Model Curriculum

QP Name: Fitter-Food manufacturing facility

QP Code: FIC/Q9503

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

Sector	Food Processing
Sub-Sector	Generic
Occupation	Utilities and Maintenance
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	1. Class 12th passed in any stream 2. Class 10th passed and 2 years course in relevant stream 3. Class 10th passed and 2 years of relevant experience 4. Class 10th Pass and 2 years of ITI in relevant field
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	25/11/2021
Next Review Date	24/11/2024
NSQC Approval Date	25/11/2021
QP Version	1.0
Model Curriculum Creation Date	25/11/2021
Model Curriculum Valid Up to Date	24/11/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	320 Hours + 40 OJT
Maximum Duration of the Course	320 Hours + 40 OJT

Program Overview

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

Training Outcomes

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

- Perform various tasks to prepare for installation and maintenance of a food processing equipment at the food processing workplace
- Perform activities for the fitting and assembling of food processing equipment
- Apply standard work practices for the maintenance of a food processing equipment
- Apply necessary health and safety practices to ensure food safety and personal hygiene
- Work with various organisational 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	**32:00 Hours**	**12:00 Hours**	**00:00 Hours**	**00:00 Hours**	**44:00 Hours**
Module 1: Introduction to food processing sector and the job of a Fitter - Food Processing Facility	04:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	04:00 Hours
Module 10: Employability and Entrepreneurship Skills	28:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	40:00 Hours
FIC/N9506: Perform fitting and assembly operations on various equipment at the food processing workplace NOS Version No.: 1.0 NSQF Level: 3	**32:00 Hours**	**80:00 Hours**	**00:00 Hours**	**00:00 Hours**	**112:00 Hours**
Module 2: Fitting and assembling of food processing equipment	32:00 Hours	80:00 Hours	00:00 Hours	00:00 Hours	112:00 Hours
FIC/N9507: Carry out preventive maintenance of food processing equipment NOS Version No.: 1.0 NSQF Level: 3	**24:00 Hours**	**64:00 Hours**	**00:00 Hours**	**00:00 Hours**	**88:00 Hours**

Module 3: Maintenance of food processing equipment	24:00 Hours	64:00 Hours	00:00 Hours	00:00 Hours	88:00 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 4: Ensuring food safety and personal hygiene	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 5: 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 6: Working effectively in an organisation	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours
SGJ/N1702: Optimize resource utilization at workplace NOS Version No.: 1.0 NSQF Level: 3	**12:00 Hours**	**24:00 Hours**	**00:00 Hours**	**00:00 Hours**	**36:00 Hours**
Module 7: Material conservation	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 8: Energy/ electricity conservation	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Module 9: Waste management/recycling	04:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	12:00 Hours
Total Duration	**116 Hours**	**204 Hours**	**00:00 Hours**	**00:00 Hours**	**320 Hours**

Module Details

Module 1: Introduction to food processing sector and the job of a 'Fitter - Food Processing Facility'

Bridge Module

Terminal Outcomes:

- State the importance of fitters in a food processing industry
- Discuss the roles and responsibilities of a fitter working in a food processing industry

Duration: *04:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the roles and responsibilities of a fitter working in a food processing industry. • Discuss the future trends and career growth opportunities available to a fitter. • Discuss the significance of fitters to ensure smooth operations in the food processing industry. • List the various types of fitting and assembly operations that are performed in the job. • List the various terminologies used in carrying out fitting and assembly operations for food processing equipment. • Discuss the organisational 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. • State the importance of ensuring a tidy workplace.	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Nil	

Module 2: Fitting and assembling of food processing equipment

Mapped to FIC/N9506, v1.0

Terminal Outcomes:

- List the pre-requisites for fitting and assembling of food processing equipment
- Perform various tasks to fit and assemble the food processing equipment effectively

Duration: *32:00*	**Duration**: *80:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss organisational standards and procedures (including reporting and documentation) to be followed for carrying out fitting and assembly operations. • List the information to be obtained from equipment manuals, work instructions, etc. • List the tools, measuring instruments, fittings, components/parts and sub-assemblies required for fitting and assembling the equipment. • Describe the precautions to be taken and safe practices to be followed while performing various fitting operations such as filing, drilling, sawing, threading, etc. as required in the job. • Describe various assembly operations such as bolting, torquing, tightening, fastening, greasing, hammering, sealing, clamping, etc. • Elucidate the factors for selecting the method of fitting and assembly as per the work requirements. • Discuss the safe practices to be followed for using tools, equipment, gauges, etc. utilised in the job. • List the various types of mechanical defects that are observed in the food processing equipment. • Discuss the impact of defects on the equipment performance. • State the importance of preliminary inspections done to identify the scope of work. • Explain the safety requirements to be followed throughout the work process.	• Show how to arrange the tools, measuring instruments, equipment, components/ parts and sub-assemblies used in the work process. • Apply appropriate industrial practices measures to check the tools and equipment for desired functioning before use. • Demonstrate standard work practices to be followed to clean the equipment, fixtures and accessories and work area appropriately. • Show how to move the industrial equipment to the designated place safely. • Show how to mark for defects on the equipment body. • Employ appropriate practices to align, adjust and level the components for fitting and assembly. • Demonstrate the procedure to carry out fitting operations such as threading, drilling, filing, etc. • Demonstrate the procedure to carry out assembly operations such as torquing, joining, fastening etc. • Show how to seal the joints thoroughly to ensure zero penetration of air and water in the equipment. • Demonstrate the use of tools gauges and hand tools to set and adjust linkages, tensions and clearances of assembled components of the food processing equipment. • Apply standard techniques to check the equipment joints, connections, etc. for adequate tightness.

• State the impact of inaccurate alignment, adjustment and levelling on the equipment performance. • List various sealing compounds and adhesives that are used in the job and their applications. • Explain the techniques to be followed to inspect and test the equipment for desired performance post completion of fitting and assembly operations. • Discuss the need for troubleshooting the equipment and performing minor repairs after thorough inspection. • Elucidate the corrective actions that are carried out for rectifying the faulty equipment. • Discuss the various issues that require expert intervention. • List the information to be displayed on the equipment after completion of fitting and assembly operations. • State the importance of supervisors' approval to confirm suitable equipment operation. • List the types of information to be recorded while performing fitting and assembly operations. documents and records to be prepared and information to be recorded pertaining to installation and testing tasks being carried out. • State the importance of disposing the left over materials, unwanted spare parts, etc. after task completion.	• Role play a situation on how to escalate issues beyond own scope and seek expert intervention from supervisors. • Employ appropriate ways for conducting trials and running few cycles of equipment on increased duty conditions for checking any abnormalities in its functioning. • Perform steps to run the equipment safely and ascertain desired functioning for food processing. • Show how to set controls and adjust equipment settings. • Demonstrate the procedure followed for implementing corrective measures thereby ensuring desired equipment operation. • Employ appropriate practices to clean and store the tools, equipment and process auxiliaries safely. • Prepare sample records consisting of information such as the type of tasks performed. • Demonstrate the procedure of disposing the waste generated and unwanted materials safely.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Cleaning brush, lever, self-contained breathing apparatus, cleaning agents, cleaning chemicals, filters, tools, equipment, fixtures, accessories, testing apparatus, effluent water samples, gauges, logbooks, gloves and sample records.	

Module 3: Maintenance of food processing equipment

Mapped to FIC/N9507, v1.0

Terminal Outcomes:

- Explain how to plan the work process for maintaining the food processing equipment
- Perform various tasks for maintaining the food processing equipment effectively

Duration: *24:00*	**Duration**: *64:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the organisational standards, policies and procedures that are followed for maintaining the industrial food processing equipment. • State the importance of sources such as technical drawings, maintenance schedules and checklists for carrying out fitting and assembly operations to ensure equipment maintenance. • List tools, consumables and spare parts required during equipment maintenance. • State the importance of obtaining a prior approval and cleaning the work area before starting the maintenance job. • Recall the machine specifications and elements of desired functioning of food processing equipment. • Describe the information to be obtained for planning the maintenance process. • Discuss the safe practices to be followed for using tools, equipment, gauges, meters, testing equipment etc. utilised in the maintenance process. • Discuss how to check the equipment and collect information from user / operator about the unusual conditions noticed in equipment. • List the steps to be performed for dismantling and assembling back the equipment as per SOP. • Elaborate ways to inspect the equipment for possible defects and faults. • Discuss the necessary precautions to be undertaken for handling hazards and preventing accidents during equipment maintenance.	• Roleplay a situation on how to inform equipment operators and process owners on the type of maintenance work to be carried out and obtain approval before starting the work. • Roleplay a situation on how to communicate with the equipment handlers to identify variances in performance and improper functioning. • Show how to shut down and disconnect all primary and secondary energy sources the equipment safely. • Demonstrate the procedure to be followed for disconnecting the faulty parts of the equipment. • Demonstrate the procedure to install the new component/s in the food processing equipment effectively. • Show how to inspect the equipment for possible defects, leakages, breakages, unusual noise, faults etc. • Apply appropriate ways of checking the geometric inaccuracies or internal conditions of the equipment to test the expected conditions. • Employ appropriate ways to troubleshoot repair and carry out minor adjustments in the food processing equipment. • Roleplay a situation on how to escalate the problems (such as equipment malfunctions, complex maintenance) beyond own scope to the concerned personnel. • Show how to assemble the covers, guards, clamps, insulation etc. of the food

• Elaborate the corrective actions taken to address equipment faults. • List the types of documents to be prepared and updated pertaining to the maintenance tasks being carried out. • List the information to be recorded during maintenance. • Describe the methods used for safe disposal of waste material from the food processing workplace.	processing equipment post completion of repair and maintenance tasks. • Show how to check the equipment to ensure it is working as per desired standard and maintenance issues have been addressed effectively. • Show how to dispose waste and failed components safely as per organisational and environmental guidelines. • Prepare a sample report to record information such as repair and maintenance work done, faults observed, action taken, parts replaced, next scheduled maintenance, etc. • Dramatise a situation on how to report various issues to the supervisor accurately.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Industrial maintenance tools, pumps and motors, electrical panels (starters, meters (energy, voltage, amperage, power factor), manual or electrically operated trolley gantry, blow out fuses, valves, gates, scraping bridge trolley, aerators, reduction gears, open air weather casings for motors, sprocket wheels and chains for mechanical grit, water quality monitoring instruments and screen removing devices.	

Module 4: 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**
• Define hazards and risks. • Recall the various types of health and safety equipment available in an organisation and the methods for obtaining them. • Discuss the organisational health and safety policies and procedures. • Discuss the relevant health and safety standards to be followed in the job as listed in 'The Food Safety and Standards Act, 2006'. • Explain the importance of wearing appropriate personal protective equipment (such as eye protection, hard hats, gloves apron, rubber boots, etc.) and ensuring personal hygiene at the workplace. • Elucidate the ways to prevent product contamination and cross contamination at the workplace. • Discuss the ways to handle items that can lead to allergic reactions in a retail environment. • State the importance of preventive health check-ups for ensuring personal hygiene. • State the importance of storing food at specified temperature. • Discuss the importance of sanitising self and the work area safely and appropriately. • Recall the ways to store the sanitising materials appropriately.	• Employ appropriate techniques to prevent product contamination and cross contamination. • Demonstrate the steps to be performed for implementing good manufacturing practices (GMP) in a retail environment. • Show how to treat injuries such as cuts, boils, skin infections and grazes appropriately. • Apply suitable methods for disinfecting the work area and equipment thoroughly. • Demonstrate how to wash hands and use alcohol-based sanitisers appropriately. • Show how to wear personal protective equipment such as gloves, hairnets, masks, ear plugs, goggles, shoes etc. properly ensuring adequate protection. • Prepare a sample report consisting of information such as illness to self and others as per organisational practice. • Roleplay a situation on how to communicate with the supervisor for reporting illness of self and others.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	

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

Module 5: 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**
• List the various types of health and safety hazards present in the environment. • Discuss the possible causes of risk, hazard or accident at the workplace. • Elucidate the standard practices and precautions used to control and prevent risks, hazards and accidents at the workplace. • Discuss the dangers associated with the use of electrical and other equipment. • State the importance of using protective equipment and clothing for specific tasks and work conditions. • Discuss the role of organisational protocols in preventing accidents and hazards. • Recall the preventive and remedial actions to be taken in the case of exposure to toxic materials at the workplace. • Discuss the various causes of fire and ways to prevent them. • Elaborate the steps to use different types of fire extinguishers. • Explain the procedure to provide artificial respiration and cardio-pulmonary resuscitation (CPR) to the affected. • Summarise the rescue techniques to be followed at times of fire hazard. • Discuss the significance of various types of hazard and safety signs. • Discuss the workplace emergency and evacuation procedures. • Elaborate the type of first-aid treatment to be offered at times of shock, electrical shock, bleeding, breaks to bones, minor	• 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.

burns, resuscitation, poisoning, eye injuries, etc. • 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 6: 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**
• Discuss the applicable organisational quality procedures and processes for working effectively in a team. • Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behaviour, harassment, discrimination, and performance conditions. • State the importance of well-defined reporting structure in an organisation. • List the various types of inter-dependent functions applicable in the job. • Discuss the different types of harassment and discrimination based on gender, disability, caste, religion, and culture. • List the key factors that aid in prioritising tasks. • Discuss the components of effective communication and its importance at the workplace. • State the impact of poor communication on the employee, the employer, and the customer. • State the importance of teamwork in organizational and individual success. • Discuss the importance of ethics and discipline for professional success. • Explain the ways to address grievances appropriately and effectively. • Discuss the importance of managing interpersonal conflicts effectively and ways to do so. • List the different types of disabilities and the challenges faced by persons with disability (PwD).	• Roleplay a situation on how to obtain information, seek clarifications, reciprocate understanding and provide information accurately and clearly. • Roleplay a situation on how to use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive while interacting with others. • Show how to consult and assist others to maximize effectiveness and efficiency at work. • Dramatise a situation to show how to escalate problems and grievances beyond own scope to the concerned authority. • Roleplay a situation on how to take appropriate action to resolve conflicts at the workplace. • Roleplay a situation on how to report incidents of harassment and discrimination to appropriate authority.

• 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 7: 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**
• List the types of hazards, risks and threats associated with handling different materials. • Discuss the role of workstation layout, electrical and thermal equipment used in the material conservation. • Discuss organisational procedures for minimising waste. • Elucidate practices of efficient and inefficient management and utilization of material and water at the workplace. • Discuss the ways to manage material and water usage at work effectively.	• Show how to check for spills and leakages in various materials applicable in the job. • Demonstrate how to plug the spills and leakages appropriately. • Roleplay a situation on how to escalate any issues related to repair of spills and leakages to the concerned authority effectively. • Demonstrate the standard practices to be followed for cleaning tools, machines and equipment effectively.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Materials and tools and equipment used at work	

Module 8: 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**
• 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.	• 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 9: 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**
• List the various types of recyclable, non-recyclable, and hazardous waste. • State the significance of different coloured dustbins. • List the different types of waste to be segregated. • State the importance of waste management. • Discuss the standard methods for waste disposal. • List the sources of pollution. • Discuss the ways to minimise various types of pollution.	• 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 10: 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**
• Discuss own strengths and weaknesses and analyse the gaps to ensure continuous improvement. • Discuss the measures to be undertaken to utilise time effectively thereby achieving maximum productivity. • List the characteristics of innovative individuals • List the levels of Maslow Hierarchy of needs • List the traits of effective team • Discuss tips for stress management • Discuss the importance of good work ethics • Discuss how to manage an enterprise • Describe how to plan effective strategies for solving problems and improving work culture within the team. • List the various types of digital marketing techniques. • Discuss the types and importance of e-commerce in promoting businesses. • List the various types of online banking services being used widely. • Discuss the procedure to apply for bank finances • List the elements of a proposal to attract future business opportunities and prospective clients. • Explain how to conduct entrepreneurial programs to identify business opportunities, generate employment and increase clientele. • Understand the make in India campaign • Discuss the importance of Swachh Bharat Abhiyan • Understand the importance of entrepreneurship • Describe the traits of successful entrepreneur • List the types of enterprises	• Show how to analyse a situation to identify gaps for improving the work process. • Demonstrate the procedure to plan the time taken to perform various tasks effectively. • Describe how market research is carried out • Role play the characteristics of an effective entrepreneur and leader • Demonstrate on how to identify new business opportunities • Prepare a sample plan to solve problems and improve productivity at the workplace. • Demonstrate the procedure to operate a computer for digital marketing, e-commerce, branding, etc. • Show how to use services such as NEFT, IMPS, UPI, RTGS for online banking.

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

Classroom Aids:
White board/Chart papers, marker.
Tools, Equipment and Other Requirements
NIL

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>*	**Specialization** *<Specify the areas of specialization that are desirable.>*	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
ITI/Diploma	Mechanical	3	Supervisor – Maintenance	2	Training fitting, assembling and maintenance personnel	

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Fitter- Food Processing Facility" mapped to QP: "FIC/Q9503, 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 *<Select the minimum educational requirements, such as 12th 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***	
ITI/Diploma	Mechanical	2	Supervisor – Maintenance	1	Assessment of individuals who have undergone training in fitting, assembling and maintenance	

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role: "Fitter- Food Processing Facility" mapped to QP: "FIC/Q9503, 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 behavioural 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