALING WITH BIODIVERSITY AND NATURAL RESOURCES

#### OBJECTIVES:



1. To identify committees that are involved with biodiversity and natural resources at the district and local levels.
2. To explore the possibilities for collaboration with these committees.

#### METHOD:



#### BRAIN STORMING

It is an effective method for gathering ideas from heterogeneous groups. The participants respond to a question posed by the facilitator.

Their responses are noted on a chart paper and summarised by the facilitator.

(Source: *The Trainers Guide Page.99*)

#### DESCRIPTION OF THE SESSION:



- At the beginning of this session, facilitators pose the question: Which committees and departments working on biodiversity - related issues can the BMCs collaborate with?

- Open the floor for participants to respond.
- In the first round, facilitators write down all the ideas/points without any filtering, on the flip chart.
- In the second round, the facilitators discuss and evaluate the ideas/points collected from the previous round.
- Finally, the facilitators and the participants agree on some points, and they further discuss these ideas.

#### LEARNING OUTPUT:



- The participants can identify the importance of other committees and the work they do.
- They can understand the possibilities of collaborating with the relevant committees.

#### TIME DURATION:



Getting ideas: 10 mins

Evaluating ideas: 10 mins

Discussion: 10 mins



## DAY 2

## 12. UNDERSTANDING &amp; DOCUMENTING PBR – SKIT

## OBJECTIVE:



To introduce PBR and highlight the need for documenting the availability and knowledge of local biological resources in PBR.

## METHOD:



## SKIT

A skit that consists of small scenes is enacted by the organizers to introduce the concept of PBR, its importance and uses. Participants can also relate to BMC activities concerning PBR documentation.

## DESCRIPTION OF THE SESSION:



A short skit is enacted by the facilitators.

## CHARACTERS:



*Karuthamma* - Grand mother

*Karupaiyya* - Grand son

*Saravanan* - BMC Chairperson

*Ajit* - BMC member



## SYNOPSIS:



Documentation of People's Biodiversity Registers (PBRs) is one of the main functions of the Biodiversity Management Committees. PBRs are documented in consultation with local people, traditional knowledge holders, farmers, animal breeders, fisherfolk and other knowledgeable people in the region. PBR contains comprehensive information on the availability and knowledge of local biological resources, their medicinal or any other use. Details of traditional knowledge holders is also documented in the PBRs. This session should provide in-depth understanding of the documentation process, highlight the importance of documenting PBRs.

*Karuthamma* is a 70-year old woman who lives in *Karupalayam*. She is a famous TK holder treating dengue using Magali kizhangu/Kucchi kizhangu root (*Decalepishamiltonni*).

*Catchy* is a company that wants to access this root from *Karupalayam* to produce dengue medicine, and this news was published in a local newspaper.

*Karuthamma's* grandson reads this news and makes his grandmother aware of this. Her traditional knowledge about treating dengue has already been documented in *Karupalayam* Gram Panchayat's PBR. She suddenly remembers that a member from the BMC had contacted her earlier to document her TK. *Karuthamma* and her grandson *Karupaiyya* visit the BMC Chairperson and inform him/her about *Catchy*.

The BMC Chairperson and another BMC member (*Ajit*) check the *Karupalayam* PBR and find that *Karuthamma's* TK was already documented. They inform *Karuthamma*, that they will contact Tamil Nadu SBB on her behalf, and write a letter to SBBs regarding this.

Therefore, using PBR, BMCs can check whether *Catchy* has approval to access the BRs, and *Karutamma's* TK, and whether they have signed an ABS agreement with the Tamil Nadu Biodiversity Board to ensure that *Karutamma's* TK is obtained through due prior informed consent (PIC) and that the ABS amount is shared with the BMC and benefit claimer, i.e. *Karutamma*. This ABS amount is to be used to conserve Magali kizhangu/Kucchi kizhangu.

At the end of the skit, the trainer provides the key takeaway points from the skit and an overview of the PBR and its documentation process.



### LEARNING OUTPUT:



- Participants appreciate the importance and need for documentation of PBRs

### TIME DURATION:



Skit: 10mins

Discussion: 5 mins

### NOTE FOR THE FACILITATORS:

- Script for the skit and rehearsals should be done beforehand.
- Ensure that all props are ready beforehand. For example, PBR copy for BMC members, the newspaper for grandson, stick for grandmother, etc.

Steps to follow when writing the skit:

- **Develop the story line to suit the regional culture and way of life**
- **Outline the story with a clear message:** Rehearsals should be timed and have a distinct beginning, a middle, and an end, all leading to delivery of a clear message. Therefore, it is important to write down the story with dialogues.
- **Write the first draft:**
  - The first draft can be improved later.
  - Find a suitable title that will encapsulate the message

Identify characters and give them region-specific names and also name the place which audience can easily relate to.

- **Build the action up:**

Your skit should build up the action before hitting the climax and then ending.

Make sure to keep your script short and crisp.



## DAY 2

### 13. PBR OVERVIEW AND STEPS FOR DOCUMENTATION

#### OBJECTIVES:



- To describe the process involved in PBR documentation and provide an overview of the various formats in the PBR.
- To provide an orientation for the field visit session on Day 2, where PBRs will be documented.

#### METHOD:



#### INTERACTIVE LECTURE

Key concepts, steps, the process followed, and different actors involved in the PBR documentation is presented and participants are encouraged to ask questions. A set of formats prescribed by the State Biodiversity Board or National Biodiversity Authority is also given to the participants.

#### DESCRIPTION OF THE SESSION:



An interactive lecture is conducted using a PowerPoint presentation, in which the participants are encouraged to comment and ask questions. Later they summarize what they have learnt. The following points will be taught in detail:

#### LEARNING OUTPUT:



- To gain familiarity with the technical information in PBR
- Learn about the various PBR formats and types of data to be recorded in the prescribed formats
- Aware of steps followed for PBR documentation.



#### TIME TAKEN:



Video: 10 min

Interactive lecture and Q&A: 50 mins

#### NOTES FOR FACILITATORS:

- This session begins with 10 min video followed by a reiteration of key points through a presentation.
- Relevant examples should be used to understand the importance of documentation – for example, biopiracy cases of turmeric, neem, basmati etc. These examples are well known to most people and will help in setting the context
- This session is intensive and deals with the process, steps and actors involved in the documentation. Therefore, it is important to keep participants engaged by asking them questions, encouraging them to ask questions, humour, rhetorical questions, comments etc.

## DAY 2

### 14. FIELD VISIT

#### OBJECTIVES:



1. To build on the previous session that dealt with technical details with practical field exposure.
2. To gain hands-on experience in field observation, documentation and recording of data, and interviews with local people

#### METHOD



#### STRUCTURED LEARNING VISIT (SLV)

A field visit is an opportunity for the participants to obtain an in-depth understanding of a specific topic by personally interacting with various stakeholders. The topic for each group and the formats to be filled are decided upon prior to the field visit.

#### DESCRIPTION OF THE SESSION:



- Each group instructor shows how to fill the PBR formats specific to their group.
- The agenda is presented and the duties/responsibilities are divided among the group members.
- A field visit is undertaken where the team members talk to various stakeholders, fill their assigned PBR formats, take photographs and complete their team's agenda.

This session consists of various steps that should be followed one after the other:



#### A. PLANNING AND ORGANIZING THE FIELD VISITS

##### 1. SELECTION OF SITES:

- The site should be preferably within 30 minutes of travel time. The facilitator should visit the field site prior to conducting this session.

Following aspects may be considered while selecting the site:

- Places where diverse biological species may be available (Include agricultural land, culturable fallow, village orchards, village ponds, forest patch, etc.)
- Biodiversity Management Committee Offices
- Traditional knowledge holder's group/association
- Women farmers
- Farmer groups that conserve conventional rice varieties
- Village/Block panchayat statistics office
- Village/Block panchayat office
- A safety guidance protocol needs to be put in place for the participants, and any risks identified to ensure that all safety standards are met.
- Identify local guides to support in the process
- Obtain necessary permission from the local authorities or persons

##### 2. SELECTION OF PBR FORMATS FOR FIELD VISIT:

- PBR formats for this exercise should be selected based on the field sites and local institutions etc. e.g., If the group is going to visit traditional Knowledge holders/TK Association – PBR Annexure 2 & 3 can be given for the field visit group).
- Not more than 2 to 3 formats should be given.

## B. FIELD VISIT

### • GROUPING:

Participants are divided into groups of 5-6 members. Each group should be accompanied by a trainer and/or the organiser.

### • EXPLAINING PBR FORMATS:

Detailed instructions on data collection and filling up of formats should be given to the participants.

### • BRIEFING BEFORE THE FIELD VISIT AND ASSIGNING DUTIES TO THE TEAM MEMBERS:

The specific agenda and site to be visited should be explained in detail to each group. Group members should be assigned tasks so that their activities are coordinated, organised and completed within fixed time frame. Participants should take photographs of landscape, unique biodiversity, etc.

### • EXPLAINING THE EXPECTED OUTCOME OF THE FIELD VISIT:

The outcome of the field visit should be to make participants observe and take notes on the biodiversity in the site (i.e. how many types/species of medicinal plants are available), and have on site discussions with the stakeholders that will facilitate the data entry in PBR formats.

- Field notes should be extensive and include personal observation and discussion points with the local people. Participants will work together in groups to fill up the sample PBR formats provided earlier in the session.

## LEARNING OUTPUT:



- The participants are familiar with the PBR formats and data requirements.
- They are well versed in the process of data collection for PBR.



## TIME TAKEN:



3 hours + 1 hour of travel time



## DAY 2

### 15. LEARNINGS FROM THE FIELD VISIT

#### OBJECTIVES:

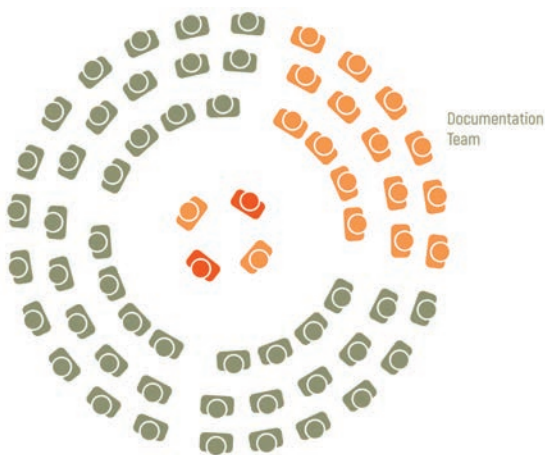


1. To go over what has been learnt from the field visit.
2. To discuss the use and value of documentation of PBRs.
3. To discuss possible issues and challenges that may arise during field data collection.

#### METHOD:



Group discussion and Fishbowl



#### DESCRIPTION OF THE SESSION:



##### GROUP DISCUSSION:

- The groups hold separate discussions after their return from the field trip.
- Each group is given one chart paper to note their experience and observations from the field visit.
- Each group answers three questions:
  1. What are the key observations from your field visit?
  2. What are the key challenges you foresee?
  3. What can be the solutions?
- Each group notes down the points that come up through the discussion under these questions on a chart paper.

##### FISHBOWL:

- The group sits in a circle with few chairs (3-5) in the centre. Volunteers are requested to occupy the centre seats with one chair being kept vacant.
- The moderator gives a briefing on the process to be followed and starts the discussion.
- Participants volunteer to share their field visit experience or add to the discussion.
- One or two persons may be assigned to take down the notes and finally present a summary





## LEARNING OUTPUT:



- As the discussion evolves, participants get a clear idea about the basic concepts and are able to clearly outline the process for documentation of PBR.
- Participants will gain experience in filling PBR formats as part of their assignment given on Day 3.

## TIME DURATION:



Group discussion: 30 mins

## NOTES FOR THE FACILITATORS:

- Instructions should be clear and precise. PBR documentation is a complex task involving the collection of data and information from domain knowledge experts, taxonomists, mapping of the region, traditional knowledge etc. For a short session such as this, the main emphasis should be on the overall process, use of PBR etc. and not on minute details of formats.

- Participants who are interested in specialising in the documentation of PBR may be encouraged to refer to resource materials on PBR (please see the Reference section in this book).
- One facilitator should assist each group during the field trip and follow-up discussions.
- Although each session has fixed time slots, the planned field visit in this training timings may be kept flexible to account for unforeseen delays.
- Participants should write down detailed notes and observations from the field which will help them prepare comprehensive reports/presentations.
- The fishbowl method is important to summarise all the information obtained during the field trip.



## DAY 2

### 16. RECAP OF DAY 2 AND SHORT QUIZ

#### OBJECTIVES:



1. To re-examine the information gathered on day 2 and discuss key observations from the technical sessions and field visit.

#### METHOD:



Quiz

#### DESCRIPTION OF THE SESSION:



- Firstly, the facilitators provide a summary of the previous day's sessions and key points.
- The facilitator summarises the data collected by different groups from the field visit
- A short oral quiz is conducted where the questions mainly focus on PBR, biopiracy, the role of BMCs, the validation process, etc.
- Once a question is answered, the facilitator may cover some more details.

Sample questions:

- What information / data is documented in PBR?
- Why is it important to document PBR?
- Who can help with PBR documentation?
- What are the steps followed for documenting PBR?

#### LEARNING OUTPUT:



- Participants can associate the information gathered from this session with the upcoming sessions.
- The facilitators can assess how much the participants have been able to comprehend.

#### TIME DURATION:



Day 2 summary: 10 mins

Learnings from field visit discussion: 10 mins

Quiz: 20 mins

#### NOTES FOR THE FACILITATORS:

- The discussion on information collected from the field is essential. It must not be missed.
- The questions should be prepared beforehand.
- The questions should address the topics taught in Day 2 and be easy to comprehend.
- The less vocal participants should be encouraged to answer questions and discuss.



## DAY 2

### 17. RECOUNTING FIELD VISIT EXPERIENCES

#### OBJECTIVES:



1. To share the information obtained during the field visit with the different groups.
2. To understand the challenges and opportunities of field work and documentation

#### METHOD:



Presentation

#### DESCRIPTION OF THE SESSION:



- One or two participants give a presentation on their observations during the previous day's field trip.
- During the presentation, the other groups can ask questions and provide inputs.
- Suggestions on how to improve the site visits and make them more effective can be discussed and noted.

#### LEARNING OUTPUT:



- The participants understand the diverse issues from different fields.
- They understand the complexity and heterogeneity of the implementation process of the BD Act and ABS.
- They are able to grasp the theory and practice of PBR documentation.

#### TIME DURATION:



40 mins (10 mins each group)

#### NOTES FOR THE FACILITATORS:

- The facilitators should solicit suggestions from the participants of other groups at a regular interval during the presentation.
- The facilitator should ensure that the discussions are focused and related to the topic, and not digress into, for example, the site's natural beauty.



## DAY 2

### 18. INTRODUCTION TO AND IN-DEPTH LEARNING OF ABS

#### OBJECTIVES:



1. To introduce the concept of ABS and understand its importance.
2. To make the participants aware of the ABS process and the actors involved in it.

#### METHOD:



#### INTERACTIVE LECTURE

An interactive lecture is a two-way communication where the facilitator initiates a dialogue on any topic with the participants providing their inputs. The facilitator may use presentations, charts, etc.

#### DESCRIPTION OF THE SESSION:



- In the introduction of this session, the following topics are discussed.
  - What is Access and Benefit Sharing or ABS?
  - Importance of ABS
- After the general introduction of ABS and its importance, the facilitator focuses on the functional aspects or explains how it works through the ABS process flow-chart.
- The role of BMCs, their legal framework, and importance in ABS is explained through an interactive lecture.
- ABS process flowchart explains the roles of different governmental bodies.
- The role of BMCs in giving consent for the ABS application forms are discussed.
- After introducing the process and concepts, the participants are given time to discuss the ABS process to gain further understanding.
- The participants are provided with some ABS case studies which explain its operational and functional aspects and challenges in ABS implementation

Some of the case studies are as follows<sup>2</sup>:

- Snake Venom case
- Kurinji Honey from Kodaikanal, Tamil Nadu
- Sea buckthorn case from Ladakh
- Sandworm case

Finally the short film on ABS Simply Explained can be presented that adequately depicts the global importance.

#### LEARNING OUTPUT:



- Understanding the importance of ABS.
- Understanding the roles of the different governmental bodies in ABS.
- Assessing which kind of utilization of bioresources attract ABS.
- Understand the role of BMCs in facilitating ABS.



#### TIME DURATION:



Introduction to ABS: 20 mins  
 ABS Flowchart: 10 mins  
 Role of BMCs: 20 mins  
 Case studies: 20 mins  
 Discussion: 10 mins

<sup>2</sup> Please refer to module 6 in the curriculum for BMCs.

## DAY 2

### 19. CONSULTATION WITH BMC MEMBERS FOR OBTAINING FEEDBACK ON ABS APPLICATIONS - ROLE PLAY

#### OBJECTIVES:



1. To develop an understanding of the ABS process and the function of BMCs in facilitating ABS through practical experiences.
2. To develop an understanding of the rights of the stakeholders under the BD Act.
3. To find out possible solutions to the issues in ABS implementation through discussions.

#### METHOD:



#### ROLE PLAY

The participants perform the roles of fictional characters to demonstrate the process of ABS. The participants are asked to volunteer to play each of the roles.

#### DESCRIPTION OF THE SESSION:



- This session requires three people. One participant is assigned the role of a representative from a company interested in acquiring a certain bio-resource for their product. The second is assigned the role of a BMC president, and the third, the role of a BMC member or a TK holder.
- Some common scenarios can be given. Any real-lifecase can inspire the scenes.

For example –

1. Collection of unique Tulasi variety for medicinal purposes  
(Conditions: Availability of this unique Tulasi is very limited in the local area)
2. Collection of Kurinji Honey for research purposes.  
(Conditions: BMC sets condition while giving access to the researcher)
3. BMC stops collection of *Aloe vera* by a long-term buyer (manufacturer) as they have not followed the rules of the Biodiversity Act.

- The role players are asked to discuss among themselves whether permission to access and collect the bio-resources can be given.
- While the role-play goes on, other participants observe and follow the arguments.
- As the discussions carry on, the actor playing the role of the BMC member or TK holder is changed, and some other participant is called to play that particular role. This turnover helps participants in understanding different perspectives and building up a better dialogue.
- The session ends with a decision to either permit or restrict the company from collecting bioresources under the jurisdiction of the BMC.
- The participants then fill up the ABS consultation form with information regarding whether access can be recommended and, if so, on what conditions it must follow. The sample form can be found in Annexure 2.

#### LEARNING OUTPUT:



- The role of BMCs in the ABS process is clarified to the participants.
- They understand the theoretical and practical aspects.
- They recognise the importance of the BMCs in the process of giving feedback on ABS applications.
- They realize and empathize with the challenges faced by the different stakeholders in the process.



**TIME DURATION:**

Explanation: 5 mins

Role Play: 45 mins

(3 role-plays with 15 mins each)

Extra: 5 mins

**NOTES FOR THE FACILITATORS:**

- The role of a company representative should be played by one of the facilitators.
- During the role-play, one person should function as a moderator.
- During the course of the arguments, the moderator should request the actors to interrupt the session now and then to solicit suggestions from the observers.
- The arguments must be strong enough to last a long time. The facilitators should ensure that the consent is not given to the company easily or with the least amount of discussion.
- In the end, the facilitator should debrief the entire role play and give a clear message to the participants.



## DAY 2

### 20. TRAINING ASSESSMENT

#### OBJECTIVES:



1. To assess the effectiveness of the training.
2. To assess the overall knowledge gained by the participants.
3. To assess the KAP of the participants.

#### METHOD:



##### THEMATIC CHAMPION

Participants are asked to present one of the topics that were covered during the training. This process helps in assessing the overall knowledge gained by the participants.

##### BENCHMARKING

In this method, the participants are asked to rate their own knowledge on the specific topics given by the facilitator on Day 1, on a scale of 0 to 10. This process helps in assessing the overall effectiveness of the training and the knowledge gained by the participants over the course of the training.

#### DESCRIPTION OF THE SESSION:



This session is for assessing the trainees and the effectiveness of the training. It consists of:

##### THEMATIC CHAMPION PRESENTATIONS:

- A bunch of chits is provided to the participants. The chits contain the topics that were shown during the 'Analysing Knowledge Gaps' session on Day 1. These topics are all covered during the various training sessions.
- Each participant is asked to randomly take one chit and present the topic given in the chit in five minutes time.
- Based on the presentation, the facilitators assess the participants. The categories based on which the participants can be evaluated as follows:
  - a. Presentation Skills
  - b. Subject knowledge
  - c. Time management

##### BENCHMARKING

- The benchmarking session is conducted in the same way as the first day.



- The results of this session are plotted on the same graph (which was plotted for the 'Benchmarking' session on Day 1) with a different colour so that the difference in the knowledge of the participants before and after the training can be measured.

### LEARNING OUTPUT:



After this session,

- The facilitators know the overall effectiveness of the training.
- The facilitators can understand the specific thematic areas they need to emphasize.
- They can recognize the parts of the training that they need to improve upon.

### TIME DURATION:



Presentation: 5 mins each

Benchmarking preparation: 2 mins

Benchmarking: 8 mins

### NOTES FOR THE FACILITATORS:

- The facilitators need to give clear instructions on what exactly the participants need to do.
- The chits must be prepared beforehand.
- The participants can be asked to pick the chit before the lunch break so that they get some time to prepare for their presentations.
- The facilitators need to moderate the thematic champion session properly by maintaining strict time limits for each presentation.
- There should be at least two facilitators assessing the participants. The total marks for each of the participants from four facilitators need to be averaged out.
- The facilitators need to be unbiased in their assessments of the participants.
- Benchmarking at the end of the training must be done on the same graph as before with a different colour.





## PHASE 2

### DAY 1

## 1. INTRODUCTION AND TRAINING OVERVIEW

### OBJECTIVES:



1. To actively involve the participants in the sessions.
2. To identify the participants by their names and their background, and to make them familiar with their peers.
3. To inform the participants about the upcoming sessions.
4. To brief them about the objective and the outcome of the whole training.

### METHOD:



#### SELF-INTRODUCTION

In this method, the participants introduce themselves one by one.

#### BRAIN MAPPING

The participants are asked to come up with ideas to accomplish a certain agenda which are simultaneously discussed and recorded by the facilitators.

### DESCRIPTION OF THE SESSION:



- This session marks the opening of Phase 2 of the training. This session is divided into two sections.
- In the first section, The participants introduce themselves, and as they do so, they

associate their names with any bio-resource and relate with any characteristic of that bio-resource.

- In the second section, the facilitators present the agenda of the upcoming sessions and inform the participants about the objectives and outcome of the training through flip charts. Following the presentation, the participants are asked to provide their inputs and expectations. One of the facilitators notes down the points raised on a flip chart.

### LEARNING OUTPUT:



This session works as an icebreaker. After this session –

- The participants are able to identify their peers by their names.
- They feel comfortable about the ambience of the training hall which helps them to freely participate in the training and better interact with their peers and facilitators.
- They are well aware of what to expect from the training.

### TIME DURATION:



Introduction - 30 secs each

Briefing - 10 mins

Brainstorming - 5 mins



## PHASE 2

### DAY 1

## 2. ROLE OF THE TRAINERS

### OBJECTIVES:



1. To assess the perceptions of the participants about the role of a trainer.

### METHOD:



#### BRAINSTORMING

It is an effective method for developing ideas from heterogenous groups.

A question is placed openly to the participants, who are asked to come up with their own opinions. All the suggestions and ideas are listed on a chart paper presented by the facilitator. (Source: *The Trainers Guide Page.99*)



### DESCRIPTION OF THE SESSION:



- In this session, the facilitator asks the participants to state the roles of a trainer.
- One of the facilitators notes down the points stated by the participants.
- The facilitator discusses these points with the participants, and those mutually agreed upon are written on a flip chart for future reference.
- Finally, the facilitator gives the participants a briefing about the points.

### LEARNING OUTPUT:



- The participants understand the role played by the trainer.
- They can focus on the upcoming training sessions keeping those points in mind.

### TIME DURATION:



Brainstorming – 15 mins

Briefing – 5 mins



## PHASE 2

### DAY 1

## 3. FUNDAMENTAL TRAINING CONCEPTS

### OBJECTIVES:



1. To make participants understand the objectives and importance of the training.
2. To expose them to practical examples of visual, oral and kinaesthetic methods that together enhance the training experience.

### METHOD:



PHYSICAL



VISUAL



AUDITORY



### ACTIVITIES

This session involve different activities and fun games to convey the message that training should be more than traditional classroom lectures or teachings.

### DESCRIPTION OF THE SESSION:



In this session, three different activities are used.

**1. Kinaesthetic :** The kinaesthetic method means the use of the senses to promote learning. The facilitator gives 15-20 objects one by one to the participants.

Each participant examines the object for not more than 3-5 seconds and then passes it on to the next person and so forth until it reaches the last participant.

After which, the objects are collected by a facilitator, and the participants are asked to memorize and write down the names of those objects on a piece of paper.

**2. Visual :** In the visual section, the facilitator shows photos of 15-20 objects or bioresources to the participants. Once all the photos are shown, they are asked to write down the names of those objects.

**3. Auditory :** In the hearing session, the facilitator calls out the names of some objects, and the participants are asked to write them down.



After all the three exercises are completed, the participants are asked to exchange the list of names they have written with the person sitting next to her/ him.

Then, the facilitator repeats the names of the objects from the three different exercises and asks the participants to count the number of objects each of them could remember from each exercise, and note them separately.

The scores are counted for each of the 3 sections in different categories e.g.

- No. of people who wrote 0 to 5 names
- No. of people who wrote 5 to 10 names
- No. of people who wrote 10 to 15 names
- No. of people who wrote 15 to 20 names

At the end, one of the facilitators plots the values on three different graphs and explains it to the participants. The graphs show the diversity of learners in the group of participants.

## LEARNING OUTPUT:



- The participants understand the importance of the three modes of communication.
- They comprehend the necessity of a balanced approach in using three different methods to cater to diverse participants.



## TIME DURATION:

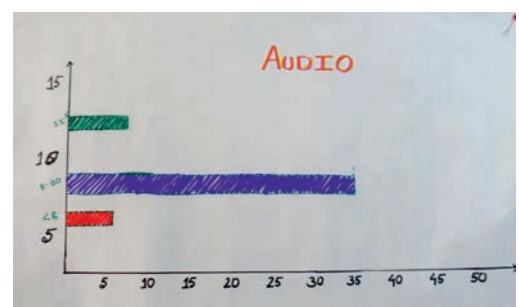
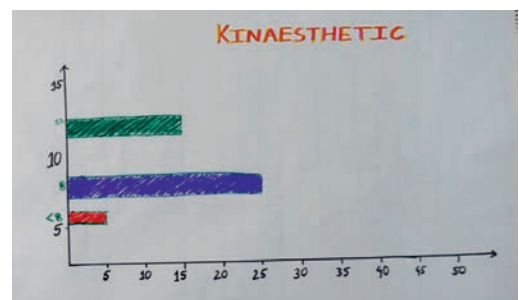


Three activities: 20 mins

Marking and briefing: 10 mins

## NOTES FOR THE FACILITATORS:

- Facilitators should give clear instructions so that there is no confusion.
- Facilitators should make sure that the participants do not start noting down the names while they are on display. The sole purpose of this exercise is for them to first memorise and then write.
- The facilitators should be strict about time, especially during the kinaesthetic session. Any item should not be in anyone's hand for more than 3 to 5 seconds.
- The graphs should be prepared beforehand, and it should be completed immediately after the responses are received.
- While concluding the session, one of the facilitators must explain the graphs to the participants.



## PHASE 2

### DAY 1

#### 4. PARTICIPATORY TRAINING METHODS

##### OBJECTIVES:



1. To introduce the various participatory training methods that will be instrumental for training the BMC members.
2. To provide a hands-on experience in demonstrating these methods.

##### METHOD:



Interactive lecture

##### DESCRIPTION OF THE SESSION:



Firstly, the facilitator explains the importance and benefits of the participatory training methods. The various methods used in phase 1 are reviewed and there as ons for choosing each method is discussed.

The facilitator's role is to explain the rules of the various methods and then moderate the discussion by the participants.

The different participatory methods that need to be facilitated are as follows:

- Ice breaker
- Brainwriting
- Brainstorming
- Structured Learning Visit
- Energiser
- Bus stop/marketplace
- Photocard
- Knowledge café
- Role Play
- Case studies
- Interactive lecture
- Fishbowl
- Mind mapping
- Skit
- Thematic Champion
- Games (role play)

(See "Access and Benefit Sharing Training Manual: Participatory Training Methodologies" for details)



## LEARNING OUTPUT:



- The participants are not only able to understand the importance of participatory training methods but also, through hands - on experience, are able to comprehend how to conduct sessions using these methods.

## TIME DURATION:



- Ice breaker – 10 mins
- Brain writing – 10 mins
- Brainstorming – 5 mins
- Structured Learning Visit – 10 mins
- Energiser – 5 mins
- Bus stop/marketplace – 20 mins
- Photocard – 5 mins
- Knowledge café – 50 mins
- Role Play – 20 mins
- Case studies – 10 mins
- Interactive lecture – 5 mins
- Fishbowl – 20 mins
- Mind mapping – 10 mins
- Skit – 10 mins
- Thematic Champion – 5 mins
- Games (role play) – 10 mins



## NOTES FOR THE FACILITATORS:

While explaining a particular method, the facilitators may refer to the same materials and content that were used for that particular method in Phase 1 of the training programme. This will help participants recollect the training methods used in Phase 1. They can also refer to the actual photographs taken during Phase 1 of the training. This will enhance the interest of the participants, and therefore will promote the understanding of the concepts



## PHASE 2

### DAY 1

## 5. FACILITATION SKILLS

### OBJECTIVES:



To make the participants aware of the skill sets required to implement the participatory training methods successfully.

### METHOD:



#### INTERACTIVE LECTURE

An interactive lecture is a two-way communication and dialogue wherein the facilitator deliberates on any topic with inputs from the participants.

#### BRAIN STORMING

To gather ideas from heterogeneous groups, a question is placed before the participants, and they are asked to come up with their ideas. All the suggestions and ideas are listed on a chart paper and commented upon by the facilitator.

(Source: The Trainers Guide Page.99)

### DESCRIPTION OF THE SESSION:



Different methods of facilitation are as follows:

#### DYNAMIC VISUALIZATION:

Dynamic visualization encourages the participants to express their ideas verbally about the subject matter. Two actors, the facilitator or the 'knower' and a participant or the 'listener', interchange their position alternatively. The process of learning becomes two way where the facilitator, as well as the participant, learn from each other's experience.

#### WORKING WITH FLIPCHARTS AND

**PINBOARDS:** Transportable flipcharts and pinboards have huge advantages.

The facilitator hands over blank cards to each participant and then asks a question related to a particular topic. The participants write their responses on the card. The facilitator puts up all answers on the pinboard. Everyone scrutinises the answers and participates in the discussion.

These activities are extremely helpful in engaging the participants' interest in the brainstorming session.



The facilitator can also chart out ideas beforehand and pin them to the other side of the flipchart. After all the participants' ideas are discussed briefly, the facilitator can flip the chart and show her/his ideas to the participants, which they can discuss further and agree or disagree upon the different points.

#### **USING VISUAL AIDS EFFECTIVELY:**

An effective visual aid needs to have certain qualities such as:

- It should attract attention by stimulating the eye
- It needs to be harmoniously composed i.e., it should be colour coordinated and spacing needs to be appropriate
- It should illustrate the complex issues in a simple fashion
- It should have the key phrases in larger fonts which should be highlighted by text boxes or colours.

In this session, the facilitator prepares examples of both good and poor-quality visual aids and asks the participants to tell the differences and explain why they think one is of good and another of poor quality.

**WRITING RULES:** To make sure the participants utilise the cards, charts, etc. appropriately; some basic writing rules need to be set up. These rules are for the participants as well as the facilitators:



- The font should be big enough to be visible from a distance.
- It is advisable to use good quality markers to draw lines of different thickness.
- The words should be clear enough and easily readable with enough space between them.
- Both small and capital letters should be used. Using only small or only capital letters makes the content difficult to read.
- One card should contain no more than ONE idea.
- A full sentence should be written on a card as a single word is not easily understood.

**TOOLS:** In this chapter the facilitator explains the need and the use of different tools that he/she uses such as:

- Flipcharts
- Soft boards or Pin boards
- Markers (Of different sizes)
- Cards of different shapes
- Glue sticks





- Sticky tape
- Cutters, scissors and board pins
- Other important tools based on the need.  
e.g., items for "Fundamental training concepts" session.

#### GATHERING AND GENERATING IDEAS:

- **BRAINSTORMING** (see methods of "Facilitation Skills" session)
- **BRAINWRITING** – The basic rule of brainwriting is that ALL ideas are welcome, and nothing is filtered out.

For this session. The facilitator reads a relevant guiding question aloud and asks for ideas from the participants.

#### SAMPLE QUESTION(S):

- What qualities do you look for in a trainer?
- What are some rules that a trainer must follow while conducting a session?
- What rules do you think should be followed while making a PPT?

The participants are asked to write their ideas on the cards. After collecting all the cards, the facilitator reads them out and puts them up on the pinboard. The facilitator requests the participants to cluster the cards based on the type of answers. Further cards are added if necessary. Finally, the answers are discussed, and the session is concluded.

#### BODY LANGUAGE:

A facilitator should look confident and convey positive body language while engaging with participants during training sessions.

Examples are:

- **EYE CONTACT** - The facilitator should maintain eye contact with the participants. Lack of eye contact suggests lack of confidence.
- **HAND MOVEMENT** - Hands should not be locked while a facilitator speaks. Moving hands is one of the vital communication agents.

#### • ADDRESSING THE AUDIENCE -

The facilitators should focus and look towards the audience and not at the projected presentation slides or the pinboard. Those objects should only be used to convey the message.

The facilitator demonstrates these gestures along with the gestures that are not welcomed and ask the participants to spot the difference.

#### LEARNING OUTPUT:



After this session,

- The participants become aware of the importance of a good presentation, positive body language, eye contact and other behavioural aspects that promote contact with the audience, to thereby ensure a successful training session.
- The participants are well-versed with the different approaches they can take while following the participatory training methods.

#### TIME DURATION:



Dynamic visualization: 15 mins

Generating and gathering ideas: 15 mins

Body language: 5 mins

Briefing: 5 mins

#### NOTES FOR THE FACILITATORS:

- The facilitator needs to explain and demonstrate the methods used.
- The participants need to be involved in the demonstration. The facilitator may explain a certain skill and ask some of the participants to demonstrate it. This facilitates the engagement of the participants and understanding of the effectiveness of the session.

## PHASE 2

### DAY 1

## 6. EVALUATION OF THE TRAINING

### OBJECTIVES:



1. To evaluate the knowledge gained by the participants
2. To inform the participants about the different methods for evaluating training.
3. To provide hands-on experience in carrying out these training exercises.

### METHOD:



Interactive lecture, bench marking, mood barometer, evaluation express, open feedback

### DESCRIPTION OF THE SESSION:



This session is conducted like the "Participatory Training Methods" session where participants evaluate the training programme using the different methods which are as follows:

- Benchmarking
- Mood barometer
- Evaluation express
- Open feedback

### BENCHMARKING:

To assess the overall effectiveness of the training, the participants are asked to rate their knowledge on some specific topics on a scale of

0 to 10 at the beginning and the end of the training. The topics are the same for both benchmarking sessions and this method can measure the general knowledge gained by the participants and helps in assessing the overall effectiveness of the training.

### EVALUATION EXPRESS:

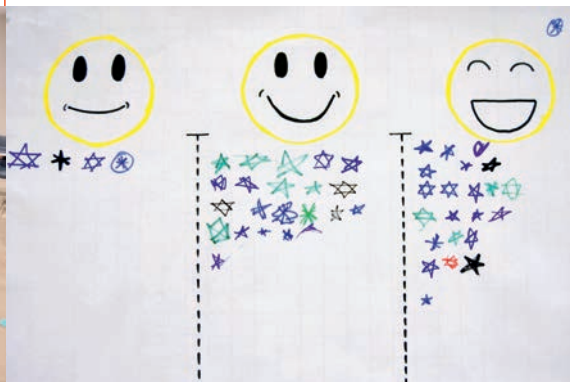
Similar to benchmarking, but using category rating such as 'good', 'fair', 'poor' etc. The facilitator evaluates the knowledge of the participants at the start and at the end of the program to measure the change in the knowledge of the participants.

Questions related to different topics addressed in training are written on different charts (one question per chart) and a scale of 1 to 10 or categories (good, fair, and poor, etc.). For each question, the participants are asked to rate themselves and mark on the scale with a sticker or marker on the scale. This exercise is done at the start and at the end. Then change in the rating will help assess the gain in the knowledge of the participants.

### MOOD BAROMETER:

In this method, the facilitators draw three emoticons of three different moods in terms of how the participants feel about the training so far.

1. Very Happy
2. Happy
3. Not at all happy



Participants are asked to cast their vote on the emoticons depending on how they feel about the training. After the voting is over, the total number of votes is counted. The votes should be anonymous so that the result will be unbiased.

### OPEN FEEDBACK:

Here, the facilitators place a soft board/ whiteboard specifically for obtaining feedback on various aspects of the training. They keep some cards and pens near the board, and the participants are asked to write down their suggestions, feedback and impressions. The wall/board may be provided with the following big headings to steer the feedback process:

- What I liked about the training?
- What surprised me?
- What was outstanding?
- What I did not like about the training?
- What do I suggest for the next session?

The facilitator should brief the participants at the beginning of training.

At the end of the session, the facilitator summarizes the whole session along with the evaluation methods. Survey forms, including pre-training, end of training and post-training (after 6 months) are in Annexure 3. End of training survey form may be used to obtain feedback in this session.

### LEARNING OUTPUT:



- The facilitators are able to comprehend the success of the training programme and its effectiveness.
- The participants can see the visual representation of where they stand as a group in terms of meeting their expectations out of the training.
- The participants are able to use the different methods to evaluate the training, and see how it can be used while they conduct training.

### TIME DURATION:



Briefing: 5 mins

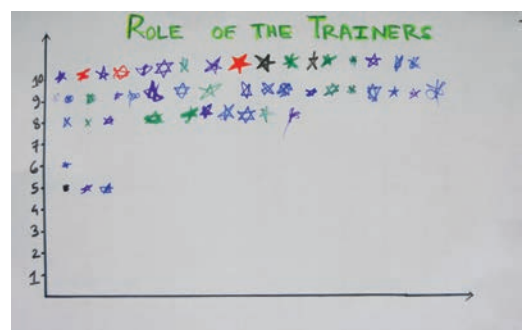
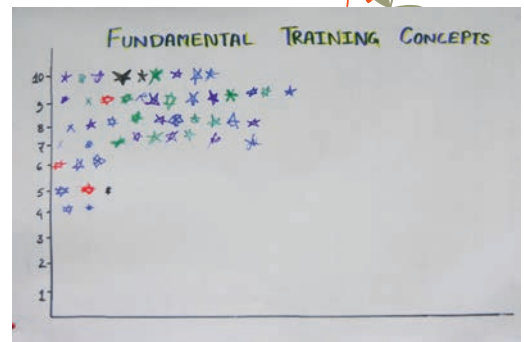
Benchmarking: 10 mins or Evaluation express: 10 mins

Mood barometer: 5 mins

Open Feedback: 10 mins

### NOTES FOR THE FACILITATORS:

- The facilitators need to prepare the necessary tools for the different methods such as graphs for benchmarking, mood drawing for mood barometer, graphs for evolution express, etc.
- One or two facilitators should write the marks/scores on the chart papers or the graphs.



## PHASE 2

### DAY 2

#### 7. RECAP OF DAY 1 AND SHORT QUIZ

##### OBJECTIVES:



The objective of this session is to revisit topics covered on the Day 1.

##### METHOD:



Quiz

##### DESCRIPTION OF THE SESSION:



At the beginning of this session, the facilitators provide a summary of the previous day's sessions. They briefly touch upon the overall learning outputs of the training. Next, a short answer or quiz is conducted.

Sample questions:

- What is the role of a trainer? And what are the qualities that you look for in a trainer?
- What are the different training methods?
- What are the methods that can be utilised to teach substantial material in a short amount of time?
- What are the methods used to assess the knowledge gained by the participants?

##### LEARNING OUTPUT:



- The participants can recollect what they learnt from the previous day's sessions.
- The facilitators can gauge the extent of understanding gained by the participants.

##### TIME DURATION:



Summary of Day 1: 10 mins

Quiz: 20 mins

General Briefing: 10 mins

##### NOTES FOR THE FACILITATORS:

- The questions should be prepared beforehand.
- The questions should be precise and easy to comprehend.
- It should be ensured that all participants are given opportunity to speak up and discuss.



## PHASE 2

### DAY 2

## 8. ASSIGNMENT ON PBR AND ITS PRESENTATION

### OBJECTIVES:



*To provide practical training on the documentation of PBRs (The Structured Learning Visit on day 2 of Phase 1 of the training was aimed at providing knowledge of documentation of PBR. The participants were given a booklet consisting of data formats. They were asked to do the primary data collection in their respective villages.)*

### METHOD:



Presentation

### DESCRIPTION OF THE SESSION:



In this session, three to four participants are selected from the group based on the quality of the PBR documentation they have carried out. These participants are invited to present their PBR formats and share their experiences. The audience then ask questions after each presentation.

The facilitator summarises the opportunities and challenges at the end of the session. A brainstorming session may also be conducted to gather ideas for improvement of the process related to PBR documentation.

### LEARNING OUTPUT:



- To learn the documentation process of PBRs
- To understand the data requirements of PBRs

### TIME DURATION:



Presentation: 10 mins each

Discussion: 5 mins each

### NOTES FOR THE FACILITATORS:

- These assignments from Phase 1 of the training should be collected from the participants on or before the first day of Phase 2 of the training.



## PHASE 2

### DAY 2

## 9. EXAMINATION

### OBJECTIVES:



1. To assess the achievement of the learning objectives
2. To evaluate the overall effectiveness of the training.

### METHOD:



Written examination

### DESCRIPTION OF THE SESSION:



In this session, a written examination of **50 marks** is conducted. Out of 50 marks, **30 marks** are allotted for Multiple-Choice Questions (MCQs) and **20 marks** of explanatory questions relating to various input presentations, handouts and topics written down on the flipcharts.

The MCQs are prepared from various sessions of Phase 1 and Phase 2 of the training. These questions carry **one mark each**.

The explanatory questions are reflective. These are based on the learning outcomes of the sessions from Phase 1 and 2. These questions carry **4 marks each**. (a sample question paper is presented in the Annexure 4)



### LEARNING OUTPUT:



Participants are certified as district trainers.

### TIME DURATION:



Question paper and answer sheet distribution: 5 mins

Examination: 120 mins



## ANNEXURE I: A. INTERNAL AGENDA – TRAINING OF TRAINERS (PHASE 1)

Day	Duration	Session No.	Session title	Training Method	Materials required	Handouts	Learning output	Responsible	Remarks
1	15 min	1	Inauguration			Training agenda	<ul style="list-style-type: none"> <li>Participants understand the purpose of the training</li> <li>They are aware of the utility of biodiversity and its conservation</li> </ul>	Inauguration - Facilitator 1	Remarks
1	1 hour	2	Introduction of the participants Breaking the ice	<ul style="list-style-type: none"> <li>Photocard / Biodiversity Basket</li> </ul>	<ul style="list-style-type: none"> <li>Photo cards</li> <li>Bioresources / bio-products</li> </ul>		<ul style="list-style-type: none"> <li>Participants are aware that this is not a conventional training and they too can contribute by sharing their knowledge and taking part in the discussions</li> <li>They understand the background of the facilitators and other participants</li> <li>They are more relaxed about interacting and communicating with the group</li> </ul>	Bioresources / photo card - Facilitator 2	Instructions for ice breakers should be clearly explained
1	10 min	3	Norm Setting / Ground rules	Brain Mapping	<ul style="list-style-type: none"> <li>Flip board / chart board</li> <li>Flip chart</li> <li>Markers</li> </ul>		<ul style="list-style-type: none"> <li>After this session, the participants are comfortable with the rules jointly framed</li> <li>They will be motivated to follow the rules framed by consensus</li> </ul>	Norm setting - Facilitator 3	Time management should be discussed during the norm-setting
1	15 min	4	Expectations of the participants and Training Overview	Brain Mapping	<ul style="list-style-type: none"> <li>Flip board / chart board</li> <li>Flip chart</li> <li>Markers</li> </ul>		<ul style="list-style-type: none"> <li>The facilitators learn about what the participants expect and what topics would interest them</li> <li>They can improvise their upcoming sessions accordingly</li> </ul>	Expectations and Training overview - Facilitator 1	Training overview should be simple.
1	30 min	5	Analysing Knowledge Gaps	Benchmarking, Thematic champion	<p><b>Benchmarking:</b></p> <ul style="list-style-type: none"> <li>11 cards denoting scores from 0-10</li> <li>Graphs for each of the benchmarking topics</li> <li>Markers</li> <li>Pinboard</li> </ul> <p><b>Thematic champion:</b></p> <ul style="list-style-type: none"> <li>Thematic champion questions</li> </ul>	List of thematic champion questions (see page XX)	<ul style="list-style-type: none"> <li>Facilitators can assess the participants' knowledge of the training topics</li> <li>They are able to understand the existing knowledge gaps among the participants</li> </ul>	<p><b>Benchmarking:</b></p> <p>Facilitation - Facilitator 1</p> <p>Scoring - Facilitator 2</p> <p>Marking on graph - Facilitator 3</p> <p>Thematic Champion:</p> <p>Presenting topics - Facilitator 3</p>	<ul style="list-style-type: none"> <li>Instructions should be clear</li> <li>Only 5-6 questions for benchmarking</li> <li>Only 10-15 topics for thematic champion</li> </ul>
1	15 min	TEA BREAK							

Day	Duration	Session No.	Session title	Training Method	Materials required	Handouts	Learning output	Responsible	Remarks
1	1 hour 30 min	6	Introduction to Biodiversity and its Importance	Folk song, Storytelling, Interactive lecture, Group discussion, Video screening	<ul style="list-style-type: none"> <li>• Input PPT and projector</li> <li>• Flip board/ Chart board</li> <li>• Flip chart</li> <li>• Markers</li> <li>• Popular folk song depicting biodiversity</li> <li>• Short film on biodiversity</li> <li>• Ball of thread (for 'Web of Life' game)</li> <li>• Stickers (for marking the characters for 'Web of Life')</li> </ul>		<ul style="list-style-type: none"> <li>• Participants understand the term biodiversity and its types</li> <li>• They appreciate biodiversity as ecosystem service</li> <li>• Acknowledge the threats affecting biodiversity in the local context</li> <li>• They know the importance of biodiversity and the need for its conservation and sustainable use.</li> </ul>	All training methods - Facilitator 2	
<b>1 1 hour LUNCH BREAK</b>									
1	1 hour 30 min	7	Introduction to BD Act and BMCs	Marketplace, Fruit salad (for grouping)	<ul style="list-style-type: none"> <li>• NTAC Items</li> <li>• Markers</li> <li>• Meta cards</li> <li>• Pinboards</li> <li>• Stopwatch</li> </ul>	<ul style="list-style-type: none"> <li>• BD Act (in local language)</li> <li>• BMC Guidelines</li> <li>• BMC Toolkit (in local language)</li> <li>• NTAC List</li> <li>• State Biodiversity Rules</li> </ul>	<ul style="list-style-type: none"> <li>• The participants can outline the importance and the context of the BD Act, 2002, as well as the three-tier institutional structure in India</li> <li>• They are aware that not all resources come under the purview of the Act and they are able to identify NTAC items</li> <li>• They reach an understanding of the roles, responsibilities and functions of the BMCs</li> </ul>	<b>Marketplace:</b> Grouping participants - Facilitator 1 Group 1 - Facilitator 1 Group 2 - Facilitator 2 Group 3 - Facilitator 3	Especially important for each facilitator to maintain time
1	1 hour 15 min	8	Meeting of the BMC and documents	Marketplace, Group work	<ul style="list-style-type: none"> <li>• Markers</li> <li>• Meta cards</li> <li>• Pinboards</li> <li>• Stopwatch</li> </ul>	<ul style="list-style-type: none"> <li>• BMC forms (in local language)</li> </ul>	<ul style="list-style-type: none"> <li>• Participants understand the paperwork related to the BMCs</li> <li>• They learn how to fill up these documents</li> </ul>	<b>Marketplace &amp; Group work:</b> Form 1 - Facilitator 1 Form 2, 3 - Facilitator 2 Form 4 - Facilitator 3	
1	50 min	9	Mock BMC meeting	Role Play	<ul style="list-style-type: none"> <li>• 8 chairs for the role players</li> <li>• PPT and Projector (for projecting the scenarios)</li> </ul>		<ul style="list-style-type: none"> <li>• The participants are familiar with the nuances of conducting BMC meetings</li> <li>• They learn about the various biodiversity-related issues that can be discussed at the BMC meetings</li> <li>• They learn how to record the meeting minutes</li> <li>• During decision making, they understand how to prioritise issues for the action plan based on their importance or severity</li> <li>• They understand perspectives of the various stakeholders dealing with the bioresources</li> </ul>	Moderation - Facilitator 1	Need to ensure that discussion after role play stays relevant to learning objective
<b>END OF DAY 1</b>									
2	30 min	10	Recap of Day 1 and Short Quiz	Quiz	<ul style="list-style-type: none"> <li>• 10 to 15 questions for the quiz</li> <li>• 10 to 15 gift items (one for each question)</li> </ul>		<ul style="list-style-type: none"> <li>• The participants recall the topics from day 1</li> <li>• The facilitators gain insight into how much the participants have been able to comprehend</li> </ul>	Recap - Facilitator 1 Quiz - Facilitator 3	



Day	Duration	Session No.	Session title	Training Method	Materials required	Handouts	Learning output	Responsible	Remarks
2	30 min	11	Other local committees dealing with biodiversity and natural resources	Brain Storming	<ul style="list-style-type: none"> <li>Flip board/ Chart board</li> <li>Flip chart</li> <li>Markers</li> </ul>		<ul style="list-style-type: none"> <li>The participants can identify the importance of other committees and the work they do</li> <li>They can understand the possibilities of collaborating with the relevant committees</li> </ul>	Brain Storming - Facilitator 2	
<b>2 15 min TEA BREAK</b>									
2	15 min	12	Understanding & Documenting PBR	Skit	<ul style="list-style-type: none"> <li>Props for skit:</li> <li>Medicinal plants (leaves and branches)</li> <li>Newspaper</li> <li>A book representing PBR</li> <li>4 chairs</li> </ul>		<ul style="list-style-type: none"> <li>Participants appreciate the importance and need for documentation of PBRs</li> </ul>	Skit - Facilitator 1, 2 & 3	Especially important for facilitators to maintain time
2	1 hour	13	PBR Overview and Steps for Documentation	Interactive lecture, Video screening	<ul style="list-style-type: none"> <li>Flip board/ Chart board</li> <li>Flip chart</li> <li>Markers</li> <li>Pinboard</li> <li>Input PPT and Projector</li> </ul>	<ul style="list-style-type: none"> <li>All PBR Formats (in local language)</li> </ul>	<ul style="list-style-type: none"> <li>Participants gain familiarity with the technical information in PBR</li> <li>They learn about the various PBR formats and the data to be recorded in the various formats</li> <li>They are aware of steps followed for PBR documentation</li> </ul>	Interactive lecture – Facilitator 3	
<b>2 1 hour LUNCH BREAK</b>									
2	30 min		Preparing for field visit and Boarding bus						Need to coordinate with drivers
2	4 hours	14	Field Visit for PBR Documentation	Structured learning Visit	<ul style="list-style-type: none"> <li>As required based on the field sites</li> </ul>	<ul style="list-style-type: none"> <li>PBR formats to respective groups</li> </ul>	<ul style="list-style-type: none"> <li>Participants are familiar with the PBR formats and data requirements</li> <li>They are well versed with the process of data collection for PBR</li> <li>They are inspired to implement conservation activities with their BMC</li> </ul>	<b>Field visit:</b> Group 1 - Facilitator 1 Group 2 - Facilitator 2 Group 3 - Facilitator 3	Need to ensure that participants are taking notes from the field
<b>2 15 min TEA BREAK</b>									
2	30 min	15	Learnings from the field visit	Group discussion, Fishbowl	<ul style="list-style-type: none"> <li>Chart paper</li> <li>Markers</li> <li>Pin boards</li> </ul>		<ul style="list-style-type: none"> <li>Participants get a clear idea about the basic concepts and are able to clearly outline the process for documentation of PBR</li> <li>They gain experience in filling PBR formats as part of their assignment given on Day 3</li> </ul>	<b>Group discussion:</b> Group 1 - Facilitator 1 Group 2 - Facilitator 2 Group 3 - Facilitator 3 Fishbowl moderation – Facilitator 3	
<b>END OF DAY 2</b>									
3	40 min	16	Recap of Day 2 and Short Quiz	Quiz	<ul style="list-style-type: none"> <li>10 to 15 questions for the quiz</li> <li>10 to 15 gift items (one for each question)</li> </ul>		<ul style="list-style-type: none"> <li>Participants recall the topics from day 2</li> <li>Facilitators can assess how much the participants have been able to comprehend</li> </ul>	Recap - Facilitator 1 Quiz - Facilitator 2 Moderating discussion on learnings from field – Facilitator 3	

Day	Duration	Session No.	Session title	Training Method	Materials required	Handouts	Learning output	Responsible	Remarks
3	30 min	17	Recounting field visit experiences	Presentation	As needed by the participants for their presentations		<ul style="list-style-type: none"> <li>Participants understand the diverse issues from different fields</li> <li>They understand the complexity and heterogeneity of the implementation process of the BD Act and ABS</li> <li>They can grasp the practical aspects of PBR documentation</li> </ul>	Moderation - Facilitator 2	
3	1 hour 20 min	18	Introduction to and In-depth learning of ABS	Interactive lecture	<ul style="list-style-type: none"> <li>Flip board/ Chart board</li> <li>Flip chart</li> <li>Markers</li> <li>Meta cards</li> <li>Pin boards</li> <li>ABS Process flow chart</li> <li>Input PPT and Projector</li> </ul>	Gazette notification of ABS guidelines	<ul style="list-style-type: none"> <li>Participants understand the importance of ABS</li> <li>They understand the roles of the different actors and governmental bodies in ABS</li> <li>They can assess which kind of utilisation of bioresources attract ABS</li> <li>They understand the role of BMCs in facilitating ABS</li> </ul>	Interactive lecture - Facilitator 3	
<b>3</b>	<b>15 min</b>	<b>TEA BREAK</b>							
3	1 hour	19	Consultation with BMC members for obtaining feedback on ABS Applications	Role Play	<ul style="list-style-type: none"> <li>3 chairs for role play</li> <li>PPT and Projector (for projecting the case studies or the scenarios)</li> </ul>		<ul style="list-style-type: none"> <li>They understand the theoretical and practical aspects of ABS</li> <li>They recognise the importance of the BMCs in the facilitation of ABS</li> <li>They know how to provide consultation for ABS application</li> <li>They realise and empathise with the challenges faced by the different stakeholders in the process</li> </ul>	Moderation - Facilitator 1	
<b>3</b>	<b>1 hour</b>	<b>LUNCH BREAK</b>							
3	1 hour 30 min	20	Training Assessment	Thematic champion, Benchmarking	<ul style="list-style-type: none"> <li>Benchmarking:</li> <li>11 Cards denoting scores from 0-10</li> <li>Graphs for each of the benchmarking topics</li> <li>Markers</li> <li>Pin board</li> <li>Thematic champion:</li> <li>Thematic champion questions</li> </ul>		<ul style="list-style-type: none"> <li>Facilitators can assess the overall effectiveness of the training</li> <li>They know the specific thematic areas that need more emphasis</li> <li>They can recognise the parts of the training that they need to improve upon</li> </ul>	<p><b>Thematic champion:</b> Evaluation - Facilitator 1, 2 &amp; 3</p> <p><b>Benchmarking:</b> Facilitation - Facilitator 1 Scoring - Facilitator 2 Marking on graph – Facilitator 3</p>	
<b>END OF DAY 3 AND PHASE 1 TRAINING</b>									

#### Questions for Learning Journal:

1. What are the committees that work on the environment, natural resources, climate change, water, forest in Tamil Nadu?
2. What are the traditional conservation methods associated with biodiversity? Mention 10 such practices.
3. What kind of challenges do you think is there in terms of BMC functioning? Or Why people are not interested in BMCs?
4. What are the most traded bioresources in your area?

**List of questions for Thematic champion:**

1. What kind of impact can you observe for you and your village members because of the loss of biodiversity?
2. Do you think BMCs are needed? Substantiate your answer.
3. How can BMCs collaborate with a village panchayat for conservation and sustainable use of biodiversity?
4. Financing mechanism for documentation of PBR and functioning of BMCs.
5. Documentation of PBR requires collaboration from many people, institutions. List the people and institutions that think can be included in your locality.
6. List out the activities that can be undertaken by the BMCs at the local.
7. A company wants to access 1 ton of a medicinal plant from your village. As a knowledgeable person, you have been invited for a BMC meeting. What kind of inputs will you give?
8. How can other committees help BMCs?
9. Why do you think it is important to document PBR?
10. How is biodiversity interlinked with our daily lives?
11. What are the key steps in the ABS process? Who has to apply? What activities are covered under ABS?
12. As a trainer, how will you contribute to biodiversity conservation?
13. What are the institutional structures established under the BD Act for implementing the Act?

**Structured Learning Visit for PBR Documentation**

Group No.	Theme	PBR Format(s)	Group in-charge	Distance from training centre
Group 1	Traditional knowledge and medicinal plants	Annexure 3 and Format- 22	Facilitator 1	
Group 2	General details of BMC and Peoplescape	Annexure- 1 and Format 7	Facilitator 2	
Group 3	Crop varieties and markets for domesticated animals	Format 1 and Format 6	Facilitator 3	

## ANNEXURE I : B. INTERNAL AGENDA – TRAINING OF TRAINERS (PHASE 2)

Day	Duration	Session No.	Session title	Training Method	Materials required	Learning output	Responsible	Remarks
1	15 min		Inauguration		<ul style="list-style-type: none"> <li>Copies of training agenda</li> </ul>	<ul style="list-style-type: none"> <li>Participants understand the purpose of the training</li> </ul>	Inauguration - Facilitator 1	Training agendas need to be given to participants
1	1 hour	1	Introduction and Training Overview	Self-introduction, Brain Mapping		<ul style="list-style-type: none"> <li>Participants are able to identify their peers by their names</li> <li>They are more relaxed about interacting and communicating with the group</li> <li>They are aware of what to expect from the training</li> </ul>	Moderator - Facilitator 2	Instructions for brain mapping should be clearly explained
1	20 min	2	Role of the trainers	Brainstorming	<ul style="list-style-type: none"> <li>Flip chart</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Participants understand the role played by the trainer</li> <li>They can focus on the upcoming training sessions keeping that in mind</li> </ul>	Brainstorming - Facilitator 3	Points written on the flip chart should be clear and easily understandable
1	30 min	3	Fundamental Training Concepts	Activities (Hearing, visual, kinaesthetic)	<ul style="list-style-type: none"> <li>Objects for the kinaesthetic activity</li> <li>Photos for visual activity</li> <li>Meta cards</li> <li>Charts</li> <li>Graph</li> </ul>	<ul style="list-style-type: none"> <li>Participants understand the importance of the 3 key modes of communication</li> <li>They understand the need for a balanced approach while using the three methods to cater to a diverse mix of participants</li> </ul>	Activities - Facilitator 1 Plotting graphs – Facilitator 2	<ul style="list-style-type: none"> <li>Clear instructions should be given before each round</li> <li>Graph needs to be prepared beforehand</li> </ul>
<b>1</b>	<b>15 min</b>	<b>TEA BREAK</b>						
1	2 hours	4	Participatory Training Methods	Interactive lecture	<ul style="list-style-type: none"> <li>Input PPT and projector</li> <li>Pictures taken during Phase 1 of training</li> <li>Props/ materials used during Phase 1</li> </ul>	<ul style="list-style-type: none"> <li>Participants understand the importance of participatory training methods</li> <li>They are able to comprehend how to conduct sessions using these methods</li> </ul>	All training methods – Facilitator 3	
<b>1</b>	<b>1 hour</b>	<b>LUNCH BREAK</b>						
1	1 hour 30 min	5	Participatory Training Methods (Cont.)					
1	40 min	6	Facilitation Skills	Interactive lecture, Brainstorming	<ul style="list-style-type: none"> <li>Input PPT and projector</li> <li>Chart paper</li> </ul>		Interactive lecture and Brainstorming - Facilitator 2	
<b>1</b>	<b>15 min</b>	<b>TEA BREAK</b>						
1	40 min	7	Evaluation of the Training	Interactive lecture, Benchmarking, Mood barometer, Evaluation express, Open feedback	<ul style="list-style-type: none"> <li>Graphs (for benchmarking and evaluation express)</li> <li>Mood drawing (for mood barometer)</li> <li>Chart paper</li> <li>Pinboard</li> <li>Pins</li> <li>Meta cards</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Facilitators can assess the success of the training programme and its effectiveness</li> <li>Participants can see the visual representation of where they stand as a group in terms of meeting their expectations from the training</li> <li>They learn to use different methods to evaluate the training and how to choose the appropriate one for their training</li> </ul>	<ul style="list-style-type: none"> <li>Interactive lecture and moderator for all methods – Facilitator 1</li> <li>Plotting graphs - Facilitator 3</li> </ul>	

Day	Duration	Session No.	Session title	Training Method	Materials required	Learning output	Responsible	Remarks
<b>END OF DAY 1</b>								
2	40 min	8	Recap of Day 1 and Short Quiz	Quiz	<ul style="list-style-type: none"> <li>• 10 to 15 questions for the quiz</li> <li>• 10 to 15 gift items (one for each question)</li> </ul>	<ul style="list-style-type: none"> <li>• Participants can recollect what they learnt from Day 1</li> <li>• Facilitators can gauge the extent of participants' understanding of the topics from Day 1</li> </ul>	Recap - Facilitator 2 Quiz - Facilitator 3	<ul style="list-style-type: none"> <li>• Questions should be precise and easy to comprehend</li> <li>• all participants should be given the opportunity to speak up and discuss</li> </ul>
2	1 hour	9	Assignment on PBR and its Presentation	Presentation	<ul style="list-style-type: none"> <li>• Flip board/ Chart board</li> <li>• Flip chart</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Participants learn the documentation process of PBR</li> <li>• They understand the data requirements of PBR</li> </ul>	Moderator - Facilitator 1	Assignments from Phase 1 of the training should be collected from the participants on or before the first day of Phase 2
2	15 min	<b>TEA BREAK</b>						
2	2 hours	10	Examination	Written examination	<ul style="list-style-type: none"> <li>• Question papers</li> <li>• Blank sheets (for writing answers)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitators can evaluate what the participants have learnt from the training</li> <li>• They can assess the overall effectiveness of the training</li> <li>• They can assess how much and what information is being retained by participants</li> </ul>	Invigilators - Facilitator 1, 2 & 3	Especially important for facilitators to maintain time
2	1 hour	<b>LUNCH</b>						
<b>END OF DAY 2 AND TRAINING</b>								

## ANNEXURE 1 : Agenda for Trainings Conducted in Tamil Nadu

### C. EXTERNAL AGENDA - TRAINING OF TRAINERS (PHASE 1)

Date:

Venue:

#### PROGRAMME OVERVIEW

##### Day 1

09:30-09:45	Official Opening
09:45-10:30	Introduction of the participants
10:30-10:45	Norm setting
10:45-11:00	Expectation of the participants
11:00-11:30	Benchmarking and Thematic Champion

##### 11:30-11:45 Tea Break

11:45-13:00	Introduction to biodiversity and its importance
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##### 13:00-14:00 Lunch Break

14:00-15:30	The Biological Diversity Act, 2002 and Biodiversity Management Committee
15:30-16:15	Forms for Biodiversity Management Committee

##### 16:15-16:30 Tea Break

16:30-17:30	BMC Meeting management
19:30	Discussion on the completed assignments

##### End of Day 1

##### Day 2

09:30-10:00	Short quiz
10:00-10:30	BMC and other Biodiversity related committees

##### 10:30-10:45 Tea Break

10:45-11:45	Peoples' Biodiversity Register and its documentation process
11:45-12:00	preparation for the field visit

##### 12:00-13:00 Lunch Break

13:30-19:00	Field visit - <i>followed by sharing of insights from the field</i>
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##### End of Day 2

##### Day 3

09:30-10:00	Short Quiz
10:00-10:45	Presenting field visit experience
10:45-11:30	Learning Access and Benefit Sharing

##### 11:30-11:45 Tea Break

11:45-13:00	Role Play – Access and Benefit Sharing
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##### 13:00-14:00 Lunch

14:00-16:00	Thematic champion – Presentation Benchmarking
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##### End of phase 1 of the training programme

## D. EXTERNAL AGENDA - TRAINING OF TRAINERS (PHASE 2)

Date:

Venue:

### TRAINING OVERVIEW

#### Day 1

09:30-09:40	Welcome Address
09:45-10:00	Introduction of the participants
10:00-10:05	Briefing the Agenda
10:05-10:35	Role of trainer
10:35-11:05	Fundamental training concepts

#### 11:05-11:20 Tea Break

11:20-13:00	Participatory training methods
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#### 13:00-14:00 Lunch Break

14:00-15:30	Cont. Participatory training methods
15:30-16:15	Facilitation Skills

#### 16:15-16:30 Tea Break

16:30-17:15	Evaluation of the training
17:15-17:45	Workshop design & Handouts

#### End of Day 1

#### Day 2

09:30-10:00	Recap of Day 1
10:00-10:45	Speech & Certificate distribution
10:45-11:30	PBR Presentation
11:30-11:45	Tea Break
11:45-13:00	Community Leadership

#### 13:00-14:00 Lunch Break

14:00-15:30	Written Test
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#### 15:30-15:45 Tea Break

15:45-17:30	Discussion and Way forward
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#### End of the training programme

## ANNEXURE 2 : Sample Form for providing feedback on ABS Applications

Ref.No:

Date:

(For the use of BMC)

Date of Receipt of Form-1: DD/MM/YYYY

Name of BMC: \_\_\_\_\_

A consultation meeting was held with members of Biodiversity Management Committees on the date DD/MM/YYYY at HH:MM in premises of \_\_\_\_\_ to discuss the access application from (applicant's name/name of the entity) \_\_\_\_\_ to procure (name of the biological resource) \_\_\_\_\_

The Biodiversity Management Committee/ Local body of \_\_\_\_\_ after thoroughly scrutinizing the application, hereby gives its feedback on the application for further consideration of SBB/Biodiversity Council

- \* Biological resource(s) may be accessed without any conditions/reservations
- \* Biological resource(s) may be accessed with conditions (see below)
- \* It is recommended to restrict or deny access to the biological resource(s) (provide reasons)

Condition for access (if any how many kgs, from which location etc.) \_\_\_\_\_

Reasons for rejection (if any) (please indicate if all members recommended to impose restrictions or denied access or only certain members). Enclosed detailed meeting minutes capturing concerns of all participants.

Any other remarks \_\_\_\_\_

*For other inputs if any, please attach a separate sheet of paper.*

- \* Attach separate sheet of paper of minutes of the meeting.
- \* Strike out whichever is not applicable

Signature and Seal  
(Secretary of BMC)



(For the SBB use only)

Date of receipt of BMC meeting minutes \_\_\_\_\_

Feedback from BMC received may be placed in the Sub-Committee on ABS

Observations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

—

\_\_\_\_\_  
Secretary  
State Biodiversity Board

## ANNEXURE 3-A : PRE-TRAINING SURVEY FORM

**1. Which district are you currently based in?**

It is essential to ensure that participants are chosen from different districts in the state.

**2. What did you do before becoming a trainer?**

This question was asked to understand the professional background of the participants.

Facilitators may draw some examples and case studies to suit the participants.

**3. For how many years have you been working as a trainer?**

**4. List the topics on which you have conducted training?**

**5. How many trainings do you conduct in a year?**

**6. Do you have any other profession in addition to training?**

**7. Please indicate your answers to the following statements:**

Statements	Agree	Partially agree	Neutral	Disagree
1. Biodiversity is vital for our survival on this planet.				
2. Biodiversity is mostly found in the forests				
3. To conserve biodiversity, companies/ traders should be stopped from using biodiversity in their business.				
4. Currently, your state (write the name of the state) has no policy/ programmes/schemes to protect biodiversity				
5. Local people should be allowed to collect and sell bio-resources present in their area				

**8. For effective implementation of a new scheme/programme, what you do think is important? Please provide your rating “5” being the most important and “1” being least important.**

For the effective implementation of a new programme/scheme, what do you think is important?	Least important				Most important
	1	2	3	4	5
1. Knowledge of the people					
2. Trust with local people					
3. Funding					
4. Convergence with other programmes					
5. Awareness material					
6. Support of Govt. departments					
7. Trainings					
8. Trainers					
9. Action Plan					

9. What methods do you use in your training?

10. How do you deal with difficult participants?

11. What is the Hindi (or vernacular) word for 'biodiversity'?

12. Are you aware of the traditional healers in your region and the conditions they treat?

13. Can you name 5 biodiversity-based products and the companies that manufacture them?

14. Do you think the following departments/committees are important for conserving biodiversity?

Govt. departments / Committees	Least important				Most important
	1	2	3	4	5
1. Biodiversity Management Committee					
2. Village Poverty Reduction Committee					
3. Village Panchayat					
4. Agriculture Department					
5. Horticulture Department					
6. Animal Husbandry Department					
7. Fisheries Department					
8. Forest Department					
9. JFM Committee					
10. Rural Development & Panchayat Raj Department					
11. Department of Tourism and Culture					
12. Eco- development Committee					
13. Village Forest Committee					

**15. Translate the paragraph from English to Hindi (or vernacular language)**

Participants are provided with a paragraph on any topic related to the environment in English and are asked to translate it to their language.

**16. Have you heard of any incident of bio-piracy?**

Yes  No

**17. Are there any plant/animal species in your area that were abundantly found few years ago but are very rarely found now?**

Yes  No  Don't know

**18. Do you know any rituals or traditional practices that contribute to conservation or sustainable use of biodiversity?**

Yes  No

**19. What makes you proud to be a trainer?**

This question was asked to gauge the attitude of the participants.

**20. How much remuneration do you wish to get paid per session?**

**21. What is your preferred communication mode?**

WhatsApp

Email

Phone

Any other

*Thank you very much for providing valuable feedback!*

## ANNEXURE 3-B : END OF TRAINING SURVEY FORM

**1. What is your current occupation?**

Trainer     NGO     Social worker     Student     Other

**2. Did this training help you understand the concept of biodiversity?**

Yes     No     Somewhat     More information required

**3. Did this training help you understand the Biological Diversity Act, 2002?**

Yes     No     Somewhat     More information required

**4. How do you rate the following aspects of the training? (Please provide your rating, with '5' being the most positive assessment and '1' being most negative)**

Aspects	Least important				Most important
	1	2	3	4	5
1. Topics covered in the training					
2. Training methods					
3. Instructions for the group exercises made available to you					
4. Field visit					
5. Overall rating for the training					
6. Logistics and food					

**5. What are your key learnings from the training?**

**6. Would you be interested in attending future trainings on this topic?**

Yes     No     May be

**7. Are you interested in conducting trainings for BMC members?**

Yes     No     May be

**8. Would you be applying the learnings from this training in your work?**

Yes     No     May be

**9. What topics should be dealt in more detail in future trainings?**

**10. What topics do you think were not covered by our training?**

**11. Which topic was not relevant in the training?**

**12. Do you think the field visit was useful for you to understand PBR documentation?**

Yes

No

**13. If you thought that the field visit was not useful for you to understand PBR documentation, please suggest how it could be improved for future trainings**

**14. Any other suggestions?**

*Thank you very much for providing valuable feedback!*

## ANNEXURE 3-C : POST-TRAINING SURVEY FORM (AFTER 6 MONTHS)

1. What is your full name?
2. Which district are you based in?
4. Is there a Biodiversity Management Committee in your Block/Village?
5. Do you know the name of the Chairperson or any member of your local BMC? If yes, please provide the name.
6. Has the People's Biodiversity Register been documented for your block?
7. Have you conducted any training using the training methods you learnt in the ToT?
8. To what extent did your skill in training improved after you participated in ToT?(0 no change, please rate on a scale of 1 to 5)
9. Did the ToT programme on BMC help you enhance your current work? Please provide one concrete example.
10. List up to three important learnings from the ToT programme that have helped you in your current work.
11. To what extent did your knowledge about BMCs and PBRs improve after your participation in ToT? (scale 0 to 5)
12. Did any organisation hire you for conducting training on other BMC or any other topics?
13. How many members are there in BMC?
14. List the training methods that you learnt in ToT.

This question helped assess whether participants were able to recollect the training methods that were taught and used in the ToT.

15. What method(s) will you use to teach BMC members about the documentation of People's Biodiversity Register? Please describe.

The answers helped assess the participants' capacity and understanding needed for training on a difficult topic. It also helped to gather creative ideas to teach difficult topics to improve future training programmes.

16. What method(s) will you use to teach BMC members about bio-piracy and the importance of documentation of People's Biodiversity Registers? Please describe below.

The answers helped assess the participants' capacity and understanding needed for training on a difficult topic. It also helped to gather creative ideas to teach difficult topics to improve future training programmes.

17. What percentage of the benefit-sharing amount would go to the BMC?

18. Would you recommend your colleagues to attend this programme?

Yes

No

Maybe

19. Please provide two concrete recommendations for improving future ToT programmes.

20. How confident are you to training BMC members on the following topics? (1 being lowest and ten being highest)



Topics	Your rating
Biodiversity and its importance	
Biological Diversity Act, 2002	
Biodiversity Management Committees (BMCs)	
Functions of BMCs	
Peoples' Biodiversity Registers (PBR)	
Access and Benefit Sharing (ABS)	

21. Many newspapers have reported reverse migration of people from cities to native villages due to COVID 19 pandemic. Do you think biodiversity can enhance local income in the villages? What are your thoughts?
22. Can you name some of the negative impacts of COVID 19 pandemic on biodiversity or environment? Please provide specific examples from your village/districts.  
  
This question helps gauge the general awareness of the participants regarding their local biodiversity.
23. What are your recommendations to improve ToT when we implement it in other states in India?

*Thank you very much for providing valuable feedback!*

## ANNEXURE 4 - QUESTION PAPER FOR EXAMINATION SESSION IN ToT

**Answer the questions below (5 marks each):**

**(5 × 4 = 20)**

1. What are the main functions of BMCs? Illustrate with an example of involving different stakeholders

**(Or)**

What actions will you take to conserve biodiversity in your village? Who will you associate with?

2. A farmer cultivating ten varieties of paddy in Thanjavur is selling his produce to a company in Hyderabad. BMC in Thanjavur block asked the company to submit ABS application to Tamil Nadu Biodiversity Board. Do you think BMC is right in doing so? Justify your answer.

**(Or)**

A company in Toothukudi is taking some biological resources from Dindigul for preparation of allopathy drugs. Do you think this comes under the Biological Diversity Act, 2002? Discuss your answer.

3. What is PBR, and what are steps involved in documentation of PBR?

**(Or)**

Explain the step by step process of Access and Benefit Sharing (ABS) and explain the role of BMC in the ABS process

4. List any five committees that can be roped in for supporting BMC activities. Illustrate with an example

**Answer the following question (4 marks):**

1. Match the following from the A and select the correct answer from the code given below:

<b>A</b>	<b>B</b>
a) Convention on Biological Diversity	I. 2004
b) Biological Diversity Act	II. 1992
c) Biological Diversity Rules	III. 2002
d) Tamil Nadu Biological Diversity Rules	IV. 2017
a. _____	
b. _____	
c. _____	
d. _____	

Answer the following questions (1 mark each):

1. English word for Biodiversity (in Tamil) is \_\_\_\_\_
2. Quorum of BMC meeting is \_\_\_\_\_
  - a) 4
  - b) 3
  - c) 2
  - d) 7
3. National Biodiversity Authority is located in
  - a) Mumbai
  - b) Delhi
  - c) Chennai
  - d) Bengaluru
4. Traditional Knowledge holders are excluded from seeking approval of State Biodiversity Board for accessing the biological resources.  
True  or False
5. What is the expansion of PBR?
  - a) Public Biodiversity Register
  - b) Peoples' Biodiversity Record
  - c) Peoples' Biodiversity Register
  - d) Public Biodiversity Record
6. State which of the following is not the function of Biodiversity Management Committee (BMCs)
  - a) Preparation of PBR
  - b) Giving approval to companies for commercial utilisation
  - c) Management of Biodiversity Heritage sites
  - d) Giving feedback to SBBs
7. Expansion of NTAC is \_\_\_\_\_
  - a) Normally Traded as Commodities
  - b) Naturally Traded as Commodities
  - c) Normally Transferred as Commodities
  - d) Normally Transformed as Commodities
8. BMC shall conduct a minimum of \_\_\_\_\_ meetings in a year.
  - a) 3
  - b) 4
  - c) 2
  - d) 6

**9. Identify the correct statement with reference to biodiversity.**

- a) Living organisms
- b) Agriculture crops
- c) Ecosystem
- d) All of the above

**10. The correct statement in this set is**

- a) Tenure of the BMC will be 5 years
- b) BMC meet at least once in 4 months

**Choose one of the following:**

- a) Only (a) is correct
- b) Only (b) is correct
- c) Both (a) and (b) are correct
- d) Both (a) and (b) are incorrect

**11. The incorrect statement in this set is**

- a) BMCs shall have a tenure co-terminus with the term of the local body.
- b) BMCs shall function from the office premises provided by the local body
- c) Chairperson of the local body shall be the ex-officio member of the BMC
- d) None of the above

**12. Name three items that DO NOT come under the purview of ABS.**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**13. BMC Annual Report should be submitted to**

- a) District Collector
- b) BDO
- c) NBA
- d) All of the above

**14. BMC shall consist of not less than \_\_\_\_\_% of the Scheduled Castes/ Scheduled Tribes.**

- a) 16%
- b) 18%
- c) 14%
- d) 20%

**15. \_\_\_\_\_ is the custodian of PBR (Fill in the blank)**

**16. The person to be nominated as a BMC member should be the resident within the local limits of the local body, and their names should be in the voters' list.**

True  or False

17. Write the full form of LBF \_\_\_\_\_
18. Tamil Nadu Biodiversity Board is located in which city? \_\_\_\_\_
19. BMC consists of \_\_\_\_\_ members.
- 6
  - 7
  - 5
  - 8
20. BMC consists of \_\_\_\_\_ women members.
- 1/3rd
  - 1/4th
  - 1/5th
  - 2
21. Forest Minister of Tamil Nadu is \_\_\_\_\_
22. What is the best method for training evaluation?
- Bus stop
  - Benchmarking
  - Photocard
  - Pairing method
23. Which one is NOT an introductory method?
- Photocard
  - Pairing method
  - Fish-bowl
  - Self-introduction
24. What is the best method for debriefing?
- Case study
  - Energiser
  - Ice-breaker
  - Fish-bowl
25. Which is not a method to generate ideas?
- Brainwriting
  - Fish-bowl
  - Brainstorming
  - Benchmarking
26. Which of the following is a golden rule for participatory training?
- 20:40:40
  - 30:20:40
  - 10:60:30
  - 30:60:10



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**Registered Offices:**

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