



Model Curriculum

QP Name: Traditional sweet and savoury product maker

QP Code: FIC/Q8504

QP Version: 1.0

NSQF Level: 3

Model Curriculum Version: 1.0

Food Industry Capacity and Skill Initiative (FICSI)

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Table of Contents

Training Parameters.....	3
Program Overview	4
This section summarizes the end objectives of the program along with its duration.....	4
Training Outcomes.....	4
Compulsory Modules	4
Module Details.....	7
Module 1: Introduction to Traditional Sweets and Savoury Maker	7
Module 2: Prepare for production.....	8
Module 3: Processing of Sweet and Savoury Product	10
Module 4: Canning, Packaging, Labelling and Post production of equipment.....	12
Module 5: Ensuring food safety and personal hygiene	14
Module 6: Managing accidents and emergencies	16
Module 7: Working effectively in an organization.....	18
Module 8: Material Conservation	20
Module 9: Energy/electricity conservation.....	21
Module 10: Waste management/recycling	22
Module 11 : Employability and Entrepreneurship skills	23
Annexure.....	25
Trainer Requirements	25
Assessor Requirements.....	26
Assessment Strategy.....	27
Glossary.....	28
Acronyms and Abbreviations.....	29

Training Parameters

Sector	Food Processing
Sub-Sector	Packaged Foods
Occupation	Packaged Foods
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	1. Class 10 passed 2. Class 8th passed with 2 years of relevant experience 3. NSQF Level 3 qualification certificate of food processing sector with 2 years of experience 4. Ability to read and write with 5 years of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 years
Last Reviewed On	24/02/2022
Next Review Date	23/02/2025
NSQC Approval Date	24/02/2022
QP Version	1.0
Model Curriculum Creation Date	30/08/2021
Model Curriculum Valid Up to Date	24/02/2022
Model Curriculum Version	1.0
Minimum Duration of the Course	320 Hours
Maximum Duration of the Course	320 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:

- Conduct processing of evaporated milk, sugar syrup, sweet and savoury products
- Use various techniques for processing various sweet and savoury products
- Use specialized equipment and tools to produce different sweet and savoury products
- Perform sampling and evaluate the finished product on different parameters.
- Perform canning, packaging and labeling of products
- Adhere to necessary health and safety practices to ensure food safety and personal hygiene
- Follow emergency procedures and infection control practices effectively
- Work with various organizational departments effectively
- 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	36:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	48:00 Hours
Module 1: Introduction to food processing sector and the job of Traditional Sweet and Savoury Product Maker	08:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	08:00 Hours
Module 11: 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 NSQF Level: 3	12:00 Hours	32:00 Hours	00:00 Hours	00:00 Hours	44:00 Hours
Module 2:	12:00	32:00	00:00 Hours	00:00 Hours	44:00 Hours

Prepare for production	Hours	Hours			
FIC/N8516: Carry out production of sweet and savoury products NOS Version No.: 1.0 NSQF Level: 3	47:00 Hours	105:00 Hours	00:00 Hours	00:00 Hours	152:00 Hours
Module 3: Processing of Sweet and Savoury Product	25:00 Hours	70:00 Hours	00:00 Hours	00:00 Hours	95:00 Hours
Module 4: Canning, packaging, labelling and post production maintenance of equipment	22:00 Hours	35:00 Hours	00:00 Hours	00:00 Hours	57:00 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 5: Ensuring food safety and personal hygiene	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 6: 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 7: Working	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours

effectively in an organisation					
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 8: Material conservation	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 9: Energy/electricity conservation	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 10: Waste management/recycling	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Total Duration	123 :00 Hours	197:00 Hour	00:00 Hours	00:00 Hours	320:00 Hours

Module Details

Module 1: Introduction to Traditional Sweets and Savoury Maker

Bridge Module

Terminal Outcomes:

- Discuss about future scope and opportunities available to traditional sweets and savoury maker in food processing industry
- Discuss the role and responsibilities of Traditional Sweets and Savoury Maker

Duration: 08:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the size and scope of the food processing industry in brief. • Discuss the future trends and career growth opportunities available to the Traditional Sweet and Savoury Maker. • Summarise the key role and responsibilities of 'Traditional Sweet and Savoury Maker'. • List the various terminologies used in the processing, canning, packaging, labelling and post production maintenance of equipment in a food processing industry. • Discuss the organizational policies to be followed pertaining to the delivery standards, health, safety and hazard handling procedures, integrity, dress code, etc. • State the importance of planning before starting the work. 	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Nil	

Module 2: Prepare for 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. • Discuss analysis and interpretation of various process charts, product flow charts, etc. • Explain the resource management process. • Calculate procedure to estimate manpower and raw material. • List down equipment type and its use. • Explain the capacity utilization calculation. • Discuss the organizational policies and SOP on cleanliness. • List down the basic concept of food safety and hygiene. • Describe the operating procedure and general maintenance of food production machineries. • State waste management procedures. • List down the methods to inspect tools, equipment and machinery. • Discuss the procedure to allot work or responsibility to the team. 	<ul style="list-style-type: none"> • Apply work requirements by obtaining instructions from the supervisor. • Instructions: process chart, product flow chart, formulation, chart, etc. • Prepare, plan and prioritize tasks as per work schedule • Tasks: inspect, clean, maintain, verify the area and tools, etc. • Calculate the manpower and material requirements as per work requirement, • Material: raw materials and packaging materials. • Show the required quantity of raw materials, packaging materials, equipment, and manpower for production. • Demonstrate capacity utilization of machinery with respect to the processing time, production order, and batch size for each product. • Perform cleaning and maintain the work area as per organizational procedures. • Perform cleaning and maintain the machines and tools and sanitize them as per the organization's specifications and standards. • Show disposal of the waste material at designated place safely. • Display the tools, equipment, and machinery to ascertain suitability for use. • Conduct role play to report information such as faulty tools and equipment to the concerned authority.
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: Processing of Sweet and Savoury Product

Mapped to FIC/N8516, v1.0

Terminal Outcomes:

- Describe the process of preparing evaporated milk, sugar syrup, sweet and savoury products
- Demonstrate the standard work practices followed to produce different sweet and savoury products.

Duration: 25:00	Duration: 70:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the organization standards, process standards and procedures followed in the organization • List down the types of raw materials required to produce different products in the organization • Describe the process and procedures for production of various products • Describe the internal processes like procurement, store management, inventory management, quality management and key contact points for query resolution • Explain the technique to use different equipment in snacks industry • State the food safety and hygiene standards laid down by the organization during preparation • State the temperature at which oil needs to be sprayed and the quantity of same • Identify the particle size of the seasoning being sprinkled on the product. • Check the quantity of seasonings being sprinkled. • Discuss the importance of maintaining uniform size of the raw materials • State the methods of handling all types of raw materials • Explain the importance of production process, process parameters and flow chart as per recipe formulation • Check the temperature requirement for different products • List down types of equipment used in the processing of sweets and savoury products in the organisation • Discuss the working of different types 	<ul style="list-style-type: none"> • Demonstrate the ways to fill measured volume of milk ,mixture into container/steam jacketed kettle/silos/evaporator • Show how to set controls of steam jacketed kettle/silos/evaporator • Show how to check the consistency of evaporated milk • Demonstrate the procedure to transfer khoya into container to storage room • Show how to measure the amount of sugar and water required • Show how to check the soluble sugar content with refractometer • Display the transfer of sugar syrup at optimum temperature • Demonstrate how to clean, sort and grind the available raw material • Perform transfer of the mixture into the container for kneading it manually or in a kneader and set the speed of the stirrer • Show how to mix the ground ingredients with the kneaded raw material • Demonstrate the procedure to load dough in feed hopper of continuous snack making machine/extruder • Show how to cut the product as per the desired shape and size • Exhibit the process to transfer oil into the fryer and set the parameters of the fryer • Show how to check underfry or overfry of balls in the fryer • Apply company norms for reusing or discarding the excess oil/used oil respectively • Demonstrate the procedure to check

<p>of processing equipment</p> <ul style="list-style-type: none"> • State the desired areas to keep tools and equipment used in processing • Recall basic tests required in checking physical parameters 	<p>product parameters</p> <ul style="list-style-type: none"> • Show how to add the products into the cooking vat containing sugar syrup • Show how to set the parameters of the cooling station to cool the products • Demonstrate the procedure to pack the sample product using appropriate packaging material • Display ways to measure specified quantity of raw materials and ingredients • Display how to set the speed of the dough mixer and feed the dough with ground ingredients for uniform mixing • Show how to transfer the mixture in the hopper of sheeting machine and set the parameters • Demonstrate how to set the parameters of the extruder and transfer the raw material into the extruder • Show how to collect the extruded products from the extruder and perform further processing depending on the product requirement • Show how to add sliced vegetable/extruded or shaped dough into the oil and maintain the temperature as per the product requirement • Perform the transfer of weighed product into the drum of blender machine to blend with desired amount of seasonings • Show how to check for presence of metallic substances in the products using organisational practices • Show how to take samples as per specified amounts and handover to quality lab for testing
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 4: Canning, Packaging, Labelling and Post production of equipment

Mapped to FIC/N8516, v1.0

Terminal Outcomes:

- Discuss the process of canning and packaging of finished products as well as post cleaning of the work area
- Demonstrate the process to perform canning and packaging of finished products

Duration: 22:00	Duration: 35:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the types and categories of packaging materials and types of packaging machineries • State the storage procedures for raw materials, packaging materials and finished goods • State the cleaning procedures like CIP and COP • Describe different cleaning agents required in the processing area • State FSSAI regulations for handling additives as well as for packaging and labelling • Explain importance of proper packaging of products • Discuss information to be recorded in a proper manner • Recall the different process parameters required for different products 	<ul style="list-style-type: none"> • Display how to feed flattened cans into can forming machine and operate machine to form cans • Show how to set the parameters of filling machine • Perform the ways to feed product and sugar syrup in the filling machine • Display how to operate seaming machine to expel air during retorting and seal filled cans • Demonstrate how to set the parameters of retort machine to sterilize the canned products • Demonstrate the procedure to prepare the cooling tunnel to cool the cans • Show how to set control parameters of the drying tunnel to dry the cooled cans • Display how to store the products maintaining storage conditions following SOP • Show how to load the desired packaging material and the products on the machine appropriately • Apply how to start the packaging machine safely and control the output of wrapped and labelled products as per the specifications • Display how to monitor the process to ascertain suitable packaging for the production • Show how to record and maintain information (manual, ERP, etc.) of finished products details as per FSSAI regulations • Demonstrate the procedure to report information such as non-compliant product to the supervisor promptly as per organizational practices • Show how to verify documents and track from finished product to ingredients, in case of quality concerns

	<p>and for quality management system audits</p> <ul style="list-style-type: none"> • Perform how to clean work area, machinery, equipment and tools using recommended cleaning agents and sanitizers • Demonstrate how to inspect the tools, equipment and machinery periodically to identify defects and ensure their upkeep and maintenance • Demonstrate the procedure to report equipment faults to the concerned department/supervisor as per organizational practice
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 5: Ensuring food safety and personal hygiene

Mapped to FIC/N9901, v1.0

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 organization and the methods for obtaining them. • Discuss the organizational 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 sanitizing self and the work area safely and appropriately. • Recall the ways to store the sanitizing 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 sanitizers 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 organizational 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 coat eye protection, hard hats, gloves, rubber boots, etc.

Module 6: Managing accidents and emergencies

Mapped to FIC/N9901, v1.0

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 organizational 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. • Summarize 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 	<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.

<p>shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries, etc.</p> <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 7: Working effectively in an organization

Mapped to FIC/N9902, v1.0

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 organizational quality procedures and processes for working effectively in a team. • Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behavior, harassment, discrimination, and performance conditions. • State the importance of well-defined reporting structure in an organization. • 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 prioritizing 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. • Role play 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. • Role play a situation on how to take appropriate action to resolve conflicts at the workplace. • Role play 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 8: Material Conservation

Mapped to SGJ/N1702, v1.0

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 organizational procedures for minimizing 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. • Role play 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 9: Energy/electricity conservation

Mapped to SGJ/N1702, v1.0

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 10: Waste management/recycling

Mapped to SGJ/N1702, v1.0

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 minimize 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, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Non-recyclable, recyclable waste bins	

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"> • 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 	<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.

- Describe the traits of successful entrepreneur
- List the types of enterprises
- 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	
B.Sc or graduate/B.Tech/BE	Food technology or food engineering	3	Food processing	1	Food processing	
M.Sc/M.Tech/ME	Food technology or food engineering	2	Food processing	1	Food processing	
Diploma /certificate course	(Food Technology / Food Engineering /packaging/Home science, Milling technology or allied sector	4	Food processing	1	Food processing	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Traditional Sweet 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/Q2601". Minimum accepted score as per MEPSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
M.Sc/M.Tech/M E	Food technology or food engineering	2	Food processing	1	Food processing	
B.Sc or graduate/B.Tech /BE	Food technology/ Home Science	3	Food processing	2	Food processing	
Diploma	Hotel management/ Food Science/ Home Science	4	Food processing	2	Food processing	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Traditional Sweets and Savoury Maker” mapped to QP: “FIC/Q8501, v1.0”. Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701”. Minimum accepted score as per MEPSC guidelines is 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.

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
 - a. True / False Statements
 - b. Multiple Choice Questions
 - c. 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 behavioral aspects as regards the job role and the specific task at hand.

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
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation
ETP	Effluent Treatment Plant