



Facilitator Guide



Sector
Food Processing

Sub-Sector
Multisectoral

Occupation
Processing

Reference ID: FIC/Q9001, Version - 3.0
NSQF Level: 4

Processed Food Entrepreneur



Shri Narendra Modi
Prime Minister of India

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

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About this Book

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

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

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

1. FIC/N9005: Evaluate and develop entrepreneur skills
2. FIC/N9006: Selection of product and business planning
3. FIC/N9007: Prepare for start up of food processing unit
4. FIC/N9008: Start food processing unit
5. FIC/N9009: Complete documentation and record keeping related to processed food entrepreneur
6. FIC/N9010: Ensure food safety, hygiene and sanitation
7. DGT/VSQ/N0102: Employability Skills

Symbols Used



Key Learning Outcomes



Objectives



Ask



Explain



Practical



Notes



Resources



Activity



Summary



Role Play



Team Activity



Say



Example



Methodology



Do

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Guidelines for the Trainer

As a Trainer, follow the below guidelines:

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

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

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

Understand your participants

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

Adopt the basic etiquette during training

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



1. Evaluate and Develop Entrepreneurship Skill

Unit 1.1 – Introduction to the Training Program

Unit 1.2 – Introduction to the Food Processing Industry

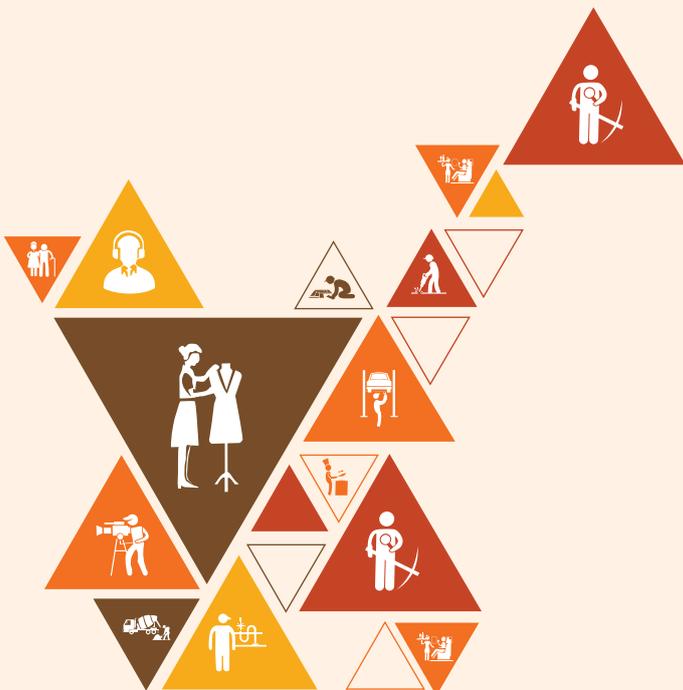
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Unit 1.4 – Introduction to Entrepreneurship

Unit 1.5 – Professional and Core Skills

Unit 1.6 – IT Skills

Unit 1.7 – Evaluate and Develop Entrepreneur Skills



FIC/N9005

Key Learning Outcomes



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

- Explain the purpose of training
- State the roles and responsibilities of a processed food entrepreneur
- State the standard operating procedures in food processing units
- Define food processing
- List the various sectors of the food processing industry
- Describe the market trends for processed food products
- Describe the concept of entrepreneurship
- State the benefits of entrepreneurship
- Explore opportunities in the field of business
- Describe the role of communication and behaviour in a business relationship
- State the importance of professional and core at the workplace
- Discuss how to complete the given work within the stipulated time period
- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys
- Discuss the main applications of MS Office
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within your business
- List the characteristics of entrepreneurs
- Discuss how to manage an enterprise
- Describe how to conduct market research

Icebreaker

Unit Objectives

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

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

Resources to be Used

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

Do

- Conduct the group activity.

Say

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

Ask

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

Activity

Brief

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

Activity Description

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

Debrief

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

Notes for Facilitation

Discuss

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

Unit 1.1 - Introduction to Training Program

Unit Objectives

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

- Explain the purpose of the training
- Discuss the National Vocational Standards and Qualification Pack

Resources to be Used

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

Do

- Provide an overview of the training program . Start by explaining what the training program is about, what the objectives of the program are, and how it will benefit the trainees.
- Identify the target audience. Discuss who the program is designed for and who will be participating in the training. This will help the trainees understand why they are attending the program and what they can expect to gain from it.
- Explain the structure of the training . Discuss the length of the training program, the format , the training materials that will be used, and how the program will be delivered.

Say

- Food processing is the transformation of raw components into consumable goods. This business includes a wide range of activities, from simple processes like freezing and canning to more complex ones like baking and fermentation. The food business is critical to assuring food safety, preservation, and availability all year.

Ask

- What is the goal of a training program, and how does it help personnel as well as the organization as a whole?
- How do you determine training requirements?
- What are some typical organizational training approaches, and how do you know which ones are most suited to your employees' needs?
- How can the effectiveness of a training program be measured, and what elements should be considered when assessing its success?

- How do you ensure that your training program is in line with the broader goals and objectives of the organization?

Notes for Facilitation



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

Explain



- Purpose and Benefits of the Training Programme
- Introduction to QP and NOS

Elaborate



- Clarify the food processing with the help of (figure 1.1.1 Skill card), given in the participant handbook

Activity



Brief

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

Activity Description

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

Debrief

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

Unit 1.2 - Introduction to Food Processing Industry

Unit Objectives

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

- Define food processing
- List the various sectors of the food processing industry
- Describe the market trends for processed food products

Resources to be Used

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

Do

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

Say

- Food processing is the transformation of raw components into consumable food products through a series of physical or chemical procedures.
- It includes several procedures such as cleaning, sorting, grading, and packaging to maximise the shelf life, safety, and nutritional content of the food.
- The goal of food processing is to create food products that are convenient, delicious, and safe for ingestion.
- Depending on the type of food and the desired outcome, several procedures such as canning, freezing, drying, and fermenting are used. Food processing has evolved.

Ask

- What is Food Processing
- Give examples of some Food Processing industry finished products

Notes for Facilitation

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

Explain

- The overview of the Food Processing Industry
- Journey of Food from Harvest to Consumer
- Elaborate on the food production cycle
- Overview of the Fruit and Vegetable Sector

Elaborate

- Clarify the food processing with the help of (figure 1.2.1), given in the participant handbook
- Explain the production cycle with the help of (figure 1.2.2 Journey of Food from Harvest to Consumer), given in the participant handbook
- Explain the food processing industry with the help of (Fig. 1.2.3: Sub-Sectors of the Food Processing Industry), given in the participant handbook

Activity

Brief

- Food Processing Industry Matching Game.
- To help students understand and familiarize themselves with various terms and concepts related to the food processing industry.
- Materials-Index cards or small pieces of paper ,Writing utensils

Activity Description

- Prepare index cards or small pieces of paper by writing one term or concept related to the food processing industry on each card. For example: food preservation, quality control, packaging, pasteurization, milling, etc.
- Shuffle the cards and distribute them among the students.
- Instruct the students to find a partner and take turns matching their term or concept with their partner's card by explaining how they are related.

- Encourage students to use their knowledge and understanding of the food processing industry to make connections between the terms and concepts.
- After the matching is complete, ask each pair of students to share their matching and explain the relationship between the terms or concepts.
- Facilitate a discussion among the students, highlighting the importance of each term or concept in the food processing industry and its impact on food safety, quality, and availability.
- Conclude the activity by summarizing the key points discussed and emphasizing the significance of the food processing industry in meeting global food demands.

Debrief

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

Unit 1.3 – Overview of the “Processed Food Entrepreneur” Role

Unit Objectives

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

- State the roles and responsibilities of a processed food entrepreneur
- State the standard operating procedures in food processing units

Resources to be Used

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

Do

- Provide examples of successful processed food entrepreneurs and their businesses.
- Discuss the key skills and characteristics needed to be a successful entrepreneur in the food processing industry, such as creativity, innovation, and adaptability.
- Explain the challenges and risks involved in starting a processed food business, such as regulatory compliance, supply chain management, and product quality control.
- Encourage students to identify their own strengths and weaknesses in relation to the entrepreneur role, and to consider whether it is a good fit for their goals and interests.

Say

- A processed food entrepreneur is responsible for creating and marketing food products that are manufactured and packaged for mass distribution. They must be knowledgeable about food production, supply chain management, marketing, and government regulations. They must also be skilled in managing finances, operations, and personnel.

Ask

- What is a Processed Food Entrepreneur?
- What are some common responsibilities of a Processed Food Entrepreneur?
- What are some key skills and qualities needed to be a successful Processed Food Entrepreneur?
- What are some challenges faced by Processed Food Entrepreneurs in the industry?

Notes for Facilitation



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

Explain



- Roles and responsibilities of a Processed Food Entrepreneur

Unit 1.4 – Introduction to Entrepreneurship

Unit Objectives

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

- Describe the concept of entrepreneurship
- State the benefits of entrepreneurship
- Explore opportunities in the field of business

Resources to be Used

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

Do

- Start by defining what entrepreneurship means and the different types of entrepreneurship. You can ask questions such as "What is an entrepreneur?" "What are the different types of entrepreneurship?" and "What are the characteristics of successful entrepreneurs?"
- Discuss the importance of entrepreneurship in the economy and society. You can ask questions such as "Why is entrepreneurship important?" "How does entrepreneurship contribute to economic growth?" and "What are the benefits of entrepreneurship?"
- Talk about the different stages of entrepreneurship and the key activities involved in each stage. You can ask questions such as "What are the different stages of entrepreneurship?" "What are the key activities involved in each stage?" and "What are the challenges faced by entrepreneurs in each stage?"

Say

- Introduction to Entrepreneurship is a course that provides an overview of the key concepts, principles, and practices of entrepreneurship.
- It covers topics such as identifying opportunities, developing a business plan, raising capital, marketing, and managing a successful business.
- The course also emphasizes the importance of creativity, innovation, and risk-taking in entrepreneurship.

Ask 

- What is your understanding of entrepreneurship?
- Can you give an example of a successful entrepreneur? What makes them successful in your opinion?
- What are some common characteristics of successful entrepreneurs?
- What are some of the challenges that entrepreneurs may face in starting and running their own businesses?
- How important is innovation and creativity for entrepreneurship?

Notes for Facilitation 

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

Explain 

- Illustrate the Concept of Entrepreneurship.

Elaborate 

- Explain the business Opportunities in Entrepreneurship with the help of (Fig 1.4.1: Business opportunities analysis), given in the participant handbook

Unit 1.5 – Professional and Core Skills

Unit Objectives

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

- Describe the role of communication and behaviour in a business relationship
- State the importance of professional and core skillset the workplace
- Discuss how to complete the given work within the stipulated time period

Resources to be Used

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

Do

- Provide examples of successful entrepreneurs who have demonstrated these skills.
- Conduct interactive activities that will help students develop and enhance these skills, such as problem-solving challenges or team-building exercises.
- Facilitate discussions on the importance of these skills in entrepreneurship and their practical applications in the real world.
- Provide resources and tools that students can use to further develop these skills, such as books, articles, and online courses.
- Encourage students to reflect on their own strengths and weaknesses in relation to these skills and set goals for self-improvement.

Say

- Professional and core skills are essential for success in the business world. These include communication, problem-solving, critical thinking, teamwork, time management, leadership, and adaptability.
- Developing these skills can help entrepreneurs to effectively manage their business, create a positive work environment, and achieve their goals.

Ask

- What are some examples of professional skills that are essential for entrepreneurs to possess?
- How can an entrepreneur develop core skills such as problem-solving, decision-making, and time management?

- Why is it important for entrepreneurs to have effective communication skills?
- Can core skills be learned or are they innate qualities?

Notes for Facilitation



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

Explain



- Explain diffesetting clear rent types of skills like Communication Skills , listening , writing ?
- Explain how to “Set Clear Goals”
- Explain how to Prioritize and organize ?
- Identify Personal Strength and Weaknesses

Elaborate



- Explain more about communication skills with help of (Table 1.5.1: Do's and don'ts of communication), given in the participant handbook
- Explain more about Time management with help of (Fig 1.5.3: Time management), given in the participant handbook
- Explain how to set clear goals with help of (Fig 1.5.4: SMART Goals), given in the participant handbook
- Illustrate how work can be prioritized with help of (Fig 1.5.5: Way of prioritizing works), given in the participant handbook (Teacher could use role play to explain the topic further)

Activity



Brief

- In this activity students could practice good communication skills with each other

Activity Description

- In this activity, students could work in pairs and take turns practising active listening skills and providing feedback on each other's communication approaches.
- Students could also be assigned written or vocal communication exercises, such as sending a professional email or delivering a presentation on a topic relating to the food processing business.

Debrief

- Summarize the activity by asking the class questions like
 - What did we do in this activity
 - What did we learn from this activity

Unit 1.6 – IT Skills

Unit Objectives

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

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys
- Discuss the main applications of MS Office

Resources to be Used

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

Do

- Provide an overview of commonly used software and tools in the food processing industry
- Show practical examples of how technology can be used to enhance productivity and efficiency
- Conduct hands-on exercises to teach basic IT skills, such as using spreadsheets and databases
- Discuss data security and privacy concerns and how to mitigate risks associated with using technology in the workplace

Say

- IT (Information Technology) skills refer to the knowledge and abilities required to use, manage and maintain digital devices, software, and applications.
- In today's digital world, IT skills are essential for success in many fields, including business, education, and healthcare.
- Some of the key IT skills include proficiency in Microsoft Office, web browsing, email, social media, and data management

Ask

- What are some basic computer skills required for a food processing entrepreneur?
- How can technology be used to improve the efficiency of food processing operations?

- What are some examples of software or applications that can be used in the food processing industry?
- How can data analytics be used to inform decision-making in food processing?
- What are some cybersecurity risks that food processing businesses need to be aware of and how can they protect against them?

Notes for Facilitation



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

Explain



- Computer basics
- About MS Office

Unit 1.7 – Evaluate and Develop Entrepreneur Skills

Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within your business
- List the characteristics of entrepreneurs
- Discuss how to manage an enterprise
- Describe how to conduct market research

Resources to be Used

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

Do

- Conduct self-assessment exercises to help students identify their strengths and weaknesses as entrepreneurs.
- Guide students to set realistic goals and develop action plans to achieve them.
- Encourage students to seek feedback and advice from mentors and successful entrepreneurs.
- Provide opportunities for students to practice their skills through projects, simulations, and real-world experiences.

Say

- Entrepreneurial skills include identifying business opportunities, strategic thinking, decision-making, risk-taking, networking, marketing, leadership, and financial management.
- Evaluating and developing these skills involves self-awareness, seeking feedback, continuous learning, setting goals, and taking action to improve.
- Successful entrepreneurs are adaptable, innovative, and constantly seek new ways to grow and develop their businesses.

Ask

- What are some key skills that entrepreneurs need to be successful in starting and running a business?
- How can entrepreneurs identify their own strengths and weaknesses in these key skill areas?

- What are some strategies for developing and improving these skills?
- How can entrepreneurs continue to learn and stay up-to-date on the latest trends and best practices in their field?
- What are some common challenges that entrepreneurs face when developing their skills, and how can they overcome these challenges?

Notes for Facilitation



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

Explain



- Entrepreneur and Entrepreneurship
- Business Opportunities Identification
- Business Entity Concepts: Basic Business Terminology
- Enterprise Management
- Online Banking

Elaborate



- Explain SWOT analysis with help of (Fig 1.7.1: SWOT Analysis), given in the participant handbook
- Explain marketing with help of (Fig 1.7.2: 4Ps of marketing), given in the participant handbook

Activity



Brief

- To evaluate and develop entrepreneur skills through a self-assessment and goal-setting activity.
- Materials - Pen/pencil, Self-assessment sheet, Goal-setting sheet

Activity Description

- Distribute the self-assessment sheet to the participants.
- Ask them to evaluate their current level of entrepreneurial skills based on the given criteria.
- After completing the self-assessment, distribute the goal-setting sheet.
- Ask the participants to set at least one goal for each criterion based on their self-assessment results.
- Encourage them to make their goals specific, measurable, attainable, relevant, and time-bound (SMART).
- Allow time for participants to share their goals and provide feedback or suggestions to one another.

Debrief

- Summarize the activity by asking the class questions like
 - What did we do in this activity
 - What did we learn from this activity

Key Learning Outcomes



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

- Explain the purpose and importance of business plan
- Create a business plan
- Identify the various types of risks and challenges in setting up a business
- State the process of setting up a business
- Describe the selection criteria of product
- State the different methods to conduct market survey
- Discuss the procedure of feasibility study of product
- Discuss the procedure of testing and trial production of product
- Apply the concept of cost management to make business decisions
- Select a suitable brand name for the selected product

Unit 2.1 – Business Planning

Unit Objectives

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

- Explain the purpose and importance of business plan
- Create a business plan
- Identify the various types of risks and challenges in setting up a business
- State the process of setting up a business

Resources to be Used

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

Do

- Begin by explaining the purpose of a business plan and the key components it should include, such as an executive summary, company overview, market analysis, marketing and sales strategies, management and organization, financial projections, and funding requirements.
- Share examples of successful business plans and discuss why they worked. Analyze the structure, content, and overall effectiveness of these plans.
- Walk through each step of the business planning process, providing students with templates and worksheets to help them along the way.

Say

- Business planning involves the process of defining goals, identifying resources, analyzing the market, and developing strategies to achieve long-term success.
- It includes creating a business plan, which outlines the vision and mission of the organization, target audience, marketing plan, financial projections, and other crucial aspects of the business.
- A well-thought-out business plan can help entrepreneurs make informed decisions, secure funding, and navigate the competitive landscape.

Ask

- What is the purpose of a business plan, and why is it important for entrepreneurs to create one?
- What are some of the key components of a business plan, and how do they contribute to the overall success of the business?

- How do you conduct market research to inform your business plan, and what types of information should you be looking for?
- What are some of the biggest challenges that entrepreneurs face when creating a business plan, and how can they overcome these challenges?
- How can you use your business plan to measure progress and make adjustments as your business grows and evolves over time?

Notes for Facilitation



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

Explain



- Components of a Business Plan
- Risks in a Small Business

Elaborate



- Explain Business Plan with help of (Fig 2.1.1: Purpose of business plan), given in the participant handbook
- Explain Risks in a Small Business with help of (Fig 2.1.2: Mistakes in business), given in the participant handbook
- Explain the steps for setting a business (Fig 2.1.3: Steps of setting a business), given in the participant handbook

Activity



Brief

Developing a Business Plan

- To help students understand the components of a business plan and how to develop one.
- Materials - Business plan template, Research materials (e.g. market research reports, financial data, etc.), Pen and paper or computer for taking notes

Activity Description

- Introduce the concept of a business plan and its importance in starting and growing a business.
- Provide students with a business plan template and ask them to review each section.
- Divide students into small groups and assign each group a different type of business (e.g. restaurant, retail store, technology startup).
- Ask each group to conduct research on their assigned business and use the template to develop a business plan for that business.
- Encourage students to think about the unique challenges and opportunities for their specific business and to use their research to inform their plan.

- After the groups have completed their plans, have them present their plans to the class and facilitate a discussion on the strengths and weaknesses of each plan.
- Conclude the activity by emphasizing the importance of a well-developed business plan in achieving entrepreneurial success.

Debrief

- Summarize the activity by asking the class questions like
 - What did we do in this activity
 - What did we learn from this activity

Unit 2.2 – Selection of Product

Unit Objectives

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

- Describe the selection criteria of product
- State the different methods to conduct market survey
- Discuss the procedure of feasibility study of product
- Discuss the procedure of testing and trial production of product

Resources to be Used

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

Do

- Introduce different factors to consider when selecting a product, such as market demand, competition, feasibility, and profitability.
- Conduct a brainstorming session with the students to identify potential products that could be introduced in the market.
- Assign students to research and analyse the potential market for each product they have identified.

Say

- Selection of product is a crucial decision in the food processing industry. It involves market research, understanding consumer needs, and evaluating the feasibility of the product.
- Factors such as shelf-life, packaging, cost, and regulatory requirements are also considered. The right selection of product can ensure success in the food industry.

Ask

- What factors should be considered when selecting a product for a new business?
- How important is market research in the selection of a product?
- What are some examples of successful product selections by entrepreneurs?
- What are the risks of selecting the wrong product for a business?
- How can an entrepreneur evaluate the potential profitability of a product?

Notes for Facilitation



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

Explain



- Feasibility Study of Product
- Market Research and Analysis
- Product Development and Testing

Elaborate



- Explain how selection of Product is done with help of (Fig 2.2.1: Factors for selection of product), given in the participant handbook
- Explain more about Market Research and Analysis with help of (Fig 2.2.7: Methods of market research), given in the participant handbook
- Explain more about Product Development and Testing with help of (Fig 2.2.8: Steps of product development), given in the participant handbook

Activity



Brief

- Product Selection Brainstorm. To stimulate creativity and critical thinking in the process of selecting a food product for a business venture.
- Materials - Whiteboard or flipchart, markers, sticky notes, timer.

Activity Description

- Begin by introducing the concept of product selection and its importance in entrepreneurship.
- Divide the class into small groups of 3-4 people.
- Set a timer for 10-15 minutes and ask each group to brainstorm as many food product ideas as they can.
- Each group should write down their ideas on separate sticky notes and stick them on the whiteboard or flipchart.
- After the time is up, ask each group to present their ideas to the class and explain why they think it is a good product to pursue.
- Encourage the class to ask questions and provide feedback on each idea.
- After all groups have presented, facilitate a discussion on the common themes and patterns that emerged from the brainstorming session.
- Guide the class to consider factors such as market demand, competition, resources, and personal interests when evaluating and selecting a product.
- Conclude by reminding the class that the product selection process is an ongoing and dynamic one that requires creativity, flexibility, and strategic thinking.

Unit 2.3 – Costing, Packaging and Branding

Unit Objectives

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

- Apply the concept of cost management to make business decisions
- Select a suitable brand name for the selected product
- State the different methods of packaging processed foods
- State the different materials used in packing processed foods

Resources to be Used

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

Do

- Use case studies to illustrate the importance of each of these aspects in the success of a business.
- Conduct group exercises where students work on pricing strategies, packaging design, and brand positioning for a given product.
- Bring in guest speakers who are experts in the field to share their experiences and insights.
- Use visual aids like charts and graphs to explain concepts related to costing, packaging, and branding.
- Encourage students to conduct research on competitors and market trends to inform their decisions about product pricing, packaging, and branding.

Say

- Costing, packaging, and branding are important aspects of marketing a product.
- Costing involves determining the cost of production and setting the selling price to ensure profitability.
- Packaging is the design and creation of the product's container, which can influence consumer perception and buying behavior.
- Branding involves creating a unique identity for the product that sets it apart from competitors and creates consumer loyalty.

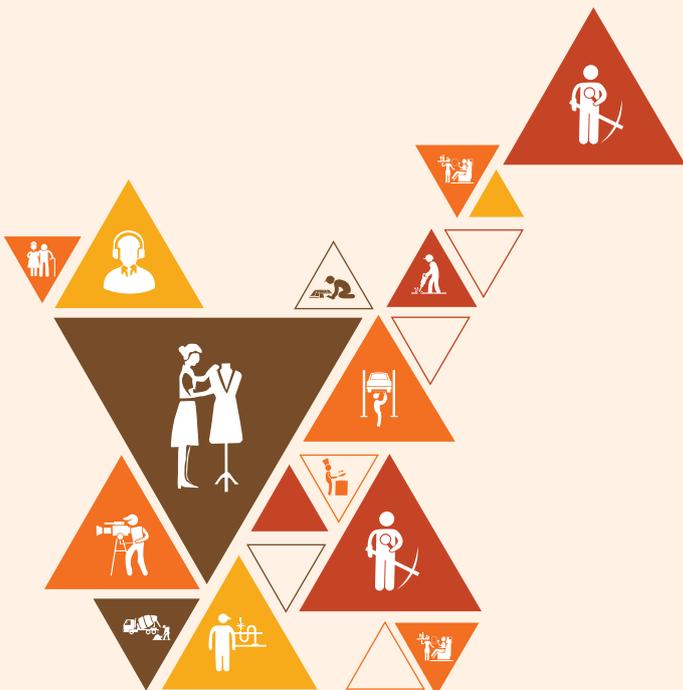
Ask

- How can proper costing help in determining the profitability of a product?
- What factors should be considered while designing the packaging for a product?



3. Prepare for Start-up of Food Processing Unit

- Unit 3.1 – Site Selection for Food Processing
- Unit 3.2 – Banking and Managing Finance
- Unit 3.3 – Entrepreneur's Memorandum



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Key Learning Outcomes



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

- State the factors for selecting the site for food processing unit
- State the design and construction requirements for food processing unit
- State the various ways for arranging loans to start a business
- State the requirements for arranging finance for starting a business
- State the procedure for applying and arranging finance
- State the different registrations and licenses requirements for food processing units
- State the procedure to apply and obtain licenses
- State the procedure for filing an entrepreneurs' memorandum

Unit 3.1 - Site Selection for Food Processing

Unit Objectives

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

- State the factors for selecting the site for food processing unit
- State the design and construction requirements for food processing unit

Resources to be Used

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

Do

- Explain the importance of site selection in food processing and how it can affect the success of a business.
- Discuss the factors to consider when selecting a site such as location, accessibility, infrastructure, and utilities.
- Conduct a case study analysis of successful food processing businesses and their site selection strategies.
- Conduct a group exercise where students research and present on potential site options for a hypothetical food processing business, and discuss the pros and cons of each option.

Say

- Site selection is a crucial step for establishing a successful food processing unit. It involves selecting a location that meets the specific requirements of the food processing business.
- Factors such as proximity to raw material sources, transportation facilities, availability of utilities, and environmental regulations need to be considered. The site must also be suitable for the construction and operation of the food processing plant.

Ask

- What are the important factors to consider when selecting a site for food processing?
- How can the location of a food processing facility impact the success of the business?
- What are the zoning requirements for food processing facilities in the local area?
- How can a food processing entrepreneur evaluate the suitability of a potential site for their business?
- What are some potential challenges that may arise during the site selection process?

Notes for Facilitation



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

Explain



- Site Selection for Food Processing Plant

Activity



Brief

- Site Selection Analysis for Food Processing.
- To help students understand the process of site selection for a food processing unit and develop critical thinking and decision-making skills.
- Materials - A list of potential sites for a food processing unit
- Site selection criteria (e.g. proximity to raw materials, transportation facilities, availability of utilities, environmental regulations, etc.), Pen and paper

Activity Description

- Divide the students into groups and provide each group with a list of potential sites for a food processing unit.
- Ask the students to identify and list the site selection criteria that are important for a food processing unit.
- Instruct the students to score each site against each of the criteria using a scale of 1 to 5 (1 being the worst score and 5 being the best score).
- After scoring each site, ask the students to rank the sites in order of preference based on the total scores.
- Finally, have each group present their findings to the class and explain their decision-making process.

Debrief

- Summarize the activity by asking the class questions like
 - What did we do in this activity
 - What did we learn from this activity

Unit 3.2 - Finance Management

Unit Objectives

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

- State the various ways for arranging loans to start a business
- State the requirements for arranging finance for starting a business
- State the procedure for applying and arranging finance

Resources to be Used

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

Do

- Explain the basics of financial statements, such as balance sheets, income statements, and cash flow statements.
- Discuss the importance of budgeting and forecasting in managing finances.
- Teach how to calculate key financial ratios and use them to analyze the financial health of a business.
- Explain the concept of working capital and how to manage it effectively.

Say

- Finance management is the process of managing financial resources to achieve the goals of an organization.
- It involves tasks such as budgeting, forecasting, financial analysis, and risk management.
- Effective finance management can help a business to make informed decisions, reduce financial risks, and improve overall financial performance.

Ask

- What are the key financial statements that a business owner needs to be familiar with?
- How can a business owner use financial ratios to assess the financial health of their business?
- What are the advantages and disadvantages of using debt financing versus equity financing?
- How can a business owner create a budget and use it to monitor their financial performance?
- What are some common financial mistakes that new entrepreneurs make, and how can they be avoided?

Explain

- Financial Institutions for Loans to Fund a Business
- Requirements for Arranging Finance
- Procedures After Approval of Loan
- Types of Loans

Elaborate

- Explain Ways to Arrange Finance in more detail with help of (Fig 3.2.1: Ways of finance arrangement), given in participant book .

Activity**Brief**

- "Start-Up Investment Challenge".
- To help students understand the importance of financial management in a start-up and learn how to make sound financial decisions.
- Materials-A list of start-up expenses (e.g. equipment, supplies, legal fees, marketing costs, etc.), Budgeting worksheets or templates, Access to online resources for researching start-up costs and funding options

Activity Description

- Divide the students into groups and assign each group a start-up concept (e.g. food truck, clothing boutique, tech start-up, etc.).
- Provide the list of start-up expenses and have each group research the costs associated with their assigned concept.
- Using budgeting worksheets or templates, have each group create a detailed budget for their start-up, including start-up costs, ongoing expenses, and projected revenue.
- Once the budgets are complete, have each group present their start-up concept and budget to the class.
- After all groups have presented, challenge the class to come up with creative ways to reduce start-up costs and maximize revenue.
- Finally, have each group research and present different funding options for start-ups (e.g. loans, grants, crowd funding, etc.) and discuss the advantages and disadvantages of each.

Debrief

- By completing this activity, students will gain a better understanding of the financial challenges associated with starting a business, as well as the importance of financial planning and management.
- They will also learn how to research and evaluate start-up costs and funding options, and develop critical thinking and problem-solving skills.

Unit 3.3 - Entrepreneur's Memorandum

Unit Objectives

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

- State the different registrations and licenses requirements for food processing units
- State the procedure to apply and obtain licenses
- State the procedure for filing an entrepreneurs' memorandum

Resources to be Used

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

Do

- Explain the purpose of an Entrepreneur's Memorandum and its importance in the business world.
- Provide examples of the different components that are typically included in an Entrepreneur's Memorandum, such as the company description, financial projections, market analysis, and management team.
- Discuss the key factors that entrepreneurs should consider when developing an effective Entrepreneur's Memorandum, such as the target audience, the level of detail needed, and the format of the document.
- Encourage students to work on their own Entrepreneur's Memorandum as a class project, giving them the opportunity to apply what they have learned and receive feedback from their peers.

Say

- An Entrepreneur's Memorandum (EM) is a document that outlines the objectives, business model, and investment requirements of an entrepreneur or a startup.
- It is a concise and detailed business plan that provides information about the entrepreneur's proposed project, including the resources required, the timeline, and the expected return on investment.
- It is often used as a tool to attract potential investors and to secure funding for the startup.

Ask

- What is an Entrepreneur's Memorandum and why is it important for entrepreneurs?
- What are the key components of an Entrepreneur's Memorandum?
- How does an Entrepreneur's Memorandum differ from a Business Plan?



4. Start Food Processing Unit

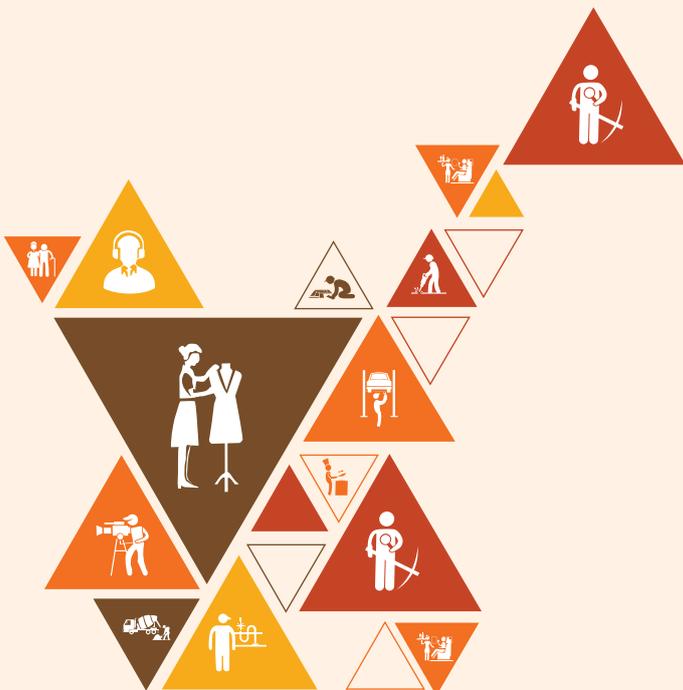
Unit 4.1 – Food Processing Unit Designing and Construction

Unit 4.2 – Food Processing Unit Setup

Unit 4.3 – Food Production and Testing

Unit 4.4 – Marketing and Sale of Food Product

Unit 4.5 – Cleaning and Sanitisation of Food Processing Unit



Key Learning Outcomes



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

- State the factors for making the design for food processing unit
- State the design and construction requirements for food processing unit
- Discuss the process for manpower recruitment
- State the need of manpower training
- List various products and machineries required for food product development
- State the different registrations and licences requirements for food processing units
- State the procedure to apply and obtain licences
- State the different methods of packaging processed foods
- State the laws and regulations related to product packaging and labelling
- Discuss process of verifying raw material before production
- Discuss need of conducting trial production of product
- Show how to conduct nutritional analysis of product in lab
- Discuss procedure of food product production
- Discuss the procedure of marketing through marketing agency
- Discuss the process and need of distribution channel
- Discuss ways for managing logistics for food distribution
- State the cleaning processes used to clean the work area and process machineries;
- Explain the process of sterilisation;
- List the different sanitisers used

Unit 4.1 - Food Processing Unit Designing and Construction

Unit Objectives

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

- State the factors for making the design for food processing unit
- State the design and construction requirements for food processing unit

Resources to be Used

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

Do

- Show your students examples of food processing units that have been designed and constructed, and discuss the features that make them effective.
- Use case studies of successful food processing units to illustrate the key factors that influence the design and construction process.
- Discuss the regulations and standards that must be followed in the design and construction of food processing units.
- Use visual aids such as diagrams and videos to help illustrate key concepts and processes involved in food processing unit design and construction

Say

- Food processing unit designing and construction involves the development of a facility that meets specific operational needs while also ensuring food safety, quality, and efficiency.
- This includes considerations such as layout design, equipment selection and installation, and compliance with local regulations.
- The design and construction of a food processing unit can significantly impact the success of a food processing business.

Ask

- What are the essential components of a food processing unit?
- What are the design considerations for a food processing unit?
- What are the safety requirements for food processing unit construction?
- What are the factors to consider when selecting the location for a food processing unit?
- What are the different types of food processing unit layouts?

Notes for Facilitation



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

Explain



- Food Processing Plant Design
- Food Processing Plant Layout
- Construction Requirements

Elaborate



- Explain food Processing Plant Design with help of (Fig 4.1.1: Sample plant design), as given in participant book.
- Explain food Processing Plant layout with help of (Fig 4.1.2: Sample plant layout), as given in participant book.
- Explain types of flow patterns employed in designing the layout with help of (Fig 4.1.3: Types of flow patterns), as given in participant book .

Activity



Brief

- Designing a Food Processing Unit
- To understand the process of designing a food processing unit and the considerations that go into it.
- Materials Required - Paper, pen/pencil, rulers, sketching tools

Activity Description

- Divide the class into groups of 4-5 students.
- Assign each group a type of food product, such as a snack, a sauce, or a frozen food item.
- Have the groups research the production process of their assigned food product.
- Each group should then sketch out a rough design of a food processing unit that can produce their product.
- Encourage the groups to think about the layout of the unit, the machinery required, the materials needed, and any safety considerations.
- Once the rough designs are complete, each group should present their design to the class and explain their thought process.
- After all the presentations are complete, have a class discussion about the commonalities and differences between the designs, as well as the challenges and opportunities that arise during food processing unit design.
- As a follow-up activity, the groups can refine their designs based on the feedback from the class discussion and present their final designs in a future class session.

Debrief

- This activity allows students to apply the concepts of food processing unit design in a hands-on manner, which helps them understand the real-world considerations and complexities of food processing.
- It also promotes collaboration and communication skills as students work together in groups to design and present their ideas.

Unit 4.2 - Food Processing Unit Setup

Unit Objectives

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

- Discuss the process for manpower recruitment
- State the need of manpower training
- List various products and machineries required for food product development
- State the different registrations and licences requirements for food processing units
- State the procedure to apply and obtain licences
- State the different methods of packaging processed foods
- State the laws and regulations related to product packaging and labelling

Resources to be Used

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

Do

- Discuss the importance of proper setup and layout in food processing units.
- Review the basic equipment and machinery needed for a food processing unit.
- Analyze case studies of successful food processing units and their setup.
- Conduct a hands-on activity where students design and plan a food processing unit layout.
- Invite industry experts to speak about their experience in food processing unit setup and share their best practices.

Say

- Setting up a food processing unit involves several stages such as site selection, layout designing, equipment selection, installation, and testing. It also involves obtaining necessary licenses, certifications, and permits.
- The success of a food processing unit depends on efficient planning, proper infrastructure, and compliance with food safety regulations.

Ask

- What are the basic requirements for setting up a food processing unit?
- How can you determine the appropriate location for a food processing unit?

- What are some key factors to consider when selecting equipment for a food processing unit?
- How can you ensure food safety and sanitation in a processing unit?
- What are some common challenges faced when setting up a food processing unit, and how can they be overcome?

Notes for Facilitation



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

Explain



- Manpower Recruitment and Training
- Fruit and Vegetable Processing
- Production of Products: Process and Machineries
- Food Grain Milling Sub Sector
- Baking Industry and Bakery Products
- Meat and Poultry Industry
- Labelling and Packaging of Food Product

Elaborate



- Explain recruitment with help of (Fig 4.2.1: Types of recruitment and Fig 4.2.2: Steps of recruitment process), as given in participant book.
- Explain the overview of the food grain milling process with help of (Fig 4.2.5: Food grain milling process), as given in participant book.
- Explain different methods of fish and sea food processing with help of (Fig 4.2.8: Fish and sea food processing), as given in participant book.
- Explain entire process of baking with the help of (Fig 4.2.9: Process of baking), as given in participant book.
- Explain Food Safety and Standards Act, 2006 with help of (Fig 4.2.11: Types of FSSAI licences), as given in participant book.
- Explain why does the company need to provide information on the label and what information with help of (Fig 4.2.13: Information on food packaging), as given in participant book.
- Explain different type of packing requirement for different types of products with help of (Table 4.2.5: Suggestions of packaging based on food product), as given in participant book.

Activity



Brief

- Design Your Own Food Processing Unit
- To understand the key components and considerations for setting up a food processing unit and to develop a comprehensive plan for a food processing unit.
- Materials-Pen/pencil, paper, internet access

Activity Description

- Begin by researching the various types of food processing units and their components. Some key components to consider are the processing area, storage area, packaging area, office area, and utilities like water, electricity, and gas.
- Once you have a basic understanding of the components involved, think about the type of food product you would like to produce in your processing unit. Consider the raw materials needed, processing requirements, packaging requirements, and any specific regulations that may apply to your product.
- Next, sketch out a basic floor plan for your food processing unit. Start by deciding on the size and shape of the unit, as well as the placement of the various components. Make sure to include any necessary features like loading docks, refrigeration units, and waste disposal systems.
- Once you have a basic floor plan in place, start thinking about the details. Consider factors like the flow of people and materials through the unit, the types of equipment and machinery needed, and the safety and hygiene requirements for food processing.
- Create a detailed list of all the equipment and materials needed to set up your food processing unit, including costs and lead times. Think about where you can source these items and how long it will take to get them.
- Finally, put together a comprehensive plan for your food processing unit. Include your floor plan, equipment and materials list, and any necessary permits and regulations. Consider factors like financing, staffing, and marketing as well.
- Present your food processing unit plan to the class, highlighting key features and considerations.

Debrief

- This activity will give students a comprehensive understanding of the process involved in setting up a food processing unit and allow them to apply their knowledge in a practical way by creating their own plan

Unit 4.3 - Food Production and Testing

Unit Objectives

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

- Discuss process of verifying raw material before production
- Discuss need of conducting trial production of product
- Show how to conduct nutritional analysis of product in lab
- Discuss procedure of food product production

Resources to be Used

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

Do

- Demonstrate how to properly prepare and handle food products, and discuss the importance of food safety and hygiene.
- Show videos or photos of different types of food processing techniques, such as canning, freezing, and dehydration, and discuss the benefits and drawbacks of each.
- Conduct a taste test with students to help them understand how different processing methods can affect the taste and texture of food products.
- Discuss different food additives and their roles in food production, as well as any potential health risks associated with their use.

Say

- Food production and testing is the process of creating and analyzing food products for quality and safety.
- It involves the use of scientific methods to ensure that food is produced in a safe and healthy manner.
- This process also helps to ensure that the nutritional content of food products is accurate and consistent.

Ask

- What are the different stages involved in food production?
- Why is it important to test food products?

- What are some common methods used to test food products?
- What are some safety measures that need to be taken during food production and testing?
- How can you ensure the quality and consistency of your food products?

Notes for Facilitation



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

Explain



- Verification of Raw Material
- Trial Production of Food Product
- Food Nutrition Analysis – Laboratory Testing
- Food Product Production
- Food Product Inspection

Unit 4.4 - Marketing and Sale of Food Product

Unit Objectives

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

- Discuss the procedure of marketing through marketing agency
- Discuss the process and need of distribution channel
- Discuss ways for managing logistics for food distribution

Resources to be Used

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

Do

- Use case studies to illustrate successful food product marketing strategies and techniques.
- Conduct role-playing exercises to simulate various aspects of food product marketing, such as negotiating with suppliers, interacting with customers, and promoting products through advertising and social media.
- Assign students to develop marketing plans for hypothetical food products, including conducting market research, identifying target markets, setting prices, and designing promotional campaigns.
- Invite guest speakers from the food industry to share their experiences and insights on marketing and sales.
- Use interactive multimedia tools, such as videos and online quizzes, to engage students and reinforce key concepts.

Say

- Marketing and sale of food products are crucial for any food processing business to succeed.
- Effective marketing strategies include market research, product promotion, and distribution channels.
- Creating a strong brand and packaging design, pricing strategies, and developing customer relationships are essential for sales. It is also important to comply with food safety regulations and meet customer demands for quality products.

Ask

- What are the various marketing channels available for food products? Which channels are most effective for different types of products and target markets?
- How can businesses use social media to promote their food products? What are some best practices for using social media in food marketing?
- What are some examples of successful food product launches? What strategies did these businesses use to successfully market and sell their products?

Notes for Facilitation

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

Explain

- Marketing of Food Product
- Distribution of Food Product
- Managing Logistics of Food Distribution

Elaborate

- Explain distribution with help of (Fig 4.4.1: Methods of distribution), of the participant book .
- Explain different channel of distribution with help of (Fig 4.4.2: Stages of distribution channel), of the participant book .
- Explain more about distribution channel with help of (Fig 4.4.3: Best practices of food distribution), of the participant book .

Activity

Brief

- Create a Product Marketing Plan
- To develop a product marketing plan for a food product.
- Materials -Paper, pen/pencil, markers/colored pencils

Activity Description

- Divide the students into small groups.
- Ask them to choose a food product that they want to sell.
- Have them identify the target market for their product. Ask them to research and write down the characteristics of their target audience, including age, gender, income level, location, interests, and needs.
- Have the students brainstorm a list of unique selling points for their product. Ask them to think about what makes their product stand out from similar products on the market.
- Next, have the students create a marketing message that will appeal to their target market. Ask

them to write a tagline or slogan for their product.

- Have the students create a promotional plan for their product. Ask them to identify the channels they will use to promote their product, such as social media, advertising, events, or sponsorships. They should also consider the budget and timeline for their promotional plan.
- Finally, have each group present their product marketing plan to the class. Encourage other students to provide feedback and suggestions.

Debrief

- This activity will help students understand the key elements of marketing and sales for a food product and how to create a plan to effectively reach their target market.

Unit 4.5 - Cleaning and Sanitisation of Food Processing Unit

Unit Objectives

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

- State the cleaning processes used to clean the work area and process machineries;
- Explain the process of sterilisation;
- List the different sanitisers used

Resources to be Used

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

Do

- Demonstrate how to properly clean and sanitize different surfaces and equipment commonly used in baking, such as work tables, mixers, ovens, and baking sheets. Have the students practice cleaning and sanitizing the equipment themselves.
- Discuss the importance of using the correct cleaning and sanitizing chemicals, and how to properly dilute and apply them.
- Provide safety guidelines and personal protective equipment (PPE) requirements when handling chemicals.

Say

- Cleaning processes are essential for maintaining hygiene and preventing the spread of disease. There are various types of cleaning processes, including mechanical, chemical, and thermal methods.
- Mechanical cleaning involves physically scrubbing or wiping surfaces to remove dirt and debris, while chemical cleaning involves using cleaning agents to dissolve or disperse contaminants.
- Thermal cleaning uses heat to remove dirt or sterilize surfaces. Effective cleaning processes must consider the type of surface being cleaned, the level of contamination, and the desired level of cleanliness.
- Proper cleaning procedures also require adequate training, equipment, and safety measures to ensure the health and safety of the cleaning staff and building occupants.

Ask

- What is the importance of sanitizing the work area in the food processing industry?
- What are the common types of sanitizers used in the food processing industry?
- How do you properly clean and sanitize food processing equipment and utensils?
- What are the steps involved in cleaning and sanitizing a work area?
- What are some common sanitation issues in the baking industry and how can they be prevented?

Notes for Facilitation

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

Explain

- Cleaning and Sanitisation
- Storage of Sanitisers and Disinfectants
- Cleaning Processes

Elaborate

- Elucidate the cleaning area with the help of (Table 4.5.1: Division of work area for cleaning), given in the Participant Handbook.
- Illustrate types of cleaners and sanitising agents to clean the food contact and non-food contact surfaces with the help of (Table 4.5.2: Types of cleaning agents and it's use), given in the Participant Handbook.
- Explain Sterilising-In-Place in detail with help of (Fig 4.5.1: SIP process), given in the Participant Handbook.
- Explain Air-pressure cleaning method with help of (Fig 4.5.2: Air pressure cleaning process), given in the Participant Handbook.

Activity

Brief

- Each group must develop food and non-food contact surfaces in a food processing unit.

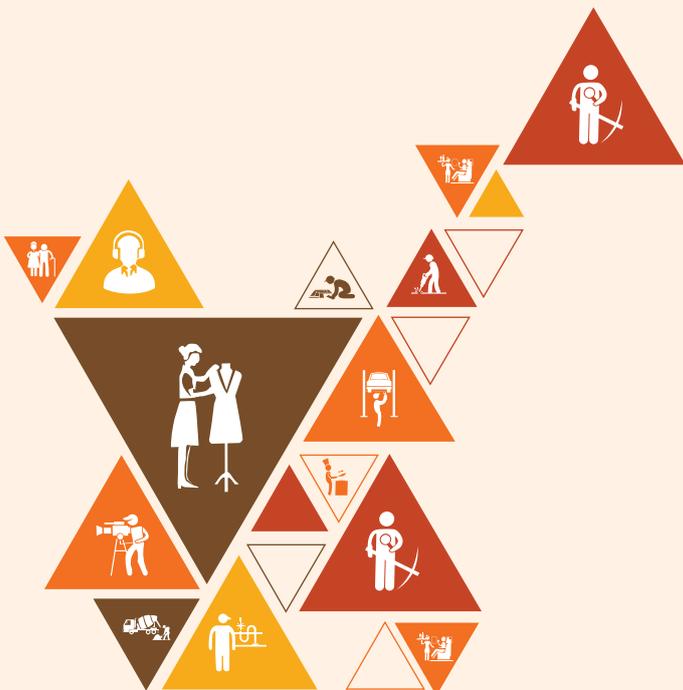
Activity Description

- Divide the class into two groups or more, depending on the total number of participants.
- One of the groups has to come up with the food -contact surfaces in the work area. (You could give a hint like utensils)
- The other group has to come up with non-food contact surfaces in the work area. (You could give a hint like walls)
- Give them enough time to come up with a list.
- Ask the groups to choose one representative to present the list to the board.



5. Complete Documentation and Record keeping

Unit 5.1 - Documentation and Record Keeping



FIC/N9009

Key Learning Outcomes



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

- State the need for documenting and maintaining records of raw materials, process, and finished products
- State the method of documenting and recording the details of raw material to final finished product

Unit 5.1 - Documentation and Record Keeping

Unit Objectives

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

- State the factors for making the design for food processing unit
- State the design and construction requirements for food processing unit

Resources to be Used

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

Do

- Provide students with copies of various documents and records and ask them to review them for accuracy, completeness, and compliance with regulations. This will help them develop an eye for detail and understand the importance of maintaining accurate records.
- Hide various documents and records around the classroom or lab and ask students to find and identify them. This can help them learn where different documents are typically stored and how to locate them quickly.
- Provide students with case studies that describe real-life situations where poor documentation and record-keeping led to product quality issues or regulatory violations. Ask them to work in groups to analyze the case studies and develop recommendations for how the situation could have been avoided or remedied through better documentation and record-keeping practices.

Say

- Documentation and record keeping are crucial practises in many industries, including healthcare, law, and finance.
- The process of recording relevant information, events, and transactions in a methodical and organised manner is referred to as documentation. It can take several forms, including written, digital, acoustic, and visual.
- Record keeping, on the other hand, refers to the retention and upkeep of these documents over time to ensure they are correct, up to date, and accessible.
- These practises aim to assure accountability, accuracy, and transparency, as well as to aid decision-making and communication between parties. Furthermore, they are frequently required by law and regulations and can assist in mitigating any legal and financial risks.

Ask

- Why is it important to keep accurate records during production?
- What are some examples of documentation that are required during biscuit production?
- How do you ensure that all necessary information is included in production records?
- How do you organize and store production records to ensure they are easily accessible and retrievable?
- What steps can be taken to ensure that production records are kept confidential and secure?

Notes for Facilitation

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

Explain

- Need for Documentation
- How to Keep Records
- Ways to Maintain Records and Documentation

Activity

Brief

- Role play on different members of a food processing team .

Activity Description

- Divide students into small groups and assign them roles as different members of a food processing team, such as a production manager, quality control manager, and document controller.
- Ask them to work together to create a set of documents and records that they would need to maintain in order to ensure product quality and compliance with regulations.

Debrief

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

Key Learning Outcomes



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

- State the personal hygiene and sanitation guidelines;
- State the food safety hygiene standards to follow in a work environment;
- Follow the fire safety practices in the work area.
- State the importance of safety, hygiene, and sanitation in the food processing industry;
- Follow the industry standards to maintain a safe and hygienic workplace;
- State the storage requirements for raw materials and finished products;
- Determine the quality of food and intake measures to prevent spoilage;
- Follow stock rotation based on FIFO/FEFO;
- Follow HACCP principles to eliminate food safety hazards in the process and products;
- State the types of food microbes;
- State the causes for food spoilage;
- State the process for food spoilage;
- State the criteria to check food spoilage;
- State the need for food preservation;
- State the different types of food preservation processes.

Unit 6.1 - Sanitation and Hygiene

Unit Objectives

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

- Personal hygiene and hygiene guidelines
- State the food safety hygiene standards to follow in the work environment

Resources to be Used

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

Do

- Begin the class by recalling the activity of noting down batch numbers during every practice session.
- Ask the class what could have been the reason why such an activity was conducted
- Discuss the importance of safety, hygiene and sanitation in the baking industry.
- Discuss hazards and contamination and methods to prevent them

Say

- Personal Hygiene is the key feature to maintaining cleanliness in the baking industry; there are certain key points which should be taken care of while handling the cleanliness activities
- One should use PPEs during work hours or while carrying out any related activities
- One should keep the nails trimmed
- One should have the proper hairdo and must put on the hair net at all times
- One should wash hands and feet at the pre-designated places
- One should wash hands with soap and water before entering the production facility

Ask

- What are the different ways to maintain Personal Hygiene?
- What is the full form of PPE?

Notes for Facilitation

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

Explain



- What is Personal Sanitation ?

Elaborate



- Elucidate Personal Hygiene with the help of (figure 6.1.1), given in the participant handbook
- Explain Personal Hygiene with the help of (figure 6.1.2 washing hands with soap and water), given in the participant handbook (Teacher can show the correct way to wash hands to students either personally or with help of a video)
- Clarify Personal Hygiene with the help of (figure 6.1.3 how not to smoke, spit and cough and), given in the participant handbook

Unit 6.2 - Safety Practices

Unit Objectives

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

- Follow the fire safety practices in the work area.

Resources to be Used

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

Do

- Arrange for a safety professional to give a guest talk.
- Invite a member of the fire safety department to the training area to show students how to follow safety procedures in the workplace.
- Request volunteers for the demonstration from the audience.

Say

There are certain ways in which emergencies and fire emergencies can be prevented. Say:

1. Precaution
2. Do not enter
3. Electric Danger
4. Wear eye protection
5. Save your head
6. Be safe with electricity voltage
7. Assembly Center

There are certain ways to prevent emergency measures:

1. Do not panic
2. Call the person with the proper knowledge
3. Keep fire bucket in hand
4. Use fire extinguisher

Ask

- What are the different signs for the prevention of emergencies or fire emergencies?
- Which one is better: 1. Fire extinguisher 2. Fire bucket?
- How many of you know the fire brigade number?

Notes for Facilitation



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

Explain



- Explain different types of Symbols used in food processing industry?

Elaborate



- Elucidate the Sign with the help of (figure 6.2.1), given in the participant handbook
- Explain the Emergency Measures with the help of (figure 6.2.2 Fire Safety Sign), given in the participant handbook
- Explain the Emergency Measures with the help of (figure 6.2.3 Fire Extinguisher), given in the participant handbook
- Explain the Emergency Measures with the help of (figure 6.2.4 Use of Fire Bucket), given in the participant handbook

Activity



Brief

- A role-playing exercise where students act out various scenarios involving potential safety hazards. This could involve creating hypothetical situations related to fire safety, electrical safety, or workplace safety, for example

Activity Description

- Group the students into a group of four or five.
- The students could then take turns assuming different roles and practicing how to respond appropriately in the event of an emergency or potential danger
- Role-play a situation depicting the safety practices to be followed at the workplace.

Debrief

- This type of activity can be an effective way to help students better understand and internalize important safety practices, as well as to build teamwork and communication skills.

Unit 6.3 - Good Manufacturing Practices (GMP)

Unit Objectives

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

- State the importance of safety, hygiene, and sanitation in the baking industry
- Follow the industry standards to maintain a safe and hygienic workplace

Resources to be Used

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

Do

- Recall the discussion on cleanliness and hygiene to start the class.
- Educate the class on ideas like FSSAI and GMP.
- Indicate the areas of emphasis when talking about GMP.
- Hold a group exercise where students can suggest appropriate production techniques.
- Discuss the GMP and GHP practices to be followed in the organization

Say

- Good Manufacturing Practice focuses on four sectors:
 1. Personal hygiene
 2. Process Validation
 3. Equipment Maintenance
 4. Workplace Maintenance
- Various sectors are focused through GMP. Those sectors are:
 1. Personal hygiene:-
 - Personal hygiene
 - Sanitation hygiene
 2. Work area cleanliness:-
 - Designated storage area
 - Work area cleanliness
 3. Equipment maintenance
 - Equipment maintenance
 4. Monthly Schedule
 - Process Validation
 - Process Verification
 - Quality Inspection

Ask

- What is the full form of GMP?
- What are the four basic sectors, and explain them with its GMP

Explain

- Good Manufacturing Practice (GMP)

Elaborate

- Elucidate the Good Manufacturing Practice with the help of (figure 6.3.1 Personal Hygiene), given in the participant handbook. (Teachers could use internet and projector to explain more about the topic)
- Explain the Good Manufacturing Practice with the help of (figure 6.3.2 Sanitation Facilities), given in the participant handbook.
- Explain the Good Manufacturing Practice with the help of (figure 6.3.3 Designated Storage Area), given in the participant handbook
- Explain the Good Manufacturing Practice with the help of (figure 6.3.4 Equipment Maintenance), given in the participant handbook (Students can be taken to laboratory for seeing how are machines cleaned and maintained)
- Explain the Good Manufacturing Practice with the help of (figure 6.3.5 Monthly Schedule), given in the participant handbook
- Explain the Good Manufacturing Practice with the help of (figure 6.3.6 Process Verification), given in the participant handbook
- Describe the Good Manufacturing Practice with the help of (figure 6.3.7 Quality Inspection), given in the participant handbook ((Teachers could use internet and projector to explain more about the topic)

Activity

Brief

- Conduct a case study analysis of a real-life situation where GMP principles were violated and caused a safety or quality issue.

Activity Description

- The class can be divided into groups
- Each group can be given a scenario where they must identify the GMP violations, and suggest ways to correct them.

Debrief

- This activity encourages students to think critically and apply their knowledge of GMP principles to solve problems.

Unit 6.4 - Food Safety Practices

Unit Objectives

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

- State the storage requirements for raw materials and finished products;
- Determine the quality of food and intake measures to prevent spoilage;
- Follow stock rotation based on FIFO/FEFO.

Resources to be Used

- Training kit (Trainer guide, Presentations),
- Whiteboard,
- Marker,
- MS PowerPoints
- Projector,
- Laptop,
- PPEs
- Presentation
- Participant Handbook

Do

- Initiate discussion on the food safety in the class , let all student speak their mind
- Write important points said in discussion on board
- See to it that discussion stay at the topic

Say

- Food safety refers to the policies and procedures in place to assure the quality and safety of food items from farm to fork. It includes a variety of activities such as food harvesting, processing, packaging, transportation, storage, and preparation to reduce the danger of contamination and spoiling, which can result in foodborne illnesses.
- Food safety is critical for preserving public health, maintaining customer confidence, and ensuring the safety and quality of the food supply. To design and implement food safety norms and guidelines, various regulatory agencies and standards exist. The Food and Drug Administration (FDA), the World Health Organization (WHO), and the International Food Safety Authorities Network (INFOSAN) are among these organizations.

Ask

- What is food allergens?
- How cooked food is stored in their homes?
- State the importance of food safety?

Notes for Facilitation



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

Explain



- Spoilage
- Selecting, Handling and Preparing Sea Food Safely
- Specific Guidelines for Using Sea Food
- Stock Rotation System

Activity



Brief

- Each group must develop a list of reason why it is important to have proper storage in food safety

Activity Description

- Divide the class into two groups or more, depending on the total number of participants.
- One of the groups has to come up with develop a list of role proper storage in food safety
- Ask the groups to choose one representative to present the list to the board and explain it to whole class..

Debrief

- Summarize the activity by asking the class questions like
 - What did we do in this activity
 - What did we learn from this activity

Unit 6.5 - Hazard Analysis and Critical Control Point (HACCP)

Unit Objectives

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

- Follow HACCP principles to eliminate food safety hazards in the process and products

Resources to be Used

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

Do

- Recall the GMP talk to start the class.
- Give an example to illustrate the idea of HACCP and its guiding principles.
- Hold a group exercise where students identify crucial control points in a production line.
- Discuss the relevant HACCP principles to be followed in the baking industry.
- Discuss the GMP and GHP practices to be followed in the organization
- Discuss FIFO/FEFO and methods to prevent contamination and cross-contamination of products

Say

- HACCP is a management system in which food safety is addressed through the analysis and control of biological, chemical, and physical hazards from raw material production, procurement and handling to manufacturing, distribution and consumption of the finished product.
- HACCP is based on seven principles:-
 - Handle Hazard
 - Critical Control Point
 - Critical Limit Point
 - Inspection Point
 - Verification
 - Verification Procedure
 - Record Maintenance

Ask

- What is the full form of HACCP?
- Is it a National or International Union?

Notes for Facilitation



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

Explain



- What is HACCP

Activity



Brief

- Conduct a mock HACCP plan development exercise.

Activity Description

- Group the students into a group of four.
- Demonstrate the steps to implement HACCP practices for ensuring food safety.
- Role plays a situation depicting the safety practices to be followed at the workplace.

Debrief

- This activity can help students understand the importance of hazard analysis in developing HACCP plan and how to apply it in practice.

Unit 6.6 - Introduction to Food Microbiology, Food Spoilage and Food Preservation

Unit Objectives

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

- State the types of food microbes
- State the causes for food spoilage
- State the process for food spoilage
- State the criteria to check food spoilage
- State the need for food preservation
- State the different types of food preservation processes of expiry, etc.

Resources to be Used

- Whiteboard/Chart papers
- Marker
- Projector
- Laptop

Do

- Start the class by asking about what they have done in the previous module.
- Explain what is food microbiology and various food contaminants
- Explain the criteria to check food spoilage, need for food preservation and different types of food preservation processes

Say

- Following are the types of food contaminants: -
 - Microbial: Bacteria, moulds, yeasts, viruses, etc.
 - Biological: Hair, excreta, bone splinters, etc.
 - Chemical: Pesticide residues, detergents, etc.
 - Physical: Bolts from machinery, stones, glass, etc.

Ask

- State the Process of Food Spoilage
- What are the Parameters to Check Food Spoilage
- What are the Common Methods of Food Preservation

Notes for Facilitation



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

Explain



- What is Food Microbiology?
- Types of Food Contaminants
- Classification of Food Based on Spoilage
- Common Methods of Food Preservation

Elaborate



- Elucidate the types of microbial contaminants in foods (Fig. 6.6.1. Microbial Contaminants Fig.), given in the Participant Handbook.
- Describe the types of Biological Contaminants (Fig. 6.6.3. Biological Contaminants), given in the Participant Handbook.
- Elucidate the Chemical Contaminants (Fig. 6.6.5. Chemical Contaminants), given in the Participant Handbook.
- Elucidate the Physical Contaminants (Fig. 6.6.7. Physical Contaminants), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of Standard procedure to load labels in labelling machine

Activity Description

- Group the students into a group of four.
- List of Standard procedure to load labels in labelling machine
- Discuss them in detail
-

Debrief

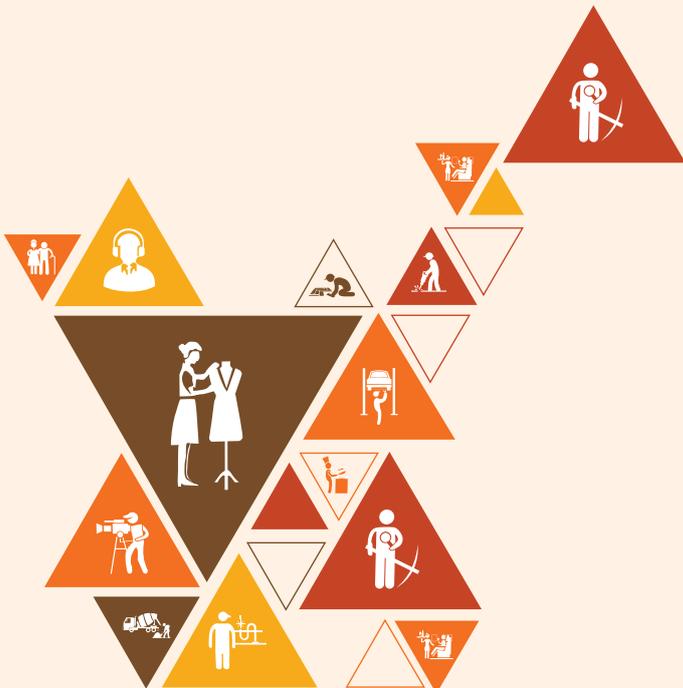
- To summarise the event, pose questions to the class like, "What did we do in this activity"?
- What lesson did this exercise give us?



7. Employability Skills



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



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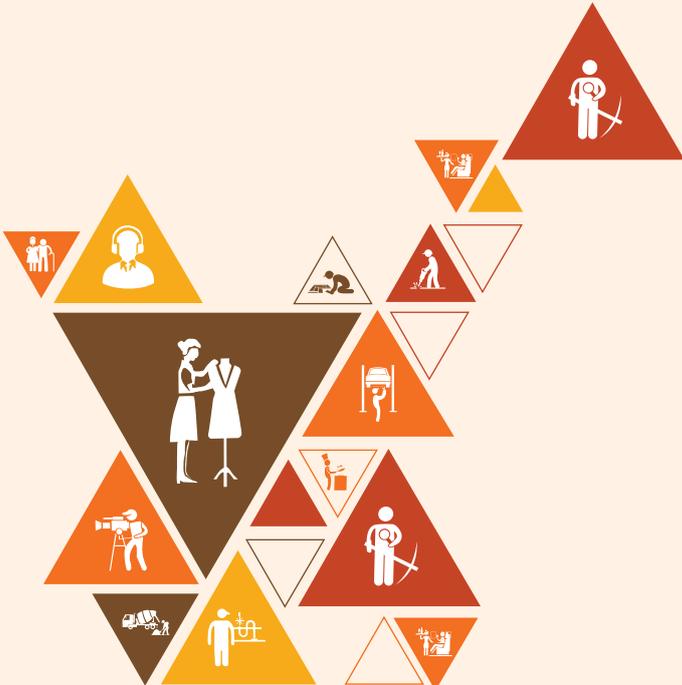


8. Annexures

Annexure - i (Training Delivery Plan)

Annexure - ii (Assessment Criteria)

Annexure - iii (QR Codes)



Annexure I

(Training Delivery Plan)

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
1	Evaluate and Develop Entrepreneurship Skills	Introduction to the Training Program	Explain the purpose of training	FIC/N9005	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Introduction to the Training Program (Contd...)	Discuss the National Occupational Standards and Qualification Pack		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Introduction to the Food Processing Industry	Define food processing		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Introduction to the Food Processing Industry (Contd...)	List the various sectors of the food processing industry		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Introduction to the Food Processing Industry (Contd...)	Describe the market trends for processed food products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Overview of the "Processed Food Entrepreneur" Role	State the roles and responsibilities of a processed food entrepreneur		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Overview of the "Processed Food Entrepreneur" Role (Contd...)	State the standard operating procedures in food processing units		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 2
		Introduction to Entrepreneurship	Describe the concept of entrepreneurship		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Introduction to Entrepreneurship (Contd...)	State the benefits of entrepreneurship		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Introduction to Entrepreneurship (Contd...)	Explore opportunities in the field of business		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Professional and Core Skills	Describe the role of communication and behaviour in a business relationship		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Professional and Core Skills (Contd...)	State the importance of professional and core skills at the workplace		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Professional and Core Skills (Contd...)	Discuss how to complete the given work within the stipulated time period		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		IT Skills	Identify the basic parts of a computer		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		IT Skills (Contd...)	Identify the basic parts of a keyboard		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		IT Skills (Contd...)	Recall basic computer terminology		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		IT Skills (Contd...)	Recall the functions of basic computer keys		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		IT Skills (Contd...)	Discuss the main applications of MS Office		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Evaluate and Develop Entrepreneurship Skills	Discuss how to identify new business opportunities		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Evaluate and Develop Entrepreneurship Skills (Contd...)	Discuss how to identify business opportunities within your business		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Evaluate and Develop Entrepreneurship Skills (Contd...)	List the characteristics of entrepreneurs		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Evaluate and Develop Entrepreneurship Skills (Contd...)	Discuss how to manage an enterprise		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
		Evaluate and Develop Entrepreneurship Skills (Contd...)	Describe how to conduct market research		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 1
2	Selection of Product and Business Planning	Business Planning	Explain the purpose and importance of business plan	FIC/N9006	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Business Planning (Contd...)	Create a business plan		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Business Planning (Contd...)	Identify the various types of risks and challenges in setting up a business		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Business Planning (Contd...)	State the process of setting up a business		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Selection of Product	Describe the selection criteria of product		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Selection of Product (Contd...)	State the different methods to conduct market survey		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Selection of Product (Contd...)	Discuss the procedure of feasibility study of product		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Selection of Product (Contd...)	Discuss the procedure of testing and trial production of product		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Costing, Branding and Packaging	Apply the concept of cost management to make business decisions		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Costing, Branding and Packaging (Contd...)	Select a suitable brand name for the selected product		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Costing, Branding and Packaging (Contd...)	State the different methods of packaging processed foods		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Costing, Branding and Packaging (Contd...)	State the different materials used in packing processed foods		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
3	Prepare for Start-up of Food Processing Unit	Site Selection for Food Processing Unit	State the factors for selecting the site for food processing unit	FIC/N9007	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 6
		Site Selection for Food Processing Unit (Contd...)	State the design and construction requirements for food processing unit		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 6
		Finance Management	State the various ways for arranging loans to start a business		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 6
		Finance Management (Contd...)	State the requirements for arranging finance for starting a business		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 6
		Finance Management (Contd...)	State the procedure for applying and arranging finance		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Entrepreneur's Memorandum	State the different registrations and licenses requirements for food processing units		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Entrepreneur's Memorandum (Contd...)	State the procedure to apply and obtain licenses		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Entrepreneur's Memorandum (Contd...)	State the procedure for filing an entrepreneurs' memorandum		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 2 P : 4
		Food Processing Unit Designing and Construction	State the factors for making the design for food processing unit		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 5
		Food Processing Unit Designing and Construction (Contd...)	State the design and construction requirements for food processing unit		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 5
		Food Processing Unit Setup	Discuss the process for manpower recruitment		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 5

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
4	Start Food Processing Unit	Food Processing Unit Setup (Contd...)	State the need of manpower training	FIC/N9008	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 5
		Food Processing Unit Setup (Contd...)	List various products and machineries required for food product development		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Food Processing Unit Setup (Contd...)	State the different registrations and licences requirements for food processing units		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Food Processing Unit Setup (Contd...)	State the procedure to apply and obtain licences		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Food Processing Unit Setup (Contd...)	State the different methods of packaging processed foods		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Food Processing Unit Setup (Contd...)	State the laws and regulations related to product packaging and labelling		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Food Production and Testing	Discuss process of verifying raw material before production		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Food Production and Testing (Contd...)	Discuss need of conducting trial production of product		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Food Production and Testing (Contd...)	Show how to conduct nutritional analysis of product in lab		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Food Production and Testing (Contd...)	Discuss procedure of food product production		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 4 P : 4
		Marketing and Sale of Food Product	Discuss the procedure of marketing through marketing agency		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 4
		Marketing and Sale of Food Product (Contd...)	Discuss the process and need of distribution channel		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 4
		Marketing and Sale of Food Product (Contd...)	Discuss ways for managing logistics for food distribution		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 4
		Cleaning and Sanitisation of Food Processing Unit	State the cleaning processes used to clean the work area and process machineries;		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 4
		Cleaning and Sanitisation of Food Processing Unit (Contd...)	Explain the process of sterilisation;		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 4

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Cleaning and Sanitisation of Food Processing Unit (Contd...)	List the different sanitisers used		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 3 P : 4
5	Complete Documentation and Record keeping	Documentation and Record Keeping	State the factors for making the design for food processing unit	FIC/N9009	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 5 P : 10
		Documentation and Record Keeping (Contd...)	State the design and construction requirements for food processing unit		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 5 P : 10
6	Food Safety, Hygiene and Sanitation for Processing Food Products	Sanitation and Hygiene	State the personal hygiene and sanitation guidelines;	FIC/N9010	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Sanitation and Hygiene (Contd...)	State the food safety hygiene standards to follow in a work environment.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Safety Practices	Follow the fire safety practices in the work area		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Good Manufacturing Practices (GMP)	State the importance of safety, hygiene, and sanitation in the food processing industry		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Good Manufacturing Practices (GMP) (Contd...)	Follow the industry standards to maintain a safe and hygienic workplace		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 1 P : 2
		Food Safety Practices	State the storage requirements for raw materials and finished products		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Food Safety Practices (Contd...)	Determine the quality of food and intake measures to prevent spoilage		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Food Safety Practices (Contd...)	Follow stock rotation based on FIFO/FEFO		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Hazard Analysis and Critical Control Point (HACCP)	Follow HACCP principles to eliminate food safety hazards in the process and products.		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Introduction to Food Microbiology, Food Spoilage and Food Preservation	State the types of food microbes		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Introduction to Food Microbiology, Food Spoilage and Food Preservation (Contd...)	State the causes for food spoilage		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Introduction to Food Microbiology, Food Spoilage and Food Preservation (Contd...)	State the process for food spoilage		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Introduction to Food Microbiology, Food Spoilage and Food Preservation (Contd...)	State the criteria to check food spoilage		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Introduction to Food Microbiology, Food Spoilage and Food Preservation (Contd...)	State the need for food preservation		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
		Introduction to Food Microbiology, Food Spoilage and Food Preservation (Contd...)	State the different types of food preservation processes		Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 0.5 P : 1
7	Employability skills	Employability skills	-	DGT/VSQ/N010 2	Interactive Lecture in the Class	Participant handbook, Projector Whiteboard, Marker, and Duster	T : 24 P : 36

Annexure - II

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate before starting food processing unit</i>	19	41	-	-
PC1. self evaluate on the capability to start usiness, develop business, manage an organization, manage time, handle iffereent people (customers, vendors, government officials, bankers, onsulntants, etc),make independent and clear decisions under pressure, physical and emotional stamina work long hours	5	10	-	-
PC2. evaluate the performance of various food processing sectors and sale/market share of various category of processed foods, to decide on starting the food processing sector and food product	3	7	-	-
PC3. choose the right product based on trengths,potential, capability, market demand,profitability,personal preferences	3	7	-	-
PC4. conduct market survey to understand the market trend,market needs, opportunity, competition	3	7	-	-
PC5. review market demand based on ompetitors,customers, market requirement, current market status etc	3	7	-	-
PC6. consult with experts, experienced people and family on the ideas developed	2	3	-	-
<i>Develop Entrepreneur Skills</i>	16	24	-	-
PC7. acquire knowledge (through training or other sources like reading books) on communication skills, management skills, accounting skills, marketing skills	4	6	-	-
PC8. develop / acquire technical skills (through training or through work experience) on raw materials handling product processing, productpreservation, packaging ,quality control, roduct storage, processing machineries, relevant food laws and regulations, food safety hygiene and sanitation	4	6	-	-
PC9. develop skills on distribution, sales and marketing (through training or discussing and learning from experienced people)	4	6	-	-
PC10. learn to be realistic and objective while planning business, and discrete in sharing the ideas	2	3	-	-

PC11. acquire knowledge (through training or other sources like reading books) on communication skills, management skills, accounting skills,marketing skills	2	3	-	-
NOS Total	35	65	-	-
<i>Identification and selection of product</i>	17	33	-	-
PC1. evaluate and identify product(s) based on idea, market demand, competition, availability of raw material, process capability, export potential	2	3	-	-
PC2. evaluate the production/process capabilities for the identified product(s) based on requirements like, technology (technology transfer from institutes/import technologies), investment, processing area ,machineries, labour (skilled or unskilled), utilities (water, electricity etc), special regulations (on environment, pollution control etc)	3	7	-	-
PC3. conduct market survey on identified product(s) to understand market share, demand for product, competitors strength and weakness, competitors business growth,possible share in the market, ompetitors marketing/sale techniques	3	7	-	-
PC4. decide on the product based on the production feasibility and market demand, for starting the food processing unit	2	3	-	-
PC5. produce small quantity (trial production) of product in home kitchen or in incubation centre (if possible) to check the process feasibility	4	6	-	-
PC6. test market the product to know the market response	3	7	-	-
<i>Developing business plan</i>	18	32	-	-
PC7. select suitable brand name for the product such that it is meaningful, memorable, likeable, transferable (to category extension), protectable (legally)	3	7	-	-
PC8. design attractive, unique and eye-catching packaging to present it in an attractive manner	3	7	-	-
PC9. fix right selling price based on production cost, current sales price of similar product in the market, competitor price, quality of product produced against competitors product	3	7	-	-
PC10. plan to produce and sell quality product all time	2	3	-	-
PC11. work out clear business goal and set timeline to accomplish the goal	4	6	-	-

PC12. plan to start small processing unit with minimum investment and grow slowly with the market	3	2	-	-
NOS Total	35	65	-	-
<i>Decide unit location</i>	4	6	-	-
PC1. identify location for starting food processing unit	2	3	-	-
PC2. select location for food processing unit based on raw materials availability and availabilities of utilities like (water, electricity, communication), accessibility to main road/areas , proper environmental surroundings etc	2	3	-	-
<i>Arrange finance</i>	24	36	-	-
PC3. secure funds from family, friends and financial institutions	2	3	-	-
PC4. evaluate financial support suitable for starting food processing unit, like seed capital/marginal money, risk capital, bridge loans, short term for working capital , long and medium term loans	2	3	-	-
PC5. approach financial institutions (listed below are few indicative financial institutions and there are many others) for financial assistance to start small, medium and large scale food processing unit commercial/regional rural/co-operative banks which provide short term loans and term loans SIDBI: small industries development bank of india (refinance and direct lending) which provide long and medium term loans SFCS/SIDCS: state financial corporations / state industrial development corporations which provide long and medium term loans NABARD: national bank for agriculture and rural development - which provide long, medium and short term loans	2	3	-	-
PC6. apply for long and medium term loans to purchase land, construct factory building/shed and to purchase machineries and equipments	2	3	-	-
PC7. apply for short-term loans to meet the working capital requirements like purchase of raw materials and consumables, payment of wages and other immediate manufacturing and administrative expenses	2	3	-	-
PC8. apply for composite loan and term loan for working capital	2	3	-	-

PC9. apply for loans in the financial institutions and commercial banks by submitting formal application along with following documents (as applicable) loan application (duly filled) balance sheet and profit loss statement for last three consecutive years of firms owned by promoters income tax assessment certificates of partners/directors proof of possession of land/building architects estimate for construction cost partnership deed/memorandum and articles of associations of company project report budgetary quotations of plant and machinery	2	3	-	-
PC10. receive response (sanction or rejection) letter for loan application from financial institutions	2	3	-	-
PC11. on receiving loan sanction letter visit the financial institute and indicate in writing the acceptance of terms and conditions	2	3	-	-
PC12. obtain approved loan on phased implementation of project	2	3	-	-
PC13. on rejection of loan from government owned financial institutions and commercial banks, consider taking loans from non-government finance companies or get venture capital investment	2	3	-	-
PC14. for venture capital investment, prepare a formal business plan (take professional help, if required) with clarity on the deal explaining the need for funds, plans on spending the investment and details on returns/share to the investor, then apply/approach the investor with relevant experience and through connection and by proving as a performer	2	3	-	-
<i>Filing of entrepreneurs memorandum</i>	7	23	-	-
PC15. decide on the type of ownership like sole proprietorship /family ownership / /partnership	2	3	-	-

PC16. register the organisation i.e. file the memorandum through following steps download form (part i) of the entrepreneurs memorandum from the internet (website: http://www.dcmsme.gov.in/howtsetup/amendedformatfortheem%282009%29.pdf) or obtain the hard copies of the same from the district industries centre, file the memorandum of micro, small or medium enterprise (as the case may be with district industries centre of its area (either in person or online) to establish a micro, small or medium food processing enterprise receive acknowledgement form with the allotted em number, date of issue and category of the unit from district industries centre by post file part ii of the entrepreneurs memorandum to district industries centre on starting production (file part ii within two years of filing to avoid invalidity of part i) inform the district industries centre in writing of any change in the investment in plant and machinery or in equipment within one month of the change in investment	5	20	-	-
NOS Total	35	65	-	-
<i>Set up food processing unit</i>	8	17	-	-
PC1. design the processing unit based on the type of industry through design engineers and plan an appropriate plant layout	1.5	2.5	-	-
PC2. obtain legal licenses required for setting up food processing industry (for sectors where prior approvals are required)	1.5	2.5	-	-
PC3. get the processing unit constructed	1	2	-	-
PC4. submit necessary applications to relevant government departments (water board, electricity board, department of telecommunications, public work department etc) and obtain utilities like water, power, communication etc	1	2	-	-
PC5. select and order right machinery and equipments by prior consultation with experts, dealers / suppliers/ manufacturers and users (can take from dic, msme and nsic	1	3	-	-
PC6. recruit engineers and operators before the installation of the machinery	1	3	-	-
PC7. recruit manpower based on manpower and staffing mentioned in the project report	1	2	-	-
<i>Obtain registration and license, and evaluate food processing unit</i>	9	16	-	-

<p>PC8. obtain necessary registrations and license (as applicable) for starting food processing unit like FSSAI (food safety and standards authority of india) registration or license - registration to be done for food businesses with an annual turnover not exceeding rs 12 lakhs and/or whose, production capacity of food (other than milk and milk products and meat and meat products)does not exceed 100 kg/ltr per day or, procurement or handling and collection of milk is up to 500 litres of milk per day or, slaughtering capacity is 2 large animals or 10 small animals or 50 poultry birds per day or less - license to be obtained for food businesses with an annual turnover exceeding rs 12 lakhs agriculture produce (grading & marking) certification i.e. agmark certification BIS (bureau of indian standards) license and certification registration under the legal metrology (packaged commodities) rules for importing/ manufacturing/ packing of packaged commodities no objection certificate/consent from state pollution control board/pollution control committee industrial licenses (as applicable) boiler registration and license trademark registration and license registration for warehouse (for cold storage units) licenses/registration under the factories act registration under employees provident fund registration under employees state insurance trade license or trade certificate of enlistments sales tax registration vat registration professional tax</p>	5	10	-	-
<p>PC9. get the unit evaluated to obtain clearance, for statutory or administrative clearance from the regulatory authorities (as applicable) not violating any locational restrictions in force, at the time of evaluation value of plant and machinery is within prescribed limits unit not being owned, controlled or subsidiary of any other industrial undertaking</p>	4	6	-	-
<p><i>Produce and sell food product</i></p>	18	32	-	-
<p>PC10. set organizational standards for all materials like raw materials, ingredients, packaging materials etc complying with various regulations in force like regulatory, environmental and certain product specific clearances etc, and prepare standard operating procedures (sop) for purchase, quality control, processing/production, maintenance, storage, logistic, marketing, distribution, waste management etc</p>	1	2	-	-

PC11. provide training to the employees for handling food processing from purchase of raw material to production and storage of finished products, on standard operating procedures (sop), food hygiene and sanitation, personnel hygiene etc	1	2	-	-
PC12. plan the materials required for production (like raw materials, ingredients, packaging materials etc considering the expected market demand (plan not to order too much and lock the working capital)	1	1	-	-
PC13. procure the materials by complying with various regulations in force like regulatory, taxation, environmental and certain product specific clearances etc	1	2	-	-
PC14. ensure the conformance of purchased materials quality to organisation standards	1	1	-	-
PC15. carry out trial production and standardise formulation and process parameters	1	3	-	-
PC16. test the nutritional composition of the product from an accredited laboratory for nutritional information labelling	1	1	-	-
PC17. carry out commercial production(through trained employees) and produce finished product following the standardised formulations using processing machineries following the standardised process parameters	1	3	-	-
PC18. pack and label finished product using right packaging material and labelling information, and store as per organisation standards	1	2	-	-
PC19. clean the machineries and equipments following clean-in-place & cleanout- of-place methods and procedures using recommended cleaning agents and sanitizers as per specifications and standards of the organisation	1	2	-	-
PC20. check the quality of the product in the internal or external lab to ensure its conformance to specification and standards of the organisation	1	2	-	-
PC21. follow food hygiene and sanitation in the processing unit for all stages of processing (for handling raw material, process, storage, distribution, facility, personnel etc)	1	1	-	-
PC22. appoint distributor all over the city/district/state/country (based on marketing and sale) for distribution of products	1.5	2.5	-	-

PC23. manage logistics for distribution of products to the market	1.5	2.5	-	-
PC24. market and sell the product through marketing agency or through appointed sales team	1.5	2.5	-	-
PC25. monitor sale and decide on expansion/decreasing production quantity/halting of the enterprise	1.5	2.5	-	-
NOS Total	35	65	-	-
<i>Document and maintain records on organization</i>	10	15	-	-
PC1. document and maintain records on organisation layout like blueprint the food processing unit, interior and exterior design of the food processing unit	-	-	-	-
PC2. document and maintain records on processing machinery, movable and immovable assets of the food processing unit	-	-	-	-
PC3. document and maintain records on personal and health records, on each employees employed in the food processing unit	-	-	-	-
PC4. document and maintain records on accounts records on loans, income, expenses, profit/loss etc of the organisation	-	-	-	-
<i>Document and maintain records on raw materials and machineries</i>	6	12	-	-
PC5. document and maintain records on all raw materials, ingredients and packaging materials handled	-	-	-	-
PC6. document and maintain records on all raw materials, ingredients and packaging materials handled, like name of the supplier, batch details, quantity supplied and quality of the materials supplies etc	-	-	-	-
PC7. document and maintain records on all machineries, equipments and tools installed/used in the processing unit, quotations, invoice, supplier/manufacturer details, manuals of all machineries / equipments, annual maintenance details etc	-	-	-	-
PC8. document and maintaining records on maintenance of each machinery/equipment, machine utilization, machine performance, breakdown details, corrective actions, spares changed, machine/equipment condition etc	-	-	-	-
<i>Document and maintain records on production, quality, storage and distribution</i>	10	20	-	-

PC9. document and maintain records on production details like types of products produced, quantity produced, batch number, date of manufacture, date of expiry, raw materials used for producing the batch, and packaging details like type of packaging materials used, category of packaging etc	-	-	-	-
PC10. document and maintain records on supplier quality report on raw materials, ingredients, packaging materials, internal and external quality report on finished products, consumer and customer complaints , corrective actions, legal documents (if any)	-	-	-	-
PC11. document and maintain records on production details raw material/packaging materials used with batch and supplier details, production quantity, process parameters, process time, down time, production yield, machineries used for processing and its capacity utilization.	-	-	-	-
PC12. document and maintain records on inventory of raw materials, machineries/ equipments/ tools, packaging materials, finished products, consumables, utilities etc	-	-	-	-
PC13. document and maintain records on the storage of finished products like quantity stored, quality of stock saleable or to be disposed), condition of stock (like packaging condition / rework /repack required)	-	-	-	-
PC14. document and maintain records on storage facility, like condition of storage facility, storage parameters if any like temperature, humidity, pressure (as applicable), space utilised, stacking procedure etc	-	-	-	-
PC15. document and maintain records on distribution details like transport details, quality, hygiene and cleanliness of vehicle, quantity loaded in the vehicle, distribution routes , outlet details, customer/ consumer details, distribution quantity, quantity returned etc.	-	-	-	-
<i>Document and maintain records on marketing and sales</i>	9	18	-	-
PC16. document and maintain records on marketing schemes, like discounts, free samples given, customer/consumer details, quantity marketed, outcome of marketing on special schemes etc	-	-	-	-
PC17. document and maintain records on sale like customer details, customer type, ocaation, quantity purchased by each utlet, frequency of purchase, sale details like quantity of products sold, variant sold in every area and outlet etc	-	-	-	-
NOS Total	35	65	-	-

<i>Food hygiene and sanitation</i>	24	36	-	-
PC1. follow food hygiene and sanitation in the food processing unit for producing food that is safe and suitable for consumption, by producing food in hygienic and safe area following good manufacturing practices controlling contaminants and pests	2	3	-	-
PC2. follow environmental hygiene by producing food in areas free from potential sources of contamination from the environment	2	3	-	-
PC3. follow hygienic production of food by controlling contamination from air, soil, water, pesticides etc in the processing unit protecting food from contamination with animal (pest) waste by controlling health of animal and plant that are near the food processing area managing wastes, storing harmful substances appropriately inspecting the raw materials, ingredients, finished products for physical, chemical and microbiological parameters packing products in appropriate packaging materials, labelling and storing in designated area free from pests and infestations	2	3	-	-
PC4. handling storage and distribution by sorting and removing food and food ingredients that are unfit for human consumption, before storage disposing of rejected material in hygienic manner protecting food and food ingredients from contamination by pests, chemical, physical or microbiological contaminants or other objectionable substances during handling, storage and distribution preventing deterioration and spoilage of food by controlling temperature, humidity etc storing raw materials and finished products in controlled environment by maintaining temperature, humidity etc following stock rotation through FIFO/FEFO transporting food in adequate hygiene conditions to maintain quality until reaching customer	2	3	-	-
PC5. clean, maintain and monitor food processing equipments periodically and use it only for specified purpose	2	3	-	-
PC6. follow personnel hygiene by use of glove, hairnets, masks, ear plugs, goggles, shoes etc in the processing unit	2	3	-	-
PC7. follow housekeeping practices by having designated area for all materials/tools and storing them in designated areas	2	3	-	-

PC8. locate food processing establishment in clean area free from pollution, infestation and pests, waste, drainage, flooding areas	2	3	-	-
PC9. design food processing area to facilitate hygienic operations, regulated flow in the process from the arrival of the raw material to the finished product, and avoiding cross-contamination, adequate air flow, ventilation and lighting	2	3	-	-
PC10. design food processing establishments such that it is easy to clean, easy to maintain and disinfect, has proper drainage system, prevent entry of contaminants and pests, prevent cross-connection with the sewage system and any other waste effluent system, with no cross-connections between potable and non-potable water	2	3	-	-
PC11. document and maintain records on purchase, process, and distribution for the credibility and effectiveness of the food safety control system, for product recall (in case of concerns) by tracking back records	2	3	-	-
PC12. knowledge on physical, chemical and biological hazards and methods to prevent them	2	3	-	-
<i>Hazard Analysis and Critical Control Point</i>	11	29	-	-
PC13. understand the principles of hazard analysis and critical control point (haccp) and implement it in the food processing unit	2	3	-	-
PC14. identify the potential hazard(s) associated with food production at all stages, from raw material procurement, processing, distribution, to sale and consumption	2	3	-	-
PC15. determine the critical control points (ccp) points in the process (including procurement, manufacture, transport/distribution) that can be controlled to eliminate the hazard(s) or minimize its occurrence	1	4	-	-
PC16. establish critical limit(s) to ensure that the critical control points are under control	1	4	-	-
PC17. establish a system to monitor control of the critical control points through scheduled testing or observations	1	4	-	-
PC18. take corrective action when any critical control points is not under control	1	4	-	-
PC19. establish verification procedures to confirm that the haccp system is working effectively	1	4	-	-

PC20. document all procedures and records related to HACCP	2	3	-	-
NOS Total	35	65	-	-
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	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>	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>	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>	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>	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>	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>	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	-	-	-	-
<i>Essential Digital Skills</i>	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	-	-	-	-
<i>Entrepreneurship</i>	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	-	-	-	-
<i>Customer Service</i>	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	-	-	-	-

<i>Getting ready for apprenticeship & Jobs</i>	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	-	-	-	-
NOS Total	20	30	-	-

Annexure - III

QR Code

S.No.	Chapter No.	Unit No.	Topic Name	Page No.	QR code(s)	URL
1	Chapter 1: Evaluate and Develop Entrepreneurship Skills	Unit 1.2 - Introduction to the Food Processing Industry	Orientation	7		https://www.youtube.com/watch?v=ofzhEPiOpSI
2		Unit 1.2 - Introduction to the Food Processing Industry	Overview of the Food Processing Industry	7		https://www.youtube.com/watch?v=w-Mu0EpUg-Cd4&t=19s
3		Unit 1.3 – Overview of the “Processed Food Entrepreneur” Role	Role and responsibilities of a Processed Food Entrepreneur	8		https://www.youtube.com/watch?v=nr_FM8esZJE
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14	Employability skills (60 hours)	Employability skills (60 hours)	Employability skills (60 hours)			https://www.skilindia.digital.gov.in/content/list



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