



# Model Curriculum

**QP Name: Hygiene Coordinator**

**QP Code: FIC/Q7606**

**QP Version: 1.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Quality Analysis/Assurance
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	1.10th Pass with 1 year of experience in Sanitation and cleaning 2.8th Pass with 3 years of experience in sanitation 3.5th pass with 6 years of experience in sanitation and cleaning 4.NSQF Level 3 Certificate of Sanitation Worker and 2 years of Experience in cleaning and Sanitation
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	20/09/2021
<b>Next Review Date</b>	20/09/2024
<b>NSQC Approval Date</b>	
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	20/09/2021
<b>Model Curriculum Valid Up to Date</b>	20/09/2024
<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:

- Perform and monitor various activities for cleaning and sanitation
- Facilitate hygiene practices by supervising cleaning activities at the workplace
- 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
<b>Bridge Module</b>	<b>36:00</b>	<b>12:00</b>	<b>00:00</b>	<b>00:00</b>	<b>48:00</b>
Module 1: Introduction to Food Processing Sector and the Job of 'Hygiene Coordinator'	08:00	00:00	00:00	00:00	08:00
Module 11: Employability and Entrepreneurship	28:00	12:00	00:00	00:00	40:00
<b>FIC/N7615: Prepare for cleaning and sanitation of work area</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>32:00</b>	<b>48:00</b>	<b>00:00</b>	<b>00:00</b>	<b>80:00</b>
Module 2: Prepare the work area and facilitate the hygiene practices	32:00	48:00	00:00	00:00	80:00
<b>FIC/N7616: Supervise hygiene practices</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>32:00</b>	<b>48:00</b>	<b>00:00</b>	<b>00:00</b>	<b>80:00</b>
Module 3: Monitor and supervise the cleaning and sanitation tasks	32:00	48:00	00:00	00:00	80:00
<b>FIC/N9904 – Ensure Food Safety at the Workplace</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 5</b>	<b>08:00</b>	<b>08:00</b>	<b>00:00</b>	<b>00:00</b>	<b>16:00</b>
Module 4: Basic Food Safety Standards	08:00	08:00	00:00	00:00	16:00
<b>FIC/N9901 –Implement Health and Safety practices at the workplace</b>	<b>08:00</b>	<b>16:00</b>	<b>00:00</b>	<b>00:00</b>	<b>24:00</b>

<b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>					
Module 5: Ensure food safety and personal hygiene	04:00	08:00	00:00	00:00	12:00
Module 6: Managing accidents and emergencies	04:00	08:00	00:00	00:00	12:00
<b>FIC/N9902 – Work Effectively with others</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>08:00</b>	<b>08:00</b>	<b>00:00</b>	<b>00:00</b>	<b>16:00</b>
Module 7: Work effectively in an organization	08:00	08:00	00:00	00:00	16:00
<b>SGJ/N1702 – Optimize Resource Utilization at the Workplace</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>12:00</b>	<b>24:00</b>	<b>00:00</b>	<b>00:00</b>	<b>36:00</b>
Module 8: Material Conservation	04:00	08:00	00:00	00:00	12:00
Module 9: Energy / electricity conservation	04:00	08:00	00:00	00:00	12:00
Module 10: Waste Management / Recycling	04:00	08:00	00:00	00:00	12:00
<b>Total Duration</b>	<b>136:00</b>	<b>164:00</b>	<b>00:00</b>	<b>00:00</b>	<b>300:00</b>

## Module Details

### Module 1: Introduction to Food Processing Sector and the Job of 'Hygiene Coordinator'

#### Bridge Module

#### Terminal Outcomes:

- Describe the food processing industry and its sub-sectors in brief
- Discuss the roles and responsibilities of a Hygiene Coordinator

<b>Duration:</b> 08:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss about the food processing industry and multi-sectoral sub-sector in brief</li> <li>• Discuss the career opportunities available to a Hygiene Coordinator in the food processing industry</li> <li>• Explain the terminologies used</li> <li>• List the sequence of operations to be performed in the job</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>	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
<b>Tools, Equipment, and Other Requirements</b>	
Nil	

## Module 2: Prepare the work area and facilitate the hygiene practices

### Mapped to FIC/N7615 v 1.0

#### Terminal Outcomes:

- Apply procedures to perform tasks for supervision of food processing workplace to ensure desired levels of cleanliness and sanitation in and around the work area.
- Identify workplace requirements and supervise the quality of hygiene practices to ensure timely completion of task

Duration: 32:00	Duration: 48:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Outline the standards, policies and procedures for cleaning, sanitization, and hazard handling at the workplace</li> <li>• Outline the significance of schedule for sanitation and monitoring activities at the work area</li> <li>• List the material requirements for cleaning work area such as tools, equipment, chemicals, PPE, etc</li> <li>• Narrate the communication to be made to the concerned departments in case of undesirable or shortage of cleaning equipment, chemical, tools and other materials</li> <li>• Explain the process of preparing the cleaning mixtures or chemical solutions</li> <li>• Outline the impact of accurate information (policies, list of equipment, chemicals, procedures, inventory schedules, product labels, etc.) to be documented</li> <li>• Comprehend the material safety data to ensure that chemicals are kept optimally</li> <li>• Elaborate the use of and the importance of inspecting cleaning tools and equipment safely</li> <li>• Explain the various types of signages to be erected in and around the areas to be cleaned</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the appropriate practice to prepare the effective schedule for sanitation and monitoring activities</li> <li>• Demonstrate how to provide instructions to the workers, helpers, etc for cleaning the work</li> <li>• Demonstrate how to use the materials for cleaning various types of work area</li> <li>• Perform the inspection of the tools and equipment to check their working</li> <li>• Demonstrate the documentation procedure as per organizational practice</li> <li>• Prepare to train the sanitation workers and work out schedule to conduct regular workshops to enhance capabilities</li> <li>• Exemplify the understanding of the signages at the designated areas</li> <li>• Communicate and obtain approvals from the individuals and departments to be affected by cleaning and sanitation work as per organizational practice</li> <li>• Display what to and how to inspect each area after cleaning and sanitation with the concerned sanitation worker and highlighted the cleaning issues, if identified</li> </ul>
<b>Classroom Aids:</b>	

Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, etc.

#### **Tools, Equipment, and Other Requirements**

broom, brush, duster, vacuum cleaner, scraper, polisher, personnel protective equipment (PPE), hair net, gloves, mask, safety shoes, head cover, various cleaning agents, sample procedures, policies, equipment, chemicals, etc.



## Module 3: Monitor and supervise the cleaning and sanitation tasks

### Mapped to FIC/N7616 v 1.0

#### Terminal Outcomes:

- Supervision and quality review of hygiene practices involving inspection of work, handling of resource, handling escalations and ensuring timely completion of task as per requirement

Duration: 32:00	Duration: 48:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Explain the various types of signages to be erected in and around the areas to be cleaned</li> <li>Elucidate the information to be populated in monthly report for reporting to the concerned authority</li> <li>Share the procedure to store materials post completion of tasks appropriately importance of adhering to the maintenance schedule and updating it post completion of tasks</li> <li>Detail procedure for training the workforce and steps followed</li> <li>Explain the significance of GHP and GMP at the workplace</li> <li>Discuss the issues to be escalated and the issues which requires expert intervention</li> <li>State the importance of conducting workplace audits and review meetings and key factors to be examined during the process</li> <li>Detail the relevance of recording / documenting the observations</li> </ul>	<ul style="list-style-type: none"> <li>Exemplify the understanding of the signages at the designated areas</li> <li>Guide to communicate and obtain approvals from the individuals and departments to be affected by cleaning and sanitation work as per organizational practice</li> <li>Show how to prepare monthly reports, maintenance schedule and checklists</li> <li>Display what to and how to inspect each area after cleaning and sanitation with the concerned sanitation worker and highlighted the cleaning issues, if identified</li> <li>Elucidate how organize materials already present at the areas to be cleaned and sanitized</li> <li>Demonstrate how to maintain the cleaning chemicals, tools, equipment and information records</li> <li>Exemplify how to conduct audits and review meetings and the process of planning the actions to be taken</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, etc.	
<b>Tools, Equipment, and Other Requirements</b>	
Signages, cleaning agents and sanitizers, cleaning chemicals, tools and equipment, etc.	

## Module 4: Basic Food Safety Standards

### Mapped to FIC/N9904 v 1.0

#### Terminal Outcomes:

- Explain the various food safety standards to be followed during the production process
- Prepare sample reports regarding food safety regulations, inspections, faults observation, etc.

Duration: 08:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the types of biological, chemical and physical hazards present in the food processing industry</li> <li>• Discuss various types of food contaminations, their causes, and ways to prevent them</li> <li>• Discuss the importance of following the standard procedures for ensuring food safety)</li> <li>• State the importance of ensuring that the materials (such as raw materials, processed materials, finished goods, etc.) are adequately isolated to prevent them from contamination</li> <li>• Outline the standard regulations to be followed for ensuring food safety as listed in 'The Food Safety and Standards Act, 2006 that need to be followed during fruit wine production</li> <li>• Discuss the role of HACCP, VACCP and TACCP as well as procedures to implement these in the food industry</li> <li>• Discuss about product information and consumer awareness, product recall and withdrawal, and traceability</li> <li>• Explain the procedure to conduct workplace food safety audits</li> <li>• Discuss various types of allergens and their management at the workplace</li> <li>• Discuss the corrective measures to be applied to ensure food safety</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate practices to identify various biological, chemical, and physical hazards at various stages (procurement of raw material; production, manufacturing, distribution, delivery of finished product, etc.) of food processing</li> <li>• Employ appropriate practices to implement food safety procedures and regulatory policies at the workplace</li> <li>• Employ appropriate practices to establish and follow Good Manufacturing Practices (GMPs) related to ergonomics, cleaning and sanitation, equipment and containers, pest control, facilities, food storage, transportation, distribution etc.</li> <li>• Demonstrate the procedure followed for allergen management and handling and storage of raw materials</li> <li>• Apply appropriate practices to establish and follow monitoring systems, like Hazard Analysis Critical Control Point (HACCP)</li> <li>• Apply relevant practices to take appropriate action in instances such as VACCP (Vulnerability Assessment Critical Control Points) and TACCP (Threat Assessment Critical Control Points)</li> <li>• Apply appropriate practices to plan and execute an audit on food safety address the non-conformance with</li> </ul>

<ul style="list-style-type: none"> <li>• List various issues that can arise during food production and other processes</li> <li>• Discuss the procedure of performing root cause analysis and taking corrective and preventive actions against workplace problems</li> <li>• State the significance of training the team members regarding various food safety procedures such as GMP, HACCP, etc.</li> <li>• List the information to be recorded in the work process</li> </ul>	<p>root cause analysis (RCA), and take corrective action preventive action (CAPA)</p> <ul style="list-style-type: none"> <li>• Role play a situation on how to address issues pertaining to food safety and quality reported by the team members</li> <li>• Prepare sample reports for food safety regulations followed, inspections done, faults observed, etc.</li> <li>• Dramatize a situation on how to organize training and workshops on food safety aspects such as Good Manufacturing Practices (GMP), HACCP, VACCP, TACCP, etc.</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations), White board, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	
<b>Tools, Equipment and Other Requirements</b>	
Sample pictures of various biological, chemical, and physical hazards, Sample pictures of Contaminants, samples of potential allergens, process flow chart and HACCP plan.	

## Module 5: 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

<b>Duration: 04:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Define hazards and risks.</li> <li>• Recall the various types of health and safety equipment available in an organisation and the methods for obtaining them.</li> <li>• Discuss the relevant health and safety standards to be followed in the job as listed in 'The Food Safety and Standards Act, 2006'.</li> <li>• Elucidate the ways to prevent product contamination and cross contamination at the workplace.</li> <li>• Discuss the ways to handle items that can lead to allergic reactions in a retail environment.</li> <li>• State the importance of preventive health check-ups for ensuring personal hygiene.</li> <li>• State the importance of storing food at specified temperature.</li> <li>• Discuss the importance of sanitising self and the work area safely and appropriately.</li> <li>• Recall the ways to store the sanitising materials appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate techniques to prevent product contamination and cross contamination.</li> <li>• Demonstrate the steps to be performed for implementing good manufacturing practices (GMP) in a retail environment.</li> <li>• Show how to treat injuries such as cuts, boils, skin infections and grazes appropriately.</li> <li>• Apply suitable methods for disinfecting the work area and equipment thoroughly.</li> <li>• Demonstrate how to wash hands and use alcohol-based sanitisers appropriately.</li> <li>• Show how to wear personal protective equipment such as gloves, hairnets, masks, ear plugs, goggles, shoes etc. properly ensuring adequate protection.</li> <li>• Prepare a sample report consisting of information such as illness to self and others as per organisational practice.</li> <li>• Roleplay a situation on how to communicate with the supervisor for reporting illness of self and others.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Gloves, hair net, shoe cover, soap dispenser, hand sanitizer, ear plugs, masks, aprons/lab coats 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"> <li>• List the various types of health and safety hazards present in the environment.</li> <li>• Discuss the possible causes of risk, hazard or accident at the workplace.</li> <li>• Elucidate the standard practices and precautions used to control and prevent risks, hazards and accidents at the workplace.</li> <li>• Discuss the dangers associated with the use of electrical and other equipment.</li> <li>• State the importance of using protective equipment and clothing for specific tasks and work conditions.</li> <li>• Discuss the role of organisational protocols in preventing accidents and hazards.</li> <li>• Recall the preventive and remedial actions to be taken in the case of exposure to toxic materials at the workplace.</li> <li>• Discuss the various causes of fire and ways to prevent them.</li> <li>• Elaborate the steps to use different types of fire extinguishers.</li> <li>• Explain the procedure to provide artificial respiration and cardio-pulmonary resuscitation (CPR) to the affected.</li> <li>• Summarise the rescue techniques to be followed at times of fire hazard.</li> <li>• Discuss the significance of various types of hazard and safety signs.</li> <li>• Discuss the workplace emergency and evacuation procedures.</li> <li>• Elaborate the type of first-aid treatment to be offered at times of shock, electrical</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate techniques to deal with hazards safely and appropriately.</li> <li>• Demonstrate the use of various types of fire extinguishers effectively.</li> <li>• Demonstrate appropriate ways to respond to an accident situation or medical emergency promptly and appropriately.</li> <li>• Demonstrate the steps to be followed for providing artificial respiration and cardio-pulmonary resuscitation (CPR) in various instances (e.g. cardiac arrest).</li> <li>• Perform the steps to be followed during emergency and evacuation procedure.</li> <li>• Demonstrate the procedure of freeing a person from electrocution.</li> <li>• Show how to administer appropriate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning etc.</li> </ul>

<p>shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries, etc.</p> <ul style="list-style-type: none"> <li>• Discuss about the potential injuries and ill health conditions that are caused due to incorrect manual handling practices.</li> <li>• List the precautions to be taken while lifting and carrying materials in a food retail environment.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
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 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"> <li>• Discuss the applicable organisational quality procedures and processes for working effectively in a team</li> <li>• Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behaviour, harassment, discrimination, and performance conditions</li> <li>• State the importance of well-defined reporting structure in an organisation. List the various types of inter-dependent functions applicable in the job</li> <li>• Discuss the different types of harassment and discrimination based on gender, disability, caste, religion, and culture</li> <li>• List the key factors that aid in prioritising tasks</li> <li>• Discuss the components of effective communication and its importance at the workplace</li> <li>• State the impact of poor communication on the employee, the employer, and the customer</li> <li>• State the importance of teamwork in organizational and individual success.</li> <li>• Discuss the importance of ethics and discipline for professional success</li> <li>• Explain the ways to address grievances appropriately and effectively</li> <li>• Discuss the importance of managing interpersonal conflicts effectively and ways to do so</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay a situation on how to obtain information, seek clarifications, reciprocate understanding and provide information accurately and clearly</li> <li>• 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</li> <li>• Show how to consult and assist others to maximize effectiveness and efficiency at work</li> <li>• Dramatize a situation to show how to escalate problems and grievances beyond own scope to the concerned authority</li> <li>• Roleplay a situation on how to take appropriate action to resolve conflicts at the workplace</li> <li>• Roleplay a situation on how to report incidents of harassment and discrimination to appropriate authority</li> </ul>

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



## Module 8: Material Conservation

*Mapped to SGJ/N1702 v 1.0*

### Terminal Outcomes:

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

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

## Module 9: 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"> <li>• Define electricity</li> <li>• Discuss the basics of electricity</li> <li>• List the energy efficient devices that are used in the job</li> <li>• Discuss the ways to identify electrical problems that can arise during work</li> <li>• Discuss the standard practices to be followed for conserving electricity in the job</li> <li>• State the impact of improperly connected electrical equipment and appliances on the tasks being performed</li> </ul>	<ul style="list-style-type: none"> <li>• Apply suitable techniques to check the equipment/machinery for desired level of functioning</li> <li>• Employ appropriate methods to rectify faulty equipment/machinery safely</li> <li>• Roleplay a situation on how to report equipment faults and maintenance lapses to the concerned personnel effectively</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Energy saving devices	

## Module 10: 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

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

<ul style="list-style-type: none"> <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	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma	Sanitization and hygiene	5	Hygiene practices	1	Training individuals on Cleaning and Sanitation practices	
Graduate	Science	3	Hygiene practices	1	Training individuals on Cleaning and Sanitation practices	

Trainer Certification	
Domain Certification	Platform Certification
"Hygiene Coordinator", "FIC/Q7606, V1.0", 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	
Diploma	Sanitization and hygiene	6	Hygiene practices	1	Assessing the individuals on Cleaning and Sanitation practices	
Graduate	Science	4	Hygiene practices	1	Assessing the individuals on Cleaning and Sanitation practices	

Assessor Certification	
Domain Certification	Platform Certification
"Hygiene Coordinator", "FIC/Q7606, V1.0", Minimum accepted score is 80%	"Assessor", "MEP/Q2701, 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.

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
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
VACCP	Vulnerability Assessment Critical Control Points
TACCP	Threat Assessment Critical Control Points
FSSAI	Food Safety and Standards Authority of India
FIFO	First In First Out
FEFO	First Expire First Out
GMP	Good Manufacturing Practices
GHP	Good Hygiene Practices
CPR	Cardiopulmonary Resuscitation