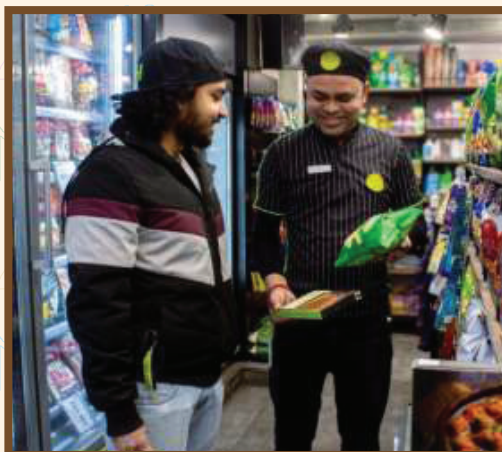


**FICSI**  
Food Industry Capacity and Skill Initiative

# Facilitator Guide



Sector  
Food Processing

Sub-Sector  
Generic

Occupation  
Food Sales and Retail Operations

Reference ID: FIC/Q9701, Version 2.0  
NSQF level: 3

# Food Sales Promoter

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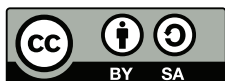
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**Shri Narendra Modi**  
Prime Minister of India

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



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We also wish to extend our gratitude to all authors who reviewed the content and provided valuable inputs for improving the quality, coherence, and content presentation in chapters.

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

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

## About this Guide

The Facilitator Guide for Food Sales Promoter has been developed to guide the trainees on how to impart training on industry-related skills. The Facilitator Guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) drafted by the 'Food Processing' sector and ratified by National Skill Development Corporation.

It includes the following National Occupational Standards (NOS):

- FIC/N9701: Prepare for sale and promotion of food products
- FIC/N9702: Perform various tasks for selling food products
- FIC/N9703: Ensure upkeep of food products and related facilities
- FIC/N9901: Implement health and safety practices at the workplace
- FIC/N9902: Work effectively in an organisation
- SGJ/N1702: Optimize resource utilization at workplace
- DGT/VSQ/N0101: Employability Skills (30 Hours)

Post this training, the participant will be able to perform tasks as an Grain Mill Operator. We hope that this Facilitator guide provides sound learning support to the aspiring trainers and the trainees.

## Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes



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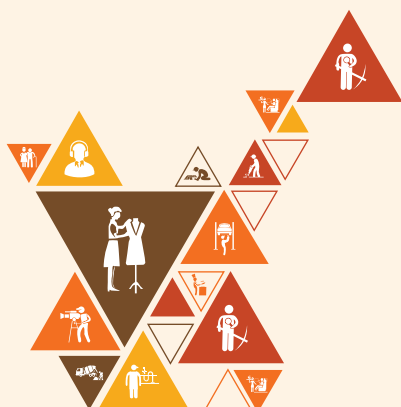






# 1. Introduction to the Diligence Program and Overview of the Food Processing Industry

Unit 1.1 - Size and Scope of the Food Retail Industry



## Key Learning Outcomes



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

1. Explain the size and scope of the food retail industry.
2. To drive future trends and growth.

## Unit 1.1: Size and Scope of the Food Retail Industry

### Unit Objectives

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

1. Explain the size and scope of the food retail industry.
2. To drive future trends and growth.

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Size and scope of the food retail industry, Images and videos of Size and scope of the food retail industry.

### Say

Good morning, participants and a very warm welcome to this training program on “Size and scope of the food retail industry”.

### Do

- Thank all the participants for joining and being a part of this training program
- Introduce yourself briefly to the participants, your name and background, and your role in the training program
- Tell them that you will put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.
- Explain the game rules you will play as an “Ice Breaker.”

### Activity

1. **Activity Name:** Name Game (Ice Breaker)
2. **Objective:** This activity is focused on breaking the ice between the participants so that they can come up confidently in putting forward their opinion
3. **Type of activity:** Group activity
4. **Resources:** Participant Handbook, Pen, Notebook, Writing Pad, etc.
5. **Time Duration:** 60 minutes
6. **Instructions:**
  - Arrange the class in a semi-circle/circle
  - Say your name aloud and start playing the game with your name.
  - Say, “Now, each of you shall continue with the game with your names till the last person in the

circle/ semi-circle participates”.

- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you cannot understand or hear a trainee.
- Discourage any queries related to one’s financial status, gender orientation or religious bias during the game
- Try recognising each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

7. **Outcome:** This activity has focused on breaking the ice between the participants so that they can come up confidently, putting forward their opinion.

## Ask



- What are some examples of food retail businesses?
- What are some challenges faced by the food retail industry?

## Elaborate



- **Size and scope of the food retail industry:** This topic covers the different types of food retail businesses, the size of the industry, and the different players in the market.
- **Future Trends and Growth Drivers:** This topic covers the latest trends in the food retail industry, including online shopping and delivery, and the factors that are driving the growth of the industry.

## Activity



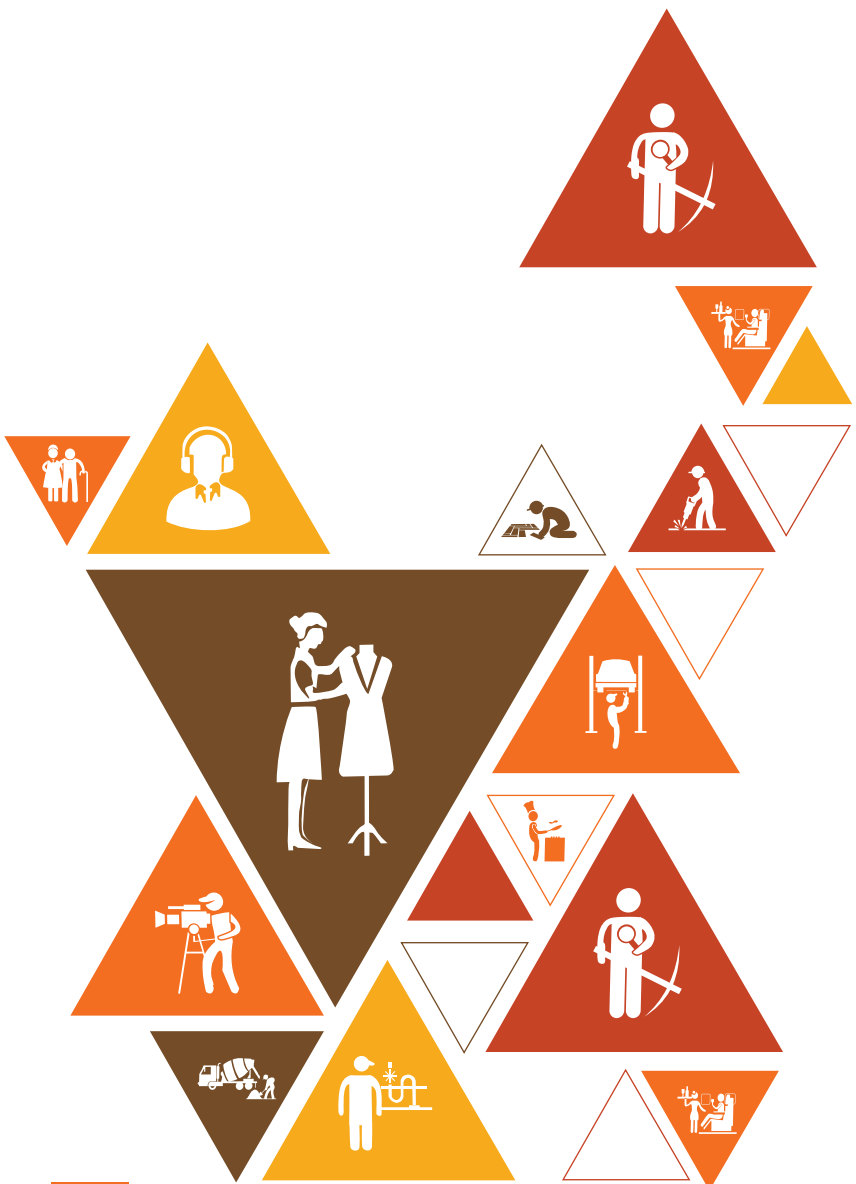
### “Industry Trends and Analysis”

1. **Objective:** To analyze and interpret current trends and data related to the food retail industry.
2. **Resources:** Handouts with industry data and statistics, internet access for research and reference.
3. **Time Duration:** 30 minutes
4. **Steps involved:**
  - Divide participants into 4 groups.
  - Provide each group with handouts and access to the internet.
  - Ask each group to analyze the data and trends related to the food retail industry.
  - Ask each group to present their analysis to the larger group.
  - Facilitate a group discussion on the different findings and interpretations.
5. **Outcome:** Participants will be able to analyze and interpret industry data and trends, and apply this knowledge to future decision-making.



## Notes for Facilitation

- Encourage participation and discussion throughout the session.
- Maintain a positive and engaging tone.
- Emphasize the importance of understanding the food retail industry in today's economy.
- Be prepared to answer questions on the latest industry trends and growth drivers.
- Provide feedback and guidance during the activity to ensure participants stay on track.



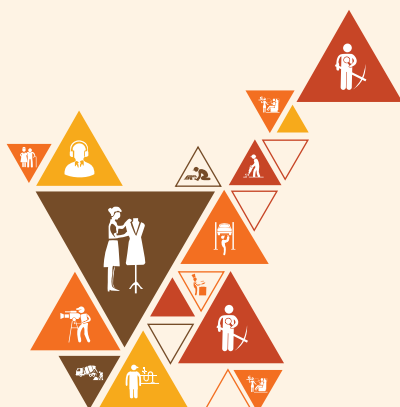


## 2. Prepare for sale and promotion of food products

Unit 2.1 - Introduction to Food Sales and Marketing

Unit 2.2 - Prepare for the Sale of Food Products

Unit 2.3 - Prepare for Visual Merchandising



## Key Learning Outcomes



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

1. Illustrate about Food Sales and Marketing
2. Demonstrate preparation for the sale of food products
3. Demonstrate preparation for visual merchandising



## Unit 2.1: Introduction to Food Sales and Marketing

### Unit Objectives

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

1. Demonstrate food marketing
2. Prepare for marketing mix
3. Demonstrate the basics of sales process
4. Illustrate the difference between food sales and food marketing

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Food Sales and Marketing, Images and videos related to Food Sales and Marketing.

### Say

- Good morning trainees today we will be covering the basics of Food Sales and Marketing and how they are different, as well as the Marketing Mix and Food Sales Process.
- We will also be demonstrating the cleaning and maintenance equipment and providing you with case studies to help you understand the difference between Food Sales and Marketing.

### Do

- Introduce the topics and go through the PowerPoint presentation on Food Sales and Marketing.
- Hand out the Marketing Mix and Food Sales Process handouts and go through them together.
- Demonstrate the cleaning and maintenance equipment and provide case studies on Food Sales vs Food Marketing.
- End the session with a recap of the topics covered and ask for any final questions or thoughts.

### Ask

- What are some examples of Food Sales and Marketing that you have encountered in your personal or professional life?
- How do you think the Marketing Mix can affect Food Sales?

## Elaborate

- **Introduction to Food Sales and Marketing:** This topic is an introduction to the basics of food sales and marketing. It covers the importance of understanding consumer behavior, market trends, and competition in the food industry. It also introduces the concept of the marketing mix and how it applies to food sales and marketing.
- **Marketing Mix:** The marketing mix is a set of tools and tactics that a business uses to promote and sell its products. The four elements of the marketing mix are product, price, place, and promotion. In food sales and marketing, businesses must carefully consider each element of the marketing mix to create an effective marketing strategy.
- **Food Sales Process:** The food sales process involves the steps that a business takes to develop, distribute, and sell its food products. This includes product development, market research, distribution, sales strategies, and customer service. Understanding the food sales process is important for businesses to create successful marketing campaigns and achieve their sales goals.
- **Food Sales Vs Food Marketing:** While food sales and food marketing are related, they are not the same thing. Food sales involve the actual process of selling a product, while food marketing is the set of activities that a business uses to promote and sell its products. Food marketing includes market research, advertising, branding, and sales promotions. Understanding the difference between food sales and food marketing is important for businesses to develop effective marketing strategies that achieve their sales goals.

## Demonstrate

We will be demonstrating the cleaning and maintenance equipment and providing case studies on Food Sales vs Food Marketing to help you understand the difference between the two.

## Activity

1. **Activity Name:** Marketing Campaign Plan
2. **Objective:** To create a marketing campaign plan for a new food product
3. **Resources:** Whiteboard and markers, handouts on marketing mix, samples of food products and packaging
4. **Time Duration:** 45 minutes
5. **Instructions:**
  - Divide the trainees into small groups.
  - Provide each group with a sample food product and ask them to come up with a marketing campaign plan for the product.
  - Ask each group to identify the target audience, develop a marketing strategy, and choose the appropriate marketing mix elements.
  - Each group should present their marketing campaign plan to the rest of the class.
  - The team that completes the relay race first wins.
6. **Outcome:** The trainees will gain hands-on experience in developing a marketing campaign plan for a food product, and will understand the importance of considering consumer behavior and market trends when developing a marketing strategy.

## Notes for Facilitation

- Encourage participation and discussion throughout the session.
- Make sure everyone has access to the necessary resources.
- Provide real-life examples to help explain the concepts covered.
- Remind participants to ask any questions or share their thoughts throughout the session.
- Emphasize the importance of post-production cleaning and maintenance for food safety and quality.

## Answers to Exercises for PHB

1. False
2. True
3. c) Purpose
4. b) Product aspect
5. a) Direct distribution
6. b) Sales promotion
7. a) Personal selling
8. b) identifies qualified potential customers
9. b) Concealed objections
10. b) A skillful salesperson can handle every objection and make a sale.

## Unit 2.2: Prepare for the Sale of Food Products

### Unit Objectives

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

1. Identify roles and responsibilities of Food Sales Promoter
2. Describe receiving and stocking
3. State the importance of packaging and labelling the food products
4. Identify the process of food storage and handling
5. Illustrate stock rotation

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Prepare for the Sale of Food Products, Images and videos related to Prepare for the Sale of Food Products.

### Say

- Welcome everyone to the session on “Prepare for the Sale of Food Products.”
- Today, we will be discussing important aspects related to the sale of food products such as receiving and stocking, food packaging and labeling, food storage and handling, stock rotation, and reporting stock discrepancies.
- This session is designed to equip you with the necessary knowledge and skills to effectively prepare for the sale of food products.

### Do

- Use the presentation slides, handouts, and other resources to explain the topics covered in the session.
- Conduct demonstrations on food packaging, labeling, and storage techniques.
- Engage the trainees in the activity and encourage them to ask questions.

### Ask

- What are some of the challenges you face when preparing food products for sale?
- What steps do you take to ensure the quality and safety of the food products?
- How do you handle stock discrepancies?

## Elaborate

- **Introduction to Food Sales Promoter** - This refers to an overview of the job role of a food sales promoter, including their responsibilities, skills required, and importance in the food industry.
- **Receiving and Stocking** - This refers to the process of receiving food products from suppliers and properly stocking them in storage areas, ensuring that they are stored in appropriate conditions.
- **Food Packaging and Labelling** - This refers to the process of creating appropriate packaging for food products, including labels that accurately describe the contents of the product and provide important information such as ingredients, nutritional information, and allergen warnings.
- **Food Storage and Handling** - This refers to the proper storage and handling of food products, including maintaining appropriate temperature and humidity levels, preventing contamination, and ensuring that food is properly handled and prepared.
- **Stock Rotation** - This refers to the practice of rotating food products in storage to ensure that older products are used or sold before newer ones, helping to reduce waste and ensure the quality and freshness of products.
- **Reporting Stock Discrepancies** - This refers to the practice of reporting any discrepancies or issues with the stock of food products, such as damaged or missing items, to ensure that inventory levels are accurate and that any issues are addressed in a timely manner.

## Demonstrate

Demonstrate the proper techniques for food packaging, labeling, and storage.

## Activity

1. **Activity Name:** Packaging and Labeling Challenge
2. **Objective:** To reinforce the importance of proper packaging and labeling of food products.
3. **Resources:** Food products, packaging materials, labeling materials, timer.
4. **Time Duration:** 20 minutes
5. **Instructions:**
  - Divide the trainees into small groups.
  - Provide them with food products and packaging materials.
  - Instruct them to package and label the food products properly within a given time frame.
  - Once the time is up, evaluate the packages based on accuracy, completeness, and creativity.
6. **Outcome:** Trainees will learn the importance of proper packaging and labeling of food products and reinforce their skills in doing so.

## Field Visit



1. **Activity Name:** Visit to a Local Food Store
2. **Objective:** To observe and learn about proper food storage, handling, and stock rotation.
3. **Resources:** Transportation to the local food store.
4. **Time Duration:** 2 hours.
5. **Instructions:**
  - Organize a visit to a local food store.
  - Observe how they handle and store food products.
  - Observe how they rotate stock.
  - Take note of any discrepancies and how they are reported.
6. **Outcome:** Trainees will gain practical knowledge and experience in proper food storage, handling, and stock rotation.

## Notes for Facilitation



- Encourage active participation and questions from the trainees.
- Be mindful of any language barriers and adjust your communication accordingly.
- Emphasize the importance of safety and quality throughout the session.
- Ensure that the demonstrations are conducted in a safe and hygienic manner.
- Use real-life examples and scenarios to make the session more relatable and engaging.
- Encourage trainees to ask questions and participate actively in the training session.
- Be clear and concise in your instructions, and use visual aids to help trainees understand the concepts.
- During the fire extinguisher demonstration, ensure that the area is safe and free of any potential hazards.
- Encourage trainees to ask questions and participate actively in the training session.

## Answers to Exercises for PHB

1. True
2. False
3. b) Keep customer waiting
4. b) Must be impatient
5. b) Permeation
6. d) None of the mentioned
7. a) Microbiological contamination
8. a) True, False
9. FIFO stands for “First In, First Out” in stock rotation. It is a method of organizing and rotating inventory, where the first items that are received into inventory are the first ones to be sold or used, to ensure that the oldest items are used first and to prevent spoilage or expiration of products.
10. Some frequent causes of stock discrepancies include:
  - Human error, such as incorrect data entry or miscounting of items.
  - Theft or shoplifting by employees or customers.
  - Damage or spoilage of items, leading to incorrect stock counts.
  - System errors or glitches in the inventory management software.
  - Shrinkage due to breakage, spillage, or other factors.
  - Inaccurate delivery records or incorrect receipt of goods.
  - Poor stock management practices, such as failing to conduct regular stock checks or not updating records in a timely manner.
  - Incomplete documentation or record-keeping.
  - Inconsistencies in measuring units, such as counting units of weight versus units of volume.
  - Misplacement or loss of items due to poor organization or inadequate storage space.



## Unit 2.3: Prepare for Visual Merchandising

### Unit Objectives

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

1. Define visual merchandising, its components and principles
2. Identify the purpose, content and style of the display
3. Identify the equipment, materials, merchandise and props for visual merchandising.
4. Maintain stock records to account for merchandise on display

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Prepare for Visual Merchandising, Images and videos related to Prepare for Visual Merchandising.

### Say

- Good morning participants today, we will be learning about visual merchandising and its components.
- Our objective is to understand the principles of visual merchandising, learn how to identify the purpose, content, and style of a display, and explore ways to improve and measure the impact of visual merchandising.

### Do

- Start the presentation on visual merchandising principles and components. Elaborate on each topic and give examples where necessary.
- Demonstrate the principles of visual merchandising with examples of successful displays.
- Conduct an activity to apply the knowledge gained on visual merchandising.
- End the session with a discussion on how to improve and measure the impact of visual merchandising.

### Ask

- Have you ever noticed a visual display that caught your eye? What made it stand out?
- How do you think visual merchandising impacts a customer's decision to purchase a product?

## Elaborate

- Advantages of visual merchandising: Increase foot traffic, enhance customer experience, boost sales, improve brand recognition, and create a unique identity.
- Principles of visual merchandising: Balance, contrast, repetition, focal point, and color.
- Components of visual merchandising: Lighting, signage, display fixtures, props, and merchandise arrangement.
- Identifying the purpose, content, and style of a display: Understand the product, target audience, and desired outcome of the display.
- Allocating space: Maximize visibility and create a flow that guides customers through the store.
- Improving and measuring the impact of visual merchandising: Analyze sales data, customer feedback, and store traffic to evaluate the effectiveness of displays.

## Demonstrate

Show examples of successful displays and explain how they adhere to the principles and components of visual merchandising.

## Activity

1. **Activity Name:** Creating a Visual Display
2. **Objective:** Apply knowledge gained on visual merchandising to create a display that attracts customers.
3. **Resources:** Materials and props, whiteboard, markers
4. **Time Duration:** 30 minutes
5. **Steps involved:**
  - Divide into groups of 3-4.
  - Choose a product category (e.g., sports equipment, snacks, cosmetics).
  - Brainstorm the purpose, content, and style of the display.
  - Create a sketch of the display on the whiteboard.
  - Use the materials and props to bring the sketch to life.
  - Present the display to the class.
6. **Outcome:** Groups will have a better understanding of how to create a visually appealing display.

## Notes for Facilitation

- Encourage participation and collaboration during the activity.
- Ensure that all groups have equal access to materials and props.
- Remind the groups to focus on the purpose, content, and style of the display during the activity.
- Emphasize the importance of measuring the impact of visual merchandising to evaluate its effectiveness.
- Provide handouts on measuring the impact of visual merchandising and stock records for further reference.

- Ensure that the trainees understand the importance of equipment inspection and maintenance in the manufacturing process.
- Emphasize the need for regular equipment inspection and maintenance to ensure that the equipment is functioning optimally and to prevent contamination.
- Address any questions or concerns that the trainees may have during the session and provide additional information as needed.

## Answers to Exercises for PHB

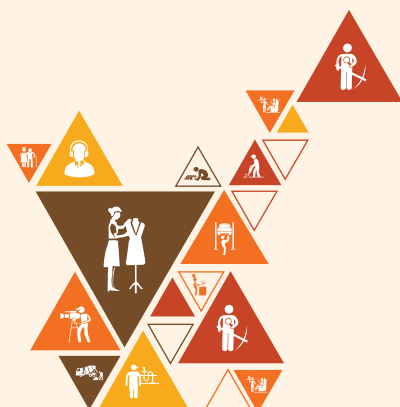
1. d) the artistic display of merchandise and theatrical props to set the tone for the store.
2. c) Store layout
3. Signs - (iv) visual graph of a store's format for informational purposes, brand promotion, and product awareness
4. b) Banners - (iii) target customers through music, lighting, focus lights, and fragrance
5. c) Sensory Inputs - (ii) exhibit the product
6. d) Planogram - (i) visual graph of a store's format
7. One way to measure the impact of visual merchandising techniques is to track sales and customer traffic before and after implementing the techniques. This can be done by comparing sales data and foot traffic data from a similar time period before and after the implementation of the new techniques. Other methods include conducting customer surveys to gather feedback on the displays and conducting A/B testing to compare the effectiveness of different visual merchandising techniques.
8. Stock control, also known as inventory control, is the practice of managing and maintaining the level of inventory or stock of goods that a business has on hand. It involves monitoring and regulating the movement of goods in and out of the business to ensure that the right amount of stock is available to meet customer demand without creating excess inventory. Effective stock control requires accurate record-keeping, forecasting, and monitoring of sales trends to prevent stock shortages or overstocking. The goal of stock control is to optimize inventory levels, reduce costs associated with holding stock, and increase overall efficiency in the supply chain.



## 3. Perform Various Tasks for Selling Food Products

Unit 3.1 - Sell and Promote Food Products to Customers

Unit 3.2 - Manage Point-of-Sale (POS) systems



## Key Learning Outcomes



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

1. Engage in selling and promoting activities of food products
2. Illustrate the process of managing Point-of-Sale System

## Unit 3.1: Sell and Promote Food Products to Customers

### Unit Objectives

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

1. Identify the Types of sale promotions used to market food products
2. Define sales promotion techniques
3. Discuss about organoleptic evaluation
4. Explain about the type and material used in food items packaging
5. Choose the right food packaging
6. Identify the techniques of waste disposal
7. Categorize waste
8. Illustrate customer service

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Sell and promote food products to customers, Images and videos related to Sell and promote food products to customers.

### Say

- Good Morning trainees in this session, we will learn about various techniques for marketing food products and providing excellent customer service.
- Throughout the session, feel free to ask questions and participate in discussions. Your active involvement will help us all learn more effectively.

### Do

- Start the session by introducing the topics that will be covered.
- Begin with the introduction to food sales promotion, discussing different strategies that can be used to attract customers and promote products.
- Move on to organoleptic evaluation, explaining how to evaluate food products based on their appearance, taste, texture, and aroma.
- Discuss packaging food items, highlighting the importance of attractive and functional packaging that can help products stand out on the shelves.
- Cover waste management, including how to properly dispose of food waste and reduce waste in the first place.
- Finally, teach customer service skills, providing tips for how to interact with customers in a positive and helpful manner.

## Ask



- What are some common challenges you face when trying to sell food products to customers?
- How important do you think packaging is in influencing a customer's decision to buy a product?
- Can you think of any examples of outstanding customer service you have experienced when buying food products?

## Elaborate



- Introduction to Food Sales Promotion
- Organoleptic Evaluation
- Packaging Food Items
- Waste Management
- Customer Service

## Demonstrate



- Demonstrate how to properly evaluate a food product based on its organoleptic qualities, using food samples and guiding participants through the process.
- Demonstrate how to properly package a food product using different packaging materials, emphasizing the importance of functionality and attractiveness.

## Activity



1. **Activity Name:** Food Sales Promotion Role-play
2. **Objective:** To practice effective customer service skills and product promotion techniques
3. **Resources:** Role-play scenarios, writing materials
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide participants into pairs and assign each pair a role-play scenario.
  - Each pair will have 10 minutes to prepare for the role-play, including coming up with a sales pitch and customer service approach.
  - Conduct the role-plays, allowing each pair 5-7 minutes to perform.
  - After each role-play, have participants provide feedback and discuss what worked well and what could be improved.
6. **Outcome:** Participants will have practiced applying the skills and techniques covered in the session to real-life scenarios, and will have received feedback on their performance.

## Notes for Facilitation



- Ensure that the session is interactive and engaging, and encourage trainees to participate in discussions and activities.



- Provide clear instructions and examples to help trainees understand the topics covered in the session.
- Use real-life scenarios and case studies to help trainees relate to the content and apply it to their work.
- Monitor the progress of the activity and provide feedback and guidance to help the trainees develop their plans effectively.
- Encourage trainees to ask questions and seek clarification on any topics that they may not understand.

## Answers to Exercises for PHB

1. True
2. True
3. Organoleptic properties
4. Flexible packaging materials
5. a) Appearance
6. a) Aluminum
7. None of the above
8. c) Reacts with foods
9. c) Non-reactive
10. b) Dry waste

## Unit 3.2: Manage Point-of-Sale (POS) systems

### Unit Objectives

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

1. Explain the concept of Point of Sale (POS)
2. Illustrate the capability of POS system
3. Identify the types of POS hardware
4. Demonstrate POS software features
5. Illustrate POS architecture.

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Manage Point-of-Sale (POS) systems, Images and videos related to Manage Point-of-Sale (POS) systems.

### Say

- Welcome everyone to the session on managing point-of-sale systems.
- Point-of-sale systems are a crucial aspect of any retail business, and it is essential to have a good understanding of how they work and how to manage them effectively.
- During this session, we will cover the concept of POS, its capabilities, types of POS hardware and software features, and POS architecture.

### Do

- Provide an overview of the topics to be covered and share the objectives of the session.
- Start with the presentation on POS systems and engage the participants through discussions and asking questions related to the concepts.
- Demonstrate a working POS system and explain its different hardware components and software features.
- Allow the participants to have a hands-on experience with a demonstration POS system and encourage them to practice its different functionalities.
- End the session with a Q&A and ask the participants to share their experiences and insights on managing POS systems.

## Ask

- What is your experience with using point-of-sale systems?
- How important do you think it is to manage point-of-sale systems effectively?

## Elaborate

- **Concept of Point of Sale (POS):** POS is a system used in retail businesses to manage sales, inventory, and customer information. It includes hardware and software components that work together to facilitate transactions and data management.
- **Capability of POS System:** A POS system enables businesses to streamline their operations, increase efficiency, and improve customer experience. It can also provide valuable insights into sales trends and inventory management.
- **Common types of POS hardware:** The most common types of POS hardware include barcode scanners, cash registers, receipt printers, touch screens, and card readers.
- **POS Software Features:** POS software includes features such as inventory management, sales reporting, customer relationship management, and security.
- **POS Architecture:** POS architecture refers to the design and layout of a POS system, including the network and database infrastructure.

## Activity

1. **Activity Name:** Hands-on practice with a demonstration POS system
2. **Objective:** To give participants hands-on experience with a POS system and enable them to practice different functionalities.
3. **Resources:** A demonstration POS system with all its hardware components and software features.
4. **Time Duration:** 30-45 minutes
5. **Instructions:**
  - Divide the participants into groups of 2-3 people.
  - Provide each group with a demonstration POS system.
  - Instruct the participants to practice different functionalities, such as processing transactions, printing receipts, and generating sales reports.
  - Encourage the participants to ask questions and seek help from the facilitator or their peers if needed.
  - After the activity, ask the participants to share their experiences and insights.
6. **Outcome:** Participants will gain hands-on experience with a POS system, enabling them to apply their learning in real-world situations.

## Notes for Facilitation

- Ensure that the demonstration POS system is working correctly and all its components are functional.
- Encourage active participation and engagement from all participants.
- Monitor the progress of the participants during the hands-on activity and offer guidance and support if needed.

- Provide a conducive learning environment, such as a quiet room with minimal distractions.
- Emphasize the importance of managing point-of-sale systems effectively and encourage the participants to share their experiences and insights.

## Answers to Exercises for PHB

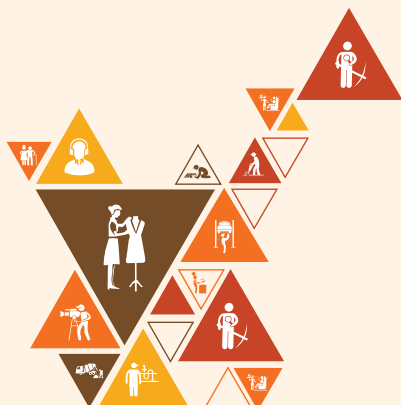
1. c) Point of Sale
2. a) EDC Terminals
3. b) Product Catalog



## 4. Ensure upkeep of food products and related facilities

Unit 4.1 - Maintain Food Products in retail stores and Promotion Sites

Unit 4.2 - Carry out facility maintenance



## Key Learning Outcomes



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

1. Maintain food products in retail stores and promotion sites
2. Carry out facility maintenance



## Unit 4.1: Maintain Food Products in retail stores and Promotion Sites

### Unit Objectives

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

1. Illustrate food quality and food safety standards
2. Illustrate food safety management systems
3. Explain the factors influencing the shelf life of a product
4. List the conditions required for safe storage for perishable foods

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Maintain Food Products in retail stores and Promotion Sites, Images and videos related to Maintain Food Products in retail stores and Promotion Sites.

### Say

- Good morning trainees today, we will be discussing the importance of food quality and safety, how to minimize damaged, spoiled, and expired food product inventory, and safe storage for perishable foods.
- By the end of this session, you will be able to understand the best practices for maintaining food products and promoting food safety.

### Do

- Begin by introducing yourself and the topic of the session.
- Present the slides on food quality and safety, food standards, shelf life, and safe storage for perishable foods.
- Use examples of damaged, spoiled, and expired food products to help illustrate the importance of proper food maintenance.
- Handout the food safety guidelines and best practices and go over them with the group.
- Conclude the session by answering any questions and summarizing the main points covered.

### Ask

- What are some common food safety hazards that can occur in a retail store or promotion site?
- How can you minimize the amount of damaged, spoiled, and expired food products in your inventory?

## Elaborate

- Food Quality and Food Safety
- Food Standards
- How to minimize damaged, spoiled and expired food product inventory
- What is Shelf Life?
- Safe Storage for Perishable Foods

## Demonstrate

Demonstrate how to identify and properly dispose of damaged, spoiled, and expired food products.

## Activity

1. **Activity Name:** Food Safety Inspection
2. **Objective:** To apply knowledge of food safety guidelines and best practices in a practical exercise
3. **Resources:** A sample food inventory, food safety guidelines and best practices handout
4. **Time Duration:** 30-45 minutes
5. **Instructions:**
  - Divide the group into small teams.
  - Provide each team with a sample food inventory to inspect.
  - Ask the teams to identify any food safety hazards and suggest ways to prevent them.
  - Have each team present their findings and solutions to the group.
6. **Outcome:** Participants will gain hands-on experience applying food safety guidelines and best practices, and will learn from the insights and suggestions of their peers.

## Notes for Facilitation

- Encourage active participation and discussion throughout the session.
- Emphasize the importance of maintaining high-quality food products and ensuring food safety for consumers.
- Provide real-life examples to help illustrate key concepts and best practices.
- Be prepared to answer questions about specific food safety hazards and their prevention measures.
- Remind participants to regularly monitor their food inventory and follow proper storage and handling procedures.

## Answers to Exercises for PHB

1. Food contaminants
2. Foodborne illness
3. True
4. Food adulterant
5. Prevention of Food Adulteration Act
6. Salmonella
7. All of the mentioned
8. Good Manufacturing Practices (GMP)
9. 4°C

## Unit 4.2: Carry out facility maintenance

### Unit Objectives

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

1. Identify the process of store cleaning
2. Demonstrate the cleaning process for POS and other hardware
3. List the various types of pest control devices required for upkeep of stored food products.

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Carry out facility maintenance, Images and videos related to Carry out facility maintenance.

### Say

- Good morning trainees and welcome to this session on Carry out Facility Maintenance. In this class, we will learn about the importance of store cleaning and pest control in food retail.
- This session will equip you with the knowledge and skills to maintain a clean and safe environment for customers and employees alike.

### Do

- Present the learning objectives and agenda for the session.
- Use visual aids and handouts to present the topics covered in the session.
- Encourage trainees to participate in discussions and ask questions.
- Conduct an activity to reinforce the concepts covered in the session.

### Ask

- What are some of the challenges you face when it comes to store cleaning and pest control?
- How can maintaining a clean environment affect the customer experience?

### Elaborate

- Store Cleaning
- Pests in food retail

## Demonstrate



Demonstrate proper cleaning techniques such as sweeping, mopping, and sanitizing. Also demonstrate how to properly use pest control equipment such as traps and insecticides.

## Activity



1. **Activity Name:** Cleaning Checklist
2. **Objective:** To reinforce the importance of store cleanliness and develop skills for maintaining a clean environment.
3. **Resources:** Handouts of cleaning checklists, cleaning supplies
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide trainees into pairs or small groups.
  - Distribute cleaning checklists and cleaning supplies to each group.
  - Instruct the groups to perform the cleaning tasks on the checklist and ensure that they follow the correct procedures.
  - After completion of the cleaning tasks, review the checklist with the trainees to discuss any missed or incorrect tasks.
6. **Outcome:** Trainees will develop practical skills for maintaining a clean store and identify gaps in their cleaning knowledge.

## Notes for Facilitation



- Set a positive and engaging tone for the session.
- Encourage participation and discussion.
- Emphasize the importance of cleanliness and pest control for maintaining a safe and hygienic environment.
- Provide examples of real-life scenarios to make the session relevant to trainees' experiences.
- Demonstrate proper cleaning and pest control techniques.

## Answers to Exercises for PHB

1. Presence of pests in a food retail outlet can cause economic losses in several ways, including:
  - Loss of sales: Customers may refuse to shop at a store that is infested with pests, resulting in a loss of sales and revenue.
  - Product loss: Pests can damage or contaminate food products, which may need to be discarded, resulting in financial losses.
  - Reputation damage: A pest infestation can damage a store's reputation, which can have a long-lasting impact on customer loyalty and sales.
  - Legal costs: If a store is found to be in violation of health and safety regulations due to a pest infestation, it may face legal penalties and fines.
  - Cost of pest control: The cost of hiring professional pest control services can be high, especially if the infestation is severe.
2. b) increased sales and profits due to loss of customers
3. d) All of the following



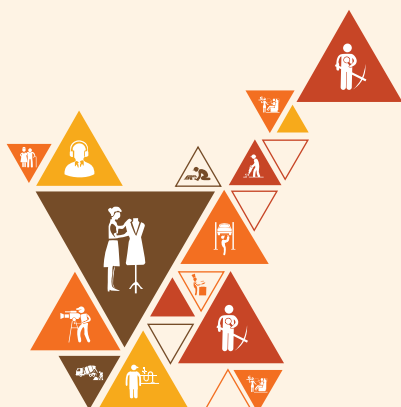
## 5. Ensuring Food Safety and Personal Hygiene

Unit 5.1 - Introduction to Food Safety

Unit 5.2 - Schedule IV requirements of FSSAI

Unit 5.3 - Personal Hygiene

Unit 5.4 - Health Safety



## Key Learning Outcomes



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

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



## Unit 5.1: Introduction to Food Safety

### Unit Objectives

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

1. Identify types of hazards and risks at work place

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Introduction to Food Safety, Images and videos related to Introduction to Food Safety.

### Say

- Good morning trainees today, we will be learning about the basics of food safety, including food safety hazards, contamination, and prevention.
- We will also discuss the importance of storing and transporting food properly, and the different control measures that can be used to ensure food safety.
- I encourage everyone to actively participate in the discussions and activities to get the most out of this class.

### Do

- Start the class by introducing the topic of food safety. Provide an overview of what will be covered in the class.
- Use the PowerPoint presentation to explain the different topics covered in the class. Encourage participants to ask questions and share their own experiences.
- Use the whiteboard to illustrate key points and engage participants in discussions.
- Demonstrate the proper use of a thermometer to measure food temperature, and how to store food at specified temperatures.
- Conduct an activity to reinforce learning objectives.

### Ask

- What are some examples of food safety hazards?
- How can food become contaminated?

## Elaborate

- Food Safety
- Food Safety Hazard and Risk
- Contamination, Cross Contamination and Prevention
- Storage (Importance of Storing Food at Specified Temperature)
- Transportation
- HACCP, TACCP, VACCP, control measures, critical control point, critical limit

## Demonstrate

Demonstrate the use of a thermometer to measure food temperature and how to store food at the correct temperature.

## Activity

1. **Activity Name:** Food Safety Plan
2. **Objective:** To create a food safety plan for a hypothetical food business
3. **Resources:** Whiteboard, markers, handouts on HACCP
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the participants into small groups.
  - Provide each group with a hypothetical food business scenario.
  - Using the handouts on HACCP, ask the groups to create a food safety plan for their business.
  - Each group should present their plan to the class.
6. **Outcome:** Participants will learn how to create a food safety plan and identify potential hazards and control measures.

## Notes for Facilitation

- Encourage participation and create a safe and inclusive learning environment.
- Use real-life examples and scenarios to make the topics more relatable and engaging.
- Ensure that participants understand the importance of food safety and the potential consequences of failing to maintain it.
- Emphasize the importance of teamwork and communication when it comes to ensuring food safety.
- Provide participants with additional resources and information to continue learning about food safety beyond the class.

## Unit 5.2: Schedule IV requirements of FSSAI

### Unit Objectives

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

1. Identify requirements in Schedule IV in FSSAI

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Schedule IV requirements of FSSAI, Images and videos related to Schedule IV requirements of FSSAI.

### Say

- Welcome to the session on Schedule IV requirements of FSSAI.
- In this session, we will be discussing the different requirements listed under Schedule IV of the FSSAI regulations.
- By the end of the session, you will have a clear understanding of the Schedule IV requirements and their importance in ensuring food safety.

### Do

- Begin the session by providing a brief overview of the FSSAI regulations and their role in ensuring food safety.
- Discuss each requirement listed under Schedule IV in detail, including their purpose and importance in ensuring food safety.
- Encourage questions and discussions throughout the session to ensure that all participants have a clear understanding of the Schedule IV requirements.

### Ask

- What do you understand about Schedule IV requirements of FSSAI?
- How do you think these requirements can help in ensuring food safety?

## Elaborate

- Schedule IV requirements of FSSAI are specific guidelines that need to be followed by food business operators to ensure food safety and hygiene.
- The requirements listed under Schedule IV include guidelines for food premises, equipment, personnel, and packaging materials.
- The implementation of these requirements is critical to ensure the safety of food products and prevent foodborne illnesses.

## Demonstrate

Demonstrate the proper use of food equipment, such as thermometers, and the importance of regular maintenance and cleaning.

## Activity

1. **Activity Name:** Case Study Analysis
2. **Objective:** To analyze and apply the Schedule IV requirements of FSSAI in real-world scenarios.
3. **Resources:** Case studies related to Schedule IV requirements.
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the participants into groups.
  - Provide each group with a case study related to Schedule IV requirements.
  - Instruct the groups to analyze the case study and identify the Schedule IV requirements that were violated.
  - Each group should then discuss how the violations could have been prevented and come up with a plan to ensure compliance with Schedule IV requirements in the future.
6. **Outcome:** Participants will have a better understanding of how Schedule IV requirements are applied in real-world scenarios and how to ensure compliance with these requirements in food businesses.

## Notes for Facilitation

- Emphasize the importance of compliance with Schedule IV requirements to ensure food safety.
- Encourage active participation and discussion throughout the session.
- Use real-world examples and case studies to illustrate the importance of Schedule IV requirements.
- Provide handouts and resources for participants to refer to after the session.
- Ensure that participants understand the consequences of non-compliance with Schedule IV requirements.

## Unit 5.3: Personal Hygiene

### Unit Objectives

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

1. Identify types of health and safety policies and procedures

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Personal Hygiene, Images and videos related to Personal Hygiene.

### Say

- Good morning trainees today, we will be discussing the importance of maintaining good personal hygiene practices in the food industry and how it can help prevent food poisoning.
- Our goal is to help you understand the importance of personal hygiene and to give you practical tips on how to maintain good personal hygiene practices.
- We will be covering the following topics: Personal Hygiene, Importance of Personal Hygiene, Hand Washing, and how good personal hygiene can prevent food poisoning.

### Do

- Start by introducing the topic and explaining why it is important in the food industry.
- Use handouts or slides to provide information on the different aspects of personal hygiene and the importance of maintaining good hygiene practices.
- Demonstrate proper hand washing techniques and emphasize the importance of hand washing before handling food.
- Discuss the common causes of food poisoning and how good personal hygiene practices can help prevent it.
- Engage the participants in an activity that reinforces the importance of personal hygiene and hand washing.

### Ask

- What are some of the risks associated with poor personal hygiene practices in the food industry?
- How often should you wash your hands when working with food?

## Elaborate

- **Personal Hygiene:** Personal hygiene refers to the practices and habits that individuals use to maintain their cleanliness and grooming. Good personal hygiene is essential in the food industry to prevent the spread of harmful bacteria and germs.
- **Importance of Personal Hygiene:** Maintaining good personal hygiene practices is important in preventing the spread of harmful bacteria and germs, which can lead to food poisoning.
- **Hand Washing:** Hand washing is a simple and effective way to prevent the spread of harmful bacteria and germs. Hands should be washed with soap and warm water for at least 20 seconds before handling food or touching any surfaces that may come into contact with food.
- **Good personal hygiene can prevent food poisoning:** By maintaining good personal hygiene practices, you can prevent the spread of harmful bacteria and germs that can lead to food poisoning.

## Demonstrate

Demonstrate proper hand washing techniques, including wetting hands with clean, warm water, applying soap and lathering for at least 20 seconds, rinsing thoroughly, and drying hands with a clean towel or air dryer. Also, demonstrate the use of hand sanitizer and emphasize its effectiveness in situations where hand washing facilities are not available.

## Activity

1. **Activity Name:** Hand Washing Challenge
2. **Objective:** To reinforce the importance of proper hand washing techniques and promote good personal hygiene practices.
3. **Resources:** Soap and water, hand sanitizer, timer
4. **Time Duration:** 10-15 minutes
5. **Instructions:**
  - Divide the participants into small groups and ask each group to nominate a representative.
  - Provide each group with soap and water, a timer, and a set of instructions for proper hand washing techniques.
  - Challenge the representatives to wash their hands properly and as quickly as possible, and time them.
  - Record the times and declare the winner.
6. **Outcome:** The participants will have a better understanding of the importance of proper hand washing techniques and how it can help prevent the spread of harmful bacteria and germs.

## Notes for Facilitation

- Encourage participation and questions throughout the session to increase engagement and understanding.
- Be aware of cultural differences and considerations when discussing personal hygiene.
- Emphasize the importance of maintaining good personal hygiene, and its impact on the safety and quality of food.

## Unit 5.4: Health Safety

### Unit Objectives

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

1. Illustrate the concept of health safety
2. Understand the hazards of health safety
3. Explain the health and safety policies and procedures
4. Describe the personal protective equipment
5. Discuss the types of personal protective equipment

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Health Safety, Images and videos related to Health Safety.

### Say

Good morning trainees today, we will be discussing the importance of Health and safety practices in the food industry and how it can help prevent food poisoning.

### Do

- Start the session by discussing the definition and importance of health and safety in the workplace. Use examples to illustrate the impact of health and safety hazards on individuals and the organization.
- Discuss common health and safety hazards in the workplace and ways to identify and prevent them. Use images or videos to support your points and encourage participation from the trainees.
- Talk about health and safety policies and procedures and their role in ensuring a safe workplace. Discuss the steps involved in developing and implementing these policies and procedures.
- Introduce personal protective equipment (PPE) and its importance in preventing workplace injuries and illnesses. Discuss the different types of PPE and how to select and use them properly.

### Ask

- What are some common health and safety hazards in your workplace?
- Why is it important to follow health and safety policies and procedures?
- Can you think of a time when using personal protective equipment could have prevented an injury or illness?

## Elaborate

- Health safety: refers to the measures taken to prevent injury or illness in the workplace.
- Health safety hazards: physical, chemical, biological, or psychological factors that can cause harm to workers.
- Health and safety policies and procedures: guidelines and rules developed by organizations to ensure a safe and healthy workplace.
- Personal protective equipment: equipment worn by workers to minimize exposure to hazards and prevent injuries and illnesses.
- Types of PPE: examples include gloves, goggles, respirators, hard hats, and safety shoes.

## Demonstrate

Show the trainees examples of different types of PPE and demonstrate how to wear and use them properly.

## Activity

1. **Activity Name:** Personal Protective Equipment (PPE) Scavenger Hunt
2. **Objective:** To familiarize trainees with the different types of personal protective equipment and their uses.
3. **Resources:** Samples of different types of PPE, list of PPE items to find
4. **Time Duration:** 20-30 minutes
5. **Instructions:**
  - Divide the trainees into small groups.
  - Provide a list of different types of PPE items to find.
  - Give each group a set of PPE items to search for.
  - Instruct the groups to find the PPE items as quickly as possible and bring them back to a designated location.
  - After all the groups have found their PPE items, discuss each item and its use.
6. **Outcome:** Trainees will be familiar with the different types of PPE and their uses.

## Notes for Facilitation

- Encourage active participation from the trainees throughout the session.
- Emphasize the importance of reporting hazards and incidents to ensure a safe workplace.
- Provide examples and scenarios to help trainees understand the concepts and practices discussed.
- Demonstrate the proper use of PPE to ensure trainees understand its importance and use.
- Provide a safe and supportive environment for questions and discussion throughout the session.



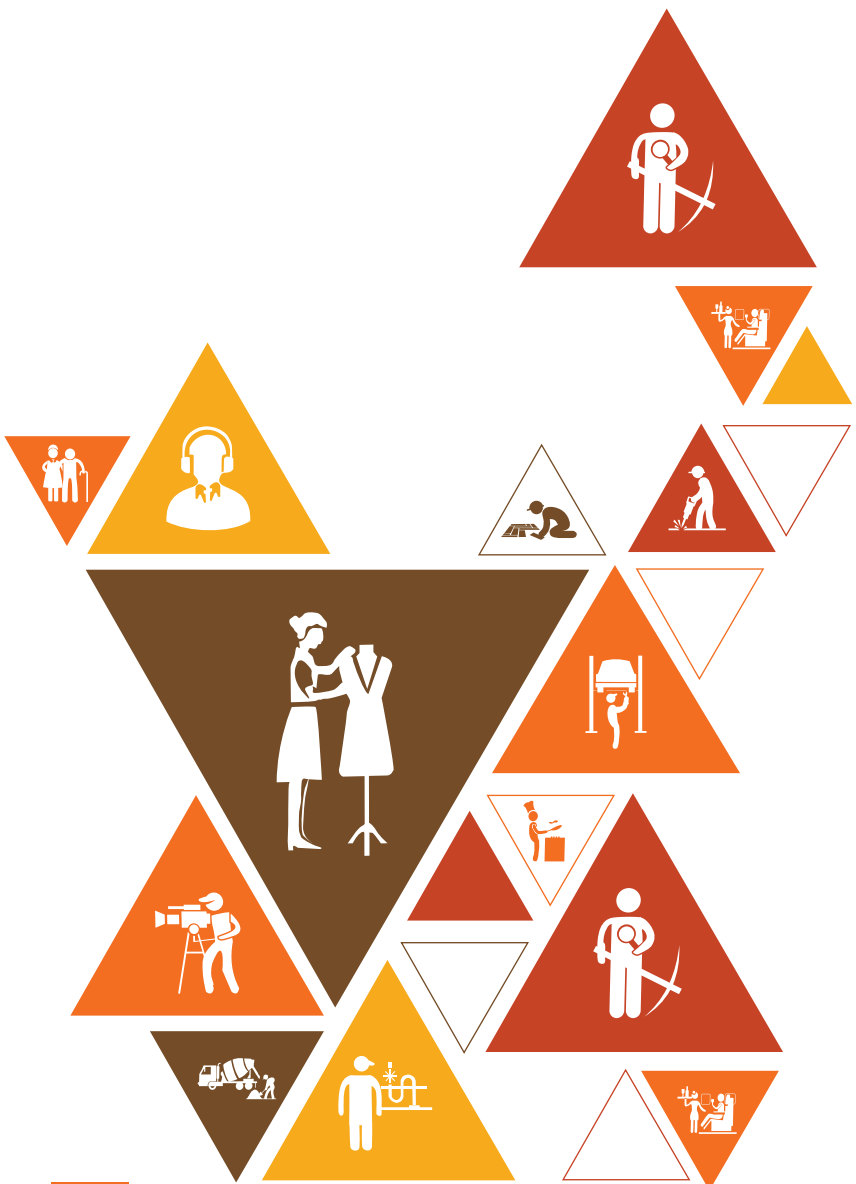
## Answers to Exercises for PHB

A. Choosing the correct options are

1. a. Food Safety
2. b. Hazard
3. b. unwanted
4. a. Storage temperature
5. b. high-quality

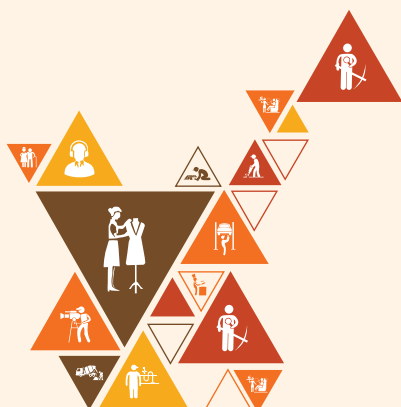
B. Answers

1. The most common types of contaminants in food are physical, chemical, and biological contaminants. Physical contaminants include objects such as hair, dirt, or broken glass. Chemical contaminants include substances such as pesticides, cleaning agents, or food additives. Biological contaminants include bacteria, viruses, and parasites.
2. The layout and design of food establishment premises should be designed to prevent contamination, facilitate cleaning and sanitation, and provide efficient workflows. This includes separating raw and cooked food areas, providing hand washing stations, and ensuring proper ventilation.
3. VACCP stands for Vulnerability Assessment and Critical Control Point. It is a risk management system used in the food industry to identify and address potential vulnerabilities to food safety hazards that could be intentionally introduced for the purpose of causing harm to consumers.
4. Water supply facilities provide potable water for use in food preparation, cleaning, and sanitation. They may include water treatment plants, water distribution systems, and storage tanks.
5. The two components of a sanitation plan are cleaning and sanitizing. Cleaning refers to the physical removal of dirt, debris, and other contaminants from surfaces, while sanitizing refers to the use of chemical agents or other methods to kill or reduce the number of harmful microorganisms on those surfaces.





- Unit 6.1 - Hazard, Risk and Accidents
- Unit 6.2 - Standard Practices and Precautions
- Unit 6.3 - Uses of Electrical Equipment
- Unit 6.4 - Usage of Personal Protective Equipment
- Unit 6.5 - Organisational Protocols
- Unit 6.6 - Dealing with Toxics
- Unit 6.7 - Fire Prevention and Fire Extinguishers
- Unit 6.8 - Artificial Respiration and CPR
- Unit 6.9 - Rescue and Evacuation In Case Of Fire
- Unit 6.10 - First Aid
- Unit 6.11 - Potential Injuries and Ill Health
- Unit 6.12 - Precautions in Mobility
- Unit 6.13 - Significance of Various Types of Hazard and Safety Signs



## Key Learning Outcomes



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

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

## Unit 6.1: Hazard, Risk and Accidents

### Unit Objectives

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

1. Identify the types of hazards, risks as well as accidents

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Hazard, Risk and Accidents, Images and videos related to Hazard, Risk and Accidents.

### Say

- Welcome to the class on Hazard, Risk and Accidents. This session will focus on the types of hazards, risks and accidents, hazard identification and risk assessment.
- We will cover the fundamentals of hazard and risk management and share practical tools and techniques for identifying and assessing risks.

### Do

- Use presentation slides to explain the topics covered and engage the audience with case studies and group activities.
- Encourage questions and discussions throughout the session.
- Provide handouts and additional resources to support learning.
- Summarize key takeaways and provide opportunities for feedback and evaluation.

### Ask

- What are some hazards and risks that you encounter in your daily life?
- Why is it important to identify and assess hazards and risks in the workplace?

### Elaborate

- Types of hazards: physical, chemical, biological, ergonomic, and psychosocial hazards
- Types of risks: financial, operational, strategic, and reputational risks
- Hazard identification: the process of identifying potential hazards and sources of harm
- Risk assessment: the process of evaluating the likelihood and consequences of hazards and risks

## Demonstrate



Use case studies and practical examples to demonstrate hazard identification and risk assessment tools such as job safety analysis, hazard maps, and risk matrices.

## Activity



1. **Activity Name:** Hazard Hunt
2. **Objective:** To identify hazards and assess risks in the workplace
3. **Resources:** Whiteboard, markers, hazard identification and risk assessment tools
4. **Time Duration:** 30-45 minutes
5. **Instructions:**
  - Divide participants into small groups and assign each group a workplace or scenario to assess.
  - Using the hazard identification and risk assessment tools, ask each group to identify and assess the hazards and risks in their assigned workplace or scenario.
  - Have each group present their findings and discuss potential solutions to mitigate the identified hazards and risks.
6. **Outcome:** Participants will gain hands-on experience in identifying and assessing hazards and risks in the workplace.

## Notes for Facilitation



- Encourage active participation and engagement from all participants.
- Create a safe and respectful learning environment.
- Emphasize the importance of hazard and risk management in promoting a safe and healthy work environment.
- Provide practical examples and case studies to illustrate key concepts.
- Use a variety of teaching methods to accommodate different learning styles.

## Unit 6.2: Standard Practices and Precautions

### Unit Objectives

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

1. Categorize the standard precautions and practices

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Standard Practices and Precautions, Images and videos related to Standard Practices and Precautions.

### Say

- Good morning trainees, in this session will focus on the importance of following standard practices and taking necessary precautions to prevent accidents and injuries.
- We will discuss the standard practices and precautions that should be followed in different workplaces and situations.

### Do

- Use presentation slides to explain the topics covered and engage the audience with case studies and group activities.
- Encourage questions and discussions throughout the session.
- Provide handouts and additional resources to support learning.
- Summarize key takeaways and provide opportunities for feedback and evaluation.

### Ask

What are some standard practices and precautions that you follow in your workplace or daily life?

### Elaborate

- Standard practices: procedures and protocols that should be followed in specific situations and workplaces to ensure safety and prevent accidents and injuries.
- Precautions: measures taken to prevent accidents and injuries, such as using personal protective equipment, following safety guidelines, and being aware of potential hazards.

## Demonstrate



Use case studies and practical examples to demonstrate the importance of following standard practices and taking necessary precautions in different workplaces and situations.

## Activity



1. **Activity Name:** Safety Scavenger Hunt
2. **Objective:** To identify and evaluate standard practices and precautions in the workplace
3. **Resources:** Presentation slides, handouts, personal protective equipment (PPE), standard operating procedures (SOPs)
4. **Time Duration:** 30-45 minutes
5. **Instructions:**
  - Divide participants into small groups and assign each group a workplace or scenario to assess.
  - Using the presentation slides and handouts as a guide, ask each group to identify and evaluate the standard practices and precautions in their assigned workplace or scenario.
  - Have each group present their findings and discuss potential improvements to existing standard practices and precautions.
6. **Outcome:** Participants will gain hands-on experience in identifying and evaluating standard practices and precautions in the workplace.

## Notes for Facilitation



- Encourage active participation and engagement from all participants.
- Create a safe and respectful learning environment.
- Emphasize the importance of following standard practices and taking necessary precautions to prevent accidents and injuries.
- Provide practical examples and case studies to illustrate key concepts.
- Use a variety of teaching methods to accommodate different learning styles.



## Unit 6.3: Uses of Electrical Equipment

### Unit Objectives

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

1. Examine the utilization of the electrical equipment

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Electrical Equipment, Images and videos related to Electrical Equipment.

### Say

Good morning participants in this session, we will be learning about the various types of electrical equipment and their uses.

### Do

- Begin the session by introducing yourself and getting to know the participants.
- Use the PowerPoint presentation to cover the different types of electrical equipment and their uses.
- Demonstrate the safe use of electrical equipment such as power drills, saws, and soldering irons.
- Provide handouts on electrical equipment and its uses.
- Encourage questions and facilitate a discussion around the proper use and safety guidelines for electrical equipment.

### Ask

- What are some electrical tools you have used before?
- What precautions do you take while using electrical equipment?

### Elaborate

- The Utilization of the Electrical Equipment
  - Electrical equipment is used in a wide range of applications such as construction, manufacturing, and maintenance.
  - Understanding the proper use and safety guidelines for electrical equipment is crucial to prevent accidents and injuries.

## Demonstrate



Demonstrating the proper use of electrical equipment is important to ensure that participants understand how to use them safely and effectively.

## Activity



1. **Activity Name:** Electrical Equipment Safety Checklist
2. **Objective:** To develop an understanding of the safety guidelines for using electrical equipment.
3. **Resources:** Safety guidelines for electrical equipment, checklist templates
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Provide participants with a checklist template for electrical equipment safety.
  - Review the safety guidelines for electrical equipment with the group.
  - Ask participants to complete the checklist by identifying potential safety hazards and ways to prevent them.
  - Discuss the completed checklists as a group.
6. **Outcome:** Participants will gain an understanding of the safety guidelines for using electrical equipment and be able to identify potential safety hazards.

## Notes for Facilitation



- Ensure that all electrical equipment used during the session is properly maintained and in good working condition.
- Emphasize the importance of wearing appropriate personal protective equipment while using electrical equipment.
- Encourage participants to ask questions and seek clarification if they are unsure about anything related to the use of electrical equipment.

## Unit 6.4: Usage of Personal Protective Equipment

### Unit Objectives

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

1. Examine the utilization of the electrical equipment

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Usage of Personal Protective Equipment, Images and videos related to Usage of Personal Protective Equipment.

### Say

Good morning trainees today, we will be discussing the importance of Personal Protective Equipment.

### Do

- Begin by providing an overview of the different types of PPE and their respective uses.
- Discuss the proper techniques for selecting, wearing, and removing PPE.
- Demonstrate how to inspect and maintain PPE to ensure its effectiveness.
- Discuss common misconceptions and mistakes related to the use of PPE.
- Allow time for questions and discussion.

### Ask

- What types of PPE have you used before?
- How can we ensure that PPE is used effectively and consistently in the workplace?

### Elaborate

- PPE is used to protect workers from potential hazards such as physical, chemical, or biological agents.
- Common types of PPE include gloves, masks, goggles, helmets, and earplugs.
- Proper use of PPE involves selecting the appropriate equipment, wearing it correctly, and regularly inspecting and maintaining it.

## Demonstrate



Demonstrate the proper way to put on and remove different types of PPE. Show how to inspect and maintain PPE.

## Activity



1. **Activity Name:** PPE Inspection
2. **Objective:** Trainees will be able to identify and correct issues with PPE usage.
3. **Resources:** Samples of different types of PPE, inspection checklist.
4. **Time Duration:** 20-30 minutes
5. **Instructions:**
  - Divide the trainees into pairs.
  - Distribute samples of different types of PPE to each pair.
  - Provide an inspection checklist for each pair to evaluate the condition of the PPE.
  - Allow time for each pair to inspect the PPE and identify any issues.
  - Bring the group back together to discuss any findings and provide guidance on how to correct any issues.
6. **Outcome:** Trainees will be able to identify common issues with PPE usage and understand the importance of regular inspection and maintenance.

## Notes for Facilitation



- Encourage trainees to ask questions and provide real-world examples of PPE usage.
- Emphasize the importance of proper PPE usage in preventing workplace injuries and illnesses.
- Provide guidance on how to select the appropriate PPE for specific tasks or hazards.
- Remind trainees to regularly inspect and maintain their PPE to ensure its effectiveness.
- Reinforce the message that PPE should always be the last line of defense against workplace hazards, and that engineering and administrative controls should be prioritized whenever possible.

## Unit 6.5: Organisational Protocols

### Unit Objectives

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

1. Recognizing the organizational protocols

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Organisational Protocols, Images and videos related to Organisational Protocols.

### Say

- Good morning trainees today, we will be discussing the importance of following organizational protocols and how they contribute to the smooth functioning of an organization.
- Throughout the session, we will be using case studies and scenarios to understand the practical application of these protocols.

### Do

- Provide an overview of the session and the topics that will be covered.
- Use the whiteboard or slides to outline the organizational protocols that will be discussed.
- Discuss the importance of each protocol and how it contributes to the smooth functioning of the organization.
- Use case studies or scenarios to illustrate the importance of following these protocols.
- Encourage discussion and questions from the participants.

### Ask

- What are some examples of organizational protocols that you follow in your workplace?
- Why is it important to follow these protocols?
- What are the consequences of not following organizational protocols?

### Elaborate

- Organizational protocols are a set of guidelines and procedures that are established to ensure the smooth functioning of an organization.

- These protocols may include procedures for communication, decision making, handling conflicts, maintaining confidentiality, and ensuring the safety of employees.
- Following these protocols helps to ensure that everyone in the organization is on the same page and that the organization is working efficiently.

## Demonstrate

Demonstrate how to follow a specific organizational protocol using a scenario or case study.

## Activity

1. **Activity Name:** Protocol Review
2. **Objective:** To review and reinforce the importance of following organizational protocols.
3. **Resources:** Handouts outlining the organizational protocols discussed in the session, pens or markers.
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the participants into small groups.
  - Provide each group with a set of organizational protocols and ask them to review and discuss the importance of each protocol.
  - Ask each group to present their findings to the larger group.
  - Encourage discussion and questions.
6. **Outcome:** Participants will have a better understanding of the importance of following organizational protocols and the consequences of not doing so.

## Notes for Facilitation

- Encourage participation and discussion throughout the session.
- Use case studies and scenarios to illustrate the practical application of the protocols.
- Ensure that participants understand the importance of each protocol.
- Provide examples of how these protocols have been successfully implemented in other organizations.
- Emphasize the consequences of not following these protocols.

## Unit 6.6: Dealing with Toxics

### Unit Objectives

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

1. Monitor the ways to handle the toxics

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Dealing with Toxics, Images and videos related to Dealing with Toxics.

### Say

- Good morning trainees today, we'll be learning about the different ways to handle toxic behavior.
- We'll discuss why it's important to address toxic behavior in the workplace and the impact it can have on individuals and teams.
- By the end of this session, you'll have a better understanding of how to recognize and handle toxic behavior in the workplace.

### Do

- Start the session by introducing the topic and asking the participants what they think toxic behavior means and how it impacts the workplace.
- Use the presentation slides to discuss the different types of toxic behavior and the reasons behind it. Use real-life examples to illustrate your points.
- Hand out the handouts on handling toxic behavior and go through them with the participants. Encourage them to take notes and ask questions if they have any.
- Have a discussion on how to handle toxic behavior in the workplace. Ask the participants to share their own experiences and strategies they've used in the past.
- Use the whiteboard and sticky notes to list down the strategies discussed and have a group discussion on their effectiveness.

### Ask

- What comes to mind when you hear the term "toxic behavior"?
- Have you experienced toxic behavior in the workplace before? How did you handle it?

## Elaborate

- The Ways to Handle the Toxics
  - Toxic behavior can include a wide range of actions, from passive-aggressive behavior to outright bullying.
  - It's important to address toxic behavior as it can have a negative impact on individuals and teams, leading to decreased productivity, morale, and even mental health issues.

## Demonstrate

Demonstrate active listening during the group discussion by paraphrasing the participants' points and asking follow-up questions to encourage deeper exploration of the topic.

## Activity

1. **Activity Name:** Toxic Behavior Scenarios
2. **Objective:** To practice identifying and handling toxic behavior in the workplace.
3. **Resources:** Scenarios handout, sticky notes, pens
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the participants into small groups of 3-4.
  - Hand out the scenarios handout and ask the groups to read through each scenario.
  - Each group should discuss the scenario and come up with a strategy to handle the toxic behavior.
  - After 10 minutes, ask each group to present their scenario and the strategy they came up with to the rest of the class.
  - Have a group discussion on the effectiveness of each strategy.
6. **Outcome:** Participants will have a better understanding of how to recognize and handle toxic behavior in the workplace, and will have practiced applying this knowledge to real-life scenarios

## Notes for Facilitation

- Encourage active participation from all participants.
- Use real-life examples to illustrate your points and encourage the participants to share their own experiences.
- Create a safe and inclusive environment for discussion.
- Emphasize the importance of confidentiality when discussing sensitive issues.
- Provide resources and support for participants who may be struggling with toxic behavior in their workplace.



## Unit 6.7: Fire Prevention and Fire Extinguishers

### Unit Objectives

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

1. Identify fire prevention and fire extinguisher

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Fire Prevention and Fire Extinguishers, Images and videos related to Fire Prevention and Fire Extinguishers.

### Say

- Welcome, everyone, to the session on Fire Prevention and Fire Extinguishers. Today, we'll be learning about the importance of fire prevention and understanding how to effectively use fire extinguishers.
- Fire safety is a critical aspect of maintaining a safe working environment. By the end of this session, you'll have the knowledge and skills to prevent fires and respond appropriately if one occurs.

### Do

- Use visual aids and handouts to present information on fire prevention, including potential fire hazards and ways to minimize them.
- Demonstrate how to use a fire extinguisher properly and give participants the opportunity to practice using one.
- Discuss evacuation plans and procedures in case of a fire emergency.

### Ask

- Have you ever witnessed or been in a fire emergency situation? How did you respond?
- What are some common fire hazards in the workplace/home?

### Elaborate

- Fire prevention includes identifying potential fire hazards, such as overloaded electrical outlets, unattended cooking appliances, and flammable materials, and taking steps to minimize them.
- Fire extinguishers come in different types, each designed for specific classes of fires (e.g. Class A, B, C, D, or K). It's important to choose the right type of extinguisher for the fire.

- When using a fire extinguisher, remember the acronym PASS: Pull the pin, Aim at the base of the fire, Squeeze the handle, and Sweep side to side.

## Demonstrate

Demonstrate how to use a fire extinguisher properly, showing the different steps to take based on the type of fire (e.g. electrical fire, grease fire). Use a fire blanket to demonstrate smothering a fire.

## Activity

1. **Activity Name:** Fire Extinguisher Practice
2. **Objective:** To practice using a fire extinguisher and become comfortable with the steps involved in putting out a fire.
3. **Resources:** Fire extinguisher(s), fire blanket(s)
4. **Time Duration:** 15-20 minutes
5. **Instructions:**
  - Divide participants into small groups and give each group a fire extinguisher and a fire blanket.
  - Set up a mock fire (e.g. a small controlled fire in a designated area).
  - Instruct participants to use the fire extinguisher to put out the fire, following the PASS method.
  - Have participants use the fire blanket to smother the fire.
  - Allow each group to practice several times.
6. **Outcome:** Participants will have a better understanding of how to use a fire extinguisher properly and will be more confident in their ability to respond to a fire emergency.

## Notes for Facilitation

- Ensure that the fire extinguisher(s) used during the training are fully charged and appropriate for the type of fire used in the activity.
- Safety should be emphasized throughout the session.
- Emphasize the importance of reading the instructions on the fire extinguisher and becoming familiar with its use before an emergency situation arises.
- Remind participants to always prioritize their safety and evacuate the area in case of a large or uncontrollable fire.
- Discuss how to safely dispose of used fire extinguishers and how to maintain and inspect them regularly.

## Unit 6.8: Artificial Respiration and CPR

### Unit Objectives

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

1. Evaluate CPR as well as the artificial respiration

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Artificial Respiration and CPR, Images and videos related to Artificial Respiration and CPR.

### Say

- Good morning students today, we will learn how to perform these life-saving techniques in emergency situations.
- It is important to understand the basics of CPR and artificial respiration so that you can provide immediate assistance to someone who has stopped breathing or their heart has stopped beating.

### Do

- Start the session by asking the trainees if they have any prior knowledge or experience with CPR or artificial respiration.
- Provide a brief introduction to the topic and its importance.
- Show a video or slides on CPR and artificial respiration to provide a visual understanding of the techniques.
- Demonstrate the techniques on a mannequin or training dummy.
- Have trainees practice the techniques in pairs using a CPR face shield or mask and AED trainer.
- Provide feedback and correct any mistakes in the trainees' techniques.

### Ask

- What is the difference between CPR and artificial respiration?
- When should you perform CPR or artificial respiration?

### Elaborate

- CPR (Cardiopulmonary resuscitation) is a lifesaving technique used in emergencies to restore breathing and circulation to someone whose heart has stopped beating.

- Artificial respiration is a technique used to provide oxygen to someone who is breathing inadequately or not breathing at all.
- Proper technique and immediate response can greatly increase the chances of survival in a cardiac arrest or respiratory emergency.

## Demonstrate

Demonstrate the techniques on a mannequin or training dummy to show the trainees how to perform CPR and artificial respiration.

## Activity

1. **Activity Name:** CPR and Artificial Respiration Practice
2. **Objective:** To practice CPR and artificial respiration techniques
3. **Resources:** Mannequin or training dummy, CPR face shield or mask, AED trainer
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the trainees into pairs.
  - Provide each pair with a mannequin or training dummy, CPR face shield or mask, and AED trainer.
  - Have one person in each pair practice performing CPR while the other person times them and provides feedback.
  - Then switch roles and practice artificial respiration.
  - Rotate until each trainee has practiced both techniques.
6. **Outcome:** Trainees will gain hands-on experience and confidence in performing CPR and artificial respiration techniques.

## Notes for Facilitation

- Ensure that trainees are comfortable and confident in their techniques before moving on to the next step.
- Encourage trainees to ask questions and provide feedback to each other.
- Emphasize the importance of proper technique and immediate response in an emergency situation.
- Provide support and debriefing for trainees who may have found the practice session challenging or emotional.
- Encourage trainees to seek further training or certification if they wish to become more proficient in these techniques.

## Unit 6.9: Rescue and Evacuation In Case Of Fire

### Unit Objectives

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

1. Discuss the evacuation and rescue during a fire incident

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Artificial Respiration and CPR, Images and videos related to Artificial Respiration and CPR.

### Say

- Good morning trainees today we will be discussing the important topic of rescue and evacuation in case of a fire incident.
- We will cover the procedures to follow during a fire emergency, evacuation routes, and how to rescue individuals who may be trapped or injured.

### Do

- Introduce the topic and ask trainees what they know about fire safety and evacuation procedures.
- Cover the procedures for a fire emergency, including how to sound the alarm, how to use fire extinguishers, and when to evacuate.
- Discuss evacuation routes and ensure everyone knows the designated safe area for assembly.
- Cover the different methods of rescue, including using ladders and evacuation chairs.
- Conduct a practical activity where trainees can practice using the different methods of rescue and evacuation.

### Ask

- What do you think are some common causes of fire incidents?
- Have you ever experienced a fire emergency before? How did you respond?
- What are some ways we can prevent fires from occurring in the first place?

### Elaborate

The Evacuation and Rescue during a Fire Incident

## Demonstrate



Demonstrate how to use fire extinguishers and different methods of rescue, such as ladders and evacuation chairs.

## Activity



1. **Activity Name:** Rescue and Evacuation Simulation
2. **Objective:** To practice the methods of rescue and evacuation covered in the session
3. **Resources:** Firefighting equipment, PPE, evacuation chairs, ladders
4. **Time Duration:** 30-45 minutes
5. **Instructions:**
  - Divide the group into teams of 4-5 individuals.
  - Provide each team with firefighting equipment, PPE, and an evacuation chair or ladder.
  - Conduct a simulation where a trainee is “trapped” in a designated area and the team must use the different methods of rescue and evacuation to retrieve them.
  - Rotate roles so everyone has a chance to practice different methods of rescue.
  - Debrief after the simulation and discuss what went well and areas for improvement.
6. **Outcome:** Trainees will have practical experience using the different methods of rescue and evacuation, and will feel more confident in their ability to respond to a fire emergency.

## Notes for Facilitation



- Ensure that all trainees are wearing appropriate PPE during the simulation.
- Emphasize the importance of following fire safety guidelines and procedures in the building.
- Remind trainees that safety is the top priority during a fire emergency.
- Encourage trainees to ask questions and participate in discussions throughout the session.
- Provide clear instructions and guidance during the practical activity to ensure everyone is safe and understands what to do.

## Unit 6.10: First Aid

### Unit Objectives

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

1. Cataloguing the first aids

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on First Aid, Images and videos related to First Aid.

### Say

- Good morning trainees and welcome to the First Aid training session.
- We will cover the basics of providing first aid in emergency situations.

### Do

- Present the slides and handouts with first aid procedures and instructions.
- Demonstrate the different procedures and techniques, including CPR and the use of AED machines (if available).
- Conduct an interactive session where trainees can practice the techniques on each other or on CPR dummies.
- Answer any questions that trainees may have and provide feedback on their performance.

### Ask

- What are some emergency situations where you might need to provide first aid?
- Have you ever had to provide first aid to someone? If so, what did you do?
- What are some potential risks of providing first aid?

### Elaborate

First Aids

## Demonstrate



Demonstrate the different procedures and techniques, including CPR and the use of AED machines (if available).

## Activity



1. **Activity Name:** Emergency Response Simulation
2. **Objective:** To practice providing first aid in a simulated emergency situation
3. **Resources:** First aid kits, CPR dummies (if available), and emergency scenario prompts
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide trainees into small groups and assign each group an emergency scenario.
  - Provide them with a first aid kit and any other necessary resources.
  - Each group must act out the scenario, providing first aid and managing the situation.
  - After each simulation, provide feedback and discuss what could have been done differently.
6. **Outcome:** Trainees will gain hands-on experience in providing first aid in simulated emergency situations.

## Notes for Facilitation



- Ensure that all trainees are comfortable with the procedures and techniques before allowing them to practice on each other or CPR dummies.
- Encourage trainees to ask questions and provide feedback throughout the session.
- Emphasize the importance of calling emergency medical services in serious situations.
- Remind trainees to be aware of their own safety and well-being when providing first aid.
- Follow up the training session with regular refresher sessions to reinforce the skills and knowledge learned.



## Unit 6.11: Potential Injuries and Ill Health

### Unit Objectives

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

1. Understanding the ill health as well as potential injuries

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Potential Injuries and Ill Health, Images and videos related to Potential Injuries and Ill Health.

### Say

- Good morning trainees in this session, we will learn about the various illnesses and injuries that can happen in the workplace and how to manage them effectively.
- The session will be interactive, and I encourage you to participate actively and ask any questions that you may have.
- Let's start by discussing some common illnesses and injuries that you may have experienced or witnessed.

### Do

- Use the PowerPoint presentation to guide the session and include interactive activities and discussions.
- Use the flipchart paper and markers to write down key points discussed during the session.
- Distribute handouts on common illnesses and injuries and discuss how to manage them effectively.
- Demonstrate first aid procedures and use video resources to provide additional information.

### Ask

- What illnesses or injuries have you experienced or witnessed in the workplace?
- What measures are currently in place in your workplace to prevent illnesses and injuries?
- What would you do in case of an emergency or injury in the workplace?

### Elaborate

The Ill Health As Well As Potential Injuries

## Demonstrate



- Demonstrate how to manage minor injuries such as cuts and burns, including how to clean and dress a wound.
- Demonstrate how to administer basic first aid procedures, such as the recovery position and CPR.

## Activity



1. **Activity Name:** First Aid Scenarios
2. **Objective:** To practice first aid skills and knowledge in realistic scenarios
3. **Resources:** First aid kit, scenario cards
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the participants into groups of three or four.
  - Provide each group with a scenario card that describes a common injury or illness that can occur in the workplace.
  - Each group must act out the scenario and demonstrate how to provide first aid and manage the injury or illness.
  - After each scenario, discuss as a group the correct procedures for managing the injury or illness and any improvements that can be made.
6. **Outcome:** Participants will practice first aid skills and knowledge in realistic scenarios and learn from each other's experiences.

## Notes for Facilitation



- Encourage participation and engagement from all participants.
- Use real-life examples and case studies to illustrate key points.
- Emphasize the importance of prevention measures in reducing the risk of illnesses and injuries.
- Be sensitive to any participants who may have personal experiences related to the topics discussed.
- Provide opportunities for participants to ask questions and seek clarification on any points discussed.

## Unit 6.12: Precautions in Mobility

### Unit Objectives

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

1. Demonstration of the precautions in mobility

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Precautions in Mobility, Images and videos related to Precautions in Mobility.

### Say

- Good morning trainees today we will be learning about the different precautions that we should take while moving around and how these precautions can help us avoid injuries and accidents.
- The objectives of this session are to understand the importance of precautions in mobility, learn about different types of precautions, and discuss how to apply these precautions in daily life.

### Do

- Begin the session by asking the participants to share any experiences they have had with accidents or injuries related to mobility.
- Use the PowerPoint presentation to introduce the concept of precautions in mobility and discuss the different types of precautions, including environmental precautions, personal precautions, and mobility aids.
- Provide examples of each type of precaution and ask the participants to share their own examples.
- Ask the participants to identify situations in which they might need to take precautions while moving around.
- Discuss how to apply these precautions in daily life and provide practical tips for staying safe while moving around.

### Ask

- What are some common causes of accidents or injuries related to mobility?
- What are some personal precautions that you can take to avoid accidents or injuries?
- How can environmental factors impact mobility and what precautions can you take to mitigate these factors?

## Elaborate

- Importance of taking precautions in mobility to prevent accidents and injuries
- Types of precautions: environmental, personal, mobility aids
- Examples of each type of precaution and how to apply them in daily life

## Demonstrate

Demonstrate how to use mobility aids, such as crutches or a cane, and how to navigate stairs safely.

## Activity

1. **Activity Name:** Precautions Scavenger Hunt
2. **Objective:** To apply knowledge of precautions in mobility in a fun and interactive way
3. **Resources:** Scavenger hunt checklist
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide participants into teams and provide each team with a scavenger hunt checklist.
  - The checklist should include items that require the team to identify different types of precautions in the environment, such as a handrail, a non-slip surface, or a wheelchair ramp.
  - Each team must work together to find as many items on the list as possible within the time limit.
  - After the time limit is up, gather the teams together to discuss the precautions they found and how they can be applied in daily life.
6. **Outcome:** Participants will be able to identify different types of precautions in the environment and apply this knowledge in their daily lives.

## Notes for Facilitation

- Encourage active participation and engagement from all participants.
- Use real-life examples and case studies to illustrate the importance of precautions in mobility.
- Provide practical tips and resources for participants to continue learning about and implementing precautions in their daily lives.
- Emphasize the importance of teamwork and collaboration in identifying and applying precautions in the environment.
- Encourage participants to ask questions and seek clarification throughout the session.

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

### Unit Objectives

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

1. Understanding the impact of various types of hazard and safety signs

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Significance of various types of hazard and safety signs, Images and videos related to Significance of various types of hazard and safety signs.

### Say

- Good morning trainees today we will be discussing the importance of these signs and how they help us in maintaining a safe and healthy environment.
- We will be covering different types of signs, such as warning signs, mandatory signs, prohibition signs, and emergency signs. By the end of this session, you will have a clear understanding of what each sign means and how it can impact our safety and health.

### Do

- Begin the session with a brief introduction of the topic.
- Present the PowerPoint presentation on hazard and safety signs, covering different types and their meanings.
- Show examples of different signs and ask the participants to identify the type and meaning of each sign.
- Encourage discussion and questions from the participants.
- Summarize the key points covered in the session and conclude with the importance of following these signs for our safety and health.

### Ask

- What are some common types of hazard and safety signs you see in your workplace?
- Why is it important to follow hazard and safety signs?

## Elaborate

- Warning signs alert us to potential hazards in a specific area or task.
- Mandatory signs indicate actions that must be taken to ensure safety.
- Prohibition signs indicate actions that are not allowed to maintain safety.
- Emergency signs show where emergency equipment and exits are located.

## Demonstrate

Demonstrate the correct use and interpretation of different types of hazard and safety signs to the participants, using visual aids and examples.

## Activity

1. **Activity Name:** Identify the Sign
2. **Objective:** To help participants identify different types of hazard and safety signs and understand their meanings.
3. **Resources:** Printed copies of different types of hazard and safety signs.
4. **Time Duration:** 20 minutes
5. **Instructions:**
  - Divide participants into small groups.
  - Give each group a set of printed copies of different types of hazard and safety signs.
  - Ask the groups to identify the type and meaning of each sign.
  - Encourage discussion and questions among the participants.
  - After 15 minutes, bring the groups together and review the correct answers for each sign.
6. **Outcome:** Participants will have a better understanding of different types of hazard and safety signs and how to interpret them correctly.

## Notes for Facilitation

- Make sure to create a safe and interactive learning environment for the participants.
- Encourage participation and discussion among the participants.
- Ensure that all the participants understand the meanings of different types of hazard and safety signs.
- Provide practical examples of hazard and safety signs that are relevant to the participants' workplace.
- Emphasize the importance of following these signs for the safety and health of everyone in the workplace.

## Answers to Exercises for PHB

A. Answer the following questions briefly.

1. A True
2. D All of them.
3. B No
4. A PASS method
5. D Drowning

B. Answer the following questions by choosing the correct option:

1. Unit 6.10: First Ai

Topic: 6.10.1 First Aids

2. UNIT 6.5: Organizational Protocols

Topic: 6.5.1 The Organizational Protocols

3. UNIT 6.3: Uses of Electrical Equipment

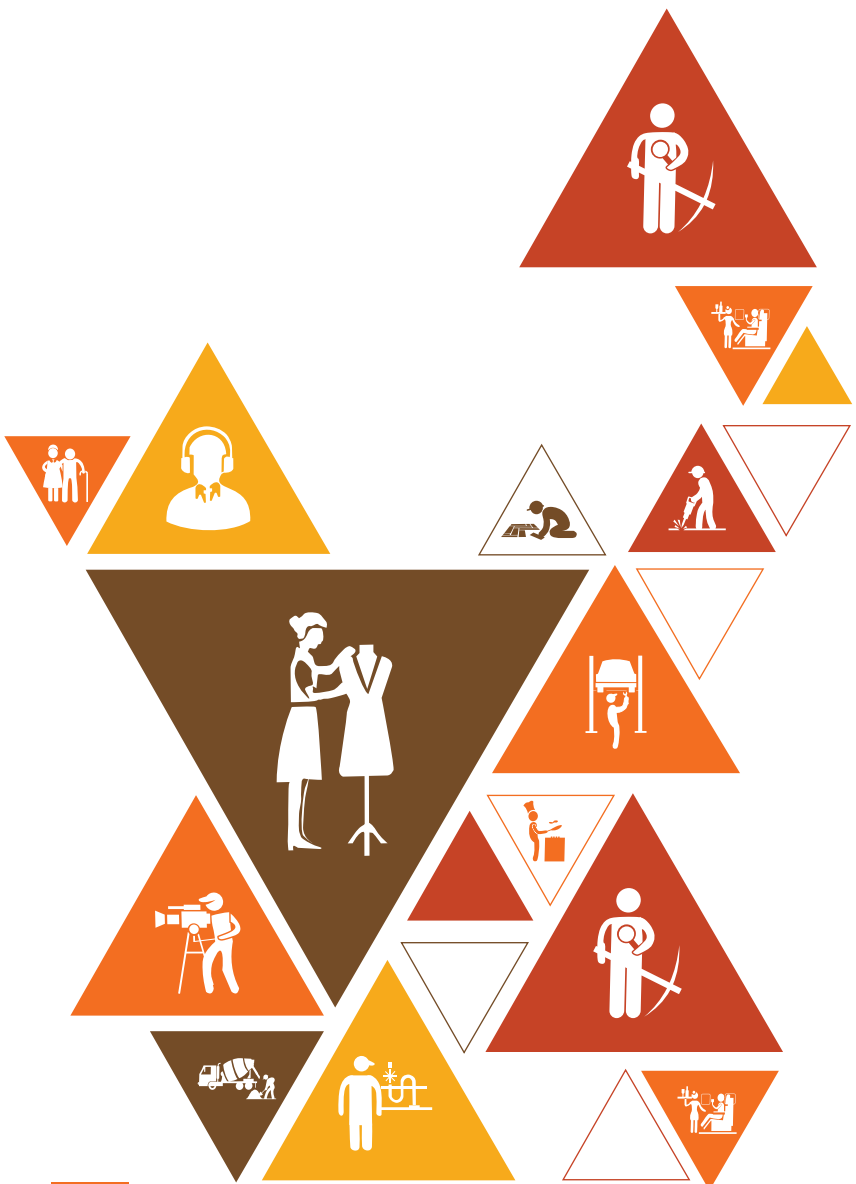
Topic: 6.3.1 The Utilization of the Electrical Equipment

4. UNIT 6.2: Standard Practices and Precautions

Topic: 6.2.2 Standard Practices and Precautions

5. UNIT 6.13: Significance of various types of hazard and safety signs

Topic: 6.13.1 The Impact of Various Types of Hazard and Safety Signs







## 7. Working Effectively in an Organization

Unit 7.1 - Organizational Policies

Unit 7.2 - Legislations, Standard, Policies, and Procedures

Unit 7.3 - Reporting Structure

Unit 7.4 - Inter-Dependent Functions

Unit 7.5 - Harassment and Discrimination

Unit 7.6 - Prioritising Tasks

Unit 7.7 - Communication Skills

Unit 7.8 - Teamwork

Unit 7.9 - Ethics and Discipline

Unit 7.10 - Grievances Solution

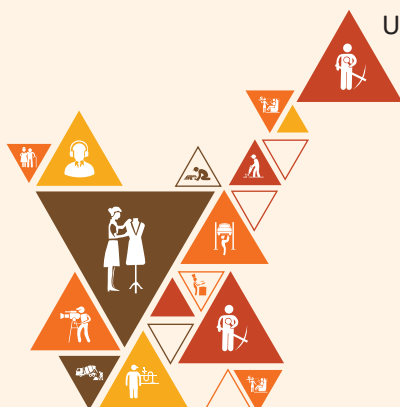
Unit 7.11 - Interpersonal Conflicts

Unit 7.12 - Disabilities and Challenges

Unit 7.13 - Gender Sensitivity and Discrimination

Unit 7.14 - Applicable Legislation, Grievance Redressal Mechanisms

Unit 7.15 - Transacting With Others without Personal Bias



## Key Learning Outcomes



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

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

## Unit 7.1: Organizational Policies

### Unit Objectives

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

1. Categorize the organizational policies

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Organizational Policies, Images and videos related to Organizational Policies.

### Say

- Good morning trainees today, we will discuss the importance and benefits of organizational policies, as well as explore different types of policies commonly found in workplaces.
- Organizational policies play a crucial role in establishing guidelines, expectations, and standards within an organization. They provide a framework for decision-making, promote consistency, and ensure compliance with legal and ethical requirements.

### Do

- Start by explaining the concept of organizational policies and their purpose. Highlight the benefits of having well-defined policies in place, such as fostering a safe and inclusive work environment, ensuring compliance with laws and regulations, and promoting consistency in practices and procedures.
- Discuss various types of organizational policies that are commonly found in workplaces. Examples may include policies related to health and safety, equal employment opportunity, code of conduct, data protection, social media usage, and more. Explain the relevance and importance of each type of policy.

### Ask

- What do you think are the benefits of having clear organizational policies in place?
- How do you think organizational policies contribute to maintaining a fair and inclusive work environment?

### Elaborate

Benefits of Organizational Policies:

- Provide clear guidelines and expectations for employees

- Promote consistency and fairness in decision-making
- Ensure compliance with legal and ethical requirements
- Foster a safe and inclusive work environment

Types of organizational or workplace policies:

- **Health and Safety Policies:** Addressing procedures and protocols for maintaining a safe work environment.
- **Equal Employment Opportunity Policies:** Promoting fairness, non-discrimination, and equal opportunity for all employees.
- **Code of Conduct Policies:** Outlining expected behaviors, ethical standards, and professional conduct.
- **Data Protection Policies:** Addressing the handling, storage, and protection of sensitive data and information.
- **Social Media Usage Policies:** Guiding employees on appropriate use of social media platforms in relation to the workplace.

## Activity

1. **Activity Name:** Policy Review and Analysis
2. **Objective:** Analyze and discuss different organizational policies and their impact on the workplace.
3. **Resources:** Handouts with examples of organizational policies, flipchart or whiteboard, markers.
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide participants into small groups.
  - Distribute handouts containing examples of different organizational policies.
  - Ask each group to review and analyze the policies provided.
  - Instruct them to discuss the relevance, effectiveness, and potential impact of each policy on the workplace.
  - Encourage participants to share their findings and insights with the larger group.
  - Facilitate a group discussion to compare and contrast the different policies and their implications.
  - Summarize the key takeaways and highlight the importance of well-crafted and communicated policies.
6. **Outcome:** Participants will gain a deeper understanding of various organizational policies and their significance in the workplace. They will develop analytical skills to assess the relevance and impact of different policies on organizational culture, employee behavior, and overall work environment.

## Notes for Facilitation

- Encourage participants to share their experiences and examples related to organizational policies.
- Be prepared to answer questions related to specific policies.
- Emphasize the importance of following policies and consequences for non-compliance.
- Share tips on creating effective policies.
- Remind participants to take what they have learned in this session and apply it in their workplaces.

## Unit 7.2: Legislations, Standard, Policies, and Procedures

### Unit Objectives

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

1. Catalogue the Legislations, standards, policies, and procedures

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Legislations, standard, policies, and procedures, Images and videos related to Legislations, standard, policies, and procedures.

### Say

- Good morning trainees and welcome to this session on Legislations, Standard, Policies, and Procedures.
- In this session, we will be discussing the various standard practices and policies that are necessary in a workplace.
- This session is designed to help you understand the importance of policies and procedures at a workplace and the various legislations and standards that govern them.

### Do

- Begin by introducing the topic and its relevance to the workplace.
- Use presentation slides to explain the different legislations, standards, policies, and procedures in detail.
- Encourage the trainees to ask questions and share their experiences and opinions.
- Use case studies to illustrate the importance of adhering to policies and procedures.
- Hand out documents related to legislations and standards and encourage the trainees to review them.

### Ask

- What is your understanding of policies and procedures in the workplace?
- How do you think following policies and procedures can help improve workplace safety?
- Can you share any experiences where following policies and procedures helped you avoid a potential risk or harm?

## Elaborate

Benefits of Organizational Policies:

- **Standard practices at a workplace must have:** Standard practices in a workplace are a set of guidelines that outline the specific ways of carrying out tasks and duties to ensure that work is done safely, effectively, and efficiently.
- **Policies and procedures at the workplace:** Policies and procedures are documents that outline the company's rules, regulations, and procedures for employees to follow while on the job. They provide clear guidance on how to behave in certain situations and ensure consistency in how work is done.
- **Importance of Policies and Procedure:** Policies and procedures ensure that work is done safely, efficiently, and effectively, and help to prevent accidents, incidents, and injuries.

## Demonstrate

Demonstrate how to fill out a safety incident report form and explain why it is necessary to do so.

## Activity

1. **Activity Name:** Policy Review
2. **Objective:** To review and analyze a workplace policy
3. **Resources:** Handouts of a workplace policy
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Hand out copies of a workplace policy to each trainee.
  - Instruct them to read the policy and take notes on key points and areas that may need clarification.
  - After 15 minutes, ask the trainees to discuss their notes with a partner or small group.
  - Come back together as a class and discuss the key points and any areas that need clarification.
6. **Outcome:** Trainees will have a better understanding of the policies and procedures at their workplace and be able to identify areas that may need improvement.

## Notes for Facilitation

- Provide a safe and respectful learning environment where trainees can ask questions and share their experiences without fear of judgement.
- Use real-life examples and case studies to make the session more engaging and relatable.
- Emphasize the importance of following policies and procedures to ensure a safe and healthy workplace.
- Explain how to access and use workplace policies and procedures documents effectively.
- Encourage the trainees to review the policies and procedures documents regularly and to report any concerns or issues they may have to their supervisor or HR.

## Unit 7.3: Reporting Structure

### Unit Objectives

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

1. Analyse the reporting structure

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Reporting Structure, Images and videos related to Reporting Structure.

### Say

- Good morning trainees today, we will learn about the different types of reporting structures that exist in organizations and how they impact the overall functioning of an organization.
- The reporting structure of an organization defines the roles and responsibilities of individuals and teams, and how they are interconnected. It is important to understand the different types of reporting structures so that we can understand the functioning of an organization and work collaboratively towards achieving common goals.
- Before we begin, let's discuss some key terms that we will be using in this session, such as reporting structure, chain of command, and span of control.

### Do

- Introduce the topic and explain the importance of reporting structure in an organization.
- Define the key terms related to the topic.
- Discuss the different types of reporting structures, such as functional, hierarchical, matrix, and flat structures.
- Explain the advantages and disadvantages of each type of reporting structure.
- Encourage participants to ask questions and clarify doubts.

### Ask

- What type of reporting structure do you currently work in?
- What are the advantages and disadvantages of the reporting structure you work in?
- Can you think of any other types of reporting structures that are not discussed in this session?

## Elaborate

- The Reporting Structure
  - Types of Reporting Structure

## Demonstrate

Use a whiteboard or flip chart to draw diagrams and explain the different types of reporting structures.

## Activity

1. **Activity Name:** Reporting Structure Role Play
2. **Objective:** To understand how reporting structure impacts decision-making and communication within an organization.
3. **Resources:** Handouts explaining different types of reporting structures
4. **Time Duration:** 30-45 minutes
5. **Instructions:**
  - Divide participants into groups of three or four.
  - Assign different roles to each participant within the group, such as CEO, Manager, Employee, and Customer.
  - Provide each group with a scenario where they have to make a decision based on the reporting structure they are assigned.
  - Each group has to act out the scenario and explain how the reporting structure impacted their decision-making and communication.
  - Encourage all groups to share their experiences and learnings with the larger group.
6. **Outcome:** Participants will gain a practical understanding of how reporting structure impacts decision-making and communication within an organization.

## Notes for Facilitation

- Encourage active participation and discussions.
- Use relevant examples and case studies to illustrate key points.
- Be clear and concise in your explanations.
- Allow time for questions and doubts.
- Ensure that the activity is engaging and aligned with the learning objectives.



## Unit 7.4: Inter-Dependent Functions

### Unit Objectives

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

1. List the inter-dependent functions

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Inter-Dependent Functions, Images and videos related to Inter-Dependent Functions.

### Say

- Good morning participants today we will be discussing the various types of inter-dependence that exist in an organization.
- By the end of this session, you will be able to identify the different types of inter-dependence and their impact on an organization.

### Do

- Begin by introducing the concept of inter-dependence and its importance in an organization.
- Explain the various types of inter-dependence using examples and handouts.
- Engage the participants in a discussion about how these types of inter-dependence exist in their workplace.

### Elaborate

- Pooled inter-dependence - work is completed independently, but resources are shared
- Sequential inter-dependence - work is completed in a specific sequence and each step relies on the previous one
- Reciprocal inter-dependence - work is completed by different departments or teams, but they rely on each other's output

### Demonstrate

Demonstrate each type of inter-dependence using relevant examples.

## Activity

1. **Activity Name:** Inter-Dependent Functions Sorting Game
2. **Objective:** To reinforce understanding of different types of inter-dependence and their impact on an organization.
3. **Resources:** Handouts explaining types of inter-dependence, index cards, pens.
4. **Time Duration:** 20-30 minutes.
5. **Instructions:**
  - Divide the participants into small groups.
  - Give each group a set of index cards with different types of inter-dependence written on them.
  - Ask the groups to sort the cards into three categories - pooled, sequential, and reciprocal.
  - After the groups have finished, have them present their categorization to the class.
6. **Outcome:** Participants will be able to identify the different types of inter-dependence and apply this knowledge to categorize real-world examples.

## Notes for Facilitation

- Encourage participation and discussion from all participants.
- Ensure that examples used are relevant to the participants' workplace.
- Emphasize the importance of inter-dependence in a successful organization.
- Be prepared to answer questions about how to manage different types of inter-dependence.
- Remind participants to take notes to refer back to later.

## Unit 7.5: Harassment and Discrimination

### Unit Objectives

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

1. Discuss the impact of harassment and discrimination

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Harassment and Discrimination, Images and videos related to Harassment and Discrimination.

### Say

- Welcome everyone to the session of harassment and discrimination in the workplace.
- This is an important and sensitive topic, so please feel free to ask questions and participate in the discussion.
- Our goal for this session is to raise awareness about harassment and discrimination, and to discuss ways to prevent and address them in the workplace.

### Do

- Start the session with a brief icebreaker activity to get participants comfortable and engaged.
- Introduce the PowerPoint presentation and go through it slide by slide, making sure to pause and encourage discussion as needed.
- Use the case studies to facilitate group discussion and critical thinking about real-life situations.
- Encourage participants to take notes throughout the session, especially on key definitions and strategies for addressing harassment and discrimination.
- Conclude the session with a summary of the main points and key takeaways, and allow time for any final questions or comments.

### Ask

- What comes to mind when you hear the terms “harassment” and “discrimination”?
- Have you or anyone you know experienced harassment or discrimination in the workplace? How was it handled?
- What steps can we take as individuals and as a team to prevent and address harassment and discrimination in the workplace?

## Elaborate

- Harassment can include behaviors such as unwanted sexual advances, offensive jokes or comments, and intimidation or bullying.
- Discrimination that occurs in the workplace can be based on race, gender, age, religion, disability, sexual orientation, or other factors.
- It is important for employers to have policies and procedures in place to prevent and address harassment and discrimination, and for all employees to be aware of these policies and their rights.

## Activity

1. **Activity Name:** Case Studies
2. **Objective:** To apply knowledge and critical thinking skills to real-life situations related to harassment and discrimination in the workplace.
3. **Resources:** Handouts with case studies and pens/paper for each participant.
4. **Time Duration:** 30-45 minutes
5. **Instructions:**
  - Distribute the case study handouts to each participant and allow time for them to read and reflect on the scenarios.
  - Divide participants into small groups and ask them to discuss the case studies together, identifying the key issues and brainstorming solutions.
  - Bring the groups back together and have a group discussion about the case studies, sharing insights and strategies for addressing harassment and discrimination in the workplace.
6. **Outcome:** Participants will have gained a deeper understanding of how harassment and discrimination can manifest in real-life situations, and will have practiced critical thinking and problem-solving skills related to preventing and addressing these issues.

## Notes for Facilitation

- Be sensitive and respectful when discussing this topic, and create a safe space for participants to share their experiences and opinions.
- Emphasize the importance of confidentiality and respect for all participants' privacy.
- Encourage active participation and engagement from all participants, and address any disruptive or inappropriate behavior immediately.
- Remind participants of their rights and responsibilities, as well as the resources available to them for reporting harassment and discrimination.
- Be prepared to offer additional resources and support for participants who may need it after the session.

## Unit 7.6: Prioritising Tasks

### Unit Objectives

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

1. Monitor the ways of prioritising the task

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Prioritising Tasks, Images and videos related to Prioritising Tasks.

### Say

- Welcome everyone to the session on prioritising tasks.
- Prioritising tasks is a crucial skill for success in any workplace. By the end of this session, you will be equipped with various techniques to help you prioritise your tasks effectively.
- Let's start by exploring the ways of prioritising tasks and how to prioritise tasks in the workplace when everything seems important.

### Do

- Begin by introducing the topic and its relevance to the trainees.
- Discuss different ways of prioritising tasks and how they can be used in the workplace.
- Provide handouts on prioritisation techniques and discuss each technique in detail.
- Conduct a group activity to apply the techniques learned and encourage discussion and feedback.

### Ask

- How do you currently prioritise your tasks in the workplace?
- What challenges have you faced when it comes to prioritising tasks?
- How can prioritising tasks help you achieve your goals in the workplace?

### Elaborate

- Prioritising tasks involves deciding which tasks are most important and allocating your time and resources accordingly.
- Prioritising tasks in the workplace can help you manage your workload efficiently and meet deadlines.
- Various techniques can be used for prioritising tasks, including the Eisenhower matrix, ABC analysis, and Pareto analysis.

## Demonstrate



Use the whiteboard or flipchart to demonstrate the different techniques for prioritising tasks and how they can be applied in different scenarios.

## Activity



1. **Activity Name:** Prioritisation Challenge
2. **Objective:** To apply prioritisation techniques in a real-life scenario
3. **Resources:** Handouts on prioritisation techniques, pen and paper
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the trainees into groups of three or four.
  - Provide a scenario where they need to prioritise tasks, such as a project with several deadlines.
  - Ask each group to use a different prioritisation technique to prioritise the tasks.
  - Allow time for the groups to discuss and come up with their prioritisation plan.
  - Each group presents their prioritisation plan and explains the technique they used.
6. **Outcome:** Trainees will have a better understanding of prioritisation techniques and how to apply them in real-life scenarios.

## Notes for Facilitation



- Encourage open discussion and feedback during the session.
- Use real-life examples to demonstrate the importance of prioritising tasks in the workplace.
- Be flexible and adapt the session to meet the needs of the trainees.
- Emphasise the importance of reviewing and revising the prioritisation plan regularly.
- Provide follow-up resources and support to help the trainees apply the techniques learned in their workplace.

## Unit 7.7: Communication Skills

### Unit Objectives

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

1. Record the types of communication skills

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Communication Skills, Images and videos related to Communication Skills.

### Say

- Good morning trainees today, we will explore the different types of communication skills and how to use them effectively in various situations.
- Communication is a vital aspect of our personal and professional lives, and mastering the different communication styles can help us build better relationships and achieve our goals.

### Do

- Start by introducing the topic of communication and asking the participants about their own experiences with communication.
- Present the different types of communication skills, such as verbal, non-verbal, written, and digital communication. Explain how each type can be used effectively in different contexts.
- Use case studies or videos to demonstrate the importance of effective communication and the consequences of poor communication.
- Hand out or discuss worksheets on different communication styles, such as assertive, passive, or aggressive communication, and ask participants to identify their own preferred style and how they can improve their communication skills.
- End the session by summarizing the key points and asking participants to reflect on what they have learned.

### Ask

- What challenges have you faced in communicating with others in the past?
- What are some situations where effective communication is crucial?
- How can understanding the different types of communication skills help you in your personal and professional life?

## Elaborate

- Verbal communication involves using spoken words to convey messages, while non-verbal communication includes body language, facial expressions, and tone of voice.
- Written communication is used for formal communication, such as emails or letters, while digital communication involves communicating through technology like social media or instant messaging.
- Understanding the different communication styles, such as assertive, passive, or aggressive, can help you communicate more effectively in different situations.

## Demonstrate

Demonstrate effective communication skills throughout the session. This includes actively listening to participants, speaking clearly and concisely, and using appropriate body language and tone of voice.

## Activity

1. **Activity Name:** Communication Styles
2. **Objective:** To identify different communication styles and learn how to use them effectively.
3. **Resources:** Handouts or worksheets on different communication styles
4. **Time Duration:** 20-30 minutes
5. **Instructions:**
  - Divide participants into small groups and give them handouts or worksheets on different communication styles, such as assertive, passive, or aggressive communication.
  - Ask them to read through the handouts and discuss how they can use each style effectively in different situations.
  - After 10-15 minutes, ask each group to present their findings to the rest of the participants.
6. **Outcome:** Participants will learn about different communication styles and how to use them effectively in various situations.

## Notes for Facilitation

- Encourage active participation and discussion among participants.
- Use case studies or videos to demonstrate the importance of effective communication.
- Be aware of cultural differences in communication styles and adapt accordingly.
- Provide feedback and suggestions for improvement in a constructive manner.
- Emphasize the importance of clear and concise communication throughout the session.



## Unit 7.8: Teamwork

### Unit Objectives

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

1. Evaluate the ways of carrying out a teamwork

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Teamwork, Images and videos related to Teamwork.

### Say

- Welcome, everyone, to the Teamwork session. Today, we will explore the different ways of carrying out teamwork and how it can benefit individuals and organizations.
- Teamwork is essential for achieving shared goals, fostering collaboration, and maximizing productivity.
- By understanding the various approaches to teamwork, we can work more effectively with others and achieve greater success.

### Do

- Begin by explaining the importance of teamwork and how it benefits the organization and individual growth.
- Cover the different ways of carrying out teamwork, including task delegation, effective communication, collaboration, and conflict resolution.
- Use examples to demonstrate how effective teamwork can help achieve goals.
- Encourage participants to share their experiences with teamwork and any challenges they have faced.
- Share handouts on teamwork and provide time for participants to read and ask any questions they may have.

### Ask

- What does teamwork mean to you?
- What skills do you think are essential for effective teamwork?

## Elaborate

- The Ways of Carrying Out Teamwork
  - Teamwork involves collaborating with others to achieve a common goal.
  - It requires effective communication, task delegation, and conflict resolution.
  - Effective teamwork helps to build trust, improves creativity and problem-solving, and increases productivity.

## Demonstrate

Demonstrate how to delegate tasks effectively and how to communicate clearly with team members.

## Activity

1. **Activity Name:** Collaborative Problem-Solving
2. **Objective:** To encourage teamwork and effective communication
3. **Resources:** Sticky notes, flip chart, timer
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the participants into groups of 4-5 people.
  - Provide them with a problem scenario that requires a solution.
  - Give each group 5 minutes to discuss and come up with a solution.
  - Have each group write their solution on a sticky note and post it on the flip chart.
  - Have the groups present their solutions and discuss which one would work best.
  - Encourage participants to discuss their reasoning and engage in open dialogue.
  - Use a timer to ensure each group has equal time to present their solution
6. **Outcome:** Participants will learn how to work collaboratively, communicate effectively, and engage in open dialogue to solve problems.

## Notes for Facilitation

- Encourage participants to actively listen and engage in open dialogue.
- Keep the session interactive and encourage participants to share their experiences.
- Use real-world examples to illustrate the benefits of effective teamwork.
- Be mindful of time and ensure that each activity is completed within the allocated time.
- Remind participants of the importance of respecting each other's opinions and valuing everyone's contributions.

## Unit 7.9: Ethics and Discipline

### Unit Objectives

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

1. Highlight the ethics and discipline

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Ethics and Discipline, Images and videos related to Ethics and Discipline.

### Say

- Good morning participants today we will be discussing the importance of ethics and discipline in our lives.
- This session is going to be interactive and will require your participation. Please feel free to ask questions and share your thoughts and experiences.

### Do

- Start the session by asking the trainees if they have any prior knowledge or experience related to the topic.
- Use the presentation slides to guide the discussion and cover the key points.
- Use handouts and case studies to facilitate discussion and engagement.
- Encourage participation and discussion among trainees.
- Conclude the session by summarizing the key takeaways and encourage trainees to apply the concepts in their personal and professional lives.

### Ask

- What do you think is the importance of ethics and discipline in our lives?
- Can you think of any examples of unethical or undisciplined behavior in personal or professional settings?
- How do you think ethics and discipline can be promoted in organizations and society?

## Elaborate

- The Ethics and Discipline
  - Ethics refer to a set of moral principles and values that guide our behavior and decision-making.
  - Discipline refers to the practice of self-control and adhering to rules and regulations.
  - The session will cover the importance of ethics and discipline in personal and professional settings, the consequences of unethical and undisciplined behavior, and strategies for promoting ethics and discipline in organizations.

## Activity

1. **Activity Name:** Ethical Dilemma
2. **Objective:** To help trainees apply the concepts of ethics and discipline to a real-world situation
3. **Resources:** Case studies
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide trainees into groups.
  - Provide each group with a case study that presents an ethical dilemma.
  - Ask the groups to discuss and identify the ethical issues and possible courses of action.
  - Ask each group to present their analysis and recommendations to the class.
6. **Outcome:** Trainees will have an opportunity to apply the concepts of ethics and discipline to a real-world situation and practice problem-solving and critical thinking skills.

## Notes for Facilitation

- Encourage trainees to share their experiences related to the topic.
- Use case studies to facilitate discussion and engagement.
- Ensure that the discussion is respectful and does not devolve into personal attacks or arguments.
- Emphasize the importance of maintaining confidentiality and respect for others' privacy.
- Encourage trainees to reflect on their own behavior and identify areas for improvement related to ethics and discipline.

## Unit 7.10: Grievances Solution

### Unit Objectives

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

1. Illustration of the grievance's solution

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Grievances Solution, Images and videos related to Grievances Solution.

### Say

- Welcome to the Grievances Solution class. In this session, we will learn about how to address and solve grievances in the workplace.
- Throughout this session, we will cover several techniques that can help in identifying the underlying issues that cause grievances, and then resolving them effectively.

### Do

- Begin by introducing the topic and explaining why it is important to learn about grievance resolution.
- Use a mix of lecture, case studies, and interactive activities to keep the session engaging and relevant to the trainees.
- Encourage discussion and participation from the trainees throughout the session.

### Ask

- What are some common causes of grievances in the workplace?
- How can we address grievances in a way that is fair and respectful to all parties involved?
- What strategies have you used in the past to resolve grievances, and how effective were they?

### Elaborate

- Understanding the causes of grievances
- Strategies for effective communication and conflict resolution
- Techniques for identifying and addressing root causes of grievances

## Activity

1. **Activity Name:** Case Study Analysis
2. **Objective:** To develop critical thinking and problem-solving skills related to grievance resolution
3. **Resources:** Handouts with case studies, flipchart paper, markers
4. **Time Duration:** 45 minutes
5. **Instructions:**
  - Divide the trainees into small groups.
  - Distribute case studies to each group and instruct them to analyze the case study, identify the root cause of the grievance, and brainstorm solutions to address it.
  - Provide flipchart paper and markers for each group to write down their analysis and solutions.
  - After 30 minutes, have each group present their analysis and solutions to the class.
6. **Outcome:** Trainees will develop their critical thinking and problem-solving skills related to grievance resolution.

## Notes for Facilitation

- It is important to create a safe and respectful environment for trainees to share their experiences related to grievances.
- Encourage active listening and positive communication throughout the session.
- Provide ample time for discussion and reflection on the case studies and other activities.
- Remind trainees that grievance resolution is an ongoing process that requires ongoing effort and commitment.
- Emphasize the importance of maintaining confidentiality when discussing grievances, especially if they involve sensitive or personal information.

## Unit 7.11: Interpersonal Conflicts

### Unit Objectives

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

1. Recognize the interpersonal conflicts

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Interpersonal Conflicts, Images and videos related to Interpersonal Conflicts.

### Say

- Welcome to the Interpersonal Conflicts class. In this session, we will explore the dynamics of interpersonal conflicts and learn strategies for effectively managing and resolving them.
- Throughout this session, we will discuss common causes of interpersonal conflicts, explore different conflict resolution approaches, and practice techniques for fostering positive communication and collaboration.

### Do

- Begin by introducing the topic of interpersonal conflicts and why it is important to address them in the workplace.
- Use a mix of lecture, interactive discussions, case studies, and role-playing activities to engage the trainees and make the content relatable to their experiences.
- Encourage active participation and create a safe environment for trainees to share their insights and challenges related to interpersonal conflicts.

### Ask

- What are some common causes of interpersonal conflicts in the workplace?
- How can effective communication and active listening help in resolving conflicts?
- What strategies or techniques have you used in the past to address and resolve interpersonal conflicts?

### Elaborate

The Interpersonal Conflicts

## Activity

1. **Activity Name:** Case Study Analysis
2. **Objective:** To apply conflict resolution techniques to real-life scenarios
3. **Resources:** Handouts with case studies, flipchart paper, markers
4. **Time Duration:** 45 minutes
5. **Instructions:**
  - Divide the trainees into small groups.
  - Distribute case studies to each group and instruct them to analyze the case study, identify the underlying issues causing the conflict, and brainstorm solutions to resolve it.
  - Provide flipchart paper and markers for each group to write down their analysis and solutions.
  - After 30 minutes, have each group present their analysis and solutions to the class.
6. **Outcome:** Trainees will practice applying conflict resolution techniques to real-life scenarios and enhance their problem-solving skills.

## Notes for Facilitation

- Foster a respectful and inclusive learning environment that encourages open dialogue and active participation.
- Emphasize the importance of active listening and empathetic communication in resolving interpersonal conflicts.
- Provide guidance and feedback during the role-playing exercises to help trainees develop their conflict resolution skills.
- Use real-life examples and case studies that are relevant to the trainees' work environment to enhance their engagement.
- Encourage trainees to reflect on their own communication styles and conflict resolution approaches and identify areas for improvement.



## Unit 7.12: Disabilities and Challenges

### Unit Objectives

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

1. Identify the disabilities and challenges

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Disabilities and Challenges, Images and videos related to Disabilities and Challenges.

### Say

- Good morning trainees today, we will be discussing the different types of disabilities and challenges that people face, and how we can better understand and accommodate individuals with disabilities.
- I encourage you to actively participate in this session, ask questions and share your thoughts and experiences. Let's make this a safe and inclusive space for everyone.

### Do

- Start the session by showing the PowerPoint presentation on Disabilities and Challenges, covering the following topics:
  - Definition of disabilities and challenges
  - Different types of disabilities and challenges
  - Common misconceptions about disabilities and challenges
  - Accommodations for individuals with disabilities
- Distribute handouts on Types of Disabilities and Accommodations, and allow time for participants to read and ask questions.
- Ask participants to work in pairs or small groups to discuss and share their personal experiences or observations with disabilities and challenges. Encourage them to use the flipchart paper and markers to write down their thoughts and ideas.
- Collect the flipchart papers and have a group discussion to share and reflect on the different experiences and ideas shared by participants.
- End the session by asking participants to fill out index cards with one thing they learned from the session and one thing they want to learn more about.

### Ask

- What comes to mind when you think of disabilities and challenges?

- Have you or someone you know ever experienced challenges due to a disability? Can you share your experience?
- What are some ways that we can create a more inclusive and accessible environment for individuals with disabilities?

## Elaborate

- Disabilities and challenges are diverse and can vary greatly from person to person.
- It is important to recognize that individuals with disabilities have unique needs and accommodations can greatly improve their quality of life and level of participation in society.

## Demonstrate

Demonstrate active listening skills and create a safe and inclusive space for everyone to share their thoughts and experiences.

## Activity

1. **Activity Name:** “Ability Game”
2. **Objective:** To raise awareness and challenge assumptions about disabilities and abilities
3. **Resources:** Sticky notes, flipchart paper and markers
4. **Time Duration:** 20-30 minutes
5. **Instructions:**
  - Ask participants to write down on a sticky note one ability or skill they possess.
  - Collect the sticky notes and redistribute them randomly among participants.
  - Ask participants to read the ability or skill on their new sticky note and think of a disability or challenge that would make it difficult to perform that ability.
  - Participants then write down the disability or challenge on a separate sticky note and attach it to the original sticky note.
  - Collect the sticky notes again and display them on the flipchart paper, grouping them by similar abilities and challenges.
  - Have a group discussion on the different abilities and challenges identified, and reflect on the assumptions and stereotypes associated with disabilities and abilities.
6. **Outcome:** This activity promotes empathy and understanding towards individuals with disabilities, and challenges participants to recognize the diverse abilities and challenges that exist in society.

## Notes for Facilitation

- Provide a safe and inclusive space for participants to share their personal experiences and perspectives.
- Encourage active participation and engagement throughout the session.

- Emphasize the importance of recognizing and accommodating individuals with disabilities in our communities and workplaces.
- Provide clear and concise explanations of different types of disabilities and accommodations.
- Use inclusive language and avoid making assumptions or stereotypes about individuals with disabilities.

## Unit 7.13: Gender Sensitivity and Discrimination

### Unit Objectives

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

1. Identify the disabilities and challenges

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Gender Sensitivity and Discrimination, Images and videos related to Gender Sensitivity and Discrimination.

### Say

- Good morning trainees today, we will be exploring the concepts of gender sensitivity and discrimination, and discussing ways to promote gender equality and create a more inclusive society.
- I encourage you to actively engage in this session, share your thoughts and experiences, and be open to learning from one another.

### Do

- Begin the session by introducing the topic of gender sensitivity and discrimination. Use the PowerPoint presentation to cover the following points:
  - Definition and importance of gender sensitivity
  - Types of gender discrimination and their impact
  - Gender stereotypes and their influence on behavior and attitudes
  - Strategies for promoting gender equality and creating an inclusive environment
- Distribute handouts on Gender Stereotypes and Promoting Gender Equality, and allow participants some time to read and reflect on the information provided.
- Facilitate a group discussion by asking participants to share their understanding of gender sensitivity and discrimination. Encourage them to reflect on any personal experiences or observations they have had regarding gender inequality or discrimination.
- Use case studies or scenarios related to gender discrimination to stimulate critical thinking and engage participants in analyzing and discussing potential solutions. Write down key points and ideas on the flipchart paper.
- Conclude the session by summarizing the main discussion points and emphasizing the importance of promoting gender equality in all aspects of life.

## Ask

- What does gender sensitivity mean to you? How do you think it can impact individuals and communities?
- What strategies or actions do you think can be effective in promoting gender equality and combating gender discrimination?

## Elaborate

- Gender sensitivity refers to being aware and understanding of the roles, expectations, and experiences associated with gender, and being respectful and inclusive towards individuals of all genders.
- Gender discrimination refers to the unfair treatment or exclusion of individuals based on their gender, leading to unequal opportunities and outcomes.

## Activity

1. **Activity Name:** “Challenging Gender Stereotypes”
2. **Objective:** To explore and challenge gender stereotypes
3. **Resources:** Flipchart paper, markers
4. **Time Duration:** 20-30 minutes
5. **Instructions:**
  - Divide participants into small groups.
  - Give each group a piece of flipchart paper and markers.
  - Instruct each group to create a mind map or visual representation of gender stereotypes that they are aware of.
  - After a specified time, have each group share their mind maps with the larger group.
  - Facilitate a group discussion on the gender stereotypes identified and discuss their impact on individuals and society.
  - Encourage participants to brainstorm strategies for challenging and breaking down these stereotypes.
6. **Outcome:** This activity promotes awareness and critical thinking about gender stereotypes and encourages participants to actively challenge and change harmful gender norms

## Notes for Facilitation

- Foster a safe and inclusive environment for participants to share their thoughts and experiences.
- Be sensitive to diverse perspectives and ensure respectful communication throughout the session.
- Use inclusive language and avoid reinforcing stereotypes during discussions and presentations.
- Encourage active participation and provide opportunities for participants to engage in group discussions and activities.
- Emphasize the importance of promoting gender equality and challenging gender stereotypes in creating a more inclusive society.

## Unit 7.14: Applicable Legislation, Grievance Redressal Mechanisms

### Unit Objectives

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

1. Discuss the applicable legislations, grievance redressal mechanisms

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Applicable Legislation, Grievance Redressal Mechanisms, Images and videos related to Applicable Legislation, Grievance Redressal Mechanisms.

### Say

- Welcome everyone to this session on Applicable Legislation and Grievance Redressal Mechanisms. In this session, we will discuss the laws and policies that govern grievance redressal in our workplace, and how to make use of these mechanisms when faced with any issues.
- It is important for us to understand the applicable legislation and grievance redressal mechanisms in order to create a safe, respectful, and inclusive work environment for everyone.

### Do

- Introduce the topic by highlighting the importance of grievance redressal mechanisms in the workplace.
- Explain the relevant laws and policies related to grievances and complaints, including any internal policies or procedures.
- Discuss the different types of grievances and the steps involved in making a complaint.
- Provide case studies and scenarios to encourage discussion and analysis of the grievance redressal process.
- Conclude the session by summarizing the key takeaways and emphasizing the importance of using the grievance redressal mechanisms in the workplace.

### Ask

- What are some common types of grievances that can occur in the workplace?
- What are some steps that can be taken to prevent grievances from occurring?
- How can we ensure that the grievance redressal mechanisms in our workplace are effective and fair?

## Elaborate

- The Applicable Legislations, Grievance Redressal Mechanisms
  - Grievance Redressal Mechanism

## Activity

1. **Activity Name:** Policy Review
2. **Objective:** To analyze and evaluate the effectiveness of the organization's grievance redressal policies and procedures.
3. **Resources:** Handouts on relevant policies and procedures, flip chart, markers.
4. **Time Duration:** 30-45 minutes
5. **Instructions:**
  - Divide participants into small groups and provide them with copies of the organization's policies and procedures related to grievances and complaints.
  - Ask the groups to review the policies and procedures and discuss their strengths and weaknesses.
  - Ask each group to present their findings to the larger group, and facilitate a discussion on how to improve the policies and procedures.
  - Use a flip chart to capture the group's suggestions and ideas.
6. **Outcome:** Participants will have a better understanding of the organization's policies and procedures related to grievances and complaints, and will have contributed to improving these policies and procedures.

## Notes for Facilitation

- Encourage active participation and discussion among participants.
- Create a safe and respectful environment for participants to share their experiences and perspectives.
- Emphasize the importance of confidentiality and privacy when dealing with grievances and complaints.
- Provide participants with access to resources and support if needed.
- Highlight the role of management in ensuring that grievance redressal mechanisms are effective and fair.

## Unit 7.15: Transacting With Others without Personal Bias

### Unit Objectives

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

1. To administer with others without personal bias

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Transacting With Others without Personal Bias, Images and videos related to Transacting With Others without Personal Bias.

### Say

- Good morning trainees today we will be discussing personal bias and how it affects our interactions with others.
- We will be exploring the different types of biases we may have, and how we can recognize and overcome them in order to transact with others without personal bias.

### Do

- Start with a brief introduction of the topic and why it is important.
- Explain the different types of biases, including conscious and unconscious biases, and how they can affect our interactions with others.
- Use case studies or scenarios to demonstrate how personal biases can affect decision-making and interactions.
- Provide practical strategies and techniques for identifying and overcoming personal biases.
- Encourage group discussion and participation to explore the different perspectives and experiences related to personal bias.

### Ask

- What are some common types of personal biases that you think people may have?
- How can we recognize and overcome personal biases in order to transact with others without bias?

### Elaborate

- Recognizing an Individual's Own Biases: We will discuss how to identify our personal biases, the factors that influence them, and how to become more self-aware of our own biases.



- **Focusing on People:** We will explore how personal biases can lead to discrimination and how to focus on people's qualities rather than our preconceptions.
- **Increasing Exposure to Biases:** We will discuss how exposure to different perspectives and experiences can help us recognize and overcome our personal biases.

## Demonstrate

Use case studies, videos, or other resources to demonstrate how personal biases can affect decision-making and interactions.

## Activity

1. **Activity Name:** Overcoming Personal Biases
2. **Objective:** To identify and overcome personal biases in order to improve interactions with others.
3. **Resources:** Whiteboard and markers, handouts on identifying personal biases, case studies
4. **Time Duration:** 45 minutes
5. **Instructions:**
  - Begin by asking participants to identify personal biases that they may have.
  - Use case studies or scenarios to explore how personal biases can affect decision-making and interactions.
  - Encourage participants to reflect on their own experiences and how their personal biases may have affected their interactions with others.
  - Use the whiteboard to brainstorm practical strategies and techniques for identifying and overcoming personal biases.
  - Encourage group discussion and participation to explore the different perspectives and experiences related to personal bias.
6. **Outcome:** Participants will be able to identify and overcome personal biases in order to improve interactions with others.

## Notes for Facilitation

- Encourage an open and respectful environment for discussion and participation.
- Provide examples and real-life scenarios to illustrate the impact of personal biases.
- Emphasize the importance of recognizing and overcoming personal biases for personal growth and effective communication.
- Use a variety of activities and resources to engage participants and facilitate learning.
- Encourage participants to continue reflecting on their personal biases and to develop ongoing strategies for overcoming them.

## Answers to Exercises for PHB

A. Answer the following questions briefly.

1. A. Social Media Policy
2. A. Communication
3. B. Grievance
4. A. Communication barriers
5. A. Equal Remuneration Act, 1976

B. Answer the following questions by choosing the correct option:

1. UNIT 7.2: Legislations, standard, policies, and procedures  
Topic 7.2.1 The Legislations, Standards, Policies, and Procedures
2. UNIT 7.2: Legislations, standard, policies, and procedures  
Topic 7.2.1 The Legislations, Standards, Policies, and Procedures
3. UNIT 7.7: Communication Skills  
Topic 7.7.1 The Types of Communication Skills
4. UNIT 7.12: Disabilities and Challenges  
Topic 7.12.1 The Disabilities and Challenges
5. UNIT 7.14: Applicable Legislation, Grievance Redressal Mechanisms  
Topic 7.14.1 The Applicable Legisla\_ons, Grievance Redressal Mechanisms



## 8. Material Conservation

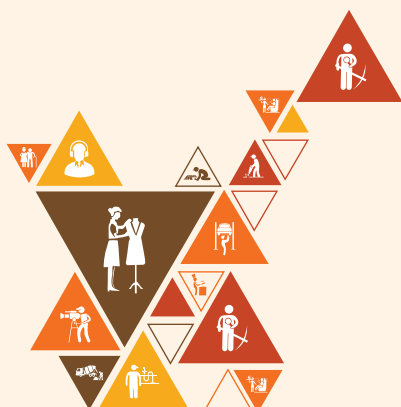
Unit 8.1 - Material Handling

Unit 8.2 - Workstation Layout, Electrical and Thermal Equipment

Unit 8.3 - Organisational Procedures for Minimising Waste

Unit 8.4 - Practices of Efficient and Inefficient Management

Unit 8.5 - Material and Water Usage



## Key Learning Outcomes



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

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

## Unit 8.1: Material Handling

### Unit Objectives

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

1. Identify the ways to handle materials

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Material Handling, Images and videos related to Material Handling.

### Say

- Good morning trainees today, we will be discussing the ways to handle materials, the principles of material handling, and the hazards, risks, and threats associated with handling different materials.
- During the session, we will be watching some videos, going through a PowerPoint presentation, and engaging in a group activity.

### Do

- Begin the session by asking the three questions in the “Ask” section below.
- Introduce the topic of material handling and explain its importance in workplaces.
- Discuss the ways to handle materials and the principles of material handling.
- Watch safety videos on material handling and discuss the hazards associated with receiving, loading and unloading, storage, transportation, and inspection of vehicles.
- Conduct a group activity related to material handling to reinforce learning and promote teamwork.

### Ask

- What are some of the hazards associated with handling materials in your workplace?
- What steps do you currently take to prevent these hazards from occurring?
- What improvements do you think can be made to the current material handling practices in your workplace?

## Elaborate

- The ways to Handle Materials
  - Material handling
  - Principles of Material Handling
- Hazards, Risks and Threats Associated with Handling Different Materials
  - Receiving
  - Loading and Unloading
  - Storage
  - Transportation
  - Inspection of vehicles

## Demonstrate

Demonstrate the correct techniques for lifting, carrying, and moving heavy objects. Use props to show the proper use of tools and equipment.

## Activity

1. **Activity Name:** “Material Handling Relay Race”
2. **Objective:** To reinforce learning on material handling techniques and promote teamwork
3. **Resources:** Objects of different weights, cones or markers
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide participants into teams.
  - Place the objects of different weights at a starting line.
  - Have the first member of each team pick up an object and carry it to the other end of the room, using correct material handling techniques.
  - At the end, they should place the object down and run back to the starting line.
  - The second member of the team should then repeat the process, picking up a different object and carrying it to the end of the room.
  - The race continues until all team members have carried an object to the end of the room.
  - The team that finishes first, with all objects placed correctly and no safety violations, wins the race.
6. **Outcome:** Participants will have a better understanding of the importance of material handling and will have practiced correct material handling techniques in a fun and engaging way.

## Notes for Facilitation

- Make sure the training room is set up for the activity beforehand.
- Monitor the activity to ensure that participants are using correct material handling techniques.
- Encourage participants to communicate with their team members and practice teamwork.

- Have a debrief session after the activity to discuss the importance of proper material handling techniques and how they can be applied in the workplace.
- Emphasize the importance of identifying hazards and reporting them to management for proper mitigation.

## Unit 8.2: Workstation Layout, Electrical and Thermal Equipment

### Unit Objectives

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

1. Categorize the workstation layouts, electrical and thermal equipment

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Workstation Layout, Electrical and Thermal Equipment, Images and videos related to Workstation Layout, Electrical and Thermal Equipment.

### Say

- Good morning trainees today, we will be discussing the importance of workstation layout, storage space requirements, workplace layout design, and the use of electrical and thermal equipment in the workplace.
- Throughout the session, we will be using visual aids, going through a PowerPoint presentation, and engaging in discussions and activities to enhance our understanding of the topics.

### Do

- Introduce the topic of workstation layout and explain its significance in terms of ergonomics and productivity.
- Discuss the storage space requirements for different types of materials and equipment in the workplace.
- Present different workplace layout designs and discuss their advantages and disadvantages.
- Explain the types of electrical and thermal equipment commonly used in workplaces and their proper usage and maintenance.

### Ask

- How does an effective workstation layout contribute to productivity and employee well-being?
- What are some key considerations for determining the storage space requirements in a workplace?
- Why is it important to ensure the proper use and maintenance of electrical and thermal equipment in the workplace?



## Elaborate

- The Workstation Layouts, Electrical and Thermal Equipment
  - Workstation Layout
  - Storage Space Requirement
  - Workplace Layout Design
  - Electrical and Thermal Equipment

## Demonstrate

Demonstrate proper ergonomic positioning at a workstation, including the arrangement of desk, chair, keyboard, and monitor. Demonstrate the safe and correct usage of electrical equipment and the importance of regular maintenance.

## Activity

1. **Activity Name:** Workstation Layout Assessment
2. **Objective:** To assess and improve the workstation layout for ergonomic considerations
3. **Resources:** Worksheets for workstation assessment, measuring tape, photographs of different workstations
4. **Time Duration:** 45 minutes
5. **Instructions:**
  - Divide participants into small groups.
  - Provide each group with a worksheet for workstation assessment.
  - Instruct the groups to select a workstation (can be their own or a hypothetical one) and evaluate it based on ergonomic principles.
  - Using the measuring tape and photographs, have the groups measure and identify any areas that need improvement in terms of workstation layout, such as desk height, chair adjustment, and monitor positioning.
  - After the assessment, have the groups discuss their findings and suggest modifications to improve the workstation layout.
  - Encourage participants to share their ideas and discuss the benefits of ergonomic workstations.
  - Conclude the activity with a group discussion on the importance of workstation layout for productivity and employee well-being.
6. **Outcome:** Participants will gain practical knowledge of workstation layout assessment and understand the significance of ergonomic considerations in the workplace.

## Notes for Facilitation

- Create a positive and engaging learning environment by introducing yourself and getting to know the participants.
- Ensure that all participants have a clear understanding of the importance of workstation layout, electrical and thermal equipment in creating a safe and healthy work environment.

- Encourage active participation by asking questions and allowing participants to share their own experiences and insights.
- Discuss the importance of proper workstation layout in minimizing ergonomic risks and improving productivity.
- Highlight key factors to consider in designing a workstation layout, such as lighting, noise, accessibility, and adjustability.
- Provide examples of different workstation layouts and their respective advantages and disadvantages.
- Highlight key factors to consider in determining storage space requirements, such as the type and size of materials and equipment used, and the frequency of use.
- Provide examples of different storage solutions and their respective advantages and disadvantages.
- Highlight key factors to consider in designing a workplace layout, such as traffic flow, space utilization, and equipment placement.
- Highlight key safety measures to follow when handling electrical and thermal equipment, such as using appropriate personal protective equipment, following manufacturer's instructions, and conducting regular inspections and maintenance.
- Provide examples of different types of electrical and thermal equipment and their respective safety considerations.

## Unit 8.3: Organisational Procedures for Minimising Waste

### Unit Objectives

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

1. List the organizational procedures for minimising waste.

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Organisational Procedures for Minimising Waste, Images and videos related to Organisational Procedures for Minimising Waste.

### Say

- God morning trainees in this session, we will be discussing the various ways in which organisations can minimise their waste output, and the benefits that come with doing so.
- Our goal for this session is to ensure that everyone understands the importance of waste reduction and the procedures that can be implemented to minimise waste.

### Do

- Start the session with an introduction to the topic and its importance.
- Use presentation slides to present the different procedures for waste reduction.
- Use whiteboards and markers to highlight important points or allow the participants to take notes.
- Encourage participation by asking questions, responding to queries, and facilitating discussions.
- Distribute handouts on waste reduction procedures and examples of organisations that have successfully implemented them.

### Ask

- What do you think are some of the benefits of implementing waste reduction procedures in an organisation?
- Have you or your organisation implemented any waste reduction procedures? If yes, what are they?
- How do you think waste reduction can positively impact the environment?

## Elaborate

- Introduction to waste reduction and its importance
- Procedures for waste reduction, such as recycling, composting, and reducing single-use items
- Case studies and examples of organisations that have successfully implemented waste reduction procedures

## Demonstrate

- Use case studies to demonstrate how companies can effectively implement waste minimisation procedures.
- Share examples of successful waste reduction projects in the industry.

## Activity

1. **Activity Name:** Waste Audit
2. **Objective:** To identify the amount and type of waste produced in the organisation and to develop a plan to reduce waste
3. **Resources:** Waste audit checklist, whiteboards and markers
4. **Time Duration:** 60 minutes
5. **Instructions:**
  - Divide participants into groups of 4-5 people.
  - Provide each group with a waste audit checklist.
  - Ask each group to conduct a waste audit by collecting and categorising waste in their area.
  - After 30 minutes, bring everyone back together to share their findings.
  - Use whiteboards and markers to create a plan for waste reduction based on the findings.
6. **Outcome:** Participants will have a better understanding of the type and amount of waste produced in their organisation, and will have developed a plan to reduce waste.

## Notes for Facilitation

- Encourage active participation and discussion throughout the session.
- Use real-world examples to demonstrate the benefits of waste reduction procedures.
- Provide adequate time for the waste audit activity and ensure that all groups have completed the task before moving on.
- Emphasise the importance of monitoring and measuring waste reduction efforts to track progress.
- Encourage participants to take the learnings from the session back to their organisations and implement waste reduction procedures where possible.

## Unit 8.4: Practices of Efficient and Inefficient Management

### Unit Objectives

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

1. Analyse the practices of efficient and inefficient management

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Practices of Efficient and Inefficient Management, Images and videos related to Practices of Efficient and Inefficient Management.

### Say

- Good morning trainees today, we will be discussing the key differences between efficient and inefficient management practices and how they impact organizational success.
- By the end of the session, you will have a better understanding of what it takes to be an efficient manager and how to avoid common pitfalls.

### Do

- Introduce the topic of efficient and inefficient management practices and its importance in organizational success.
- Explain the difference between the two types of practices, and provide examples of each.
- Discuss the impact of efficient and inefficient management on employee morale, productivity, and overall success of the organization.
- Encourage discussion and participation from trainees by asking questions and inviting them to share their own experiences.
- Summarize the key points covered in the session and highlight the importance of implementing efficient management practices in the workplace.

### Ask

- What are some examples of efficient management practices that you have observed in the workplace?
- Can you recall a time when inefficient management practices negatively impacted your work or the work of others?
- What do you think are the key benefits of implementing efficient management practices in the workplace?

## Elaborate

- The Practices of Efficient and Inefficient Management
  - Inefficient Management Practices
  - Efficient Management Practices

## Demonstrate

Demonstrate efficient management practices by modeling them yourself during the session, such as by providing clear instructions, giving constructive feedback, and encouraging participation.

## Activity

1. **Activity Name:** Management Practice Scenarios
2. **Objective:** To identify and differentiate between efficient and inefficient management practices.
3. **Resources:** Handouts with examples of efficient and inefficient management practices, whiteboard and markers.
4. **Time Duration:** 30 minutes
5. **Instructions:**
  - Divide the trainees into groups of 3-4 people.
  - Distribute handouts with scenarios describing different management practices.
  - In their groups, trainees should read each scenario and identify whether the management practice described is efficient or inefficient.
  - Trainees should discuss their reasoning and come to a consensus as a group.
  - Each group should present their findings to the rest of the class.
6. **Outcome:** PTrainees will gain a deeper understanding of the difference between efficient and inefficient management practices and develop skills in identifying these practices in real-world scenarios.

## Notes for Facilitation

- Encourage participation and discussion throughout the session to keep trainees engaged.
- Be prepared to provide additional examples or explanations if trainees are struggling to understand the concept of efficient and inefficient management practices.
- Emphasize the importance of implementing efficient management practices in the workplace and the benefits that can result.
- Be sensitive to the fact that trainees may have had negative experiences with inefficient management practices in the past, and allow space for discussion and processing.
- Use real-world examples and scenarios whenever possible to make the content more relatable to trainees.

## Unit 8.5: Material and Water Usage

### Unit Objectives

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

1. Discuss the material and water usage.

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Material and Water Usage, Images and videos related to Material and Water Usage.

### Say

- Good morning trainees today we will be discussing the importance of responsible material and water usage in industries.
- Throughout this session, we will explore the ways in which industries can contribute to reducing their environmental footprint.
- By the end of this session, you will have a better understanding of the significance of material and water usage practices in industries and their effects on the environment.

### Do

- Begin by introducing the session's topics and objectives.
- Present the material and water usage presentation slides and provide additional explanations as necessary.
- Hand out materials on water and material usage and discuss their contents.
- Show case studies of successful and unsuccessful industrial material and water usage practices.
- Lead a discussion on what can be learned from these case studies and how they can be applied in different industries.

### Ask

- What are some current water and material usage practices in your industry?
- How can we reduce the amount of water and materials used in our industry?
- How can responsible material and water usage benefit our industry in the long run?

## Elaborate

- The Material and Water Usage
  - Material Usage
  - Water Usage
  - Industrial usage of water

## Demonstrate

Demonstrate the process of calculating and tracking water and material usage for industrial processes using examples from different industries.

## Activity

1. **Activity Name:** Industrial Material and Water Audit
2. **Objective:** Trainees will be able to conduct an audit of material and water usage in an industrial process.
3. **Resources:** Case studies of successful industrial audits, whiteboard, markers, and handouts
4. **Time Duration:** 45 minutes
5. **Instructions:**
  - Split the trainees into small groups and give them a case study of successful industrial audits.
  - Each group should conduct an audit of their assigned case study, identify areas where water and material usage can be reduced, and come up with a plan to implement these changes.
  - Groups should present their findings and plans to the rest of the class.
6. **Outcome:** Trainees will understand how to conduct an industrial audit and develop a plan to reduce material and water usage.

## Notes for Facilitation

- Encourage participation and discussions.
- Be aware of sensitive topics and ensure a safe and inclusive learning environment.
- Emphasize the importance of responsible water and material usage practices in industries.
- Highlight successful industrial practices as well as areas that need improvement.
- Encourage trainees to share their experiences and insights related to material and water usage practices in their industry.



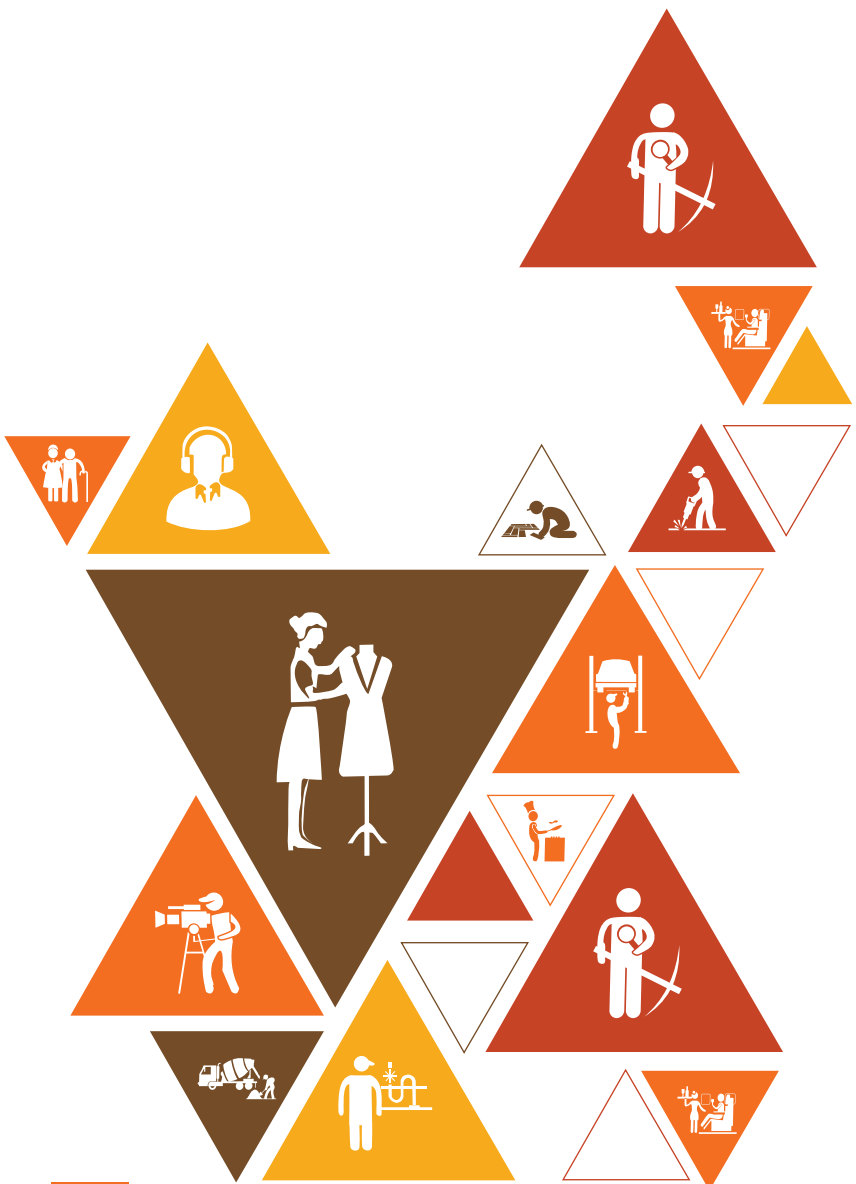
## Answers to Exercises for PHB

A. Answer the following questions briefly.

1. B. 20-25%
2. A. Automated Guided Vehicle
3. B. Silicon
4. A. Proper lighting
5. A. 22

B. Answer the following questions by choosing the correct option:

1. UNIT 8.4: Practices of Efficient and Inefficient Management  
Topic 8.4.1 The Practices of Efficient and Inefficient Management
2. UNIT 8.5: Material and Water Usage  
Topic 8.5.1 The Material and Water Usage
3. UNIT 8.2: Workstation Layout, Electrical and Thermal Equipment  
Topic 8.2.1 The Workstation Layouts, Electrical and Thermal Equipment
4. UNIT 8.2: Workstation Layout, Electrical and Thermal Equipment  
Topic 8.2.1 The Worksta\_on Layouts, Electrical and Thermal Equipment
5. UNIT 8.2: Workstation Layout, Electrical and Thermal Equipment  
Topic 8.2.1 The Worksta\_on Layouts, Electrical and Thermal Equipment





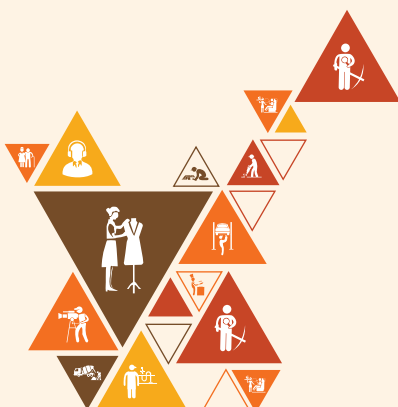
## 9. Energy and Electricity Conservation

Unit 9.1 - Define Electricity

Unit 9.2 - Basics of Electricity

Unit 9.3 - Energy Efficient Devices

Unit 9.4 - Standard Practices for Conserving Electricity



## Key Learning Outcomes



By the end of this module, the participants will be able to:

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

## Unit 9.1: Define Electricity

### Unit Objectives

By the end of this unit, the Participants will be able to:

1. Define electricity

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Electricity, Images and videos related to Electricity.

### Say

- Good morning trainees today, we will learn about the fundamental concepts of electricity and how it is used in our daily lives.
- We will start with an introduction to electricity and then move on to some practical applications and examples.
- Please feel free to ask any questions or share your experiences with electricity throughout the session.

### Do

- Begin by introducing the topic of the class.
- Use the PowerPoint presentation to guide the class through the key concepts and definitions of electricity.
- Encourage questions and discussion throughout the session to promote engagement and understanding.

### Ask

- What do you know about electricity?
- Can you think of any everyday examples of how electricity is used?
- How has the use of electricity changed over time?

### Elaborate

- Definition of Electricity Material Usage
  - Electricity is the flow of electrical charge through a conductive medium.
  - It is a form of energy that can be used to power devices and machines.
  - Understanding the principles of electricity is crucial in fields such as electronics, engineering, and physics.

## Demonstrate



- Demonstrate how electricity works by creating a simple circuit using a battery, wires, and a lightbulb.

## Activity



**Activity Name:** Creating a Circuit

**Objective:** To demonstrate how electricity flows through a circuit

**Resources:** Battery, wires, lightbulb

**Time Duration:** 15-20 minutes

**Instructions:**

- Pass out the materials to each participant.
- Instruct them to connect the battery to the lightbulb using the wires.
- Ask them to turn on the battery and observe how the lightbulb lights up.
- Encourage discussion and questions about how the circuit works.

**Outcome:** Participants will understand the basic principles of a circuit and how electricity flows through it.

## Notes for Facilitation



- Make sure to create a safe environment for the demonstration and activity.
- Encourage participants to share their own experiences with electricity to promote engagement.
- Emphasize the importance of safety when dealing with electricity and electrical devices.
- Remind participants to ask questions and seek clarification when needed.
- Provide handouts or other resources for further study and review after the class.

## Unit 9.2: Basics of Electricity

### Unit Objectives

By the end of this unit, the Participants will be able to:

1. State the basics of electricity

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Electricity, Images and videos related to Electricity.

### Say

- Good morning trainees Today, we will learn the basics of electricity, an essential topic for understanding various aspects of technology and everyday life.
- Our session will cover fundamental concepts, such as electric charge, current, voltage, and resistance.
- I encourage you to participate, ask questions, and engage in discussions to enhance your understanding of this important subject.

### Do

- Explain basic concepts like electric charge, voltage, current, resistance, and power.
- Use simple examples and visual aids to help participants understand these concepts better.
- Conduct a small hands-on activity to demonstrate how electrical circuits work and how components like batteries, wires, and bulbs interact with each other.

### Ask

- What is electricity and why is it important in our lives?
- Can you name any everyday objects that require electricity to function?
- Have you ever had an experience with an electrical shock or short-circuit? What did you learn from it?

### Elaborate

- The Basics of Electricity
  - Electricity is a form of energy caused by the movement of electrons from one place to another.
  - Voltage is the force that drives these electrons, while current is the flow of electrons through a circuit.
  - Resistance is a property of materials that restricts the flow of electrons, and power is the rate at which electrical energy is transferred.

## Demonstrate



- Demonstrate a simple electrical circuit with a battery, wire, and bulb to show how electrons flow in a circuit.

## Activity



**Activity Name:** Building a Simple Circuit

**Objective:** To understand how electrical circuits work and how components interact with each other.

**Resources:** Batteries, wires, bulbs, and switches.

**Time Duration:** 15-20 minutes

**Instructions:**

- Ask participants to work in pairs or small groups.
- Provide each group with batteries, wires, bulbs, and switches.
- Ask them to build a simple circuit with the components provided.
- Once they have successfully built the circuit, ask them to make changes to the circuit, like adding more bulbs, changing the battery, or using different types of switches.
- Encourage them to observe how the changes affect the circuit and the behavior of the components.

**Outcome:** Participants will understand how electrical circuits work and how components interact with each other.

## Notes for Facilitation



- Encourage active participation and ask open-ended questions to keep the discussion engaging.
- Provide examples from everyday life to help participants relate to the concepts better.
- Keep the content simple and avoid technical jargon.
- Emphasize the importance of safety precautions when working with electricity.
- Allow sufficient time for participants to engage in hands-on activities to reinforce their understanding of the concepts.



## Unit 9.3: Energy Efficient Devices

### Unit Objectives

By the end of this unit, the Participants will be able to:

1. Identify the energy-efficient devices

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Energy efficient devices, Images and videos related to Energy efficient devices.

### Say

- Good morning trainees today, we will explore the importance of energy efficiency and learn about different devices that can help us reduce energy consumption and save money.
- We will also discuss common ways to identify electrical problems and ensure the safety of our electrical systems.

### Do

- Begin by introducing an overview of the session's objectives.
- Use the presentation slides or whiteboard to guide the class through the topics of energy-efficient devices and identifying electrical problems.
- Engage the participants in discussions and encourage them to share their experiences or ask questions throughout the session.

### Ask

- Can you name any energy-efficient devices you currently use at home or in your workplace?
- What are some benefits of using energy-efficient devices?
- Have you ever encountered any electrical problems? How did you identify and resolve them?

### Elaborate

- Energy-Efficient Devices
- Common Ways to Identify Electrical Problems

## Demonstrate



- Demonstrate the energy-saving features of specific devices, such as LED light bulbs or smart thermostats. Show how to identify energy labels or certifications on appliances that indicate their efficiency.

## Activity



**Activity Name:** Identifying Electrical Problems

**Objective:** To identify common electrical problems using basic electrical tools

**Resources:** Whiteboard or flipchart, basic electrical tools (optional)

**Time Duration:** 30 minutes

**Instructions:**

- Divide the participants into small groups.
- Provide each group with a set of basic electrical tools (optional).
- Ask each group to identify and discuss common electrical problems using the tools provided.
- Have each group present their findings to the rest of the participants.

**Outcome:** Participants will have hands-on experience in identifying common electrical problems.

## Notes for Facilitation



- Encourage active participation and engagement from all participants.
- Ensure a safe environment during the hands-on activity by providing appropriate safety instructions and supervision (if required).
- Provide additional resources and references for participants who want to learn more about energy-efficient devices and common electrical problems.
- Monitor the time to ensure that all topics and activities are covered within the allotted time.
- Emphasize the importance of safety and proper handling of electrical tools and devices.

## Unit 9.4: Standard Practices for Conserving Electricity

### Unit Objectives

By the end of this unit, the Participants will be able to:

1. Explain the standard practices for conserving electricity

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Standard Practices for Conserving Electricity, Images and videos related to Standard Practices for Conserving Electricity.

### Say

- Good morning trainees today we will be learning about standard practices for conserving electricity.
- Electricity is an essential resource, and it is crucial that we use it responsibly. In this session, we will explore different ways to conserve electricity and reduce our energy consumption.
- Our objective is to understand the importance of energy conservation and learn some practical ways to reduce our energy consumption.

### Do

- Begin by introducing the topic of the session.
- Provide an overview of the session by highlighting the key points that will be covered.
- Use the PowerPoint presentation to present the information on standard practices for conserving electricity.
- Encourage participants to ask questions and participate in the discussion.
- Distribute the handouts on energy conservation tips and ask participants to review and identify which tips they can implement at home or in their workplace.

### Ask

- What are some reasons why it is important to conserve electricity?
- What are some challenges that you have faced when trying to conserve electricity?
- What are some practical ways to reduce your energy consumption?

## Elaborate

Importance of energy conservation

- Conserving electricity reduces our carbon footprint and helps to protect the environment.
- It saves money on energy bills and reduces our energy dependence.
- It prolongs the lifespan of electrical appliances and reduces the need for repairs.

Standard practices for conserving electricity

- Turn off lights and appliances when not in use.
- Use energy-efficient light bulbs and appliances.
- Use power strips to reduce standby power.
- Seal air leaks in windows and doors to reduce heating and cooling costs.
- Maintain and clean appliances regularly to ensure they are working efficiently.

## Demonstrate

- Demonstrate how to use a power strip to reduce standby power.
- Demonstrate how to seal air leaks in windows and doors to reduce heating and cooling costs.

## Activity

**Activity Name:** Energy Audit

**Objective:** To identify areas where energy consumption can be reduced.

**Resources:** Flipchart paper and markers

**Time Duration:** 30-45 minutes

Instructions:

- Divide participants into groups of 3-4.
- Instruct each group to conduct an energy audit of a room or area in their workplace or home.
- Provide flipchart paper and markers for each group to record their findings.
- Ask each group to identify areas where energy consumption can be reduced and to suggest practical ways to conserve electricity.
- Ask each group to present their findings and recommendations to the class.

**Outcome:** Participants will identify specific areas where energy consumption can be reduced and will have practical ideas for conserving electricity.

## Notes for Facilitation

- Encourage participation and create a safe and respectful learning environment.
- Ensure that the presentation and activities are engaging and interactive.
- Use examples and scenarios that are relevant to the participants.
- Provide positive feedback and acknowledge participants' contributions.
- Emphasize the importance of taking action to conserve electricity and reduce energy consumption.

## Answers to Exercises for PHB

A. Answer the following questions

1. B. Materials whose conductivity lies between  $10^4$  to  $10^7$  ohm m
2. A. Electromotive Force
3. A. Renewable
4. C. Conservation
5. D. 90%

B. Answer the following questions

1. UNIT 9.3: Energy efficient devices  
Topic 9.3.1 Energy-Efficient Devices
2. UNIT 9.2: Basics of electricity  
Topic 9.2.1 The Basics of Electricity
3. UNIT 9.3: Energy efficient devices  
Topic 9.3.1 Energy-Efficient Devices
4. UNIT 9.2: Basics of electricity  
Topic 9.2.1 The Basics of Electricity

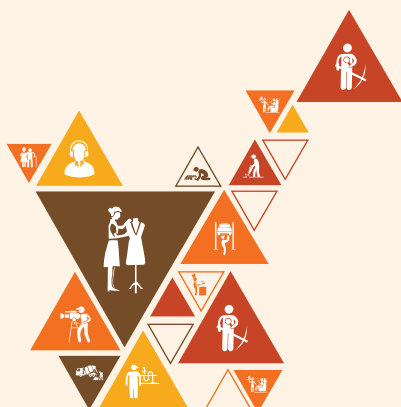


# 10. Waste Management and Recycling

Unit 10.1 - Types of Waste

Unit 10.2 - Waste Management and Disposal Solutions

Unit 10.3 - Pollution and Remedies



## Key Learning Outcomes



By the end of this module, the participants will be able to:

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



## Unit 10.1: Types of Waste

### Unit Objectives

By the end of this unit, the Participants will be able to:

1. List the different types of waste

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Types of waste, Images and videos related to Types of waste.

### Say

- Welcome everyone to the session on Types of Waste.
- In this session, we will be discussing the different types of waste and their impact on the environment.
- We will also be focusing on two specific types of waste - Municipal Waste and Hazardous Waste.

### Do

- Introduce the topic of waste and discuss its impact on the environment and human health.
- Provide an overview of the different types of waste and the factors that determine their classification.
- Focus on Municipal Waste and Hazardous Waste, and discuss their characteristics, sources, and disposal methods.
- Encourage questions and discussions throughout the session.

### Ask

- What do you think are the different types of waste that exist?
- What are the impacts of improper waste disposal on the environment and human health?

### Elaborate

- **Municipal Waste:** It is the waste generated by households, commercial establishments, and institutions. It includes food waste, paper, plastic, and other common items. The disposal of municipal waste can have negative impacts on the environment, including air pollution, water pollution, and greenhouse gas emissions.
- **Hazardous Waste:** It is waste that poses a potential threat to human health and the environment due to its chemical or biological nature. Hazardous waste can come from various sources, including industrial processes, healthcare facilities, and households. The improper disposal of hazardous waste can lead to contamination of soil and water, as well as air pollution.

## Demonstrate



- Show images or videos that illustrate the different types of waste, their sources, and their impacts on the environment.

## Activity



**Activity Name:** Sorting Waste

**Objective:** To help participants identify the different types of waste and learn about proper waste disposal methods.

**Resources:** A variety of waste items, sorting bins, handouts on waste disposal methods.

**Time Duration:** 30 minutes

**Instructions:**

- Divide participants into groups and provide each group with a set of waste items.
- Ask the groups to sort the waste items into different categories, such as paper, plastic, metal, organic, and hazardous waste.
- Discuss the proper disposal methods for each type of waste and provide handouts or worksheets on waste disposal.
- Encourage participants to share their thoughts on waste reduction and proper waste management.

**Outcome:** Participants will learn to identify different types of waste and understand proper waste disposal methods.

## Notes for Facilitation



- Encourage active participation and discussions throughout the session.
- Provide clear examples and visual aids to help participants understand the concepts.
- Emphasize the importance of waste reduction and proper waste management for environmental sustainability.
- Be aware of potential sensitivities surrounding waste management practices in different cultures or communities.
- Follow up the session with additional resources or opportunities for participants to learn more about waste management.

## Unit 10.2: Waste Management and Disposal Solutions

### Unit Objectives

By the end of this unit, the Participants will be able to:

1. Describe waste management and disposal solutions

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Waste Management and Disposal Solutions, Images and videos related to Waste Management and Disposal Solutions.

### Say

- Good morning trainees in this session, we will explore effective waste management strategies and discuss solutions for proper waste disposal.
- Specifically, we will focus on the importance of turning away from single-use plastics and the use of conventional waste management technologies.

### Do

- Introduce the topic of waste management and explain its significance for environmental sustainability.
- Discuss the environmental impacts of single-use plastics and the need to reduce their usage.
- Explore different disposal solutions, including recycling, composting, and waste-to-energy technologies.
- Explain the concept of conventional waste management technologies and their role in waste treatment and disposal.
- Encourage questions and discussions throughout the session.

### Ask

- Why is it important to reduce the use of single-use plastics?
- What are some effective waste management strategies you are aware of?
- How can conventional waste management technologies contribute to sustainable waste disposal?

## Elaborate



- **Turn Away from Single-Use Plastics:** Single-use plastics, such as plastic bags and straws, contribute significantly to pollution and harm ecosystems. By reducing their usage and opting for reusable alternatives, we can minimize plastic waste and protect the environment.
- **Conventional Technologies:** Conventional waste management technologies include recycling, composting, and waste-to-energy processes. These methods help in diverting waste from landfills, recovering valuable resources, and reducing the environmental impact of waste disposal.

## Demonstrate



- Show images or videos that illustrate the environmental impacts of single-use plastics and examples of conventional waste management technologies.

## Activity



**Activity Name:** Waste Management Solutions Brainstorming

**Objective:** To engage participants in brainstorming waste management and disposal solutions.

**Resources:** Flipchart or whiteboard, markers.

**Time Duration:** 20 minutes

**Instructions:**

- Divide participants into small groups.
- Provide each group with a flipchart or whiteboard and markers.
- Ask each group to brainstorm and write down as many waste management and disposal solutions as possible.
- After the allocated time, have each group present their ideas to the whole class.
- Facilitate a discussion to explore the feasibility and effectiveness of the proposed solutions.
- Summarize the key ideas and highlight the importance of collective efforts in waste management.

**Outcome:** Participants will generate a range of waste management and disposal solutions and gain a better understanding of the possibilities for waste reduction and proper disposal.

## Notes for Facilitation



- Encourage active participation and create a supportive environment for open discussions.
- Use real-life examples and case studies to illustrate the effectiveness of waste management solutions.
- Highlight the importance of individual and collective responsibility in waste reduction and management.
- Emphasize the role of education and awareness in promoting sustainable waste management practices.
- Provide additional resources and references for participants to explore further on waste management and disposal solutions.

## Unit 10.3: Pollution and Remedies

### Unit Objectives

By the end of this unit, the Participants will be able to:

1. Explain pollution and its remedies

### Resources to be Used

Participant handbook, Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers, PowerPoint presentation on Pollution and Remedies, Images and videos related to Pollution and Remedies.

### Say

- Good morning trainees today we will learn about the different types of pollution and the methods to counteract them.
- Let's start by understanding what pollution is and how it affects our environment and health. We will also explore the remedies to control and reduce pollution.

### Do

- Begin the session by asking the participants about their understanding of pollution and its impact on the environment and health.
- Explain the concept of pollution and its types such as air pollution, water pollution, and soil pollution.
- Elaborate on the sources of pollution and how human activities contribute to it.
- Discuss the effects of pollution on the environment, wildlife, and human health.
- Introduce the methods to counteract pollution such as reducing, reusing, and recycling, using alternative energy sources, and implementing government policies and regulations.
- Encourage participants to share their ideas and solutions to reduce pollution in their communities.
- Distribute handouts or worksheets on pollution and its remedies to facilitate learning and understanding.

### Ask

- What do you understand by the term pollution?
- What are the different types of pollution?
- How do human activities contribute to pollution?

## Elaborate



### Pollution and Its Remedies

- **Pollution and Its Remedies:** Pollution refers to the introduction of harmful substances or energy into the environment, resulting in adverse effects on ecosystems and human health. Remedies to counteract pollution include sustainable practices, technological advancements, and policy measures aimed at reducing emissions, conserving resources, and promoting environmental stewardship.
- **Methods to Counteract Pollution:** These methods encompass a range of actions and strategies such as promoting clean energy sources, implementing waste reduction and recycling programs, adopting sustainable transportation systems, and raising awareness through education and advocacy.

## Demonstrate



- Show images or videos that depict different forms of pollution and highlight examples of successful pollution remediation projects or initiatives.

## Activity



**Activity Name:** Pollution Remediation Plan

**Objective:** To develop a pollution remediation plan for a specific pollution issue.

**Resources:** Flipchart or whiteboard, markers.

**Time Duration:** 30 minutes

### Instructions:

- Divide participants into small groups.
- Assign each group a specific pollution issue (e.g., air pollution from vehicle emissions, water pollution from industrial discharge).
- Instruct the groups to develop a pollution remediation plan for their assigned issue, considering practical solutions and strategies.
- Provide a set amount of time for group discussions and planning.
- Each group presents their remediation plan to the whole class, highlighting key strategies and potential outcomes.
- Facilitate a discussion to explore the feasibility and effectiveness of the proposed solutions.
- Summarize the key ideas and emphasize the importance of collective efforts in pollution remediation.

**Outcome:** Participants will develop a pollution remediation plan, apply critical thinking skills, and gain a deeper understanding of the strategies and challenges involved in addressing pollution issues.

## Notes for Facilitation

- Encourage active participation and create a safe space for open discussions and sharing of ideas.
- Provide real-life examples of successful pollution remediation projects to inspire participants.
- Emphasize the interconnectedness of pollution issues and the need for holistic approaches to address them.
- Promote the importance of individual and collective responsibility in reducing pollution and preserving the environment.
- Share additional resources and references for participants to explore further on pollution and remediation strategies.

## Answers to Exercises for PHB

A. Answer the following questions

1. C. Household waste
2. A. *Alcanivorax borkumensis*
3. A. Reducing
4. C. polluere
5. B. Biomedical

B. Answer the following questions

1. UNIT 10.1: Types of waste  
Topic 10.1.1 The Different Types of Wastes
2. UNIT 10.1: Types of waste  
Topic 10.1.1 The Different Types of Wastes
3. UNIT 10.1: Types of waste  
Topic 10.1.1 The Different Types of Wastes
4. UNIT 10.2: Waste Management and Disposal Solutions  
Topic 10.2.1 Waste Management and Disposal Solutions
5. UNIT 10.3: Pollution and Remedies  
Topic 10.3.1 Pollution and Its Remedies





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



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

Employability Skills

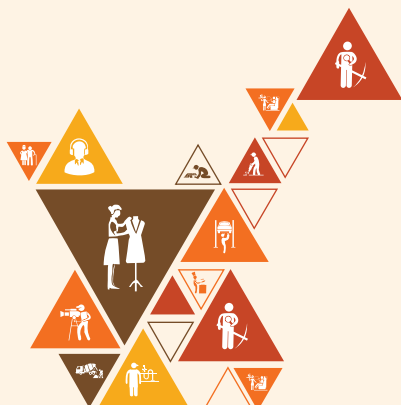


## 12. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Food Sales Promoter		
<b>Qualification Pack Name &amp; Ref. ID</b>	Food Sales Promoter, FIC/Q9701		
<b>Version No.</b>	2.0	<b>Version Update Date</b>	29-07-2021
<b>Pre-requisites to Training (if any)</b>	Not Applicable		
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Perform tasks to prepare for selling different types of food products</li> <li>2. Address customer issues effectively and assist them in buying a specific food product</li> <li>3. Maintain the stored food products and related facilities</li> <li>4. Apply necessary health and safety practices to ensure food safety and personal hygiene</li> <li>5. Work with various organisational departments effectively</li> <li>6. Use resources at the workplace optimally</li> </ol>		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to food processing sector and the job of 'Food Sales Promoter'	Food Retail Industry Overview and Best Practices	<ul style="list-style-type: none"> <li>• Discuss the size and scope of the food retail industry.</li> <li>• Discuss the future trends and career growth opportunities available in food retail industry.</li> <li>• Summarise the key roles and responsibilities of 'Food Sales Promoter'.</li> <li>• List the various terminologies used in food retail industry.</li> </ul>	FIC/N9701	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	4 Theory 04:00 Practical 00:00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Discuss the various organisational procedures and processes for selling food products and maintaining associated facilities for storing them in a retail environment.</li> <li>Discuss the organisational policies on delivery standards, health, safety and hazard handling procedures, integrity, dress code, etc.</li> </ul>				
2	<b>Prepare for sale and promotion of food products</b>	<b>Operations and Documentation for Food Retail Industry</b>	<ul style="list-style-type: none"> <li>List the organisational departments and services offered in a food retail industry.</li> <li>List the organisational roles in a hierarchical manner.</li> <li>List the range of products available in a food retail industry.</li> <li>Recall the various types of documentation done and the information to be recorded in the work process.</li> <li>Demonstrate the procedure for procuring the required food products from respective sources.</li> </ul>	FIC/N9701 KU3, KU5, KU8, KU14, PC 4	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Food products, trolleys, racks, labelling material, organisational documents and logbook.	6 Theory 02:00 Practical 04.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>• Show how to move the food products to the designated place safely.</li> <li>• Apply standard practices to unpack, sort and label the food products accurately.</li> <li>• Prepare a sample record of the type; quantity; consumer demand, shelf- life of products, etc. accurately.</li> </ul>				
		<b>Preparation and Handling of Food Products for Retail Sale</b>	<ul style="list-style-type: none"> <li>• Summarise the elements of preparation for selling food products.</li> <li>• Describe the characteristics of food products and its available variants.</li> <li>• List the ambient conditions required for storing various types of food products.</li> <li>• Discuss the procedure for safe movement and arrangement of food products in a retail environment.</li> <li>• State the importance of labelling the food products.</li> <li>• List the products to be sold and the information to be recorded in the work process.</li> </ul>	FIC/N9701 KU4, KU7, KU10, PC 4, PC 8, PC 6, PC 9			7 Theory 02:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Demonstrate how to organise food products as per shelf life and sale preference appropriately.</li> <li>Roleplay a situation on how to report discrepancies in the stocks to the concerned personnel.</li> <li>Display how to set the temperature of the refrigeration unit as per the type of food product to be stored.</li> </ul>				
3	Preparing for visual merchandising	Safe and Effective Visual Merchandising for Food Products	<ul style="list-style-type: none"> <li>List the materials required for visual merchandising of food products.</li> <li>State the importance of monitoring the display for desirable appearance and cleanliness periodically.</li> <li>Discuss the standard practices to be followed for cleaning the work area thereby ensuring zero food contamination.</li> <li>Summarise the steps to unpack and check the merchandise, materials, and equipment and food products safely.</li> <li>Show how to unpack the food products and materials for display.</li> </ul>	FIC/N9701 PC 10, PC 18, PC 5, PC 13,	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Various types of food products and related items, product labels, price tickets, chairs, tables, banners, signages, card swipe machine, organisational documents, separate waste bins for food material and non-food materials.	6 Theory 02:00 Practical 04.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Demonstrate the standard procedure followed to inspect food products thoroughly.</li> <li>Perform the steps to clean the work area thoroughly before display of products for sale.</li> </ul>				
		<b>Display of Food Products in a Retail Environment</b>	<ul style="list-style-type: none"> <li>Discuss the technique to check the food products for desired quality and suitability for selling.</li> <li>List the key considerations for arrangement and display of food products, price tickets, etc.</li> <li>Recall the techniques used to identify damaged food products.</li> <li>Elucidate the standard practices for replenishing stocks and returning extra stock to the concerned authority.</li> <li>Recall the safe disposal practices for damaged goods.</li> <li>Explain the Food Safety and Standards Authority of India (FSSAI) regulations applicable to the storage of food products in a processing industry.</li> </ul>	FIC/N9701 PC 5, PC 16, PC 17, KU20, PC 14, PC 16			7 Theory 02:00 Practical 05.00



SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>• Show how to arrange food products while ensuring maximum visibility and accessibility for the customers using appropriate price tickets and labels.</li> <li>• Apply standard practices to replenish out-of-stock food items, replace damaged ones and dispose them safely.</li> </ul>				
4	<b>Selling and promoting food products to the customers</b>	<b>Effective Customer Interaction and Sales Techniques</b>	<ul style="list-style-type: none"> <li>• Discuss an individual's role in selling food products.</li> <li>• Role-play a situation on how to communicate with the customers for assessing their needs, interests (including organoleptic evaluation) and addressing them while buying a food product.</li> </ul>	FIC/N9702 KU10, KU5,	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Various types of food products and related items, chairs, tables, banners, signages, card swipe machine, organisational documents, separate waste bins for food material and non-food materials.	7 Theory 02:00 Practical 05:00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		<b>Following Defined Procedures in Food Selling and Preparation</b>	<ul style="list-style-type: none"> <li>Discuss the risk and impact of not following defined procedures/work instructions during selling.</li> <li>Demonstrate the procedure followed to prepare sample food items such as ready-to-eat products.</li> </ul>	FIC/N9702 KU4, PC 2			7 Theory 02:00 Practical 05.00
		<b>Addressing Customer Needs and Disposal of Used Utensils</b>	<ul style="list-style-type: none"> <li>Discuss the various types of customer needs, demands and queries arising out of organoleptic evaluation.</li> <li>Show how to dispose used plates, glasses, etc.</li> </ul>	FIC/N9702 PC 1, PC 3			8 Theory 03:00 Practical 05.00
		<b>Effective Food Product Display and Proper Packaging Techniques</b>	<ul style="list-style-type: none"> <li>List the various factors that help in deciding the type of display for promoting food products.</li> <li>Demonstrate the procedure to wrap, pack and plate the food products appropriately.</li> </ul>	FIC/N9702 KU6, KU7, KU11			8 Theory 03:00 Practical 05.00
		<b>Effective Communication and Sales Processing</b>	<ul style="list-style-type: none"> <li>List the information to be communicated to the customer during selling such as type of products available, complementary products, offers, specials, seasonal promotions of the organisation, etc.</li> </ul>	FIC/N9702 KU9, PC 7			8 Theory 03:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Perform the steps to calculate sale price information, generate sample invoices for sale and process payments using standard methods.</li> </ul>				
		<b>Food Packaging and Coordination Skills</b>	<ul style="list-style-type: none"> <li>Summarise the various steps to be performed for wrapping, packing and plating the food products appropriately.</li> <li>Roleplay a situation on how to coordinate with the concerned personnel in case of system errors.</li> </ul>	FIC/N9702 KU11, PC 9			7 Theory 02:00 Practical 05.00
		<b>Point-of-Sale Operations</b>	<ul style="list-style-type: none"> <li>List the transaction types, hardware and software used for point-of-sale transactions.</li> <li>List the calculations to be performed for facilitating sale of various types of food products.</li> <li>Summarise the steps to be performed for operating the point-of-sale systems effectively.</li> </ul>	FIC/N9702 KU12, KU14, PC 7, PC 8, PC 9, PC 10			7 Theory 02:00 Practical 05.00
		<b>Re-record-keeping and Error Resolution Techniques</b>	<ul style="list-style-type: none"> <li>Prepare a sample record consisting of information such as the quality and quantity of products sold, customer feedback, etc. as per standard procedure.</li> </ul>	FIC/N9702 PC 8, KU 15, KU 16			8 Theory 03:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Discuss the different types of transaction errors that can occur and their corresponding resolution techniques.</li> <li>List the types of information to be recorded while selling a product.</li> </ul>				
5	Maintaining the stored food products and associated facilities	Individual Responsibility in Maintaining Food Products	<ul style="list-style-type: none"> <li>Discuss the individual's role in maintaining the food products and related facilities in a retail environment.</li> <li>Show how to inspect the food products for spillage and spoilage appropriately.</li> </ul>	FIC/N9703 KU 3, PC 12, KU 15	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Raw materials, packaging material and finished products in the food processing industry; pest control devices, spoiled food products, utensils, cleaning cloth, organisational documents (such as logbooks), cleaning agent, sanitising agents, etc.	8 Theory 03:00 Practical 05.00
		Importance of Adhering to Industry Practices for Storing Food Products	<ul style="list-style-type: none"> <li>Elucidate the impact of not adhering to industry recommended practices for storing food products.</li> <li>Prepare sample records for recording information such as spoiled food items, equipment breakdowns, etc.</li> </ul>	FIC/N9703 KU 8, KU 7			8 Theory 03:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		<b>Hazards and Stock Rotation Techniques</b>	<ul style="list-style-type: none"> <li>Recall the various types of physical, chemical and biological hazards that could affect the quality of stored food products.</li> <li>Employ appropriate methods to rotate the stocks as per sales preference and manufacturing date.</li> </ul>	FIC/N9703 KU 5, PC 6			8 Theory 03:00 Practical 05.00
		<b>Proper Storage and Communication in Food Industry</b>	<ul style="list-style-type: none"> <li>List the conditions required for storing food products appropriately.</li> <li>Roleplay a situation on how to communicate the issues such as faulty equipment, food spoilage, etc. to the supervisor.</li> </ul>	FIC/N9703 PC 7, PC 12			8 Theory 03:00 Practical 05.00
		<b>Handling Defects, Pest Control and Work Area Cleanliness in Food Storage</b>	<ul style="list-style-type: none"> <li>Recall the standard action to be taken for handling defects such as spoiled food product/ damaged equipment/ shortage of supplies, etc.</li> <li>List the various types of pest control devices required for upkeep of stored food products.</li> <li>Apply suitable techniques to clean work area and make it hazard free.</li> </ul>	FIC/N9703 KU 12, KU 13, PC 12, KU 15, PC 9, PC 1			8 Theory 03:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		<b>Marking, Stock Rotation, and Cleaning Procedures</b>	<ul style="list-style-type: none"> <li>State the importance of marking for identifying spoiled food products.</li> <li>Explain the different stock rotation techniques such as First In First Out (FIFO) and First Expire First Out (FEFO), etc.</li> <li>Demonstrate the procedure to clean and sanitise food handling equipment, implements, surfaces and utensils as per standard practices.</li> </ul>	FIC/N9703 PC 2, PC 5, KU 7, KU 16, KU 12, KU 13			8 Theory 03:00 Practical 05.00
		<b>Maintaining Food Safety and Cleanliness in Retail Environments</b>	<ul style="list-style-type: none"> <li>List the types of information to be recorded while maintaining the stored food products.</li> <li>List the types of cleaning and sanitizing agents used to ensure a tidy workplace.</li> <li>Show how to dispose unwanted (such as broken, chipped or cracked food handling equipment, spoiled food, etc.) and hazardous materials safely as per standard work practices.</li> </ul>	FIC/N9703 PC 5, PC 8, PC 4, PC 10			6 Theory 04:00 Practical 02.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		<b>Timely Reporting and Waste Management in Food Retail Industry</b>	<ul style="list-style-type: none"> <li>State the importance of timely reporting to address issues such as faulty equipment, food spillages/ spoilages, etc.</li> <li>List the various types of waste generated in a food retail industry.</li> <li>Discuss the impact of different types of waste on the stored food products.</li> </ul>	FIC/N9703 PC 12, KU 2, KU 5, KU 15			6 Theory 04:00 Practical 02.00
6	<b>Ensuring food safety and personal hygiene</b>	<b>Health and Safety Practices in a Retail Food Environment</b>	<ul style="list-style-type: none"> <li>Define hazards and risks.</li> <li>Recall the various types of health and safety equipment available in an organisation and the methods for obtaining them.</li> <li>Discuss the organisational health and safety policies and procedures.</li> <li>Discuss the relevant health and safety standards to be followed in the job as listed in 'The Food Safety and Standards Act, 2006'.</li> </ul>	FIC/N9901 KU 1, KU 3, KU 4, KU 5, PC 3, PC 4, PC 13, PC 15, KU 10, PC 13,	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Gloves, hair net, shoe cover, soap dispenser, hand sanitizer, ear plugs, masks, aprons/lab coats eye protection, hard hats, gloves, rubber boots, etc.	8 Theory 03:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>• Explain the importance of wearing appropriate personal protective equipment (such as eye protection, hard hats, gloves apron, rubber boots, etc.) and ensuring personal hygiene at the workplace.</li> <li>• Employ appropriate techniques to prevent product contamination and cross contamination.</li> <li>• Demonstrate the steps to be performed for implementing good manufacturing practices (GMP) in a retail environment.</li> <li>• Show how to treat injuries such as cuts, boils, skin infections and grazes appropriately.</li> <li>• Apply suitable methods for disinfecting the work area and equipment thoroughly.</li> </ul>				



SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		<b>Practices for Maintaining Personal Hygiene and Preventing Contamination in a Retail Environment</b>	<ul style="list-style-type: none"> <li>• Elucidate the ways to prevent product contamination and cross contamination at the workplace.</li> <li>• Discuss the ways to handle items that can lead to allergic reactions in a retail environment.</li> <li>• State the importance of preventive health check-ups for ensuring personal hygiene.</li> <li>• State the importance of storing food at specified temperature.</li> <li>• Discuss the importance of sanitising self and the work area safely and appropriately.</li> <li>• Recall the ways to store the sanitizing materials appropriately.</li> <li>• Demonstrate how to wash hands and use alcohol-based sanitisers appropriately.</li> <li>• Show how to wear personal protective equipment such as gloves, hairnets, masks, ear plugs, goggles, shoes etc. properly ensuring adequate protection.</li> </ul>	FIC/N9901 KU 10, PC 2, PC 4, KU 11, KU 9, PC 14, PC 15			7 Theory 02:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Prepare a sample report consisting of information such as illness to self and others as per organisational practice.</li> <li>Roleplay a situation on how to communicate with the supervisor for reporting illness of self and others.</li> </ul>				
7	Managing accidents and emergencies	Workplace Safety and Emergency Response Training	<ul style="list-style-type: none"> <li>List the various types of health and safety hazards present in the environment.</li> <li>Discuss the possible causes of risk, hazard or accident at the workplace.</li> <li>Elucidate the standard practices and precautions used to control and prevent risks, hazards and accidents at the workplace.</li> <li>Discuss the dangers associated with the use of electrical and other equipment.</li> <li>State the importance of using protective equipment and clothing for specific tasks and work conditions.</li> <li>Discuss the role of organisational protocols in preventing accidents and hazards.</li> </ul>	FIC/N9901 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, KU1, KU2, KU5, KU6, KU7, KU8, KU9, KU10, KU11, KU12, KU17, KU18, KU19, KU20, KU21, KU22, KU23, KU24	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Helmet, gloves, rubber mat, ladder, neon tester, leather or asbestos gloves, flame proof aprons, flame proof overalls buttoned to neck, cuff less (without folds) trousers, reinforced footwear, helmets/ hard hats, cap and shoulder covers, ear defenders/ plugs, safety boots,	8 Theory 03:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Recall the preventive and remedial actions to be taken in the case of exposure to toxic materials at the workplace.</li> <li>Discuss the various causes of fire and ways to prevent them.</li> <li>Apply appropriate techniques to deal with hazards safely and appropriately.</li> <li>Demonstrate the use of various types of fire extinguishers effectively.</li> <li>Demonstrate appropriate ways to respond to an accident situation or medical emergency promptly and appropriately.</li> </ul>			knee pads, particle masks, glasses/goggles/visors, hand and face shields, machine guards, residual current, Devices, shields, dust sheets, respirator.	
		<b>Emergency Response, First Aid, and Hazard Prevention</b>	<ul style="list-style-type: none"> <li>Elaborate the steps to use different types of fire extinguishers.</li> <li>Explain the procedure to provide artificial respiration and cardio-pulmonary resuscitation (CPR) to the affected.</li> <li>Summarise the rescue techniques to be followed at times of fire hazard.</li> <li>Discuss the significance of various types of hazard and safety signs.</li> </ul>	FIC/N9901 PC8, PC9, PC10, PC11, PC12, PC13, KU1, KU2, KU8, KU10, KU12, KU15, KU16, KU17, KU18, KU19, KU20, KU21, KU22, KU23			7 Theory 02:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>• Discuss the workplace emergency and evacuation procedures.</li> <li>• Elaborate the type of first-aid treatment to be offered at times of shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries, etc.</li> <li>• Discuss about the potential injuries and ill health conditions that are caused due to incorrect manual handling practices.</li> <li>• List the precautions to be taken while lifting and carrying materials in a food retail environment.</li> <li>• Demonstrate the steps to be followed for providing artificial respiration and cardio- pulmonary resuscitation (CPR) in various instances (e.g. cardiac arrest).</li> <li>• Perform the steps to be followed during emergency and evacuation procedure.</li> </ul>				

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Demonstrate the procedure of freeing a person from electrocution.</li> <li>Show how to administer appropriate first aid to victims in case of cuts, bleeding, burns, choking, electric shock, poisoning etc.</li> </ul>				
8	Working effectively in an organization	Organizational Policies and Interpersonal Communication Skills for Workplace	<ul style="list-style-type: none"> <li>Discuss the applicable organisational quality procedures and processes for working effectively in a team.</li> <li>Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behaviour, harassment, discrimination, and performance conditions.</li> <li>State the importance of well-defined reporting structure in an organisation.</li> <li>Discuss the applicable organisational quality procedures and processes for working effectively in a team.</li> </ul>	FIC/N9902 PC1, PC6, KU1, KU2, KU6, PC7, KU4, PC2, PC3, PC4, KU3, PC8, KU 9, KU11, PC9, KU12, KU13, PC8, PC11	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	8 Theory 03:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>• Elucidate the legislations, standards, policies, and procedures followed in the organization relevant to employment, behaviour, harassment, discrimination, and performance conditions.</li> <li>• State the importance of well-defined reporting structure in an organisation.</li> <li>• List the various types of inter-dependent functions applicable in the job.</li> <li>• Discuss the different types of harassment and discrimination based on gender, disability, caste, religion, and culture.</li> <li>• Roleplay a situation on how to obtain information, seek clarifications, reciprocate understanding and provide information accurately and clearly.</li> </ul>				

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		<b>Effective Task Prioritization and Communication in the Workplace</b>	<ul style="list-style-type: none"> <li>List the key factors that aid in prioritising tasks.</li> <li>Discuss the components of effective communication and its importance at the workplace.</li> <li>State the impact of poor communication on the employee, the employer, and the customer.</li> <li>Roleplay a situation on how to use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive while interacting with others.</li> <li>Show how to consult and assist others to maximize effectiveness and efficiency at work.</li> </ul>	FIC/N9902 PC5, KU5, KU5, PC4, PC6, KU6, KU7, KU1, KU2, KU3, KU4, PC11			8 Theory 03:00 Practical 05.00
		<b>Ethics, and Effective Communication for Workplace Success</b>	<ul style="list-style-type: none"> <li>State the importance of teamwork in organizational and individual success.</li> <li>Discuss the importance of ethics and discipline for professional success.</li> <li>Dramatise a situation to show how to escalate problems and grievances beyond own scope to the concerned authority.</li> </ul>	FIC/N9902 PC6, PC8, PC9, PC10, PC11, KU2, KU5, KU6, KU7, KU8, KU9, KU10, KU11, KU12			8 Theory 03:00 Practical 05.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Explain the ways to address grievances appropriately and effectively.</li> <li>Discuss the importance of managing interpersonal conflicts effectively and ways to do so.</li> <li>List the different types of disabilities and the challenges faced by persons with disability (PwD).</li> </ul>				
		<b>Workplace Diversity and Inclusion Training</b>	<ul style="list-style-type: none"> <li>Discuss the applicable laws, acts and provisions defined for PwD by the statutory bodies.</li> <li>State the importance of gender sensitivity and equality.</li> <li>Discuss the applicable legislations, grievance redressal mechanisms, and penalties against harassment at the workplace.</li> <li>State the importance of transacting with others without personal bias.</li> <li>Roleplay a situation on how to take appropriate action to resolve conflicts at the workplace.</li> </ul>	FIC/N9902 PC4, PC6, PC7, PC8, PC9, PC10, PC11, KU4, KU7, KU9, KU11, KU12, KU13			6 Theory 01:00 Practical 05:00



SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Roleplay a situation on how to report incidents of harassment and discrimination to appropriate authority.</li> </ul>				
9	Material Conservation	Safe and Sustainable Workplace Practices	<ul style="list-style-type: none"> <li>List the types of hazards, risks and threats associated with handling different materials.</li> <li>Discuss the role of workstation layout, electrical and thermal equipment used in the material conservation.</li> <li>Discuss organisational procedures for minimising waste.</li> <li>Show how to check for spills and leakages in various materials applicable in the job.</li> <li>Demonstrate how to plug the spills and leakages appropriately.</li> </ul>	SGJ/N1702 PC1, PC2, PC3, PC9, PC10, PC11, PC12, PC13, KU1, KU3, KU4, KU9, KU10, KU11	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Materials and tools and equipment used at work	5 Theory 02:00 Practical 03.00
		Efficient Material and Water Management	<ul style="list-style-type: none"> <li>Elucidate practices of efficient and inefficient management and utilization of material and water at the workplace.</li> <li>Discuss the ways to manage material and water usage at work effectively.</li> </ul>	SGJ/N1702 PC1, PC4, PC9, PC10, PC11, PC12, PC13, KU4, KU5, KU11			5 Theory 02:00 Practical 03.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>• Roleplay a situation on how to escalate any issues related to repair of spills and leakages to the concerned authority effectively.</li> <li>• Demonstrate the standard practices to be followed for cleaning tools, machines and equipment effectively.</li> </ul>				
10	Energy/electricity conservation	Electrical Basics and Equipment Maintenance	<ul style="list-style-type: none"> <li>• Define electricity.</li> <li>• Discuss the basics of electricity.</li> <li>• List the energy efficient devices that are used in the job.</li> <li>• Apply suitable techniques to check the equipment/ machinery for desired level of functioning.</li> <li>• Employ appropriate methods to rectify faulty equipment/ machinery safely.</li> </ul>	SGJ/N1702 PC1, PC2, PC3, PC4, PC9, PC10, PC11, PC12, PC13, KU1, KU3, KU4, KU5, KU9, KU10, KU11, KU12	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Energy saving devices	5 Theory 02:00 Practical 03:00
		Electricity Safety and Conservation in the Workplace	<ul style="list-style-type: none"> <li>• Discuss the ways to identify electrical problems that can arise during work.</li> <li>• Discuss the standard practices to be followed for conserving electricity in the job.</li> </ul>	SGJ/N1702 PC5, PC7, PC8, KU6, KU7, KU8			5 Theory 02:00 Practical 03:00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>State the impact of improperly connected electrical equipment and appliances on the tasks being performed.</li> <li>Roleplay a situation on how to report equipment faults and maintenance lapses to the concerned personnel effectively.</li> </ul>				
11	Waste management/recycling	Waste Management and Segregation	<ul style="list-style-type: none"> <li>List the various types of recyclable, non-recyclable, and hazardous waste.</li> <li>State the significance of different coloured dustbins.</li> <li>List the different types of waste to be segregated.</li> <li>Demonstrate the standard practices to be followed for segregating waste into respective categories.</li> <li>Show how to dispose non-recyclable waste appropriately and safely.</li> </ul>	SGJ/N1702 PC 9, Pc 10, PC 11, PC 12, PC 13, KU 1, KU 3, KU 9, KU 10, KU 11	Classroom lecture/ PowerPoint Presentation/ Question & Answer/ Group Discussion	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook, Non-recyclable, recyclable waste bins	5 Theory 02:00 Practical 03.00
		Effective Waste Management and Pollution Control	<ul style="list-style-type: none"> <li>State the importance of waste management.</li> <li>Discuss the standard methods for waste disposal.</li> <li>List the sources of pollution.</li> <li>Discuss the ways to minimise various types of pollution.</li> </ul>	SGJ/N1702 PC9, PC10, PC11, PC12, PC13, KU 3, KU 9, KU 11, KU 12			5 Theory 02:00 Practical 03.00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			<ul style="list-style-type: none"> <li>Demonstrate the standard practice for depositing recyclable and reusable materials at designated place.</li> <li>Show how to dispose hazardous waste safely and appropriately.</li> </ul>				
Total							Theory: 90:00  Practical: 150:00
OJT							00:00
Employability Skills (DGT/VSQ/N0101)							30:00
Total Duration							Theory + Practical + OJT+ ES 270:00

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Food Sales Promoter	
Job Role	Food Sales Promoter
Qualification Pack	FIC/Q9701, V2.0
Sector Skill Council	Food Processing

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
2	Assessment will be conducted for all compulsory NOS, as well as the selected elective NOS/set of NOS.
	OR
4	Assessment will be conducted for all compulsory NOS, as well as the selected optional NOS/set of NOS.
5	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
6	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
7	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
8	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Assessable Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Practical
<b>FIC/N9701:</b> <b>Prepare for sale and promotion of food products</b>	PC1. procure the required quantity of food products from stores, warehouses, etc. as per supervisor's instructions	1	3
	PC2. move food products to the designated place safely in adherence with standard work practices	1	4
	PC3. unpack and sort the food stock at designated place appropriately	1	3
	PC4. record stock delivery information as per standard work practices. Stock delivery information: based on type; quantity; consumer demand, shelf-life of products, etc.	2	4
	PC5. inspect the stocks received for desired appropriateness (such as packaging, labelling, quality, etc.)	2	4
	PC6. report discrepancies in the stocks received to the concerned authority	2	4
	PC7. label the food products for identification	2	4
	PC8. place the labelled products in respective shelves/places safely as per shelf life, sale preference, First In First Out (FIFO), First Expiry First Out (FEFO), First Manufactured First Out (FMFO), etc.	1	4

	PC9. set the required temperature of refrigeration unit for storing the food products	2	4
	PC10. obtain merchandise, materials and equipment required for visual merchandising of food products. Materials: product labels, price tickets, associated equipment, chair, tables, banners, signages, etc.	2	4
	PC11. unpack the food products and materials to be displayed	1	4
	PC12. check whether the food products to be sold are fit for purchase as per standard procedure	2	4
	PC13. clean the work area thoroughly before placing the materials for merchandising	2	4
	PC14. arrange the food products to be sold at designated places appropriately ensuring maximum visibility and accessibility to the customers	1	4
	PC15. display food products using appropriate labels and price tickets as per standard operating procedure	2	4
	PC16. replenish the out-of-stock food items and replace the damaged food products and dispose them safely	2	4
	PC17. return extra stock to the concerned authority and storage area in accordance with organisational work practices	2	4
	PC18. monitor the display for appearance and required levels of cleanliness periodically as per work schedule	2	4
	<b>NOS Total</b>	<b>30</b>	<b>70</b>
<b>FIC/N9702: Perform various tasks for selling food products</b>	PC1. identify the customer requirements by assessing their needs and interests including organoleptic evaluation. Organoleptic evaluation: taste, colour, appearance, odour, etc.	3	7
	PC2. prepare sample food items for the customers such as ready-to-eat products	3	7
	PC3. dispose the used plates, glasses, etc. appropriately	3	7
	PC4. wrap, package or plate food items as per standard practices	3	7
	PC5. provide product information to the customer appropriately. Product information: such as variants, nutritional value, pricing, new launches/ promotions, etc.	3	7
	PC6. address customer issues and complaints with respect to the desired food product and services using current and accurate information	3	7
	PC7. calculate sale price information and generate invoice as per the products sold	3	7
	PC8. confirm the amount to be paid by the customer and process payments for the products sold as per the mode of payment	3	7
	PC9. coordinate with the concerned person for any system errors	3	7
	PC10. record information such as type of products sold, customer feedback, etc. as per standard procedure	3	7
	<b>NOS Total</b>	<b>30</b>	<b>70</b>
<b>FIC/N9703: Ensure upkeep of food products and related facilities</b>	PC1. identify physical, chemical and biological hazards that could affect the quality of stored food products	2	5
	PC2. inspect the quality of food products and identify damaged, deteriorated, spoiled or out of date food items	3	6
	PC3. mark to identify and separate food products until disposal of damaged products is complete	2	6
	PC4. dispose potentially damaged food from the storage space appropriately	2	6
	PC5. record required information (such as spoiled food items, equipment breakdowns, etc.) as per organisational work process	3	6

	PC6. rotate the stocks as per sales preference and manufacturing date	3	6
	PC7. maintain appropriate environmental conditions for storing perishable items.	3	6
	PC8. monitor the heating and cooling processes to ensure required microbiological safety of food	2	6
	PC9. clean and sanitise food handling equipment, implements, surfaces and utensils as per standard practices	2	6
	PC10. dispose broken, chipped or cracked food handling equipment safely	3	6
	PC11. inspect the work area to ensure it is free from insects, pests, vermin, etc.	3	6
	PC12. report issues such as faulty equipment, food spoilage, pest infestations, etc. to the supervisor	2	5
	<b>NOS Total</b>	<b>30</b>	<b>70</b>
<b>FIC/N9001: Ensure food safety, hygiene and sanitation for processing food products</b>	PC1. comply with food safety and hygiene procedures followed in the organization	2	3
	PC2. ensure personal hygiene by use of gloves, hairnets, masks, ear plugs, goggles, shoes, etc.	1	5
	PC3. ensure hygienic production of food by inspecting raw materials, ingredients, finished products etc. for compliance to physical, chemical and microbiological parameters	2	3
	PC4. pack products in appropriate packaging materials, label and store them in designated area, free from pests, flies and infestations	4	6
	PC5. clean, maintain and monitor food processing equipment periodically, using it only for the specified purpose	2	3
	PC6. use safety equipment such as fire extinguisher, eye wash unit, first aid kit when required	4	6
	PC7. follow housekeeping practices by having designated area for machines/ tools	2	3
	PC8. follow industry standards like GMP, HACCP and product recall process	4	6
	PC9. attend training on hazard management to understand types of hazards such as physical, chemical and biological hazards and measures to control and prevent them	1	4
	PC10. Identify, document and report problems such as rodents and pests to management	1	4
	PC11. conduct workplace checklist audit before and after work to ensure safety and hygiene	1	4
	PC12. document and maintain raw material, packaging material, process and finished products for the credibility and effectiveness of the food safety control system	1	3
	PC13. determine the quality of food using criteria such as odour, appearance, taste and best before date, and take immediate measures to prevent spoilage	2	3
	PC14. store raw materials, finished products and allergens separately to prevent cross contamination	2	3
	PC15. label raw materials and finished products and store them in different storage areas according to safe food practices	2	3
	PC16. follow stock rotation based on FEFO/FIFO	4	6
	<b>NOS Total</b>	<b>35</b>	<b>65</b>





<b>FIC/N9902: Work effectively in an organisation</b>	PC1. obtain complete information and instructions from designated personnel	2	3
	PC2. reciprocate understanding and seek clarifications whenever required	2	3
	PC3. provide information accurately and clearly	2	3
	PC4. use inclusive language (verbal, non- verbal and written) that is gender, disability and culturally sensitive	2	4
	PC5. plan tasks to be performed as per priority and need	2	4
	PC6. consult with and assist others to maximize effectiveness and efficiency at work	2	3
	PC7. escalate problems and grievances beyond own scope to the concerned authority	2	3
	PC8. take appropriate action to resolve conflicts at the workplace	2	4
	PC9. maintain a gender-neutral behaviour with everyone at the workplace	2	4
	PC10. empathise with People with Disabilities (PWD) and offer help, if required	2	4
	PC11. recognise and report incidents of harassment and discrimination to appropriate authority	2	4
	<b>NOS Total</b>	<b>22</b>	<b>39</b>
<b>SGJ/N1702: Optimize resource utilization at workplace</b>	PC1. identify ways to optimize usage of material including water in various tasks/ activities/processes	1	2
	PC2. check for spills/leakages in various tasks/activities/processes	1	2
	PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2
	PC4. carry out routine cleaning of tools, machines and equipment	1	2
	PC5. identify ways to optimize usage of electricity/energy in various tasks/ activities/processes	1	2
	PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2
	PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2
	PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2
	PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2
	PC10. segregate waste into different categories	1	2
	PC11. dispose non-recyclable waste appropriately	1	2
	PC12. deposit recyclable and reusable material at identified location	1	2
	PC13. follow processes specified for disposal of hazardous waste	1	2
	<b>NOS Total</b>	<b>13</b>	<b>26</b>
<b>DGT/VSQ/N0101: Employability Skills (30 Hours)</b>	Introduction to Employability Skills	1	1
	PC1. understand the significance of employability skills in meeting the job requirements	-	-
	Constitutional values – Citizenship	1	1
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-
	Becoming a Professional in the 21st Century	1	3
	PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-











	Basic English Skills	2	3
	PC4. speak with others using some basic Eng-lish phrases or sentences	-	-
	Communication Skills	1	1
	PC5. follow good manners while communicating with others	-	-
	PC6. work with others in a team	-	-
	Diversity & Inclusion	1	1
	PC7. communicate and behave appropriately with all genders and PwD	-	-
	PC8. report any issues related to sexual har-assment	-	-
	Financial and Legal Literacy	3	4
	PC9. use various financial products and services safely and securely	-	-
	PC10. calculate income, expenses, savings etc.	-	-
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-
	Essential Digital Skills	4	6
	PC12. operate digital devices and use its fea-tures and applications securely and safely	-	-
	PC13. use internet and social media platforms securely and safely	-	-
	Entrepreneurship	3	5
	PC14. identify and assess opportunities for po-tential business	-	-
	PC15. identify sources for arranging money and associated financial and legal challenges	-	-
	Customer Service	2	2
	PC16. identify different types of customers	-	-
	PC17. identify customer needs and address them appropriately	-	-
	PC18. follow appropriate hygiene and grooming standards	-	-
	Getting ready for apprenticeship & Jobs	1	3
	PC19. create a basic biodata	-	-
	PC20. search for suitable jobs and apply	-	-
	PC21. identify and register apprenticeship op-portunities as per requirement	-	-
	<b>NOS Total</b>	<b>20</b>	<b>30</b>

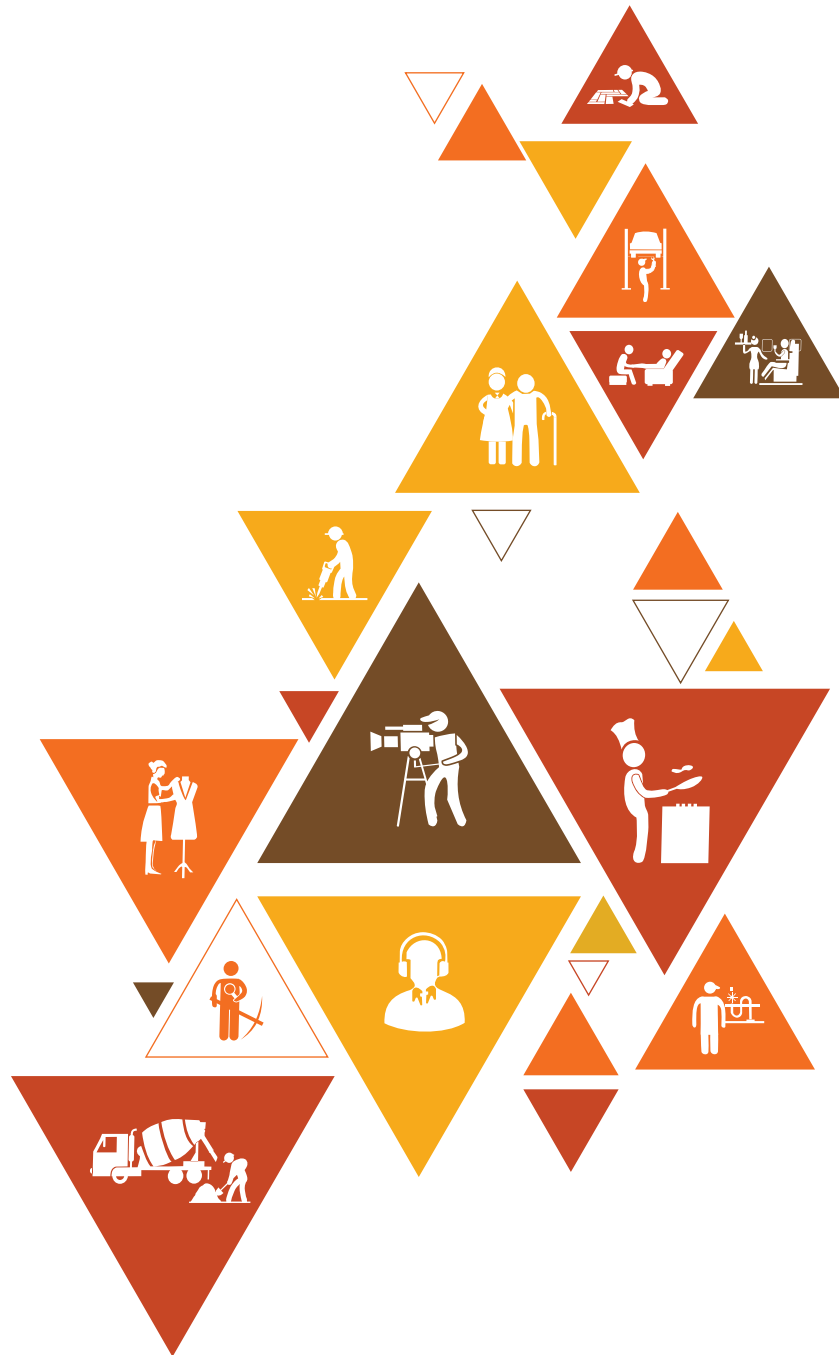
## Annexure III

### List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No In PHB	Link for QR Code (s)	QR code (s)
1. Introduction to the Diligence Program and Overview of the Food Processing Industry	UNIT 1.1 Size and scope of the food retail industry	1.1.1 Size and scope of the food retail industry	5	<a href="https://www.youtube.com/watch?v=J-2EiMVNtpM&amp;t=11s">https://www.youtube.com/watch?v=J-2EiMVNtpM&amp;t=11s</a>	 Overview of Food processing industry
2. Prepare for sale and promotion of food products	Unit 2.1 Introduction to Food Sales and Marketing	2.1.2.6 Processes	44	<a href="https://www.youtube.com/watch?v=xZv67O0kMcC&amp;t=2s">https://www.youtube.com/watch?v=xZv67O0kMcC&amp;t=2s</a>	 Difference between sales and marketing
		2.1.3.4 Handling Customer Objections	44	<a href="https://www.youtube.com/watch?v=aApfcU qGzog">https://www.youtube.com/watch?v=aApfcU qGzog</a>	 Handling Objections
	Unit 2.3 - Prepare for visual merchandising	2.3.1.1 Advantages of visual merchandising	44	<a href="https://www.youtube.com/watch?v=9-Ng8wPd9Z4">https://www.youtube.com/watch?v=9-Ng8wPd9Z4</a>	 Important elements of visual merchandising

Module No.	Unit No.	Topic Name	Page No In PHB	Link for QR Code (s)	QR code (s)
3. Perform various tasks for selling food products	Unit 3.2 - Manage Point-of-Sale (POS) systems	3.2.1 Concept of Point of Sale (POS)	74	<a href="https://www.youtube.com/watch?v=2Ktk8 WMRfPE">https://www.youtube.com/watch?v=2Ktk8 WMRfPE</a>	 Point-of-Sale (POS) systems
	Unit 3.1 – Sell and promote food products to customers	3.1.3 Packaging Food Items	74	<a href="https://www.youtube.com/watch?v=Ta18d6 JIO3o">https://www.youtube.com/watch?v=Ta18d6 JIO3o</a>	 Packaging and storage of food
		3.1.3.1 Types of Food Packaging	74	<a href="https://www.youtube.com/watch?v=Hcl3v1 d22CM">https://www.youtube.com/watch?v=Hcl3v1 d22CM</a>	 Storage of finished products
		3.1.3.2 Food Packaging Materials	74	<a href="https://www.youtube.com/watch?v=iTNRv0 IZacl">https://www.youtube.com/watch?v=iTNRv0 IZacl</a>	 Different type of packaging
4. Ensure upkeep of food products and related facilities	Unit 4.1 - Maintain Food Products in retail stores and Promotion Sites	4.1.2.1 Food Standards Regulations in India	97	<a href="https://www.youtube.com/watch?v=M44fA RmrD6M">https://www.youtube.com/watch?v=M44fA RmrD6M</a>	 Future opportunities for a Food Sales Promoter

Module No.	Unit No.	Topic Name	Page No In PHB	Link for QR Code (s)	QR code (s)
		4.1.3.1 How to minimize damaged, spoiled and expired food product inventory	97	<a href="https://www.youtube.com/watch?v=HesWbNFSQS4">https://www.youtube.com/watch?v=HesWbNFSQS4</a>	 Documentation and record keeping
	Unit 4.2 – Carry out facility maintenance	4.2.2 Pests in food retail	97	<a href="https://www.youtube.com/watch?v=daNjRoP_I0c&amp;t=87s">https://www.youtube.com/watch?v=daNjRoP_I0c&amp;t=87s</a>	 Health and safety practices at workplace
<b>Employability Skills (30 Hrs)</b>				<a href="https://www.skillindiadigital.gov.in/content/list">https://www.skillindiadigital.gov.in/content/list</a>	





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