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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
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Transforming the skill landscape



Food Industry Capacity and Skill Initiative

Facilitator Guide



Sector
Food Processing

Sub-Sector
Generic

Occupation
Quality Analysis/ Assurance

Reference ID: FIC/Q7606, Version 2.0
NSQF level: 4

Hygiene Coordinator



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. ”

Acknowledgements

The preparation of this Facilitator Guide would not have been possible without the support of the Food Processing Industries. The Industry feedback has been extremely encouraging from inception to conclusion it is with their inputs that we have tried to bridge the skill gaps existing today in the Industry.

This Facilitator Guide is dedicated to all the aspiring youth who desire to achieve special skills which would be a lifelong asset for their future endeavors and help them make a bright career in the Food Processing Sector.

FICSI is thankful to all organisations and individuals who have helped us in preparation of this Facilitator Guide. We also wish to extend our gratitude to all those who reviewed the content and provided valuable inputs for improving the quality, coherence, and content presentation of chapters.

About this Guide

This book is designed for providing skill training and/or upgrading the knowledge and basic skills to take up the job of Hygiene Coordinator 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 an Hygiene Coordinator. This Facilitator Guide is designed to enable training for the specific Qualification Pack (Each National Occupational Standards (is covered across Unit/s).

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

- FIC/N7615 Prepare for cleaning and sanitation of food processing facility
- FIC/N7616 Supervise Hygiene Practices
- FIC/N9904 Basic Food Safety Standards
- FIC/N9901 Ensuring Food Safety and Personal Hygiene
- FIC/N9901 Managing Accidents and Emergencies
- FIC/N9902: Working Effectively in an Organization
- SGJ/N1702: Material Conservation
- SGJ/N1702: Energy and Electricity Conservation
- SGJ/N1702: Waste Management and Recycling
- DGT/VSQ/N0102: Employability Skills

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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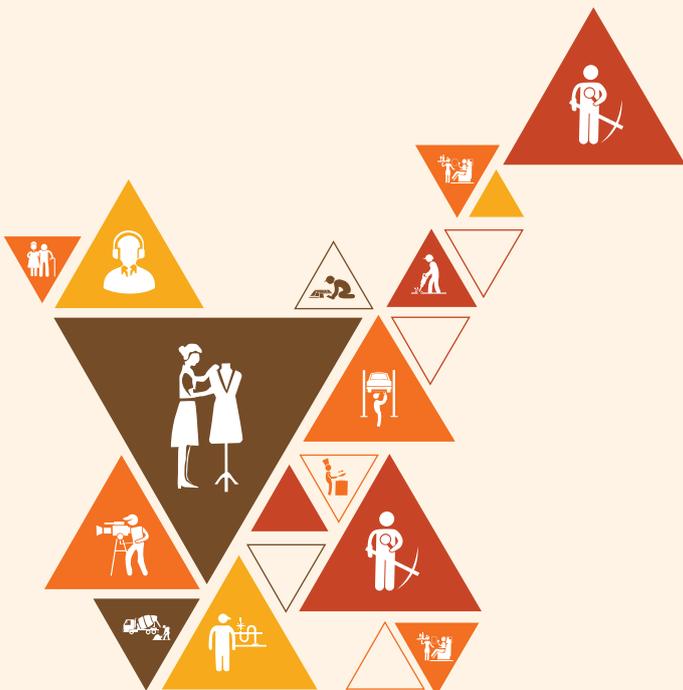
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1. Introduction to the Program and Overview of the Food Processing Industry

Unit 1.1 - Introduction to the Training Programme

Unit 1.2 - Introduction to the Food Processing Industry



FIC/N7615

Terminal outcome

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

1. Describe the food processing industry and its sub sectors in brief
2. Discuss the roles and responsibilities of a Hygiene Coordinator
3. Discuss about the food processing industry and multi sectorial sub sector in brief
4. Explain the terminologies used.
5. State the food safety hygiene standards to follow in a work environment

Unit 1.1: Introduction to the Training Programme

Unit Objectives

At the end of this unit, trainees will be able to

- Explain the purpose of training
- Discuss the scope of work

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, Images and videos of Hygiene coordination, etc.

Note

This is the first session of the program, which will introduce us to the job role, and scope of work in the food processing industry.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by food processing?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The training programme will enable an individual to
 - Prepare for cleaning and sanitation of the work area.

- Supervise hygiene practices.
- Ensure Food Safety at the Workplace.
- Implement Health and Safety practices at the workplace.
- Work effectively in an organization.
- Optimize Resource Utilization at the Workplace.

Say



Let us now participate in an activity to understand the concept better.

Activity



Divide class in groups

- Ask group members to stand in a circle, if room space permits.
- Next, ask any participant from the group to start the game by introducing himself or herself by making a gesture, and alliterating his/her name, e.g. “I’m Wonderful Ana” or “I’m Smart Sam”.
- The next player points to the first player, repeats the previous player’s name, attribute and gesture, and does something similar about himself or herself. And so on.

Do



- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Say



Let us now participate in another activity to understand the concept better.

Activity



- Give the students an overview of what will be covered in the food processing section
- Make the candidates break up in groups to discuss why food processing is required
- One group to discuss what the benefits are and the other group to discuss what the risks of the job are.
- Once teams are ready make them identify a SPOC and present their team’s key summary to the group.

Say

Did you find the activities fruitful? I hope all of you are aware of the job role of a Hygiene coordinator.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 1.2: Introduction to the Food Processing Industry

Unit Objectives

At the end of this unit, trainees will be able to:

- Define food processing
- List the various sectors of the food processing industry
- Describe the various stages of food processing for converting raw materials to food products

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, Images and videos of Hygiene coordination, etc.

Note

This is the second session of the program, which will introduce us to sector where trainees will have to work.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How would you describe the work of a food processor?
- What do you understand by Hygiene coordinator?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Food processing is the method used to convert raw materials into food products

- They could be processed foods, ready to eat foods, food additives or foods used to prepare other food products
- Besides food processing, the food industry also relies on food preservation as an important method to store food products for longer periods of time
- The food processing industry in India is divided into several sub sectors

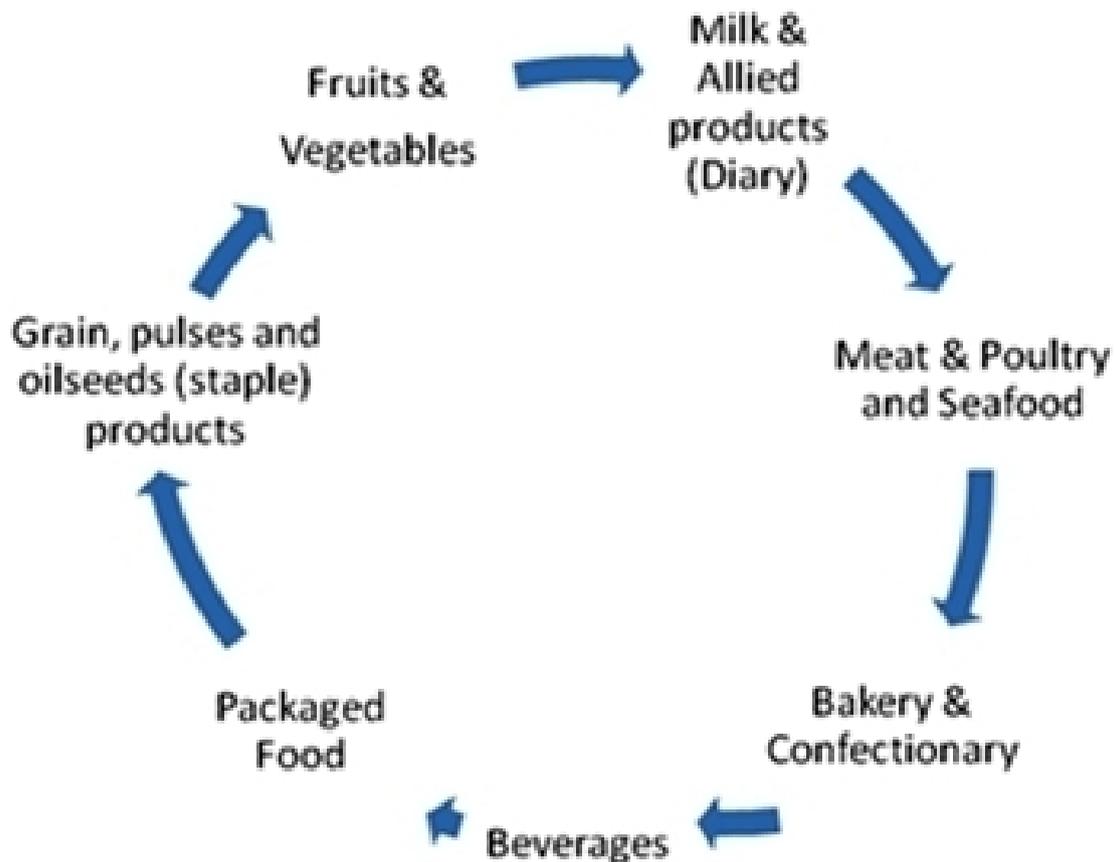


Fig 1.1: Sub sectors of food processing industry

- The Indian food industry is a star sector in India with a bright prospect for growth and development
- Indian food and grocery market is the sixth largest in the world Food industry, particularly the food processing sector in India, has shown immense potential due to its quick paced growth
- Food processing ranks fifth in the country in terms of its production, growth, export, and consumption
- One of the recent trend that is seen in this sector is ordering food online Even though this segment is still in its early stages of development, it is growing at an increasingly fast pace
- Food industry is implementing stringent food safety and quality measures in order to attract more investors and ensure the safety of its existing consumers
- The following chart shows the journey food material goes through to become a final, consumable product to various customers.

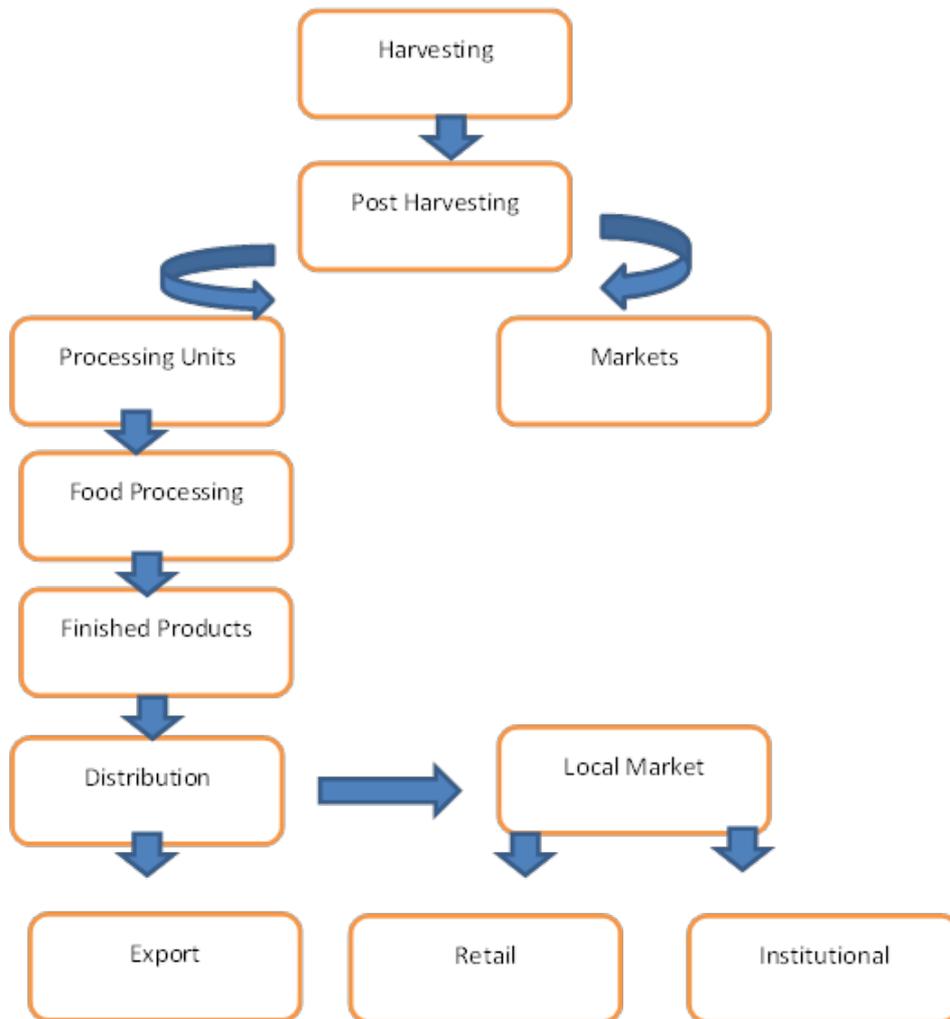


Fig 1.2: Journey of harvested food

Say

Let us now participate in an activity to understand the concept better.

Activity

- The trainer is going to show an introductory video about the concept of food processing
https://www.google.com/search?q=food+processing+industry+in+india&source=lmns&tbm=vid&bih=657&biw=1366&hl=en&sa=X&ved=2ahUKEwivwI7ThaT_AhWg1HMBHcPFctcQ_AUoA3oECAEQAw#fpstate=ive&vld=cid:751d699c,vid:xoJx34gRDb4
- The video will be followed by a round of generic discussion.

Say

Did you find the activities fruitful? I hope all of you are now aware of the job role.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=5VIYw38hCxU>
Scope of food processing in India with National and International perspective



<https://www.youtube.com/watch?v=J-2EiMVNtpM>
Overview of Food Processing Industry

Terminal outcome



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

1. Perform tasks for supervision of food processing
2. Ensure desired levels of cleanliness and sanitation in and around the work area
3. Identify workplace requirements and supervise the quality of hygiene practices

Unit 2.1: Prepare For the Cleaning and Sanitation Activities

Unit Objectives

At the end of this unit, trainees will be able to

- Identify the cleaning standards and documentation required for cleaning and sanitisation process
- List various chemicals and tools used during cleaning and sanitation procedure
- Comprehend the cautions while using and storing various cleaning chemicals and tools
- Identify various signages used at worksites.
- Practice safety measures during cleaning tasks.
- Identify the usage of various cleaning tools and chemicals

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, signages, cleansers and sanitizers, cleaning chemicals, tools and equipment, various inventory document samples, checklists, cleaning SOP, etc.

Note

This is the third session of the program, which will introduce us to the concept of cleaning and sanitization of a facility.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How would you describe the process of cleaning a facility?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- In the Food Industry, the most crucial thing is Hygiene
- Maintaining a hygienic work environment is crucial in averting foodborne illnesses
- Cleaning is essential but the most necessary step to be followed by any food processing unit.
- The entire cleaning process involves various activities cleaning, sanitisation and disinfecting.

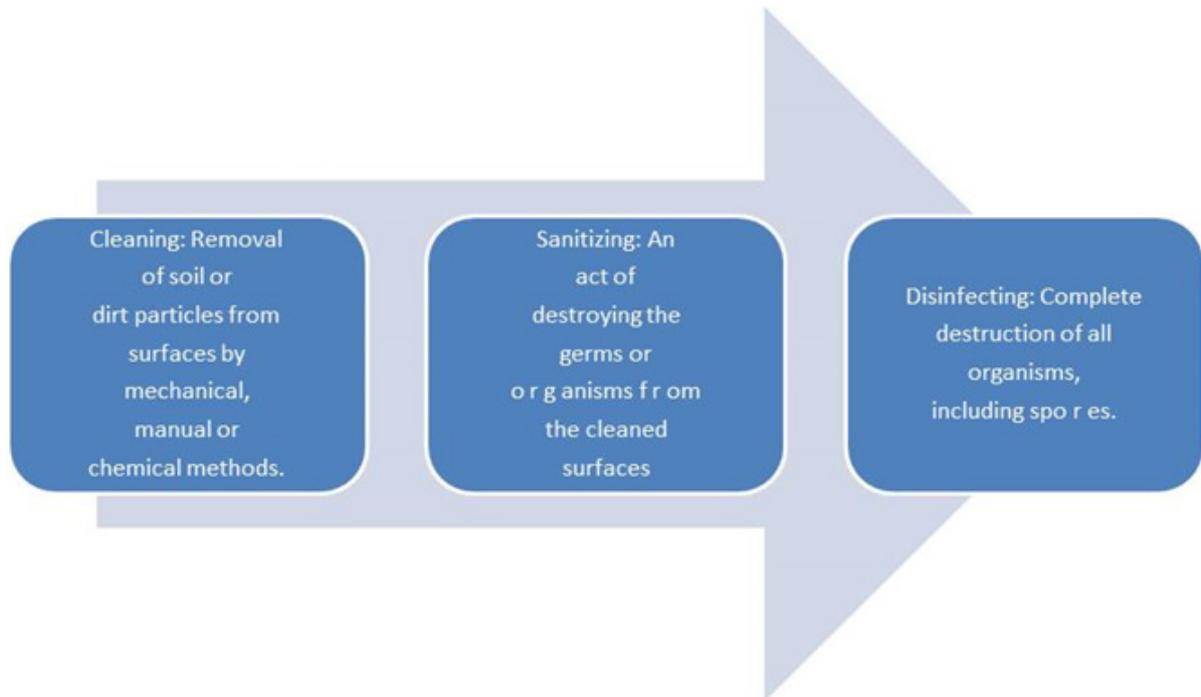


Fig: 2.1: 3 Step process

- The cleaning and sanitation process in the food industry varies based on the type of food (manufactured/sold), the surface to be cleaned, surrounding environment, machinery in use and the type of dirt/pathogens found.
- There can be different SOPs' for different machines, surfaces and work areas. Different areas/ surfaces need different cleaning schedules, tools and chemicals.
- Organisations can have the format of SOP for cleaning procedures, but the general components of the SOP's remain the same.
- Workers must learn to read and understand the components of the SOPs'.
- Understanding cleaning and sanitisation requirement are significant for a sanitation worker.
- A successful sanitation worker should take instructions (verbally or written) and should be able to deliver duties accordingly.
- Proper attention to the instructions would help the worker identify the nature of dirt he/she has to clean, the type of cleaning agent he must use, and the precautions he must take while doing the same

Activity

- The trainer will ask each student to prepare a mock cleaning plan for a particular area of the facility or for the whole facility
- Each student will prepare a separate cleaning plan as per the sample shared
- These sample plans will then be interchanged and the job of the receiving trainee would be to identify the gaps/faults in each such sample
- Once the sample sheet is prepared and checked, it will be followed by a sample video of cleaning
- <https://www.youtube.com/watch?v=KIGb-2vJan4> (clean contact surfaces)
- The video will be followed by a final cleaning planner preparation by the trainer.

Say

Let us now participate in another descriptive elaborate session where we will learn about the tools and equipment, chemicals and agents used for the work.

Elaborate

In this session, we will discuss the following points:

- Cleaning and Sanitizing is the most critical activity in any food processing unit
- Whether it is a massive unit like a food processing plant or as small as a restaurant, cleaning, sanitation, and hygiene scheduling affect final output quality, poor cleaning of food cutting tools or the workstation, improper sanitation services, and poorly maintained hygiene standards might impact the final product's colour, odour, and taste.
- Cleaning agents are chemicals used to clean any kind of dirt or soil deposited on the cooking utensils or surface of the work station
- Different cleaning agents are used for cleaning depending upon the item to be cleaned, the cleaning method and the type of soiling/dirt found
- Different cleaning processes are followed in food processing units, and different equipment is used for different methods (refer to sub-unit 2.1.2.1)

Say

Let us now participate in an activity to understand the concept better. used for the work.

Activity

- This activity will start with the trainer showing 2 videos to the trainees
- https://www.youtube.com/watch?v=5i_u75FgPdw (cleaning tools)

- <https://www.youtube.com/watch?v=9CQssaPrIfQ> (cleaning agents)
- Once the videos are shown, trainees will have an understanding for the activity
- Now the trainer will divide the team into multiple groups
- The trainer may also arrange for scrambled flash cards/images/sample tools and agents for the activity
- Each group will perform a specific task-
 - Identify different categories of cleaners
 - Identify and sort different types of tools
 - Identify and sort wet cleaning tools from dry cleaning tools.

Say

Let us now participate in another descriptive elaborate session where we will learn about use of various types of washing and cleaning techniques.

Elaborate

In this session, we will discuss the following points:

- High Pressure Washers are used for cleaning direct food contact surfaces, from dairy tanks to conveyors used in processed food manufacturing facilities. They are commonly used to clean the outer parts of the equipment, walls, and loading docks. In addition, they are beneficial in removing tough dirt.
- Industrial sweepers eliminate dust and other dry rubble from the floors. We can clean larger areas using these. They do not disperse dust in the air instead of capturing it. Thus contamination of surface and food is avoided. Sweepers are available as walk behind (for smaller facilities) and ride on (for more significant facilities) devices (for more extensive facilities).
- Industrial scrubbers clean the floor with water and detergent, like mops are much more efficient, time and money saving. In addition, scrubbers keep drying the floor as they go. So, it saves chances of accidents. Scrubbers likewise come in both walk behind and ride on models.
- Industrial Vacuums clean the floors, remove dust from walls, pipes, and equipment, and collect trim from packaging machines.
- Visual inspection is the process of observing any area, equipment or item with naked eyes to look for flaws. Here, it is dirt and soil.
- Visual inspection is one of the first born methods followed by people.
- Steps of conducting a visual inspection (refer to table 2.2 and image 2.1.32)
 - Step 1. Clearly define criteria of cleanliness what do you define as clean?
 - Step 2. Define the optimum result how much cleanliness is sufficient?
 - Step 3. Analyse visual effects like the type of soil/dirt to be cleaned
 - Step 4. Use checklists to make the inspection report
 - Step 5. Make a cleanliness plan based on inspection which cleaning agent and equipment will be used? Which cleaning process will be used?

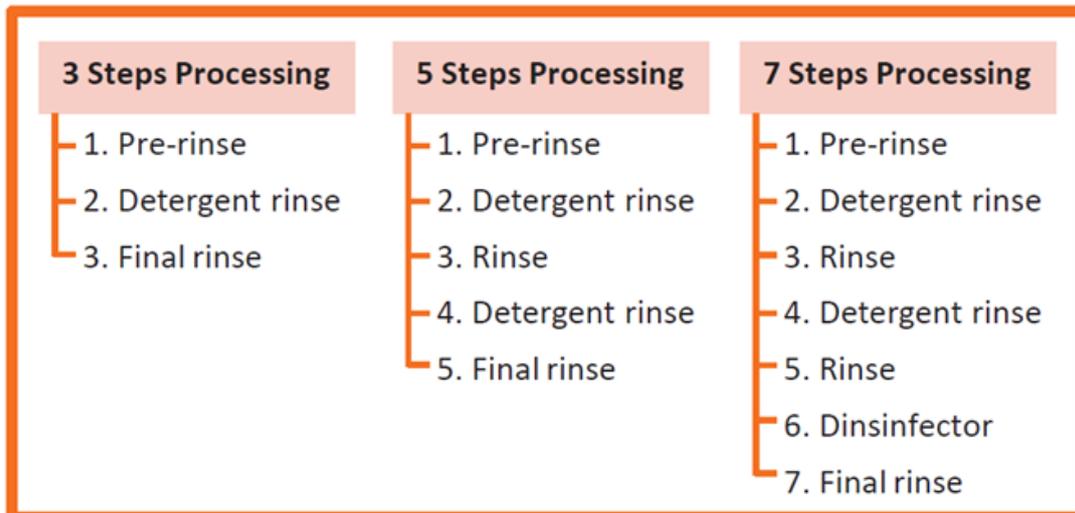


Fig 2.2: Cleaning process flowchart

- Safety signs must be used whenever the cleaning process is taking place.
- Signs provide information or instruction using a combination of shape, colour and symbols but no information in writing.
- These are thus very easy to understand
- Using signboards can save or minimise accidents at the cleaning site.
- Signs can clearly understand the user and the visitors about the rules to be followed while cleaning

Say

Let us now participate in few activities to understand the concept better.

Activity

- The trainer is going to perform a role play with groups of trainees on the cleaning sequence
- Before the activity, trainer will arrange for all necessary materials, agents, machines
- The trainer will then divide the team into two groups
- Group A will arrange all materials according to the surface to be cleaned, arrange specific cleaning agents, and prepare a cleaning process chart for the other group
- Group B will then follow the process chart and perform the cleaning steps as per SOP (refer to 2.1.2.1 of the Handbook).

Step1:Pre-Rinse	Step2:Start Cleaning Process	Foaming-Tips to do foam cleaning	Manual Cleaning-Tips to do manual cleaning	CIP (Cleaning in Place)-Tips to do CIP cleaning
COP (Cleaning out of place)-Tips to do COP cleaning	Cleaning the Drains-Tips to clean drains	Step3:Rinsing Process-Tips to do Rinsing process	Step 4:Sanitise/Disinfect-Tips to sanitise	Step 5: Post-Rising-Inspect the result of the cleaning and sanitizing process

Say

Did you find the activities fruitful? I hope all of you are now aware of the scope of work to be done.

Tips

Now we should quickly go through few important pointers for doing the job.

FLOOR, CEILINGS, WALLS

- To remove oil or grease stains from a polished wood floor, add two tablespoons vinegar to half a litre of warm water and wipe.
- Avoid cleaning flooring tiles with harsh detergents or acids. These elements can rob the shine off your floor.

BATHROOMS

- To unclog the showerhead, dip it in a bowl of vinegar for 4 hours. The acid will help clear the dirt.
- Bathroom floors are vulnerable to moss growth. Sprinkle some bleaching powder and let it stay for 10 mins. Wash clean.

KITCHEN

- Apply a little common salt to the inside of the freezer compartment to prevent the formation of ice crystals.
- To clean the clogged sink, mix a handful of sodium bi carbonate and one cup of vinegar and pour it into the wash basin followed by water.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=J-2EiMVNtpM>

Sanitation Training and Education

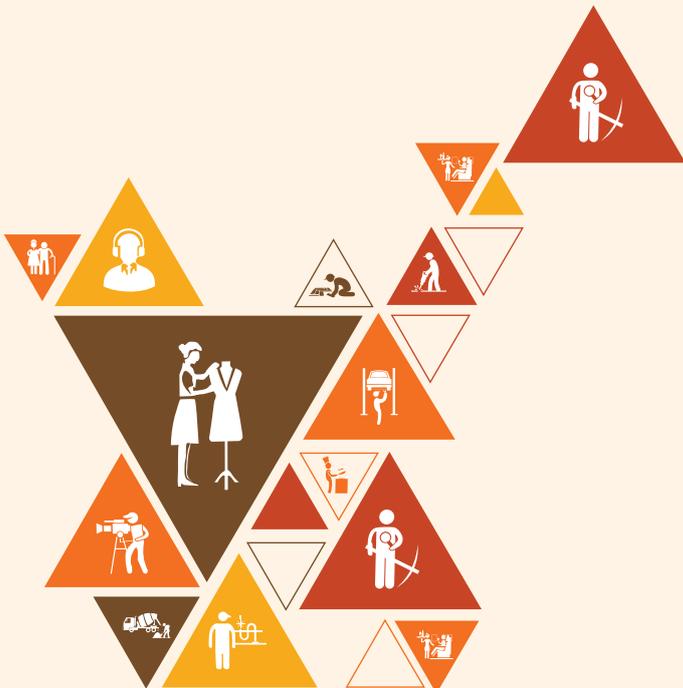


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3. Supervise Hygiene Practices

Unit 3.1 - Monitor and Supervise the Cleaning and Sanitation Tasks



FIC/N7616

Terminal outcome



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

1. Perform quality review of hygiene practices involving inspection of work
2. Handle resource and escalations
3. Ensure timely completion of task as per requirement
4. Identify tools and equipment used for the trade

Unit 3.1: Monitor and Supervise the Cleaning and Sanitation Tasks

Unit Objectives

At the end of this unit, trainees will be able to

- Elucidate the information to be populated in monthly report for reporting
- Practice how to prepare monthly reports, maintenance schedule and checklists
- Explain the various types of signages to be erected in and around the areas to be cleaned
- Perform supervision and quality review of hygiene practices as per schedule IV of FSSAI
- Show the procedure to store materials post completion of tasks appropriately
- Practice preparing audit checklist
- Practice proper documentation procedure

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, signages, cleansers and sanitizers, cleaning chemicals, tools and equipment, various inventory document samples, checklists, cleaning SOP, etc.

Note

This is the fourth session of the program, which will introduce us to the techniques of monitoring and supervision done by a hygiene coordinator. This session will also help us understand the process of sanitization in the food industry.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by supervision?
- What is the importance of cleaning and sanitization in the food industry?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Monitoring and supervision play a crucial role in ensuring that cleaning and sanitation practices are carried out effectively, efficiently, and in compliance with regulatory requirements.
- It helps to maintain a safe and healthy environment, improve quality assurance, and reduce costs.
- The primary role of a hygiene coordinator is to ensure that the food processing unit complies with all hygiene and safety regulations.
- This includes monitoring and supervising all activities in the food processing unit to ensure that they comply with good manufacturing practices (GMP) and Hazard Analysis and Critical Control Points (HACCP) regulations.
- As a hygiene coordinator in a food processing unit, there are various career opportunities available, including:
 - Senior Hygiene Coordinator -This is a supervisory position that involves overseeing the hygiene coordinators and ensuring that the production area is maintained to a high standard of hygiene
 - Hygiene Manager- As a hygiene coordinator, one can move up to a hygiene manager role, responsible for managing the overall hygiene practices and programs in the facility
 - Sanitation Manager- A hygiene coordinator can also move into a sanitation manager role, overseeing the sanitation processes and procedures in the facility, including the cleaning and disinfecting of non-food contact surfaces
 - Training and Development Manager- There is also an opportunity to develop a career in training and development, where the person can train and educate other employees on best hygiene practices and procedures
- Some of the specific role and responsibilities that a hygiene coordinator may perform in a food processing unit include:
 - Developing and implementing hygiene and safety protocols and procedures.
 - Conducting regular hygiene and safety audits and inspections.
 - Training staff on hygiene and safety practices and procedures.
 - Ensuring that all equipment and facilities in the food processing unit are clean and properly maintained.
 - Investigating and addressing any hygiene and safety issues that arise in the food processing unit.
 - Maintaining accurate records of all hygiene and safety activities and incidents.
 - Coordinating with relevant regulatory bodies to ensure compliance with all hygiene and safety regulations.

Say

Let us now participate in an activity to understand the concept better.

Activity

- The trainer will first show few videos to the trainees related to hygiene standards and processes in the

food industry

- This will be applicable for all food processing items
- <https://www.youtube.com/watch?v=GUJ4vi-JA88> (cleaning of plants)
- <https://www.youtube.com/watch?v=8Y7PZ-XHlys> (cleaning unit outlets)
- <https://www.youtube.com/watch?v=gc2rCSx-ipo> (cleaning industry equipment)
- Once the videos are shown, the trainer will divide the team into small groups
- Each group will be assigned separate tasks, like:
 - Cleaning equipment
 - Cleaning facility
 - Cleaning inlets and outlets
 - Arranging cleaning materials

Say

Did you enjoy this activity? Can you see how the much information you had previously and the information you have now? Friends, now that we all had a round of interactive discussion session, let us participate in another activity.

Activity

- This activity will also begin with few video s showing different types of cleaning process
- <https://www.youtube.com/watch?v=RI5QREngW6g> (cleaning a food facility)
- <https://www.youtube.com/watch?v=qbF6zm0XMhk> (chemical cleaning)
- https://www.youtube.com/watch?v=UVFC_DaBrkk (different cleaning agents)
- Once the videos are over, the trainer will divide the team into groups
 - Group A will sort different cleaning agents as per the surface to be cleaned
 - Group B will sort and arrange all cleaning equipment
 - Group C will work on chemical cleaning and steam cleaning
 - Group D will work on mechanical cleaning and dry cleaning

Say

Let us now participate in another descriptive elaborate session where we will learn about the various signs and symbols used for the work.

Elaborate

In this session, we will discuss the following points:

- **Directional Signage:** This type of signage is used to direct people towards the area that needs to be cleaned. It helps to guide cleaners towards the specific location and ensure that they do not get lost while carrying out the cleaning activities.
- **Cautionary Signage:** Cautionary signage is used to warn people of potential hazards in the cleaning area. It is important to display this type of signage in areas where there may be a risk of slipping, tripping, or falling.
- **Prohibitory Signage:** Prohibitory signage is used to inform people of areas that are strictly off limits. It is important to ensure that people do not enter these areas while cleaning is taking place. This type of signage is usually used in areas that are sensitive or hazardous, such as electrical rooms or chemical storage areas.
- **Informational Signage:** Informational signage is used to provide information about the cleaning process or to give instructions to people in the area. It is important to ensure that people are aware of the cleaning process and know how to respond to any instructions that may be given.
- **Safety Signage:** Safety signage is used to remind people of safety procedures and protocols that must be followed when working in the area. It is important to ensure that people are aware of the safety measures that are in place and that they follow them to avoid any accidents or injuries. (refer to images 2.1.44 and 2.1.45)

Activity

- This activity will be in the form of flash card session.
- The trainer will arrange for various images/slides/ flash cards of different signages to be shown
- The trainer will show each such sign and randomly pick up trainees from the group, who will have to identify the sign and explain its significance.

Say

Did you enjoy this activity? Let us now participate in another descriptive elaborate session where we will learn about the concept of GHP and GMP, storage of tools and materials and documentation process.

Elaborate

In this session, we will discuss the following points:

- GHP (Good Hygiene Practices) and GMP (Good Manufacturing Practices) are essential in food processing units to ensure that the food produced is safe for human consumption.
- GHP refers to the measures taken to maintain cleanliness, sanitation, and hygiene throughout the food processing unit.
- GMP refers to the procedures, protocols, and systems implemented to ensure the quality and safety of the products produced.

- The significance of GHP and GMP in food processing units is that they ensure the safety and quality of the food products produced. It helps to protect the health of consumers by preventing the spread of foodborne illnesses and ensuring that the products meet regulatory requirements.
 - **Location-** The location of a food processing unit should be carefully chosen to reduce the risk of contamination. The unit should be situated away from sources of potential contamination.
 - **Layout-** The layout of the food processing unit should be designed to facilitate effective cleaning and sanitization practices.
 - **Building design-** The building design should facilitate efficient and effective cleaning and sanitization practices. The building should be constructed from materials that are non-porous and easily cleaned.
 - **Flooring-** The flooring should be made of materials that are easy to clean and do not absorb moisture, such as epoxy or concrete. The flooring should be slip resistant and sloped towards floor drains to facilitate easy cleaning and drainage.
 - **Walls and Ceilings-** The walls and ceilings should be smooth and made of materials that are easy to clean and do not harbor bacteria or other microorganisms.
 - **Doors and windows -**Doors and windows should be designed to prevent the entry of pests, dust, and other contaminants.
 - **Drainage-** Effective drainage systems in food processing units help prevent the accumulation of water, food debris, and other contaminants that can cause bacterial growth and compromise the safety and quality of the food products.
- The flowchart for storage of cleaned materials is as follows:

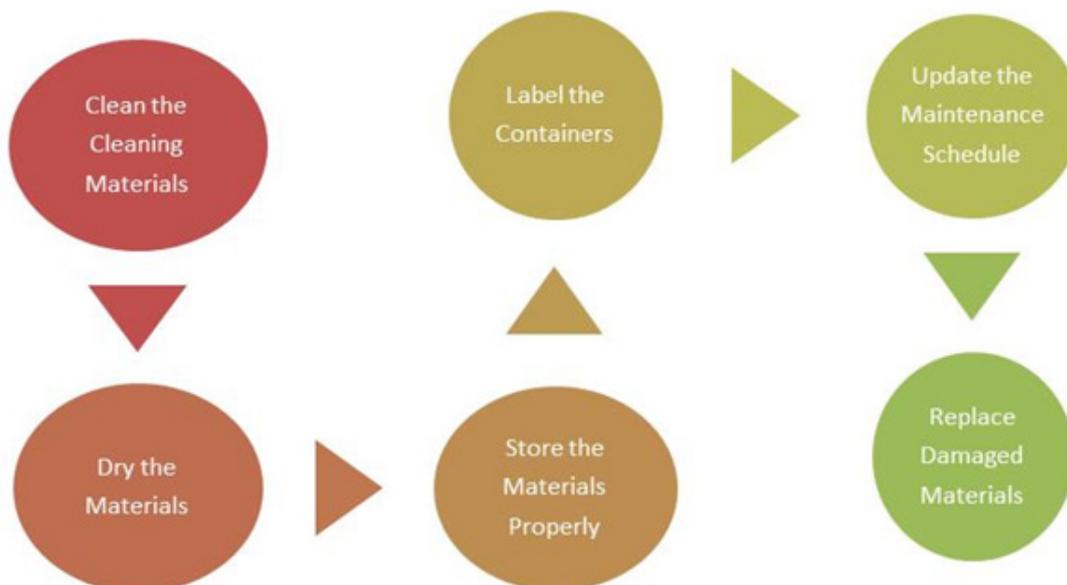


Fig 3.1: Operational flowchart for storage of materials

- **Determine the scope of the audit/review-** It is important to clearly define the area that will be audited or reviewed, including the timeframe, specific objectives, and the stakeholders involved.
- **Develop a checklist-** Create a checklist of items to be covered during the audit or review. The checklist should cover key performance indicators, goals, and objectives, as well as any risks or concerns.

- **Assign roles and responsibilities-** Assign roles and responsibilities to the team members who will be conducting the audit or review. This may include the audit leader, team members, and subject matter experts.
- **Conduct the audit/review-** Conduct the audit or review, following the checklist and addressing any concerns or risks identified. During the review meeting, present the findings, and allow for discussion and feedback from all stakeholders.
- **Identify action items-** After the audit or review, identify specific action items that need to be taken to address any concerns or risks identified. Assign ownership and due dates for each action item.
- **Develop an action plan-** Develop an action plan that includes the identified action items, their owners, and due dates. The action plan should also include any resources or support needed to complete the actions.
- **Monitor progress-** Regularly monitor progress against the action plan and update stakeholders on progress. Adjust the plan as necessary to ensure that actions are completed on time and are effective.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Checklist Preparation
- Trainees must have a clear idea of tools and materials required for storing, cleaning and sanitation
- Once the objectives of the checklist is clear to each Trainee, the Trainer will ask them to prepare a checklist individually
- The checklist must include necessary tools, materials and important prerequisites as discussed in the PH
- The Trainer will check each checklist and rectify Trainees.

Say

Did you enjoy this activity? Let us now participate in another descriptive elaborate session where we will learn about the process of documentation of safety measures undertaken.

Elaborate

In this session, we will discuss the following points:

- Cleaning and sanitation workers are responsible for maintaining a clean and hygienic environment, preventing the spread of contaminants, and ensuring compliance with regulatory standards.

- A hygiene coordinator is responsible for the supervision and communicating with various departments in Food Processing Units.
 - The hygiene coordinator is responsible for maintaining training records of all employees involved in food processing and handling.
 - A cleaning plan is a document that outlines the cleaning procedures, cleaning frequency, and cleaning materials to be used in the food processing unit.
 - A hygiene coordinator maintains a cleaning schedule or a document that specifies when cleaning tasks are to be performed, what cleaning tasks need to be performed, and who is responsible for performing them.
 - The hygiene coordinator is responsible for maintaining an inventory of cleaning and sanitation chemicals.
 - The hygiene coordinator is responsible for maintaining an inventory of tools required for cleaning and sanitation.
 - The hygiene coordinator is responsible for maintaining records of any non-conformance issues identified during cleaning and sanitation activities or environmental activities.
 - A hygiene coordinator is responsible to prepare monthly reports, cleaning schedules, and checklists for monitoring and supervising cleaning and sanitation tasks.

Say

Friends, now that we all had a round of interactive discussion session, let us participate in an activity.

Activity

- This activity is in the form of Mock Documentation
- The Trainer will first demonstrate various templates as shown in the table (Table 3.1.4 Documentation to be maintained by a Hygiene Coordinator)
- Trainees must be able to decipher the significance and proper usage of the documents
- Post demonstration, the Trainer will ask Trainees to prepare mock documents on the following topics
 - Cleaning Plan
 - Inventory Documents
 - Non-conformance and Corrective Action Records
- Trainees will refer to the table and prepare templates on their own
- Once the Trainer check and approve the templates, Trainees must fill in the documents to understand the usage better
- Lastly, the Trainer will inspect each document and rectify mistakes (if there is any).

Say

Did you find the activities fruitful? I hope all of you are aware of the process of food safety and supervision.

Tips

7 easy steps for cleaning a FPU

1. **Remove Debris-** Using a lint-free cloth or wipe, physically removes soil deposits off of food contact surfaces. Soils include dirt, gross solids, mineral salts, large particles, proteins, lubricants and other residues. Soil removal can also include the use of scrapers, dry floor push mops, brushes for collecting soil and dust, dry or low moisture steaming, and vacuuming.
2. **Rinse All Residues-** When rinsing equipment during this step; use warm (less than 120° F/48.9° C) potable water. Anything warmer could cause soil and particles to become adherent to a surface and prevent removal.
3. **Apply Detergent and a Good Scrubbing-** At this point, it is essential to use chemical cleaners intended to remove fat and protein. In addition, ensure detergents are properly mixed by looking for dilution rates and contact times provided by the cleaning product manufacturer. If this information is not available, reach out to the manufacturer immediately.
4. To make cleaning efforts productive, manual scrubbing of surfaces — especially with a registered foaming agent — is strongly recommended.
5. **Give a Thorough Rinse-** Before proceeding to the sanitizing stage, do a final rinse with potable water to completely remove the detergent and any residue. This step is very important because detergents are alkaline and most sanitizers are acidic. Without a thorough rinse, the sanitizer could be neutralized by any remaining detergent on the equipment surface. The water can also be warmer than what was recommended for the first rinse.
6. **Sanitize or Disinfect-** To help safely reduce bacterial load, apply an effective sanitizing or disinfecting chemical verified as suitable to use for food and beverage processing or handling environments.
7. **Dry-** Air drying is the ideal way to dry surfaces because a wipe-down could lead to re-contamination. For areas that must be kept dry or cannot facilitate air drying, a leave-on sanitizer or disinfectant is suggested.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

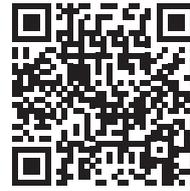
- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=Bzfv32XUDns>

Cleaning Procedures of Equipment



<https://www.youtube.com/watch?v=vBMuX8XzRY0>

Cleaning and Disinfection



<https://www.youtube.com/watch?v=QWpU7DAfNcs>

Cleaning and Sanitation



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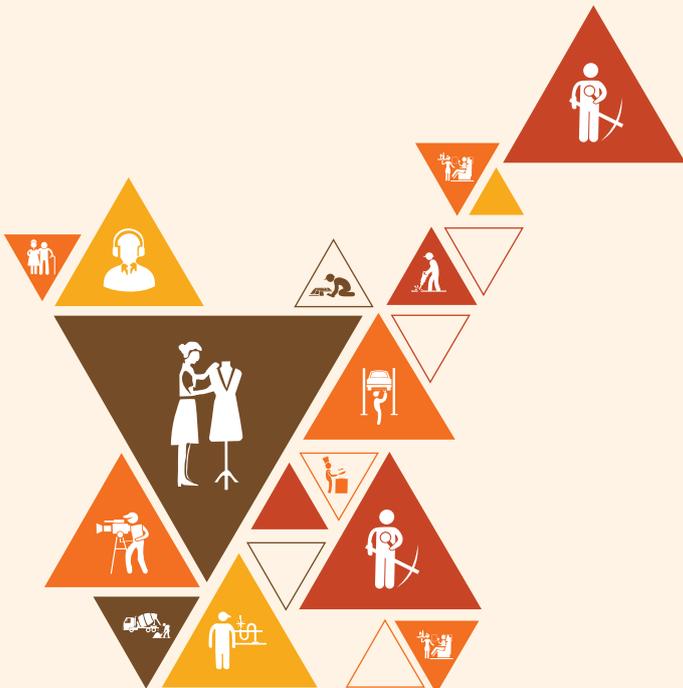
4. Basic Food Safety Standards

Unit 4.1 - Food Hazards and Contamination Causes and Prevention

Unit 4.2 - Food Safety Standard Operating Procedures

Unit 4.3 - Food Safety Audits Measures & Management

Unit 4.4 - Food Production Process Record and Documentation



FIC/N 9904

Terminal outcome



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

1. Identify various hazards and contaminations present in food processing industry
2. Explain the various food safety standards to be followed during the production process
3. Prepare sample reports regarding food safety regulations, inspections, faults observation, etc.
4. Perform workplace food safety audits

Unit 4.1: Food Hazards and Contamination- Causes and Prevention

Unit Objectives

At the end of this unit, trainees will be able to

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

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, sample pictures of various biological, chemical, and physical hazards, sample pictures of contaminants, samples of potential allergens, process flow chart and HACCP plan, etc.

Note

This is the fifth session of the program, which will introduce us to the concept of hazards and contamination and methods to prevent them in the food industry.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by contamination?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- A food safety hazard can be defined as anything that could contaminate the food and has the potential to cause adverse health consequences to consumers
- Hazards may be introduced into the food product at any time during harvesting, formulation and processing, packaging and labelling, transportation, storage, preparation, and serving
- Food hazards can be categorized into the following types
- Biological hazards occur when hazardous or pathogenic organisms are introduced to food and thus pose a food safety concern to consumers For example, when microorganisms infect the food, it results in biological or microbiological risks
- Microorganisms are tiny living organisms that can only be seen under a microscope These microscopic organisms can be found in the air, soil, water, animals, and humans
- A chemical hazard in food is when food gets contaminated with pathogens or toxic chemicals found in nature or created by humans
- Chemical hazards can be introduced from various sources at different food production and preparation stages
- For example, fruits, vegetables, root crops, and grains are usually treated with pesticides and fertilizers
- Although these foods are washed during the harvesting process, some contaminants may remain
- Physical hazards are foreign materials unintentionally introduced to food products, such as metal fragments in ground meat or naturally occurring objects like bones in fish, hazardous to the consumer
- A physical hazard may contaminate a food product at any stage of production
- The extraneous substance is another term for this physical risks, such as rodent droppings and plastic, can also be biological and chemical pollutants
- Food contamination is generally defined as spoiled foods because they either contain microorganisms, such as bacteria or parasites, or toxic substances
- The parasites that cause sickness create poisons that can cause food poisoning
- Allergens are still the primary reason for product recalls in the food industry across the globe
- Hence it is crucial to give proper attention to all the aspects involved in the management and prevention of allergens during the food production process
- Like many other concepts, allergen prevention and management will only work properly if each and every aspect of food production is properly controlled at all times
- A food allergy is an immune system reaction to a food that the body perceives as unfamiliar and harmful to it
- For example, people might be allergic to an item as a whole or ingredients, for the most part, proteins, contained in an item Depending on the individual, responses can go from high fevers, rashes, and influenza like side effects to more extreme conditions like anaphylactic shock leading to death

Say

Let us now participate in an activity to understand the concept better.

Activity

- The trainer will first show few videos to the trainees related to hygiene standards and processes in the food industry
- This will be applicable for all food processing items
- <https://www.youtube.com/watch?v=GUJ4vI-JA88> (cleaning of plants)
- <https://www.youtube.com/watch?v=8Y7PZ-XHlys> (cleaning unit outlets)
- <https://www.youtube.com/watch?v=gc2rCSx-ipo> (cleaning industry equipment)
- Once the videos are shown, the trainer will divide the team into small groups
- Each group will be assigned separate tasks, like:
 - Cleaning equipment
 - Cleaning facility
 - Cleaning inlets and outlets
 - Arranging cleaning materials

Say

Let us now participate in an activity to understand the concept better.

Activity

- The trainer will divide the team into 4 groups or as per batch size
- Each group will prepare a separate chart paper presentation
- Topics will be:
 - Types of food contamination with one sample image
 - Types of cross contamination with one example
 - Types of allergens with one image each
 - Types of allergen management scenarios

Say

Did you find the activities fruitful? I hope all of you are aware of the hazards of food contamination and their remedies.

Do



- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 4.2: Food Safety Standard Operating Procedures

Unit Objectives

At the end of this unit, trainees will be able to

- Identify 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 role of HACCP, VACCP and TACCP as well as procedures to implement these in the food industry

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, Sample pictures of various biological, chemical, and physical hazards, sample pictures of contaminants, samples of potential allergens, process flow chart and HACCP plan, etc.

Note

This is the sixth session of the program, which will introduce us to the standard procedures followed to ensure food safety in the food industry.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by food safety SOPs?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The Food Safety and Standards Act covers all kinds of food that is consumed by human beings including unprocessed/semi processed/processed foods, genetically engineered foods, all kinds of substances, and water used in the preparation of food

- Packaged juices, drinking water, infant food, alcohol based drinks, chewing gums, and all other primary foods are also covered by the FSSAI Act
- This Act is applicable to all persons who are manufacturing, producing, selling or handling food meant for human consumption
- The Act does not discriminate between a small hawker or a huge Food Business Operator
- Food safety refers to the handling, preparation, and storage of food in such a way that prevents the consumers from foodborne illness
- It includes several standards to be followed to avoid any hazards affecting food
- Food safety procedures are crucial to protect consumers from health risks related to common allergens and food borne illnesses
- Safe food products prevent companies and stakeholders from costly penalties and legal action Fines and legal consequences could result in the closing down of a facility or may lead to bankruptcy
- Food safety problems are a prominent cause of several preventable diseases across the world
- Each year, one in ten people will suffer from foodborne illness or injury An estimated 420 000 people die every year because of eating contaminated food
- Hazard Analysis and Critical Control Point (is primarily an international food safety regulation followed to reduce the risk of hazards in a food processing unit It is a systemic and risk based approach that aims to prevent the biological, chemical, and physical contamination of food in production, packaging, and distribution environments
- The HACCP concept is designed to deal with health hazards by identifying potential food safety problems before they happen, rather than inspecting food products for hazards after the fact
- The HACCP implies controlling for contaminants at several key stages in the food production process and strict adherence to hygiene practices throughout
- VACCP stands for 'Vulnerability Assessment Critical Control Points
- The VACCP examination is a tool to assess vulnerability in a critical control point It is used to identify any potential weaknesses in the system and develop a plan to address them
- The examination is based on a risk assessment It considers the likelihood of an incident and the impact of that incident

Say

Let us now participate in an activity to understand the concept better.

Activity

The trainer will arrange for "Note preparation" session

- Here, the groups will be divided according to the topics and each group will write a short note of about 75-100 words on the following topics
 - Food safety
 - Key steps for TACCP

- Steps for VACCP analysis
- HACCP analysis
- Trainees can take assistance from the PH or from internet.

Say

Did you find the activity fruitful? I hope all of you are aware of the food safety standards and laws applicable.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 4.2: Food Safety Audits- Measures & Management

Unit Objectives

At the end of this unit, trainees 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
- Perform root cause analysis and taking corrective and preventive actions against workplace problems

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, and HACCP plan, etc.

Note

This is the seventh session of the program, which will introduce us to the techniques of conducting safety audits in the food industry.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by audit?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- There are several stages during the food production process when the food product may get contaminated
- A food safety audit gives food product developer's confidence that safety and hygienic practices in food processing have been followed throughout the supply chain
- A food safety audit process performs a detailed inspection of the food processing facility to evaluate

its compliance with established food hygiene and safety standards Food safety audit provides food product developers with multiple benefits

- a. Mitigate risk
 - b. Save time and money
 - c. Inspire confidence
 - d. Enhanced quality and productivity
- Internal audits are carried out by employees or staff from within the organisation
 - The employees can be from a different department or another unit of the same organisation
 - These audits are carried out to identify problem areas and rectify them
 - They can also be carried out as a pre audit prior to the audit by external agencies to ensure that all the standard operating procedures and guidelines as per governing bodies are followed and compliant with the industry standards
 - External or third party audits are carried out by auditors from outside the organisation
 - They are often used to get a certification
 - The regulatory bodies carry out these audits to ensure compliance with the regulatory requirements
 - If the organisation is found to be non-compliant, then the external auditor may issue a warning letter, cancel the registration of the company, or stop the production of products/services

Say

Let us now participate in an activity to understand the concept better.

Activity

- The trainer will ask the trainees to prepare a cumulative chart paper presentation on
 - Steps of an Audit
 - Purpose of an Audit
 - Types of Audit

Say

Let us now participate in another descriptive elaborate session where we will learn about the various types and methods of audit conducted.

Elaborate

In this session, we will discuss the following points:

- Root cause analysis often referred to as RCA, is a method to analyse serious problems before trying to solve them
- The main root cause of a problem is isolated and identified
- It is considered one of the core building blocks in an "organization's continuous improvement efforts
- However, it is important to note that root cause analysis will not produce any results it must be made part of a larger problem solving effort for quality improvement
- A typical design of a root cause analysis in an organization might follow these steps:

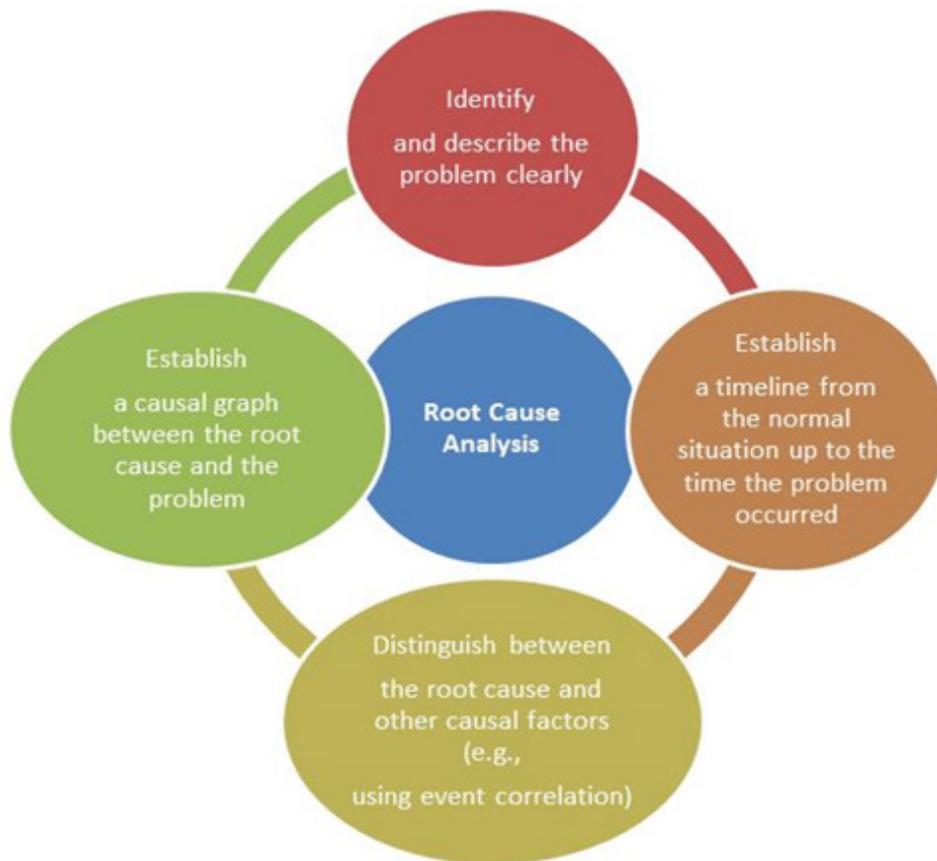


Fig 4.1: Design of RCA

- Corrective Action and Preventive Actions are derived from the 5 Whys consist of tools that can be used to address a systemic issue, and control processes to help prevent a costly food safety or quality incident
- CAPA procedure can be based on PDCA (Planned Do Check Act) philosophy as determined by Deming Shewhart Cycle.

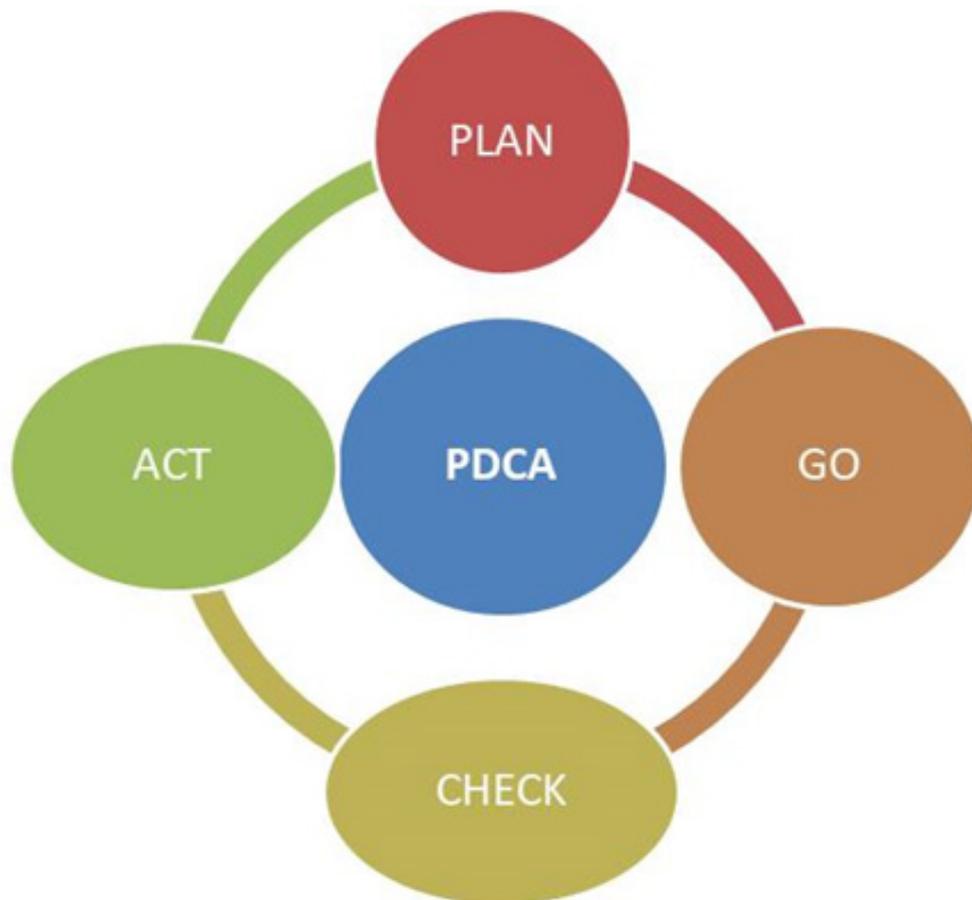


Fig 4.2: Design of CAPA

Say

Let us now participate in an activity to understand the concept better.

Activity

- The trainer will show the trainees two videos on performing audit
- <https://www.youtube.com/watch?v=b8f74sB-fvk> (RCA audit)
- <https://www.youtube.com/watch?v=CH5J3e0K528> (CAPA audit)
- Once the videos are over, that trainer will divide the class into 2 groups
- Each group will work on RCA audit and CAPA audit alternatively.

Say

Did you find the activities fruitful? I hope all of you are aware of the process to conduct safety audits in food industry.

Do 

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation 

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.

Unit 4.4: Food Production Process Record and Documentation

Unit Objectives

At the end of this unit, trainees will be able to

- Perform information recording in the work process such as product traceability and recall
- Discuss about product information and consumer awareness, product recall and withdrawal, and traceability

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, HACCP plan, RCA and CAPA samples, etc.

Note

This is the eighth session of the program, which will introduce us to the techniques of documentation done by a hygiene coordinator. This session will also help us understand the concept of branding/misbranding in the food industry.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by documentation?
- What are the methods of documentation in any industry?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- In Quality Management, several documents and certificates related to the purchased products and raw materials are required by the buyers
- One of the most important product related documents is the product specification

- This document contains a detailed description of the product, all the requirements related to the production process as well as technical and functional aspects of the product
- Traceability or product tracing is defined as the ability to follow the movement of a food through specified stage(s) of production, processing, and distribution
- Traceability within food control systems is applied as a tool to control food hazards, provide reliable product information, and guarantee product authenticity
- Recall or Product Recall is defined as the action to remove food from the market at any stage of the food chain, including that possessed by consumers
- A food recall is a fundamental tool in the management of risks in response to food safety events and emergencies Traceability and recalls are essential components of a national food control system

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity will be in the form of video and mock practice session
- The trainer will first explain the trainees- “This activity will be quite similar to supply chain product management process, as the module involves tracing and tracking of food products “.
- Once this is explained by the trainer, then two videos will be played.
- <https://www.youtube.com/watch?v=tiKArvGQfwM> (traceability process)
- https://www.youtube.com/watch?v=1IFAd_ysCOI (recall process)
- Once the videos are shown, trainees will be divided into groups
- Each group will be given mock data, based on which recall/tracking/traceability functions needs to be performed.

Say

Did you find the activity fruitful? I hope all of you are aware of the process of documentation.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.



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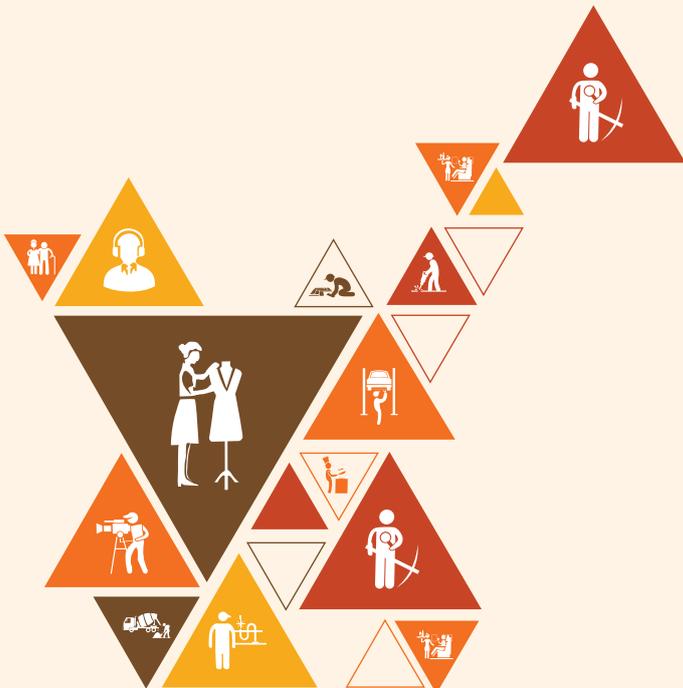
5. Ensuring Food Safety and Personal Hygiene

Unit 5.1 - Introduction to Food Safety

Unit 5.2 - Schedule IV Requirements of FSSAI

Unit 5.3 - Personal Hygiene

Unit 5.4 - Health Safety



FIC/N9901

Terminal outcome



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

1. Identify the hazards, types of hazards (Physical, chemical, biological and Allergenic) and risks at workplace
2. HACCP, TACCP, VACCP, Control measures, CCP, Critical limit
3. Explain the preventions of product contamination
4. Discuss the factors affecting food spoilage and food storage techniques
5. Describe Schedule IV requirements of FSSAI
6. Discuss cleaning and sanitization process, needs and importance and storage of sanitizing materials
7. Discuss health and safety policies and procedures
8. Discuss Employee health do's and don'ts, Food borne illness and preventive health checkups

Unit 5.1: Introduction to Food Safety

Unit Objectives

At the end of this unit, trainees will be able to

- Identify types of hazards and risks at workplace

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various inventory document samples, checklists, food safety SOP, etc.

Note

This is the ninth session of the program, which will introduce us to the food safety and standard norms to avoid various hazards at the workplace. This session will also help us understand the process of risk assessment in the food industry.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What are the possible risks associated with food processing industry?
- What do you understand by food contamination?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Food safety refers to routines in the preparation, handling and storage of food meant to prevent food borne illness and making food safe for human consumption.
- Hazard is a factor or agent which may lead to undesirable effects like illness or injury in the absence of its control, whereas, risk refers to the probability that the effect will occur.

- Types of hazards and risks at work place
 - **There are two types of hazards:** one is food safety hazard and second is health safety hazards
- Food Safety Hazard
 - There are four major hazards that may be introduced into the food supply any time during harvesting, processing, transporting, preparing, storing and serving food.
- Microbiological hazards
 - When harmful microorganisms are found or grown on food it is called microbiological hazards. Food which contains harmful or pathogenic bacteria when eaten can make people ill.
- The microorganisms that can cause foodborne illness are called pathogenic microorganisms. These microorganisms grow best at room temperatures (25-30°C), but most do not grow well at refrigerator or freezer temperatures.
- Pathogenic microorganisms may grow in foods without any noticeable change in odor, appearance or taste. Spoilage microorganisms, including some kinds of bacteria, yeasts and molds, can grow well at temperatures as low as 4°C. When spoilage microorganisms are present, the food usually looks and/or smells awful.
- **FAT TOM-** This is a term used commonly in food industry to describe the six favorable conditions required for the growth of the food borne pathogens/micro-organisms.
- Physical Hazards
 - These include any foreign material, which you would not expect to find in your food. Hair, finger nails, pieces of wood, metal, plastic, glass and insect debris are examples of what can find their way into food as foreign matters.
- Chemical Hazards
 - Chemical hazards include, food contact materials, cleaning agents, pest control substances, contaminants (environmental, agricultural and process e.g. acrylamide), pesticides, biocides and food additives.
- Allergen
 - An allergen is any protein that is capable of producing an abnormal immune response in sensitive segments of the population.
- Handling of Allergenic Foods
 - Allergen-containing ingredients should be kept separate from non-allergen-containing products. Also, finished products containing that ingredient should be kept separate from non-allergenic products.
 - Allergen-containing products should be run at the end of the day or shift or isolated to a specific production line to avoid contact with non-allergen products.
 - Post-production, effective cleaning, and sanitizing must be performed to remove all allergen-containing products.
 - Sampling and testing of food products should be performed by the quality assurance staff or specially trained personnel to detect allergens in food products and on equipment surfaces.
 - Ensure that appropriate and correct information is provided in the labeled packaging of the food product.
 - Proper employee training should be given to prevent allergen contamination.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Food Safety Drill
- The Trainer will carry out a mock inspection of the stored food and go through each item carefully
- The Trainer will show how to inspect food for contaminants and allergens
- Once the Trainer finishes the inspection, Trainees will be given a basket of food items
- Each Trainee must inspect the food items allotted to him/ her and prepare a report
- The inspection has to be swift, ensuring no wastage of time
- The Trainer will go through each report and tally the same with the food baskets
- The best performers will be appreciated by the class.

Say

Did you enjoy this activity? Participate in such mock inspection drills more than once to strengthen your skill. Let us now participate in another descriptive elaborate session where we will learn more about food contamination.

Elaborate

In this session, we will discuss the following points:

- The most common types of contaminant include:
 - Physical contaminant Examples: fiber material, particles, chips from your pill press tooling.
 - Chemical contaminant Examples: vapour, pesticides, grease, detergents, and so on.
 - Biological contaminant Examples: fungus, bacteria, virus.
- Cross contamination is possible when the unwanted matter is introduced or brought from one process to the next during manufacturing.
- To remove the contaminant carrier:
 - Reduce human involvement
 - Regulate the use of the equipment
 - Regulate the use of air
 - Regulate the use of water
- To reduce human carrier risk:
 - Ensure that proper attire is worn when coming and going from the production area
 - People frequently touch their eyes, nose, and mouth without even realizing it. Germs can get into the food through their contaminated unwashed hands.

- To reduce water as carrier:
 - As water is the number one source for cross contamination, it is important to reduce and
 - prevent water contamination
 - Water borne contaminants: particulates (such as minerals) and pathogens (e. coli, salmonella, etc.)
 - Use of preventive measure such as filtration devices, distillation or reverse osmosis, UV treatments.
- To reduce air as carrier:
 - Control air flow through AHUs (Air Handling Unit)
 - Use of air locks
 - Installation of HEPA (High Efficiency Particulate Absorbing Filters) filters
 - Ultra-Low Particulate Air

Say

Let us now participate in an activity to understand the concept better.

Activity

- The trainer will first show a video to the trainees related to prevention of food contamination
- The link of the video is below:
- <https://www.youtube.com/watch?v=WSD5qa5764Q>
- The Trainer will play the video and ask Trainees to take notes
- After the session, Trainees will ask questions regarding the video
- Lastly, the Trainer will ask each Trainee to prepare a list of possible contaminants in the food processing industry
- The Trainer will check each assignment carefully and rectify Trainees if needed.

Say

How was the activity? Did you enjoy it? We will now participate in another important session of discussion. We will be discussing storage and transportation of food items. This session will be followed by a fun activity.

Elaborate

In this session, we will discuss the following points:

- Storage temperature is one of the most important factors in the preservation of food because microorganisms have been found to grow in almost all temperature.

- Food which is not correctly stored can spoil or become contaminated, which can make people sick. There are very specific rules regarding the temperatures that food must be stored at, cooked to and reheated to and if not followed, the risk of becoming ill as a result of contamination increases.
- Room Temperature Food Storage
 - Keep dry storage areas clean with good ventilation to control humidity.
 - 21°C is adequate for dry storage of most products. One of the first things to check regarding food which has been stored in the 'use-by' or 'best-before' dates printed on the packaging.
- Refrigerating and Freezing Food
 - To reduce the risk of bacterial contamination, many foods must be stored in the refrigerator and thus kept below 5°C. These foods are often classified as 'high-risk foods' and include – meat, poultry, dairy, seafood, eggs, small goods and cooked rice and pasta.
- Refrigerated Transportation
 - Refrigerated transportation is a shipping cargo with advanced temperature adjustment features. It is built and designed mainly for climate-sensitive goods such as vegetables, fruits, meat, all-prep meals, bread, etc. in which the freight is loaded with ice and salt to maintain the food's quality at a particular temperature.
- Ambient Temperature for Shipping
 - When it comes to cold chain logistics, maintaining ambient temperature tends to mean maintaining a temperature between 15°C to 25°C or 59°F to 77°F. These temperatures fall in the range of comfortable room temperature instead of being on one extreme and of temperature ranges.

Say

We will now participate in a fun activity to understand the concept.

Activity

- This activity is in the form of industrial visit
- Trainees must carry their Student ID, notebook, pen etc. along with them
- The Trainer will take them to a food processing hub where storing and transporting food are integral parts of the system
- The Trainer will show the facilities such as storage and transportation means
- Trainees must take down important notes
- The Trainer will arrange a short tour to the delivery/ transportation Unit where Trainees will get to see how food transportation works
- After the day (session), Trainees will discuss their experience among themselves and the Trainer will explain function of various tools/ equipment and the process.

Say

With this, we have come to the last phase of our discussion. We will now discuss hazard analysis in the food processing industry and related points.

Elaborate

In this session, we will discuss the following points:

- HACCP (Hazard Analysis Critical Control Point)
 - It is a systematic approach in identification, evaluation and control of food safety hazards and its written documented plan based on HACCP principles known as HACCP Plan. It has 12 steps and 7 principles as:-
 1. Assembly of HACCP Team
 2. Describe Product
 3. Identify indent use
 4. Draw Flowchart / Diagram
 5. Verify Flowchart/ Diagram
 6. Conduct a hazard analysis (Principle 1)
 7. Determine critical control points (CCPs) (Principle 2)
 8. Establish critical limits (Principle 3)
 9. Establish monitoring procedures (Principle 4)
 10. Establish corrective actions (Principle 5)
 11. Establish verification procedures (Principle 6)
 12. Establish record-keeping and documentation procedures (Principle 7)
- VACCP (Vulnerability Analysis Critical Control Points)
 - It focuses on food fraud as well, and widens the scope to include systematic prevention of any potential adulteration of food, whether intentional or not, by identifying the vulnerable points in a supply chain. It is especially concerned with economically motivated adulteration (EMA). Examples include product substitutions, unapproved product enhancements, counterfeiting, stolen goods and others.
- TACCP (Threat Analysis Critical Control Points)
 - It generally requires a wider range of employee involvement than HACCP, as it covers issues such as manufacturing plant and transportation security, IT security, and employee background checks. Some points will overlap with HACCP, such as tamper-proof seals and various quality control checks.
- Critical Limit
 - It means a point, step, or procedure in a food process at which a control measure can be applied and at which control is essential to prevent, reduce to an acceptable level, or eliminate an identified food hazard.

Say

Let us now take part in an activity.

Activity

- This activity is in the form of flowchart session
- The Trainer will divide the class into three groups
- Each group will be assigned with one of the following topics
 - HACCP (Hazard Analysis Critical Control Point)
 - VACCP (Vulnerability Analysis Critical Control Points)
 - TACCP (Threat Analysis Critical Control Points)
- The Trainer will ask each group to prepare a flowchart presentation on the given topic
- The presentation must include pictorial and elaborative descriptions
- Trainees should take help from the PH as well as from internet to prepare the flowchart
- Once the presentation is complete, teams will swap their assignments between themselves and check
- The Trainer will guide Trainees throughout the activity and will help whenever required.

Say

Did you find the activities fruitful? I hope all of you have a better understanding of food safety.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 5.2: Schedule IV Requirements of FSSAI

Unit Objectives

At the end of this unit, trainees will be able to

- Identify requirements in Schedule IV in FSSAI

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, food safety SOP, and FSSAI documents, etc.

Note

This is the tenth session of the program, which will introduce us to the requirements in Schedule IV in FSSAI.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Do you have any idea about FSSAI and its functions?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- To provide assurance of food safety, Food businesses must implement an effective Food Safety Management System (FSMS) based on Hazard Analysis and Critical Control Point (HACCP) and suitable pre-requisite programmes by actively controlling hazards throughout the food chain starting from food production till final consumption.
- As per the condition of license under FSS (Licensing & Registration of Food Businesses) Regulations 2011, every food business operator (FBO) applying for licensing must have a documented FSMS plan and comply with schedule 4 of this regulation. Schedule 4 introduces the concept of FSMS based on

implementation of Good Manufacturing Practices (GMP) and Good Hygiene Practices (GHP) by food businesses and is divided into five parts as under:

Schedule 4	General Requirements
Part 1	General hygienic and sanitary practices to be followed by food business operators applying for registration - Petty food operators and Street food vendors
Part 2	General hygienic and sanitary practices to be followed by food business operators applying for license- Manufacturing/ processing/ packaging/ storage/distribution
Part 3	General hygienic and sanitary practices to be followed by food business operators applying for license- Milk and milk products
Part 4	General hygienic and sanitary practices to be followed by food business operators applying for license- Slaughter house and meat processing
Part 5	General hygienic and sanitary practices to be followed by food business operators applying for license- Catering

Table 5.1: Five Parts of Good Manufacturing Practices (GMP) and Good Hygiene Practices (GHP)

- Location and Surroundings: Location should be away from industrial activities which produce:
 - Disagreeable or obnoxious odour,
 - Fumes
 - Excessive Soot
 - Dust
 - Smoke
 - Chemical or biological emissions
 - Pollutants
 - Layout and Design of Food Establishment Premises
- Equipment and Containers
 - made up of non-corrosive/ rust free material
 - smooth, free from any grooves
 - easy to clean and maintain
 - non-toxic and non-reactive
 - of food grade quality
- Water supply
 - Only potable water meeting BIS (Bureau of Indian Standards) standards
 - Appropriate facilities for storage and distribution of water
 - Periodic cleaning of storage tanks and its record

- Non-potable water, if used, only for cooling of equipment, steam production, fire fighting
- Distinguished non-potable water pipes
- Drainage and waste disposal
 - Disposal of sewage and effluent in conformance with the requirements of Factory
 - Designed and constructed to reduce risk of contamination to food and potable water
 - Separate waste storage area
 - Covered containers for waste storage
 - No accumulated waste in food handling, food storage or other working areas
 - Periodic disposal of waste/refuse
 - Pedal operated adequate size bins for waste collection
 - Waste bins emptied and washed daily with a disinfectant and dried before next use
- Air quality and ventilation:
 - Natural / mechanical ventilation system including air filters, exhaust fans
 - Designed and constructed as such air does not flow from contaminated areas to clean areas
- Lighting
 - Adequate Natural /artificial lighting
 - Protected lightings to avoid contamination by breakages
- Procurement of raw materials
 - Quality raw materials (free of parasites, micro-organisms, pesticides etc.)
 - Raw material conforming to the regulations under the act
 - Records of raw material as source of procurement
- Storage of raw materials and food
 - Adequate food storage facilities to protect food from contamination
 - Cold storage facilities according to requirement
 - Segregation of storage area for raw and processed food, recalled materials, packaging materials, stationary, cleaning materials/ chemicals
 - Separate cold storage of raw food like meat/poultry/seafood product away from the area of WIP (Work in Progress), processed, cooked and packaged products.
 - Monitoring of temperature and humidity
 - FIFO First received (In) materials must move out first
 - Non –toxic containers for food storage
 - Stored on racks or pallets well above the floor and away from the wall
- Maintenance
 - Preventive and Corrective Maintenance
 - Lubricants and heat transfer fluids shall be food compatible Procedure for releasing maintained equipment back to production
 - Maintenance personnel shall be trained in the product hazards associated with their activities

- Pest Control Systems
 - Report pest infestations immediately.
 - Do not use pesticides/insecticides in food processing area.
- Health Status
 - Personnel suffering from disease or illness shall not be allowed to enter in food handling area
 - System to report illness or symptoms of illness to management
 - Medical examination of food handlers/ employees once in a year
 - Records of medical examination
 - Factory shall be compulsorily inoculated against the entire group of diseases and recorded
 - In case of epidemic, all workers to be vaccinated irrespective of the yearly vaccination.
- Personal Cleanliness
 - High degree of personal cleanliness by food handlers
 - Food business shall provide to all food handlers;
 - Protective clothing
 - Head covering
 - Face mask
 - Gloves
 - Foot wear
- Good Manufacturing Practices (GMPs) are the basic operational and environmental conditions required to produce safe foods. They ensure that ingredients, products and packaging materials are handled safely and that food products are processed in a suitable environment.
- GMPs address the hazards associated with personnel and environment during food production. They provide a foundation for any food safety system. Once GMPs are in place, processors can implement a Hazard Analysis Critical Control Point (HACCP) system to control hazards that may affect the ingredients and packaging material during food processing.
- **Workplace Sanitation:** Maintaining a clean work environment is critical in preventing foodborne illness. Bacteria can grow on unsanitary surfaces and then contaminate food. Just because a work surface looks clean does not mean that it is sanitary. Always ensure that you clean and sanitize a work area before starting to prepare food.
- **Cleaning Procedures and Schedules:** Cleaning with soap and other detergents is just one step of the cleaning procedure. It is also necessary to sanitize. Cleaning will remove any dirt or grease, but will not necessarily kill any bacteria or other pathogens.
- **Routine Equipment Maintenance:** All equipment must be routinely cleaned and inspected. Older equipment may have nooks and crannies where dirt and bacteria can hide, which can be difficult to clean effectively. Proper cleaning procedures must be established and followed at all times with regular review to ensure that procedures are working. If equipment is replaced or cleaning materials change, the process may have to be adjusted.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of mock checklist preparation
- The Trainer will first explain the crucial parameters followed in the food processing industry in terms of Schedule IV requirements of FSSAI
- After the discussion, the Trainer will ask each Trainee to prepare a mock checklist of important factors and write down their impact as well
- Each Trainee should prepare the checklist individually
- The Trainer will go through each checklist and rectify Trainees if required.

Say

Did you enjoy this activity? Let us move on to another round of discussion on food storage, stock rotation and transportation.

Elaborate

In this session, we will discuss the following points:

- The rule for stock rotation is FIFO (first in, first out) to make sure that older food is used first. This will help to prevent wastage. Older product will have nearer shelf life expiry, so older product should be moved out first, but new products will have time to move out since expiry is so far.
- Transportation and Handling of Food
 - Food shall be adequately covered during transportation to assure food safety.
- Transportation vehicles
- Vehicle inspection
 - Shall not contaminate foods & packaging
 - Should be easy to clean and maintain
 - Provide effective protection from dust & dirt
 - If required maintain temperature, humidity, atmosphere
 - If required allow monitoring of temperature, humidity, etc.
 - Should be used only for carrying food.
 - Regular maintenance of vehicles is required.
 - Appropriate supply chain to minimize food spoilage
 - Non-toxic, clean, well maintained food containers during transportation
 - Temperature and humidity control during transportation
 - Dedicated vehicles for food transportation
 - Effective cleaning and sanitation of vehicles between loads carrying high risk foods as fish, meat poultry to avoid cross contamination.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Practical Session
- Trainees will be given an assortment of various food that should include different items such as meat, dairy, dry food, fruits, vegetables etc.
- The Trainer will ask each Trainee to make list of how the provided food items should be stored
- There should be packaged food items as well
- Trainees must inspect the expiry date and assort them in terms of FIFO rules
- The Trainer will guide each Trainee throughout the activity.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 5.3: Personal Hygiene

Unit Objectives

At the end of this unit, trainees will be able to

- Identify types of health and safety policies and procedures

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, food safety SOP, and FSSAI documents, Hand washing videos, sample PPTs, etc.

Note

This is the eleventh session of the program, which will introduce us to the industrial standards of personal hygiene in the food processing sector.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is personal hygiene?
- Why do you think maintaining personal hygiene in the workplace is important?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The expression “food hygiene” is often associated to personal hygiene. The concept of food hygiene really refers to the general cleanliness state of the food handlers' body and clothes.
- It is imperative for safe food-handling outcomes for all workers to be familiar with standard sanitation and hygiene practices.
- Proper personal hygiene is critical in any food service premise. Personal hygiene includes:
 - Showering and bathing regularly

- Keeping hair clean hair and covered or tied back
- Keeping clean clothing and footwear that is used only at work
- Hand washing regularly
- Proper and regular hand washing is a critical part of any food safety system. (refer to images 5.3.3, 5.3.4, 5.3.5)
- We need to stop the spread of COVID-19 in food industry by washing hands regularly with soap and water for 20 seconds – especially after going to the bathroom, before eating, and after coughing, sneezing, or blowing our nose.
- Good personal hygiene also makes good business sense. Customers like to see food-handling staff who take hygiene seriously and practice safe food handling.
 - Personal hygiene is important to prevent food poisoning.
 - When handling food, wash your hands thoroughly and often.
 - If you are sick, do not go to work, because you can contaminate food more easily.
 - Food handlers should be properly trained in safe food handling.
- Food handling businesses ensure the following factors are considered to ensure personal hygiene:
 - Hand Washing — ensure effective hand washing techniques are followed at appropriate times
 - Minimise hand contact with food — try to minimise direct hand contact with raw food by using appropriate utensils and safe use of disposable gloves
 - Personal cleanliness — cover hair; do not sneeze or cough over food; cover cuts and sores; and do not wear jewellery
 - Wear protective clothing — wear suitable clean protective clothing and handle appropriately to prevent cross contamination
 - Exclude ill staff — staff must report illnesses; exclude staff with vomiting or diarrhea.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Video session
- The Trainer will play the video link given below:
- <https://www.youtube.com/watch?v=UxskKQ9WOTE>
- This video is on the importance of personal hygiene at the workplace and how to maintain the same
- Trainees should watch the video closely and take notes of the important points
- The Trainer will explain the video after the session is complete
- Trainees must be able to understand the importance and process of implementation of personal hygiene after watching the video.

Tips

- Try to stick to the basics of maintaining personal hygiene such as washing hands clean, maintaining nails and hair etc.
- Keep an eye on the dress, shoes and socks
- Don't use loud deodorant or perfumes
- Don't wear accessories and jewellery
- Prioritize the overall appearance i.e. your personality should be boosted by proper grooming.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 5.4: Health Safety

Unit Objectives

At the end of this unit, trainees will be able to

- Illustrate the concept of health safety
- Understand the hazards of health safety
- Explain the health and safety policies and procedures
- Describe the personal protective equipment
- Discuss the types of personal protective equipment

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, PPEs, cleansers and sanitizers, cleaning chemicals, personal hygiene equipment such as hand-washer, towel, etc.

Note

This is the twelfth session of the program, which will introduce us to the fundamentals of health safety.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Which are the crucial factors that have an impact on health safety at the workplace?
- How do you promote health safety at the workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The term Health and Safety is generally used to describe Occupational Health and Safety, and relates to

the prevention of accidents and ill health to employees and those who may be affected by their work.

- In a safety hazard assessment, it is important to be as thorough as possible because after all, you can't protect your workers against hazards you are unaware of and unprepared for.
- Safety hazards are number one on the list of 3 types of workplace hazards. These hazards play an effect on employees who work directly with machinery or in construction sites.
- Ergonomic safety hazards occur when the type of work, body positions, and working conditions put a strain on your body
- Safety hazards or stressors that cause stress (short-term effects) and strain (long-term effects). These are hazards associated with workplace issues such as workload, lack of control and/or respect, etc.
- A health and safety policy sets out your general approach to health and safety. It explains how you, as an employer, will manage health and safety in your business. It should clearly say who does what, when and how.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Quiz Session
- The Trainer will divide the class into 3 groups
- Each group will be assigned with any of the 3 topics given below
 - Safety hazards at the workplace
 - Ergonomic hazards at the workplace
 - Stressors at the workplace
- Each team should be well-prepared with their topic
- After teams are ready, Trainer will start the quiz session
- The Trainer will ask question to teams relevant to their topic
- Right answer will earn 10 points and no answer or wrong answer will incur -10
- Each team should be asked at least 5 questions
- The winning team will be appreciated by the class.

Say

Let us now take part in another discussion session. We will elaborate on the personal protective equipment for food sector workers.

Elaborate

In this session, we will discuss the following points:

- Personal protective equipment, commonly referred to as “PPE”, is equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses. These injuries and illnesses may result from contact with chemical, radiological, physical, electrical, mechanical, or other workplace hazards.
- Medical examination to be concluded –
 - Physical examination
 - Eye Test
 - Skin examination
 - Compliance with schedule of vaccine to be inoculated against enteric group of diseases
 - Any test required to confirm any communicable or infectious disease which the person suspected to be suffering from on clinical examination

Say

We will now participate in an activity.

Activity

- This activity is in the form of lab session
- The Trainer will take Trainees to a lab where PPEs are present
- The Trainer will show the PPEs one by one and explain their functions
- If possible, the Trainer will allow Trainees to wear PPEs to have a first-hand knowledge of those equipment
- Trainees should take down important notes on how to wear, when to wear etc.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Scan the QR codes or click on the link to watch the related videos



https://www.youtube.com/watch?v=6WXc6cH_gil&t=1s

Personal Hygiene



<https://www.youtube.com/watch?v=d5kn5ns0zWM>

General Requirement on Hygiene and sanitation

Terminal outcome



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

1. Recognize the types of hazards, risks as well as accidents
2. Categorize the standard precautions and practices
3. Examine the utilization of the electrical equipment
4. Explore the usage of personal protective equipment
5. Recognize the organizational protocols
6. Monitor the ways to handle the toxics
7. Identify fire prevention and fire extinguisher
8. Evaluate CPR as well as the artificial respiration
9. Discuss the evacuation and rescue
10. Catalogue the first aids
11. Understand the ill health as well as potential injuries
12. Demonstrate the precautions in mobility
13. Discuss the significance of various types of hazard and safety signs

Unit 6.1: Hazard, Risk and Accidents

Unit Objectives

At the end of this unit, trainees will be able to

- Identify types of hazards, risks as well as accidents

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, Helmet, gloves, rubber mat, ladder, neon tester, leather or asbestos gloves, flame proof aprons, flame proof overalls buttoned to neck, cuff less (without folds) trousers, reinforced footwear, helmets/hard hats, cap and shoulder covers, ear defenders/plugs, safety boots, knee pads, particle masks, glasses/goggles/visors, hand and face shields, machine guards, residual current devices, shields, dust sheets, respirator, etc.

Note

This is the thirteenth session of the program, which will introduce us to the food safety and standard norms to avoid various hazards at the workplace. This session will also help us understand the process of risk assessment in the food industry.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What are the possible risks associated with food processing industry?
- What do you understand by food contamination?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Hazard is considered a sort of incident or source that can fundamentally harm something, whether in a living or non-living state.

- It is important to control workplace hazards by eliminating and identifying the capable risks. This is required as it is capable of causing accidents or hazards, along with finding the access based on the ways to isolate the risk which can lead to the hazard.
- **Safety Hazard:** A safety hazard is among the most common dangers found in every workplace. A safety hazard is capable of causing specific serious injuries or damage to the industrial workers.
- **Chemical Hazards:** Chemical substances are seen to include but are also not restricted to acidic substances, petroleum products, reagents, acids, flammable liquids and many more.
- **Biological Hazards:** Biological hazard is also known as the biohazard and is connected to the biological substances that lead to sickness and illness in humans during its occurrence in direct contact.
- **Physical Hazard:** A physical hazard is the least common hazard at the workplace and is not limited only to physical presence. Extreme weather conditions or unfavourable working environments are the major causes of physical hazards.
- **Ergonomic Hazard:** An ergonomic hazard is a type of hazard that adversely affects the worker's physical health, having continuous work leading to lower back pain, joint pains, muscles ache, and ligaments pain.
- **Work Organization Hazard:** Work organization hazard usually defines the issues related to the workplace such as:
 - Risk Assessment (RA) and environment review (ER) were done for hazard and environmental impact. It is done from different stages, from evaluating a new operation, modification to the existing facilities, maintenance work and others.

Say

It's time to participate in an activity.

Activity

- This activity is in the form of mock risk assessment
- The Trainer will give examples of a few workplace scenarios
- Trainees need to evaluate the scenarios and assess those for risks
- Each Trainee should prepare a detailed report on the risk assessment
- Scenarios include both neutral and adverse situations such as Covid threats, leakage, electrocution etc.
- The Trainer will check the reports and rate them on a scale of 10.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.2: Standard Practices and Precautions

Unit Objectives

At the end of this unit, trainees will be able to

- Categorize the standard precautions and practices

Resources to be used

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

Note

This is the fourteenth session of the program, which will introduce us to standard practices and precautions regarding hygiene.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How should one maintain personal hygiene at the workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Hand hygiene: Washing hands regularly is a significant step towards cleanliness, protecting us from various diseases and infections. Washing hands can keep us healthy well as it protects us from viruses

capable of travelling from one person to another person. Germs and bacteria are the only host which comes from touching the nose, eyes with dirty hands, or eating/cooking food with smeary hands.

- **Respiratory Hygiene / Cough Etiquette:** One should follow the below guidelines to maintain respiratory hygiene.
- **Sharp Safety:** Sharp objects such as needles, lancets, and surgical knives must be handled with utmost care to prevent injury or spread of infection.
- **Avoiding ergonomic hazard:** Headsets, monitor stands, and adjustable chairs are just some devices that can be easily integrated into a workspace to diminish the risk of injury from repetitive motions. Awkward locating refers to positions in the body when a person deviates significantly from a neutral position while performing tasks.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Preparing Checklist
- The Trainer will ask Trainees to prepare a checklist on standard precautions and practices in food processing industry regarding personal hygiene
- The checklist should contain details on hand, respiratory hygiene etc.
- The Trainer will go through each checklist and rectify Trainees if needed.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.3: Uses of Electrical Equipment

Unit Objectives

At the end of this unit, trainees will be able to

- Examine the utilization of the electrical equipment

Resources to be used

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

Note

This is the fifteenth session of the program, which will introduce us to different electrical equipment and their usage.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Which are the most common electrical equipment used in workplaces?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Electrical equipment is generally that equipment that requires electrical supplies for their operations. It generally consists of several small components in an enclosed form and is controlled by a power switch. It tends to include:
 - Electric switchboard

- Distribution board
- Circuit breakers and disconnects
- Electricity meter
- Transformer
- The five hazards described here are very common and easily preventable.
 - Working on live circuits
 - Skipping Lockout/Tagout. It is also known as LOTO, which disconnects electricity and avoids electrical hazards.
 - Forgetting PPE.
 - Improper grounding.
 - Damaged extension cords.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Decipher the Sign
- The Trainer will show various signs related to electric equipment and their usage
- Trainees should be able to understand their significance
- After that, the Trainer will show random signs and ask Trainees their meaning.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.4: Usage of Personal Protective Equipment

Unit Objectives

At the end of this unit, trainees will be able to

- Explore the usage of personal protective equipment

Resources to be used

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

Note

This is the sixteenth session of the program, which will introduce us to PPEs and their usages.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is the full form of PPE?
- How PPE is important to one's job?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Personal protective equipment is majorly used to protect oneself from serious accidents or illnesses originating from the workplace's physical, biological, chemical, and mechanical hazards.

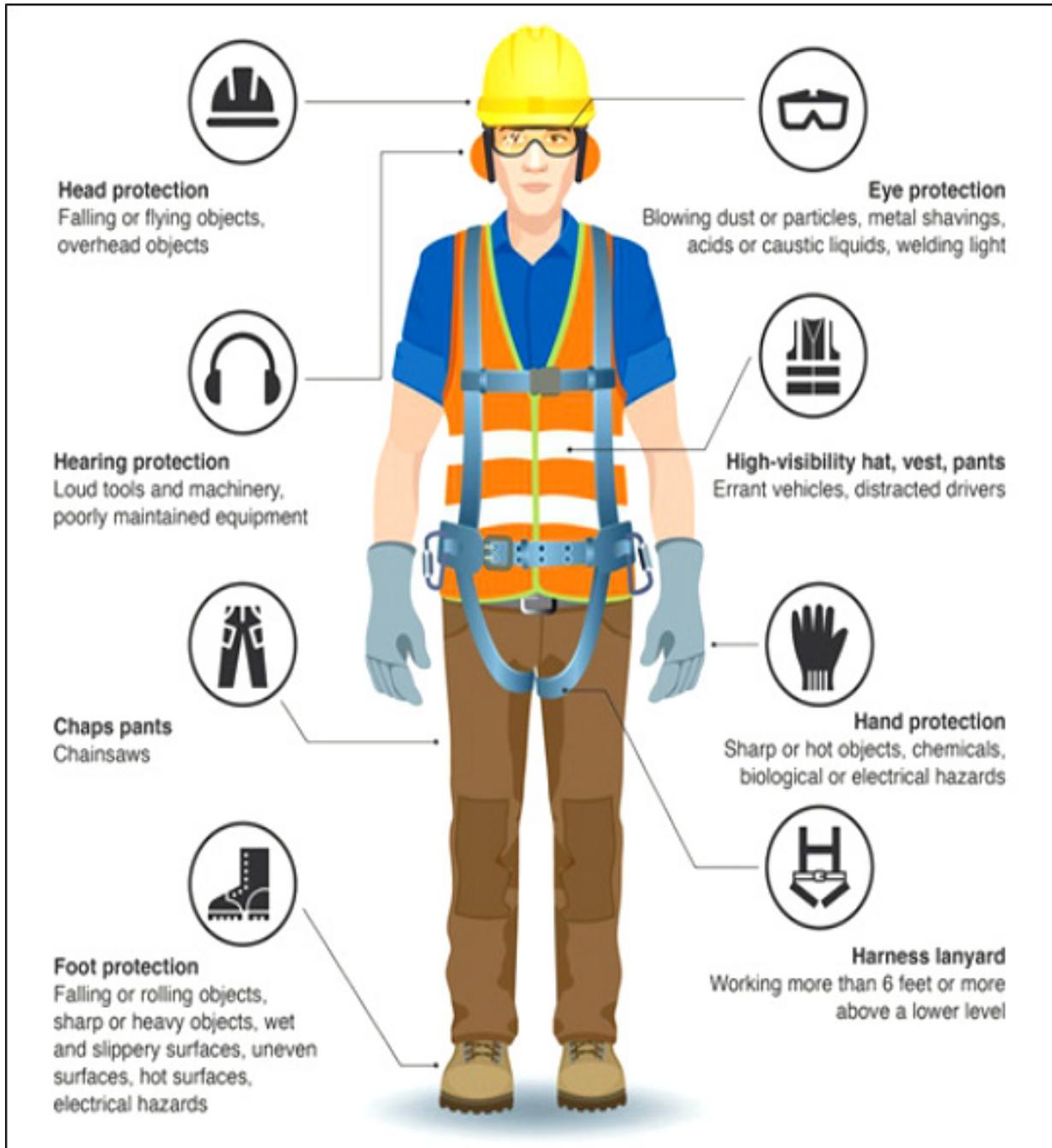


Fig. 6.1: The usage of personal protective equipment

- Protective Clothing Reduces Injury and Contamination Risks. In the food manufacturing Units, workers are at a surprising risk of exposure to harsh and toxic chemicals, which can cause further contamination of the food product. Also, PPE importance can be identified during working at height to avoid slip, trip and fall.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Practical Session
- The Trainer will provide relevant PPEs to Trainees and explain how to wear those
- Trainees should wear the PPEs as per instruction and check whether they are comfortable or not
- In case of any doubt, Trainees must ask questions
- The Trainer will also explain when and how these PPEs come handy at the workplace.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.5: Organisational Protocols

Unit Objectives

At the end of this unit, trainees will be able to

- Recognizing the organizational protocols

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, etc.

Note

This is the seventeenth session of the program, which will introduce us to the organizational protocols.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is organizational protocol?
- Why do you think protocol is important to an organization?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

- In this session, we will discuss the following points:
- Accidents are unplanned experiences resulting in injuries, illness, death, and loss of property and/ or production.
 - Knowledge of the Hazards
 - Be aware of the environment. Look around and recognize workplace risks that are capable of causing harm.

- Look for manners to diminish or eliminate hazards and implement them.
- Report unsafe areas or practices.
- Dress for the weather.
- Use the EHS (Environmental Health & Safety) Job Hazard Analysis devices to recognize hazards linked with job sorts.
- Keep an orderly job place. Poor housekeeping is capable of causing safety hazards and serious health. The workplace's layout requires having accurate egress routes as well as being debris free.
- Take breaks as well as mobilize around regularly all through the day. Short breaks (moving around and standing up) can make a big distinction in combating the threats of residing in a static position all day long.
- Pay attention to workstation ergonomics.
- Follow the following safe lifting practices:
 - Lift from a position of power
 - Keep the load close
 - Use a staggered stance
 - Cable/Rope/Slings in good repair
 - Hoist chain/Rope free of kinks and twist
- Nowadays, many organizations, including the food industry, also implement their emergency preparedness plan, which includes hazards identified during their past years of operation; possible weather or climatic condition; spillages during operational activities, etc. Hazards can be classified as low, moderate and significant impact on the organization based on the geo-location of the Unit.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Mock Lifting
- The Trainer will provide boxes of varied weights to Trainees
- First, the Trainer will show the correct technique of lifting boxes and how to adjust posture with variable weights
- After the demonstration, Trainees will try their hands at it
- Trainees must keep the right posture and maintain the basics of safe lifting technique
- The Trainer will guide them through the entire process and rectify if needed.

Do 

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation 

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.6: Dealing with Toxics

Unit Objectives

At the end of this unit, trainees will be able to

- Monitor the ways to handle the toxics

Resources to be used

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

Note

This is the eighteenth session of the program, which will introduce us to the fundamentals of handling toxic.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What are the adverse outcomes of mishandling toxic components?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Toxics are chemical substances that can cause serious harm to the person if he/she comes directly in its contact. One should be extra careful while handling such substances and an organisation must have clear labelling, separate storage rooms and proper guidelines for its usage.
- Exposure hazards:

- **Contact or Absorption:** It can cause when a person comes in direct contact with toxic substances. It can result in drying or defatting of skin, skin irritation, or redness.
- **Inhalation:** It occurs when a person inhales the fumes or vapour of toxic substances. It can cause shortness of breath, sore throat, coughing, an effect on the nervous system, and irritation during the breath.
- **Ingestion:** It occurs when people accidentally consume toxic material. It can result in diarrhoea, vomiting, indigestion, effect on the functioning of the liver and kidney.
- **Storage requirement**
 - Toxic substances must be stored in designated storage compartments only.
 - It should be stored under the optimum condition as prescribed. Always take the material in desired quantity and never put the used or remaining material in the original container.
 - One should always look for an alternative before using the toxic agent.
 - Only authorised
 - Personnel should be given access to the storage compartment.
- **Labelling requirement**
 - Toxic substances or materials should be labelled in clear and readable format and proper usage instructions.
 - Work areas should be labelled properly where toxic substances are used regularly or excessively.
 - Always label the emergency contact number near the storage and the work area.
- **Waste management**
 - Toxic waste must be segregated separately in accordance with its nature.
 - It should be managed separately from other wastes.
 - Flammable chemicals, acids should be disposed of carefully and separately in order to prevent any type of accident or injury.
 - Never dispose of the toxic substance in an open area.
 - It should always be disposed of in a leak-proof and airtight container.

Say



Let us now participate in an activity to understand the concept better.

Activity



- This activity is in the form of Lab Visit
- The Trainer will take Trainees to a lab where toxic elements are stored
- The Trainer will show the optimum storage facilities, proper labelling and handling of toxic
- Trainees should carry their notebook and pen and take down important points
- The Trainer will also explain the adverse outcomes of mishandling the toxic components
- At the end of the session, the Trainer will allow Trainees to handle the toxic under strict supervision.

Do 

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation 

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.7: Fire Prevention and Fire Extinguishers

Unit Objectives

At the end of this unit, trainees will be able to

- Identify fire prevention and fire extinguisher

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, Helmet, gloves, rubber mat, ladder, neon tester, leather or asbestos gloves, flame proof aprons, flame proof overalls buttoned to neck, cuff less (without folds) trousers, reinforced footwear, helmets/hard hats, cap and shoulder covers, ear defenders/plugs, safety boots, knee pads, particle masks, glasses/goggles/visors, hand and face shields, machine guards, residual current Devices, shields, dust sheets, respirator, fire extinguishers, etc.

Note

This is the nineteenth session of the program, which will introduce us to the important aspects of fighting fire and different types of fire extinguishers.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Have you ever experienced fire breakout?
- What do you think are the basic things to keep in mind during firefighting?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- To prevent the workplace from fire, we must enforce the following measures:

- Workers should be highly trained for the mock drill.
- No smoking signs around the highly flammable liquid and gases.
- **Causes of fire**
 - **Flammable and combustible liquids:** This requires proper storage and handling in order to prevent the occurrence of fire which must be stored under a well labelled and closed container to avoid any accident.
 - **Liquefied Petroleum Gases:** LPG gas has a low density and is heavier than air. It usually accumulates in low lying areas so that the workers are warned if they tend to find any leakage or hole in the cylinders. Moreover, they must not use fire; instead of that, they are capable of utilizing soapy water and finding out the bubbles.
- **Fire Alarm Devices:** These are the devices used to warn people during fire and smoke or any other types of fire emergencies.
- **Fire Extinguisher:** It is a lifesaver device that is used to control small fires as well as in emergency situations. It should not be used in indented fire issues if it is reached to the walls, ceiling or where there is no route for escape.

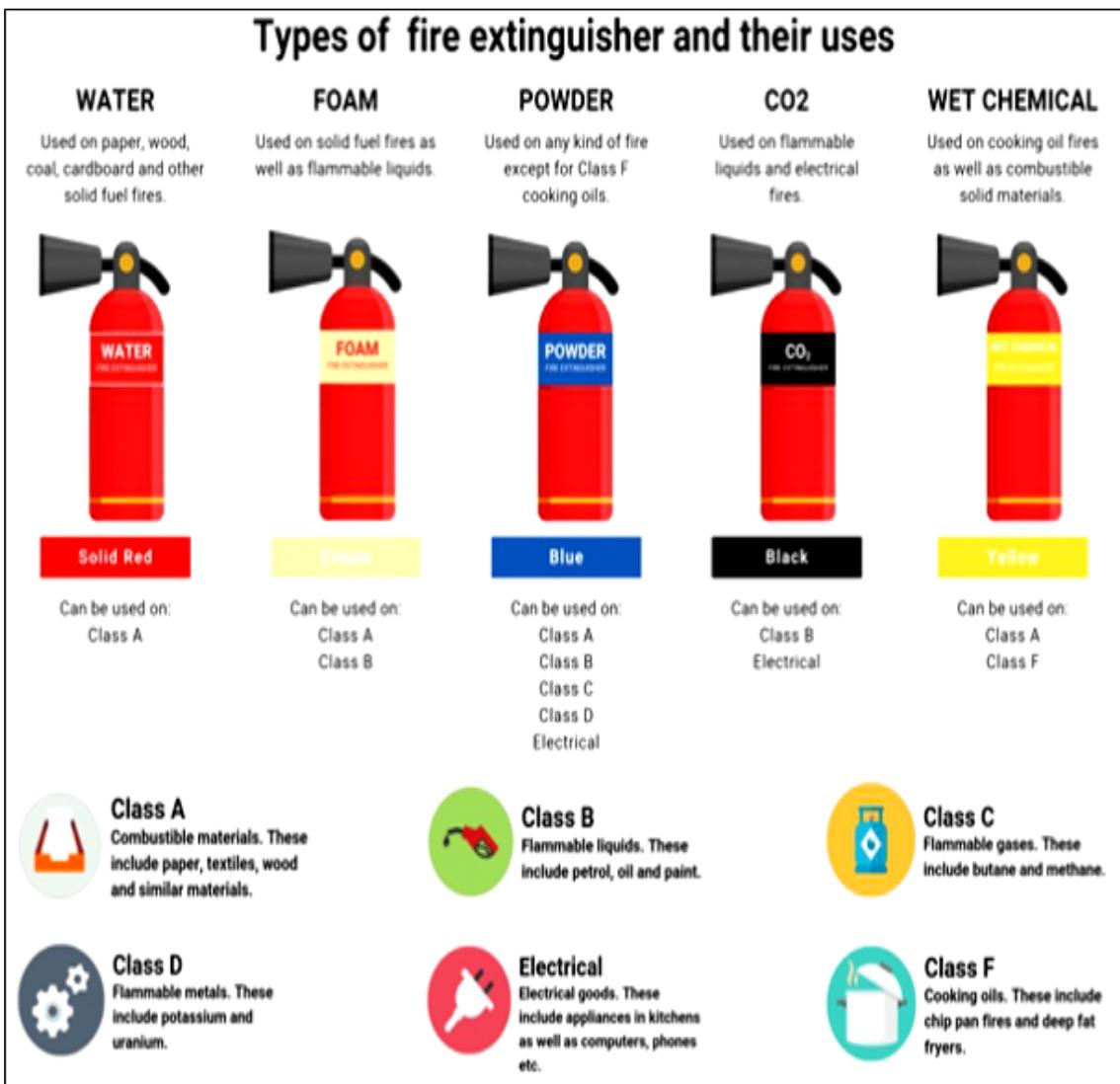


Fig. 6.2: Types of fire extinguishers

- Class A extinguishers would be capable of putting out fires in ordinary combustibles such as wood and paper.
- Class B extinguishers are utilized for flammable liquids like grease, gasoline and oil.
- Class C extinguishers are used only for electrically energized fires.
- Class D extinguishers are used on flammable metals.
- Fire extinguishers are relatively easy to use in case of small fires by using some simple technique called PASS.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of “Evacuation Drill and Quiz Contest”
- The trainer will ask the trainees to practice evacuation drills. The trainer should guide them
- After the evacuation drill is complete, there will be a quiz contest on the evacuation procedure
- The trainer will conduct the quiz contest
- The trainer will divide the entire class into two group
- One group will be Team A and the other will be Team B
- There should be a scorer to write points on the board
- The trainer will ask questions from the book related to the topic discussed
- For each correct answer, there will be 10 points however, for wrong answers there will be deduction of 10 marks
- There will be 5 marks for each right answer given on a pass and 15 marks will be deducted in case the pass answer is wrong
- There is no negative marking if a question is passed without any answer given.

Say

Did you find the activity fruitful? I hope all of you have enjoyed the activity.

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work
- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration.

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question.

Unit 6.8: Artificial Respiration and CPR

Unit Objectives

At the end of this unit, trainees will be able to

- Evaluate CPR as well as the artificial respiration

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, CPR tools such as valve mask and ventilator, checklists, etc.

Note

This is the twentieth session of the program, which will introduce us to the life-saving technique of artificial respiration and performing CPR.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is CPR?
- When do you perform a CPR?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

Artificial respiration and CPR is an act (or) technique used for stimulating respiration when there is a sudden stoppage of breathing or lung functioning.

- Techniques used to provide artificial respiration are:
 - Mouth-to-mouth breathing
 - Prone-pressure method

- Cardiopulmonary resuscitation (CPR) or external chest compression
- Mouth-To-Mouth Breathing



Position your hand



Interlock fingers



Give chest compressions



Open the airway



Give rescue breaths



Watch chest fall



Repeat chest compressions and rescue breaths

- **Prone Pressure Method:** This method, additionally known as the Schafer method, stands to be a type of artificial respiration which is used for a patient in case of drowning. In this, the patient is placed in a prone or placed in a face-down position allowing rhythmically pressure with the help of hand on the thorax by means of which the water present would get expelled from the lungs allowing air to enter by clearing the passage in order to breath.
- **Back Pressure Arm-Lift:** This particular method is used as an alternative when other methods are not possible or are not working out.
- The mechanical method often uses machine-like ventilators. Another device that is used in the mechanical method is a bag valve mask. It has the self-inflate and deflates mechanism as well as has an air supply that is controlled by the valve.

Say 

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Practical Session
- The Trainer will demonstrate the process of performing CPR
- After the demonstration, the Trainer will divide the class into pairs
- In the first half of the activity, one participant from each pair shall perform CPR on the other
- In the second half, the roles will be swapped i.e. the participant giving CPR will play the role of a patient and the other will perform CPR
- The Trainer will ensure that both mouth-to-mouth and arm-lift CPRs are performed by Trainees
- The Trainer will rectify Trainees if needed.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.9: Rescue and Evacuation in Case of Fire

Unit Objectives

At the end of this unit, trainees will be able to

- Discuss the evacuation and rescue during a fire incident

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, Helmet, gloves, rubber mat, ladder, neon tester, leather or asbestos gloves, flame proof aprons, flame proof overalls buttoned to neck, cuff less (without folds) trousers, reinforced footwear, helmets/hard hats, cap and shoulder covers, ear defenders/plugs, safety boots, knee pads, particle masks, glasses/goggles/visors, hand and face shields, machine guards, residual current Devices, shields, dust sheets, respirator, fire extinguishers, CPR devices, etc.

Note

This is the twenty-first session of the program, which will introduce us to the steps of evacuation in case of fire.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What are different causes of fire breakout?
- Which could possibly be the best evacuation process in case of fire at a congested workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- A "Fire Emergency Evacuation Plan (FEED)" 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.

- Staff Fire Notice High fire threats or extensive premises that would be required a more illustrated emergency evacuation strategy which takes account of the findings of the assessment of fire risk, e.g. the staff importantly at threat and their spots.
- **Fire Evacuation Plan:** You require taking into consideration of how you would tend to arrange the premises evacuation in the light of your risk evaluation as well as the other fire precautions that the individuals possesses or intended to put in spot.
- **Simultaneous Evacuation:** In most premises, the evacuation in the instance of fire would easily be by means of each one responding to the warning signal given when a fire is discovered, then making their way, by regards of escape, to a spot of safety away from the boundaries. This is referred as a simultaneous evacuation and would generally be initiated by the sounding of the normal alarm over the system of fire warning.
- **Vertical Phased Evacuation:** In certain larger complex premises, the emergency arrangements are designed to allow people who are not at immediate risk from fire to delay initiating their evacuation. It might be accurate to start the evacuation by initially performing the evacuation by only the sector closest to the fire as well as warning other individuals to stand by.
- **Staff Alarm Evacuation (Silent Alarm):** In certain instances, it might not be accurate for a normal alarm to start immediate evacuation (Cinemas and Theatres). This could be as of the number of members of the public provided and the requirement for the staff in order to put pre-arranged strategies for the safe evacuation of the premises into action.

Say



Let us now participate in an activity to understand the concept better.

Activity



- This activity is in the form of Mock Drill
- The Trainer will arrange a mock fire evacuation drill for Trainees
- First, the Trainer will explain dos and don'ts of fire evacuation
- After the explanation, the Trainer will guide Trainees to perform a mock drill on fire evacuation
- Ten, the Trainer will divide the class into three groups and will make these groups posted in different places
- On the signal, three teams should perform a mock evacuation
- The Trainer will not participate in the evacuation
- The Trainer will observe and rectify Trainees as and when needed.

Do



- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.10: First Aid

Unit Objectives

At the end of this unit, trainees will be able to

- Cataloguing the first aids

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, first aid kit, First Aid kit, images, sample first aid box, PPEs, etc.

Note

This is the twenty-second session of the program, which will introduce us to the basics of first aids at workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is first aid?
- Which are the integral components of a first aid box?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- First aid, as the name suggests, stands to be the first and immediate care or assistance provided to the person in case of either minor, serious injury or illness.
- First-aid provided on time can save the life in case of life and death kind of situation as well as additionally assists to control the condition from worsening further.
- First aid is often controlled by the 3 P's principle:

- Prevent further injury
- Preserve life
- Promote recovery
- It is necessary that each floor or manager should have the first aid box handy with them and can be easily accessed by the employees in case of emergency or need.

Say



Let us now participate in an activity to understand the concept better.

Activity



- This activity is in the form of Lab Session
- The Trainer will take Trainees to the lab and show them basic first aid components
- The Trainer will explain the function of each component of a first aid box
- Trainees will take down important notes
- In case Trainees have queries, they should raise their hands and clarify their doubts then and there.

Do



- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.11: Potential Injuries and Ill Health

Unit Objectives

At the end of this unit, trainees will be able to

- Understanding the ill health as well as potential injuries

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, first aid kit, First Aid kit, images, sample first aid box, PPEs, Injury images, Injury lists, PPTs related to workplace injuries, etc.

Note

This is the twenty-third session of the program, which will introduce us to ill health as well as potential injuries at workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What could cause potential injuries to a worker in the food processing industry?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- **Slips, trips and falls:** One of the most common causes of injury are slippery surface, fall from ladder or height. It can be avoided through a safety grill or safety bars.
- **Muscle strains:** Muscle strain occurs at the workplace due to lifting heavy items regularly and longstanding or sitting hours. This can be prevented easily through exercise, training and guidance.
- **Being hit by falling objects:** Employees working in warehouses often encounter injuries caused by

falling objects. It can be controlled by providing adequate storage and encouraging staff to store the item safely.

- **Cuts and lacerations:** It generally occurs by inappropriately handling sharp objects and is capable of being controlled by delivering the proper training to the staff, wearing proper protection and providing safety equipment to the workers.
- **Inhaling toxic fumes:** Workers who are dealing with chemicals are more likely to become a victim of an injury caused by toxic materials like inhaling dangerous gases or fumes. It is mandatory for the employer to provide adequate safety gear to its worker who regularly meets such kinds of substances.
- **Crashes and collisions:** It can happen in warehouses and construction sites due to vehicle movement, and prevention can be done through necessary safety measures such as PPE, sufficient light, safety alert etc.
- **Exposure to loud noise:** Industrial deafness can occur to employees working in loud noise areas, and it can be avoided by wearing earplugs or earmuffs.
- **Fights at work:** Disagreement or tension may lead to fighting at work. It is a must to have an employee grievance department in order to deal with such cases.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of List Preparation
- The Trainer will first explain the potential injuries and their reasons
- After that, the Trainer will ask Trainees to prepare a list of possible reasons of injuries at the workplace
- This is an individual activity and each participant must prepare his/ her own list
- The Trainer will guide Trainees throughout the activity session
- The Trainer shall check each list separately and write his/ her remarks on the list.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.12: Precautions in Mobility

Unit Objectives

At the end of this unit, trainees will be able to

- Demonstration of the precautions in mobility

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, first aid kit, First Aid kit, images, sample first aid box, PPEs, Injury images, Injury lists, PPTs related to workplace nobilities, etc.

Note

This is the twenty-fourth session of the program, which will introduce us to various precautions that must be taken in mobility.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What are the steps that can minimize the risk of injury at the workplace?
- What will you do in case of injury of your colleague?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- In order to provide better productivity for a workplace, the management of the organization:
 - Should minimize illness and injury of employees.
 - Should reduce the risk of accidents.

- Should maximize productivity.
- Should reduce the cost of injuries and workers compensation.
- Should meet their legal requirements and responsibilities.
- Should retain their staff for better performance.
- Precautions at the workplace may include.
 - Keep every corner organised, clean and clutter-free
 - Usage of mats on slippery floors
 - Properly stored combustible material
 - Ensure proper training while handling equipment and machinery
- In the food processing industry, workers do not require special types of uniforms unless they require antibacterial head caps, clothing or aprons in order to prevent bacterial contamination.
- The common cause of stress during work is working for long hours, insecurity of job and conflicts between employees, which can sometimes lead to depression, difficulties during work and affects the concentration of the employees.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Industry Visit
- The Trainer will arrange a brief tour to a food processing hub
- Trainees must carry their Student ID, notebook and pen
- The Trainer will take the Trainees through different departments of the food processing hub and will show various precautions taken in each department against potential hazards
- Trainees should ask questions to clarify their doubts on the spot
- The Trainer will also show various clothes and PPEs worn by workers in the hub.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 6.13: Significance of Various Types of Hazard and Safety Signs

Unit Objectives

At the end of this unit, trainees will be able to

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

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, PPE list, hazard signage, safety signs and symbols, PPT related to hazard identification, First Aid chart, etc.

Note

This is the twenty-fifth session of the program, which will introduce us to various types of hazard and safety signs.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Have you ever come across safety signs?
- Why do you think sign are significant to workers?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Safety hazards are the most common workplace risks. They include:
 - Anything that can cause spills or trips such as cords running across the floor or ice

- Anything that can cause falls, such as working from heights, including ladders, scaffolds, roofs, or any elevated work area.
- Unguarded and moving machinery parts that a worker can accidentally touch.
- Electrical hazards like frayed cords, missing ground pins, and improper wiring.
- Confined spaces.
- Safety symbols, hazard symbols or safety labels are meaningful and recognizable graphical symbols that warn of or identify hazards associated with the location or item.
- A chemical hazard is a (non-biological) substance that has the potential to cause harm to life or health.
- Chemicals are widely used in the home and in many other places. Exposure to chemicals can cause acute or long-term detrimental health effects.
- Biological health hazards include bacteria, viruses, parasites and moulds or fungi. They can pose a threat to human health when they are inhaled, eaten or come in contact with skin.
- Poor ergonomics contributes to muscle strain, muscle imbalances, and fatigue. Many muscle strains result from performing the same motion over and over again. These become repetitive stress injuries, which are some of the most common workplace injuries.
- Signs and symptoms of ergonomic injuries include pain which may be dull and aching, sharp and stabbing or a burning sensation—tingling or numbness; swelling, inflammation, stiffness.
- A few examples of work organization hazards and it is effective they are defined below.
 - Falls and Falling Objects- It can result in serious injury or fatality
 - Fire Hazards- It can result in loss, serious injury or fatality
 - Electrical Hazards- It can result in loss, serious injury or fatality
- There are multiple signs or symbols used in an organization to alert the people in their workstations.

Activity





Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.



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7. Working Effectively in an Organization

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

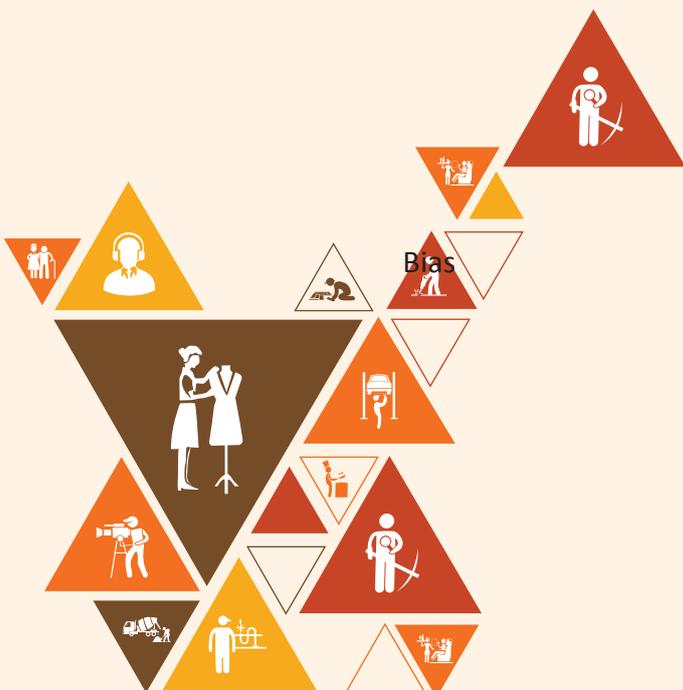
Unit 7.12 - Disabilities and Challenges

Unit 7.13 - Gender Sensitivity and Discrimination

Unit 7.14 - Applicable Legislation, Grievance Redressal Mechanisms

Unit 7.15 - Transacting With Others without Personal

Bias



FIC/N9902

Terminal outcome



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

1. Categorize the organizational policies
2. Catalogue the Legislations, standards, policies, and procedures
3. Analyse the reporting structure
4. List the inter-dependent functions
5. Discuss the impact of harassment and discrimination
6. Monitor the ways of prioritising the task
7. Record the types of communication skills
8. Evaluate the ways of carrying out teamwork
9. Highlight the ethics and discipline
10. Illustration of the grievance's solution
11. Recognize the interpersonal conflicts
12. Identify the disabilities and challenges
13. Outline the gender sensitivity and discrimination
14. Discuss the applicable legislations, grievance redressal mechanisms
15. Analyse the process of transacting with others without personal bias

Unit 7.1: Organizational Policies

Unit Objectives

At the end of this unit, trainees will be able to

- Categorize the organizational policies

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, etc.

Note

This is the twenty-sixth session of the program, which will introduce us to organizational policies.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Why do you think every organization follow a set of policies?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Organizational policy or work place policy is a type of statement which provides the outlining of any organization that practices out the procedures. This eventually leads to its business which covers and everything, starting from the operations to concerns and compliances along with the employee's legislation.
- **Benefits of Organizational Policies:**
 - It stands to be in line with organizational values
 - It tends to have the list of complaints with the employment and associated legal requirement

- It provides proper clarity on the roles and responsibilities
- It ensures that an organization operates efficiently and in the specified business manner
- It helps in strengthening the staff position during or in the legal situation
- It enforces consistency and uniformity in the operational procedure and in the processes of decision making
- It saves time for the employees while the problems can be resolved rapidly and effectively through the existing policy
- **Workplace health and safety policy:** It is very essential for a recruiter to provide safe and healthy work environments to their employees since the hazards might arrive without alarming anybody about the risks.
- **Non-discrimination and Anti-harassment policy:** The principle behind this policy highlights its providing of guarantees in which human rights are exercised without any discrimination. These discriminations stand to be against individuals on the basis of their race, colour, gender, age, language, national origin, religion, gender identity, sexual orientation, property, marital status, family status, and citizenship.
- **Equal opportunity policy:** This policy ensures that the employees are hired irrespective of their gender, religion, colour, age, caste, marital status, or physical ability.
- **Employee code of conduct policy:** The policy sets the guidelines for all the employees and various stakeholders in which they are expected to follow in their professional and personal behaviour at the workplace.
- **Leave policy:** This policy recognises that employees require time off from their works in order to maintain the work-life balance. It also understands the various other needs, like personal commitment, medical exigencies, relaxes time and so on of the employees.
- **Employee time-stamping policy:** This policy describes the rules and regulations related to the working hours of an employee.
- **Employee disciplinary and termination policy:** The major objective of the mentioned policy is to define the procedures and protocols in case of any breach of the company's policy, employee misconduct or any in-disciplinary behaviour.
- **Employee grievance policy:** The aim of this policy is to make sure that every employee has a formal way to raise their concern or complaint to their senior management.
- **Social media policy:** It is expected from every employee who is engaged or involved in social media sites, like Facebook, Instagram, and Twitter, LinkedIn and several other similar platforms, to understand and follow the guidelines of the company's social media policy.
- **E-mail policy:** This policy describes the guidelines and uses of corporate e-mails to meet business requirements.
- **Mobile phone policy:** This policy implies restrictions or limitations on the usage of mobile phones at the workplace.
- **Temporary Policies:** These policies are added to the main body of company's policy guides and could be changed or removed as needed example during the COVID-19 pandemic organization implemented policy to handle social distancing, masking, disinfecting and other safety procedures for keeping employee's and workplace safe for smooth running of organization or business.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Discussion Session
- The Trainer will explain various organization policies to Trainees
- Trainees should raise their hands in case they have doubts
- After doubt clarification, the Trainer will divide the class into three groups
- Each group should be prepared to discuss at least 5 organizational policies
- Groups will discuss the policies among themselves and will try to point out pros and cons of the policies
- The Trainer should be present during the discussion session and will guide Trainees accordingly.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.2: Legislations, Standard, Policies, and Procedures

Unit Objectives

At the end of this unit, trainees will be able to

- Catalogue the legislations, standards, policies, and procedures

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, etc.

Note

This is the twenty-seventh session of the program, which will introduce us to legislations, standards, policies, and procedures.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What should be the standard practices at the workplace?
- Do you think policies make an organization stronger?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Standard practices at a workplace must have:
 - Employers to define clear expectations from their employees.
 - Provide a chance to utilise one's skills to perform a task.
 - Support one's employees

- Motivate employees to collaborate and participate in decision making
- Welcoming nature for the feedback from the organization's employees.
- Investment in the employees learning and development process.
- Feedback received from employees and attempts to make a great workplace.
- A policy is a general set of guidelines that are designed in line with the company's objective for dealing with an issue. Policies communicate the connection between the organization's vision and values.
- A procedure sets out the specific task or action plan for implementing or carrying out a policy. Procedure tells employee's how to deal with a situation and when.

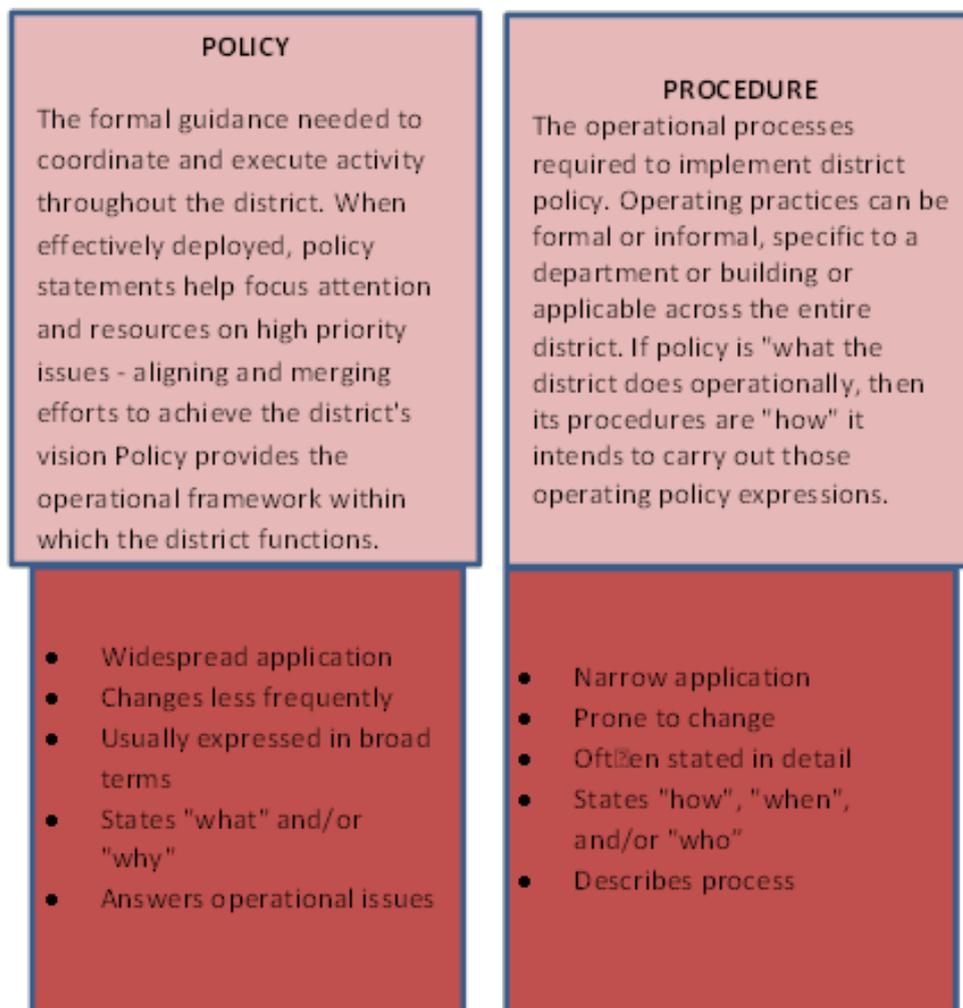


Fig. 7.1: Difference between Policy and Procedure

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Debate Session
- The Trainer will divide the class into two groups
- Group A will speak for the notion and Group B will speak against the notion
- The notion of the session is “Organizational procedures and policies should be lenient”
- The Trainer will act as the judge and ensure that Trainees are not discussing irrelevant things
- Each Trainee from both groups must speak in front of the class
- The best speakers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.3: Reporting Structure

Unit Objectives

At the end of this unit, trainees will be able to

- Analyse the reporting structure

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, etc.

Note

This is the twenty-eighth session of the program, which will introduce us to the reporting structure of the organizations.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by the term 'hierarchy'?
- Why reporting structure is so important to maintain?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Reporting structure refers to the relationship between the employee's position in terms of authority –“who reports to whom”. The reporting structure acts as a command it is hierarchal within every employee report to another employee who resides to be one level higher in their authority or position within the organisation including communication and decision channels.
- **Vertical Structure:** The vertical organizational structure is a pyramid like top-down management structure. It creates a powerful hierarchical structure that emerges from top highest level of leadership CEO/owner followed by middle management then regular employees at bottom.

- **Horizontal Structure:** The flat structure or horizontal structure is an organizational structure having only a few layers of management into which the managers have a very wide span to control with one or more subordinates as it does not have many chains of command. The top layer of the structure is the owner of the business, whereas the second layer contains team leaders or managers who will report to the business owner.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Mock Reporting
- The Trainer will divide the class into few groups depending on batch strength
- The agenda of the session is to grasp the basics of reporting structure
- The Trainer will make few participants team leads, few managers, few CEOs etc.
- Each Trainee should have a role to play in this activity
- Now, every participant must report according to the hierarchy of the organization.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.4: Inter-Dependent Functions

Unit Objectives

At the end of this unit, trainees will be able to

- List the inter-dependent functions

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, etc.

Note

This is the twenty-ninth session of the program, which will introduce us to the inter-dependent functions.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is inter-dependent function?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Interdependence stands to be the key aspect of creating a healthy work environment and a sense of Unity among the workers in order to achieve a common organizational goal. Teams of employees working together in hierarchy of organizational structure tend to demonstrate high chances of success rather than working individually.
- The two main components of Inter-dependence are:
 - Collaboration
 - Delegation

- **Pooled inter-dependence:** In an organisation, each vertical or horizontal department may not directly interact and do not directly depend on each other and perform completely separate functions having their own set of tasks, which stands to be different from each other, but they offer a contribution to the overall goal of an organisation as well.
- **Sequential inter-dependence:** Sequential interdependence is a kind of inter-dependence when one department is witnessed to depend upon the functioning of the other department. As an instance, the procurement department must purchase the raw materials in order to ensure the proper functioning of the production department.
- **Reciprocal inter-dependence:** Similar to Sequential inter-dependence, Reciprocal inter-dependence also defines output of one department becomes input of other department in order to efficiently complete the task or project.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Role Play
- The Trainer will ask each Trainee to collaborate to perform a common task
- Trainees must collaborate in three different ways i.e.
 - Pooled inter-dependence
 - Sequential inter-dependence
 - Reciprocal inter-dependence
- Trainees must be able to understand various types of interdependence and their significance
- The Trainer will guide the session and help Trainees whenever required.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.5: Harassment and Discrimination

Unit Objectives

At the end of this unit, trainees will be able to

- Discuss the impact of harassment and discrimination

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, etc.

Note

This is the thirtieth session of the program, which will introduce us to different types of harassment and discrimination at the workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What do you understand by workplace harassment?
- What should be done to eradicate discrimination from the workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Harassment can include behaviours, such as:
 - Telling abusive jokes about a particular group of members.
 - Forwarding obvious or sexually suggestive emails or texts.
 - Making disrespectful comments or taunts about a person's appearance and disability.

- Asking unwanted questions about someone's life.
- Displaying ethnic offensive screen savers.
- Discrimination refers to a treatment when one person or a group of members are treated unfairly based on the factors such as race, colour, gender, sexual orientation, age, religion, and disability.
- The different types of workplace discrimination are.
 - Gender Discrimination
 - Age Discrimination
 - Race Discrimination
 - Skin colour Discrimination
 - Mental and physical disability
 - Genetic information
 - Religion Discrimination
- Harassment and Discrimination at workplace is illegal and unethical. It is not only treating your employee's equally the right thing to do but also avoiding any type of harassment and discrimination can also improve company's reputation and will also improve working environment in organization.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Preparing List
- The Trainer will first explain different types of harassments and discriminations at the workplace and their adverse impacts
- After that, the Trainer will ask Trainees to make a list of probable workplace harassments and discriminations and write down their solutions
- The Trainer will ask trainees randomly to stand up and read out what he/ she has written
- The best performers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.6: Prioritising Tasks

Unit Objectives

At the end of this unit, trainees will be able to

- Monitor the ways of prioritising the task

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, etc.

Note

This is the thirty-first session of the program, which will introduce us to different ways to prioritise the task.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Why do you think certain tasks need to be prioritised?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Prioritizing a task or work is a process of having an understanding of which task requires to be achieved first by determining the level of importance and urgency of task, thing or event. However, each task or work appears to be equally vital.
- 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

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Practical Session
- The Trainer will allocate a set of tasks to Trainees
- Trainees must be able to determine which are priority and which can be delayed
- The Trainer will give a piece of paper to each Trainee
- Trainees must write down the sequence of tasks to be performed as per priority
- The Trainer will observe Trainees closely and guide them accordingly.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.7: Communication Skills

Unit Objectives

At the end of this unit, trainees will be able to

- Record the types of communication skills

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, and soft skills PPTs, etc.

Note

This is the thirty-second session of the program, which will introduce us to the importance of communication skills at the workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Why do you think communication skill is important at the workplace?
- What could be the possible barriers of communication?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Communication skill mainly addresses to the ability of the ways in order to communicate effectively with managers, colleagues and staff. It is an essential part for every industry
- It may be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails, visually (using logos, maps, chats or graphs), nonverbally (using body language, gestures, tone and pitch of voice).

- **Body Language (non-verbal):** When there is a discussion about body language, it refers to the ways by an individual presents themselves while interacting with someone. It includes body posture, hand movements or gestures, the type of eye contact that is made, and the voice tone.
- **Listening:** Communication in the workplace is not entirely about speaking; it mainly represents a two-way channel.
- **Clarity and Conciseness:** One of the major ingredients for effective communication in the workplace is clarity, which mainly stands to be responsible to expresses the attempt of conveying an individual's message in the simple way possible.
- **Friendliness:** In order to engage with the team members in an open or honest discussion, a person needs a friendly tone, a personal question, or simply a smile. It is important because the team members would not hesitate to contact the individual as they would be easily approachable for the conversation.
- **Empathy:** Showing compassion or empathy even when the individual disagrees with an employer, co-worker, or employee state to be very important as it helps in understanding their point of view and also respects their decision.
- **Confidence:** It is an important step to be confident when an individual tends to interact with others. As in all interactions, confidence (but not overconfidence) is crucial part.
- **Respect:** The employee must respect their co-workers' roles, skill set and ideas in order to meet the company's overall goal as a team.

Say

Let us now participate in an activity to understand the concept better.

Activity

- In this activity, you will divide the class into 3 groups.
- All the groups will enact the roles that you will give them.
- The first group will showcase the incorrect method of communicating with colleagues
- The second group will showcase the correct method of communicating with colleagues
- The third group will showcase different methods of building a good work relationship with colleagues
- The group portraying the given role in the best way will be declared as the winner and will be appreciated in the class with accolades.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.8: Teamwork

Unit Objectives

At the end of this unit, trainees will be able to

- Evaluate the ways of carrying out a teamwork

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, and soft skills PPTs, etc.

Note

This is the thirty-third session of the program, which will introduce us to the ways of carrying out a teamwork.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is teamwork?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Methods to improve teamwork in the organization:
- **Encourage informal social events:** In an informal environment, employees feel free to communicate with each other, and they also try to understand the personal behaviour of everyone.
- **Clarify Roles:** In order to work efficiently at the workplace, every employee should have a proper understanding of their roles and responsibilities according to their work demand.

- **Specify long-term as well as short-term goals:** Specifying goals help in streamlining the communication and makes the teamwork more purposeful.
- **Reward and recognition:** It is necessary for an employer to recognise the best performing employees as it will keep them motivated and also provide a sense of accomplishment.
- **Avoid micro-management:** One of the significant drawbacks of micromanagement is that the employee tends to focus on the small or less relevant thing which they think is required to please the immediate supervisor.
- **Establish Effective Communications:** It is not necessary that an employee needs to be friends with all the co-workers, but the thing which is necessary states the establishing and practising of effective/good communication.
- **Respect Individuality:** Every individual has their own personality, skill and preferential ways of working, which is a necessity of the employer in order to recognise these.
- **Seek feedback:** Seek feedback not only from the managerial staff but also from the ground level staff in order to gain the proper insights and scopes of improvement.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of “Collaboration and Commitment”
- The trainer divides the class in few groups depending on the number of students
- Each group will be part of the entire activity
- The trainer will ask the class to prepare a PowerPoint presentation
- The topic of the presentation is : **Significance of Healthy Team Bonding in Ideal Work Culture**
- Each group will take part in this activity
- One group will collect information
- Another group will collate the data and validate for PowerPoint
- Some other group will prepare the PPT.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.9: Ethics and Discipline

Unit Objectives

At the end of this unit, trainees will be able to

- Highlight the ethics and discipline

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, and soft skills PPTs, etc.

Note

This is the thirty-fourth session of the program, which will introduce us to the importance of ethics and discipline at the workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is ethics?
- How does discipline improve productivity at the workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Work ethics refers to the ways by which the employees govern themselves and their attitude towards their work. It also refers to morality in the workplace.
- A person having a good work ethic tends to create a healthy workplace environment for him/her as well as for their fellow co-workers.

- It is mandatory for an employer to develop strong work ethics among the employees. It can be done in various ways.
 - Setting clear goals and objectives
 - Mentoring
 - Set example
 - Need of right work environment
 - Encourage professionalism
 - Discipline
 - Listen to your employees
 - Feedback
 - Rewards and recognition
 - Remove obstacles
 - Discipline at Workplace

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Checklist Preparation
- The Trainer will ask each Trainee to prepare a checklist where they should mention dos and don'ts at the workplace in terms of ethics
- Every Trainee must prepare a checklist and share with the Trainer
- The Trainer will check and rate the checklist on a scale of 10
- The best performers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.10: Grievances Solution

Unit Objectives

At the end of this unit, trainees will be able to

- Illustration of the grievance's solution

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, and soft skills PPTs, etc.

Note

This is the thirty-fifth session of the program, which will introduce us to the importance of grievance address system.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What will you do if you have any grievance related to your work?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Grievance can prove to be quite harmful if not dealt with in time. It may lead to frustration among the employees, and they can start losing their trust from the employers.
- Work-related grievances and complaints from staff need to be tackled with proper care and are also known to be a time taking procedure.
- There are five ways in order to address the grievances effectively:
- Prompt and timely Action: The staff or department expert in handling the grievances must be highly trained in managing the employee grievances effectively and in a time-bound manner.

- **Grievance acceptance:** The supervisor or expert must accept the employee grievance and also should respect their genuine feelings.
- **Collect information:** Management should not wait for the grievances to be reported. Instead, it should take preventive steps in order to avoid it. In order to curb it, the management must discuss, collect information, and communicate regarding various issues at the workplace.
- **Cross verify the grievance cause:** Once the information and cause of grievance are collected about the reported incident, the information must be cross-checked from various other sources.
- **Decision making:** On successful identification of the causes, the management must develop a series of steps in order to resolve it along with the next course of action.
- **Review and implement:** The management should not wait for a longer time once they have a rational and effective resolution. It is necessary to involve the concerning employee(s) in confidence before implementing the decision.

Say

Let us now participate in an activity to understand the concept better.

Activity

- The Trainer will ask Trainees to open their notebook
- Each Trainee should write down five points on addressing grievance effectively at the workplace
- Trainees should also write one case study on how grievance can be addressed properly
- The case study may be on harassment, discrimination, work pressure, an issue with the process, etc.
- The Trainer will check each and every write-up
- The best performers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.11: Interpersonal Conflicts

Unit Objectives

At the end of this unit, trainees will be able to

- Recognize the interpersonal conflicts

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, and soft skills PPTs, etc.

Note

This is the thirty-sixth session of the program, which will introduce us to the interpersonal conflicts at the workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is interpersonal conflict?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Interpersonal conflicts refer to any type of conflict among two or more people. The idea mainly refers to the situation when a person or group of employees tries to interfere in some other employee's work.
- Ways to Resolve Conflict at the Workplace
 - Communicate
 - Listen carefully
 - Show empathy

- Never hold back any grudges
- Effective communication skill

Say

Let us now participate in an activity to understand the concept better.

Activity

- The Trainer will provide a scenario where colleagues need to work together casting aside interpersonal conflicts
- The scenario may include working under tremendous pressure during festivals at a food processing hub
- Wok pressure can cause irritation and employees tend to get involved in interpersonal conflicts
- Trainees must work together to come out of the crisis without getting into interpersonal conflict.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.12: Disabilities and Challenges

Unit Objectives

At the end of this unit, trainees will be able to

- Identify the disabilities and challenges

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, PwD SOPS, and soft skills PPTs, etc.

Note

This is the thirty-seventh session of the program, which will introduce us to disabilities and challenges at the workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What are the possible challenges one could face at the workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The challenges to employment can range from a variety of physical and social ones. These can include:
 - Physical barriers
 - Nature of co-workers and stereotyping
 - Communication barriers
 - Policy barriers
- **Physical Barriers:** They can take the form of structural issues in an environment that retrogrades the

basic functioning of disabled people. As an instance, the lack of a wheelchair ramp or an elevator can hamper basic tasks for disabled people or not allow them access to modern equipment that would authorize them to perform tasks.

- **Nature of Co-Workers and Stereotyping:** Judgements and assumptions against people with disabilities are pretty much the norms of our present day society. They tend to prevent disabled people from getting hired or having a positive experience in the workplace. For example, a person might be denied useful resources because their employer believes that they don't tend to possess a learning ability. This is common for people suffering from autism, ADHD or several other 'invisible' disabilities.
- **Communication Barriers:** Communication barriers can create an inefficacy to effectively write, speak, read or understand the necessary requirements for a job. Some examples would involve the inability to use a phone due to hearing disability, lack of braille prints for blind people, and usage of languages that are too technical for people with cognitive impairments.
- **Policy Barriers:** Policy barriers can also be a defining factor for the challenged people to get a job in a cooperative workplace. These include giving people not enough time to complete their tasks.

Say

Let us now participate in an activity to understand the concept better.

Activity

- The Trainer will ask Trainees how they should behave professionally with a co-worker who is:
 - Physically impaired
 - Suffering from autism
 - Specially abled
- Trainees must write down their answers in the notebook
- The Trainer will ask Trainees randomly to stand up and read out loud their answers
- The best performers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.13: Gender Sensitivity and Discrimination

Unit Objectives

At the end of this unit, trainees will be able to

- Identify the disabilities and challenges

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, PwD SOPs, and soft skills PPTs, etc.

Note

This is the thirty-eighth session of the program, which will introduce us to gender sensitivity and discrimination at the workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Why do you think gender equality at the workplace is important to implement?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Gender sensitivity has also been an ongoing dialogue inside the workplace. The workplace has frequently been referred to as an “inhospitable place” for women due to the multiple decisions taken by the HRs (i.e., policies, decisions and their enactment, training, wage).
- Ways to Build Gender Sensitivity and Eliminate Discrimination
 - Recognizing the workplace’s “Gender Equality Maker (GEM).”
 - By being open and informative about it

- Altering existing policies to make room for gender diversity and equality
- Strict implementation of the policies
- An open atmosphere in a workplace would help a company and its employees to excel in all directions. Understanding their needs and fulfilling them accordingly would help the employers and workers in a similar manner to achieve a gender-balanced environment.
- For example, having group discussions with men, women, and LGBTQ+ would help people to understand their needs and concerns.
- The “Equal Remuneration Act of 1976” of India has prohibited differential pay to men and women employees for conducting the same work or work of the same nature.
- Lastly, for sexual harassment, implementing strict rules against this kind of behaviour is paramount and shows that a corporation is heading in the right direction

Say

Let us now participate in an activity to understand the concept better.

Activity

- The Trainer will ask Trainees how gender equality can be attained at the workplace
- Trainees must prepare a list of dos and don'ts at the workplace to eliminate discrimination and establish gender equality
- Then the Trainer will ask Trainees to interchange their write-ups
- Participants will check each other's copy and rate them out of 10
- The best performers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.14: Applicable Legislation, Grievance Redressal Mechanisms

Unit Objectives

At the end of this unit, trainees will be able to

- Discuss the applicable legislations, grievance redressal mechanisms

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, PwD SOPS, and soft skills PPTs, etc.

Note

This is the thirty-ninth session of the program, which will introduce us to applicable legislations, grievance redressal mechanisms at the workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What are the key points to remember during grievance addressing?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The Indian Constitution guarantees equality and prohibits discrimination on the grounds of religion, race, caste, sex, birthplace, and residence.
- Discrimination against or profiling individuals can occur at two stages – pre-recruitment and post recruitment.

- The Constitution guarantees equality of opportunity for every citizen in matters relating to employment or appointment to any office under the state.
- **Internal Committee for Complaints:** According to the sexual harassment of women at workplace “(Prevention, Prohibition and Redressal) Act, 2013” of India (POSH Act), each workplace possessing at least ten employees is required to constitute an Internal Complaints Committee (IC). The IC is required to investigate complaints of sexual harassment of women at the workplace and also provide recommendations to the employers.
- **Grievance Redressal Committee:** According to section 9C of the Industrial Disputes Act, 1947 of India (IDA), each employer recruiting at least twenty workmen, is needed to structure a Grievance Redressal Committee (GRC) for resolution of the conflicts arising out of grievances of the people.
- **Works Committee:** The labour authorities might, under section 3 of the IDA, order an initiation possessing at least one hundred workmen to set up a Works Committee (WC).
- **Committee for Employee’s Health and Safety:** Certain states in Indian like Maharashtra need employers to employ at least one hundred workers to structure a Health, Safety and Welfare Committee (HSW Committee). The responsibility of the HSW Committee includes surveying and identifying any accident-prone, hazardous objects or spots in the boundaries, rectifying such spots, conducting healthcare camps once a year.

Say

Let us now participate in an activity to understand the concept better.

Activity

- The Trainer will ask Trainees to open their notebook
- Each Trainee should write down five points on addressing grievance effectively at the workplace
- Trainees should also write one case study on how grievance can be addressed properly
- The case study may be on harassment, discrimination, work pressure, an issue with the process, etc.
- The Trainer will check each and every write-up
- The best performers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 7.15: Transacting With Others without Personal Bias

Unit Objectives

At the end of this unit, trainees will be able to

- To administer with others without personal bias

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, checklists, Organizational SOPs, PwD SOPs, and soft skills PPTs, etc.

Note

This is the fortieth session of the program, which will introduce us to administer with others without personal bias at the workplace.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is personal bias?
- Why is it unfair to practice personal bias at the workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- **Recognizing an Individual's Own Biases:** Recruitment is known to be an area where unconscious bias may come into play as it has been seen that people may unwittingly tend to favour applicants from their own familiar backgrounds.
- **Focusing on People:** Many organizations are so focused on their processes that they lose sight of their own people. Of course, there is a requirement to find time, for example, to write reports, define job

descriptions, and set up performance appraisals, but it's important that there is also the establishment of expectations communicates plans, and giving as well as receiving feedback from everyone involved in the team.

- **Increasing Exposure to Biases:** Many organizations assume that their policies on avoiding discrimination are robust and work well, so perhaps they fail to weed out some subtle biases. Declaration of the intentions about valuing a diverse workforce is extensively required. Saying words out loud, or writing them down, sends a clear message to everyone with whom an individual is working, as well as is involved in one's own sub-consciousness.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Debate Session
- The Trainer will divide the class into two groups
- One group will speak in favour of the notion and the other group against it
- The notion of the session is “personal bias should not be applicable for deserving candidates”
- Each Trainee must speak for the cause of his/ her group
- The Trainer will be the judge of the session
- The best speakers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.



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8. Material Conservation

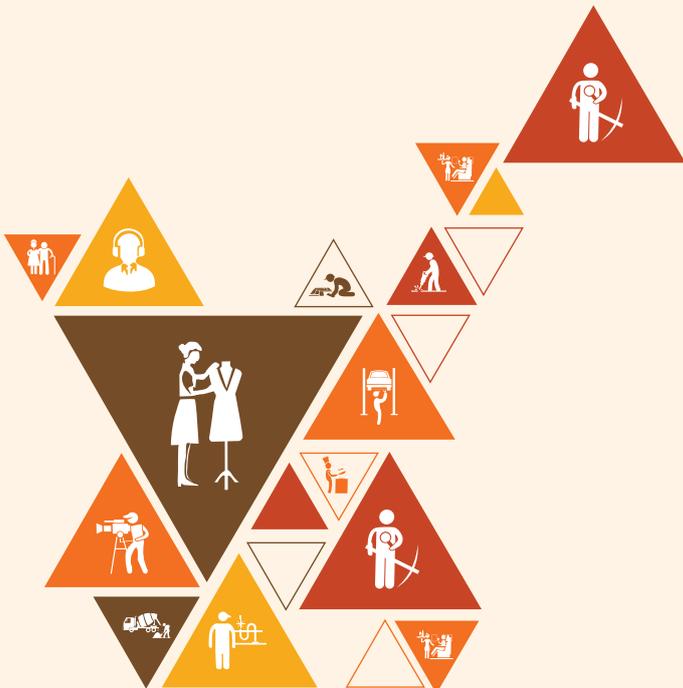
Unit 8.1 - Material Handling

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



SGJ/N1702

Terminal outcome



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

1. Identify the ways to handle materials
2. Categorize the workstation layouts, electrical and thermal equipment
3. List the organizational procedures for minimising waste
4. Analyse the practices of efficient and inefficient management
5. Discuss the material and water usage

Unit 8.1: Material Handling

Unit Objectives

At the end of this unit, trainees will be able to

- Identify the ways to handle materials

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various inventory document samples, materials used at work, workplace SOPs, etc.

Note

This is the forty-first session of the program, which will introduce us to the ways to handle materials.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is material handling?
- What are common equipment used in material handling in food processing sector?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Material handling is also known as the integrated system, which involves such activities of the movement, storage, protection and control of types of materials and products throughout the manufacturing, distribution, consumption and disposal.
- **Principles of Material Handling**
 - Planning: The planning requires to be done in order to achieve the approach of the team with the input of consultants, suppliers and the end-users, from the management, engineering, operations, finance, sales and operations.

- **Standardization:** All the material handling equipment, methods, controls, and software requires to be standardized in such a way that it would be able to perform a wide range of tasks in a broad range of operations.
- **Work:** In material handling, the process requires to be clarified by reducing, shortening and eliminating in order to remove the unnecessary movement that would impact productivity.
- **Ergonomics:** Work and work-related conditions are being adapted to support the ability of a worker, which reduces the repetitive and difficult manual labour as well as safety.
- **Unit Load:** Due to the less use of effort and work required to move several individual items together as a single load (e.g., moving of many items one at a time), a Unit load such as containers or pallets is required to be used.
- **Space Utilization:** In order to maximize the effective use of space within a facility, it is extensively crucial to keep the working stations organized and clutter-free to increase the density and availability of the storage area. 5S principle can be implemented for space utilization 5S stands for the 5 steps of this methodology: Sort, Set in Order, Shine, Standardize, and Sustain.
- **System:** In material handling, the movement and the storage are required to be coordinated throughout the process in order to form or receive the inspection, storage, packaging, order selection, production, and shipping, return handling, as well as transportation.
- **Environment:** Energy, which is used in potential environmental impact, have been considered in designing the system with recycling and reusability processes implemented whenever possible, as well as for the establishment of practices for safe handling of hazardous materials.
- **Automation:** To develop operational efficiency and consistency, the automated material handling technologies need to be positioned whenever possible.
- **Life Cycle Cost:** For all the equipment used in material handling for a specified system, the analysis of a life cycle cost is required to be conducted. The areas of considerations require possessing the installations, programming, training, operation, maintenance and also repairing.
- Loading and unloading process can be considered as hazard due to the potential risk involved to the product, property and person.
- Vehicles and containers that transport materials should be used only for the intended purpose and should have both sanitary design and pest control procedures in place.

Say



Let us now participate in an activity to understand the concept better.

Activity



- This activity is in the form of Quiz Session
- The Trainer will divide the class into 4 groups
- Each group will prepare for one particular type of material handling equipment
- The Trainer will then conduct a quiz session
- Groups will be asked questions on their respective topic

- Correct answer carries 10 points and wrong answers carry -5
- In case a question goes unanswered, the group will get no point.

Do



- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 8.2: Workstation Layout, Electrical and Thermal Equipment

Unit Objectives

At the end of this unit, trainees will be able to

- Categorize the workstation layouts, electrical and thermal equipment

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various inventory document samples, materials used at work, workplace SOPs, etc.

Note

This is the forty-second session of the program, which will introduce us to workstation layouts, electrical and thermal equipment.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What are the common electrical equipment found at a workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- During the design of the workstation layout, the following space requirements are taken into considerations:
 - Requires having spaces for racks, bins and conveyor stations that either contain the under processed work or receive the work after it has been completed by the machine.
 - There should be a rectangular space occupied by the length and width of the machine or group of machines. They need to include the space for the travel of moving parts as well as the projected parts of machines which include shafts, levers, pulleys, handles and wheels.

- There requires being a proper workspace for the workers in order to efficiently complete their tasks.
- Requires having clearance space for feeding the work on and off the machine.
- There needs to be a space for tool racks, workbenches, etc., required by the individual machine, if any.
- There needs to be proper floor space for the power source, or if in case of any electric motor, it has to be placed on the floor or within the working area.
- The storage space requirement depends on various factors such as:
 - Quantitative use of raw material per hour
 - Movement of semi-built parts between two machines depending upon the weight and volume.
 - Movement of parts between the departments, depending upon the weight and volume.
 - The dependence upon the scrap weight and volume
 - Vertical heights of the building plants.
 - Production capacity of the assembly.
- Some important aspects which need to be considered while designing the workplace are:
 - Cleanliness
 - Proper lighting
 - Noise
 - Chairs and Workbench
 - Machine design
- The following points require to be considered while designing an electrical workstation.
 - Placement of electricity outlet or strips
 - Power/voltage requirement of different equipment
 - The number of power outlets required
 - Alternative or emergency power source outlets

Say



Let us now participate in an activity to understand the concept better.

Activity



- This activity is in the form of “Prepare a sample checklist and monitor energy usage”
- This activity targets to make the Trainees understand the optimization of energy in the workplace
- The Trainer will divide the class into three groups
- The Trainer will distinguish one particular room for the case study

- Each group will be assigned with the following tasks
 - Count the number of lights, fans and ACs in the case study room
 - Note down the duration of their usage
 - Assess the proper usage and wastage
 - Prepare a checklist to evaluate how to optimize the energy usage
 - Submit a document furnishing observations
- The Trainer will check the documents and declare the best group.

Do



- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 8.3: Organisational Procedures for Minimising Waste

Unit Objectives

At the end of this unit, trainees will be able to

- List the organizational procedures for minimising waste

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various inventory document samples, materials used at work, workplace SOPs, etc.

Note

This is the forty-third session of the program, which will introduce us to procedures for minimising waste.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What could be the possible waste found in a food sector?
- How do you propose to minimize waste at the workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- **Transportation:** Transportation waste refers to the movement of tools, equipment, inventory, raw material, people etc., more than the actual requirement or consumption. Unnecessary or excessive movement of resources leads to unnecessary work, increased wear and tear, increased damaged and defects.
- **Inventory:** Inventory is often considered as an asset to any organisation; however, storing inventory stands to be more than the required leads to unnecessary damage, defects and increased lead time during the production process.

- **Motion:** This includes unnecessary movement of tools or equipment, machinery or people. It also includes repetitive movement that doesn't add value to the work or customer, reaching for raw material, unnecessary walking to fetch tools or equipment and readjusting of installed machinery.
- **Waiting:** It includes equipment or machinery which are kept idle and also the workers waiting for material or equipment. It is majorly caused by unevenness among the various production lines.
- **Overproduction:** Overproduction means manufacturing a product or material in excessive quantity than the actual demand.
- **Defects:** A defect usually refers to a specific product that is of no use. This results in either discarding the product or reworking on them and is capable of incurring the additional operational cost.

Tips

- For having an effective system of food processing implementation of automated statistical process control systems are extensively required
- Maintaining a high level of supply chain visibility is also considered to be important for efficient food processing

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of "Waste management"
- The Trainer will ask every trainee to prepare a sample hazard measurement checklist
- The Trainees should assess the waste management system of the building
- They should prepare a document on the existing waste management system and propose systems to enhance it
- They must be able to segregate between different types of waste and their treatment
- On the merit of the document submitted by the trainees, the Trainer will announce the best reports
- Trainees who furnished best reports will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 8.4: Practices of Efficient and Inefficient Management

Unit Objectives

At the end of this unit, trainees will be able to

- Analyse the practices of efficient and inefficient management

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various inventory document samples, materials used at work, workplace SOPs, etc.

Note

This is the forty-fourth session of the program, which will introduce us to practices of efficient and inefficient management.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- Which are the common equipment used in waste treatment?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Following are the key indicators of inefficient management:
 - Uneven prioritization of work
 - Non-essential work
 - Lack of resource planning
 - Improper justification of resources

- Inefficient productivity management
- Lack of fruitful collaboration
- An efficient management practice refers to those practices which can perform the task with minimal wastage of resources.
- The basic rules of effective management are:
 - Consistency
 - Goal setting
 - Delegation
 - Task prioritization
 - Effective communication
 - Rewards and Recognition
 - Training and development
 - Management Commitment

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Industrial Visit
- The Trainer will take Trainees to a food processing hub
- Trainees must carry their Student ID, notebook and pen
- The Trainer will take Trainees to the waste treatment department
- Trainees will observe the waste treatment procedure at the food processing hub
- In case they have any query, they should clarify those then and there.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 8.5: Material and Water Usage

Unit Objectives

At the end of this unit, trainees will be able to

- Discuss the material and water usage

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various inventory document samples, materials used at work, workplace SOPs, etc.

Note

This is the forty-fifth session of the program, which will introduce us to material and water usage.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is different usage of water in food processing sector?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Material refers to those components or raw goods which are used in producing hard goods like machines and equipment for another industry or end consumer as well as soft goods like food items, chemicals, medicines, apparel, etc.
- In manufacturing Units, water is used for various purposes like fabrication and processing of various materials, cleaning, diluting or as a coolant.

Say



Let us now participate in an activity to understand the concept better.

Activity



- This activity is in the form of Flowchart Preparation
- The Trainer will ask every Trainee to prepare a flowchart on industrial usage of water
- The Trainer will share reference materials on the topic
- Trainees must use pictures and graphs to explain the topic
- The best performer will be appreciated by the class.

Do



- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.



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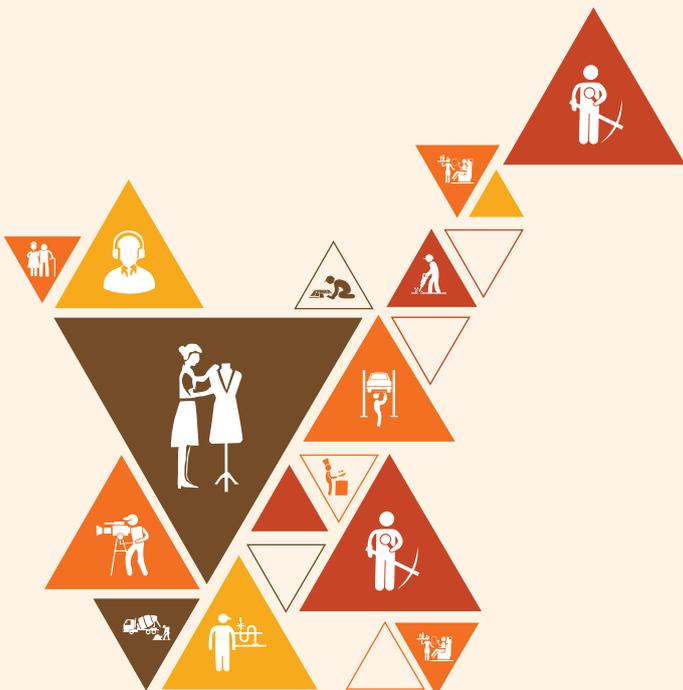
9. Energy and Electricity Conservation

Unit 9.1 - Define Electricity

Unit 9.2: Basics of Electricity

Unit 9.3 - Energy Efficient Devices

Unit 9.4 - Standard Practices for Conserving Electricity



SGJ/N1702

Terminal outcome



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

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

Unit 9.1: Define Electricity

Unit Objectives

At the end of this unit, trainees will be able to

- Define electricity
- State the basics of electricity

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various work related SOPs, energy saving devices, etc.

Note

This is the forty-sixth session of the program, which will introduce us to the basics of electricity.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is electricity?
- What are the common uses of electricity in the food processing sector?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Electricity stands to be a general form of energy observable in a positive and negative form that takes place naturally (as in lightning) or is generated (as in a generator), as well as that is expressed in terms of movement and interaction of electrons.
- The existence of an electric charge, which is capable of being either positive or negative, creates an electric field. The movement of electric charges leads to an electric current which further generates a magnetic field.

- Electricity is easily put in the flow of electrons in a conductor. Electric current flows in the form of free electrons; thus, the greater the number of free electrons in a material, the better would stand to be its conductivity
- **Conductors** – Materials whose conductivity lies between 10^4 to 10^7 -ohm m. For example, Iron, Copper, etc.
- **Semi-conductors** – Materials whose conductivity lies between 10^{-6} to 10^4 -ohm m. For example, Graphite, Silicon, etc.
- **Insulators** – Materials whose conductivity lies between 10^{-20} to 10^{-10} -ohm m. For example, Paper, Glass, etc.
- There are three primary electrical parameters:
 - Volt
 - Ampere
 - Ohm
- **Volt:** The amount of external force exerted on free electrons is known as “Electromotive Force (EMF)”. Volt is the amount of EMF needed to push a current of one ampere through a conductor with the resistance of one ohm.
- **Ampere:** Ampere defines the rate of flow of electric current. For example, when one coulomb of charge flows through a given point on a conductor in a second, it is defined as a current of one ampere.
- **Ohm:** Ohm is the Unit of resistivity of a conductor. Three factors determine the resistivity of a conductor:
 - Size of conductor
 - Composition of conductor
 - Temperature of conductor

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of “Hands On”
- The trainer will divide the class into 4 groups
- Each group will be allotted with the task of building a proper and working electrical circuit
- The trainer will provide the followings to each group:
 - Copper wire
 - Battery (SMPS can be used as the source of power)
 - Capacitance
 - Resistance
 - Bread board

- LED bulb (for testing the connection)
- The trainees will use these equipment to build an electrical circuit and check the connectivity using the LED bulb
- The trainer will check the tasks performed by each group
- The best group will be appreciated.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

(Unit 9.1 contains relevant content on Basics of Electricity which is Unit 9.2 as per PH)

Unit 9.3: Energy Efficient Devices

Unit Objectives

At the end of this unit, trainees will be able to

- Identify the energy-efficient devices

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various work related SOPs, energy saving devices, etc.

Note

This is the forty-seventh session of the program, which will introduce us to the basics of electricity.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is energy conservation?
- Why is it necessary to conserve energy?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The use of energy-efficient devices has proved to be an effective strategy for the economics and planet as a whole, as it cuts down on unnecessary power consumption while also being cost effective.
- From the viewpoint of an energy consumer, the main motivation for saving energy is frequently and simply saving money by decreasing the cost of purchasing energy.
- Devices like LED bulbs, fluorescent lighting or natural skylights reduce the amount of energy required to attain the same amount of illumination compared to using traditional incandescent light bulbs.

Modern appliances such as freezers, dishwashers, ovens, stoves, dryers use significantly less energy than their previous generation models and line-ups.

- Energy conservation is broader in comparison to energy efficiency in including active efforts to decrease energy consumption. For example, through behavioural change it has an addition to using energy effectively. Energy conservation is a challenge requiring stringent policy programmers, technological development and behaviour change to go hand in hand.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Lab Session
- The Trainer will take Trainees to a lab where basic electrical equipment such as resistance, capacitor, circuit, battery, switch, etc. are available
- The Trainer will show these equipment to Trainees and explain their usage
- Trainees must note down important points and ask questions if they have doubts.

Say

Let's have another round of discussion. We will dig deep into energy conservation in this session.

Elaborate

In this session, we will discuss the following points:

- Electricity appears to be something most of us understand it for granted. When the individuals need it, you turn to the nearest switch or outlet, and there it is, ready to serve you 24/7.
- Several electrical fire dangers are hidden within the walls of your house or offices or other workplaces. Nevertheless, if the individuals have the knowledge the ways to point the warning signs, the individuals are capable of making proactive — and less expensive — repairs that will also help protect your home in the long run. Here are certain manners to spot common issues and what to do about them.
 - **Unknown odour:** When you detect an odd smell arriving from an electrical store, unplug anything linked to it, as well as don't utilise it again until a qualified electrician has tended to check it.
 - **ARC faults:** Arc faults tend to take place when an electrical circuit veers off its intended path, frequently via a breach in the wiring. Arc faults stand to be preventable via the installation of a tool referred as an arc-fault circuit interrupter (AFCI).
 - **Sparking or warm switches and outlets:** If the individual's light switches stand to be warm to the touch or a store is sparking, call the electrician immediately to see if your wiring needs repairs or the fixture should be replaced.

- **Buzzing sounds:** If you hear any buzzing, cracking or sizzling sounds when you flip a switch or plug into an outlet, turn off the power to that fixture immediately and consult a professional electrician.
- **Flickering lights:** Flickering lights usually indicate a power surge. These power surges don't necessarily have to come from a catastrophic event — more than likely, your appliances are making demands on the electrical system that it cannot handle.
- **Broken light switches and loose outlets:** If switches or outlets stop working or work only intermittently, it could be a sign of loose wiring — and another potential fire hazard. Loose outlets also create a potential for electrical shock.
- **Hot ceiling fixtures:** Occasionally check the area around your ceiling fixtures for warmth that could indicate a lack of sufficient insulation. Also, exceeding recommended bulb wattages can cause overheating. Either issue poses a potential fire hazard. Consider switching to compact fluorescent light (CFL) or light-emitting diode (LED) bulbs as these don't produce as much heat as incandescent bulbs.
- **Circuit breaker problems:** Circuit breakers are designed to trip when a circuit is overloaded. Tripping prevents overheating and eliminates fire hazards. Occasional tripping probably indicates a simple overload, but if it occurs repeatedly, you need to call in an electrician and have them evaluate your entire electrical system.

Say



Let us now participate in an activity to understand the concept better.

Activity



- This activity is in the form of “Prepare a sample checklist and monitor energy usage”
- This activity targets to make the trainees understand the optimization of energy in the workplace
- The trainer will divide the class into three groups
- The trainer will distinguish one particular room for the case study
- Each group will be assigned with the following tasks
 - Count the number of lights, fans and ACs in the case study room
 - Note down the duration of their usage
 - Assess the proper usage and wastage
 - Prepare a checklist to evaluate how to optimize the energy usage
 - Submit a document furnishing observations
- The trainer will check the documents and declare the best group.

Do 

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation 

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 9.4: Standard Practices for Conserving Electricity

Unit Objectives

At the end of this unit, trainees will be able to

- Explain the standard practices for conserving electricity

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, various work related SOPs, energy saving devices, etc.

Note

This is the forty-eighth session of the program, which will introduce us to the standard practices for conserving electricity.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How can you optimize energy conservation at the workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Renewable energy sources have received plenty of attention in recent years, but the conservation of electricity is also important for sustainability.
- All systems of power generation have an environmental influence that must be taken into consideration before an investment decision. This is evident while dealing with fossil fuels since their combustion emits a constant stream of greenhouse gases in the atmosphere.
- For an average consumer, saving electricity can be good for the pocket and in turn, it reduces the

increasing stress on the environment.

- Some practices and habits changes which would help in saving electricity are:
 - Turning down the refrigerator
 - Usage of energy-efficient LED bulbs
 - Air drying the dishes and clothes
 - Cooking under the right-sized burner
 - Washing clothes with cold water
 - Using window shades to alter sun rays entering the house
 - Turning off electrical appliances, fans, lights when not in use
 - Using low flow faucets and showerheads

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Discussion Session
- The Trainer will explain various practices at the workplace to optimize energy conservation
- After that, the Trainer shall ask Trainees to write down at least 10 points in their notebook on the following topic
 - How would you contribute in energy conservation at workplace
- Once Trainees have written their answer, the Trainer will ask them one by one to read out their answer to the class
- The class should discuss on the points read out and the Trainer will guide Trainees throughout the session.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.



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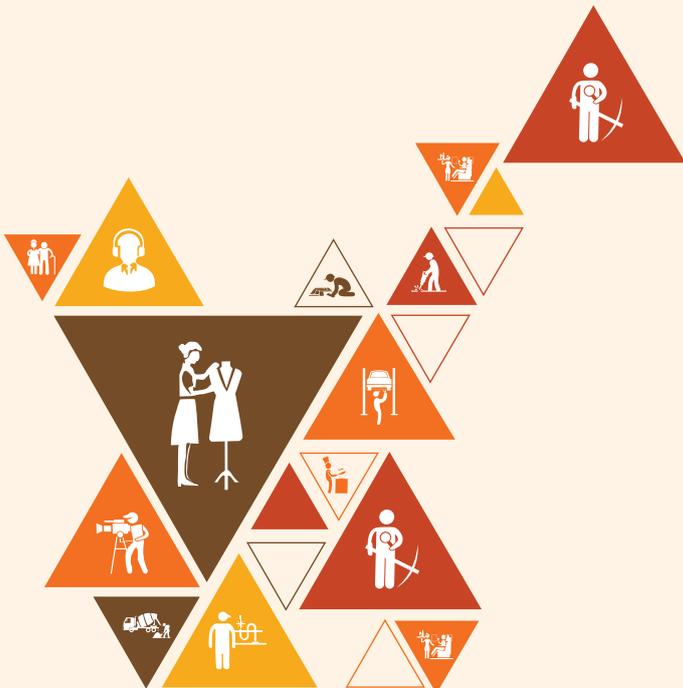


10. Waste Management and Recycling

Unit 10.1 - Types of Waste

Unit 10.2 - Waste Management and Disposal Solutions

Unit 10.3 - Pollution and Remedies



SGJ/N1702

Terminal outcome



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

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

Unit 10.1: Types of Waste

Unit Objectives

At the end of this unit, trainees will be able to

- List the different types of waste

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, work related SOPs, different nature of wastes, Non-recyclable, recyclable waste bins, PPEs, etc.

Note

This is the forty-ninth session of the program, which will introduce us to the different types of waste.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is usual waste at a food processing hub?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- There are different types of waste which are recyclable or non-recyclable. Recycling of waste depends on the scientific progression as well knowledge about different kind of waste handling.

Recyclable waste	Non-recyclable waste
<ol style="list-style-type: none"> 1. Concrete 2. Steel 3. Aluminium 	<ol style="list-style-type: none"> 1. Garbage. Mixture of different of garbage makes it hard to recycle. 2. Food-tainted items (such as: used paper plates or boxes, paper towels, or paper napkins)

Recyclable waste	Non-recyclable waste
4. Plastic (PET)	3. Ceramics and kitchenware.
5. Newspapers	4. Windows and mirrors.
6. Corrugated Cardboard	5. Plastic wrap.
7. Plastics (HDPE)	6. Packing peanuts and bubble wrap.
8. Glass	7. Wax boxes.
9. Mixed Papers	8. Photographs
10. Used Motor Oil	9. Medical waste
11. Used oil from food industry	10. Polystyrene or Styrofoam
	11. Hazardous chemicals and chemical containers
	12. Plastic toys or sporting goods equipment
	13. Foam egg cartons
	14. Wood
	15. Light bulbs
	16. Yard waste or garden tools

Table 10.1: Lists of different types of waste

- ‘Waste’ is any unwanted material. These are objects that have been discarded, either because they do not function as intended or are simply not required anymore. Waste can come in many forms: solid, liquid or even gaseous (although it’s mostly solid). There are many types of waste, but the two general ones are:
 - Municipal Waste
 - Hazardous Waste
- **Municipal Waste:** It consists of everyday items discarded by the population. It includes clothes, wires, glass, unwanted food and a multitude of other things. It is further sub-divided into household, commercial and demolition waste.
 - **Household Waste** – Materials like unused food, unwanted paper, empty batteries come under this category.
 - **Commercial Waste** – Waste collected from establishments like businesses, trading factories, schools, etc., comes under this category.
 - **Demolition Waste** – Evident from its name, this type of waste comes from the destruction of buildings or any structure made of concrete, bricks, wood, etc.
- **Hazardous Waste:** It refers to solid, liquid or gaseous waste that has the properties of corrosiveness, ignitability, reactivity and toxicity. Proper disposal and treatment of this waste are necessary as it is unsafe for the well-being and the environment at large. It is further sub-divided into industrial and biomedical waste.
 - **Industrial Waste** – Waste produced by industries such as chemicals, pigments, ashes, metals, etc., come under this category.

Also cafeteria garbage, dirt and gravel, masonry and concrete, scrap metals, trash, oil, solvents.

- **Biomedical Waste** – Waste coming from medical facilities such as hospitals, medical colleges, research centres etc., and come under this category. PPE kits also consider as biochemical waste (specially now a days)
- Ideally every place where we discard waste should have three bins.
 - **GREEN** – for wet waste, which comes from the kitchen/cooking/food, goes to one bin.
 - **BLUE** – Dry recyclable waste such as newspapers, cardboard, packing plastics, bottles, cans, etc., should go to a different bin.
 - **RED** – Reject waste, which does not belong to the above two categories, including bio-waste like diapers and bandages should go into a third bin.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of “Industry Expert” session.
- The trainer invites to the class, with the help of the Master Trainer / Centre Manager / Program Coordinator, an industry veteran to have an interactive discussion session with the trainees.
- The focus of the discussion is on:
 - Resource Optimization to use materials in a workshop to minimize waste
 - How to store cleaning equipment safely after use
 - How to ensure safe and correct handling of materials, equipment and tools.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 10.2: Waste Management and Disposal Solutions

Unit Objectives

At the end of this unit, trainees will be able to

- Describe waste management and disposal solutions

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, work related SOPs, different nature of wastes, Non-recyclable, recyclable waste bins, PPEs, etc.

Note

This is the fiftieth session of the program, which will introduce us to the waste management and disposal solutions.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- How will you promote waste management at your workplace?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Waste management includes the activities as well as actions required to manage waste from its inception to its end disposal.
- Proper management of waste is significant for building sustainable and liveable cities, yet it remains a challenge for many developing countries and cities.
- A few instances of these include plastic straws, sanitary napkins, take-out containers etc. There are plenty of reusable alternatives to them, like glass and metal straws.
- It is apparent that certain technologies are no longer applicable to modern waste reduction as well as recycling, but some organizations continue to rely on them because they appear to be cheap.

- More technologies are evolving or being created to solve waste management problems. These technologies can be used to recycle or up cycle waste, creates alternatives from products that normally produce more waste, or find a way to address the ever-growing problem of waste management.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Flowchart Preparation
- The Trainer shall explain the waste management hierarchy
- After that, Trainees will prepare their own waste management hierarchy using pictures and reference content from the internet
- Each Trainee shall participate in the activity
- The best performers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 10.3: Pollution and Remedies

Unit Objectives

At the end of this unit, trainees will be able to

- Explain pollution and its remedies

Resources to be used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, work related SOPs, different nature of wastes, Non-recyclable, recyclable waste bins, PPEs, etc.

Note

This is the fifty-first session of the program, which will introduce us to the pollution and its remedies.

Say

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions:

- What is pollution?
- What are different types of pollution and how to encounter those?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The term is derived from the Latin word "polluere", which means 'to contaminate any feature of the environment. It may be broadly said to be 'adding to the environment a capably hazardous source or substance of energy faster than the environment can accommodate in it.
- Some common methods for controlling pollution are:
 - Reducing, Reusing, Recycling and Mitigating.

- Water pollution is capable of being controlled by using non-toxic soaps, detergents and cleaning products.
- Limiting the use of artificial fertilizers and pesticides helps in controlling soil and water pollution.
- Promoting and enforcing the use of biological methods for pest control.
- Chimneys should be longer in length so that polluting air is released high up in the atmosphere where it would not harm the surrounding environment.
- Automobiles should be installed with emission and pollution control systems.
- The timely servicing of automobiles also checks for air pollution.
- Carpooling and public transportation should be encouraged.
- Alternative sources of energy like wind, sun, water, geothermal should be harnessed and put to use.

Say

Let us now participate in an activity to understand the concept better.

Activity

- This activity is in the form of Preparing List
- Each Trainee should prepare a list of possible reasons of pollution
- They should write the solutions of each type of pollution as well
- The Trainer will check all the lists
- The best performers will be appreciated by the class.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

Notes for Facilitation

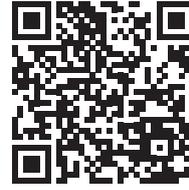
- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Scan the QR codes or click on the link to watch the related videos



<https://www.youtube.com/watch?v=Ta18d6JI03o>

Waste Management



<https://www.youtube.com/watch?v=abuouxwRe4>

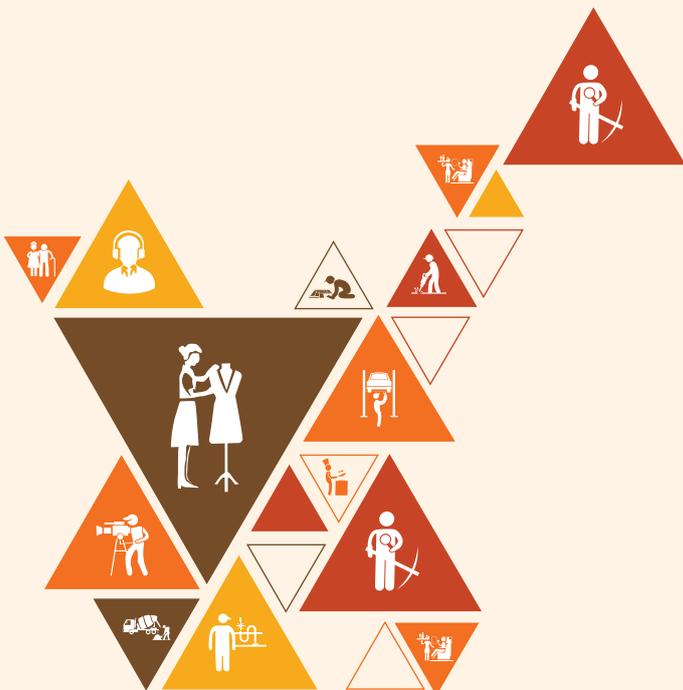
Conservation Reduce, Reuse & Recycle



Skill India
कौशल भारत - कुशल भारत



11. Employability Skills



DGT/VSQ/N0102

For Employability skills please click the following link:

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





Skill India
कौशल भारत - कुशल भारत

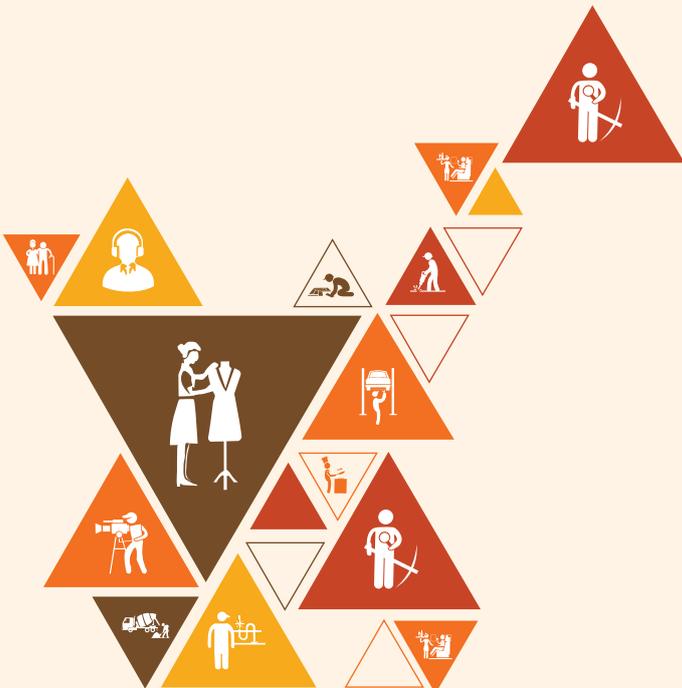


12. Annexures

Annexure I (Training Delivery Plan)

Annexure II (Assessment Criteria)

Annexure III (Video Links)



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Hygiene Coordinator		
Qualification Pack Name & Ref. ID	Hygiene Coordinator - FIC/Q7606		
Version No.	2.0	Version Update Date	30/09/2021
Training Outcomes	<ol style="list-style-type: none"> 1. Perform and monitor various activities for cleaning and sanitation 2. Facilitate hygiene practices by supervising cleaning activities at the workplace 3. Apply necessary health and safety practices to ensure workplace health and safety 4. Describe the food processing industry and its sub-sectors in brief 5. Discuss the roles and responsibilities of a Hygiene Coordinator 6. Apply procedures to perform tasks for supervision of food processing workplace to ensure desired levels of cleanliness and sanitation in and around the work area. 7. Identify workplace requirements and supervise the quality of hygiene practices to ensure timely completion of task 8. Explain the various food safety standards to be followed during the production process 9. Prepare sample reports regarding food safety regulations, inspections, faults observation, etc. 10. Explain the ways to ensure food safety and personal hygiene at the workplace 11. Demonstrate the steps to be followed for implementing good hygiene and manufacturing practices 12. List the various types of accidents and emergencies that can arise at the workplace and the ways to address them 13. State the importance of proper communication and teamwork at the workplace 14. Discuss optimal usage of material including water in various tasks/activities/processes 15. Discuss the importance of minimal waste generation 16. Demonstrate how to dispose waste as per industry approved standards 17. Work effectively with others 18. Use resources at the workplace optimally 		

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1.	Ice Breaking Session - Introduction to the job role	Session 1 Recapitulative session	<ul style="list-style-type: none"> Recognize the food processing industry Outline the future of food processing 	Bridge Module	Classroom lecture/ PPT session	Computer, projector, blackboard, classroom, classroom furniture	2 Hours
			Practical <ul style="list-style-type: none"> Outline the role and responsibilities Identify the terminologies used List the sequence of operations 	Bridge Module	Practical demonstration	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours
2.	FIC/N7615 Prepare for cleaning and sanitation of food processing facility	Session 1 Prepare for cleaning and sanitation	<ul style="list-style-type: none"> Outline the standards, policies and procedures for cleaning, sanitization, and hazard handling at the workplace Outline the significance of schedule for sanitation and monitoring activities at the work area Comprehend the material safety data to ensure that chemicals are kept optimally Explain the various types of signages to be erected in and around the areas to be cleaned 	FIC/N7615 KU 1 to 9, 19,20 GS 1 to 5	Classroom lecture/ PPT session	Laptop, White Board, Marker, Projector, Audio-Visual Aids	
			Practical <ul style="list-style-type: none"> Apply the appropriate practice to prepare the effective schedule for sanitation and monitoring activities Demonstrate how to provide instructions to the workers, helpers, etc. for cleaning the work Exemplify the understanding of the signages at the designated areas 	FIC/N7615 PC 1 to 6	Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, cleaning tools and equipment, cleaning agents, cleaning SOP, cleaning schedule, roster chart, flash cards, etc.	20 Hours

			<ul style="list-style-type: none"> Communicate and obtain approvals from the individuals and departments Display what to and how to inspect each area after cleaning and sanitation 				
		Session 2 Identify tools and process	<ul style="list-style-type: none"> List the material requirements for cleaning work area such as tools, equipment, chemicals, PPE, etc. Elaborate the use of and the importance of inspecting cleaning tools and equipment safely Explain the process of preparing the cleaning mixtures or chemical solutions 	FIC/N7615 KU 10 to 18 GS 6,7,8	Classroom lecture/ PPT session	Laptop, White Board, Marker, Projector, Audio-Visual Aids	20 Hours
		Practical	<ul style="list-style-type: none"> Demonstrate how to use the materials for cleaning various types of work area Perform the inspection of the tools and equipment Demonstrate the documentation procedure as per organizational practice Prepare to train the sanitation workers Prepare a cleaning sequence 	FIC/N7615 PC 7 to 20	Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, cleaning tools and equipment, cleaning agents, cleaning SOP, cleaning schedule, roster chart, flash cards, etc.	30 Hours
3.	FIC/N7616 Monitor and supervise the cleaning and sanitation tasks	Session 1 Monitor and supervise tasks	<ul style="list-style-type: none"> Identify the role played by a hygiene supervisor Identify the areas that needs supervision Identify the concept of cleaning a FPU 	FIC/N7616 KU 1 to 5 GS 7,8	Classroom lecture/ PPT session, handbook	Laptop, White Board, Marker, Projector, Audio-Visual Aids	3 Hours

			Practical <ul style="list-style-type: none"> Practice hygiene standards in FPU Show the process of cleaning surfaces Demonstrate FPU sanitization procedure Show how to select cleaning agents based on requirement Practice different forms of cleaning 	FIC/N7616 PC 6 to 13	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, cleaning agents and tools, checklists, signages, inventory documents, cleaning SOP, etc.	6 Hours
		Session 2 Interpret signages and instructions	<ul style="list-style-type: none"> Identify the signs and symbols used during cleaning work 	FIC/N7616 KU 6 to 10 GS 5,6	Classroom lecture/ PPT session, handbook	Laptop, White Board, Marker, Projector, Audio-Visual Aids	1 Hours
			Practical <ul style="list-style-type: none"> Practice interpreting various signs and symbols for cleaning and sanitization work. 	FIC/N7616 PC 1 to 5	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, cleaning agents and tools, checklists, signages, inventory documents, cleaning SOP, etc.	2 Hours
		Session 3 Evaluate the use and implication of GHP and GMP	<ul style="list-style-type: none"> Identify the concept of GHP and GMP Evaluate the process of selection of core concepts for building FPU unit Identify the process of storage of sanitized items in FPU 	FIC/N7616 KU 11 to 17 GS 1,2,3	Classroom lecture/ PPT session, handbook	Laptop, White Board, Marker, Projector, Audio-Visual Aids	3 Hours
			Practical <ul style="list-style-type: none"> Show how to utilize best possible resources for building FPU facility Practice proper storage of sanitized items Prepare sample checklist for cleaning and sanitization 	FIC/N7616 PC 14, 15, 16	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, cleaning agents and tools, checklists, signages, inventory	6 Hours

						documents, cleaning SOP, etc.	
		Session 4 Documentation process in FPU industry	<ul style="list-style-type: none"> Identify role of documents in the job role Identify the types of documentation done by a supervisor 	FIC/N7616 KU 18 to 20 GS 4	Classroom lecture/ PPT session, handbook	Laptop, White Board, Marker, Projector, Audio-Visual Aids	3 Hours
			Practical <ul style="list-style-type: none"> Practice proper documentation as per standards 	FIC/N7616 PC 17,18,19	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, cleaning agents and tools, checklists, signages, inventory documents, cleaning SOP, etc.	6 Hours
4.	FIC/N9904 Basic Food Safety Standards	Session 1 Food Hazards and contamination causes and prevention	<ul style="list-style-type: none"> 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 Discuss the importance of following the standard procedures for ensuring food safety) Discuss various types of allergens and their management 	FIC/N9904 KU 1 to 4 GS 1,2,3	Classroom lecture/ PPT session, handbook	Laptop, White Board, Marker, Projector, Audio-Visual Aids	3 Hours
			Practical <ul style="list-style-type: none"> Apply appropriate practices to identify various biological, chemical, and physical hazards of food processing Employ appropriate practices to implement food safety procedures and regulatory policies 	FIC/N9904 PC 1,2,3	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, Sample pictures of various biological, chemical, and physical hazards, Sample	5 Hours

						pictures of contaminants, samples of potential allergens, HACCP plan.	
		<p>Session 2 Food safety standard operating procedures</p> <ul style="list-style-type: none"> Outline the standard regulations to be followed for ensuring food safety as listed in 'The Food Safety and Standards Act, 2006 that need to be followed during fruit wine production Discuss the role of HACCP, VACCP and TACCP as well as procedures to implement these in the food industry 	<p>FIC/N9904 KU 5 to 8 GS 4 to 7</p>	Classroom lecture/ PPT session, handbook	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours	
		<p>Practical</p> <ul style="list-style-type: none"> Employ appropriate practices to establish and follow Good Manufacturing Practices (GMPs) Demonstrate the procedure followed for allergen management and handling and storage of raw materials 	<p>FIC/N9904 PC 4,5,6</p>	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, Sample pictures of various biological, chemical, and physical hazards, Sample pictures of contaminants, samples of potential allergens, HACCP plan.	6 Hours	

		<p>Session 3 Food safety audits measures & management</p> <ul style="list-style-type: none"> Discuss the procedure of performing root cause analysis and taking corrective and preventive actions against workplace problems State the significance of training the team members regarding various food safety procedures such as GMP, HACCP, etc. 	<p>FIC/N9904 KU 9 to 12 GS 8,9,10</p>	<p>Classroom lecture/ PPT session, handbook</p>	<p>Laptop, White Board, Marker, Projector, Audio-Visual Aids</p>	<p>3 Hours</p>
		<p>Practical</p> <ul style="list-style-type: none"> Apply appropriate practices to establish and follow monitoring systems, like Hazard Analysis Critical Control Point (HACCP) Apply relevant practices to take appropriate action in instances such as VACCP (Vulnerability Assessment Critical Control Points) and TACCP (Threat Assessment Critical Control Points) Plan and execute an audit on food safety address the non-conformance with root cause analysis (RCA), and take corrective action preventive action (CAPA) 	<p>FIC/N9904 PC 7,8,9</p>	<p>PPT session/ Role Play, Practical demonstration</p>	<p>Computer Lab with 1:1 PC: trainee ratio, Audit samples.</p>	<p>6 Hours</p>
		<p>Session 4 Food production process record and documentation</p> <ul style="list-style-type: none"> List the information to be recorded in the work process Explain the procedure to conduct workplace food safety audits 	<p>FIC/N9904 KU 13,14 GS 11</p>	<p>Classroom lecture/ PPT session, handbook</p>	<p>Laptop, White Board, Marker, Projector, Audio-Visual Aids</p>	<p>2 Hours</p>
5.	<p>FIC/N9901 Ensuring Food Safety and Personal Hygiene</p>	<p>Session 1 Introduction to food safety & FSSAI requirement</p> <ul style="list-style-type: none"> Define hazards and risks Identify contamination and cross contaminations signs Define food storage concepts 	<p>FIC/N9901 KU 7,8,11, 23,24 GS 4</p>	<p>Classroom lecture/ PPT session, handbook</p>	<p>Laptop, White Board, Marker, Projector, Audio-Visual Aids</p>	<p>1 Hours</p>

			<ul style="list-style-type: none"> Identify food transportation principles 				
			<p>Practical</p> <ul style="list-style-type: none"> Employ appropriate techniques to prevent product contamination and cross contamination Practice food storage methods Show methods to transport food without contamination Evaluate HACCP, TACCP, VACCP, control measures, critical control point, critical limit 	FIC/N9901 PC 1,2,3,4	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, PPEs, SOP samples, flash cards, etc.	2 Hours
		Session 2 Personal hygiene	<ul style="list-style-type: none"> State the importance of preventive health check-ups for ensuring personal hygiene State the importance of storing food at specified temperature Discuss the importance of sanitising self and the work area safely and appropriately Recall the ways to store the sanitizing materials appropriately 	FIC/N9901 KU 9,10,12 GS 3,5,6,7	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours
			<p>Practical</p> <ul style="list-style-type: none"> Show how to treat injuries such as cuts, boils, skin infections and grazes appropriately Apply suitable methods for disinfecting the work area and equipment thoroughly Demonstrate how to wash hands and use alcohol-based sanitisers appropriately 	FIC/N9901 PC 4, 5 to 10	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, PPEs, SOP samples, flash cards, etc.	4 Hours

		Session 3 Health safety	<ul style="list-style-type: none"> Recall the various types of health and safety equipment available in an organization Discuss the relevant health and safety standards to be followed in the job as listed in 'The Food Safety and Standards Act, 2006' 	FIC/N9901 KU 1 to 6 KU 13 to 22 GS 1,2	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours
			Practical <ul style="list-style-type: none"> Show how to wear personal protective equipment such as gloves, hairnets, masks, ear plugs, goggles, shoes etc. properly ensuring adequate protection Prepare a sample report consisting of information such as illness to self and others Role play against various health safety hazards 	FIC/N9901 PC 11 to 16	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, PPEs, SOP samples, flash cards, etc.	4 Hours
6.	FIC/N9901 Managing Accidents and Emergencies	Session 1 Standard practices and precautions	<ul style="list-style-type: none"> Identify the types of hazards, risks as well as accidents Categorize the standard precautions and practices in workplace 	FIC/N9901 KU 8	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	1 Hours
			Practical <ul style="list-style-type: none"> Show the signs to identify hazards Show how to prevent various hazards Evaluate standard precautions with role play 	FIC/N9901 PC 5,6,7	PPT session/ Role Play, Practical demonstration	Helmet, gloves, rubber mat, ladder, neon tester, leather or asbestos gloves, flame proof aprons, flame proof overalls	2 Hours

						buttoned to neck, cuff less (without folds) trousers, reinforced footwear, helmets/ hard hats, cap and shoulder covers, ear de-fenders/ plug, safety boots, knee pads, particle masks, glasses/ goggles/ visors, hand and face shields, machine guards, residual current Devices, shields, dust sheets, respirator, etc.	
		<p>Session 2 Usage of PPE and electrical equipment</p> <ul style="list-style-type: none"> Examine the utilization of the electrical equipment Identify equipment and their precautions Discuss use of PPE in workplace 	<p>FIC/N9901 KU 6,8,20</p>	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	1 Hours	
		<p>Practical</p> <ul style="list-style-type: none"> Show proper use of electrical wirings Show how to protect self from electrical hazards Practice wearing and working with PPE 	<p>FIC/N9901 PC 5,11,12</p>	PPT session/ Role Play, Practical demonstration	Same as session 1	2 Hours	

	Session 3 Fire and toxic prevention	<ul style="list-style-type: none"> Define EHS Identify various toxics used and their ill effects Identify the concept of fire prevention Identify different types of fire extinguishers 	FIC/N9901 KU 13	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	1 Hours
		Practical <ul style="list-style-type: none"> Practice the basics of EHS Show how to use fire extinguisher Demonstrate various fire safety drills Demonstrate toxic prevention measures 	FIC/N9901 PC 8,9	PPT session/ Role Play, Practical demonstration	Same as session 1	2 Hours
	Session 4 Health prevention, First Aid and CPR	<ul style="list-style-type: none"> Define First Aid Identify items of first aid Define CPR Identify the use of CPR Identify evacuation measures and signs 	FIC/N9901 KU 16,17,18	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	1 Hours
		Practical <ul style="list-style-type: none"> Practice emergency evacuation Show how to use CPR Practice various first aid steps Practice collating evacuation reports and incident reports 	FIC/N9901 PC 10,13	PPT session/ Role Play, Practical demonstration	Same as session 1	2 Hours
	Session 5 Mobility precaution and injury prevention	<ul style="list-style-type: none"> Define mobility Evaluate the concept of fall prevention Identify types of injuries at workplace 	FIC/N9901 KU 19 to 22	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	1 Hours
		Practical <ul style="list-style-type: none"> Show injury prevention steps Practice fall prevention Demonstrate mobility sessions at workplace 	FIC/N9901 PC 16	PPT session/ Role Play, Practical demonstration	Same as session 1	2 Hours

7.	FIC/N9902 Working Effectively in an Organization	Session 1 Organizational policies and procedures	<ul style="list-style-type: none"> Define policies and procedures Categorize the organizational policies Identify workplace legislations, standards, policies, and procedures 	FIC/N9902 KU 1,2 GS 2	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours
			Practical <ul style="list-style-type: none"> Practice abiding various workplace policies Demonstrate how to follow reporting hierarchy 	FIC/N9902 PC 6, 7	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, sample documents.	4 Hours
		Session 2 Task prioritization and functions	<ul style="list-style-type: none"> List the inter dependent functions Discuss the impact of harassment and discrimination Identify regular tasks and how to prioritize them 	FIC/N9902 KU 3 GS 1	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours
			Practical <ul style="list-style-type: none"> Monitor the ways of prioritizing the task Role play on how to handle harassment at workplace 	FIC/N9902 PC 5,6	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, sample documents.	3 Hours
		Session 3 Communication, teamwork and discipline	<ul style="list-style-type: none"> Identify types of communication skills Discuss the process of workplace communication Discuss the importance of discipline at workplace Evaluate the ways of carrying out a teamwork Evaluate the concept of ethics and discipline 	FIC/N9902 KU 4,5,6 GS 3,4,5,6	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours
			Practical <ul style="list-style-type: none"> Role play a situation on how to obtain information, seek clarifications, reciprocate understanding and provide informa 	FIC/N9902 PC 1 to 4, 8	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, sample documents.	5 Hours

			<p>tion accurately and clearly</p> <ul style="list-style-type: none"> • Roleplay a situation on how to use inclusive language (verbal, non-verbal and written) • Show how to consult and assist others to maximize effectiveness and efficiency at work • Show effective team handling skills 				
		Session 4 Conflict management	<ul style="list-style-type: none"> • Define grievance and it's solutions • Define conflict management at workplace • Illustrate methods of conflict management • Identify various challenges related to disabilities 	FIC/N9902 KU 7,8,9	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours
		Practical	<ul style="list-style-type: none"> • Role play on conflict management • Role play on disability care at workplace • Demonstrate skills to handle grievance 	FIC/N9902 PC 7	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, sample documents.	4 Hours
		Session 5 PwD and gender sensitivity	<ul style="list-style-type: none"> • Define PwD sensitivity • Discuss the applicable laws, acts and provisions defined for PwD by the statutory bodies • State the importance of gender sensitivity and equality • Discuss the applicable legislations, grievance redressal mechanisms, and penalties against harassment at the workplace • State the importance of transacting with others without personal bias 	FIC/N9902 KU 10 to 14	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	2 Hours

			Practical <ul style="list-style-type: none"> • Role play a situation on how to use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive while interacting with others 	FIC/N9902 PC 9,10,11	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, sample documents.	4 Hours
8.	SGJ/N1702 Optimize Resource Utilization at Workplace	Session 1 Material Conservation	<ul style="list-style-type: none"> • List the types of hazards, risks and threats associated with handling different materials • Discuss the role of workstation layout, electrical and thermal equipment used in the material conservation • Discuss organisational procedures for minimising waste • Identify methods of efficient and inefficient management and utilization of material and water at the workplace 	SGJ/N1702 KU 3,4 GS 3,5	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	4 Hours
			Practical <ul style="list-style-type: none"> • Show how to check for spills and leakages in various materials applicable in the job • Role play a situation on how to solve issues related to repair of spills and leakages 	SGJ/N1702 PC 1 to 4	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, materials and tools and equipment used at work	6 Hours
9.	SGJ/N1702 Optimize Resource Utilization at Workplace	Session 1 Energy/ Electricity Conservation	<ul style="list-style-type: none"> • Define electricity • Discuss the basics of electricity • List the energy efficient devices that are used in the job • Discuss the standard practices to be followed for conserving electricity 	SGJ/N1702 KU 5,6,7,8 GS 4,6	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	4 Hours

			<p>Practical</p> <ul style="list-style-type: none"> Apply suitable techniques to check the machinery for desired level of functioning Employ appropriate methods to rectify faulty equipment/ machinery safely Role play a situation on how to report equipment faults and maintenance lapses 	SGJ/N1702 PC 5 to 8	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, materials and tools and equipment used at work	6 Hours
10.	SGJ/N1702 Optimize Resource Utilization at Workplace	Session 1 Waste Management/ Recycling	<ul style="list-style-type: none"> List the various types of recyclable, non-recyclable, and hazardous waste Identify different coloured dustbins List the different types of waste to be segregated State the importance of waste management Discuss the standard methods for waste disposal List the sources of pollution. 	SGJ/N1702 KU 9,10,11,12 GS 1,2,7,8	Classroom lecture/ PPT session, hand-book	Laptop, White Board, Marker, Projector, Audio-Visual Aids	4 Hours
			<p>Practical</p> <ul style="list-style-type: none"> Demonstrate the standard practices to be followed for segregating waste into respective categories Show how to dispose non-recyclable waste appropriately and safely Demonstrate the standard practice for depositing recyclable and reusable materials Show how to dispose hazardous waste safely 	SGJ/N1702 PC 9 to 13	PPT session/ Role Play, Practical demonstration	Computer Lab with 1:1 PC: trainee ratio, materials and tools and equipment used at work	6 Hours

11.	Employability Skills	NA	NA	DGT/VSQ/N0102	NA	NA	Theory: 24:00 Practical: 36:00
Total Duration							300 + 90 Hours OJT

Annexure II

Assessment Criteria

Job Role	Hygiene Coordinator
Qualification Pack	FIC/Q7606, Version 2.0
Sector Skill Council	Food Processing

Guidelines for Assessment

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

Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out Of	Marks Allocation	
				Theory	Skills Practical
1. FIC/N7615: Prepare for Cleaning and Sanitation of the Workarea	<i>Prepare for cleaning and sanitation activities</i>	100	50	15	35
	PC1. prepare a schedule to be followed for sanitation activities being carried out for sanitization of the work area		-	-	-
	PC2. provide instructions to the sanitation workers, helpers, etc. for carrying out routine sanitation activities and confirm they have understood it		-	-	-
	PC3. identify the material requirements such as tools, equipment, chemicals, etc. for cleaning the work area (such as workstation, canteen, washrooms, administrative office, laboratories, warehouses, outside premises etc.)		-	-	-
	PC4. select the appropriate personnel protective equipment (PPE) to be worn during the tasks and ensure that the sanitation workers have obtained it		-	-	-
	PC5. ensure that the concerned workers have obtained the required		-	-	-

	cleaning agents and other materials (such as tools and equipment) as required in the job			
	PC6. allocate manpower for cleaning different areas and surfaces such as floors, cleaning equipment, fittings, fixtures, furniture, lights, windows, doors, floors, bins, wash basin, glass surfaces, etc.	-	-	-
	PC7. inspect the tools and equipment to confirm they are working effectively	-	-	-
	PC8. submit requirements to the concerned department in case of undesirable or shortage of cleaning equipment, chemical, tools and other materials	-	-	-
	PC9. prepare cleaning mixtures as per the type of surface and areas to be cleaned with respect to their concentrations and handover to the concerned personnel safely	-	-	-
	PC10. record information such as areas going to be cleaned, materials issued, time and date of cleaning, etc. and fill out checklists as per organizational practice at submit to the concern manager	-	-	-
	<i>Facilitate hygiene practices</i>	50	15	35
	PC11. prepare chemical solutions wherever required and hand over to the sanitation worker	-	-	-
	PC12. ensure that adequate quantity of inventory is always maintained such as chemicals, PPEs, cleaning tools etc.	-	-	-
	PC13. ensure the chemicals are kept under locked at designated location away from food processing area	-	-	-
	PC14. record procedures, policies, list of equipment, chemicals, and other relevant information as or when required	-	-	-
	PC15. ensure that all staffs use the chemicals optimally as per material safety data sheet to keep the concentrations effective for cleaning	-	-	-
	PC16. train sanitation workers and organize regular workshops to enhance their capabilities	-	-	-
	PC17. observe and ensure all the staff should wear PPEs and follow standard practices to maintain the food safety and quality	-	-	-
	PC18. check all cleaning equipment	-	-	-

	and supplies have been delivered as expected and in good condition				
	PC19. check and ensure the accuracy of documentation such as inventory schedules and product labels		-	-	-
	PC20. store the tools and chemicals appropriately and take necessary actions to control the deviations		-	-	-
		Total	100	30	70
2. FIC/N7616: Supervise Hygiene Practices	<i>Monitor the cleaning and sanitisation tasks</i>	100	34	10	24
	PC1. check whether appropriate signages have been displayed at the required places		-	-	-
	PC2. inform the individuals and departments to be affected by the cleaning and sanitation work and obtain approvals from them as per organizational practice		-	-	-
	PC3. allocate manpower to the critical areas which need to be cleaned and sanitized immediately in case of sudden spillages		-	-	-
	PC4. take the orders from the other department employees, management and prioritize the cleaning activities		-	-	-
	PC5. re-assign resources well in time to ensure timely completion of duties evaluate the quality of tasks carried out and provide corrective actions promptly to achieve required hygiene standards		-	-	-
	PC6. replenish stocks such as cleaning agents and sanitizers in case required during the work		-	-	-
	PC7. obtain approvals from respective departments after the area has been cleaned appropriately		-	-	-
	<i>Supervise cleaning activities at the workplace</i>		66	22	44
	PC8. monitor the tasks being performed by the sanitation workers as per laid down procedures and timelines		-	-	-
	PC9. ensure that the work area has been organized while ensuring materials are kept at their respective places post completion of tasks		-	-	-
	PC10. ensure that the waste is being collected, segregated, and disposed safely with no spillage		-	-	-
	PC11. check and store the chemicals, tools and equipment used in the		-	-	-

	process safely after use				
	PC12. check whether the tasks as listed in the maintenance schedule and checklists have been completed successfully		-	-	-
	PC13. record information such as areas cleaned, pest infestations, chemicals required, date and time of cleaning, etc. and submit an overall monthly report to the concerned authority		-	-	-
	PC14. conduct training of staff as per organisational practices on good manufacturing practices (GMP), good hygiene practices (GHP), etc.		-	-	-
	PC15. inspect each area after cleaning and sanitation with the concerned sanitation worker and highlighted the cleaning issues, if identified		-	-	-
	PC16. address issues as they arise during the work process and escalate the ones beyond scope to the concerned personnel		-	-	-
	PC17. maintain the cleaning chemicals, tools, equipment and information records as per defined schedules and organizational practices		-	-	-
	PC18. perform required action in case of pest infestations, presence of hazards and unwanted materials, spillages, spoilages, etc.		-	-	-
		Total	100	32	68
3.FIC/N9901	Implement Health and Safety Practices at the Workplace	100	26	7	19
	<i>Ensure food safety and personal hygiene</i>				
	PC1. follow relevant practices to avoid cross contamination at all stages of food processing operations		5	1	4
	PC2. follow organizational procedures for handling items that may cause allergic reactions		5	1	4
	PC3. follow Good Manufacturing Practices (GMP) at the workplace. Good Manufacturing Practices: 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 (Source: Schedule IV, FSSAI Licensing and Registration, 2011)		10	3	7
	PC4. follow Good Hygiene Practices		6	2	4

	(GHP) at the workplace appropriately. Good Hygiene Practices: use of gloves, hairnets, masks, ear plugs, goggles, shoes etc; washing hands regularly; treating injuries such as cuts, boils, skin infections and grazes; preventive health check-ups ; getting vaccinated whenever required. (Source: Schedule IV, FSSAI Licensing and Registration, 2011)				
	<i>Follow safety measures to avoid accidents</i>		35	11	24
	PC5. use protective clothing/ equipment for specific tasks and work conditions		6	2	4
	PC6. identify job-site hazardous work and possible causes of risk or accident at the workplace		6	2	4
	PC7. deal with hazards safely and appropriately to ensure safety of self and others as per organisational protocol		6	2	4
	PC8. use various types of fire extinguishers effectively		6	2	4
	PC9. respond promptly and appropriately to an accident situation or medical emergency		5	1	4
	PC10. provide cardio-pulmonary resuscitation (CPR) as per the requirement (e.g. cardiac arrest)		6	2	4
	<i>Follow emergency procedures</i>		18	6	12
	PC11. follow workplace emergency and evacuation procedures		6	2	4
	PC12. use safe methods to free a person from electrocution		6	2	4
	PC13. administer appropriate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning etc.		6	2	4
	<i>Manage infection control</i>		21	6	15
	PC14. use appropriate disinfectants to disinfect the work area and equipment as per organisational protocol		10	3	7
	PC15. ensure personal hygiene by washing hands regularly using alcohol based sanitisers and wearing personal protective equipment (PPE)		5	1	4
	PC16. report illness of self and others to the supervisor or concerned authority		6	2	4
	Total		100	30	70
4. FIC/N9904	<i>Ensure food safety at the workplace</i>	100	-	-	-
Ensure Food Safety	PC1. identify the biological, chemical,		-	-	-

at the Workplace	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.		-	-	-
		Total	100	30	70
5. FIC/N9902	<i>Communicate effectively</i>	61	21	8	13
Work Effectively in an Organisation	PC1. obtain complete information and instructions from designated personnel		5	2	3
	PC2. reciprocate understanding and seek clarifications whenever required		5	2	3
	PC3. provide information accurately and clearly		5	2	3
	PC4. use inclusive language (verbal, nonverbal and written) that is gender, disability and culturally sensitive		6	2	4
	<i>Work in a team effectively</i>		22	8	14
	PC5. plan tasks to be performed as per priority and need		6	2	4
	PC6. consult with and assist others to maximize effectiveness and efficiency at work		5	2	3
	PC7. escalate problems and grievances beyond own scope to the concerned authority		5	2	3
	PC8. take appropriate action to resolve conflicts at the workplace		6	2	4
	<i>Respect diversity</i>		18	6	12
	PC9. maintain a gender-neutral behaviour with everyone at the workplace		6	2	4
	PC10. empathise with People with Disabilities (PwD) and offer help, if required		6	2	4
	PC11. recognise and report incidents of harassment and discrimination to appropriate authority		6	2	4
		Total	61	22	39
6. SGJ/N1702	<i>Material conservation practices</i>	39	12	4	8

Optimize Resource Utilization at Workplace	PC1. identify ways to optimize usage of material including water in various tasks/activities/processes		3	1	2
	PC2. check for spills/leakages in various tasks/ activities /processes		3	1	2
	PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify		3	1	2
	PC4. carry out routine cleaning of tools, machines and equipment		3	1	2
	Energy/electricity conservation practices		12	4	8
	PC5. identify ways to optimize usage of electricity/ energy in various tasks/ activities/processes		3	1	2
	PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required		3	1	2
	PC7. report malfunctioning (fumes /sparks/emission/vibration/noise) and lapse in maintenance of equipment		3	1	2
	PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use		3	1	2
	Effective waste management/ recycling practices		15	5	10
	PC9. identify recyclable and non-recyclable, and hazardous waste generated		3	1	2
	PC10. segregate waste into different categories		3	1	2
	PC11. dispose non-recyclable waste appropriately		3	1	2
	PC12. deposit recyclable and reusable material at identified location		3	1	2
PC13. follow processes specified for disposal of hazardous waste		3	1	2	
	Total	39	13	26	
7. DGT/VSQ/N0102 Employability Skills	Introduction to Employability Skills	50	2	1	1
	PC1. identify employability skills required for jobs in various industries		-	-	-
	PC2. identify and explore learning and employability portals		-	-	-
	Constitutional values – Citizenship		2	1	1
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and		-	-	-

respecting others, etc.			
PC4. follow environmentally sustainable practices	-	-	-
<i>Becoming a Professional in the 21st Century</i>	6	2	4
PC5. recognize the significance of 21st Century Skills for employment	-	-	-
PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-
<i>Basic English Skills</i>	5	2	3
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-
<i>Career Development & Goal Setting</i>	3	1	2
PC10. understand the difference between job and career	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-
<i>Communication Skills</i>	4	2	2
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-
PC13. work collaboratively with others in a team	-	-	-
<i>Diversity & Inclusion</i>	3	1	2
PC14. communicate and behave appropriately with all genders and PwD	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-
<i>Financial and Legal Literacy</i>	5	2	3
PC16. select financial institutions, products and services as per requirement	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc.	-	-	-
PC19. identify relevant rights and	-	-	-

laws and use legal aids to fight against legal exploitation			
Essential Digital Skills	7	3	4
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-
Entrepreneurship	5	2	3
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-
Customer Service	3	1	2
PC26. identify different types of customers	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-
Getting ready for apprenticeship & Jobs	5	2	3
PC29. create a professional Curriculum vitae (Résumé)	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements			
Total	50	20	30

Annexure III

Video Link

Sr. No	Module No.	Topic Name	Page No.	URL	QR Code (s)
1	Module 1: Introduction to the program and overview of the Food Processing Industry	Scope of food processing in India with National and International perspective	8	https://www.youtube.com/watch?v=5VIY-w38hCxU	
		Overview of Food Processing Industry	8	https://www.youtube.com/watch?v=J-2EiM-VNtpM	
2.	Module 2: Prepare for cleaning and sanitation of food processing facility	Sanitation Training and Education	25	https://www.youtube.com/watch?v=BFABjcFD8IM	
3.	Module 3: Supervise Hygiene Practices	Cleaning Procedures of Equipment	25	https://www.youtube.com/watch?v=Bzfv32XUDns	
		Cleaning and Disinfection	25	https://www.youtube.com/watch?v=vB-MuX8XzRY0	
		Cleaning and Sanitation	25	https://www.youtube.com/watch?v=QW-pU7DAfNcs	

Sr. No	Module No.	Topic Name	Page No.	URL	QR Code (s)
4.	Module 5: Ensuring Food Safety And Personal Hygiene	Personal Hygiene	78	https://www.youtube.com/watch?v=6WX-c6cH_gil&t=1s	
		General Requirement on Hygiene and sanitation	78	https://www.youtube.com/watch?v=d-5kn5ns0zWM	
5.	Module 10: Waste Management and Recycling	Waste Management	199	https://www.youtube.com/watch?v=Qyu-fZ-8BOnI	
		Conservation Reduce, Reuse & Recycle	199	https://www.youtube.com/watch?v=abulousxwRe4	
6.	Module 11: Employability Skills	Employability Skills		https://www.skillindigital.gov.in/content/list	



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