



Model Curriculum

QP Name: Convenience Food Maker - Ready to Eat & Instant Foods

QP Code: FIC/Q8503

QP Version: 2.0

NSQF Level: 4

Model Curriculum Version: 2.0

Food Industry Capacity and Skill Initiative (FICSI)
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Training Parameters

Sector	Food Processing
Sub-Sector	Packaged Food
Occupation	Processing
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	<ol style="list-style-type: none"> 1. Class 12th passed 2. Class 10th passed and 2 years course in relevant stream 3. Class 10th passed and 2 years of relevant experience 4. Class 10th pass and 2 years of ITI 5. Class 10th pass and 1 year of ITI and 1 year of experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	29/07/2021
Next Review Date	29/07/2024
NSQC Approval Date	29/07/2024
QP Version	2.0
Model Curriculum Creation Date	29/07/2021
Model Curriculum Valid Up to Date	29/07/2024
Model Curriculum Version	2.0
Minimum Duration of the Course	360 hours
Maximum Duration of the Course	360 hours + 40 Hours On the job training

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the participants will be able to:

- Perform various tasks to prepare for convenience food production
- Carry out various activities to produce different types of convenience foods
- Apply necessary health and safety practices to ensure workplace health and safety
- Work effectively with others
- Use resources at the workplace optimally

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	32:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	44:00 Hours
Module 1: Introduction to Food Processing Industry and the job of 'Convenience Food Maker - Ready to Eat & Instant Foods'	04:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	04:00 Hours
Module 12: Employability and Entrepreneurship Skills	28:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	40:00 Hours
FIC/N9026 – Prepare for Production NOS Version No. 1.0 NSQF Level 3	12:00 Hours	32:00 Hours	00:00 Hours	00:00 Hours	44:00 Hours
Module 2: Prepare for Convenience Food Production	12:00 Hours	32:00 Hours	00:00 Hours	00:00 Hours	44:00 Hours
FIC/N8513 Carry out Production of Food Products NOS Version No. 1.0 NSQF Level 4	88:00 Hours	108:00 Hours	00:00 Hours	00:00 Hours	196:00 Hours
Module 3: Sieve and Grind Raw Material	34:00 Hours	42:00 Hours	00:00 Hours	00:00 Hours	76:00 Hours
Module 4: Produce Different Variety of Food Products	24:00 Hours	52:00 Hours	00:00 Hours	00:00 Hours	96:00 Hours
Module 5: Packaging and Post Production Activities	30:00 Hours	34:00 Hours	00:00 Hours	00:00 Hours	64:00 Hours

FIC/N9901: Implement health and safety practices at the workplace NOS Version No.: 1.0 NSQF Level: 3	08:00 Hours	16:00 Hours	00:00 Hours	00:00 Hours	24:00 Hours
Module 6: Ensuring food safety and personal hygiene	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 7: Managing accidents and emergencies	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
FIC/N9902: Work effectively in an organization NOS Version No.: 1.0 NSQF Level: 3	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours
Module 8: Work effectively in an organization	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours
SGJ/N1702: Optimize resource utilization at workplace NOS Version No.: 1.0 NSQF Level: 3	12:00 Hours	24:00 Hours	00:00 Hours	00:00 Hours	36:00 Hours
Module 9: Material conservation	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 10: Energy/ electricity conservation	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 11: Waste management/recycling	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Total Duration	160:00 Hours	200:00 Hours	00:00 Hours	00:00 Hours	360:00 Hours

Module Details

Module 1: Introduction to Food Processing Sector and the Job of 'Convenience Food Maker - Ready to Eat & Instant Foods'

Bridge Module

Terminal Outcomes:

- Describe the food processing industry and its sub-sectors in brief
- Discuss the roles and responsibilities of a Convenience Food Maker - Ready to Eat & Instant Foods

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the food processing industry and packaged food sub-sector in brief • Discuss the career opportunities available to a Convenience Food Maker - Ready to Eat & Instant Foods in the food processing industry • Explain the terminologies used in packaged food sector • Discuss the standard business etiquette and code of conduct in the food processing industry 	
Classroom Aids:	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment, and Other Requirements	
Nil	

Module 2: Prepare for Convenience food production

Mapped to FIC/N9026 v1.0.

Terminal Outcomes:

- Discuss the standard practices to be followed for production
- Demonstrate the tasks to be performed at the workplace for planning the production

Duration: 12:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Elucidate production planning process. KU1 • Discuss analysis and interpretation of various process charts, product flow charts, etc. KU2 • Explain the resource management process. KU3 • Calculate procedure to estimate manpower and raw material. KU4 • List down equipment type and its use. KU5 • Explain the capacity utilization calculation. KU6 • Discuss the organizational policies and SOP on cleanliness. KU7 • List down the basic concept of food safety and hygiene. KU8 • Describe the operating procedure and general maintenance of food production machineries. KU9 • State waste management procedures. KU10 • List down the methods to inspect tools, equipment and machinery. KU11 • Discuss the procedure to allot work or responsibility to the team. KU12 	<ul style="list-style-type: none"> • Apply work requirements by obtaining instructions from the supervisor. PC1 • Instructions: process chart, product flow chart, formulation, chart, etc. PC2 • Prepare, plan and prioritize tasks as per work schedule, PC3 • Tasks: inspect, clean, maintain, verify the area and tools, etc. PC4 • Calculate the manpower and material requirements as per work requirement, PC5 • Material: raw materials and packaging materials. PC6 • Show the required quantity of raw materials, packaging materials, equipment, and manpower for production. PC7 • Demonstrate capacity utilization of machinery with respect to the processing time, production order, and batch size for each product. PC8 • Perform cleaning and maintain the work area as per organizational procedures. PC9 • Perform cleaning and maintain the machines and tools and sanitize them as per the organization's specifications and standards. PC10 • Show disposal of the waste material at designated place safely. PC11 • Display the tools, equipment, and machinery to ascertain suitability for use. PC12 • Conduct role play to report information such as faulty tools and equipment to the concerned authority. PC13
Classroom Aids	

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook

Tools, Equipment and Other Requirements

Cleaning machines, extruder, vegetable washer, vegetable peeler, pulveriser, fryer, roaster, blender, strainer, canning machineries blender, Measurement Cane; Weighing balance, Timer, Gas with Burner; Knives, spatulas, packing wrap rolls, measuring cup and spoons, utensils, ladle, ladle with holes, digital hygrometer, Muslin Cloth; Weighing Machine; Milk Stirrer; Thermometer; Test Tube (Glass); Test Tube Holder; Gas with Burner;

Module 3: Sieve and Grind Raw Material

Mapped to FIC/N8513 v 2.0

Terminal Outcomes:

- Describe the procedure of sieving and grinding the raw material
- Prepare the dough for the food production process

Duration: 34:00	Duration: 42:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Standard Operating Procedures for cleanliness, general maintenance, and operation of different tools and machines, including fitment of components used in the process (KU1+KU2) • Discuss various quality parameters of the raw material used in convenience food production and the inspection procedure of the same for both quality and quantity (KU3+KU4) • State the importance of checking the weight of the raw materials used in convenience food production (PC1) • Discuss the standard procedure to operate pulverizer, roller, drier, roaster evaporator, etc. (KU10) • Explain the procedure to fix or change the screens and other operating procedure of the cleaning machine (KU5) • Discuss the standard process of cleaning the raw material through machines like feeding them into hopper or cleaning line conveyor, etc. (KU6) • Describe the standard procedure to fix sieves and other operating procedures of sieving machine (KU9) • Elaborate the dough making procedure from the raw material (KU11) 	<ul style="list-style-type: none"> • Show how to check the weight of the raw materials used in convenience food production (PC1) • Apply appropriate techniques to remove the impurity from the raw material which have passed the screening process (PC2) • Demonstrate how to fix sieves in the sieving machine and transfer raw materials to obtain material of required fineness (PC3) • Show how to fix screens in the pulverizer and set its control parameters (PC4) • Demonstrate how to transfer the raw material in feed hopper and start machine to grind grains and/or vegetables for food production (PC5) • Employ appropriate practice to remove the unwanted material as per standards (PC6) • Apply appropriate practices to remove the moisture content as per its process into the designated machine (PC7) • Show how to transfer measured quantity of raw materials into trough and start the mixer (PC8) • Demonstrate how to make the dough into dough kneader (PC9) • Employ appropriate practices to check the desired consistency, moisture and temperature of the dough manually or mechanically (PC10) • Show how to transfer the dough to the production area for preparing various types of foods (PC11)
Classroom Aids:	

Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures

Tools, Equipment and Other Requirements

Different raw materials (such as cereals, pulses, flour, milk powder, vegetables, fruits, dry fruits, flours, sugar, salt, water and other additives etc.), Sieving machine, Pulverizer, Feed hopper, Mixer, etc.

Module 4: Produce Different Variety of Food Products

Mapped to FIC/ N8513 v 2.0

Terminal Outcomes:

- Describe the parameters required for the blancher, cooking chamber, freezing chamber, extruder, etc.
- Perform the process of different kind of food production

Duration: 24:00	Duration: 62:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Elaborate the Standard procedure on the preparation of convenience food from raw material (KU14) Discuss the standard procedure to operate the blending machine and extruder (KU13) State the importance of inactivating the enzymes and applying the solution to the cut vegetables to prevent browning (PC14+PC15) Discuss the parameters required for the blancher, cooking chamber and freezing chamber of the food production machine (PC14+PC16+PC17) State the significance of maintaining the record and verifying the number of items of cooked or cut food, stored in the freezing chamber (PC18) Discuss the factors affecting the quality of the frozen food products (PC19) State the importance of flattening the grains to produce breakfast cereals by setting the controls of flake rollers and oven (PC22) Discuss the standard procedure and significance to check the quality of finished products (PC26) 	<ul style="list-style-type: none"> Demonstrate how to operate and set parameters of blending machine to blend the required quantity of materials for convenience food production (PC12+13) Apply appropriate practices to transfer the food material and set the control parameters for the blancher to inactivate the enzymes (PC14) Demonstrate the procedure of applying solutions to the cut vegetables and transferring the same into the cooking chamber (PC15+PC16) Show how to monitor the parameters of the freezing chamber and place the cooked/cut food items into the freezing chamber (PC17) Apply appropriate practices to maintain the record and verify the number of items stored in the freezing chamber (PC18) Dramatize a situation to report the malfunctioning of the freezer or identified product to the supervisor (PC20) Show how to set parameters of the retort machine and ensure uniform heating of ready to eat food products (PC21) Show how to set the controls of flake rollers and oven to flatten grains to produce breakfast cereals (PC22) Demonstrate how to prepare ready to cook food products using the extruder (PC23) Show how to transfer the ready to cook food into the feed hopper extruder (PC24)

	<ul style="list-style-type: none"> • Apply appropriate practices to monitor the extruder's parameters (PC25) • Show how to check the quality of finished products as per standard and ensure production is as per yield calculated during planning (PC26+PC27) • Employ appropriate practices to ensure the finished product is as per yield calculated during planning (PC27)
Classroom Aids:	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
Tools, Equipment and Other Requirements	
Various raw materials, ingredients, additives, seasoning, flavors', etc., Various units of food production machine (Blancher, Cooking chamber, Freezing chamber, etc.), Solution (ascorbic acid, dilute vinegar, etc.), Extruder, etc.	

Module 5: Packaging and Post Production Activities

Mapped to FIC/N8513 v 2.0

Terminal Outcomes:

- Discuss the tasks to pack the produced food
- Perform the maintenance and cleaning activities of the tools and machinery after the production process

Duration: 30:00		Duration: 34:00	
Theory – Key Learning Outcomes		Practical – Key Learning Outcomes	
<ul style="list-style-type: none">• State the significance of mentioning allergens on the labels as per FSSAI norms and labelling the packaging material properly as per the standard (PC28+29)• List various packaging materials used to pack various convenience foods (PC31)• Discuss the SOP for the packaging of processed food (KU15)• State the significance of sending samples of the packed food to the quality lab for quality analysis (PC32+KU16)• Discuss the standard policies for reporting and documentation in the food processing industry (KU17)• Describe the standard policies and SOP on cleanliness (KU18)• Elaborate the general maintenance procedures of food production machinery (KU19)		<ul style="list-style-type: none">• Apply appropriate practices to ensure that proper labelling is done on the packaging material as per the standard and allergens are mentioned on the label as per FSSAI norms (PC28+29)• Demonstrate the procedure to transfer the finished product into the packaging line and packing the same in respective packaging material (PC30+31)• Roleplay on how to report the discrepancy or concerns to the department supervisor for immediate action (PC33)• Show how to transfer the packed and labelled food products to the storage area as per standard (PC34)• Demonstrate how to clean the work area, equipment, and tools after usage (PC35)• Show how to attend minor repairs/faults (if any) of all components and machines (PC36)• Demonstrate the maintenance procedure for all machines and equipment as per standard (PC37)	
Classroom Aids:			
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures			
Tools, Equipment and Other Requirements			
Sample label, Different packaging material, Various equipment and tools, Cleaning materials, etc.			

Module 6: Ensuring food safety and personal hygiene

Mapped to FIC/N9901 v 1.0

Terminal Outcomes:

- Explain the ways to ensure food safety and personal hygiene at the workplace
- Demonstrate the steps to be followed for implementing good hygiene and manufacturing practices

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Define hazards and risks. • Recall the various types of health and safety equipment available in an organisation and the methods for obtaining them. • Discuss the organisational health and safety policies and procedures. • Discuss the relevant health and safety standards to be followed in the job as listed in 'The Food Safety and Standards Act, 2006'. • Explain the importance of wearing appropriate personal protective equipment (such as eye protection, hard hats, gloves apron, rubber boots, etc.) and ensuring personal hygiene at the workplace. • Elucidate the ways to prevent product contamination and cross contamination at the workplace. • Discuss the ways to handle items that can lead to allergic reactions in a retail environment. • State the importance of preventive health check-ups for ensuring personal hygiene. • State the importance of storing food at specified temperature. • Discuss the importance of sanitising self and the work area safely and appropriately. • Recall the ways to store the sanitising materials appropriately. 	<ul style="list-style-type: none"> • Employ appropriate techniques to prevent product contamination and cross contamination. • Demonstrate the steps to be performed for implementing good manufacturing practices (GMP) in a retail environment. • Show how to treat injuries such as cuts, boils, skin infections and grazes appropriately. • Apply suitable methods for disinfecting the work area and equipment thoroughly. • Demonstrate how to wash hands and use alcohol-based sanitisers appropriately. • Show how to wear personal protective equipment such as gloves, hairnets, masks, ear plugs, goggles, shoes etc. properly ensuring adequate protection. • Prepare a sample report consisting of information such as illness to self and others as per organisational practice. • Roleplay a situation on how to communicate with the supervisor for reporting illness of self and others.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	

Tools, Equipment and Other Requirements

Gloves, hair net, shoe cover, soap dispenser, hand sanitizer, ear plugs, masks, aprons/lab coats eye protection, hard hats, gloves, rubber boots, etc.

Module 7: Managing accidents and emergencies

Mapped to FIC/N9901, v 1.0

Terminal Outcomes:

- List the various types of accidents and emergencies that can arise at the workplace and the ways to address them
- Demonstrate the steps to be followed to implement emergency and evacuation procedures effectively

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the various types of health and safety hazards present in the environment. • Discuss the possible causes of risk, hazard or accident at the workplace. • Elucidate the standard practices and precautions used to control and prevent risks, hazards and accidents at the workplace. • Discuss the dangers associated with the use of electrical and other equipment. • State the importance of using protective equipment and clothing for specific tasks and work conditions. • Discuss the role of organisational protocols in preventing accidents and hazards. • Recall the preventive and remedial actions to be taken in the case of exposure to toxic materials at the workplace. • Discuss the various causes of fire and ways to prevent them. • Elaborate the steps to use different types of fire extinguishers. • Explain the procedure to provide artificial respiration and cardio-pulmonary resuscitation (CPR) to the affected. • Summarise the rescue techniques to be followed at times of fire hazard. • Discuss the significance of various types of hazard and safety signs. • Discuss the workplace emergency and evacuation procedures. • Elaborate the type of first-aid treatment to be offered at times of shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries, etc. 	<ul style="list-style-type: none"> • Apply appropriate techniques to deal with hazards safely and appropriately. • Demonstrate the use of various types of fire extinguishers effectively. • Demonstrate appropriate ways to respond to an accident situation or medical emergency promptly and appropriately. • Demonstrate the steps to be followed for providing artificial respiration and cardio-pulmonary resuscitation (CPR) in various instances (e.g. cardiac arrest). • Perform the steps to be followed during emergency and evacuation procedure. • Demonstrate the procedure of freeing a person from electrocution. • Show how to administer appropriate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning etc.

<ul style="list-style-type: none"> • Discuss about the potential injuries and ill health conditions that are caused due to incorrect manual handling practices. • List the precautions to be taken while lifting and carrying materials in a food retail environment. 	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Helmet, gloves, rubber mat, ladder, neon tester, leather or asbestos gloves, flame proof aprons, flame proof overalls buttoned to neck, cuff less (without folds) trousers, reinforced footwear, helmets/hard hats, cap and shoulder covers, ear defenders/plugs, safety boots, knee pads, particle masks, glasses/goggles/visors, hand and face shields, machine guards, residual current Devices, shields, dust sheets, respirator.	

Module 8: Working Effectively in an Organization

Mapped to FIC/N9902 v 1.0

Terminal Outcomes:

- State the importance of proper communication and teamwork at the workplace
- Roleplay a situation to communicate with others effectively

Duration: 08:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the applicable organisational quality procedures and processes for working effectively in a team • Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behaviour, harassment, discrimination, and performance conditions • State the importance of well-defined reporting structure in an organisation. List the various types of inter-dependent functions applicable in the job • Discuss the different types of harassment and discrimination based on gender, disability, caste, religion, and culture • List the key factors that aid in prioritising tasks • Discuss the components of effective communication and its importance at the workplace • State the impact of poor communication on the employee, the employer, and the customer • State the importance of teamwork in organizational and individual success. • Discuss the importance of ethics and discipline for professional success • Explain the ways to address grievances appropriately and effectively • Discuss the importance of managing interpersonal conflicts effectively and ways to do so • List the different types of disabilities and the challenges faced by persons with disability (PwD) 	<ul style="list-style-type: none"> • Roleplay a situation on how to obtain information, seek clarifications, reciprocate understanding and provide information accurately and clearly • Roleplay a situation on how to use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive while interacting with others • Show how to consult and assist others to maximize effectiveness and efficiency at work • Dramatize a situation to show how to escalate problems and grievances beyond own scope to the concerned authority • Roleplay a situation on how to take appropriate action to resolve conflicts at the workplace • Roleplay a situation on how to report incidents of harassment and discrimination to appropriate authority

<ul style="list-style-type: none"> • Discuss the applicable laws, acts and provisions defined for PwD by the statutory bodies • State the importance of gender sensitivity and equality • Discuss the applicable legislations, grievance redressal mechanisms, and penalties against harassment at the workplace • State the importance of transacting with others without personal bias 	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Nil	

Module 9: Material Conservation

Mapped to SGJ/N1702 v 1.0

Terminal Outcomes:

- Discuss optimal usage of material including water in various tasks/activities/processes

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the types of hazards, risks and threats associated with handling different materials • Discuss the role of workstation layout, electrical and thermal equipment used in the material conservation • Discuss organisational procedures for minimising waste • Elucidate practices of efficient and inefficient management and utilization of material and water at the workplace • Discuss the ways to manage material and water usage at work effectively 	<ul style="list-style-type: none"> • Show how to check for spills and leakages in various materials applicable in the job • Demonstrate how to plug the spills and leakages appropriately • Roleplay a situation on how to escalate any issues related to repair of spills and leakages to the concerned authority effectively • Demonstrate the standard practices to be followed for cleaning tools, machines and equipment effectively
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Materials and tools and equipment used at work	

Module 10: Energy/Electricity Conservation

Mapped to SGJ/N1702 v 1.0

Terminal Outcomes:

- Discuss optimal usage of energy/electricity

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Define electricity • Discuss the basics of electricity • List the energy efficient devices that are used in the job • Discuss the ways to identify electrical problems that can arise during work • Discuss the standard practices to be followed for conserving electricity in the job • State the impact of improperly connected electrical equipment and appliances on the tasks being performed 	<ul style="list-style-type: none"> • Apply suitable techniques to check the equipment/machinery for desired level of functioning • Employ appropriate methods to rectify faulty equipment/machinery safely • Roleplay a situation on how to report equipment faults and maintenance lapses to the concerned personnel effectively
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Energy saving devices	

Module 11: Waste Management/Recycling

Mapped to SGJ/N1702 v 1.0

Terminal Outcomes:

- Discuss the importance of minimal waste generation
- Demonstrate how to dispose waste as per industry approved standards

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the various types of recyclable, non-recyclable, and hazardous waste • State the significance of different coloured dustbins • List the different types of waste to be segregated • State the importance of waste management • Discuss the standard methods for waste disposal • List the sources of pollution. • Discuss the ways to minimise various types of pollution 	<ul style="list-style-type: none"> • Demonstrate the standard practices to be followed for segregating waste into respective categories • Show how to dispose non-recyclable waste appropriately and safely • Demonstrate the standard practice for depositing recyclable and reusable materials at designated place • Show how to dispose hazardous waste safely and appropriately
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Non-recyclable, recyclable waste bins	

Module 12: Employability and Entrepreneurship skills

Bridge Module

Terminal Outcomes:

- Describe the traits of individual at workplace
- Demonstrate apply employability and entrepreneurship skills at workplace

Duration: 28:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss own strengths and weaknesses and analyse the gaps to ensure continuous improvement. • Discuss the measures to be undertaken to utilise time effectively thereby achieving maximum productivity. • List the characteristics of innovative individuals • List the levels of Maslow Hierarchy of needs • List the traits of effective team • Discuss tips for stress management • Discuss the importance of good work ethics • Discuss how to manage an enterprise • Describe how to plan effective strategies for solving problems and improving work culture within the team. • List the various types of digital marketing techniques. • Discuss the types and importance of e-commerce in promoting businesses. • List the various types of online banking services being used widely. • Discuss the procedure to apply for bank finances • List the elements of a proposal to attract future business opportunities and prospective clients. • Explain how to conduct entrepreneurial programs to identify business opportunities, generate employment and increase clientele. • Understand the make in India campaign • Discuss the importance of Swachh Bharat Abhiyan • Understand the importance of entrepreneurship • Describe the traits of successful entrepreneur • List the types of enterprises 	<ul style="list-style-type: none"> • Show how to analyse a situation to identify gaps for improving the work process. • Demonstrate the procedure to plan the time taken to perform various tasks effectively. • Describe how market research is carried out • Role play the characteristics of an effective entrepreneur and leader • Demonstrate on how to identify new business opportunities • Prepare a sample plan to solve problems and improve productivity at the workplace. • Demonstrate the procedure to operate a computer for digital marketing, e-commerce, branding, etc. • Show how to use services such as NEFT, IMPS, UPI, RTGS for online banking.

- Understand the importance of effective speaking and listening
- Discuss the importance of problem solving
- Discuss how to deal with failures
- Describe the core keys of marketing
- Discuss ways to manage risks at workplace

Classroom Aids:

White board/Chart papers, marker.

Tools, Equipment and Other Requirements

NIL

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma	Food technology/Food engineering	4	Packaged Food/Food Technology	4	Packaged Food/Food Technology	
Bachelors	Food technology/Food engineering	3	Packaged Food/Food Technology	3	Packaged Food/Food Technology	
Masters	Food technology/Food engineering	2	Packaged Food/Food Technology	2	Packaged Food/Food Technology	

Trainer Certification	
Domain Certification	Platform Certification
"Convenience Food Maker - Ready to Eat & Instant Foods", "FIC/Q8503, V2.0", Minimum accepted score is 80%	"Trainer", "MEP/Q2601, V1.0" with a scoring of minimum 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Bachelors/Diploma	Hotel Management/Food Technology/Home Science	5	Packaged Food/Food Technology	3	Packaged Food/Food Technology	

Assessor Certification	
Domain Certification	Platform Certification
"Convenience Food Maker - Ready to Eat & Instant Foods", "FIC/Q8503, V2.0", Minimum accepted score is 80%	"Trainer", "MEP/Q2601, V1.0" with a scoring of minimum 80%

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records
- If the batch size is more than 30, then there should be 2 Assessors.

2. Testing Environment: Assessor must:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from THSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch

- Random audit of any candidate
6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored
 - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and are stored in the Hard Drives

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
FSSAI	Food Safety and Standards Authority of India
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation