



# Model Curriculum

**QP Name: Traditional Snack and Savoury Maker**

**QP Code: FIC/Q8501**

**QP Version: 1.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Packaged Foods
<b>Occupation</b>	Processing
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2004/NIL
<b>Minimum Educational Qualification and Experience</b>	1. Class 10th passed 2. Class 8th passed and 2 years of relevant experience
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	30/07/2021
<b>Next Review Date</b>	30/07/2024
<b>NSQC Approval Date</b>	NA
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	30/07/2021
<b>Model Curriculum Valid Up to Date</b>	30/07/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	300 Hours
<b>Maximum Duration of the Course</b>	300 Hours

## 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:

- Prepare and maintain work area and process machineries.
- Prepare for production of snack & savoury.
- Prepare raw material for production of snack & savoury.
- Produce various traditional snack and savoury following specification and standards of the organization.
- Document and keep records related to traditional snack and savoury.
- Apply food safety and hygiene standards at work.

## 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
<b>Introduction to the sector and the job</b>	<b>43:00 Hours</b>	<b>28:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>71:00 Hours</b>
Module 1: Introduction to the training program and overview of the traditional snack and savoury role	04:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	04:00 Hours
Module 2: Professional and Core Skills	05:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	13:00 Hours
Module 3: Food microbiology	06:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	14:00 Hours
Module 11: Employability and Entrepreneurship skills	28:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	40:00 Hours
<b>FIC/N8501 Prepare and maintain work area and process machineries for making snack and savoury NOS Version No.: 1.0 NSQF Level: 3</b>	<b>15:00 Hours</b>	<b>12:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>27:00 Hours</b>
Module 4: Prepare and maintain work area and process machineries for making snack and savoury	15:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	27:00 Hours
<b>FIC/N8502 Prepare for production of snack and savoury NOS Version No.: 1.0 NSQF Level: 3</b>	<b>10:00 Hours</b>	<b>20:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>30:00 Hours</b>
Module 5: Prepare for production of snack and savoury	10:00 Hours	20:00 Hours	00:00 Hours	00:00 Hours	30:00 Hours
<b>FIC/N8503 Prepare raw material for snack and savoury NOS Version No.: 1.0</b>	<b>11:00 Hours</b>	<b>20:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>31:00 Hours</b>

<b>NSQF Level: 3</b>					
Module 6: Prepare raw material for production of snack and savoury	11:00 Hours	20:00 Hours	00:00 Hours	00:00 Hours	31:00 Hours
<b>FIC/N8504 Prepare snack and savoury products</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 3</b>	<b>13:00 Hours</b>	<b>42:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>55:00 Hours</b>
Module 7: Prepare snack and savoury products	13:00 Hours	42:00 Hours	00:00 Hours	00:00 Hours	55:00 Hours
<b>FIC/N8505 Complete documentation and record keeping related to making traditional snack and savoury</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 3</b>	<b>19:00 Hours</b>	<b>34:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>53:00 Hours</b>
Module 8: Complete documentation and record keeping	05:00 Hours	14:00 Hours	00:00 Hours	00:00 Hours	19:00 Hours
Module 9: IT Orientation	14:00 Hours	20:00 Hours	00:00 Hours	00:00 Hours	34:00 Hours
<b>FIC/N9001 Ensure food safety, hygiene and sanitation for processing food products</b> <b>NOS Version No.: 1.0</b> <b>NSQF Level: 3</b>	<b>06:00 Hours</b>	<b>27:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>33:00 Hours</b>
Module 10: Food Safety, Hygiene and Sanitation	06:00 Hours	27:00 Hours	00:00 Hours	00:00 Hours	33:00 Hours
<b>Total Duration</b>	<b>117:00 Hours</b>	<b>183:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>300:00 Hours</b>

## Module Details

### Module 1: Introduction to the training program and overview of the traditional snack and savoury role

#### Bridge Module

#### Terminal Outcomes:

- Discuss the opportunities available for Traditional Snack and Savoury Maker in food processing industry.
- Discuss the various sectors of food processing industry.
- Discuss the roles and responsibilities of Traditional Snack and Savoury Maker.

<b>Duration:</b> 04:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Introduce each other and build rapport with fellow participants and the trainer.</li> <li>• List the sequence of tasks performed.</li> <li>• Explain the roles and responsibilities of traditional snack and savoury maker.</li> <li>• Define food processing.</li> <li>• Describe the various sub sectors of food processing industry.</li> <li>• Describe the various units within a traditional snack and savoury processing unit.</li> <li>• State the composition of different snack and savoury.</li> <li>• List different varieties of traditional snack and savoury.</li> <li>• State the composition and nutritive value of the traditional snack and savoury.</li> <li>• State the method of testing traditional snack and savoury for accepted quality standard.</li> <li>• List the various products produced in snack and savoury industry.</li> </ul>	

<ul style="list-style-type: none"> <li>• List the machineries used in traditional snack and savoury processing plant.</li> <li>• Discuss about the test for checking the quality of snack and savoury.</li> <li>• Describe the procedure for organoleptic test of snack and savoury.</li> <li>• Describe the procedure for processing traditional snack and savoury.</li> <li>• Describe the different equipment used in traditional snack and savoury plant.</li> <li>• State the personal hygiene and sanitation guidelines.</li> <li>• State the food safety hygiene standards to follow in a work environment.</li> </ul>	
<b>Classroom Aids:</b>	
NIL	
<b>Tools, Equipment and Other Requirements</b>	
NIL	



## Module 2: Professional and Core Skills

### Bridge Module

#### Terminal Outcomes:

- Discuss the attributes of desirable professional behaviour.
- Demonstrate the standard measures undertaken for working effectively.

<b>Duration:</b> 05:00	<b>Duration:</b> 08:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify personal strengths and weaknesses.</li> <li>• State the importance of decision making in the job.</li> <li>• State the importance of communicating effectively.</li> <li>• State the importance of listening.</li> <li>• State the importance of reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply standard practice to undertake a self-assessment test for identifying strengths and weaknesses.</li> <li>• Plan and prioritise tasks effectively to ensure timely completion.</li> <li>• Demonstrate the ways to analyse situations for identifying problems and making sound decision promptly.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white/black board, marker, chart papers, projector, Trainer's guide, Student manual.	
<b>Tools, Equipment and Other Requirements</b>	
NIL	

## Module 3: Food Microbiology

### Bridge Module

#### Terminal Outcomes:

- Describe food microbiology and its use in spice processing.
- Demonstrate the techniques of food preservation.

<b>Duration:</b> 06:00	<b>Duration:</b> 08:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the type of food microbes.</li> <li>• Explain the cause of food spoilage.</li> <li>• Describe the process for food spoilage.</li> <li>• Explain the criteria to check food spoilage.</li> <li>• Discuss the need for food preservation.</li> <li>• Discuss different types of food preservation processes.</li> <li>• Explain the method of assessing the quality of produce based on physical parameters.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the cause of food spoilage.</li> <li>• Demonstrate how to check food spoilage.</li> </ul>
<b>Classroom Aids:</b>	
NIL	
<b>Tools, Equipment and Other Requirements</b>	
Samples of fresh and spoiled spice.	

## Module 4: Prepare and maintain work area and process machineries for making snack and savoury

*Mapped to FIC/N8501 v1.0*

### Terminal Outcomes:

- Discuss the tasks to be performed to prepare for traditional snack and savoury.
- State the importance of maintaining tools and equipment effectively.

<b>Duration:</b> 15:00	<b>Duration:</b> 12:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the materials and equipment used in the cleaning and maintenance of the work area.</li> <li>• State the common detergents and sanitizers used in cleaning work area and machineries.</li> <li>• State the properties of the cleaning agents used.</li> <li>• State the methods of cleaning and sanitization.</li> <li>• Describe CIP method of cleaning.</li> <li>• Describe SIP method of cleaning.</li> <li>• Explain the method of managing and disposing waste material.</li> <li>• Describe the functions to be carried out before starting production.</li> <li>• State the different types of maintenance procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of preparing the work area for scheduled production.</li> <li>• Demonstrate how to use tools safely.</li> <li>• Demonstrate attending of minor repairs and faults in process machineries.</li> <li>• Prepare the machines and tools required for production of traditional snack and savoury.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, chart papers, projector, trainer's guide, student handbook.	
<b>Tools, Equipment and Other Requirements</b>	
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 5: Prepare for production of snack and savoury

### Mapped to FIC/N8502 v1.0

#### Terminal Outcomes:

- Discuss the various methods used for production of snack and savoury.
- Demonstrate the standard practices followed for production planning.

<b>Duration:</b> 10:00	<b>Duration:</b> 20:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the method of supporting in planning production.</li> <li>• Explain the process of calculating raw material requirement.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of calculating batch size based on production order.</li> <li>• Demonstrate how to plan the production process.</li> <li>• Demonstrate the process of calculating packaging material, raw material and manpower requirement.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, chart papers, projector, trainer's guide, business plan and student handbook.	
<b>Tools, Equipment and Other Requirements</b>	
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 6: Prepare raw material for production of snack and savoury

### Mapped to FIC/N8503 v1.0

#### Terminal Outcomes:

- Discuss the various methods used to prepare raw material for production of snack and savoury.
- Demonstrate the processes used to prepare raw material for snack and savoury production.

<b>Duration: 11:00</b>	<b>Duration: 20:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the process of receiving raw materials (legumes, pulses, dal, oil seeds, spices, vegetables etc) from supplier and check weight.</li> <li>• Describe the process of operating de-stoner machine and dumping raw materials in feed hopper.</li> <li>• Explain the process of removing dirt and soil from fruits and vegetables.</li> <li>• Describe suitable storage condition for khoya.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of using pulverizer and checking the fineness of the raw material.</li> <li>• Demonstrate the process of transferring raw material until further processing method or storage method.</li> <li>• Exhibit the process of grinding of raw materials.</li> <li>• Execute the process of washing, sorting and slicing vegetables for processing</li> <li>• Execute the process of soaking legumes, pulses, and nuts for processing</li> <li>• Execute the process of grinding nuts for processing</li> <li>• Demonstrate the process followed in the process line.</li> <li>• Demonstrated the process of making evaporated milk (khoya).</li> <li>• Demonstrate the process of checking the consistency of evaporated milk.</li> <li>• Demonstrate the process of preparing sugar syrup.</li> <li>• Demonstrate the process of checking consistency of sugar syrup using refractometer.</li> </ul>
<b>Classroom Aids:</b>	
NIL	

#### **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 7: Prepare snack and savoury products

### Mapped to FIC/N8504 v1.0

#### Terminal Outcomes:

- Demonstrate the process of producing snack and savoury products and cleaning machineries and work area after production.
- Explain the complete process of snack and savoury products production.

Duration: 13:00	Duration: 42:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the standard operating procedures followed in a traditional snack and savoury industry.</li> <li>• List the ingredients required for production.</li> <li>• Describe different types of traditional snack and savoury.</li> <li>• Explain the process of weighing required raw material.</li> <li>• Explain the process of transferring measured quantity of hot/warm sugar syrup into container, adding fried snack (like gulab jamun) and allowing to soak for specified time.</li> <li>• Describe starting of machine, observe cutting of dough to required weight, shaping of dough to required shape, frying/cooking of dough, dropping of fried snack into soaking tank, allow to soak for specified time following sop.</li> <li>• Describe loading cans in retort and closing, setting pressure and time of retort, opening valves to admit steam to sterilize canned product. Describe starting of pump to transfer measured quantity of oil into frying kettle, light burner and adjust controls to heat oil to specified temperature.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of adding measured quantity of ingredients into hot sugar syrup in sequence following formulation in cooking kettle/steam jacketed kettle.</li> <li>• Demonstrate how to follow the process of setting controls like temperature, pressure, time etc of steam jacketed kettle, opening valves of steam (or) light burner to cook ingredients, stirring manually or set controls like speed of stirrer to stir mechanically.</li> <li>• Demonstrate the process of cooking different snack and savouries.</li> <li>• Demonstrate setting control parameters for different equipment.</li> <li>• Demonstrate how to follow the process of transfer ring cooked product (like rasgulla, rasmalai etc) into sugar syrup or coloured sweetened milk with sliced nuts, allow finished product to soak for specified time and store maintaining storage temperature.</li> <li>• Demonstrate feeding of dough in hopper for continuous snack making machine.</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Describe loading dough/peeled vegetables in feed hopper of continuous namkeen/savoury making machine.</li> </ul> | <ul style="list-style-type: none"> <li>Check the quality of prepared snack by physical parameters.</li> <li>Demonstrate process of sampling packed product and transferring to lab for quality analysis.</li> <li>Demonstrate feeding of flattened cans into can forming machine and operate machine to form cans.</li> <li>Demonstrate feeding product and sugar syrup in the filling machine, set filling machine for weight and volume, start machine for solid and sugar syrup filling.</li> <li>Demonstrate unloading cans from retort, loading in cooling tunnel, set controls like conveyor speed, water pressure of water spraying system to spray water on hot cans to cool, demonstrate feeding dough in the hopper of sheeting machine to achieve required thickness, start moulding / cutting machine to mould/cut dough to required shape.</li> <li>Demonstrate adding sliced vegetable/extruded or shaped dough into oil directly or by placing in wire basket and lowering it in hot oil (or) pouring batter through ladle with holes into heated oil.</li> <li>Demonstrate adjusting controls to maintain temperature for uniform frying, remove fried snack from oil, ensure fried products meet organisation standards.</li> <li>Demonstrate transferring fried product into oil draining machine, setting rotation speed and start machine, collecting excess oil from oil</li> </ul> |
|---|--|



	<p>discharge outlet, checking product to ensure excess oil has been removed, transferring product to container.</p> <ul style="list-style-type: none"> <li>• Demonstrate dumping of weighed product into the drum of blender machine.</li> <li>• Demonstrate stopping machine after specified time, checking seasoned product for conformance to standards, tilt drum to dump material into container, transfer product for packaging.</li> <li>• Demonstrate loading of packaging material in the packaging machine, set packing volume, set date coding machine for batch number, date of manufacture , date of expiry etc, load savoury products into the feed hopper of packaging machine.</li> <li>• Demonstrate starting of machine to pack product, check weight of packed product at regular intervals for conformance to weight standards (or) manually fill weighed quantity of snack product in packaging material, seal and label pack, sample and transfer to quality lab for analysis.</li> <li>• Demonstrate pack primary packed product in cartons and transfer to storage area manually or mechanically and storing following organisation standards.</li> </ul>
<b>Classroom Aids:</b>	
NIL	
<b>Tools, Equipment and Other Requirements</b>	
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 8: Complete documentation and record keeping

### Mapped to FIC/N8505 v1.0

#### Terminal Outcomes:

- Document and maintain records related to spice processing.

<b>Duration:</b> 05:00	<b>Duration:</b> 14:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the need for documenting and maintaining records of raw materials, processes and finished products.</li> <li>• Discuss the method of documenting and recording the details of raw material to final finished product.</li> <li>• Describe the process of documenting daily records in the ERP system effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of documenting records of production plan, process parameters, and finished product.</li> <li>• Demonstrate the process of maintaining records of raw material, process parameters and finished products.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Computer/Laptop, logbooks, internal audit register, food safety manual, quality policy etc.	

## Module 9: IT Orientation

### Mapped to FIC/N8505 v1.0

#### Terminal Outcomes:

- List the parts of a computer.
- Demonstrate the effective use of data recording applications at the workplace.

Duration: 14:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• State the basic functionalities of the computer to perform day to day activities.</li> <li>• List the various parts of a computer.</li> <li>• Describe the functions of different computer devices.</li> <li>• List the various applications used in recording information.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of computer.</li> <li>• Demonstrate the standard techniques used to operate a computer.</li> <li>• Show how to use an ERP software for recording information.</li> <li>• Demonstrate the effective use of applications such as word processor and spreadsheets.</li> <li>• Demonstrate how to use the computer to document day-to-day activities.</li> </ul>
<b>Classroom Aids:</b> Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook.	
<b>Tools, Equipment and Other Requirements</b> NIL	

## Module 10: Food and Safety, Hygiene and Sanitation

### Mapped to FIC/N9001 v1.0

#### Terminal Outcomes:

- Discuss the importance of health and safety at the workplace.
- Demonstrate the task to be performed for ensuring health and safety at the workplace.

<b>Duration:</b> 06:00	<b>Duration:</b> 27:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of safety, hygiene and sanitation in the production of snack and savoury.</li> <li>• Discuss the method of documenting and recording the details of raw material to final finished product.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the industry standards to maintain a safe and hygiene workplace.</li> <li>• Apply HACCP principles to eliminate food safety hazards in the process and products.</li> <li>• Apply safety practices in the work area.</li> <li>• Demonstrate the procedure to identify agents which area potential food hazard.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Protective gloves, head caps, aprons, safety goggles, safety boots, mouth covers, sanitizer, safety manual, logbooks etc.	

## Module 11 : 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"> <li>• Discuss own strengths and weaknesses and analyse the gaps to ensure continuous improvement.</li> <li>• Discuss the measures to be undertaken to utilise time effectively thereby achieving maximum productivity.</li> <li>• List the characteristics of innovative individuals</li> <li>• List the levels of Maslow Hierarchy of needs</li> <li>• List the traits of effective team</li> <li>• Discuss tips for stress management</li> <li>• Discuss the importance of good work ethics</li> <li>• Discuss how to manage an enterprise</li> <li>• Describe how to plan effective strategies for solving problems and improving work culture within the team.</li> <li>• List the various types of digital marketing techniques.</li> <li>• Discuss the types and importance of e-commerce in promoting businesses.</li> <li>• List the various types of online banking services being used widely.</li> <li>• Discuss the procedure to apply for bank finances</li> <li>• List the elements of a proposal to attract future business opportunities and prospective clients.</li> <li>• Explain how to conduct entrepreneurial programs to identify business</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to analyse a situation to identify gaps for improving the work process.</li> <li>• Demonstrate the procedure to plan the time taken to perform various tasks effectively.</li> <li>• Describe how market research is carried out</li> <li>• Role play the characteristics of an effective entrepreneur and leader</li> <li>• Demonstrate on how to identify new business opportunities</li> <li>• Prepare a sample plan to solve problems and improve productivity at the workplace.</li> <li>• Demonstrate the procedure to operate a computer for digital marketing, e-commerce, branding, etc.</li> <li>• Show how to use services such as NEFT, IMPS, UPI, RTGS for online banking.</li> </ul>

<p>opportunities, generate employment and increase clientele.</p> <ul style="list-style-type: none"> <li>• Understand the make in India campaign</li> <li>• Discuss the importance of Swachh Bharat Abhiyan</li> <li>• Understand the importance of entrepreneurship</li> <li>• Describe the traits of successful entrepreneur</li> <li>• List the types of enterprises</li> <li>• Understand the importance of effective speaking and listening</li> <li>• Discuss the importance of problem solving</li> <li>• Discuss how to deal with failures</li> <li>• Describe the core keys of marketing</li> <li>• Discuss ways to manage risks at workplace</li> </ul>	
<b>Classroom Aids:</b>	
White board/Chart papers, marker.	
<b>Tools, Equipment and Other Requirements</b>	
NIL	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification <i>&lt;Select the minimum educational requirements, such as 12<sup>th</sup> Pass, Graduate or NSQF certified.&gt;</i>	Specialization <i>&lt;Specify the areas of specialization that are desirable.&gt;</i>	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
M. Sc./M.Tech/ME	Food Technology or Food Engineering or allied sector	2	Food Industry	1	Training of Traditional Snack and Savoury Maker	
B.Sc or Graduate/B.Tech/BE	Food Technology or Food Engineering or allied sector	3	Food Industry	1	Training of Traditional Snack and Savoury Maker	
B.SC	Food Science and Quality Control	4	Food Industry	1	Training of Traditional Snack and Savoury Maker	
B.SC	Home Science	5	Food Industry	1	Training of Traditional Snack and Savoury Maker	
Diploma	Food Technology or Food Engineering	4	Food Industry	1	Training of Traditional Snack and Savoury Maker	
Diploma/Certificate course	Food Technology	5	Food Industry	1	Training of Traditional Snack and Savoury Maker	



Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Traditional Snack and Savoury Maker” mapped to QP: “FIC/Q8501, v1.0”. Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q0102”. Minimum accepted score is 80 % as per FICSI guidelines.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification <Select the minimum educational requirements, such as 12 <sup>th</sup> Pass, Graduate or NSQF certified.>	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B.SC	Hotel Management or Food Technology or Home Science	5	Food Industry	3	Assessment of Traditional Snack and Savoury Maker	
Diploma	Hotel Management or Food Technology or Home Science	5	Food Industry	3	Assessment of Traditional Snack and Savoury Maker	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Traditional Snack and Savoury Maker” mapped to QP: “FIC/Q8501, v1.0”. Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q0102”. Minimum accepted score is 80 % as per FICSI guidelines.

## 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.

Assessment will be based on the concept of Independent Assessors empanelled with Assessment Agencies, identified, selected, trained and certified on Assessment techniques. These assessors would be aligned to assess as per the laid down criteria.

Assessment Agency would conduct assessment only at the training centres of Training Partner or designated testing centers authorized by FICSI.

Ideally, the assessment will be a continuous process comprising of three distinct steps:

- A. Mid- term assessment
- B. Term / Final Assessment

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Therein each Performance Criteria in the NOS will be assigned marks for theory and / or practical based on relative importance and criticality of function.

This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets / question bank so created by the Assessment Agency will be validated by the industry subject matter experts through FICSI, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

The following tools are proposed to be used for final assessment:

- i. Written Test: This will comprise of (i) True / False Statements (ii) Multiple Choice Questions (iii) Matching Type Questions. Online system for this will be preferred.
- ii. Practical Test: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments. Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc. The end product will be measured against the pre-decided MCQ filled by the Assessor to gauge the level of his skill achievements.
- iii. Structured Interview: This tool will be used to assess the conceptual understanding and the behavioural aspects as regards the job role and the specific task at hand.

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee
<b>NOS</b>	National Occupational Standards
<b>HACCP</b>	Hazard Analysis and Critical Control Points
<b>GMP</b>	Good Manufacturing Practices
<b>GHP</b>	Good Hygiene Practices