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Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”

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About this Book

This book is designed to provide skill training and/ or upgrade the knowledge and basic skills to take up the job of 'Craft Baker' in 'Food Processing' sector. All the activities carried out by a specialist are covered in this course. Upon successful completion of this course, the candidate will be eligible to work as a Craft Baker .

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational Standards (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

- FIC/N5007 - Introduction to Food Processing Sector and the Job of 'Craft Baker
- FIC/N9905 - Establish Facilities for Artisanal Food Production
- FIC/N5002 - Prepare for the Production of Baked Products in Artisan Bakeries and Patisseries
- FIC/N5007 - Produce Baked Products in Artisan Bakeries and Patisseries
- FIC/N9904 - Basic Food Safety Standards
- FIC/N9903 - Ensure Workplace Health and Safety
- FIC/N9902 - Work Effectively in an Organization
- SGJ/N1702 - Optimize Resource Utilization at the Workplace
- DGT/VSQ/N0102 - Employability Skills

Symbols Used



Key Learning Outcomes



Objectives



Ask



Explain



Practical



Notes



Resources



Activity



Summary



Role Play



Team Activity



Say



Example



Methodology



Do

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Guidelines for the Trainer

As a Trainer, follow the below guidelines:

- Understand your job thoroughly
 - Reach the venue 15 minutes before the training session.
 - Please ensure you have all the necessary training tools and materials for the training session (learning cards, sketch pens, raw materials, etc.).
 - Check the condition of your training equipment, such as a laptop, projector and, camera, relevant tools (depending on the training site).

Before starting any training program, the trainer should concentrate on the below crucial pointers,

- Use best practices and methods of training.
- Create awareness of the quality of work done.
- Explain how to minimise waste.
- Ensure that the participants practice safety measures and use proper PPE.
- Make sure the participant adopts the basic ergonomic principles.
- Create awareness of housekeeping at regular intervals.
- Explain the influence of productivity as a whole.
- Make the class as interactive as possible by adopting activity-based or scenario-based training methodology.

Understand your participants

You will conduct the training program for a certain period as a trainer. To improve the program's effectiveness, you should understand the mindset of the participants and create a good rapport with them. Maintaining a good working relationship with the participants is always essential to achieve better results from the training program.

Adopt the basic etiquette during training

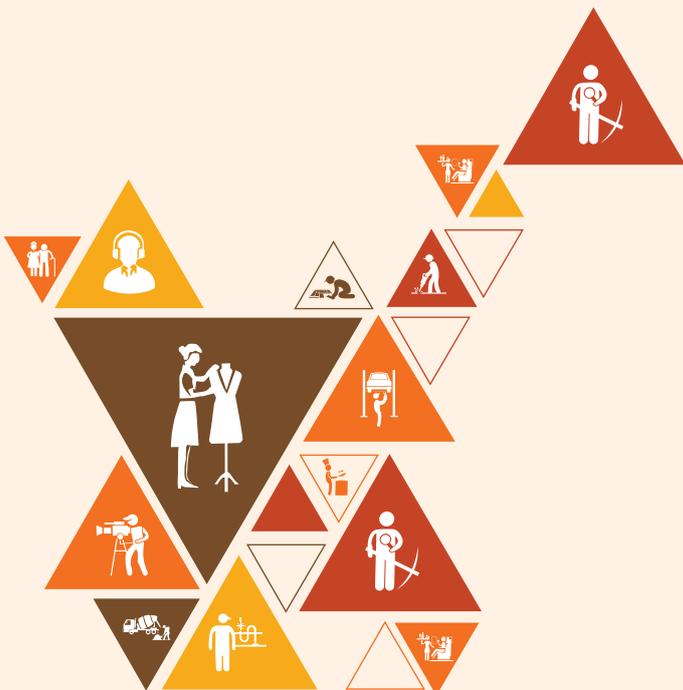
- Greet the participant and introduce yourself.
- Use a gentle pace of voice/tone while speaking with the participant.
- Explain the need and use of the training program.
- Ask the participants to introduce themselves to the group and help them with communication difficulties.
- Clarify their doubts patiently, and do not get irritated if a participant asks the same question repeatedly.
- Understand the level of participants and train them accordingly.
- Watch the participants at work, and note some pointers of performance.
- Give some hints and easy thumb rules which can be easily understood and remembered.
- Always use the three golden words, "Please", "Thank You", and "Sorry".
- Be positive and professional while giving participants feedback; do not criticize or make fun of their performance.
- Identify the faulty practices of the participants and rectify them as soon as possible.
- Always be a good mentor and observer.
- Do not forget to introduce the topic to be covered in the next class.
- Do not forget to recapitulate the topic covered in the last class.



1. Introduction to Food Processing Sector and the Job of Craft Baker

Unit 1.1 – Introduction to Food Processing Industry

Unit 1.2 – Roles and Responsibilities of Craft Baker



FIC/N5007

Key Learning Outcomes



At the end of this module, you will be able to:

- Describe the food processing sector in brief.
- Discuss the career opportunities available within the food processing sector

Icebreaker

Unit Objectives

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

- Be familiar with the food processing sub sector and know their position of responsibilities
- Build rapport with fellow participants and the trainer.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Conduct the group activity.

Say

- Now that we are all familiar with each other's names and actions, each one of you will introduce yourself to us.
- Example. I am _____, coming here from _____, like to _____, love _____ and _____.
- Now that we know something about each other. We will try to take only first names while speaking to each other for the rest of our sessions.
- Let us see how interactive we can make this discussion by working together.
- Now trainer will explain the objective of this module.

Ask

- Welcome the participants and ask them if they know about each other.
- If not, then let them introduce themselves to each other.
- Ask the participant if they have undergone any training.
- Ask the participant to outline the benefits one would derive from this training.

Activity

Brief

- Each participant is given a blank card (visiting card size). Every participant will write their first name on it, big and bold.
- On the back, they will put down two words or phrases that can be used as conversation starters. For example: Classical singer, Patna resident.

Activity Description

- Divide the class into groups of 4-5 participants. Distribute the blank cards and pens to every participant in the group.
- Give the groups enough time (about 5 minutes) to write their name and conversation starters.
- Now ask the groups to meet each other using the name card and converse with them about the two things on the card.
- Give the groups enough time (10 minutes) to meet every group member and know their names.
- Now ask the groups to start mixing around with other groups. Every few minutes, tell the groups to change seats to encourage everyone to meet as many people as possible.

Debrief

- Reassemble the group and have all the participants introduce themselves.
- As each individual is introduced, other participants are encouraged to add the information or details shared earlier in the mixing round.

Notes for Facilitation

Discuss

- Was this activity helpful in getting to know some of your fellow participants?
- What were some of the most interesting things discovered during the conversation?

Unit 1.1 - Introduction to Food Processing Industry

Unit Objectives

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

- Discuss the size and scope of the food processing and bakery industry in brief
- Discuss the future trends and career growth opportunities available for Craft Baker in the food processing industry.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Notes for Facilitation

- Enter the class ten minutes before the session begins.
- Welcome and greet the students.
- Take the daily attendance.
- Maintain the record of assessment scores.

Do

- Start the class by asking a few questions on processed foods like:
 - Have you picked up any processed foods from the market?
 - What are the readymade food products you have used?
- What is food processing, and procure an overview of the food processing industry in India?
- Talk about the different sub-sectors within the food processing industry.
- Conduct a group activity to introduce the participants to the products developed within various subsectors.
- Initiate a discussion and explain how harvested produce reaches the consumer.
- Discuss the various types of distribution in the local market and export market.
- Discuss the laws and regulations that govern the food industry.

Activity

Brief

- Each group must come up with a list of products developed by every sub-sector in the food processing industry.

Activity Description

- Divide the class into groups of 4-5 participants.
- Assign a sub-sector to each group.
- Give the groups enough time to discuss the processed foods developed within the sub-sector allotted to them. Also, ask them to list the names of popular brands for that produce.
- Now, ask the groups to select one person from themselves who would write down the list of products on the board.
- When that participant comes to the board, other group members tell him the list of products that

Debrief

- Summarize the list of processed foods and the sub-sectors.
- Add more products to the list with local examples.

Say

- The scope of the food processing and bakery industry and opportunities for bakers.
- The agriculture Industry is the biggest in India. Divided into 3 major processing sectors
 - Primary Sector
 - Secondary Sector
 - Tertiary Sector
- It involves a brief journey of food farm to the table, which starts from the diary and ends with satisfying the needs of the consumer

Ask

- Clarify the Food Processing within different sectors.
- What is the Food journey form farm to table?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain Food processing
- Describes the Journey of food from farm to table

Elaborate

- Elucidate the levels of food processing with the help of (figure 1.1.1), given in the participant handbook
- Elucidate the Journey of food from farm to table with the help of (chart 1.1.2), given in the Participant Handbook.
- Describe the Sub-Sectors of the Food Processing Industry with the help of (chart 1.1.3), given in the Participant Handbook.

Unit 1.2 - Roles and Responsibilities of Craft Baker

Unit Objectives

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

- Summarise the key roles and responsibilities of 'Craft Baker'.
- List the various terminologies used in the process of making craft baker.
- Discuss the various organisational procedures and processes for craft baker.
- Discuss the standards to be followed for handling hazards and ensuring a clean work area.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Start the class with the recall session by asking them to explain the baking process
- Discuss the responsibilities of a craft baker
- Conduct a group activity

Say

- There are various roles and responsibilities to be followed by the craft baker.
 - Baking
 - Recipe development
 - Inventory management
 - Quality control
 - Equipment maintenance
 - Customer service
 - Health and safety

Ask

- What are the roles and responsibilities of a craft baker?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Roles and Responsibilities of Craft Baker

Elaborate



- Elucidate the roles and responsibilities with the help of (table 1.2.1), given in the participant handbook
- Elucidate the Common Terminology for Baking with the help of (table 1.2.2), given in the participant handbook
- Elucidate the Standard practices for dealing with hazards, risks, and cleaning work areas with the help of (figure 1.2.1), given in the participant handbook

Activity



Brief

- Various terminologies are used in the baking industry.

Activity Description

- Divide the group into smaller teams of 3-4 members each.
- Assign each team a specific responsibility of a craft baker to research. For example, one team could research baking techniques, another team could research quality control, and a third team could research customer service.
- Ask each team to prepare a short presentation on their assigned responsibility, covering the following aspects:
 - What the responsibility involves
 - Why it is important for a craft baker to excel in this area
 - Best practices and techniques for carrying out this responsibility
- Once the presentations are complete, hold a group discussion to identify common themes and best practices for carrying out the responsibilities of a craft baker. Some questions to guide the discussion could include:
 - What are some common challenges that craft bakers face when carrying out their responsibilities?
 - How can craft bakers prioritize their responsibilities to ensure that they are meeting their customers' needs?
 - What are some best practices for ensuring quality control in a bakery setting?
 - How can craft bakers provide excellent customer service while also meeting production goals?
- Finally, ask each team to develop a set of recommendations based on their research and the group discussion. These recommendations could be in the form of a checklist or infographic that outlines best practices for carrying out the responsibilities of a craft baker.

Debrief

- Summarize the roles and responsibilities of a craft baker

Key Learning Outcomes

At the end of this module, you will be able to:

- Describe various legislative guidelines for a production facility
- Apply appropriate practices to establish the standard procedure for setting up the production facility
- Describe the procedure to develop new recipes for artisanal production
- Demonstrate how to calculate the estimated and final product costs and fix the product's unit price.

Unit 2.1 - Comply with Legislative Guidelines for a Production Facility

Unit Objectives

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

- Outline the various legislations, regulations, and standards, including FSSAI guidelines to be followed to produce an artisanal product
- State the importance of analysing and investigating the purpose and intent of legislation related to various factors
- List the authorities responsible for administering legislation for setting up a food processing facility
- Outline the procedure and importance of site inspections, reporting variances, and obtaining legislative approvals.
- List the material and equipment requirements for setting up a production facility
- State the significance of obtaining the accurate information from designated personnel in various recorded forms, like checklists, etc.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the parameter of legal standards in the baking sector.
- Discuss about Legislative guidelines and authorities are responsible for food processing in the baking sector.
- Ensure Good documentation provides accurate and relevant information about an organization.

Say

- Parameter of legal standards
- FSSAI standards for baking products

Ask

- FSSAI standards for?

Notes for Facilitation



- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Ways and practices of maintaining document.
- What is the significance of good document practices?
- Explain the FSSAI standards for baking products.

Elaborate



- Elucidate the Parameter of Legal Standards with the help of (figure 2.1.1), given in the participant handbook
- Describe the Routine Inspection of the Food Production Facility with the help of (figure 2.1.2), given in the participant handbook
- Describe the Standard Procedure of Inspection with the help of (figure 2.1.3), given in the participant handbook
- Describe the Types of Documents in the Production Facility with the help of (figure 2.1.4), given in the participant handbook

Activity



Brief

- Each group must develop a list of the parameter of legal standards in the baking sector.
- Demonstrate how to review legislative guidelines
- Develop a contingency plan to address any potential compliance issues that may arise.

Activity Description

- Explain the legislative guidelines and authorities responsible for food processing
- Employ appropriate significance of good document practices
- Explain how to review legislative guidelines
- Contingency plan should outline the steps your facility will take to address the issue and prevent it from happening again in the future.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 2.2 - Develop Recipes for Artisanal Production

Unit Objectives

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

- Describe the procedure to develop new recipes for artisanal production.
- Demonstrate how to calculate the estimated cost, final product cost and fix the unit price of the product.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Different ingredients are used in baking products like Castor sugar, Brown sugar, Chocolate, Milk, baking powder and baking soda etc.
- Ask participants for their opinions.
- Describe ways to upgrade the existing recipes and developing.
- Explain the baking science and recipe development in the baking industry.

Say

- In the Baking Industry, cleaning and sanitization are key to maintaining hygiene. However, cleaning and sanitization are two different cores of the baking industry.

Ask

- What are the different types of bread in the baking industry?
- What is baking science and recipe development?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Artisan Bread
- Baking Science and Recipe Development

Elaborate

- Elucidate the types of documents in the production facility with the help of (table 2.2.1), given in the participant handbook
- Describe the handmade bread with the help of (figure 2.2.1), given in the participant handbook
- Explain the Ingredients for the production of artisan bread with the help of (table 2.2.2), given in the participant handbook

Activity

Brief

- Discuss the various ingredients used in the baking industry.

Activity Description

- Group the students into twos.
- One of the groups must develop the work area's surfaces that come into contact with food. The other group must come up with the non-food touch surfaces in the workspace (you might give a hint like utensils). (You might hint at something like walls.)
- Give them sufficient time to generate a list.
- Request each group select a representative to deliver the list to the board.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 2.3 Selection of Vendors for Obtaining Materials

Unit Objectives

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

- State the importance of identifying the equipment and materials to be procured before setting up a production facility.
- Discuss the procedure to inspect the quality of the procured material and equipment.
- Outline the applicability and capacity of various equipment used in artisanal production.
- Discuss the key considerations in vendor management.
- Discuss the standard procedure for reporting and documentation about the production facility

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the process of vendor management.
- Explain to the class how these sanitisers are used in processing machinery to clean. Briefly describe the cleaning process for industrial machinery.
- Using examples, describe the procurement process.
- Describe the procurement cycle.
- Maintaining records and documentation for artisanal baked products.

Say

- There are multiple steps needed to maintain the cleansing ritual. The cleaning process requires not just machines, equipment and tools.

Ask

- Explain the Procurement Cycle.
- What is a Procurement Process?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Procurement Cycle
- Procurement Process
- Vendor management

Elaborate



- Elucidate the understanding of procurement, purchasing & sourcing for an artisanal production facility with the help of (figure 2.3.1), given in the participant handbook
- Elucidate the R's of Procurement with the help of (figure 2.3.2), given in the participant handbook
- Explain the procurement cycle with the help of (figure 2.3.3), given in the participant handbook
- Explain the procurement process with the help of (figure 2.3.4), given in the participant handbook
- Describe the different types of machinery and equipment for artisanal bakery production with the help of (figure 2.3.5), given in the participant handbook
- Elucidate the Benefits of vendor management with the help of (figure 2.3.6), given in the participant handbook
- Explain the Process of vendor management with the help of (figure 2.3.7), given in the participant handbook
- Elucidate the features of the record sheet for artisanal baked products production with the help of (figure 2.3.8), given in the participant handbook
- Elucidate the sample record sheet for artisanal baked products production with the help of (table 2.3.1), given in the participant handbook
- Explain the GMP and ISO9001-2015 documentation standards with the help of (figure 2.3.9), given in the participant handbook

Activity



Brief

- Each group must develop a list of selection of vendors for obtaining materials

Activity Description

- Divide the class into 2 groups.
- Begin the discussion by asking questions like,
- Discuss the process of vendor management.
- Display the procurement cycle.
- Show how to maintain the tools and machines utilised for production

Debrief

- Summarize the list of roles and responsibilities of the baking technician/operative

Unit 2.4 Perform Entrepreneurial Activities

Unit Objectives

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

- Discuss your strengths and weaknesses and analyze the gaps to ensure continuous improvement.
- Discuss the measures to utilize time effectively, achieving maximum productivity.
- List the characteristics of innovative individuals
- List the traits of effective time managers
- Discuss tips for stress management
- Discuss how to manage an enterprise
- Describe how to plan effective strategies for solving problems and improving the 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
- 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

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the personal strength and value system.
- Using examples, describe the Attitude, Achievement and Motivation.
- Explain time management.
- Describe Anger management.
- Explain stress management.
- Different types of E-commerce are used in the baking sector.
- Using examples, online banking, NEFT, RTGS, etc.
- Discuss the Leadership & Teamwork.
- Effective communication skills used in the baking industry.
- Explain the basic business terminology.
- Describe the CRM and Networking.

Say

- There are different types of E-commerce in the baking industry
- There are different types of online banking in the baking industry.

Ask

- What do CRM and networking mean?
- What do you mean by E-commerce?
- Explain NEFT and RTGS.
- What do you mean by Time management?
- What do you mean by Anger management?
- What do you mean by Stress management?

Elaborate

- Elucidate Maslow's hierarchy needs with the help of (figure 2.4.1), given in the participant handbook
- Elucidate the differences between NEFT, RTGS & IMPS with the help of (table 2.4.1), given in the participant handbook
- Explain the steps to help you negotiate with the help of (table 2.4.2), given in the participant handbook
- Explain the SWOT analysis with the help of (figure 2.4.2), given in the participant handbook
- Describe Entrepreneurship at a glance with the help of (figure 2.4.3), given in the participant handbook
- Elucidate the Levels of funding under PMEGP with the help of (table 2.4.3), given in the participant handbook
- Explain the Performance and Credit Rating for Micro and Small Enterprises with the help of (table 2.4.4), given in the participant handbook

Activity

Brief

- Research and develop a new line of artisanal bread or pastry products.

Activity Description

- Divide the class into 2 groups.
- Begin the discussion by asking questions like,
- Discuss how to conduct market research to identify current trends and consumer demands in the baked goods industry.
- Display the experimentation with recipes and test batches to refine the flavors and textures. Conduct taste tests with customers to gather feedback and make any necessary adjustments.
- Show how to maintain the tools and machines utilised for production



3. Prepare for the Production of Baked Products in Artisan Bakeries and Patisseries

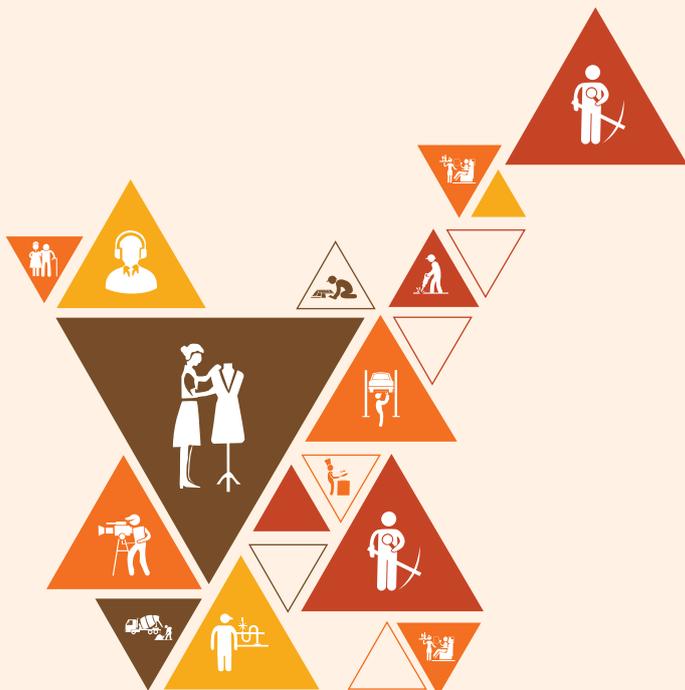
Unit 3.1 Basics of Baking Science

Unit 3.2 Procurement Storage and Handling of Raw Materials

Unit 3.3 Production of Bread, Biscuits and Patisseries

Unit 3.4 Bakery Machinery and Equipment

Unit 3.5 Packaging of Bakery and Confectionery Products



FIC/N5002

Key Learning Outcomes



At the end of this module, you will be able to:

- Describe the basics of baking science
- Identify the different types of bakery products to be manufactured
- List the raw materials, packaged materials, tools and equipment required for artisanal Production
- Describe how to carry out tests such as biological, chemical and physical tests and organoleptic evaluation
- Explain the elements of the production plan for producing the desired bakery products
- Recall the process of fermentation, mixing, baking, molding, cutting, slicing, etc.

Unit 3.1 - Basics of Baking Science

Unit Objectives

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

- Understanding the use and role of raw ingredients in the process of baking
- FSSAI regulations to be followed for manufacturing of bakery products

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the baking process
- Explain the purpose of baking.
- Mention the control points to be noted for baking.
- Explain the two production processes in the baking industry. a) Continuous b) Batch
- Summarize the session by conducting a quiz with questions after dividing the class into two groups
 - What are the types of changes that take place during baking?
 - State the optimum temperature required for baking.
 - What is the optimum time required to bake bread?
 - Name the process which is mechanical and runs non-stop.
 - What process requires manual labour?

Say

- The production process helps the baker complete the product on time with quality. Pre-production planning is the key feature to maintaining the production process.
- The production process needs to be followed with proper instructions.
- After getting the order, the post-production works as follows:
 - Procurement of raw material
 - Capacity to produce the order
 - Prediction of goods to be produced in machinery

Ask

- What is Production Process
- What are the Post Production Order Development

Notes for Facilitation



- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Production Process
- Post-production order development

Elaborate



- Elucidate the Essential Baking Ratios with the help of (figure 3.1.1), given in the participant handbook
- Elucidate the picture shows ingredients used in baking with the help of (figure 3.1.2), given in the participant handbook
- Elucidate the table shows ingredients and description used in baking with the help of (table 3.1.1), given in the participant handbook

Activity



Brief

- Each group must develop a list of basics of baking science

Activity Description

- Group the students into twos.
- Show how to clean the work area and baking equipment to prepare for production.
- Display the procedure to rectify faults and minor repairs in process machinery.
- Show how to maintain the tools and machines utilised for production
- Request each group select a representative to deliver the list to the board.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 3.2 - Procurement Storage & Handling of Raw Materials

Unit Objectives

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

- FSSAI regulations to be followed for manufacturing of bakery products
- Procurement and Storage of Raw Materials

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the procurement of Raw Materials
- List the various types of raw materials used in baking.
- Discuss the various considerations, such as production needs, product to be prepared, etc., for selecting the desired raw materials.
- Describe the procedure for storing raw materials appropriately.

Say

- Production Sequence helps a baker to complete the task with responsibilities at the desired time and a desired batch
- There are ways through which to help in the bakery process. It can be differentiated between continuous production and batch production
- In the baking industry, the two most important necessities are raw materials and workforce

Ask

- Elaborate on the different Production Processes in Bakery.
- How to understand the requirement for raw materials and workforce?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Types of Production Process in Bakery
- Requirement of raw materials and workforce
- Time required to Bake

Elaborate



- Elucidate the procurement of Raw Materials with the help of (figure 3.2.1), given in the participant handbook

Activity



Brief

- Each group must develop a list of procurement of Raw Materials.

Activity Description

- Divide the class into 2 groups.
- Begin the discussion by asking questions like,
- Demonstrate how to plan the production process
- Show how to organize the raw materials, packaging materials, workforce, equipment and machinery for production.
- Prepare a plan for the production schedule as per organizational standards and instructions while ensuring prioritization of urgent orders, optimal utilisation of machine capacity, workforce, etc.

Debrief

- Summarize the list of roles and responsibilities of the baking technician/operative

Unit 3.3 - Standards, Policies and Procedures of Production of Bread and Biscuits

Unit Objectives

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

- Standard policies and procedures to be followed while baking
- Manufacturing techniques of bakery products
- How to carry out the flour quality analysis test

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the standard policies and procedures in the baking industry.
- Describe the manufacturing techniques in the baking industry.
- Explain the flour quality analysis.

Say

- The production process starts from the production schedule and ends with a complete milling process.

Ask

- What is Manufacturing Process?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Manufacturing Process

Elaborate

- Elucidate the Manufacturing Process with the help of (figure 3.3.1), given in the participant handbook

Activity

Brief

- Each group must conduct a process review in the baking industry,

Activity Description

- Group the students into twos.
- Map out the production process
- Identify areas of potential improvement
- Develop new policies and procedures
- Test the changes
- Implement changes
- Monitor results

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 3.4 - Process of Baking Bread, Cake and Biscuits

Unit Objectives

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

- Understanding the process of Bread, Cake and Biscuit manufacturing.
- Understanding baking processes like Premixing, Mixing, Air handling unit, Baking Cooling
- Recall the fermentation, mixing, baking, moulding, cutting, slicing, etc. and Slicing/packing of bread and confectionery products.
- Understanding the production process by referring to process flow charts, formulation charts, etc.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the Baking Process.
- Recall the Cake Processing.
- Explain the formulation and method of bread baking.
- Describe the formulation and method of biscuit processing and classification of biscuits.
- Divide the class into 3 groups (Bread, Biscuits and Cake).
- Summarize the session by conducting a quiz with questions after dividing the class into two groups
 - What are the types of changes that take place during baking?
 - State the optimum temperature required for baking.
 - What is the optimum time required to bake bread?
 - Name the process which is mechanical and runs non-stop.
 - What process requires manual labour?

Say

- Different items in the bakery for the baking process:-
 - Sliced Bread
 - Pav and buns
 - Rusk
 - Burgers
 - White Bread
 - Brown Bread
 - Fruit-based bread
 - Nutritional Bread

Ask

- What is the Baking Process?
- What is the Cake Processing?
- What is the Bread Making Process?
- What is the method of Biscuit Processing?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What are the Ingredients used in Baking Process.
- What is Bread Baking
- Explain the Cake Processing
- What is Biscuit Processing

Elaborate

- Elucidate the Function Ingredient for bread with the help of (figure 3.4.1), given in the participant handbook
- Elucidate the Method of Bread Baking with the help of (figure 3.4.2), given in the participant handbook
- Elucidate the Process of cake making with the help of (figure 3.4.4), given in the participant handbook
- Elucidate the Mixing Method for Cakes with the help of (figure 3.4.5), given in the participant handbook
- Elucidate the Ingredient for cookies/biscuits/crackers with the help of (figure 3.4.6), given in the participant handbook
- Elucidate the Classification of Biscuits with the help of (figure 3.4.7), given in the participant handbook
- Elucidate the Steps for making different types of freeze products: FD- Freeze dough, FFD-Fermented freeze dough, with the help of (figure 3.4.8), given in the participant handbook

Activity

Brief

- Each group must participate in baking class where participants get to learn and practice the techniques of making these delicious treats from scratch.

Activity Description

- Participants could be divided into small groups and given the opportunity to practice making their

own bread dough, cake batter, and biscuit dough under the guidance of the baker.

- Begin with a brief introduction to the history and culture of baking bread, cake, and biscuits, and the different techniques used in each process
- Demonstrate the step-by-step process of making a basic bread dough, cake batter, and biscuit dough, highlighting the key ingredients, mixing techniques, and baking methods involved.
- The groups could present their creations to the rest of the class, discussing the techniques they used and the challenges they faced.
- The class could then enjoy a tasting session where they can sample each other's creations and provide feedback.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 3.5 - Bakery Machinery and Equipment

Unit Objectives

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

- Explain the various types and uses of bakery machinery and equipment
- Carry out the fitment of multiple types of machinery for different bakery operations

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the machinery and equipments used in the baking industry.
- Write the names of the pieces of baking equipment on the board.
- Explain to the attendees that a baking technician must do routine machine maintenance checks. Its goal is to ensure that the baking equipment runs smoothly
- Describe each piece of machinery and equipment and show how it works. Make careful to demonstrate best practises along with the tools
- Talk about the many oven types utilised in the baking sector.
- Describe some safety precautions that must be taken when using the equipment

Say

- There are multiple pieces of equipment used which have different uses in the baking industry, such as
 - Flour sifter
 - Grinder/Pulveriser
 - Pin Mill
 - Hammer Mill
 - Vertical Twin Spindle Mixer
 - Dough Mixer/Spiral Mixer
 - Dough Divider
 - Dough Sheeter
 - Bread Moulder
 - Sugar Sprinkler
 - Weighing scales
- There are multiple ways to bake in the baking industry, such as:

- Rack Oven
- Deck Oven
- Conveyor Oven
- Oven Racks

Activity

Activity Description

- Divide the class room into group of four.
- Provide two equipment each two every group.
- Ask the groups to identify the equipment and ask a representative to present the list in front of class

Ask

- Explain Bakers Math with an Example
- What is the formula for Baker's Mathematics?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What are the equipment used in the baking process.

Elaborate

- Elucidate the Flour sifter with the help of (figure 3.5.1), given in the participant handbook
- Elucidate the Grinder/Pulveriser with the help of (figure 3.5.2), given in the participant handbook
- Elucidate the Pin Mill with the help of (figure 3.5.3), given in the participant handbook
- Elucidate the Hammer Mill with the help of (figure 3.5.4), given in the participant handbook
- Elucidate the Vertical Twin Spindle Mixer with the help of (figure 3.5.5), given in the participant handbook
- Elucidate the Dough Mixer/Spiral Mixer with the help of (figure 3.5.6), given in the participant handbook
- Elucidate the Dough Divider with the help of (figure 3.5.7), given in the participant handbook
- Elucidate the Dough Sheeter with the help of (figure 3.5.8), given in the participant handbook
- Elucidate the Bread Moulder with the help of (figure 3.5.9), given in the participant handbook
- Elucidate the working of Sugar Sprinkler with the help of (figure 3.5.10), given in the participant handbook
- Elucidate the Proofing Cabinet with the help of (figure 3.5.11), given in the participant handbook

- Elucidate the Rack Oven with the help of (figure 3.5.12), given in the participant handbook
- Elucidate the Deck Oven with the help of (figure 3.5.13), given in the participant handbook
- Elucidate the Conveyor Oven with the help of (figure 3.5.14), given in the participant handbook
- Elucidate the Bakery Refrigerator with the help of (figure 3.5.15), given in the participant handbook
- Elucidate the Blast Chiller with the help of (figure 3.5.16), given in the participant handbook
- Elucidate the Bread Slicer with the help of (figure 3.5.17), given in the participant handbook
- Elucidate the Weighing scales with the help of (figure 3.5.18), given in the participant handbook
- Elucidate the Bakery Tables and Racks with the help of (figure 3.5.19), given in the participant handbook
- Elucidate the Oven Racks with the help of (figure 3.5.20), given in the participant handbook

Activity

Brief

- Each group must conduct Bakery “Equipment Scavenger Hunt” used in baking industry

Activity Description

- Create a list of bakery equipment and machinery, such as ovens, mixers, proofers, scales, and slicers.
- Divide the participants into small groups.
- Provide each group with a checklist of the equipment they need to find.
- Give the groups a certain amount of time (30-45 minutes) to search for the equipment in the bakery or in pictures of bakery equipment.
- The group that finds all the items on their list the fastest wins the scavenger hunt.
- After the activity, have each group present their findings and share their knowledge about the equipment they found.
- As a follow-up activity, ask each group to create a presentation on the importance and use of the equipment they found.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Notes



A large rectangular area containing numerous horizontal lines for writing notes, enclosed in an orange border.

Key Learning Outcomes



At the end of this module, you will be able to:

- List the various types of breads and buns that are produced in artisanal baking
- Discuss the steps to be performed to prepare the dough/batter as per production needs
- Demonstrate the tasks to be performed to prepare dough/batter as per need
- List the various types of toppings and fillings that are used in craft baking
- Show how to apply toppings and fillings on cakes and other artisanal baked products
- Explain the steps to be followed for baking the products
- Demonstrate the procedure for baking the products as per standard work practices
- Discuss the standards applicable to the packaging of baked products
- Apply standard work practices to package and label the finished products
- Discuss the tasks to be performed to display, store and dispatch the finished baked products
- Demonstrate the steps to be performed for providing the finished products to the customers.

Unit 4.1 - Different types of bread

Unit Objectives



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

- Explain a variety of bread based on their shapes and manufacturing procedure
- Prepare a list of various ingredients to be used in artisanal baking
- Discuss the critical considerations for selecting the type of ingredients to be added per the product
- Describe the importance of yeast
- Demonstrate the process of gluten formation and the ways to avoid it
- Demonstrate the methods of bread making
- Explain types and Techniques of emulsifiers, preservatives, colours and flavours used in baking
- Demonstrate methodology of artisanal baking

Resources to be Used



- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do



- List the different types of bread in baking industry (such as Baguette, baton, ficelle, bloomer, Pullman, Vienna, boule, cottage, rolled).
- Describe the purpose of crucial bakery ingredients and mention their names.
- Explain the importance and usage of yeast in baking industry.
- Describe the methods of bread making
- Explain the yeast fermentation and artisan bread and cakes
- Describe quality checks for baked products produced

Say



- In the baking industry, a single item can be used for multiple uses, such as flour, egg, milk powder, sugar, salt, and water.
- With every baking item, there is a proper ratio to be followed while baking an item.
- In baking there needs to be proper temperature to be followed:
 - Normal temperature: 208-210 F
 - Time- 25-30 Min

Ask

- What is the Ingredient used in Baking Industry?
- Is there different quality of ingredients required in the baking industry?
- What is the cake making ingredient used in baking industry?
- What is the different types of bread used in baking industry?
- Explain the characteristics of good quality flour?
- Explain the flour testing methods?
- Explain the Importance of yeast in baking?
- Explain the various method of bread baking?
- Explain the staling and spoilage of bread?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Ingredients used in bread making in Baking Industry
- Quality of ingredients for various bakery products
- Purpose of Baking
- Purpose of Mixing
- Ingredients used in cakes in baking industry

Elaborate

- Elucidate the Most common bread shapes with the help of (figure 4.1.1), given in the participant handbook
- Explain the Classification of wheat with the help of (figure 4.1.2), given in the participant handbook
- Elucidate the Colors of wheat with the help of (figure 4.1.3), given in the participant handbook
- Elucidate the Types of yeast with the help of (figure 4.1.4), given in the participant handbook
- Elucidate the finishing touches to "dress" up bread with the help of (table 4.1.2), given in the participant handbook

Activity

Brief

- Each group must develop a list of different types of bread.

Activity Description

- Divide the students in groups of two.
- Demonstrate how to check the machinery to be utilised for desired levels of cleanliness and functioning.

- Explain the different types of bread

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 4.2 - Types of Toppings and Fillings that are used in Baking

Unit Objectives

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

- Demonstrate various types of toppings that are used on the artisanal baked products
- Identify different creams and cream fats used in baked products
- Demonstrate the creaming process, including centre filling, sandwich, surface creaming etc

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the various glazes and toppings for bread in baking industry.
- Different types of cream and cream fats used in baking industry.
- List the types of fillings, glazes and frostings.

Say

- Different types of glazes and toppings uses in bread
- Different types of creams used in baking industry for bread cakes, etc. like
 - Dry Cream
 - Heavy Cream
 - Light Cream
 - Table Cream
 - Coffee Cream

Ask

- What is the types of cream in the baking industry?
- What are frosting types?
- What are the toppings uses in bread?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Glazes and toppings for bread uses
- Types of cream
- Frosting types

Elaborate



- Elucidate the Glazes and toppings for bread uses with the help of (figure 4.2.1), given in the participant handbook
- Explain the Different types of cream with the help of (figure 4.2.2), given in the participant handbook
- Elucidate the Frosting types with the help of (table 4.2.1), given in the participant handbook

Activity



Brief

- Each group must develop a list of glazes and toppings for bread in baking industry.

Activity Description

- Group the students into twos.
- Carry out the process of proofing dough in bread preparation
- Different types of toppings uses for bread in baking industry

Debrief

- Request the class questions like, "What did we do in this activity?" to summarize the experience. What did this activity teach us?

Unit 4.3 - Baking the Products as per Standard Work Practices

Unit Objectives

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

- Explain oven profiling and oven operation for baking
- Discuss various risks involved with handling oven, temperature and humidity controls
- Show how to check the quality parameters such as texture, flavor, colour, odour, height, and crumbliness of the bread
- Demonstrate the techniques used for inspecting the overfilling or under filling of cream

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide
- Measuring tools
- Oven thermometer
- Recipe books and online resources
- Food safety guidelines
- Time management tools

Do

- Discuss the different types of ovens used in baking industry.
- Explain the oven profiling and operations.
- Describe checking the quality parameters of cakes in baking industry.
- Make plans for baked goods (half-baked, over-baked, properly baked products).

Say

- The oven must first be heated before baking can begin and end. The oven is most frequently used while baking bread, which requires following the right procedures.
- There are different types of ovens:
 - Convection Oven
 - Rack ovens
 - Rotary/revolving/mechanical oven
 - Deck or cabinet oven
 - Microwave Ovens
 - Dutch Oven
- Check the quality parameters of cakes

- The oven temperature is too hot
- Too much of a particular ingredient
- Excessive mixing of the batter

Ask

- Ensure about the oven temperature is proper working?
- Proper ways to check the quality parameters of cakes?
- Do we need to pre heat the oven while baking?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Oven Baking
- Making Bread
- Process of Making Bread
- Bread defects and causes

Elaborate

- Elucidate the Process of baking with the help of (figure 4.3.1 Convection ovens), given in the participant handbook
- Explain the Process of baking with the help of (figure 4.3.2 Rack ovens), given in the participant handbook
- Describe the Process of baking with the help of (figure 4.3.3 Rotary/revolving/mechanical oven), given in the participant handbook
- Explain the Process of baking with the help of (figure 4.3.4 Deck or cabinet oven), given in the participant handbook
- Clarify the Process of baking with the help of (figure 4.3.5 Microwave Ovens), given in the participant handbook
- Explain the Process of baking with the help of (figure 4.3.6 Dutch Oven), given in the participant handbook

Activity

Brief

- Split the group into teams and provide each team with a baking recipe and a set of equipment and ingredients needed for the recipe..

Activity Description

- Ask each team to verify that all equipment and ingredients are present and in good working condition.
- Ask each team review their recipe to identify any potential hazards or areas where deviations from standard work practices may occur. Encourage the teams to ask questions and clarify any uncertainties before proceeding with the activity.
- Ask each team prepare and bake their recipe, following standard work practices. This includes ensuring proper measurements, temperature control, and cleanliness of the workspace.
- Ask each team conduct a quality check of their finished product. This includes visual inspection, taste testing, and any other relevant criteria specific to the recipe.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?
- Bring the group together for a debrief. Ask each team to share their experience and discuss any challenges they faced while following standard work practices. Encourage the group to reflect on how the activity relates to their own work processes and how they can apply what they learned to improve their work.

Unit 4.4 Packaging of Baked Products and Post-Production Tasks

Unit Objectives



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

- Explain the storage requirements of cakes, pastries, pies etc.
- Describe various types of packaging materials used in the process.
- Discuss different types and styles of packaging.

Resources to be Used



- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do



- Discuss about storage and transportation of baked products in baking industry.
- Recall the packaging of bakery products.
- Recall the packaging materials in baking industry.
- Describe the product labelling.

Say



- Different types of storage of baked products
 - Ambient Storage
 - Dry Storage
 - Conditioned Storage
- The baked product is completed after the packaging is over, and it is classified in two ways:
 - Primary packaging
 - Secondary packaging
 - Tertiary packaging
- Classification of packaging in bakery products:
 - Rigid Packaging
 - Flexible Packaging
 - Modified Atmosphere Packaging (MAP)
 - Vacuum Packaging
 - Biodegradable Packaging

Ask

- What are the storage of baked products?
- What are the other details required to package the goods?
- Explain the packaging materials for bakery products?
- Explain the storage and transportation of baked products?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Discuss the storage and transportation of baked products.
- Describe the packaging materials.

Elaborate

- Explain the tasks involved in Packaging of Baked Products
- Explain the Post-Production tasks performed in packaging of materials
- Parameters to check baked products

Activity

Brief

- Each group must identify if the end product is baked properly.

Activity Description

- Group the students into twos.
- Execute the process of baking products in the oven
- Show how to monitor the manufacturing processes in biscuit production.

Debrief

- Discuss the 3 ways of testing baked products to summarize
- Explain the importance of quality parameters in ingredients' selection.- Sensory – colour - Physical – appearance - Organoleptic – taste
- Explain the importance of quality checks.
- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 4.5 - Display and dispatch Artisanal Baked Products

Unit Objectives

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

- Discuss various techniques and materials used to display the baked products attractively
- Discuss the standard methods used to inspect the quality of finished products thoroughly before dispatch
- Explain the distribution and supply of baked products to individuals and organisations
- Explain and apply FSSAI guidelines about the finished products' production, storage, packaging, labelling and transportation.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the various techniques and materials used to the baked products.
- Explain the Standard techniques used to inspect the quality of finished products thoroughly before dispatch the products.
- Explain the tasks to be performed to distribute and supply the baked products
- Recall the food operations and control in the bakery units.
- Discuss the FSSAI regulations

Say

- What equipments are required In the Baking Industry, for Artisanal baked products
- FSSAI stands for
- There are different types of bins uses in waste disposal
- In the baking industry, the two most important necessities are raw materials and workforce
- In the baking industry, ensure about the cleaning and sanitizing equipment and appropriate food grade gasket.
- Ensure about the check the shelf life of spreads, baked goods, and bakery goods.

Ask

- What are the Food Operations and Control?
- What is FSSAI?

Notes for Facilitation



- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Techniques and materials used to bakery products.
- Proper to check the quality of bakery products.
- Ensure about the equipment and containers are proper working in working area.
- There are different types of food ingredients and food operations

Elaborate



- Elucidate how to check the shelf life of spreads, baked goods, and bakery goods in 4 easy stages with the help of (figure 4.5.1), given in the participant handbook
- Explain the Etching on containers for identification to ensure the recipe with the help of (figure 4.5.2), given in the participant handbook
- Elucidate the Damaged containers(source of foreign matter contaminations) should not be used inside the process with the help of (figure 4.5.3), given in the participant handbook
- Explain the Usage of appropriate food grade gasket with the help of (figure 4.5.4), given in the participant handbook
- Explain the RO plant for water treatment to meet potable water requirements side the process with the help of (figure 4.5.5), given in the participant handbook
- Elucidate the Raw materials should be stored on pallets with the help of (figure 4.5.6), given in the participant handbook
- Elucidate the Stands for keeping batch cards to identify and trace raw materials with the help of (figure 4.5.7), given in the participant handbook
- Elucidate the Provision of foot-operated closed waste bins with the help of (figure 4.5.8), given in the participant handbook

Activity



Brief

- Each group must develop a list of materials used to the baked products.

Activity Description

- Ensure about the raw materials should be stored on pallets.
- Stands for keeping batch cards to identify and trace raw materials
- Food trash and other waste products must be removed from areas.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Key Learning Outcomes

At the end of this module, you will be able to:

- Describe the various hazards and contaminations present in food processing industry
- Explain the various food safety standards to be followed during the Production process
- Prepare sample reports regarding food safety regulations, inspections, faults observation, etc.
- Discuss the importance of workplace food safety audits

Unit 5.1 - Food Hazards and Contamination- Causes and Prevention

Unit Objectives

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

- List the types of biological, chemical, and physical hazards present in the food processing industry
- Discuss various types of food contaminations, their causes, and ways to prevent them
- State the importance of ensuring that the materials (such as raw materials, processed materials, finished goods, etc.) are adequately isolated to prevent them from contamination
- Discuss various types of allergens and their management at the workplace

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the food safety hazards in the baking industry.
- Explain the food contamination and types of food contamination
- Recall the Allergen Management.
- Discuss the Importance of Isolating Materials to Prevent Contamination.
- Ensure food safety or hygiene in the baking industry.

Say

- There are different types of Food Safety Hazards
 - Biological Hazards
 - Chemical Hazards
 - Physical Hazards
- There are different types of Symptoms of Allergen, such as (Itchy Mouth, Difficulty Breathing, Coughing and Wheezing, Throat Tightening etc.)

Ask

- How many types of Food contamination?
- What are the Food Safety Hazards?

Notes for Facilitation



- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Prevention from Cross-Contamination.
- Allergen Management
- Prevention from Physical Contamination.

Elaborate



- Elucidate the Types of Food Safety Hazards with the help of (figure 5.1.1), given in the participant handbook
- Elucidate the Examples of hazardous chemicals with the help of (figure 5.1.2), given in the participant handbook
- Elucidate the Sources of Physical Hazards with the help of (figure 5.1.3), given in the participant handbook
- Explain the Types of Food Contamination with the help of (figure 5.1.4), given in the participant handbook
- Elucidate the Prevention from Chemical Contamination with the help of (figure 5.1.5), given in the participant handbook
- Elucidate the Sources of Biological Contamination with the help of (figure 5.1.6), given in the participant handbook
- Elucidate the Prevention from Biological Contamination with the help of (figure 5.1.7), given in the participant handbook
- Elucidate the Prevention from Physical Contamination with the help of (figure 5.1.8), given in the participant handbook
- Explain the Cross-Contamination with the help of (figure 5.1.9), given in the participant handbook
- Elucidate the Prevention from Cross-Contamination with the help of (figure 5.1.10), given in the participant handbook
- Discuss the Symptoms of Allergen with the help of (figure 5.1.11), given in the participant handbook

Activity



Brief

- Each group must demonstrate this activity of food safety hazards.

Activity Description

- Divide the group into smaller teams of 3-4 members each.
- Assign each team a specific type of food hazard or contamination to research. For example, one

team could research bacterial contamination, another team could research chemical contamination, and a third team could research physical contamination.

- Ask each team to prepare a short presentation on their assigned topic, covering the following aspects:
- Causes of the hazard or contamination
- Types of foods that are most commonly affected
- Health risks associated with consuming contaminated food
- Prevention measures that can be taken to avoid contamination
- Once the presentations are complete, hold a group discussion to identify common themes and best practices for preventing food hazards and contamination. Some questions to guide the discussion could include:
- What are some common factors that contribute to food contamination?
- What steps can be taken to ensure that food is stored, prepared, and cooked safely?
- What are some best practices for handling and storing food at home or in a restaurant?
- How can individuals and businesses stay up-to-date on the latest food safety guidelines and regulations?
- Finally, ask each team to develop a set of recommendations based on their research and the group discussion. These recommendations could be in the form of a checklist or infographic that outlines best practices for preventing food hazards and contamination.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 5.2 - Food Safety – Standard Operating Procedures

Unit Objectives

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

- Outline the standard regulations to be followed for ensuring food safety as listed in 'The Food Safety and Standards Act, 2006 that need to be followed during production
- Discuss the importance of following the standard procedures for ensuring food safety
- Discuss the role of HACCP, VACCP and TACCP as well as procedures to implement these in the food industry
- State the significance of training the team members regarding various food safety procedures such as GMP, HACCP, etc.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the food safety and standards.
- Explain the Importance of food safety- standard operating procedure
- Recall the HACCP.
- Recall the VACCP.
- Recall the TACCP.
- Discuss the Significance of Training the Team on Food Safety Procedures.

Say

- There are most important of food safety in banking industry like Packaged juices, drinking water, infant food, alcohol-based drinks, chewing gums, and all other primary foods.
- In the baking industry Food Safety Procedures most important cleaning for food, good hygiene.

Ask

- What is HACCP?
- What is VACCP?
- What is TACCP?
- What are the Food Safety Procedures?

Notes for Facilitation



- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Food Safety Procedures.
- TACCP Stands for
- VACCP Stands for
- HACCP Stands for
- Golden Rules on Hygiene by FSSSAI

Elaborate



- Elucidate the Golden Rules on Hygiene by FSSSAI with the help of (figure 5.2.1), given in the participant handbook
- Elucidate the HACCP Principles with the help of (figure 5.2.2), given in the participant handbook
- Elucidate the Steps of VACCP Analysis with the help of (figure 5.2.3), given in the participant handbook
- Elucidate the Steps of Developing TACCP with the help of (figure 5.2.4), given in the participant handbook

Activity



Brief

- Each group must develop a list of food safety and standards procedures.

Activity Description

- Group the students into a group of four.
- Food safety and standards are very useful in baking industry.
- Steps of Developing TACCP.
- Steps of VACCP Analysis.
- Discuss the Golden Rules on Hygiene by FSSSAI.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 5.3 - Food Safety Audits - Measures & Management

Unit Objectives

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

- Explain the procedure to conduct workplace food safety audits
- List various issues that can arise during food production and other processes
- Discuss the procedure of performing root cause analysis and taking corrective and preventive actions against workplace problems
- Discuss the corrective measures to be applied to ensure food safety

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the Food Safety Audits.
- Discuss the steps to performing comprehensive food safety and hygiene audit.
- Explain the Root Cause Analysis.
- Describe the corrective and preventive action.
- In the baking industry common issues during food production.
- Discuss the food safety and corrective actions.

Say

- There are most important of Benefits of Food Safety Audit in baking industry.
- There are two types of audits carried out in food processing units.
- There are many ways to food safety in baking industry

Ask

- What are the food safety audit?
- What is PDCA Cycle?
- What do you mean by Root cause analysis?
- How to maintain steps food safety and hygiene audit?

Notes for Facilitation



- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Food safety audits.
- Food safety and hygiene audit
- Root cause analysis
- CAPA
- Food safety and corrective actions

Elaborate



- Elucidate the Benefits of Food Safety Audit with the help of (figure 5.3.1), given in the participant handbook
- Elucidate the Aspects of Food Safety Audit with the help of (figure 5.3.2), given in the participant handbook
- Elucidate the Tools of RCA with the help of (figure 5.3.3), given in the participant handbook
- Elucidate the Design of RCA with the help of (figure 5.3.4), given in the participant handbook
- Explain the Steps of CAPA with the help of (figure 5.3.6), given in the participant handbook
- Elucidate the Reasons for Common Issues during Food Production with the help of (figure 5.3.7), given in the participant handbook
- Elucidate the Common Issues during Food Production with the help of (figure 5.3.8), given in the participant handbook
- Elucidate the Common Issues during Food Production with the help of (figure 5.3.8), given in the participant handbook
- Elucidate the Factors for Ensuring Food Safety with the help of (figure 5.3.9), given in the participant handbook

Activity



Brief

- Each team should conduct a thorough audit of their assigned area, using a food safety checklist or questionnaire to identify any potential hazards, risks, or non-compliance issues.

Activity Description

- Divide the group into smaller teams and assign each team a specific area of the craft baker's operation to audit, such as storage, preparation, baking, packaging, or labeling.
- Some measures that can be assessed during the audit include:
 - Storage temperature of raw materials, ingredients, and finished products
 - Sanitation practices, including cleaning procedures and frequency
 - Pest control measures, such as use of traps or baits

- Use of food-grade containers and utensils
- Training and certification of staff on food safety practices
- Traceability of ingredients and products
- After completing the audit, each team should present their findings to the group and discuss any areas of concern or improvement.
- Based on the audit results, the group can develop a food safety management plan for the craft baker, including measures such as:
 - Regular training and certification of staff on food safety practices
 - Use of hazard analysis and critical control points (HACCP) to identify and control potential hazards
 - Establishment of standard operating procedures (SOPs) for cleaning, sanitation, and pest control
 - Implementation of a traceability system for ingredients and products
 - Regular internal audits and third-party inspections to monitor compliance and identify areas for improvement
- Finally, the group can discuss ways to communicate the craft baker's commitment to food safety to customers, such as through signage, website information, or social media.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 5.4 - Food Production Process - Record and Documentation

Unit Objectives

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

- List the information to be recorded in the work process, such as product traceability and recall
- Discuss product information and consumer awareness, product recall and withdrawal, and traceability

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the Product Specification.
- Discuss the Product Recall and Traceability.

Say

- Quality Management, several documents and certificates related to the purchased products and raw materials.
- Ensure the identify the quantity of raw material.

Ask

- What do you mean by Product Specification?
- What is the Product Recall and Traceability?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the demonstrates the steps in the traceability process.
- Standard Process for Food Recall
- Explain the Key Assessment for Recall Process.

Elaborate



- Elucidate the Backward and Forward Traceability with the help of (figure 5.4.1), given in the participant handbook
- Elucidate the Document and Record Details for Traceability Exercise with the help of (figure 5.4.2), given in the participant handbook
- Elucidate the Traceability Process with the help of (figure 5.4.3), given in the participant handbook
- Elucidate the Reasons for Food Recalls with the help of (figure 5.4.4), given in the participant handbook
- Explain the Recall Team with the help of (figure 5.4.5), given in the participant handbook
- Elucidate the Standard Process for Food Recall with the help of (figure 5.4.6), given in the participant handbook
- Elucidate the Key Assessment for Recall Process with the help of (figure 5.4.7), given in the participant handbook

Activity



Brief

- Each group must develop a list of ways to record and documentation.

Activity Description

- Group the students into a group of four.
- Discuss the product recall and traceability.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Notes



A large rectangular area containing numerous horizontal lines for writing notes, enclosed in an orange border.

Key Learning Outcomes



At the end of this module, you will be able to:

- Recognize the types of hazards, risks as well as accidents
- Categorize the standard precautions and practices
- Examine the utilization of the electrical equipment
- Explore the usage of personal protective equipment
- Recognize the organizational protocols
- Monitor the ways to handle the toxics
- Identify fire prevention and fire extinguisher
- Evaluate CPR as well as the artificial respiration
- Discuss the evacuation and rescue
- Catalogue the first aids
- Understand the ill health as well as potential injuries
- Demonstrate the precautions in mobility
- Discuss the significance of various types of hazard and safety signs

Unit 6.1 - Hazard, Risk and Accidents

Unit Objectives

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

- Identify the types of hazards, risks as well as accidents

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the types of hazards, risks as well as accidents.
- Discuss the Hazard Identification and risk assessment

Say

- There are different types of hazards
 - Safety hazard
 - Chemical hazards
 - Biological hazards
 - Physical hazard
 - Ergonomic hazard
 - Work organization hazards

Ask

- Workplace hazards
- What do you mean by risk assessment?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What are workplace hazards?

Elaborate



- Elucidate the Sources of different types of hazards with the help of (figure 6.1.2), given in the participant handbook

Activity



Brief

- Each group must develop a list of workplace hazards.

Activity Description

- Group the students into a group of three.
- List down the workplace hazards

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 6.2 - Standard Practices and Precautions

Unit Objectives

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

- Categorize the standard precautions and practices

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the standard practices and precautions in managing Risks and accidents.

Say

- There are certain ways in standard precautions and practices:
 - Hand hygiene
 - Usage of personal protective equipment
 - Respiratory hygiene/ Cough Etiquette
 - Sharp Safety
 - Safe injection practices
 - Sterile instruments and devices
 - Avoiding ergonomic hazard

Ask

- What do you mean by standard precautions and practices ?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Standard precautions and practices

Elaborate



- Describe the standard precautions and practices

Activity



Brief

- Conduct mock bakery safety inspection.

Activity Description

- Divide the group into teams of three or four people, with each team being responsible for inspecting a different area of the bakery (e.g., the mixing and prep area, the oven area, the packaging area, etc.).
- Provide each team with a checklist of safety standards and precautions that they need to look for during the inspection. This could include things like proper use of personal protective equipment (PPE), correct storage of ingredients and equipment, appropriate handling of raw materials, and effective cleaning and sanitation practices.
- Allow each team a set amount of time (e.g., 30 minutes) to conduct their inspection and take notes on any issues they observe.
- Once the inspection is complete, have each team present their findings to the rest of the group. This could involve highlighting areas of concern, identifying good practices that they observed, and making recommendations for improvement.
- As a group, discuss the findings and work together to develop an action plan for addressing any issues that were identified. This could involve assigning specific tasks to team members, setting deadlines for implementation, and discussing ways to monitor progress and maintain ongoing safety standards.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 6.3 - Uses of Electrical Equipment

Unit Objectives

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

- Examine the utilization of the electrical equipment

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the utilization of the electrical equipment.

Say

- There are different types of electrical equipment

Ask

- What do you mean by electrical equipment?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What is the utilization of the electrical equipment?

Elaborate

- Elucidate the different types of electrical equipment with the help of (figure 6.3.1), given in the participant handbook.
- Elucidate the electrical hazard symbols with the help of (figure 6.3.2), given in the participant handbook.

Activity

Brief

- Each group must develop a list of types of electrical equipment used in food processing plant.

Activity Description

- Group the students into a group of four.
- List down the different types of electrical equipment.

Debrief

- To summarise the event, pose questions to the class like, "What did we do in this activity?" What lesson did this exercise give us?

Unit 6.4 - Usage of Personal Protective Equipment

Unit Objectives

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

- Explore the usage of personal protective equipment

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide
- Hairnets or hats
- Aprons or smocks
- Disposable or reusable gloves
- Safety glasses or goggles
- Slip-resistant shoes

Do

- Discuss the usage of personal protective equipment.
- Tell them about the importance of PPE in food industry.

Say

- Personal Protective Equipment is any device or clothing worn by a worker to control the level of risk that when the worker when exposed to:
 - Dangerous goods, hazardous chemicals, infectious substances
 - Dust, fumes or particles
 - Radiation (ionizing and non-ionizing), ultraviolet or solar radiation
 - Noise
 - Moving objects such as vehicles, trolleys and forklifts
 - Flying objects when using machinery with moving parts
 - Environmental factors, for example, high and low temperature

Ask

- Personal protective equipment?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- What is the use of Personal protective equipment?

Elaborate



- Elucidate the usage of Personal protective equipment with the help of (figure 6.4.1), given in the participant handbook

Activity



Brief

- Each group must demonstrate the use of various types of personal protective equipment.

Activity Description

- Group the students into a group of four.
- Demonstrate the use of PPE (Personal Protective Equipment) in various circumstances .

Debrief

- To summarise the event, pose questions to the class like, "What did we do in this activity?" What lesson did this exercise give us?

Unit 6.5 - Organisational Protocols

Unit Objectives

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

- Recognizing the organizational protocols

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the organizational protocols.

Say

- Explain the organizational protocols

Ask

- What do you mean by organizational protocols?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- List the different ways to organizational protocols.

Elaborate

- Discuss the organizational protocols

Activity

Brief

- Each group must develop a list of organizational protocols.

Activity Description

- Group the students into a group of four.
- Organizational protocols.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 6.6 - Dealing with Toxics

Unit Objectives

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

- Monitor the ways to handle the toxics

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the ways to handle the toxics.

Say

- There are various ways to handle the toxins.

Ask

- What is the Storage requirement?
- What do you mean by Labelling requirement?
- What is the Spill and accident procedures?
- What do you mean by Waste management?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the Waste disposal process for a different type of waste

Elaborate

- Elucidate the Waste disposal process for a different type of waste with the help of (figure 6.6.1), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of various ways to handle the toxics.

Activity Description

- Group the students into a group of four.
- List the different ways to handle the toxics.
- List the different types of waste.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 6.7 - Fire Prevention and Fire Extinguishers

Unit Objectives

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

- Identify fire prevention and fire extinguishers

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the fire prevention and fire extinguisher.
- Explain the uses of fire extinguisher

Say

- A fire extinguisher is an active instrument that helps control small emergency fires. It can't be used for the huge fire which is out of control. Such fires are controlled with the help of a fire brigade.
- It is very important to safely vacate the persons from a building set on fire in the minimum amount of time from the safest path. This path needs to be the shortest possible and easily passable. It should be in proper condition so that it can be used in an emergency to evacuate the entrapped person in a building.

Ask

- What is the fire prevention and fire extinguisher?
- Different types of fire extinguisher.

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What do you mean by fire extinguisher.
- How many types of fire extinguishers are there?

Elaborate

- Explain the types of fire extinguisher with the help of (figure 6.7.1), given in the Participant Handbook.
- Elucidate the Pass technique for fire extinguisher with the help of (figure 6.7.2), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of uses of fire extinguisher.

Activity Description

- Group the students into a group of four.
- List the categories of different types of fire evacuation.
- Now categories them into which extinguisher can be used at what level of fire

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 6.8 - Artificial Respiration and CPR

Unit Objectives

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

- Evaluate CPR as well as the artificial respiration

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the Evaluate CPR as well as the artificial respiration.
- Explain artificial respiration and CPR.

Say

- There are the two types of ways to provide artificial respiration.
 - Manual
 - Mechanical

Ask

- What is the artificial respiration?
- What is CPR?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What do you mean by artificial respiration.

Elaborate

- Elucidate the CPR steps with the help of (table 6.8.1), given in the Participant Handbook.
- Elucidate the back pressure Aam-lift with the help of (Fig 6.8.1), given in the Participant Handbook.

- Elucidate the big valve mask with the help of (Fig 6.8.2), given in the Participant Handbook.
- Elucidate the Ventilator with the help of (Fig 6.8.3), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of different types of fire evacuation.

Activity Description

- Group the students into a group of four.
- List the categories of different types of fire evacuation.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 6.9 - Rescue and Evacuation In Case Of Fire

Unit Objectives

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

- Discuss the evacuation and rescue during a fire incident

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the evacuation and rescue during a fire incident.

Say

- "Fire Emergency Evacuation Plan (FEPP)" stands a scripted document that involves the activity to be adapted by all staff in the event of a fire and the sequences for calling the fire brigade.

Ask

- Explain the evacuation and rescue during a fire incident

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- How many types of fire evacuation are there.

Elaborate

- Elucidate the staff fire notice with the help of (Fig 6.9.1), given in the Participant Handbook.
- Elucidate the fire evacuation process with the help of (Fig 6.9.2), given in the Participant Handbook.

Activity

Brief

- Each group must demonstrate with the help of a drill the evacuation procedure in case of fire.

Activity Description

- Group the students into a group of four.
- Conduct a drill to show the process of fire evacuation.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 6.10 - First Aid

Unit Objectives

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

- Cataloguing the first aids

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain first aids.
- Explain the need for first-aid

Say

- First aid is the first treatment provided to a patient or sick person for any accident or sudden illness before an ambulance arrives, the arrival of a trained paramedic or before arriving at a facility capable of providing professional medical Menon.

Ask

- Need for first aid?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What is the first aid.

Elaborate

- Elucidate the first aid kit with the help of(Fig 6.10.1), given in the Participant Handbook

Activity

Brief

- Each group must develop a list of how to do bandaging

Activity Description

- Group the students into a group of four.
- Could you elaborate on how we can do bandaging?

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 6.11 - Potential Injuries and Ill Health

Unit Objectives

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

- Understanding the ill health as well as potential injuries

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the ill health as well as potential injuries.

Say

- A few common work-related injuries and illnesses.
 - Slips, trips and falls
 - Muscle strains
 - Being hit by falling objects
 - Cuts and lacerations
 - Inhaling toxic fumes
 - Crashes and collisions
 - Exposure to loud noise
 - Fights at work

Ask

- What do you mean ill health as well as potential injuries in workplace?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the ill health as well as potential injuries.

Elaborate



- Ensure about the health as well as potential injuries

Activity



Brief

- Demonstrate how to check the ill health as well as potential injuries .

Activity Description

- Group the students into twos
- Describe the ill health as well as potential injuries.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 6.12 - Precautions in Mobility

Unit Objectives

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

- Demonstration of the precautions in mobility

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the precautions in mobility.

Say

- Precautions at the workplace may include.
 - Keep every corner organised, clean and clutter-free
 - Usage of mats on slippery floors
 - Properly stored combustible material
 - Use appropriate PPE such as safety glasses, gloves, hard hats, and respiratory protection. Ensure that PPE is properly fitted, maintained, and used correctly.
 - Regularly inspect and maintain equipment to ensure it is in good working condition. Replace any damaged or worn-out parts immediately.
 - Identify and control hazards in the workplace, such as slip and trip hazards, dangerous chemicals, and electrical hazards. Implement safety procedures and equipment to minimize risks.
 - Encourage employees to report any safety concerns or incidents, including near-misses. Investigate and address all reports promptly.
 - Provide emergency preparedness

The most important to have medical facilities and proper first aid for the employees working with heavy equipment and machinery at the workplace.

Ask

- What do you mean precautions in mobility?

Notes for Facilitation



- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- What are precautions in mobility?

Elaborate



- Discuss the precautions in mobility

Activity



Brief

- Each group must develop a list of precautions in mobility in workplace.

Activity Description

- Group the students into twos
- Discuss the precautions in mobility.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 6.13 - Significance of various types of hazard and safety signs

Unit Objectives

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

- Understanding the impact of various types of hazard and safety signs

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the impact of various types of hazard and safety signs.

Say

- There are various types of safety signs.
 - Biological hazards symbol
 - Chemical hazards symbol
 - Safety hazards symbol
 - Ergonomic hazard symptoms
 - Work Organization hazard symbol
- Safety hazards are the most common workplace risks

Ask

- What do you mean safety signs?
- Difference types of safety signs?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

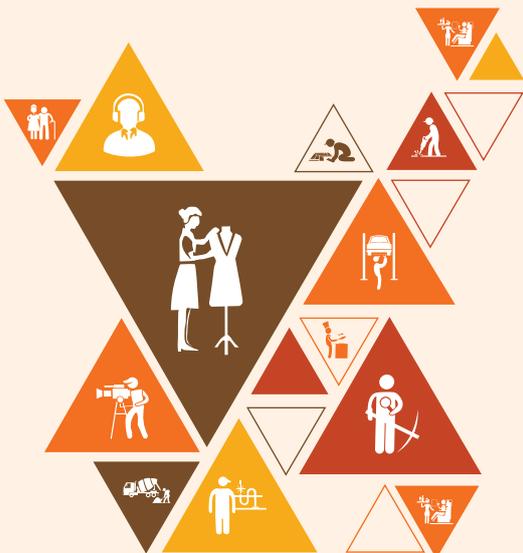
Explain

- What are organizational policies.
- Different types of safety signs.



7. Work Effectively in an Organisation

- Unit 7.1 Organizational Policies
- Unit 7.2 Legislations, standard, policies, and procedures
- Unit 7.3 Reporting Structure
- Unit 7.4 Inter-Dependent Functions
- Unit 7.5 Harassment and Discrimination
- Unit 7.6 Prioritising Tasks
- Unit 7.7 Communication Skills
- Unit 7.8 Teamwork
- Unit 7.9 Ethics and Discipline
- Unit 7.10 Grievances Solution
- Unit 7.11 Interpersonal Conflicts
- Unit 7.12 Disabilities and Challenges
- Unit 7.13 Gender Sensitivity and Discrimination
- Unit 7.14 Applicable Legislation, Grievance Redressal Mechanisms
- Unit 7.15 Transacting With Others without Personal Bias



Key Learning Outcomes



At the end of this module, you will be able to:

- Categorize the organizational policies
- Catalogue the Legislations, standards, policies, and procedures
- Analyse the reporting structure
- List the inter-dependent functions
- Discuss the impact of harassment and discrimination
- Monitor the ways of prioritising the task
- Record the types of communication skills
- Evaluate the ways of carrying out teamwork
- Highlight the ethics and discipline
- Illustration of the grievance's solution
- Recognize the interpersonal conflicts
- Identify the disabilities and challenges
- Outline the gender sensitivity and discrimination
- Discuss the applicable legislations, grievance redressal mechanisms
- Analyse the process of transacting with others without personal bias

Unit 7.1 - Organizational Policies

Unit Objectives

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

- Categorize the organizational policies

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Tell about the organizational policies.

Say

- There are different types of organizational policies at workplace.
 - Workplace health and safety policy
 - Non-discrimination and anti- harassment policies
 - Equal opportunity policy
 - Employee code of conduct policy
 - Leave policy
 - Employee time- stamping policy
 - Employee disciplinary and termination policy
 - E-mail policy
 - Social media policy
 - Mobile phone policy
 - Temporary policy

Ask

- What do you mean organizational policies?
- Difference types of organizational policies?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- What are organizational policies.
- Different types of organizational policies.

Elaborate



- Discuss the organizational policies and types of organizational policies at the workplace.

Activity



Brief

- Each group must develop a list of difference types of organizational policies in the workplace.

Activity Description

- Group the students into twos
- Different types of organizational policies in the workplace.
- Describe the organizational policies.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 7.2 - Legislations, standard, policies, and procedures

Unit Objectives

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

- Catalogue the Legislations, standards, policies, and procedures

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the Legislations, Standards, Policies, and Procedures.

Say

- Policies and procedures is a general set of guidelines at the workplace to designed in line with the company's objective for dealing with an issues and Policies communicate the connection between the organization.

Ask

- What do you mean Standard practices at a workplace?
- Difference between policy and procedure?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the importance of policies and procedure at the workplace.
- Standard practices at a workplace.

Elaborate



- Describe the difference between policy and procedure with the help of (Fig 7.2.1), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of difference between policy and procedure.

Activity Description

- Group the students into twos
- Difference between policy and procedure.
- Discuss the standard practices at a workplace.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 7.3 - Reporting Structure

Unit Objectives

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

- Analyse the reporting structure

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the reporting structure.

Say

- There are various types of reporting structure.
 - Vertical structure
 - Horizontal structure

Ask

- What are reporting structure?
- Types of reporting structure

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What are reporting structure functions?

Elaborate

- Describe the company's reporting structure with the help of (Fig 7.3.1), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of various types of reporting structure.

Activity Description

- Divide the students in 2 groups
- List down the reporting structure.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 7.4 - Inter-Dependent Functions

Unit Objectives

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

- List the inter-dependent functions

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the inter-dependent functions.

Say

- There are two main components of inter-dependence.
 - Collaboration
 - Delegation
- There are different types of inter-dependence
 - Pooled Inter-dependence
 - Sequential Inter-dependence
 - Reciprocal Inter-dependence

Ask

- What is the Inter-dependence?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the different types of Inter-dependence.
- What is inter-dependence functions?

Elaborate



- Describe the process of the concept of Inter-dependence with the help of(Fig 7.4.1), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of various types of Inter-dependence.

Activity Description

- Group the students into twos
- List down the Process of the concept of Inter-dependence.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 7.5 - Harassment and Discrimination

Unit Objectives

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

- Discuss the impact of harassment and discrimination

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the impact of harassment and discrimination.

Say

- There are different types of workplace discrimination.
 - Gender discrimination
 - Age discrimination
 - Race discrimination
 - Skin colour discrimination
 - Mental and physical disability
 - Genetic information
 - Religion discrimination

Ask

- What do you mean by harassment and discrimination?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What are the harassment and discrimination in the workplace.

Elaborate



- Describe the Types of workplace harassment with the help of(Fig 7.5.1 Identification of harassment work), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of workplace harassment.

Activity Description

- Group the students into twos
- List down the workplace harassment.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 7.6 - Prioritising Tasks

Unit Objectives

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

- Monitor the ways of prioritizing the tasks

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the ways of prioritizing the task.

Say

- There are seven strategies for prioritizing tasks at the workplace.
 - Having a list that contains all tasks or works in one place
 - Identify what's important
 - Highlight what is necessary
 - Prioritize based on importance
 - Avoid competing with priorities
 - Consideration of the efforts made in the tasks
 - Constantly reviewing task and be realistic

Ask

- What do you mean by prioritizing task?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What are the prioritize task on the workplace.

Elaborate



- Discuss the different ways to prioritize task on the workplace.

Activity



Brief

- Each group must develop a list of prioritize task on the workplace.

Activity Description

- Group the students into twos
- List down the prioritize task on the workplace.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 7.7 – Communication Skills

Unit Objectives

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

- Record the types of communication skills

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the types of communication skills.

Say

- There are different types of communication skills in the workplace .
 - Body Language (non-verbal)
 - Listening
 - Clarity and Conciseness
 - Friendliness
 - Empathy
 - Confidence
 - Respect

Ask

- What is the communication skills?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the types of communication skills.

Elaborate



- Elucidate the Essential communication skills with the help of(Table 7.7.1), given in the Participant Handbook.
- Elucidate the key active listening skills with the help of(Table 7.7.2), given in the Participant Handbook..

Activity



Brief

- Each group must develop a list of types of communication skills.

Activity Description

- Group the students into twos
- List down the different types of types of communication skills.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 7.8 - Teamwork

Unit Objectives

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

- Evaluate the ways of carrying out a teamwork

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the teamwork.

Say

- Different tips to improve teamwork in the organization .
 - Encourage informal social events
 - Clarify Roles
 - Reward and recognition
 - Specify long-term as well short-term goals
 - Avoid micro-management
 - Respect Individuality
 - Listen to your employees
 - Feedback
 - Seek feedback

Ask

- What do you mean by teamwork?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the teamwork.

Elaborate



- Teamwork is a cumulative effort done by a team or a group of members in order to acquire a common goal or to complete a given work or task in the most effective and powerful way.

Activity



Brief

- Each group must develop a list of teamwork in the organization.

Activity Description

- Group the students into twos
- Make them discuss the teamwork tips to improve teamwork in the organization

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 7.9 - Ethics and Discipline

Unit Objectives

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

- Evaluate the ways of carrying out a teamwork

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Tell about the ethics and discipline.

Say

- There are many various ways to ethics and discipline.
 - Setting clear goals and objectives
 - Mentoring
 - Set example
 - Need of right work environment
 - Encourage professionalism
 - Discipline
 - Listen to your employees
 - Feedback
 - Rewards and recognition

Ask

- What do you mean by ethics and discipline?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the ethics and discipline.

Elaborate



- Discuss about the ethics and discipline.

Activity



Brief

- Each group must develop a list of ethics and discipline.

Activity Description

- Group the students into twos
- Ethics and discipline.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 7.10 - Grievances Solution

Unit Objectives

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

- Illustration of the grievance's solution

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the Grievance's Solution.

Say

- There are various types of grievance's solution.
 - Prompt and timely action
 - Grievance acceptance
 - Collect information
 - Cross verify the grievance cause
 - Decision making
 - Review and implement

Ask

- What is grievance's solution?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the grievance's solution.

Elaborate



- Discuss the grievance's solution.

Activity



Brief

- Each group must develop a list of five ways in order to address the grievances effectively.

Activity Description

- Group the students into twos
- List down the ways in order to address the grievances effectively.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 7.11 - Interpersonal Conflicts

Unit Objectives

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

- Recognize the interpersonal conflicts

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the Interpersonal Conflicts.

Say

- Different types of ways to resolve conflict at the workplace.
 - Communicate
 - Listen carefully
 - Show empathy
 - Never hold back any grudges
 - Effective communication skill

Ask

- What do you mean by interpersonal conflicts?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the interpersonal conflicts.

Elaborate

- Describe the interpersonal conflicts.

Activity

Brief

Each group must develop a list of ways to resolve conflict at the workplace.

Activity Description

- Group the students into twos
- List down the ways to resolve conflict at the workplace.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 7.12 - Disabilities and Challenges

Unit Objectives

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

- Identify the disabilities and challenges

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the disabilities and challenges.

Say

- There are various ways to disabilities and challenges.
 - Physical barriers
 - Nature of co-workers and stereotyping
 - Communication
 - Policy barriers

Ask

- What is disabilities and challenges?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What is disabilities and challenges?

Elaborate

- Describe the disabilities and challenges.

Activity

Brief

Each group must develop a list of disabilities and challenges.

Activity Description

- Group the students into twos
- List down the disabilities and challenges.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 7.13 - Gender Sensitivity and Discrimination

Unit Objectives

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

- Identify the disabilities and challenges

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the gender sensitivity and discrimination.

Say

- Gender sensitivity and discrimination has also been an ongoing dialogue inside the workplace.

Ask

- What do you mean by gender sensitivity and discrimination?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What is disabilities and challenges?
- Gender sensitivity and discrimination.

Elaborate

- Describe the gender sensitivity and discrimination.

Activity

Brief

- Each group must develop a list of gender sensitivity and discrimination.

Activity Description

- Group the students into twos
- Gender sensitivity and discrimination.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 7.14 - Applicable Legislation, Grievance Redressal Mechanisms

Unit Objectives

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

- Discuss the applicable legislations, grievance redressal mechanisms

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the applicable legislations, grievance redressal mechanisms.

Say

- In India, certain central and state-specific labour laws require the employer to adopt certain grievance redressal mechanisms at the workplace.

Ask

- What do you mean by grievance redressal mechanisms?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What is applicable legislations?
- Explain the grievance redressal mechanisms.

Elaborate

- Discuss the applicable legislations grievance redressal mechanisms.

Activity

Brief

- Each group must develop a list of grievance redressal mechanisms.

Activity Description

- Group the students into twos
- Explain the grievance redressal mechanisms.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 7.15 - Transacting With Others without Personal Bias

Unit Objectives

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

- To administer with others without personal bias

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the Personal Bias.

Say

- Personal Bias includes.
- Recognizing an individual's own biases
- Focusing on people
- Increasing exposure to biases

Ask

- What are Personal Bias?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- What are Personal Bias.

Elaborate

- Explain the Personal Bias.



8. Material Conservation

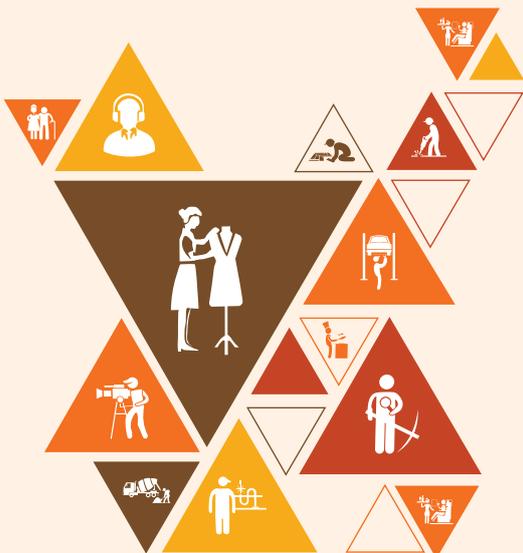
Unit 8.1 Material Handling

Unit 8.2 Workstation Layout, Electrical and Thermal Equipment

Unit 8.3 Organisational Procedures for Minimising Waste

Unit 8.4 Practices of Efficient and Inefficient Management

Unit 8.5 Material and Water Usage



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Key Learning Outcomes

At the end of this module, you will be able to:

- Identify the ways to handle materials.
- Categorize the workstations layouts, electrical and thermal equipment.
- List the organizational procedures for minimizing waste.
- Analyze the practices of efficient and inefficient management.
- Discuss the material and water usage.

Unit 8.1 - Material Handling

Unit Objectives

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

- Identify the ways to handle materials

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the different ways to handle materials.
- Describe the hazards, risks and threats associated with handling different materials

Say

- There are different types of material handling equipment

Ask

- What do you mean by ways to handle materials?
- What is the loading and unloading materials?
- How to maintain package?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- There are different kinds of material handling equipment.
- There are multiple hazards, risks and threats can be identified during receiving, loading & unloading, storage, and transportation for handling different types of materials.

Activity

Brief

- Show about the Electricity utilization.

Activity Description

- Group the students into twos
- Discuss the Inspection of vehicles
- Explain about the loading and unloading of materials.
- Show how to organize the raw materials, packaging materials, workforce, equipment.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 8.2 - Workstation Layout, Electrical and Thermal Equipment

Unit Objectives

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

- Categorize the workstation layouts, electrical and thermal equipment

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the workstation layouts, electrical and thermal equipment.

Say

- Various factors of storage space requirement.
- Ensure about the workplace layout design and proper cleanliness in workplace.

Ask

- What is the electrical and thermal equipment?
- What do you mean by workplace layout design?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- List the different ways to workstation layouts, electrical and thermal equipment.

Elaborate

- Workstation layouts, electrical and thermal equipment

Activity

Brief

- Conduct Bakery Equipment Scavenger Hunt.

Activity Description

- Divide the group into teams of 3-5 people.
- Provide each team with a list of bakery equipment and tools, such as ovens, mixers, proofing cabinets, cooling racks, baking sheets, etc.
- Give each team a map of the bakery workstation layout or a physical layout if possible.
- Explain that they need to find and photograph (or write down) each piece of equipment on the list within a certain amount of time, depending on the size of the bakery and the complexity of the layout.
- As a bonus, teams can also be encouraged to identify any electrical and thermal equipment, such as circuit breakers, electrical outlets, and ventilation systems, and take photos of them as well.
- Once the time is up, teams can compare their findings and discuss how the equipment is used in the baking process, as well as the importance of proper electrical and thermal management in a bakery.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 8.3 - Organisational Procedures for Minimising Waste

Unit Objectives

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

- List the organizational procedures for minimising waste.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the organizational procedures for minimising waste.
- List the various types organizational waste

Say

- There are different types of organizational waste and ways to minimise them.
 - Transportation
 - Inventory
 - Motion
 - Waiting
 - Overproduction

Ask

- Organizational procedures for minimising waste?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Organizational procedures for minimizing waste.

Elaborate



- Elucidate the Overproduction with the help of (figure 8.3.1), given in the participant handbook

Activity



Brief

- List the various types of organizational waste .

Activity Description

- Group the students into twos
- Ask student to list the procedures for minimising waste.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 8.4 - Practices of Efficient and Inefficient Management

Unit Objectives

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

- Analyse the practices of efficient and inefficient management.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the practices of efficient and inefficient management.

Say

- There are various ways of inefficient management.
 - Uneven prioritization of work
 - Non-essential work
 - Lack of resource planning
- The Efficient Management Practices:-
 - Consistency
 - Goal setting
 - Delegation
 - Task prioritization
 - Effective communication

Ask

- What is the Inefficient Management Practices?
- What are the Efficient Management Practices?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain



- Explain about the practices of efficient and inefficient management.

Activity



Brief

- Show about the inefficient management practices and efficient management practices .

Activity Description

- Group the students into twos
- Efficient and inefficient management.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 8.5 - Material and Water Usage

Unit Objectives

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

- Discuss the material and water usage.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Explain the material and water usage.

Say

- Water is used for various purposes.

Ask

- What is the Material Usage?
- What do you mean by the Water Usage?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain about the Material Usage, Water Usage, Industrial usage of water.

Elaborate

- Elucidate the Industry-wise water consumption with the help of (figure 8.5.1), given in the participant handbook
- Elucidate the Industrial wastage of water with the help of (figure 8.5.2), given in the participant handbook

Key Learning Outcomes



At the end of this module, you will be able to:

- Define electricity.
- State the basics of electricity.
- Identify the energy-efficient devices.
- Explain the standard practices to be followed for conserving electricity.
- Illustrate electrical equipment and appliances.

Unit 9.1 - Define Electricity

Unit Objectives

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

- Define Electricity.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the Definition of Electricity.
- Explain about the different coloured dustbins.

Say

- Electric current is used to energise equipment.

Ask

- What is the Electricity?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain about the Electricity utilization.

Elaborate

- Elucidate the Electricity utilization with the help of (figure 9.1.1), given in the participant handbook

Activity

Brief

- Show about the Electricity utilization methods.

Activity Description

- Group the students into two.
- Ask to make Electricity utilization methods they have used.
- Discuss with the class about the outcomes.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience.
What did this activity teach us?

Unit 9.2 - Basics of electricity

Unit Objectives

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

- State the Basics of electricity.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the basics of electricity.

Say

- There are three primary electrical parameters.
 - Volt
 - Ampere
 - Ohm

Ask

- What do you mean by basics of electricity?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Parameters to check Electricity.

Elaborate

- Elucidate the Conductor of Electricity with the help of (figure 9.2.1), given in the participant handbook

Activity

Brief

- Demonstrate activity where participants learn how to wire and troubleshoot a basic electrical circuit commonly found in a bakery.

Activity Description

- Group the students into twos
- Introduce the basics of electricity and the electrical components commonly found in a bakery.
- Provide a live demonstration of how to wire a basic circuit, such as a switch controlling a light bulb or a mixer.
- Once participants have wired their own circuits, provide a troubleshooting exercise where they must identify and fix common electrical problems, such as a loose wire or a blown fuse.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 9.3 - Energy Efficient Devices

Unit Objectives

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

- Identify the Energy efficient devices.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Describe the energy-efficient devices.
- Explain about the common ways to identify electrical problems.

Say

- There are different uses of energy-efficient devices.

Ask

- What are the energy-efficient devices?
- What do you mean by Energy Conservation?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Ensure about the different ways to identify electrical problems.

Elaborate

- Elucidate the Energy-efficient devices with the help of (figure 9.3.1), given in the participant handbook

Activity

Brief

- Electrical equipment involves any machine powered by electricity.

Activity Description

- Group the students into twos
- Energy-efficient devices.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 9.4 - Standard Practices for Conserving Electricity

Unit Objectives

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

- Explain the standard practices for conserving electricity.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the Standard Practices for Conserving Electricity.

Say

- Practices for saving electricity can be good for the pocket.

Ask

- What are the saving electricity?
- What is the conserve electricity?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Environmental reasons to conserve electricity and Practices for saving electricity.

Elaborate

- Standard practices for conserving electricity.

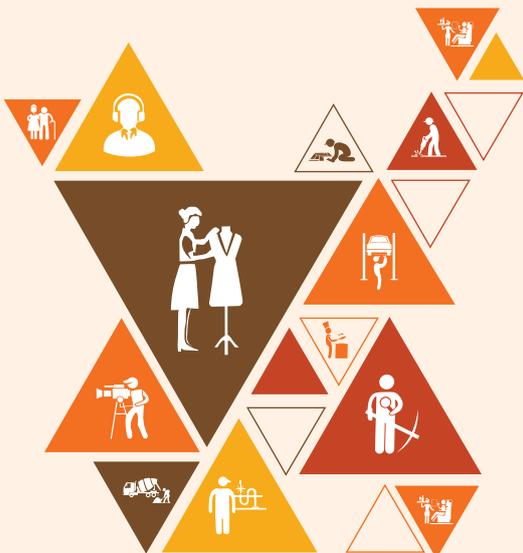


10. Waste Management and Recycling

Unit 10.1 Types of Waste

Unit 10.2 Waste Management and Disposal Solutions

Unit 10.3 Pollution and Remedies



SGJ/N1702

Key Learning Outcomes



At the end of this module, you will be able to:

- List the types of wastes.
- Describe waste management and disposal solutions.
- Explain pollution and its remedies.

Unit 10.1 – Types of Waste

Unit Objectives

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

- List the different types of waste.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the different types of wastes.
- Explain about the different coloured dustbins.

Say

- There are different types of wastes.
 - Recyclable waste
 - Non-recyclable waste
- There are different types of dustbins
 - Green
 - Blue
 - Red

Ask

- What do you mean by Recyclable waste and Non-recyclable waste?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the Hazardous wastes and Municipal Waste.

Elaborate



- Elucidate the Hazardous wastes with the help of (figure 10.1.1), given in the participant handbook
- Elucidate the Ways to process industrial and biomedical wastes with the help of (figure 10.1.2), given in the participant handbook
- Explain the Examples of waste collected with the help of (figure 10.1.3), given in the participant handbook

Activity



Brief

- List the different ways to waste management.

Activity Description

- Group the students into a group of four.
- Lists of different types of waste.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 10.2 - Waste Management and Disposal Solutions

Unit Objectives

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

- Describe waste management and disposal solutions.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Discuss the waste management and disposal Solutions.

Say

- There are different waste management procedure and disposal solutions.

Ask

- What are the waste management?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Explain the Hazardous wastes and Municipal Waste.

Elaborate

- Elucidate the Waste management and disposal solutions with the help of (figure 10.2.1), given in the participant handbook
- Elucidate the Waste Management Hierarchy with the help of (figure 10.2.2), given in the participant handbook

Activity

Brief

- Each group must develop a list of Waste Management and Disposal Solutions of a baking technician /operative in the baking industry.

Activity Description

- Group the students into a group of four.
- Explain the Waste Management Hierarchy.

Debrief

- Request the class questions like, "What did we do in this activity?" to summarise the experience. What did this activity teach us?

Unit 10.3 - Pollution and Remedies

Unit Objectives

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

- Explain pollution and its remedies.

Resources to be Used

- Participant handbook
- Computer
- Projection Equipment
- PowerPoint Presentation and software
- Facilitator's Guide

Do

- Recall the Pollution .

Say

- Pollution is capable of being controlled by using non-toxic soaps, detergents and cleaning products.

Ask

- What do you mean by pollution?

Notes for Facilitation

- Allow maximum participation to answer the questions.
- Explain the correct answers one by one

Explain

- Different types of pollution.

Elaborate

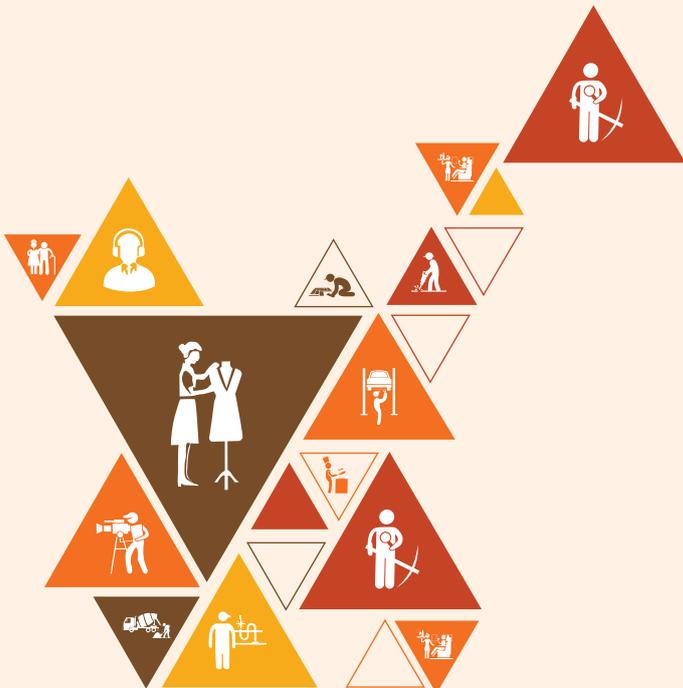
- Pollution and its remedies.



11. Employability Skills



<https://www.skillindiadigital.gov.in/content/list>

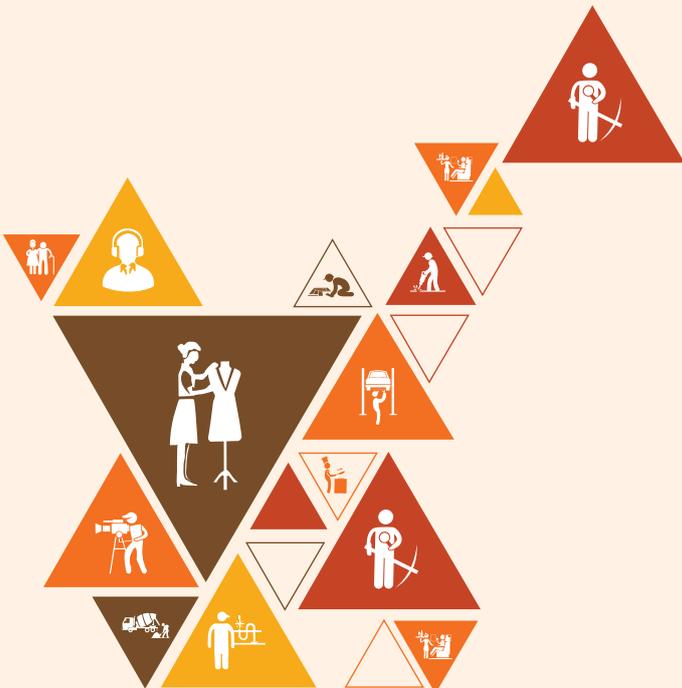


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12. Annexures

- Annexure - i (Training Delivery Plan)
- Annexure - ii (Assessment Criteria)
- Annexure - iii (QR Codes)



Annexure I

(Training Delivery Plan)

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
1	Introduction to Food Processing Sector and the Job of 'Craft Baker'	Introduction to Food Processing Industry	Discuss the size and scope of the food processing industry in brief	FIC/N5007	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 0
		Introduction to Food Processing Industry (Contd...)	Discuss the future trends and career growth opportunities available for Craft Baker in the food processing industry		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 0
		Roles and Responsibilities of Craft Baker	Summarise the key roles and responsibilities of 'Craft Baker'		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0
		Roles and Responsibilities of Craft Baker (Contd...)	List the various terminologies used in the process of making craft baker.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0
		Roles and Responsibilities of Craft Baker (Contd...)	Discuss the various organisational procedures and processes for craft baker.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0
		Roles and Responsibilities of Craft Baker (Contd...)	Discuss the standards to be followed for handling hazards and ensuring a clean work area.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0
		Comply with Legislative Guidelines for a Production Facility	Outline the various legislations, regulations, and standards including FSSAI guidelines to be followed to produce artisanal		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Comply with Legislative Guidelines for a Production Facility (Contd...)	State the importance of analysing and investigating the purpose and intent of legislation related to various		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Comply with Legislative Guidelines for a Production Facility (Contd...)	List the authorities responsible for administering legislation for setting up a food processing facility		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Comply with Legislative Guidelines for a Production Facility (Contd...)	Outline the procedure and importance of site inspections, reporting variances, and obtaining legislative approvals.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Comply with Legislative Guidelines for a Production Facility (Contd...)	List the material and equipment requirements for setting up a production facility		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
2	Establish Facilities for Artisanal Food Production	Comply with Legislative Guidelines for a Production Facility (Contd...)	State the significance of obtaining the accurate information from designated personnel in various recorded	FIC/N9905	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Develop Recipes for Artisanal Production	Describe the procedure to develop new recipes for artisanal production.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Develop Recipes for Artisanal Production (Contd...)	Demonstrate how to calculate the estimated cost, final product cost and fix the unit price of the product.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Selection of Vendors for Obtaining Materials	State the importance of identifying the equipment and materials to be procured before setting up a production		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Selection of Vendors for Obtaining Materials (Contd...)	Discuss the procedure to inspect the quality of the procured material and equipment.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Selection of Vendors for Obtaining Materials (Contd...)	Outline the applicability and capacity of various equipment used in artisanal production.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Selection of Vendors for Obtaining Materials (Contd...)	Discuss the key considerations in vendor management.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Selection of Vendors for Obtaining Materials (Contd...)	Discuss the standard procedure for reporting and documentation about the production facility		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities	Discuss your strengths and weaknesses and analyze the gaps to ensure continuous improvement.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	Discuss the measures to utilize time effectively, achieving maximum productivity.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	List the characteristics of innovative individuals		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	List the traits of effective time managers		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	Discuss tips for stress management		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Perform Entrepreneurial Activities (Contd...)	Discuss how to manage an enterprise		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	Describe how to plan effective strategies for solving problems and improving the work culture within the team.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	List the various types of digital marketing techniques.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	Discuss the types and importance of e-commerce in promoting businesses.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	List the various types of online banking services being used widely.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	List the elements of a proposal to attract future business opportunities and prospective clients.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Perform Entrepreneurial Activities (Contd...)	Explain how to conduct entrepreneurial programs to identify business opportunities, generate employment and		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Perform Entrepreneurial Activities (Contd...)	Understand the make-in-India campaign		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Basics of Baking Science	Understanding the use and role of raw ingredients in the process of baking		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Basics of Baking Science (Contd...)	FSSAI regulations to be followed for manufacturing of bakery products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 3
		Procurement Storage & Handling of Raw Materials	FSSAI regulations to be followed for manufacturing of bakery products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Procurement Storage & Handling of Raw Materials (Contd...)	Procurement and Storage of Raw Materials		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
3	Prepare for the Production of Baked Products in Artisan Bakeries and Patisseries	Standards, Policies, and Procedures of Production of Bread and Biscuits	Standard policies and procedures to be followed while baking	FIC/N5002	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Standards, Policies, and Procedures of Production of Bread and Biscuits	Manufacturing techniques of bakery products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Standards, Policies, and Procedures of Production of Bread and Biscuits	How to carry out the flour quality analysis test		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Process of Baking Bread, Cake and Biscuits	Understanding the process of Bread, Cake, and Biscuit manufacturing.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Process of Baking Bread, Cake and Biscuits (Contd...)	Understanding baking processes like Premixing, Mixing, Air handling unit, Baking Cooling		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Process of Baking Bread, Cake and Biscuits (Contd...)	Recall the fermentation, mixing, baking, and moulding, cutting, slicing, etc., and Slicing/packing of bread and		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Process of Baking Bread, Cake and Biscuits (Contd...)	Understanding the production process by referring to process flow charts, formulation charts, etc.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Bakery Machinery and Equipment	Explain the various types and uses of bakery machinery and equipment		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Bakery Machinery and Equipment (Contd...)	Carry out the fitment of multiple types of machinery for different bakery operations		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Cleaning Process	Describe cleaning process		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Cleaning Process (Contd...)	Significance of hygiene and quality regulations		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Different types of bread	Explain a variety of bread based on their shapes and manufacturing procedure.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 5

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Different types of bread (Contd...)	Prepare a list of various ingredients to be used in artisanal baking.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 5
		Different types of bread (Contd...)	Discuss the critical considerations for selecting the type of ingredients to be added per the product.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 5
		Different types of bread (Contd...)	Describe the importance of yeast.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 5
		Different types of bread (Contd...)	Demonstrate the process of gluten formation and the ways to avoid it.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 5
		Different types of bread (Contd...)	Demonstrate the methods of bread making		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 5
		Different types of bread (Contd...)	Explain types and Techniques of emulsifiers, preservatives, colors and flavors used in baking.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Different types of bread (Contd...)	Demonstrate methodology of artisanal baking.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
4	Produce Baked Products in Artisan Bakeries and Patisseries	Types of Toppings and Fillings that are used in Baking	Demonstrate various types of toppings that are used on the artisanal baked products	FIC/N5007	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Types of Toppings and Fillings that are used in Baking (Contd...)	Identify different creams and cream fats used in baked products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Types of Toppings and Fillings that are used in Baking (Contd...)	Demonstrate the creaming process, including centre filling, sandwich, surface creaming etc.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Baking the Products as per Standard Work Practices	Explain oven profiling and oven operation for baking.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Baking the Products as per Standard Work Practices (Contd...)	Discuss various risks involved with handling oven, temperature and humidity controls.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Baking the Products as per Standard Work Practices (Contd...)	Show how to check the quality parameters such as texture, flavor, colour, odour, height, and crumbliness of the bread		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Baking the Products as per Standard Work Practices (Contd...)	Demonstrate the techniques used for inspecting the overfilling or under filling of cream		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Packaging of Baked Products and Post-Production Tasks	Explain the storage requirements of cakes, pastries, pies etc.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Packaging of Baked Products and Post-Production Tasks (Contd...)	Describe various types of packaging materials used in the process.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Packaging of Baked Products and Post-Production Tasks (Contd...)	Discuss different types and styles of packaging.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Display and dispatch Arsenal Baked Products	Discuss various techniques and materials used to display the baked products attractively		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 4
		Display and dispatch Arsenal Baked Products (Contd...)	Discuss the standard methods used to inspect the quality of finished products thoroughly before dispatch		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 4
		Display and dispatch Arsenal Baked Products (Contd...)	Explain the distribution and supply of baked products to individuals and organisations		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 3
		Display and dispatch Arsenal Baked Products (Contd...)	Explain and apply FSSAI guidelines about the finished products' production, storage, packaging, labelling and		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 3
		Food Hazards and Contamination- Causes and Prevention	List the types of biological, chemical, and physical hazards present in the food processing industry		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Food Hazards and Contamination- Causes and Prevention (Contd...)	Discuss various types of food contamination, their causes, and ways to prevent them		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Food Hazards and Contamination- Causes and Prevention (Contd...)	State the importance of ensuring that the materials (such as raw materials, processed materials, finished		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Hazards and Contamination- Causes and Prevention (Contd...)	Discuss various types of allergens and their management at the workplace		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
5	Basic Food Safety Standards	Food Safety – Standard Operating Procedures	Outline the standard regulations to be followed for ensuring food safety as listed in 'The Food Safety and Standards	FIC/N9904	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Safety – Standard Operating Procedures (Contd...)	Discuss the importance of following the standard procedures for ensuring food safety.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Safety – Standard Operating Procedures (Contd...)	Discuss the role of HACCP, VACCP, and TACCP as well as procedures to implement these in the food industry		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Safety – Standard Operating Procedures (Contd...)	State the significance of training the team members regarding various food safety procedures such as GMP,		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Safety Audits– Measures & Management	Explain the procedure to conduct workplace food safety audits		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Safety Audits– Measures & Management (Contd...)	List various issues that can arise during food production and other processes		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Safety Audits– Measures & Management (Contd...)	Discuss the procedure of performing root cause analysis and taking corrective and preventive actions against		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Safety Audits– Measures & Management (Contd...)	Discuss the corrective measures to be applied to ensure food safety		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Production Process - Record and Documentation	List the information to be recorded in the work process such as product traceability and recall		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Food Production Process - Record and Documentation (Contd...)	Discuss about product information and consumer awareness, product recall and withdrawal, and traceability		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Hazard, Risk and Accidents	Identify the types of hazards, risks as well as accidents		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Standard Practices and Precautions	Categorize the standard precautions and practices		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Uses of Electrical Equipment	Examine the utilization of the electrical equipment		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
6	Ensure Workplace Health and Safety	Usage of Personal Protective Equipment	Explore the usage of personal protective equipment	FIC/N9903	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Organisaonal Protocols	Recognizing the organizational protocols		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Dealing with Toxic	Monitor the ways to handle the toxics		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Fire Prevention and Fire Extinguishers	Identify fire prevention and fire extinguisher		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Artificial Respiration and CPR	Evaluate CPR as well as the artificial respiration		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Rescue and Evacuation In Case Of Fire	Discuss the evacuation and rescue during a fire incident		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		First Aid	Cataloguing the first aids		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Potential Injuries and Ill Health	Understanding the ill health as well as potential injuries		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Precautions in Mobility	Demonstration of the precautions in mobility		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Significance of various types of hazard and safety signs	Understanding the impact of various types of hazards and safety signs		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Organizational Policies	Categorize the organizational policies		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Legislation, standard, policies, and procedures	Catalogue the Legislation, standards, policies, and procedures		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Reporting Structure	Analyse the reporting structure		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
	Working Effectively in an Organization	Inter-Dependent Functions	List the inter-dependent functions	FIC/N9902	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Harassment and Discrimination	Discuss the impact of harassment and discrimination		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Prioritizing Tasks	Monitor the ways of prioritising the task		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Communication Skills	Record the types of communication skills		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Teamwork	Evaluate the ways of carrying out a teamwork		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Ethics and Discipline	Highlight the ethics and discipline		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Grievances Solution	Illustration of the grievance's solution		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Interpersonal Conflicts	Recognize the interpersonal conflicts		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Disabilities and Challenges	Identify the disabilities and challenges		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
		Gender Sensitivity and Discrimination	Identify the disabilities and challenges		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5
	Applicable Legislation, Grievance Redressal Mechanisms	Discuss the applicable legislation, grievance redressal mechanisms	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5		
		Transacting With Others without Personal Bias	To administer with others without personal bias		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 0.5

S No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
8	Material Conservation	Material Handling	Identify the ways to handle materials	SGJ/N1702	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Workstation Layout, Electrical, and Thermal Equipment	Categorize the workstation layouts, electrical and thermal equipment		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Organisational Procedures for Minimising Waste	List the organizational procedures for minimizing waste.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Practices of Efficient and Inefficient Management	Analyse the practices of efficient and inefficient management		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Material and Water Usage	Discuss the material and water usage		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
9	Discuss the material and water usage	Define Electricity	Define electricity	SGJ/N1702	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Basics of electricity	State the basics of electricity		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Energy efficient devices	Identify the energy-efficient devices		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Standard Practices for Conserving Electricity	Explain the standard practices for conserving electricity		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Types of waste	List the different types of waste		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
10	Waste Management and Recycling	Waste Management and Disposal Solutions	Describe waste management and disposal solutions	SGJ/N1702	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Pollution and Remedies	Explain pollution and its remedies		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
11	Employability Skills	Employability Skills	-	DGT/VSQ/N0102	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 60 P : 0

Annexure - II

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan to produce artisanal baked products</i>	16	24	-	-
PC1. obtain work requirements from various sources such as individuals, organizations, etc.	-	-	-	-
PC2. identify the type of bakery products to be manufactured, processes to be used, tools and equipment required	-	-	-	-
PC3. <ul style="list-style-type: none"> document a standardized production plan for producing the desired bakery products Production plan: quality and quantity of materials to be used, production estimation, timelines and schedule, budgetary requirements, other materials required; tools, equipment and machinery utilized, etc. bakery products: bread and buns, cake and sweet doughs, etc. 	-	-	-	-
PC4. plan the production process by referring to process flow chart, formulation charts, etc.	-	-	-	-
PC5. <ul style="list-style-type: none"> check the availability of raw materials, packaging materials, equipment and manpower required for the job Raw material: flour, sugar, fat, oil, water, food additives etc. Packaging material: carton, box, duplex, laminates, decorating items, etc. Equipment: flour sifter, mixer, oven, etc. 	-	-	-	-
PC6. plan the batch size based on the production order and machine capacity	-	-	-	-
PC7. calculate material requirements for the baking process and prepare the indent accordingly	-	-	-	-
PC8. submit requirements (including indent) to the concerned personnel and address their queries	-	-	-	-
<i>Maintain work area for production</i>	6	14	-	-
PC9. inspect the work area for the presence of waste and hazardous materials	-	-	-	-
PC10. clean the work area using industry approved sanitizers and chemical agents thoroughly	-	-	-	-
PC11. establish inspection and verification methods to evaluate effectiveness of cleaning and sanitation program	-	-	-	-
PC12. dispose waste materials from the work area safely as per standard operating procedure (SOP)	-	-	-	-

<i>Maintain process machinery and tools</i>	3	12	-	-
PC13. inspect the production tools, equipment and machinery for desired functioning	-	-	-	-
PC14. clean the production tools, equipment and machinery to be used thoroughly and calibrate them appropriately	-	-	-	-
PC15. assemble the materials to be used as per standard work practices	-	-	-	-
<i>Select and test materials for production</i>	5	20	-	-
PC16. receive the desired materials safely Desired material: raw materials, packaging materials, etc.	-	-	-	-
PC17. test the samples thoroughly by carrying out organoleptic evaluation, chemical and biological testing, etc.	-	-	-	-
PC18. report substandard quality ingredients to the relevant personnel promptly	-	-	-	-
PC19. store the ingredients as per standards set in plant diagram	-	-	-	-
PC20. record information such as materials received, quantity and quality of the products to be manufactured, etc.	-	-	-	-
NOS Total	30	70	-	-
<i>Measure and mix the ingredients</i>	6	14	-	-
PC1. weigh and measure the dry and wet ingredients separately as per the recipe specifications Dry ingredients: flour, sugar, salt, spices, etc. Wet ingredients: cream, fat, water, etc.	-	-	-	-
PC2. sift the ingredients as per requirement Ingredients: flour, baking powder, baking soda, cocoa, starch powder etc.	-	-	-	-
PC3. add yeast to the mix depending on the product to be produced	-	-	-	-
PC4. check the quantity of the mixture and transfer it into the mixer appropriately	-	-	-	-
PC5. add dry ingredient to wet ingredient always at some intervals to avoid gluten formation	-	-	-	-
PC6. set the controls of the mixer (speed, time, temperature, etc.) as per production requirements	-	-	-	-
PC7. monitor the parameters of the mixer/blender to achieve uniform mixing	-	-	-	-
PC8. store the premix at designated areas safely	-	-	-	-
<i>Produce artisanal breads and buns</i>	4	8	-	-
PC9. add ingredients such as emulsifiers, preservatives, colours and flavours etc. into the premix as per requirements	-	-	-	-

PC10. set and control time and temperature of fermented dough/batter depending on product requirement	-	-	-	-
PC11. apply appropriate pressure to punch down the risen dough and place it in the loaf pan for the next fermentation cycle and proofing	-	-	-	-
PC12. inspect the quality of the dough thoroughly and check for undesirable characteristics such as cracking, over fermented, under fermented, water absorption capacity, etc.	-	-	-	-
PC13. divide the dough into balls of standard sizes	-	-	-	-
PC14. select the moulds and place the dough balls to ensure it acquires the desired shape	-	-	-	-
<i>Produce artisanal cakes, hard and soft dough products</i>	3	9	-	-
PC15. select the toppings and add them on the dough/batter Toppings: choco chips, cherries, sprinklers, etc.	-	-	-	-
PC16. transfer the batter/dough into moulds of different shapes	-	-	-	-
PC17. cut the dough into desired shape to achieve design as per the product requirement	-	-	-	-
PC18. prepare cream fat as per the recipe formulation	-	-	-	-
PC19. add desired flavours to the cream for icing	-	-	-	-
PC20. apply center filling and sandwich fillings, wherever required	-	-	-	-
<i>Bake the products</i>	5	19	-	-
PC21. pre heat the oven and set the parameters	-	-	-	-
PC22. transfer the dough/ batter into baking pans safely	-	-	-	-
PC23. load the baking pans in the oven and monitor the baking process of different products Products: pastry products, soft cookie doughs, filled and two-dough cookies, cakes, biscuits, breads etc.	-	-	-	-
PC24. place the baked products into a cooling station and let it cool for the specified time	-	-	-	-
PC25. unload and de-pan baked products to cool	-	-	-	-
PC26. inspect the quality of the baked product and check for defects	-	-	-	-
PC27. apply cream/icing on cookies, biscuits, cakes, pies, etc. using standard methods as per requirements Standard methods: layering, sandwiching, filling, etc.	-	-	-	-
PC28. inspect the product for overfilling or underfilling of cream	-	-	-	-

PC29. inspect the product parameters to ensure desired quality Parameters: texture, flavor, color, odour, height, crumbliness etc.	-	-	-	-
PC30. use sight, feel and skewers to assess the quality of the baked products such as time, temperature, rotating speed, conveyor speed, etc. Products: cake, pie, tart, etc.	-	-	-	-
PC31. handover the samples to the quality lab for testing and final approval Testing: physical, chemical, microbiological, organoleptic, etc.	-	-	-	-
PC32. dispose waste materials safely as per environmental practices	-	-	-	-
<i>Packaging of baked products</i>	3	7	-	-
PC33. load the packaging material on the machine appropriately or arrange the material for manual packaging	-	-	-	-
PC34. transfer the baked products for packaging safely and ensure it is placed properly	-	-	-	-
PC35. monitor the wrapping and labelling process to ensure it follows the specifications	-	-	-	-
PC36. record information (manual, ERP, etc.) of finished products details such as name of the product, batch number, time of packing, date of manufacture, date of expiry, other label details, primary and secondary packaging materials for all finished products, storage conditions, etc. according to the FSSAI standards of packaging and labelling	-	-	-	-
PC37. store cakes, pastries, pies, tarts and reusable by-products in appropriate environmental conditions	-	-	-	-
<i>Display artisanal baked products</i>	2	4	-	-
PC38. select the type of display for cakes, pastries, pies and tarts in a way that attracts maximum attention	-	-	-	-
PC39. use suitable service wares to present and store baked products on display	-	-	-	-
PC40. adjust the storage conditions for the baked products on display to maintain utmost freshness and quality	-	-	-	-
<i>Manage finished goods and post production activities</i>	7	9	-	-
PC41. inspect the quality of finished products thoroughly before dispatch	-	-	-	-
PC42. coordinate with vendors for distribution and supply of baked products to individuals and organisations	-	-	-	-
PC43. record information for quality and quantity of goods supplied, vendor details, customer details, material receipts, time of shipment, etc.	-	-	-	-

PC44. monitor stocked material (raw material, processed material and finished goods) for desired quality and quantity as per the purchase order	-	-	-	-
PC45. ensure a clean and tidy workplace and take relevant measures against pest infestations and presence of dust, water, etc.	-	-	-	-
PC46. clean the work area, machineries, equipment and tools using appropriate cleaning agents and sanitizers	-	-	-	-
PC47. repair minor faults in the equipment or machines	-	-	-	-
PC48. dispose the waste as per standard operating procedures	-	-	-	-
NOS Total	30	70	-	-
<i>Comply with legislative guidelines for a production facility</i>	10	25	-	-
PC1. <ul style="list-style-type: none"> analyze and investigate purpose and intent of legislation related to various factor Factors: food premises, storage facilities, equipment, food production, packaging, labelling of products, etc. 	-	-	-	-
PC2. identify the authorities responsible for administering legislation for setting up a food processing facility	-	-	-	-
PC3. assess workplace and food safety systems to determine compliance as per production needs	-	-	-	-
PC4. establish standard procedures to ensure compliance with legal requirements	-	-	-	-
PC5. identify and report non-compliance with the legislative guidelines to the concerned authority as per SOP	-	-	-	-
PC6. ensure accuracy of the recorded information in various forms, checklists, etc. obtained from designated personnel	-	-	-	-
PC7. keep the relevant documentation updated at all times for future reference	-	-	-	-
<i>Develop recipes for artisanal production</i>	14	24	-	-
PC8. formulate recipes and methodologies in accordance with customer needs and product type	-	-	-	-
PC9. conceptualize new ideas and experiment with various combinations of old and new ingredients to develop new products	-	-	-	-
PC10. experiment with new and existing methods of production to develop new production methods for a variety of products	-	-	-	-
PC11. evaluate the quality of production methods by assessing necessary parameters to validate and standardize the best product formulation method	-	-	-	-

PC12. estimate the costs to be incurred for producing the required product as per equipment capacity, material usage, processing, transport, distribution, etc.	-	-	-	-
PC13. calculate the cost of the final product and standardize the unit price of the product considering all the necessary parameters	-	-	-	-
<i>Obtain materials for setting up production facility</i>	5	8	-	-
PC14. identify the equipment and materials to be procured before setting up a production facility Materials: raw materials, packaging materials, additives, preservatives Equipment: mixing equipment, premixing equipment, processing equipment, packaging equipment, cleaning equipment, etc.	-	-	-	-
PC15. identify and select vendors for sourcing raw materials, packaging materials, and equipment for production	-	-	-	-
PC16. check and verify the quality of materials received from the vendors as per standards	-	-	-	-
PC17. maintain records of materials obtained and other documents such as equipment manuals, manufacturers' instructions, etc. for future reference	-	-	-	-
<i>Perform entrepreneurial activities</i>	7	7	-	-
PC18. identify own strength and weakness and analyse the gaps for improvement	-	-	-	-
PC19. manage time effectively to minimize work load, anger and stress at workplace	-	-	-	-
PC20. plan different strategies that solve problems, enhance communications and improve work culture	-	-	-	-
PC21. operate computer and its applications to carry out digital initiative such as digital marketing, e-commerce, branding etc.	-	-	-	-
PC22. operate online banking services for seamless transfer of money through NEFT, IMPS, UPI, RTGS	-	-	-	-
PC23. develop a detailed project report to attract good investment opportunities	-	-	-	-
PC24. identify and analyse new business opportunities through various entrepreneurial programs	-	-	-	-
NOS Total	36	64	-	-
<i>Ensure food safety at the workplace</i>	30	70	-	-
PC1. identify the biological, chemical, and physical hazards at various stages of food processing. Stages: procurement of raw material; production, manufacturing, distribution, delivery of finished product, etc.	-	-	-	-

PC2. implement food safety procedures and regulatory policies at the food processing workplace. Policies: Visitor's Policy, Health declaration policy, Jewellery policy, Quality, and safety policy	-	-	-	-
PC3. ensure that the materials are adequately isolated to prevent them from contamination. Materials: raw materials, processed materials, finished goods, etc. Contamination: Physical, Chemical, Biological & shop floor environment	-	-	-	-
PC4. establish and follow Good Manufacturing Practices (GMPs) laid down in applicable Food Safety and Standards Authority of India (FSSAI) guidelines. Good Manufacturing Practices (GMPs): location and layout(ergonomics), cleaning and sanitation, equipment and containers, pest control, facilities (lighting, water supply, drainage and waste disposal, air quality and ventilation), food storage, transportation, and distribution etc.	-	-	-	-
PC5. establish and follow allergen management system for handling and storage of raw materials	-	-	-	-
PC6. establish and follow monitoring systems like Hazard Analysis Critical Control Point (HACCP), product information and consumer awareness, product recall and withdrawal, and traceability HACCP: Hazard identification, identification of critical control points, establish critical limits, corrective and preventive action. Product information and consumer awareness: Product labelling and consumer education. Traceability: forward and backward traceability	-	-	-	-
PC7. take appropriate action in instances such as VACCP (Vulnerability Assessment Critical Control Points) and TACCP (Threat Assessment Critical Control Points)	-	-	-	-
PC8. plan, conduct, manage, consolidate outcomes, and close corrective actions of workplace audit on food safety as per FSSAI guidelines, address the non- conformance with root cause analysis (RCA), corrective action preventive action(CAPA)	-	-	-	-
PC9. address issues pertaining to food safety and quality reported by the team members	-	-	-	-
PC10. record information such as food safety regulations followed, inspections done, faults observed, etc. as per standard procedure	-	-	-	-
PC11. organize trainings and workshops on food safety aspects such as Good Manufacturing Practices (GMP), HACCP, VACCP, TACCP, etc.	-	-	-	-
NOS Total	30	70	-	-
<i>Follow preventive measures to avoid accidents</i>	13	31	-	-
PC1. wear appropriate personal protective equipment (PPE) as per task requirements. PPE: gloves, hairnets, masks, ear plugs, goggles, shoes etc.	-	-	-	-

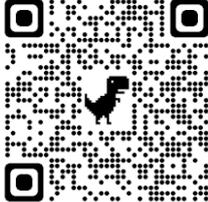
PC2. identify job-site hazardous work and possible causes of risk or accident at the workplace	-	-	-	-
PC3. deal with hazards safely and appropriately to ensure safety of self and others	-	-	-	-
PC4. ensure that the equipment used (such as for lifting and carrying materials, power tools, etc.) are maintained effectively	-	-	-	-
PC5. implement organisational safety protocols to prevent accidents and hazards	-	-	-	-
PC6. ensure that general health and safety equipment are readily available at all times	-	-	-	-
PC7. ensure that common hazard signs are displayed properly wherever required	-	-	-	-
PC8. use various types of fire extinguishers effectively	-	-	-	-
PC9. train the workforce on accident prevention techniques required at the workplace. Accident prevention techniques: role of appropriate PPE; use of fire extinguishers, dealing with hazards; identification of risks that could lead to accidents; safety protocols followed to avoid accidents; role of different types of hazard signs, safe lifting and carrying practices, etc.	-	-	-	-
<i>Deal with emergencies</i>	8	18	-	-
PC10. follow workplace emergency and evacuation procedures	-	-	-	-
PC11. use safe methods to free a person from electrocution	-	-	-	-
PC12. administer appropriate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning, etc.	-	-	-	-
PC13. provide artificial respiration and -cardio pulmonary resuscitation (CPR) in various instances (e.g., cardiac arrest)	-	-	-	-
PC14. report any identified breaches in health, safety and security policies and procedures to the concerned authority	-	-	-	-
PC15. train the workforce on emergency procedures to be followed at the workplace. Emergency procedures: safe evacuation; treating a person from electrocution; immediate first aid to be given at times of cuts, bleeding, burns, choking, electric shock, poisoning, etc.; administering artificial respiration and cardio-pulmonary resuscitation (CPR); escalating issues beyond own scope, etc.	-	-	-	-
<i>Manage infection control</i>	9	21	-	-

PC16. follow and enforce Good Hygiene Practices (GHP) among the team. GHP: washing hands regularly, reporting personal health issues to the concerned, undertaking preventive health check-ups at regular intervals, getting vaccinated as per standard procedures whenever required, etc.	-	-	-	-
PC17. identify the type of infection spread in discussion with designated personnel and relevant sources. Type of infection spread: severity; precautions to be taken; safety protocols to be followed during spread; sanitisers to be used, etc.	-	-	-	-
PC18. ensure the work area, equipment and related facilities are being sanitised effectively as per organisational schedule and work requirements	-	-	-	-
PC19. ensure that materials used for sanitisation are stored appropriately and readily available at times of need	-	-	-	-
PC20. take appropriate action at times of illness to self and others in the team	-	-	-	-
PC21. train the workforce on infection control practices followed at the workplace. Infection control practices: precautions to be taken; types of sanitisers to be used; ensuring appropriate sanitization of self and work area; reporting illness to self and others promptly, etc.	-	-	-	-
PC22. review standard operating procedures (SOPs) as per organisational schedule to ensure compliance with regulatory requirements	-	-	-	-
PC23. ensure periodic health check-up of all workers in compliance with FSSAI guidelines	-	-	-	-
PC24. provide regulatory support and process improvements which have an impact on regulatory affairs related to quality and safety assurance in respective departments	-	-	-	-
NOS Total	30	70	-	-
<i>Communicate effectively</i>	8	13	-	-
PC1. obtain complete information and instructions from designated personnel	2	3	-	-
PC2. reciprocate understanding and seek clarifications whenever required	2	3	-	-
PC3. provide information accurately and clearly	2	3	-	-
PC4. use inclusive language (verbal, non- verbal and written) that is gender, disability and culturally sensitive	2	4	-	-
<i>Work in a team effectively</i>	8	14	-	-
PC5. plan tasks to be performed as per priority and need	2	4	-	-

PC6. consult with and assist others to maximize effectiveness and efficiency at work	2	3	-	-
PC7. escalate problems and grievances beyond own scope to the concerned authority	2	3	-	-
PC8. take appropriate action to resolve conflicts at the workplace	2	4	-	-
<i>Respect diversity</i>	6	12	-	-
PC9. maintain a gender-neutral behaviour with everyone at the workplace	2	4	-	-
PC10. empathise with People with Disabilities (PwD) and offer help, if required	2	4	-	-
PC11. recognise and report incidents of harassment and discrimination to appropriate authority	2	4	-	-
NOS Total	22	39	-	-
<i>Material conservation practices</i>	4	8	-	-
PC1. identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
PC2. check for spills/leakages in various tasks/activities/processes	1	2	-	-
PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
PC4. carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	4	8	-	-
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	5	10	-	-
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-

Annexure - III

QR Code

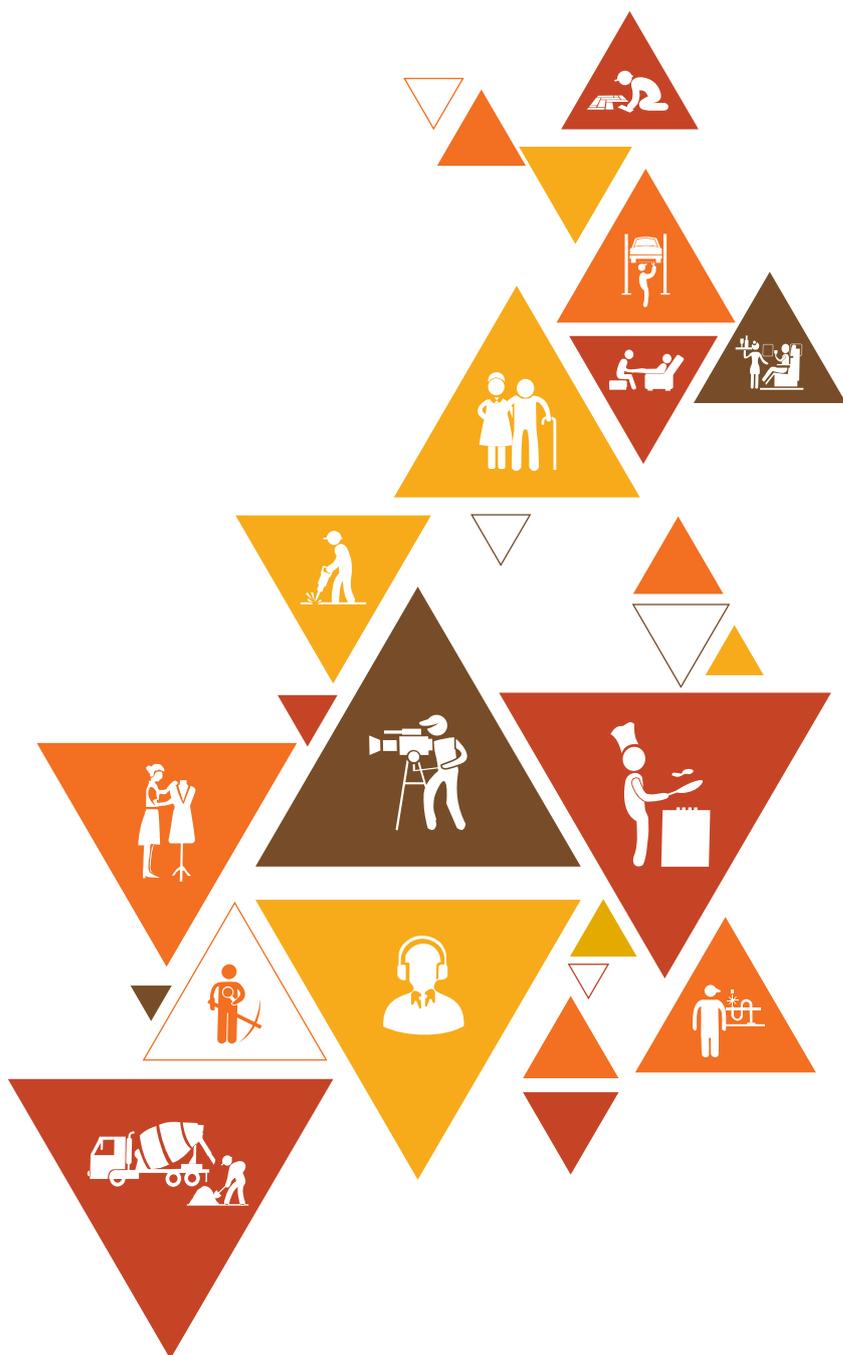
Chapter No.	Unit No.	Topic Name	Link	QR Code
Chapter 1: Introduction to Food Processing Sector and the Job of Craft Baker	Unit 1.1	Overview of Food Processing Industry	https://www.youtube.com/watch?v=J-2EiMVNtpM&t=15s	
Chapter 1: Introduction to Food Processing Sector and the Job of Craft Baker	Unit 1.2	Introduction to Bread and Bakery Industry	https://www.youtube.com/watch?v=mc pVs3CVNIw	
Chapter 1: Introduction to Food Processing Sector and the Job of Craft Baker	Unit 1.2	Orientation Video-	https://www.youtube.com/watch?v=Olj RVDAMON0&t=6s	
Chapter 1: Introduction to Food Processing Sector and the Job of Craft Baker	Unit 1.2	Roles and responsibilities	https://www.youtube.com/watch?v=1lg TQfNOGsM	
Chapter 3 : Prepare for the Production of Baked Products in Artisan Bakeries and Patisseries	Unit 3.5	Tools and Equipment's used in baking industry	https://www.youtube.com/watch?v=zN ArOSLoTiY	
Chapter 3 : Prepare for the Production of Baked Products in Artisan Bakeries and Patisseries	Unit 3.4	Overview of the baking process	https://www.youtube.com/watch?v=Js8 uiPAQ5k0	

Chapter No.	Unit No.	Topic Name	Link	QR Code
Chapter 3 : Prepare for the Production of Baked Products in Artisan Bakeries and Patisseries	Unit 3.3	Storage of Finished product	https://www.youtube.com/watch?v=HcI3v1d22CM	
Chapter 5 : Basic Food Safety Standards	Unit 5.1	Food hazard	https://www.youtube.com/watch?v= sCyr4DIENA&t=97s	
Chapter 5 : Basic Food Safety Standards	Unit 5.1	Allergen contaminati on	https://www.youtube.com/watch?v=sbNDnODWTbA	
Chapter 5 : Basic Food Safety Standards	Unit 5.2	Food intolerance and allergies	https://www.youtube.com/watch?v= Jr sKqQRzDo	
Chapter 5 : Basic Food Safety Standards	Unit 5.3	Audit and Documentat ion	https://www.youtube.com/watch?v=3QuKCYfHHow	
Chapter 5 : Basic Food Safety Standards	Unit 5.4	Food alert, Food traceability and food recall	https://www.youtube.com/watch?v=w0oA7IRBUf4	
Chapter11: Employability Skills	-	-	https://www.skillindiadigital.gov.in/content/list	

Notes



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