



# Model Curriculum

**QP Name: Fruits and Vegetables Selection In-Charge**

**QP Code: FIC/Q0108**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 2.0**

Food Industry Capacity & Skill Initiative (FICSI)  
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## Training Parameters

<b>Sector</b>	Food Processing
<b>Sub-Sector</b>	Fruits and Vegetables
<b>Occupation</b>	Sorting and Grading
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO -2015/NIL
<b>Minimum Educational Qualification and Experience</b>	1. Class 8th passed 2. Class 5th passed with 3 years of relevant experience
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18
<b>Last Reviewed On</b>	30/06/2021
<b>Next Review Date</b>	29/06/2024
<b>NSQC Approval Date</b>	
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	30/06/2021
<b>Model Curriculum Valid Up to Date</b>	29/06/2024
<b>Model Curriculum Version</b>	2.0
<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 learner will be able to:

- Perform various tasks to prepare for production
- Apply standard work practices to sort and grade the produce received
- Perform sampling and evaluate the quality of the produce at various stages
- Implement food safety and personal hygiene practices at the workplace
- Respond to emergencies and accidents promptly and effectively
- 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
<b>Bridge Module</b>	<b>36:00 Hours</b>	<b>12:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>48:00 Hours</b>
Module 1: Introduction to food processing sector and the job of 'Fruits and vegetables Selection In charge'	08:00 Hours	00:00 Hours	00:00 Hours	00:00 Hours	08:00 Hours
Module 10: Employability and Entrepreneurship skills	28:00 Hours	12:00 Hours	00:00 Hours	00:00 Hours	40:00 Hours
<b>FIC/N9026 Prepare for production NOS Version No.: 1.0 NSQF Level: 3</b>	<b>12:00 Hours</b>	<b>32:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>44:00 Hours</b>
Module 2: Prepare for production	12:00 Hours	32:00 Hours	00:00 Hours	00:00 Hours	44:00 Hours
<b>FIC/N0129 - Sort and grade produce NOS Version No. 2.0 NSQF Level: 3</b>	<b>32:00 Hours</b>	<b>100:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>132:00 Hours</b>
Module 3: Carry out sorting and grading of fruits and vegetables	32:00 Hours	100:00 Hours	00:00 Hours	00:00 Hours	132:00 Hours

<b>FIC/N9901- Implement health and safety practices at the workplace NOS Version No. 1.0 NSQF Level 3</b>	<b>08:00 Hours</b>	<b>16:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>24:00 Hours</b>
Module 4: Ensuring food safety and personal hygiene	04:00 Hours	8:00 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
<b>FIC/N9902: Work effectively in an organization NOS Version No.: 1.0 NSQF Level: 3</b>	<b>08:00 Hours</b>	<b>08:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>16:00 Hours</b>
Module 6: Work effectively in an organization	08:00 Hours	08:00 Hours	00:00 Hours	00:00 Hours	16:00 Hours
<b>SGJ/N1702- Optimize resource utilization at workplace NOS Version No. 1.0 NSQF Level 3</b>	<b>12:00 Hours</b>	<b>24:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>36:00 Hours</b>
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
<b>Total Duration</b>	<b>108:00 Hours</b>	<b>192:00 Hours</b>	<b>00:00 Hours</b>	<b>00:00 Hours</b>	<b>300:00 Hours</b>

## Module Details

### Module 1: Introduction to the training program and job of 'Fruits and Vegetables Selection In-Charge'

#### Bridge Module

#### Terminal Outcomes:

- Describe the food processing sector in brief
- Discuss the career opportunities available to the individual within the food processing sector
- Explain the importance of training program and job role of a fruits and vegetable selection In-charge

<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>• Define the term 'food processing'.</li> <li>• Discuss the size and scope of the food processing industry in brief.</li> <li>• List the various sub sectors of food processing industry.</li> <li>• Explain the objective of training individuals for the job of a 'Fruits and Vegetables Selection In-Charge'.</li> <li>• Discuss the future trends and career growth opportunities available to the 'Fruits and Vegetables Selection In-Charge'.</li> <li>• Summarise the key role and responsibilities of a 'Fruits and Vegetables Selection In-Charge'.</li> <li>• List different methods used for sorting and grading of fruits and vegetables.</li> <li>• State the importance of ensuring a tidy and a safe workplace.</li> <li>• List the various sub-units within a fruits and vegetables processing unit.</li> <li>• List the sequence of operations to be performed in the job.</li> </ul>	-
<b>Classroom Aids</b>	
Computer, Projection Equipment, Whiteboard, marker, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Nil	

## Module 2: Prepare for production

*Mapped to NOS/N9026, v 1.0*

### Terminal Outcomes:

- Discuss the standard practices to be followed to plan for production
- Demonstrate the tasks to be performed to prepare for the production process

Duration: 12:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss how to plan and prioritize the tasks to be performed.</li> <li>• State the importance of obtaining work instructions from supervisor to plan the work process.</li> <li>• State the importance of process chart, product flow chart, formulation, chart, etc. to obtain required information.</li> <li>• List the materials, equipment and manpower required in the selection of fruits and vegetables.</li> <li>• List the key considerations to prepare the work schedule.</li> <li>• Identify the resource requirements as per the production schedule.</li> <li>• Explain how to utilise the machine capacity of the machinery involved with respect to the processing time, production order and batch size for each product.</li> <li>• List the chemical agents, sanitisers and methods used to clean the work area.</li> <li>• Identify different kinds of waste material and comprehend the ways to dispose them safely.</li> <li>• Describe how to carry out inspection of tools, equipment, and machinery to be used in the job.</li> <li>• Discuss the policies and procedures to be followed to prepare for the work process.</li> <li>• State the importance of inspecting tools, equipment and machinery on a timely basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a plan to carry out various tasks as required in the job.</li> <li>• Prepare sample estimates for resource requirements to carry out the tasks.</li> <li>• Demonstrate method to be followed for cleaning (CIP, COP etc) and maintaining a clean work area.</li> <li>• Demonstrate the use of different tools and machineries used in the selection of fruits and vegetables.</li> <li>• Show how to identify, label and store different chemicals in food processing unit safely.</li> <li>• Roleplay a situation on how to allot work and responsibilities to the team and confirm that they have understood.</li> <li>• Demonstrate the procedure to be followed for disposing the waste material (wet, dry, plastic, packaging material, food waste and glass waste) as per environmentally safe practices.</li> <li>• Show how to inspect the tools, equipment and machinery thoroughly for production.</li> <li>• Demonstrate how to receive and organize the work materials appropriately.</li> </ul>
<b>Classroom Aids</b>	

Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook

**Tools, Equipment and Other Requirements**

Process related documents, list of raw materials, tools, equipment and machinery, organizational documents, and logbook



## Module 3: Carry out sorting and grading of fruits and vegetables

Mapped to NOS/ FIC/0129, v 2.0

### Terminal Outcomes:

- Discuss the sequence of operations to be performed for sorting and grading the produce
- List the various types of tools, equipment and related machinery utilised in the process
- Demonstrate the procedure to be followed for sorting, grading, packaging and dispatching the produce

Duration: 32:00	Duration: 100:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the quality parameters (physical, chemical, microbiological, sensory) required to be evaluated while sorting the agricultural produce.</li> <li>• Describe the importance of determining physical and sensory characteristics of the produce.</li> <li>• Describe the various types of tests performed to check the quality of agricultural produce.</li> <li>• Discuss the procedure of sampling of produce and testing the water for desired levels of suitability.</li> <li>• State the significance of washing the agricultural produce.</li> <li>• State the importance of grading fruits and vegetables.</li> <li>• Discuss the steps to be performed for receiving agricultural produce from the supplier/vendor.</li> <li>• Explain the technique used for washing fruits and vegetables as per industrial practices.</li> <li>• List the tools and equipment required for washing, drying, sorting and grading of fruits and vegetables.</li> <li>• Identify the rejects and take appropriate action as per standard work practices.</li> <li>• Describe the storage procedure to store the incoming produce, packaging materials and packed produce safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to receive the agricultural produce.</li> <li>• Demonstrate the procedure to be followed for washing and cleaning the agricultural produce.</li> <li>• Demonstrate the process of drying the washed produce.</li> <li>• Show how to inspect the washed produce to ensure its adequately dried.</li> <li>• Show how to apply waxing on agricultural produce.</li> <li>• Demonstrate the use of various equipment by setting controls for washing, drying, sorting and grading the produce.</li> <li>• Use relevant tools and equipment to test the quality of produce at various stages and take appropriate action in case of variances.</li> <li>• Apply standard practices to move the materials from place to another.</li> <li>• Show how to calibrate the equipment as required at various stages.</li> <li>• Show how to measure the specified quantity of chlorine and dosage in water.</li> <li>• Demonstrate the steps followed to prepare the chlorinated water.</li> <li>• Perform relevant steps for sorting and grading the agricultural produce.</li> <li>• Employ appropriate practices to move products in the packaging machine.</li> </ul>

<ul style="list-style-type: none"> <li>• Describe the techniques used for determining the quality of the product.</li> <li>• Explain the standards to be followed for handling various grades of agricultural produce.</li> <li>• Explain the ways to implement food safety management system and critical control points for washing, sorting and grading of agricultural produce.</li> <li>• List the various types of packaging material used in the job.</li> <li>• Discuss the types of defects and procedure to handle rejected materials appropriately.</li> <li>• Explain the methods used to store and organize pallets appropriately.</li> <li>• State the importance of labelling on package.</li> <li>• List the information to be verified on the label.</li> <li>• State the importance of following defined maintenance procedures in the job.</li> <li>• Explain the importance of following standard operating procedures for production, cleaning and use of machine or equipment.</li> <li>• State the importance of evaluating the quality of produce for further processing.</li> <li>• Explain the importance of performing chemical and microbiological tests on the produce and techniques used.</li> <li>• Elucidate the cleaning practices to be followed in the job.</li> <li>• Describe the role of GMP and GHP at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to check the product labels to confirm appropriate packing and display of required information.</li> <li>• Show how to pack the product and eliminate the packaging defects.</li> <li>• Carry out secondary packaging as per standard practices.</li> <li>• Operate packaging machine, printing machine and labelling machine effectively.</li> <li>• Apply standard methods to store the produce appropriately.</li> <li>• Demonstrate the procedure to be followed for cleaning the work area and machinery.</li> <li>• Dramatize on how to coordinate with relevant personnel to dispatch the produce for further processing.</li> <li>• Roleplay a situation on how to escalate issues beyond own scope, address issues at work, etc.</li> <li>• Show how to attend to minor repairs and equipment faults.</li> <li>• Show how to clean the tools and equipment after task completion thoroughly.</li> <li>• Prepare sample documents as required in the job.</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>	
Pump, Water, Spray System, Sorting Line Conveyor, Grading Line Conveyor, Electronic Sorting Machine, Packaging Machine, Protective Gloves, Head Caps, Aprons, Safety Goggles, Safety Boots, Mouth Masks, Sanitizer, Food Safety Manual	

## Module 4: Ensuring food safety and personal hygiene

Mapped to FIC/N9901, v 1.0

### Terminal Outcomes:

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

<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 organisational health and safety policies and procedures.</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>• 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.</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 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
<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> </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>

<ul style="list-style-type: none"> <li>• Elaborate the type of first-aid treatment to be offered at times of shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries, etc.</li> <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 6: Work effectively in an organization

Mapped to FIC/N9902, v 1.0

### Terminal Outcomes:

- State the importance of proper communication and teamwork at the workplace
- Role play 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.</li> <li>• 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>• Dramatise 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 7: Material Conservation

### Mapped to SGJ/N1702 v 1.0

#### Terminal Outcomes:

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

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <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 8: Energy/electricity conservation

### Mapped to SGJ/N1702, v1.0

#### Terminal Outcomes:

- Discuss optimal usage of energy/electricity

<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>• 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 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

<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, Facilitator's Guide, Participant's Handbook	
<b>Tools, Equipment and Other Requirements</b>	
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

<b>Duration: 28:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<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> </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 entrepreneurship</li> <li>• Describe the traits of successful entrepreneur</li> <li>• List the types of enterprises</li> <li>• Understand the importance of effective speaking and listening</li> <li>• Discuss the importance of problem solving</li> <li>• Discuss how to deal with failures</li> <li>• Describe the core keys of marketing</li> <li>• Discuss ways to manage risks at workplace</li> </ul>	
<b>Classroom Aids:</b>	
White board/Chart papers, marker.	
<b>Tools, Equipment and Other Requirements</b>	
NIL	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Sc./B. Tech./B.E.	Food Technology	3	Fruits and vegetables procurement	1	Food Processing	
M Tech/or MBA in	Food Technology	2	Fruits and vegetables procurement	1	Food Processing	

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Fruits and Vegetables Selection In-Charge” mapped to QP: “FIC/Q0108, v1.0”. Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q0102”. Minimum accepted score is 80 % as per FICSI guidelines.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B.Sc./B. Tech./B.E.	Food Technology	3	Fruits and vegetables procurement	1	Sorting and grading the produce	
M Tech/or MBA in	Food Technology	2	Fruits and vegetables procurement	1	Sorting and grading the produce	

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Fruits and Vegetables Selection In-Charge” mapped to QP: “FIC/Q0108, 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.

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, as well as the selected elective NOS/set of NOS. OR
4. Assessment will be conducted for all compulsory NOS, as well as the selected optional NOS/set of NOS.
5. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
6. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
7. To pass the Qualification Pack , every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
8. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pac



## References

## 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
NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
CIP	Clean In Place
COP	Clean Out Of Place
ERP	Enterprise Resource Planning
FIFO	First In First Out
EFO	First Expiry First Out
FSSAI	Food Safety and Standards Authority of India
GMP	Good Manufacturing Practice
GHP	Good Hygiene Practices
HACCP	Hazard Analysis and Critical Control Point
NOS	National Occupational Standard
NSQF	National Skill Qualification Framework
NVEQF	National Vocational Educational Qualification Framework
NVQF	National Vocational Qualification Framework
OS	Occupational Standard
PC	Performance Criteria
QP	Qualification Pack
SSC	Sector Skill Council
SOP	Standard Operating Procedure
QMS	Quality Management System