Model Curriculum

QP Name: Honey Processor

QP Code: FIC / Q9011

QP Version: 1.0

NSQF Level: 2

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	Packaged Food
Occupation	Production
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/751
Minimum Educational Qualification and Experience	1. No formal Education. 2.Class 5th pass (without experience) 3. Ability to read and write in any vernacular language 4. Previous relevant qualification of NSQF level 1
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	26/06/2023
Next Review Date	23/06/2026
NSQC Approval Date	23/06/2023
QP Version	1.0
Model Curriculum Creation Date	15/02/2023
Model Curriculum Valid Up to Date	14/02/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	240 hours
Maximum Duration of the Course	240 hours

Program Overview

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

Training Outcomes

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

- Prepare for honey processing
- Carry out honey processing
- Implement Food Safety Requirements
- Employability Skills

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
FIC/N9030: Prepare for Honey Processing	**20:00**	**40:00:00**	**00:00**	**00:00**	**60:00:00**
NOS Version 1.0					
NSQF Level 2					
Module 1: Introduction to Food Processing Sector and the Job of 'Honey Processor'	04:00	00:00	00:00	00:00	04:00
Module 2: Prepare workplace and equipment to extract Honey from comb	16:00	40:00	00:00	00:00	56:00
FIC/N9031: Carry out Honey Processing	**30:00**	**90:00**	**00:00**	**00:00**	**120:00**
NOS Version 1.0					
NSQF Level 2					
Module 3: Extraction and processing of Honey	10:00	40:00	00:00	00:00	50:00
Module 4: Infusing flavors and storage of Honey	10:00	30:00	00:00	00:00	40:00
Module 5: Quality Analysis and packaging of Honey	10:00	20:00	00:00	00:00	30:00
FIC/N9906 –Apply Food safety guidelines in Food Processing	**10:00**	**20:00**	**00:00**	**00:00**	**30:00**
NOS Version No. 1.0					
NSQF Level 3					
Module 6: Practice personal hygiene and follow Good Manufacturing Practices at workplace	05:00	10:00	00:00	00:00	15:00
Module 7: Apply food safety practices at workplace	05:00	10:00	00:00	00:00	15:00

DGT/VSQ/N0101 – Employability Skills **NOS Version No. 1.0** **NSQF Level 2**	**12:00**	**18:00**	**00:00**	**00:00**	**30:00**
Module 8: Employability Skills	12:00	18:00	00:00	00:00	**30:00**
Total Duration	**72:00**	**168:00**	**00:00**	**00:00**	**240:00**

Module Details

Module 1: Introduction to Food Processing Sector and the Job of 'Honey Processor'

Mapped to FIC/N9030 v1.0

Terminal Outcomes:

- Describe the food processing industry and its sub-sectors in brief
- Discuss the roles and responsibilities of Honey Processor

Duration: *04:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss about the food processing industry and honey processing sector and its growth trends • Discuss the career opportunities available to Honey Processor in the food processing industry • Explain the terminologies used in the process of honey • List the sequence of operations to be performed in the job • List the various types of activities undertaken for honey processing, storage, packaging and quality testing	
Classroom Aids:	
Whiteboard, Marker, Duster, Projector, Laptop, PowerPoint Presentation	
Tools, Equipment, and Other Requirements	
Nil	

Module 2: Prepare workplace and equipment to extract honey from comb

Mapped to FIC/N9030 v1.0

Terminal Outcomes:

- Organize resources for extracting honey from comb
- Describe the methods of honey extraction

Duration: *16:00*	**Duration**: *40:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the machineries and tools to be used for honey extraction • Discuss the process of sanitizing the work area, storage area, tools and equipment as per the suggested cleaning agents and sanitizers • State organization policy for disposal of waste • State how to evaluate the working and performance of machineries and tools • Discuss the SOPs and specifications to clean machineries and tools with approved sanitizers and detergents • Discuss the various equipment used for different honey extraction methods • Explain how to identify mature honey comb • Explain different types of bee comb, hives, species of bees and storage of nectar • State the various extraction methods and elaborate the equipment used • Use PPE kits while at work and follow health and safety standards of the organisation • Follow personal hygiene as per the organisation and food safety standards • Discuss various activities to extract honey from unprocessed comb • Store raw honey comb as per the organization quality standards and food safety standards • Understand organization policies for reporting and documentation • Discuss FSSAI guidelines to be followed while establishing a honey processing	• Demonstrate the use of various tools used for honey extraction • Show how to clean and sanitize work place and equipment • Demonstrate the various equipment used for honey extraction and the different extraction methods • Show how to use the PPE kits • Demonstrate the techniques to identify mature honeycombs • Demonstrate the methods of processing of raw honeycomb, including sections, cutting/slicing comb from frames • Walk through how to check the performance of machineries and tools • Illustrate various extraction methods with the usage of respective tool and equipment • Walk through the sampling techniques and storage of honey samples

facility • Explain the specialized equipment required to remove wax and other impurities • Understand the process of checking the quality of procured material and the equipment and the application of each equipment • Discuss the process of identifying the matured honeycomb for extraction • Understand the different species of bees, mature and immature honey combs, different types of hives • Discuss the methods of processing of raw honeycomb, including sections, cutting/slicing comb from frames • Explain the importance of hydroxy methyl furfural (HMF) in honey • Discuss the sampling techniques of honey and storage of honey • List the types of detergents and sanitizers used for cleaning equipment and production plant and the methods of preparing of both of them • Discuss the different techniques of cleaning the specialized equipment and plants • Explain the importance of time management	
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook, etc.	
Tools, Equipment, and Other Requirements	
Sample legislative guidelines, Various materials and equipment, Bee venom collector, draining trays, Food grade plastic made the queen cage, Gravity clarifiers, Heating tank, Hive gate, Honey extractor, Honey filtering tanks, Honey buckets, PPE Kit, etc.	

Module 3: Extraction and processing of Honey

Mapped to FIC/N9031 v1.0

Terminal Outcomes:

- Describe the process of extracting and storing honey
- Understand how to prepare the comb for extraction and handle frames and supers

Duration: *10:00*	**Duration**: *40:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the quality assurance, food safety measures adopted throughout the process of extracting honey • definition of honey and types of Honey - Blossom Honey, Honeydew honey, Cream honey • Explain the medicinal properties of Honey and other bee products and its application in various food and pharmaceutical • Conduct visual inspection of comb for areas of brood and prepare comb to avoid damage to brood • Discuss the extraction process as per workplace procedures • Learn to de-cap or break comb carefully in order to avoid damage to comb • Discuss the process of extracting frame of capped honey from either side • Explain the process trough the use of uncapped frames and metal mesh baskets and treatment of wax in a screw press • Detail the workplace, quarantine and biosecurity procedures followed for wax extraction • Explain the significance of updating records as per workplace procedures and legislative requirements • Detail the process of separating honey by checking the prescribed temperature • Elaborate on defacement of raw honey Explain the relevance of drawing honey in settling tank and avoiding air bubbles	• Demonstrate the process of extraction of honey, namely pressing, centrifugal/spinning and gravity draining or drip method • Illustrate the steps how to prepare the comb for extraction process • Demonstrate the working of honey extractor to remove honey from the comb • Show how to expose the honey by decapping or breaking comb avoiding unnecessary damage to cells, frames, and hive components according to extraction method selected • Demonstrate how to utilise the wax by pressing it in screw press • Walk through the process of storing extracted supers in suitable bee and pest proof facility • Show the honey separation process • Demonstrate the steps to draw the honey into settling tanks and how to administer the presence of air bubbles
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	

Tools, Equipment, and Other Requirements
Honey extractor, double uncapping tank, uncapping knife, honey strainer, uncapping fork, bottling bucket, glove, shoe, smoker, protective suit, sucromat machine (to check sugar content in processed honey), frames, supers, tub, metal mesh basket, sieves, water-bath, containers, settling tank, queen excluder, etc.

Module 4: Infusing flavors and storage of Honey

Mapped to FIC/N9031 v1.0

Terminal Outcomes:

- Explain the process of infusing flavors and types of flavors available
- Discuss storage procedures of Honey as per workplace procedures
- Demonstrate the process of infusing flavors and storing the Honey

Duration: *10:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the importance of substantiate light, mild flavored honey for infusing flavors • List different natural flavors like dried herbs, spices, dried fruits and vegetables and nuts • Explain that herbs used for infusing honey should be dry and may be in the form of whole sprigs or separated leaves, buds, and petals • State how to assess amount of flavor required to be infused for the amount of honey • Discuss to ensure jar rim is appropriately covered tightly for 5 days at minimum • Emphasize on determining right amount of flavor by timely tasting infused honey every day or two and periodically stirring it • Discuss storage requirements of honey, honeycomb, extracted frames and supers including bulk storage and pest management • List the hygiene and sanitation procedures and materials used for tools, equipment, and storage of extracted honey • List quality assurance standards, regulations, and customer requirements for storing cleaned honey in sealed containers • Discuss the significance of storing finished products under ambient conditions to prevent significant deterioration	• Show how to put flavor in bottom of clean, dry jar and fill jar almost till top with honey • Demonstrate the steps to stir the honey while infusing flavor • Walk through way to strain the honey into a clean jar in stages • Demonstrate how to clean, dry and sanitise all equipment and work area according to workplace procedures

• Elaborate the reasons of deterioration such as, pathogenic or toxicogenic microorganisms, rodent, mites, and insect infestation (PC30)	
Classroom Aids:	
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook	
Tools, Equipment, and Other Requirements	
Dried herbs, Spices, Dried fruits and vegetables, Nuts, clean and dry jars, chopstick, strainers, containers, etc.	

Module 5: Quality analysis and packaging of Honey

Mapped to FIC/N9031 v1.0

Terminal Outcomes:

- Illustrate the analysis for evaluating the quality of honey
- Discuss the elements while packing and labelling the honey
- Demonstrate the process of quality check, packing and labelling of Honey

Duration: *10:00*	**Duration**: *20:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the importance of sensory evaluation for flora identification • Discuss the process to undertake physio-chemical analysis of honey • Elaborate on validating granulation is completed to prevent crystalline layer • List the steps to check growth of yeast that may lead to fermentation is abstained • Specify the ways to check food grade material containers / metal drums for traces of residue and are coated with food grade lacquered coat • State how to examine the plastic containers and glass jars must be adequately protected during transport to the premises and during storage, against dust, pest and other contaminants, and physical damage • Detail the packaging and labelling regulations of FSSAI to carry out Honey packaging • Explain the process of thermal treatment of Honey to prevent fermentation by sugar tolerant yeasts • List different types of packaging material for honey and packaging machines • State the effect of pH levels on honey quality • Discuss how to identify adulteration in honey by glucose syrup, fructose syrup, rice syrup, cone syrup as per standards of FSSAI • Explain quality assurance tests and standards for extracted honey • List the parameters of labelling – type of honey, address does not need to be complete, but source must be traceable if required	• Demonstrate various quality checks of the processed honey- sensory evaluation, physio-chemical analysis, granule and crystal checks, and presence of yeast • Show how to examine various containers before packaging the honey • Demonstrate the process of bottling, packaging, and labelling of honey • Exhibit the procedure for replacing and discarding materials unfit for packaging • Illustrate how metals lids must be coated or lined with a food grade material suitable for an acidic food such as honey

Classroom Aids:
Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook
Tools, Equipment, and Other Requirements
Sample standard operating procedure, glass jars, plastic containers, labels, metal drums, packaging material, packaging machine, etc.

Module 6: Practice personal hygiene and follow Good Manufacturing Practices at workplace

Mapped to FIC/N9906 v 1.0

Terminal Outcomes:

- Discuss the importance of personal hygiene and GMP at the workplace
- Demonstrate the tasks to be performed for ensuring personal hygiene and GMP practices at the workplace

Duration: *05:00*	**Duration:** *10:00*
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 site relevant documented procedure for Personal Hygiene and Visitor/ Contractor rules • Explain work instructions at levels of employee inside a food manufacturing site • Ensure timed planning and participation of relevant training and awareness sessions on personal hygiene, GMP and related topics • Explain the importance of timely medical examination from a prescribed and authorized doctor and to comply with the guidelines of Schedule IV as described in Food Safety Standard Authority of India (FSSAI) guidelines • State how to follow a site relevant documented procedure and area wise work instructions for Good Manufacturing Practices (GMP) to be followed on the site • List validated Do's & Don'ts inside a food manufacturing firm • State process flow charts, HACCP summary plan and critical process parameters in each and respective areas of the production line • Explain how to identify the material requirements such as manufacturing equipment's, Utensils and other processing aids, cleaning chemicals, cleaning work instructions in all the relevant areas of manufacturing facility	• Demonstrate the steps to be performed for implementing good manufacturing practices (GMP) • Demonstrate how to follow work instructions at levels of employee inside a food manufacturing site and ensure that the relevant instructions are well communicated and being followed at the fixed timelines • Show how to fill data in daily monitoring checklist related to personal hygiene, food safety and GMP • Illustrate process to follow man and materials movement throughout the production facility, to restrict unwanted hazards to cross contaminate the products which are being manufactured in the facility • Show how to tag and number all the equipment, machinery, tools, and other processing aids to keep a proper traceability of the product being manufactured and handled at site • Demonstrate process of record keeping and documentation such as Daily Monitoring Sheets, Batch Traceability Records, machine records, product parameters, process control parameters etc.

• Define the Allergens, their risks and the allergen requirements • State the relevance of guidelines in manufacturing area and how training evaluation will be implemented • Explain the process of audits and ways to address the aspects of Good Manufacturing Procedures, personal hygiene and food safety	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
GMP format and guidelines, allergen manual, personal hygiene guidelines, etc.	

Module 7: Apply food safety practices at workplace
Mapped to FIC/N9906 v1.0

Terminal Outcomes:

- List the food safety practices at the workplace and the ways to implement them
- Demonstrate the steps to be followed to implement food safety procedures effectively

Duration: *05:00*	**Duration:** *10:00*
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 • Explain requirements to maintain updated facilities, equipment and tool to minimize the risks associated with the products being handled at the site • 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 • Discuss the significance of various types of hazard and safety signs • Explain FSSAI Schedule IV requirements related to: Pest Control, Cleaning and Sanitation, Utilities, Waste Disposal, Prevention of Cross Contamination, allergen management, corrective action, preventive actions, food operation control etc. • Discuss the relevance of checking critical control points and product parameters • Explain importance of record keeping and documentation such as daily monitoring sheets, cleaning sheets, parameters etc. • Discuss how to report any food safety and GMP issue to supervisor, if any	• Apply appropriate techniques to deal with hazards safely and appropriately • Perform steps for checking critical control points and product parameters • Show how to record keeping and documentation such as daily monitoring sheets, cleaning sheets, parameters etc. • Demonstrate appropriate ways to respond to an accident situation or medical emergency promptly and appropriately. • Perform the steps to be followed during emergency and evacuation procedure.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	

Helmet, gloves, rubber mat, ladder, neon tester, leather or asbestos gloves, flame proof aprons, flame proof overalls buttoned to neck, cuff less (without folds) trousers, reinforced footwear, helmets/hard hats, cap and shoulder covers, ear defenders/plugs, safety boots, knee pads, particle masks, glasses/goggles/visors, hand and face shields, machine guards, residual current Devices, shields, dust sheets, respirator.

Module 8: Employability Skills

Mapped to DGT/VSQ/N0101 v1.0

Terminal Outcomes:

- Discuss Employability skills, Constitutional values, digital, financial, and legal literacy
- Explain about diversity and Inclusion, communication skills, and customer service
- State the relevance of entrepreneurship skills and how to be ready for jobs and apprenticeship

Duration: *12:00*	**Duration***: 18:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the importance of Employability Skills in meeting the job requirements • Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen • Show how to practice different environmentally sustainable practices • Discuss 21st century skills. • Display positive attitude, self - motivation, problem solving, time management skills and continuous learning mindset in different situations • Use appropriate basic English sentences/phrases while speaking • Discuss the significance of reporting sexual harassment issues in time • Discuss the significance of using financial products and services safely and securely • Explain the importance of managing expenses, income, and savings • Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws • Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely • Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges • Differentiate between types of customers • Explain the significance of identifying	• Demonstrate how to communicate in a well -mannered way with others • Demonstrate working with others in a team • Show how to conduct oneself appropriately with all genders and PwD • Show how to operate digital devices and use the associated applications and features, safely and securely • Create a biodata

customer needs and addressing them • Discuss the significance of maintaining hygiene and dressing appropriately • Use various sources to search and apply for jobs • Discuss the significance of dressing up neatly and maintaining hygiene for an interview • Discuss how to search and register for apprenticeship opportunities	
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	
Tools, Equipment and Other Requirements	
Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below) , UPS, Scanner cum Printer, Computer Tables, Computer Chairs, LCD Projector, White Board 1200mm x 900mm	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Graduate	Science	2	B.Sc. (Entomology & Apiculture) from UGC recognized university with two years' experience in the relevant field. **OR** Advanced Post Graduate Diploma (Minimum 2 years) (With any Government Certificate Program in Bee Keeping/ Honey processing with two years' experience in the relevant filed.	2	Training individuals on Bee keeping/ Honey processing	

Trainer Certification	
Domain Certification	**Platform Certification**
"Honey Processor", "FIC/Q9009, V1.0", Minimum accepted score is 80%	"Trainer", (Vet and Skill) "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***	
Graduate	Science	2	B.Sc. (Entomology & Apiculture) from UGC recognized university with two years' experience in the relevant field. **OR** Advanced Post Graduate Diploma (Minimum 2 years) (With any Government Certificate Program in Bee Keeping/ Honey processing with two years' experience in the relevant filed.	2	Training individuals on Bee keeping/ Honey processing	

Assessor Certification	
Domain Certification	**Platform Certification**
"Honey Processor", "FIC/Q9009, V1.0", Minimum accepted score is 80%	"Assessor", (Vet and Skill)"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
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training**.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
TVET	Technical and Vocational Education and Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
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