



**Skill India**  
कौशल भारत - कुशल भारत



# Facilitator Guide



Sector  
Food Processing

Sub-Sector  
Multi Sectorial

Occupation  
Production

Reference ID: FIC/Q9005, Version-3.0  
NSQF Level: 2

## Industrial Production Worker

## Published by

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

Shriram Bharatiya Kala Kendra, 1, Copernicus Marg, Mandi House, New Delhi-110001

Email: [admin@ficsi.in](mailto:admin@ficsi.in)

Website: [www.ficsi.in](http://www.ficsi.in)

Phone: +91-97112 60230, +91-97112 60240

## First Edition, January 2023

This book is sponsored by Food Industry Capacity & Skill Initiative (FICSI)

Printed in India by FICSI

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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. ”



## Acknowledgment

FICSI is thankful to all the organisations and individuals who have helped us in the preparation of this Facilitator Guide.

We extend our special thanks to the Ministry of Food Processing Industries (MoFPI) and National Institute of Food Technology Entrepreneurship and Management (NIFTEM) for providing funds and their unequivocal support.

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

## About this book

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

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

This reference book has been developed for use Facilitator Guide of the skill development course for a Food Product Handler being implemented by FICSI through its affiliated training service providers. The contents of this book are completely aligned to the Qualification Pack for the role of a Food Product Handler NSQF level 2 and has been divided into Units corresponding to each NOS (National Occupational Standard). The contents of the book have been developed by NIFTEM (National Institute of Food Technology, Entrepreneurship and management, Kundli with support of MOFPI, Government of India).

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

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

- FIC/N9020 Monitor the Food Production on a Mechanized production line for Processed Food
- FIC/N9002: Use Basic Health and Safety Practices at a Food Processing Workplace
- DGT/VSQ/N0101: Employability Skills

## Symbols Used



Key Learning Outcomes



Objectives



Ask



Explain



Practical



Notes



Resources



Activity



Summary



Role Play



Team Activity



Say



Example



Methodology




Do

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## Guidelines for the Trainer

As a Trainer, follow the below guidelines:

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

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

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

Understand your participants

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

**Adopt the basic etiquette during training**

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

Do not forget to recapitulate the topic covered in the last class.



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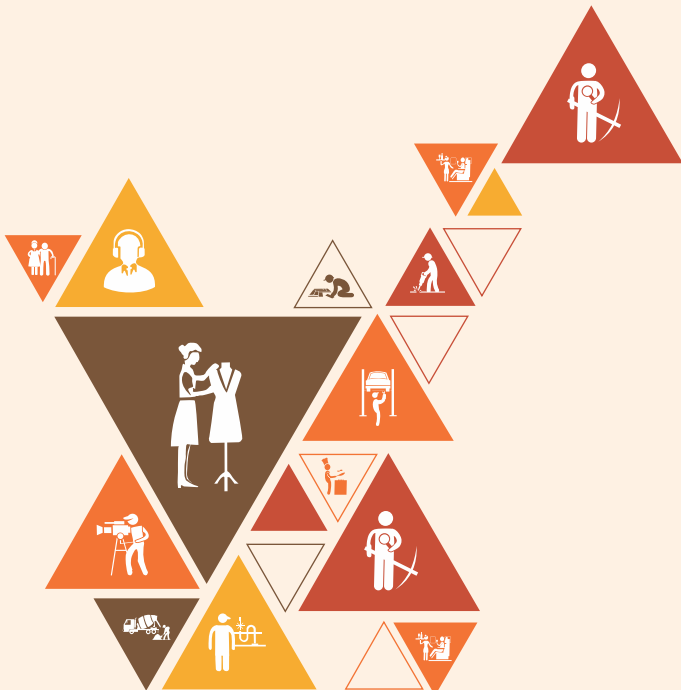
Transforming the skill landscape



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

Unit 1.1 - Introduction to Training Program

Unit 1.2 - Food Processing and Technology : An Overview



## Key Learning Outcomes

**At the end of this module, the participant will be able to**

1. Explain the purpose and benefits of the training program; introduce each other and build rapport with fellow participant and trainer
2. Explain the outcomes of the training program
3. Define food processing and understand the current scenario of food processing industry in India and globally;
4. List the various sectors of the food processing industry

## Icebreaker

### Say



- My name is \_\_\_\_\_, and I will be the trainer for this session.
- Thank you all for your participation.
- Please take your respective seats.

### Notes for Facilitation



- Add more details when introducing yourself, such as experience, native place, learning, likings, etc.

### Resources to be used



- Use any prop example projector, water bottle, or pencil (optional)

### Activity



- All participants must stand in a semi-circle.
- Ask the participant to introduce themselves one by one with actions.
- Participants may use any prop possible for their actions while announcing names.
- While the participant announces his/her name, the others will try to memorize the name and action.
- Then all participant along with the trainer repeats the participant's name and copy the action too.
- Once all participants are done. The trainer shall call any random participant to name the other, with the actions done by the fellow participant.
- Encourage participants to provide general information about themselves and briefly introduce them.

### Notes for Facilitation



- Start the above activity using demonstration technique. Example: Hello, I am Neeraj with raised or waving hands or any action (as an action sign).
- Encourage shy students to act along with their verbal introduction.



## Unit 1.1:- Introduction to the training program

### Unit Objectives

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

1. Explain the purpose and benefits of the training program.
2. Explain the outcomes of the training program.
3. Introduce the fellow participant and the trainer

### Resources to be Used

- Participant handbook
- PowerPoint Presentation and Laptop
- Whiteboard, Marker, Duster, Projector

### Do

- Follow the session plan strictly.
- Encourage the participants to ask questions, explore ideas, etc
- Capture their responses on board and share them wherever necessary

### Say

- This training is conducted under skill India Mission.
- The Skill India Mission is an initiative the government started in 2015.
- The primary intention behind introducing this program is to equip the country's young people with valuable skill sets that will increase their chances of finding employment in various fields across the economy
- This training program is developed to impart specific knowledge and skills relevant to job roles required to perform as a “Food Product Handler”, in the “Food Processing Industry”.
- Training will be done based on following NOS:
  - Monitor the food production on a mechanized production line for processed food items (FIC/N9020)
  - Work effectively with others (CSC/N1336)
  - Basic health and safety practices at food processing workplace (FIC/N9002)
- A skill certificate and skill card will be issued to the participant after successful completion of the course.

## Notes for Facilitation



- Tell the student about the main objectives of the course
- Tell the about the benefits of getting a skill certificate and how it is useful in their employability

## Explain



- Benefits & Objectives of the course on food product handler
- How does the certificate in this profile help them?
- What are the various places they can be employed?
- How skill india certificate looks like and is used?
- Elaborate the outcomes of the training program.

## Elaborate



- Elucidate the benefits and uniqueness of Skill India Certificate (using Fig 1.1 – Skill Card )

## Ask



- What is Skill India's Mission?
- What are the main Skill India objectives?
- What is this certification of Food Product handler and what does it mean?

## Activity



Play the video of any skilled program from the internet and let students watch the video. Ask them to point down two observations from the video.

Brief them on the topics given in the participant handbook.

- Skill India Mission
- The main Skill India objectives
- Features of the Skill India Mission
- Sub-schemes that are part of the Skill India Mission
- The list of Skill India sources
- Explain The Skill India Mission and its features Sub-schemes that are part of the Skill India Mission
- The observation that is part of the video





## Unit 1.2:- Food Processign and Technology: An Overview

### Unit Objectives

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

1. Define food processing and understand the importance of food processing industry
2. Explain the current scenario of food processing industry in India and globally
3. List the various sectors of the food processing industry

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector, and Laptop
- Charts / PPE, if required

### Do

- Start the class with a pictorial quiz about food processing industry with the help of PPT and a projector

### Say

- Indian food processing sector is a up-coming sector.
- Food processing industry globally is valued at USD 3.2 Trillion and growing continuously.
- India is a strong in agriculatural sector globally yet the food processing sector is only a small portion of it, giving it huge scope to grow.
- Various support schemes and financial support programs ahve been launched by Governemnt of India to support growth of this sector.
- Food processing industry includes dairy, fruit & vegetables, grains & cereals, meat, poultry, bread, bakery and amny other categories.

### Explain

- Sectoral distribution of processed food indystry in India
- Imporance of processed food sector

## Elaborate



- What is the Food processing sector and its importance in India. (use Fig 4 and 5 for discussion)
- Recognizing the various sub-sector of food processing sector. (use table 1 for the same)
- Explain the importance of India in global food processing market.

## Ask



- What do the participants understand of processed food sector?
- What are the positive and negative points attached with Indian food processing sector?

## Activity



Play any video related to Indian processed food industry available on internet.

Brief them on the topics given in the participant handbook.

- Role of a Food product handler
- Discuss the skills required to be a good food handler

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes




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## Exercise



Fill in the blanks with the correct option

- 1) ----- is the method used to transform raw ingredients/materials into consumable form of food
  - a. Food preparation
  - b. Food processing**
  - c. Food irradiation
- 2) The major market for the sale of food products from India is .....
  - a. Asia
  - b. Europe**
  - c. US
- 3) Which among the following is not an advantage of food processing?
  - a. Preserves the nutritive value of food
  - b. Deteriorates the food**
  - c. Extends the shelf life of food
- 4) Which among the following is not an initiative by the Indian government for the food processing sector
  - a. Mega food parks
  - b. Cold chain from farm to consumer
  - c. Chemical promotion and development scheme**
- 5) The worldwide food processing industry is valued at US \$ ----- trillion
  - a. 4.6
  - b. 3.2**
  - c. 6.5
- 6) India's Food and Grocery market stands on the ----- position in the world
  - a. Fourth
  - b. First
  - c. Fifth**
- 7) Pradhan Mantri Kisan Sampada Yojana focus on the development of ----- Processing
  - a. Agro-Marine**
  - b. Meat and poultry
  - c. Dairy

- 8) ----- is issued for the participant after successful completion of this training program
- a. Identity card
  - b. Skill card**
  - c. Training card







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MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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Corporation

Transforming the skill landscape



Food Industry Capacity and Skill Initiative

## 2. Organizational Standards and Norm

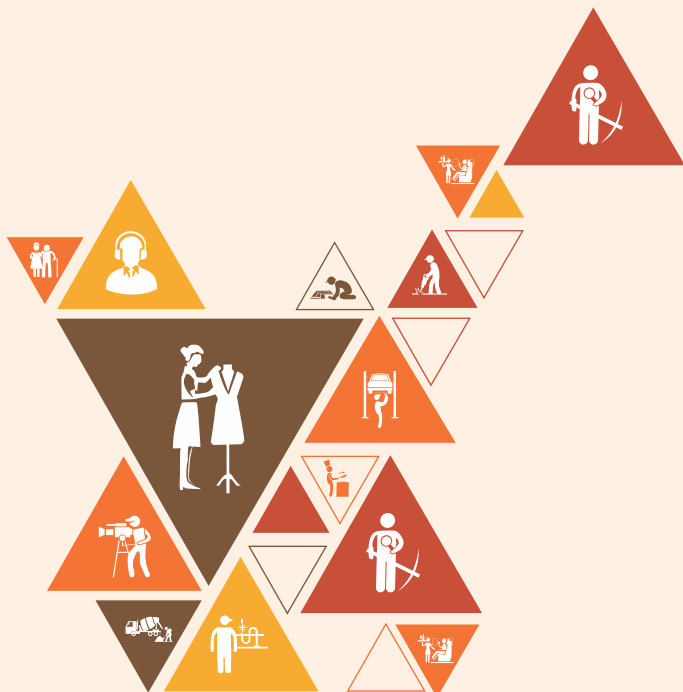
Unit 2.1- Roles and responsibilities of Food Product Handler

Unit 2.2- Knowledge and understanding of the organization

Unit 2.3- Workplace ethics

Unit 2.4- Personal hygiene guidelines for food handlers

Unit 2.5- Food Safety and hygienic standards for workplace



## Key Learning Outcomes



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

1. Describe the main roles and responsibilities of an industrial production worker
2. Understanding the nature and availability of job for an industrial production worker in Indian food processing industry
3. State how to conduct yourself in the workplace
4. Understand the importance of disciplined behaviour for the success in workplace
5. State how to resolve interpersonal conflicts at workplace
6. Explain how to address workplace grievances to the management
7. State the importance of working as a team in the workplace
8. Understand the importance of organizational policies and procedures
9. Understanding regulatory standards applicable to food processing industry
10. Understand the importance of adhering to good personal hygiene
11. Explain food safety and hygienic standards for food processing industries
12. Explain GMP with respect to the workplace
13. Understand General Hygienic and Sanitary Practices to be followed by Food Business Operations( Schedule 4 of FSSAI regulations)
14. Understand risk assessment process and HACCP



## Unit 2.1 :- Roles and Responsibilities of Industrial Production Worker

### Unit Objective

**At the end of this unit, the participant will be able to**

1. Describe the main goals and task of an industrial production worker;
2. Understand the nature and availability of job for an industrial production worker in food processing industry

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class with a pictorial quiz of making participants identify the various types of food processing items with the help of PPT and a projector
- Show how Industrial production workers work in a unit using various pictures

### Say

- Production workers are responsible for mass production of specific food products in a production facility.
- He has various roles like preparation & maintenance of work area, operate machines, gather & share technical know how, use of basic healthy hygienic practices at the work place and finally to achieve goals for the organization.
- The Indian processed food industry is growing rapidly with increasing awareness of Indian consumer regarding health and nutrition.
- There is huge opportunity for industrial production worker to get jobs in this area.
- This certification can help people to get jobs in the capacity of Industrial production worker and may help in rising to better positions in future.

### Explain

- Significant role an industrial production worker plays in processed food industry.
- Share of organized and un-organized sector in processed food industry and their employment share in food processing arena.
- Also, tell about some important food processing companies in India.

## Elaborate



- Elucidate the important role and responsibilities of food production worker with the help of( Table 2: Roles and Responsibilities of Food Production Worker), given in the Participant Handbook.
- Introduce the participant to some important food producing companies in India with the help of( Table 3 Leading food manufacturing companies in India), given in the Participant Handbook.
- Elucidate the share of employment given by organized and unorganized sector in India, with the help of( Table 4 Employment share in Indian food manufacturing sector), given in the Participant Handbook.

## Ask



- What are the important roles and responsibilities of food production worker?
- Which are the important companies present in India in this sector?
- What is organized and unorganized sector and how they provide share of job to workers?

## Activity



- Ask students to make a group and discuss which additional responsibilities of production worker they can think of and make a list.

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes




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## Unit 2.2 :- Knowledge and Understanding of the Organization

### Unit Objective

**At the end of this module, the participant will be able to**

1. Explain the importance of adhering to organizational standards and policies;
2. Explain the term SOP
3. State the importance of adhering to HR policies and understand reporting structure while at work

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class with asking questions about What is policy, SOP and HR?
- Let the participants brainstorm the answers and make points.

### Say

- Policy is important to be understood by the production workers in a company. It includes:
  - The organization's norms, standards and accreditation mark
  - Different types of products produced by the organization and its flow chart
  - Safety and hygiene standards and impact of the same if not followed.
  - Dress codes used for different works
  - Relevant people in the organization and their roles
  - Procedures for reporting work-related issues
  - SOP stands for Standard Operating Procedures.
  - They inform on how to perform the operations in an organization.
  - These are important to be followed by all the workers to reduce failures and wastage in an organization.
- A production worker shall understand the HR policies regarding job roles and responsibilities, terms of employment, reporting structure, different departments and their roles and procedures in the work area.
- He must understand the general reporting structure of the food processing department.

## Explain



- Introduction
- Significance of policies, procedures and rules in an organization
- Meaning of SOP and their importance
- Benefits of SOP in an organization
- What is HR and how it is important for an organization?
- Basic reporting structure of a food processing department

## Elaborate



- Elucidate the meaning of policies and procedures with the help of data given in the Participant Handbook.
- Describe the Meaning and Significance of SOP with the help of ( Fig:7 Benefits of Adhering to organizational SOPs), given in the Participant Handbook.
- Elucidate the importance of HR and organization structure in food processing industry with the help of (Fig. 8. General Reporting structure followed in the production department of a food processing unit ) given in the Participant Handbook.
- Illustrate the Method for Handling a Guest's Order with the help of ( Fig:2.2.5 Safety precautions), given in the Participant Handbook.
- Describe the Methods to Evaluate the Food's Quality with the help of ( Fig 2.2.6 Tableware), given in the Participant Handbook.
- Clarify the Food Shelf-Life with the help of ( Fig 2.2.6 Accompaniments), given in the Participant Handbook.
- Clarify the Tableware, Accompaniments, and Sauces Used in with the help of ( Table 2.2.1 Accompaniment menu), given in the Participant Handbook.
- Illustrate the Restaurants Vary Widely with the help of ( Fig:2.2.5 Types of sauces), given in the Participant Handbook.
- Illustrate The endure for Processing Internet Orders with the help of ( Fig:2.2.7 Food order and delivery system), given in the Participant Handbook.

## Ask



- What is SOP?
- What are the benefits of following SOPs?
- What do you understand by HR policies?
- Do you know how the reporting structure is designed in a food processing department and whom should you report in case of any query?

## Activity



- Prepare charts with level of reporting structure written on them. Let the participant pick up one chart. He has to play the role of the position he has got in a chart.
- All participants are supposed to prepare a small scene of how the reporting structure works.



## Unit 2.3 :- Workplace Ethics

### Unit Objective

**At the end of this module, the participant will be able to**

1. State how to conduct yourself at the workplace
2. Understand the importance of disciplined behavior for the success in workplace
3. Explain different skills required for a Food Product Handler for the success in workplace

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class with a brain storming session on what are ethics and how are they important for a worker
- Let the participants brainstorm the answers and make points.

### Say

- Workplace ethics are the basic guidelines one must be followed while working in an organization to ensure smooth and effective functioning.
- Maintaining quality of work, honesty, integrity, follow rules, hygiene standards and be a team player are all part of work ethics.
- Behavioural safety and Disciplined behavior is important to improve workplace performance and to provide a safe and honest working environment.
- Disciplined behaviour has lot of benefits like reducing stress levels, improving quality of work, achieving targets with maintaining work-life balance.
- Communication skills help the worker to excel in his work. Communication skills include reading, writing, listening and speaking skills.
- A worker should improve his communication skills to be a good team worker.
- Effective communication is basic requirement to achieve self and organizational goals.
- Communication must flow in all directions of the reporting levels- up to down, down to up and side ways.
- Developing two way communication is very important for success of any organization. Speaking and listening both are important.
- There can be various barriers to communication like noise, disturbance, difference in languages of workers, lack of interest to communicate and physical disability to communicate.
- These barriers may lead to poor communication. Poor communication leads to conflict, lack of understanding, work –life imbalance and decreased productivity at the work place.

- Interpersonal skills are the ability to develop fruitful relationships with others. Knowing how to develop healthy working relationships with people at the workplace contributes significantly to your success as a production worker.
- Interpersonal skills improves communication ability and leads to formation of a good team.
- Team work promotes strong working relationships which eventually contribute higher productivity.
- Conflicts are difference in opinions which may arise due to poor communication skills, lack of interpersonal skills and lack of trust.
- Conflict resolution is a very important activity in an organization for successful team building.
- Grievance refers to a concerns/ complaint that an employee has regarding the work/workplace, or someone they work with which made him/her feel dissatisfied.
- A proper grievance handling mechanism should be followed in a company to resolve the complaint. Every worker should understand the mechanism and act accordingly in a situation of grievance.

## Explain



- Introduce the concept of workethics to the participants.
- Significance of workethics in an organization.
- Meaning of effective communication and what are the advantages of good communication skills for a worker.
- Reasons for poor communication in an organization and how to improve the same.
- Meaning of interpersonal communication and its benefits.
- Importance of conflict resolution and grievance solving mechanism in an organization.

## Elaborate



- Elucidate the meaning of work ethics as given in the handbook.
- Describe the importance of disciplined behaviour in a work place and how it works at different levels with the help of (Fig. 9. Link between the behaviors of different levels of people in an organization), given in the Participant Handbook.
- Elucidate the benefits of disciplined behaviour in an organization with the help of (Fig. 10. Benefits of disciplined behavior ) given in the Participant Handbook.
- Illustrate how can a worker be a good listener with the help of ( Fig.11 Criteria of a good listener), given in the Participant Handbook.
- Describe the benefits of effective communication to the worker and organization using (Fig. 12. Benefits of effective communication in workplace), given in the Participant Handbook.
- Clarify the flow of communication in an organization with the help of (Fig. 13. The 5 directions of communication flow), given in the Participant Handbook.
- Discuss the criteria for being a good communicator with the help of ( Fig. 14. Criteria of a good communicator) given in the Participant Handbook.
- Discuss the various barriers to communication that might arise during a communication process using (Fig. 16. The barriers to effective communication) of Participant Handbook.
- Elucidate the benefits of good team work using ( Fig:18 Benefits of team work), given in the Participant Handbook.
- Illustrate the conflict resolution process with the help of (Fig. 19. The conflict resolution process), given in the Participant Handbook.

**Ask**

- What is Communication?
- What are barriers to communication??
- What do u understand Discipline and work ethcs? How do they help to improve an organization?
- Do you know how the conflict resolution and Grievance redresal system works in an organization?

**Activity**

- Let them solve a self quiz given in the Participant Handbook.
- Create a scene where there is a situation of conflict. Let each participant think of ways to solve the conflict.
- All participants are suppose to prepare a small talk of 2 minutes and present in front of class.

**Summarize**

- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

**Notes**

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## Unit 2.4 :- Personal hygiene guidelines for food handlers

### Unit Objective

**At the end of this module, the participant will be able to**

1. Explain good personal hygiene practices to be followed by food handlers at workplace
2. Explain the importance of PPE's at workplace
3. Explain how to prepare yourself for carrying out food processing in hygienic manner
4. Understand different hygiene/precautionary signages at work

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class with a brain storming session on what do they understand by personal hygiene at workplace. How absence of personal hygiene might impact their work?
- Let the participants brainstorm the answers and make points.

### Say

- Personal hygiene is very important at work place.
- Personal Protective Equipments are used to ensure proper hygiene at the workplace.
- Personal protective equipment's includes necessary garments used to protect the workers body from injury/ infection and to avoid cross contamination which may affect the quality of food.
- Head cover, mask, hand gloves, beard cover, boots/shoe covers form part of PPE.
- Keep hands clean, wash them regularly, avoid wearing loose jewellery, keep hair tucked inside a cap, wear gloves and mask while working in a processed food production department.
- Do not work if you have been detected with any communicable disease, take due precautions in case of any other health condition, avoid work with injury in hand and take care of health and hygiene by following workplace suitable hygiene standards.

## Explain



- Importance of personal hygiene and its impact on food processing job.
- Meaning and components of PPE and how to use them.
- Conditions when working on the main processing line should be avoided and the points to take care while working on main processing line.
- Understand the impact of addictions on health condition and its impact on work of a food production handler.

## Elaborate



- Elucidate the meaning of PPE and how to use them while working with the help of (Fig. 21 Personal Protective Equipments), given in the Participant Handbook.
- Describe the appropriate clothing to be used by the food production handler with the help of (Fig. 23. Dress code for food handlers), given in the Participant Handbook.
- Discuss the jewellery policy at work using (Fig. 25. Jewellery policy at workplace) given in the Participant Handbook.
- Describe personal hygiene to be maintained at the workplace with the help of (Fig. 27. Personal hygiene pracces for workplace), given in the Participant Handbook.
- Illustrate various hygiene signages used at the work place using (Fig. 28. Understand hygienic signage's for workplace), given in the Participant Handbook.

## Ask



- What is personal hygiene ?
- What are various personal hygiene clothes and equipments one should use while handling food products?
- How can one ensure proper hygiene of food products while working on a food production line?

## Activity



- Get a PPE kit. Ask them to wear all the protection gears within a time limit of 2 minutes.

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.



## Unit 2.5 :- Food Safety and Hygienic standards for work place

### Unit Objective

**At the end of this module, the participant will be able to**

1. Define food safety, food microbiology and state different contaminants that spoil foods
2. Explain the regulatory standards applicable to the food processing industry
3. Explain good manufacturing practices to be followed at workplace;
4. Explain GMP with respect to workplace
5. Understand General Hygienic and Sanitary practices to be followed by Food Business operators (Schedule 4 of FSSAI regulations)
6. Understand risk assessment process and HACCP

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class with a discussion on why determining food safety is important for a food processing unit?

### Say

- Food safety is the correct handling, producing, and preserving of food to eliminate the chances of food borne poisonings caused by microbes that may contaminate food at different stages of production/processing/distribution.
- Microorganism may cause contamination of food, but not all microorganisms are harmful. Some are used for production of food.
- Study of microorganisms present in food is termed as food microbiology.
- Any change in food that renders it unfit for human consumption is called as food spoilage. These changes may be caused by contamination by microorganisms, infestation by insects or degradation by endogenous enzymes.
- Food preservation is the method of protecting foods against microorganisms, spoilage, and contaminating agents.
- Various standards like ISO-9000, Food safety and standards regulation, Occupational health & practices, GMP and many more have been made to check the quality of food produced in a unit.
- Good manufacturing practices (GMP) is the set of guidelines to ensure the production of high quality and safe food to customers. The areas of focus in GMP include personnel hygiene, process validation, maintenance of equipment and cleaning and sanitization.
- FSSAI regulation are very important to be followed by every food processing unit to ensure good quality of products. Schedule 4 is a set of requirements to ensure safety of the food made in any premise and Food Business Operator shall continuously try to improve hygienic conditions and sanitary practices at the premises with an aim of attaining India HACCP standards.

## Explain



- Importance of quality in food processing industry.
- Different type of microorganisms which may affect the quality of food and what are the signs of spoilage of food.
- Different food safety standards followed in India and their implications.
- Meaning of good manufacturing practices and its impact of man, Material, Machine and Material.
- Brief explanation of schedule 4 of FSSAI regulations and their impact on quality standard of food production.

## Elaborate



- Elucidate the meaning food safety using (Fig. 29. 10 golden rules for safe food as per FSSAI) given in the Participant Handbook.
- Describe the various standards applicable to food processing industry using (Table 7 : Standards used in Food processing industry), given in the Participant Handbook.
- Discuss the good manufacturing practices and reasons for microbial non-compliance in food processing industry (Fig. 30. Reasons for microbial non compliance in foods) given in the Participant Handbook.
- Describe personal hygiene to be maintained at the workplace with the help of (Fig. 27. Personal hygiene practices for workplace), given in the Participant Handbook.
- Discuss risk assessment process applicable in food industry (Fig. 31. Risk assessment process) of Participants Handbook.
- Elucidate the importance of HACCP using (Fig. 32. 7 principles of HACCP) of Participants Handbook.

## Ask



- What is food safety?
- Are there any food quality and safety standards participants are aware of?
- How does following food quality standards helps food processing industry?

## Activity



- Ask participants (in group of 5) to pick any food safety/quality standard and make a small presentation on the same.

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Notes



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## Excercise

Fill in the blanks with correct opo

- 1) -----are responsible for mass production of a specific food product in a producon facility.
  - a. **Production workers**
  - b. Cleaning workers
  - c. Supervisors
- 2) According to Factories Act – 1948, No employee is supposed to work for more than ----- hours in a week.
  - a. **48 hours**
  - b. 52 hours
  - c. 56 hours
  - d. 50 hours
- 3) ----- can be described as the process of imparting or exchanging of information by speaking, writing, or using some other medium.
  - a. Listening
  - b. **Communication**
  - c. Digital literacy
  - d. Planning
- 4) ----- is the process by which processed and unprocessed food is protected against microbes, spoiling agents, and contaminants
  - a. **Food preservation**
  - b. Food microbiology
  - c. Food contamination
  - d. Food irradiation
- 5) HACCP stands for
  - a. Hazard Analysis and Critical Control Parameters
  - b. Hazard Analysis and control critical points
  - c. **Hazard Analysis and Critical Control points**
  - d. Hazard authority and Critical Control points

- 6) SOP stands for-----
- Sanitary operating procedures
  - Standard operating procedures**
  - Standard operating parameters
  - Sanitary operating parameters
- 7) ----- is allowed in a food processing area
- Eatables
  - Jewellery
  - PPE's**
  - Slippers
- 8) ----- among the following leads to microbial non compliance of food
- Poor quality water**
  - Good personal hygiene
  - Good quality raw materials
  - Good hygienic praces
- 9) Which among the following is not a component of communication process
- Message
  - Medium
  - Feedback
  - Method**
- 10) ----- Type of communication takes place at same levels of hierarchy in an organization?
- Downward
  - Upward
  - Lateral**
  - External



## Notes



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सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



N · S · D · C  
National  
Skill Development  
Corporation

Transforming the skill landscape



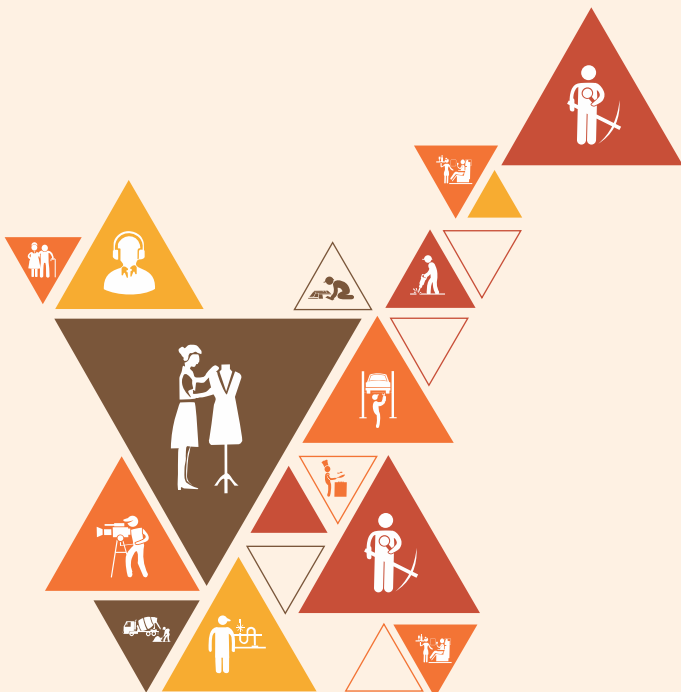
# 3. Prepare and Maintain Work Area and Processing Machineries for Production

Unit3.1- Cleaning and sanitization

Unit3.2- Prepare and maintain work area and processing machineries  
for production process

Unit3.3- Machine maintenance and trouble shooting

Unit3.4- Waste management



## Key Learning Outcomes



**At the end of this unit, the candidate will be able to**

1. List various pre-requisites for effective cleaning and sanitization of equipment and facilities;
2. Understand general procedure for cleaning and sanitization;
3. State various precautionary measures to be taken while cleaning and sanitization of food processing equipment and other facilities.
4. Explain the process of cleaning work area and processing machineries for production;
5. Identify the equipments, machineries and tools used for processing of milk, meat and baking industries
6. Explain how to conduct safety and hygiene checks of machineries and equipment's for production process
7. Explain the types of maintenance to be done on machines used in food production line.
8. Understand various types and signs of machine breakdown.
9. Recognize the ways through which various general breakdowns can be avoided.
10. Explain the method of managing and disposing waste material in a food processing unit.

## Unit 3.1 :- Cleaning and Sanitization

### Unit Objectives

**At the end of this module, the participant will be able to**

1. List various pre-requisites for effective cleaning and sanitization of equipment and facilities;
2. Understand general procedure for cleaning and sanitization;
3. State various precautionary measures to be taken while cleaning and sanitization of food processing equipment and other facilities.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class with a pictorial quiz with the help of PPT and a projector.
- Show the different type of cleaning and sanitization equipment and ask the participants to recognize them.

### Say

- Cleaning and sanitization is a very important process.
- Cleaning and sanitization of food contact surfaces is done to remove food residues. The food residues enhance bacterial growth which adversely affect the quality and shelf life of food produced
- Clean work environment leads to better products, good work conditions, ensures safety of employees, increase machine life and increases productivity.
- Proper resources are required for keeping the work environment clean like good quality water, proper cleaning equipments and effective cleaning agents .
- Cleaning can be done by Cleaning out of place method or Cleaning in place method based on nature of equipment.
- Proper PPE kit should be used while sanitization process to ensure employee safety.
- All equipments, machines and food products should be secured before carrying out sanitization.

## Explain



- Meaning of cleaning and sanitization.
- Types of cleaning equipments and agents like detergents used during the process
- Various types of cleaning processes used while handling different machines
- Steps to sanitize the machines and plant.
- Various precautions to be taken during sanitizing the place to ensure personal and plant safety.

## Elaborate



- Discuss the need and benefits of cleaning and sanitization using (Fig. 33 Objectives of cleaning, Figure 34. Benefits of cleaning), given in the Participant Handbook.
- Elaborate various equipments used during cleaning process with the help of (Table 8 Equipments for cleaning) given in the Participant Handbook.
- Introduce the commonly used cleaning agents and sanitizers using (Table 9 Commonly used detergents and sanitizers in food processing industry)

## Ask



- How to they keep the food preparation areas clean in their homes?
- What precautions they should take while sanitization of food processing facility?

## Activity



- Ask the participants to conduct the practicals given in the handbook and register the findings.

### Practical 3: Manual cleaning of milk storage tank (MST)

**Aim:** to acquire hands on knowledge on manual cleaning of milk storage tank.

#### Methodology:

Conduct the operations (SOP of manual cleaning of milk storage tank, precautionary measures to be taken before starting the operation, sanitization after cleaning operation) along with the instructions from the trained person from the unit.

**Practical 4:** conduct carry over test to detect the presence of caustic in the final rinse of CIP process

**Aim:** to detect the presence of caustic in the final rinse water from a CIP process

**Methodology:** Take about 10 ml of final rinse water sample in a beaker. Add few drops of phenolphthalein indicator. Observe the colour. Development of pink colour indicates the presence of caustic in rinse water while absence of pink colour indicates absence of caustic in rinse water.



## Unit 3.2 :- Prepare and Maintain Work Area and Processing Machineries for Production Process

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Explain the process of cleaning work area and processing machineries for production;
2. Identify the equipments, machineries and tools used for processing of milk, meat and baking industries
3. Explain how to conduct safety and hygiene checks of machineries and equipment's for production process

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by asking the participants to tell about some commonly used cleaning equipments.

### Say

- As per food safety norms, all food processing premises should follow high standards of hygiene and cleanliness to check contamination of products.
- Proper guidelines should be followed for ensuring cleaning of equipments and areas used in food preparation.
- Ensure that no contamination takes place while cleaning.
- Check that all the machines are cleaned and sanitized before use.
- Proper greasing and oiling should be done for smooth functioning of the machines.
- Check performance of the machines from time to time.
- Ensure the equipment's disassemble for cleaning are reassembled
- Equipment's are calibrated wherever necessary



## Explain



- Importance of cleanliness in the food production area
- Discuss the procedure for cleaning area around production facility with utmost care
- Elaborate the guidelines for ensuring the cleanliness of production area
- Detail the SOP for cleaning the machines and equipment used for food production
- Illustrate the various machines and instruments used during production process using pictures and also share the guidelines for maintaining them
- Procedure for conducting the cleaning and hygiene checks

## Elaborate



- Elucidate the procedure for cleaning operation before starting the production process with the help of (Fig. 36. General procedure for cleaning of work area before production), given in the Participant Handbook.
- Illustrate the various equipments used in dairy, meat and baking sector using (Section 3.2.5, 3.2.6, 3.2.7) of the Participant Handbook.
- Detail the various hygiene and cleaning checks to be done before starting the production of food using (section 3.2.8) of the Participant Handbook.

## Ask



- How will you clean the area before starting the production?
- What are the common tools used in production of food?
- How would you conduct safety and hygiene checks in the food production area?
- What parameters will you consider for checking the performance of the machines used in production process?
- Ask the participants to conduct the practicals 5 given in the Participant's Handbook and note the observations.

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

Notes



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## Unit 3.3 :- Machine maintenance and trouble shooting

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Explain the types of maintenance to be done on machines used in food production line.
2. Understand various types and signs of machine breakdown.
3. Recognize the ways through which various general breakdowns can be avoided.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by asking the participants to tell about some type of breakdown that might occur in a machine..
- Discuss how breakdowns may impact their operations.

### Say

- Maintenance is an important operation in any production line to ensure continuity of operations.
- There are various categories of maintenance like periodic, preventive, corrective and breakdown maintenance.
- To avoid complete breakdown of the system, it is important to observe small signs which might lead to breakdown like abnormal leakages, sounds and smells.
- A production line worker should take due action in case of breakdown. He is responsible for proper functioning and saving breakdown of a machine.

### Explain

- Importance of machine maintenance
- Discuss various types of maintenance like periodic, preventive, corrective and breakdown maintenance.
- Detail how can they avoid any breakdown in the machines and equipments.

## Elaborate



- Elucidate various types of maintenance procedures with the help of (Table 13 Type of maintenance), given in the Participant Handbook.
- Discuss the responsibilities of production handler during emergency shutdown of the machines using (Fig 38 Responsibility of production worker in emergency shutdown of the machine), given in Participant Handbook.

## Ask



- Give the participants a situation where they are working on a machine having a conveyor belt system for transfer of food product.
- What signs will they observe to know if there is any problem in the machine/system?
- How will they establish a maintenance schedule for the system, they are working on?
- Ask the participants to go to any food production unit and understand their machine maintenance schedule. Make notes of the same.

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes




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## Unit 3.4 :- Waste Management

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Explain the method of managing and disposing waste material in a food processing unit.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by asking the participants about how important is waste management in a company.
- What are the ways in which they think, waste can be reduced in any workplace?

### Say

- Food waste and other waste shall be removed periodically from the production area to avoid potential hazards.
- In a food processing facility, the disposal of solid, liquid and gaseous effluents is done in conformance with requirements of organization / Environment Pollution Control Board.
- There are different types of waste like solid, liquid, semi-solid and gaseous waste which may be produced during an operation.
- All the food processing units must have an Effluent Treatment Plant (ETP) to treat waste material and water before disposal.
- This reduces the ill impact of the waste on the environment.
- Food production operation has a significant contribution to pollution, global warming potential, acidification and eutrophication potential as well as consumption of water and energy
- Proper efforts should be put in to reduce this impact of wastage generated on the environment.

### Explain

- Importance of waste management in a company
- Discuss various types of wastes that can be generated in a food production company
- Detail the various ways in which waste can be handled in a company.



## Exercise



Fill in the blanks with correct option

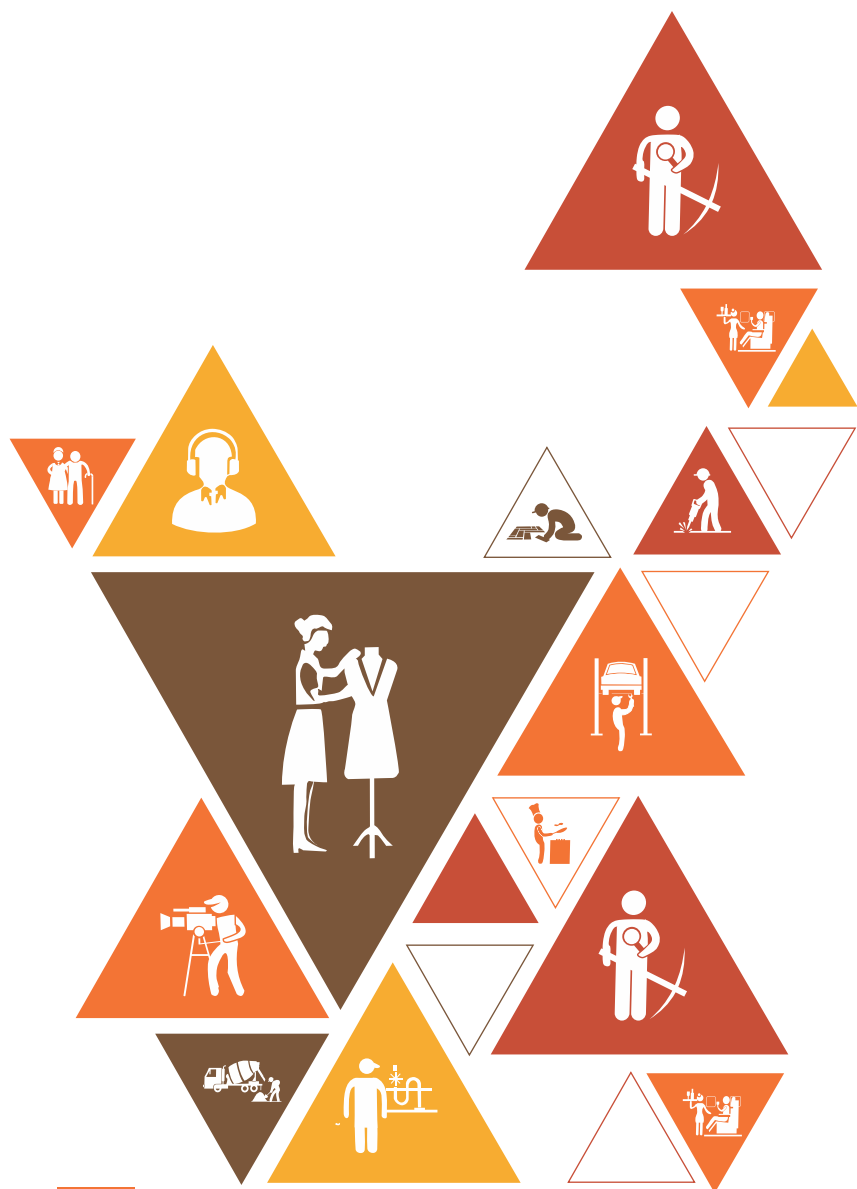
1. The temperature of hot water shall be ----- 0 F for efficient sanitization
  - a. **160**
  - b. 180
  - c. 170
  - d. 200
2. In CIP cleaning, the -----% of caustic used for cleaning
  - a. 0.5-1 %
  - b. **1- 1.2%**
  - c. 1.5-2 %
  - d. 2-3 %
3. ----- is the indicator used in carry over test to detect the presence of caustic in final rinse water during CIP cleaning
  - a. Iodine
  - b. **Phenolphthalein**
  - c. Hydrogen peroxide
  - d. Caustic
4. Match the following CIP process

1 <b>Answer: 1-c</b>	Pre-rinse	a.	Circulate caustic solution 1-1.2% caustic for 10 minutes at 75-80°C and drain
2 <b>Answer: 2-a</b>	Cleaning agent	b.	With fresh clean water at 45-50°C, circulate for approximately 2 minutes and drain
3 <b>Answer: 3-b</b>	Fresh water rinse	c.	With fresh clean water at 45-50°C
4 <b>Answer: 4-e</b>	Sanitization	d.	Final rinse with fresh water
5 <b>Answer: 1-d</b>	Fresh water rinse	e.	Sanitize with hypochlorite solution just before use

5. Expand ETP
- Effluent Treatment Plant
  - Effluent Treatment Plant**
  - Emergency Treatment Plant
  - Emergency Treatment Plant
6. Which among the following is not a signs and symptoms indicating machinery break down
- Abnormal sound
  - Burn smell
  - High vibrations
  - Rotten smell**
7. ----- involves periodically inspecting, servicing, and cleaning the equipment
- Periodic maintenance**
  - Preventive maintenance
  - Breakdown maintenance









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N · S · D · C  
National  
Skill Development  
Corporation

Transforming the skill landscape



Food Industry Capacity and Skill Initiative

## 4. The Production Process

Unit 4.1- Operation of machineries and equipment's

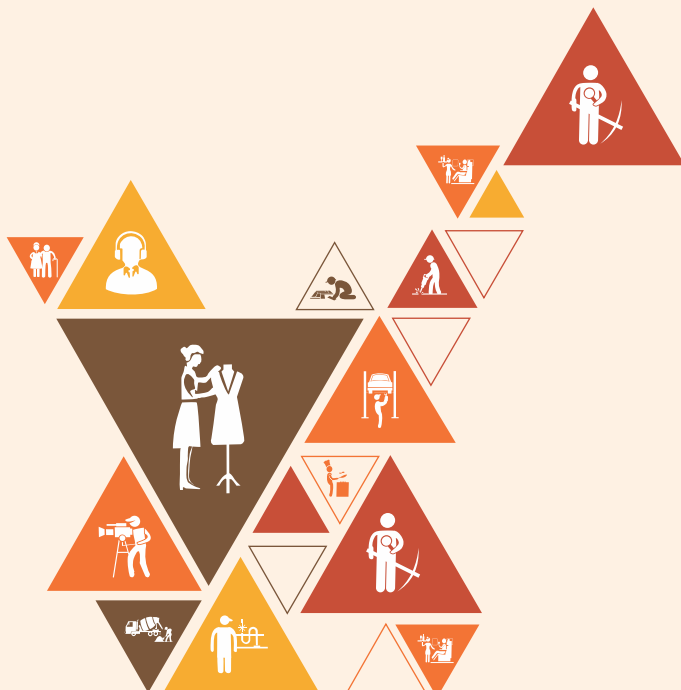
Unit 4.2- Post Production cleaning and storage of tools

Unit 4.3- Manufacturing Process and Controls in Bakery industry

Unit 4.4- Manufacturing Process and Controls in Fruits and Vegetable  
Processing industry

Unit 4.5- Manufacturing Process and Controls in milk and milk products  
processing industry

Unit 4.6- Manufacturing Process and Controls in meat processing  
industry



## Key Learning Outcomes



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

1. State different types of mechanized production process followed by food industries
2. Explain how to ensure availability of raw materials for the smooth running of production unit
3. Understand how to operate machineries to produce food products
4. Explain the precautions to be taken while packaging, labelling and storage finished product;
5. Explain the factors affecting efficient production process
6. Demonstrate the process of post-production cleaning of work area and processing machines
7. State various food safety equipments used in baking, fruits/vegetables, milk/milk products and ,meat processing units and understand various process, steps and hygienic controls related to them.

## Unit 4.1 :- Operation of Machineries and Equipments

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Classify the different unit operations followed by food processing industries
2. Understand the process of reviewing the production plan and optimizing the machineries and raw materials for production
3. Explain how to carry out production in a mechanized processing line
4. Explain the importance of conducting quality checks for raw materials and finished goods
5. Explain the method of handling and storage of finished goods
6. State different factors affecting efficient production process

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by asking the participants about the important things required for production process in a food production facility?
- What factors are important to make the production process efficient?

### Say

- There are various types of production process followed in a food production facility.
- There can be mechanical processing, assembly operation, mechanical separation, heat transfer operations and non-thermal preservation.
- The first and foremost process before starting production process is the review of production order.
- The production order can be reviewed using different methods.
- All raw ingredients must be transported to the processing area prior to actual processing. Care should be taken while moving, handling and storing raw materials to avoid damage.

- Regular checks of machinery and cleaning of machinery before use is very important.
- Review the production plan and get instructions from supervisor before starting production
- One has to ensure all the raw materials confirm to the quality standards of the organization
- Understand the quality parameters of the product produced is prerequisite. A small sample has to be taken and tested for assessing the quality
- Make sure all the finished product is packaged and labeled clearly before dispatch as per SOP
- Finished food products must always be stored away from raw ingredients, cleaning agents and other inventories.
- Damaged products must be segregated from final checked products and marked for further action.
- All the important factors affecting production such as machines, man, material and auxiliary equipment must be checked and handled properly for ensuring maximum production.

## Explain



- The types of operations in food manufacturing.
- Discuss the prerequisites for efficient production process like order review, raw material, machinery selection.
- The points to remember while loading raw material in the machine for final manufacturing.
- How quality checks are important at every step of production?
- Ways to practice packaging and labeling as per the SOP.
- Discuss how damaged goods or defective goods must be handled.
- Various factors that may make the production process efficient.

## Elaborate



- Discuss various groups of operations required during food production process using (Table 14: Unit operations in food processing), given in Participant Handbook.
- Elaborate the methods for reviewing final order using (Fig. 39. Methods to review production order), given in the Participant Handbook.
- Detail the factors affecting the efficiency of production operation using (Fig. 40. Factors affecting efficient production process), given in the Participant Handbook.



## Unit 4.2 :- Post Production cleaning and storage of tools

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Demonstrate the process of cleaning the work area and machineries after production.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by asking, what are the most important activities to be done post production about which the participants can think of?
- Discuss with them the importance of cleaning post production.

### Say

Activity of a food production handler doesn't end at production.

He has to conduct number of post production activities like cleaning and resetting machines as per SOP.

He has to clean all the waste and keep all the utility material like equipments back in designated place.

### Explain

- Various types of post production activities to be conducted by the food production handler.
- Discuss the importance of cleaning of area and machine after production.
- State the methods of resetting machines and keeping all equipments in place.

### Elaborate

- Discuss various activities to be conducted post production using (Fig. 41. Method for post production cleaning and sanitization), given in Participant Handbook.





## 4.3 :- Manufacturing Process and Controls in Bakery industry

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. State various food safety equipment's used in bakery industry;
2. Understand various process steps and hygienic controls related to them.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Basic equipments, if available

### Do

- Start the class by asking, why is checking the food safety important?
- Ask them to brainstorm the points about what will happen if the food is not safe.

### Say

- The Food Safety equipment's are used to keep the food safe by eliminating the risk of foreign particles.
- Metal detectors, sieves, magnets, filters and air curtains are some of the equipments used for checking any foreign particles in the food.
- Any food has to go through a long chain of making dough, fermentation, baking, cooling and packaging while baking.
- Thus a worker has to take care of precautions at every stage.
- Any mis handling or mistake at any stage may spoil the final result and make the food inappropriate for consumption.

### Explain

- Various types of equipment used to ensure food safety.
- The flow of material in a baking unit.
- Elaborate the hygiene considerations to be followed by the worker at various stages of production in a bakery.

**Elaborate**



- Discuss various activities to be conducted while production in a bakery unit (Fig. 42. Material flow in a bakery unit), given in Participant Handbook.
- Elaborate the hygienic controls to be taken by a production worker in a bakery given under section 4.3.3 of the Participant's Handbook.

**Ask**



- Ask the participant to watch any video related to bakery operation on internet and note their observation about the operations related to pre-production, production and post-production.

**Summarize**



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

**Notes**



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## Unit 4.4 :- Manufacturing Process and Controls in Fruits and Vegetable Processing Industry

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Understand various process steps and hygienic controls related to them in fruits and vegetable processing industry

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Basic equipments, if available

### Do

- Start the class with a discussion on challenges faced by fresh fruits and vegetable handler.
- Ask the participants to make collective points about their views and discuss the possible solutions to forgo these challenges.

### Say

- Vegetable and fruit products are highly difficult to handle as they are perishable in nature.
- Proper handling, treatment and packaging ensure less spoilage and wastage.
- A number of steps are involved in handling of vegetables and fruits like- receiving, storage, sorting, cleaning, blanching, processing, preservation, packaging and then final shipment.
- It is very important to understand the hygiene process followed at each of these steps to ensure minimum wastage and maximum efficiency.

### Explain

- The meaning of perishability.
- Various stages through which vegetables and fruits pass through during the processing.
- The hygienic practices to be followed at various steps while handling the fresh fruits and vegetables.

## Elaborate

- Discuss various activities to be conducted while processing in fruits and vegetable industry with the help of (Table 17 Hygienic practices during various stages), given in Participant Handbook.
- Elaborate the hygienic controls practiced while processing in fruits and vegetable industry with the help of (Table 17 Hygienic practices during various stages), given in Participant Handbook.

## Ask

- Ask the participant to observe operations of any vegetable/fruit delivery retailer eg. Jiomart, blinkit or any store in their vicinity and note their observation about the operations related to vegetable safety and shipment.

## Summarize

- Summarize the session.
- Prepare a list of participants’ doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes

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## Unit 4.5 :- Manufacturing Process and Controls in milk and milk products processing industries

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. State various food safety equipment's used in milk and milk products processing industry;
2. Understand various process steps and hygienic controls related to them.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Basic equipments, if available

### Do

- Start the class with a discussion on challenges faced while handling milk and milk products .
- Ask the participants to make collective points about their views and discuss the possible solutions to forgo these challenges.

### Say

- Working in a milk or milk product sector is highly challenging.
- Utmost care of hygiene and safety standards has to be followed to determine safety as well as purity of the product.
- Various equipments like weighing bowls, line filters, milk pump, silos and packaging machines are used in milk processing industry.
- It is extremely important for the worker to know the course of material flow during the process and also the methods to maintain hygiene during these steps.

### Explain

- The meaning of perishability.
- Various milk handling equipments used in milk processing industry.
- The stages through which milk passes through in a processing unit.
- The hygiene practices to be followed at various steps while handling the milk and milk products.

### Elaborate



- Discuss various equipments used in milk processing industry with the help of section 4.5.1 given in Participant Handbook.
- Elaborate the process involved in processing of milk using the flow chart given in section 4.5.2 of the Participant Handbook.
- Describe the hygienic controls to be exercised during the milk processing operations using (Table 19 Steps for controlling milk hygiene in a milk plant) of the Participant's Handbook.

### Ask



- Ask the participant to observe operations of any dairy in their vicinity and note their observation about the operations related to milk safety during processing and shipment.

### Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

### Notes



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## Unit 4.6 :- Manufacturing Process and Controls in Meat Processing Industry

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Explain the material flow in meat processing industry;
2. Understand various process steps and hygienic controls related to them.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Basic equipments, if available

### Do

- Start the class with participants given to watch a video related to meaty processing industry.
- Open a discussion on challenges faced while handling meat and meat products .
- Ask the participants to make collective points about their views and discuss the possible solutions to forgo these challenges.

### Say

- Working in a meat processing sector is highly challenging.
- Utmost care of hygiene and safety standards has to be followed to determine safety as well as purity of the product.
- Various steps are involved in processing meat into a final deliverable product..
- It is extremely important for the worker to know these stages and also the methods to maintain hygiene during these steps.

### Explain

- The meaning of poultry meat.
- The stages through which meat passes through in a processing unit.
- The hygiene practices to be followed at various steps while handling the meat in processing unit.



### Elaborate



- Discuss various stages of poultry meat processing using (Fig 44 Material flow in a meat unit) given in the Participant’s Handbook.
- Describe the hygienic controls to be exercised during the meat processing operations using (section 4.6.2) of the Participant’s Handbook.

### Ask



- Ask the participant to watch video related to meat processing and note their observation about the operations related to milk safety during processing and shipment.

### Summarize



- Summarize the session.
- Prepare a list of participants’ doubts if they have any. Encourage them to ask questions.
- Answer their queries.

### Notes




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## Excercise

### Fill in the blanks with correct option

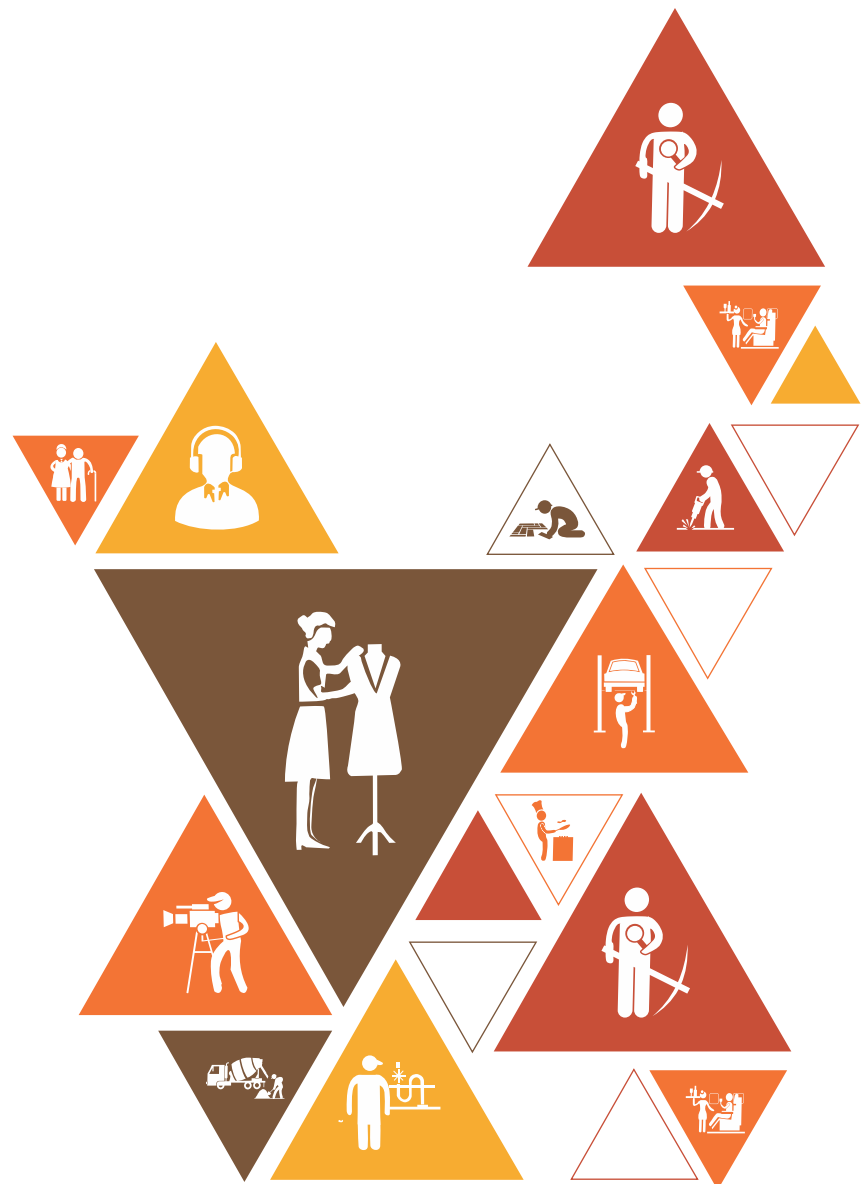
1. ----- is used in baking industries to keep the environment free from microbes and other germs
  - a. Air curtains
  - b. Ozier**
  - c. Magnets
  - d. Sieves
2. Which among the following is not a sub sector of food processing industry?
  - a. Dairy
  - b. Bread and bakery
  - c. Fruit and vegetable
  - d. Petroleum**
3. Spray Drying, tray drying, fluid Extraction and distillation comes under which category of food processing
  - a. Heat transfer operations**
  - b. Mass transfer operations
  - c. Membrane filtration
4. Chilling of carcass is none at ----- °C
  - a. 3
  - b. 2
  - c. -18
  - d. Below 4 degree**

5. Contact parts of packing machines in baking unit shall be cleaned with ---  
----- ppm of hypochlorite solution
  - a. 50
  - b. 100
  - c. **500**
  - d. 15
6. ----- is conducted in fruit and vegetable processing industries to remove physical hazards (foreign matter) such as stones, dirt, wire, string, sticks, excreta, other animal contamination
  - a. Blanching
  - b. Preservation
  - c. **Sorting and grading**
7. FIFO stands for
  - a. **First In First Out**
  - b. First In Last Out
  - c. Last In First Out
  - d. First Input First Out
8. When the capacity of machine is 1000 kg, the batch size to produce is 100 kg, calculate the number of times the machine needs to operate
  - a. **10**
  - b. 5
  - c. 20
  - d. 100

## Notes



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Transforming the skill landscape

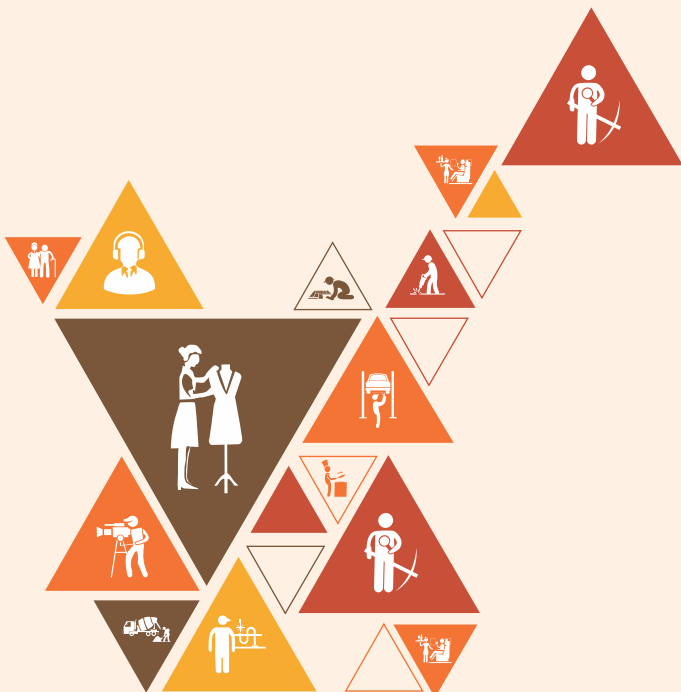


Food Industry Capacity and Skill Initiative

# 5. Documentation and Record Keeping

Unit5.1- Need of documentation and record keeping

Unit5.2- Process of documenting records



## Key Learning Outcomes



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

1. Understand importance of documentation;
2. State do's and don'ts of documentation;
3. Understand the structure of documentation followed by food processing industries
4. Understand importance of maintaining records of all the activities taking place in a food manufacturing unit
5. List different types of records maintained in a food manufacturing unit

## Unit 5.1 :- Need of documentation and record keeping

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Understand importance of documentation
2. State do's and don'ts of documentation

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by asking about the information they record and keep in their day to day life and why?
- Ask them about the important of noting and recording events.

### Say

- Every organization must maintain records of all the activities taking place within.
- There are few rules of record keeping and every employee should be aware about these basic rules.
- A good document is simple, orderly, clear and always up to date.
- Information may be recorded in form of paper or electronically.
- There can be different types of documents and records maintained in the company based on their usage in an organization example: Quality manual and procedure handbook for mandatory under the quality assurance system like ISO, SOPs for defining the operating procedures to be followed in a company, Work instructions on how work has to be done and records as evidence of conformance for the work.

### Explain

- Meaning and importance of documentation and records
- The do's and don'ts while making records and documents
- Type of records which can be maintained in a organization



## Elaborate



- Discuss benefits attached to documentation using (Fig 45: Benefits of documentation), given in Participant Handbook.
- Elaborate the criterias for making a good document using (Fig. 46: Criterias of good documenattion), given in the Participant Handbook.
- Discuss the structure of documentation in a company with the help of (Table 21 Structure of documents), given in the Participant Handbook.

## Ask



- Ask the participants to find out various documents prepared and recorded in any food processing unit in their vicinity.

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes



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## Unit 5.2 :- Process of documenting records

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Understand importance of maintaining records of all the activities taking place in a food manufacturing unit.
2. List different types of records maintained in a food manufacturing unit.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Basic equipments, if available

### Do

- Start the class by asking if they keep record of various activities in their daily life? What activities do they record and why?

### Say

- Appropriate records of processing, production and distributions must be maintained in a legible manner, retained in good condition for a period of one year or the shelf life of the product, whichever is more.
- There are various types of documents prepared and recorded in an organization like quality related, procurement, production related, cleaning, maintenance, HR records etc.
- Any employee, directly involved in making of the documents or not, must be aware about different types of documents being made and recorded in his organization.

### Explain

- Importance of making records in an organization
- Type of records which are maintained in any organization related to different activities being performed like marketing, HR, Quality control etc.

### Elaborate

- Discuss the various types of documents made and recorded in any organization with the help of (Table 22: Type of Document), given in Participant Handbook.



## Exercise



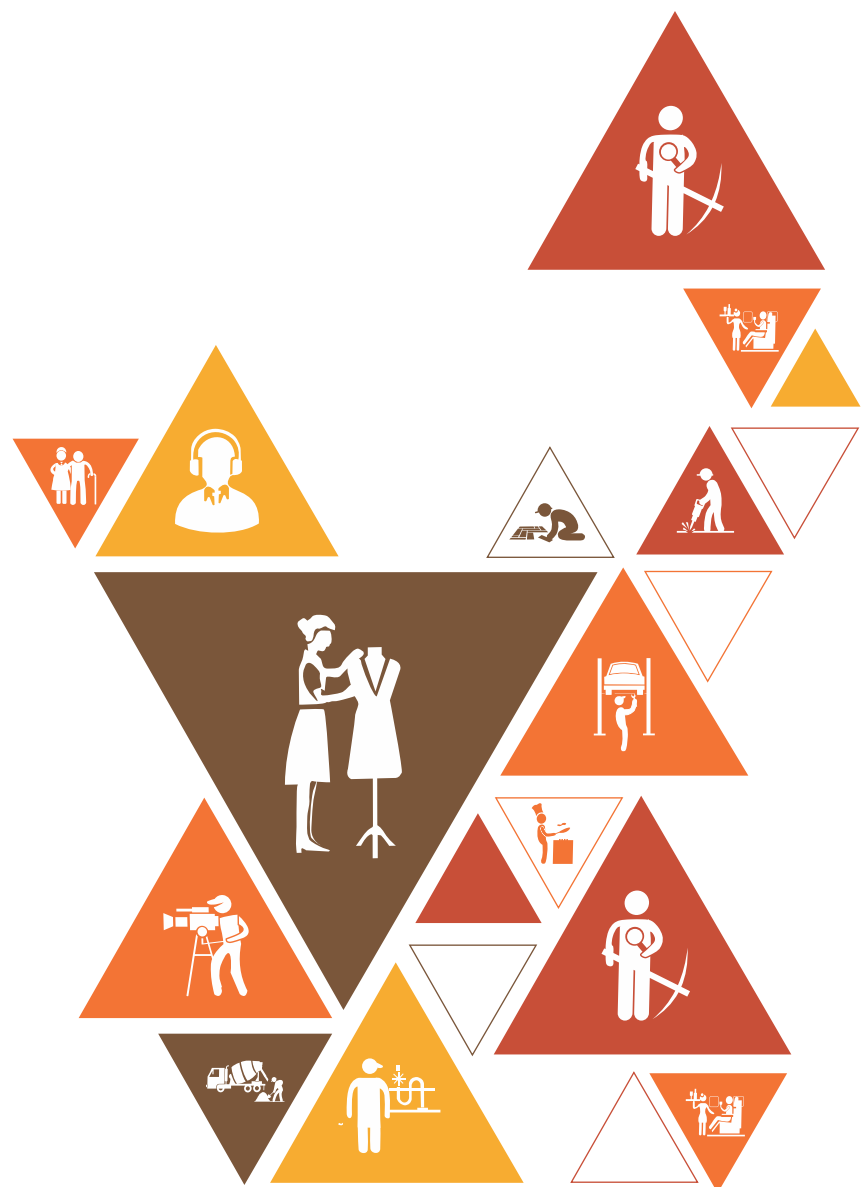
### Fill in the blanks with correct option

1. While writing a document, you should not -----
  - a. **Use permanent ink**
  - b. Strike out mistakes
  - c. Sign entries
  - d. Use pencil
2. Which among the following records are not required for legal purpose
  - a. FSSAI License and Registration
  - b. Pollution Certificate of factory
  - c. **Production records**
3. ----- is used to define how a work objective can be achieved
  - a. SOP
  - b. **Work instruction**
  - c. Quality manual
4. ----- document is mandatory for ISO
  - a. Quality assurance manual
  - b. SOP
  - c. Work instructions
5. ETP Compliance record is a
  - a. **Legal record**
  - b. Production record
  - c. Procurement record

# Notes



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Transforming the skill landscape



Food Industry Capacity and Skill Initiative

## 6. Basic Health and Safety Practices at Food Processing Workplace

Unit 6.1- Workplace safety

Unit 6.2- Types of Safety and safety measures

Unit 6.3- Methods to build safety in daily operations

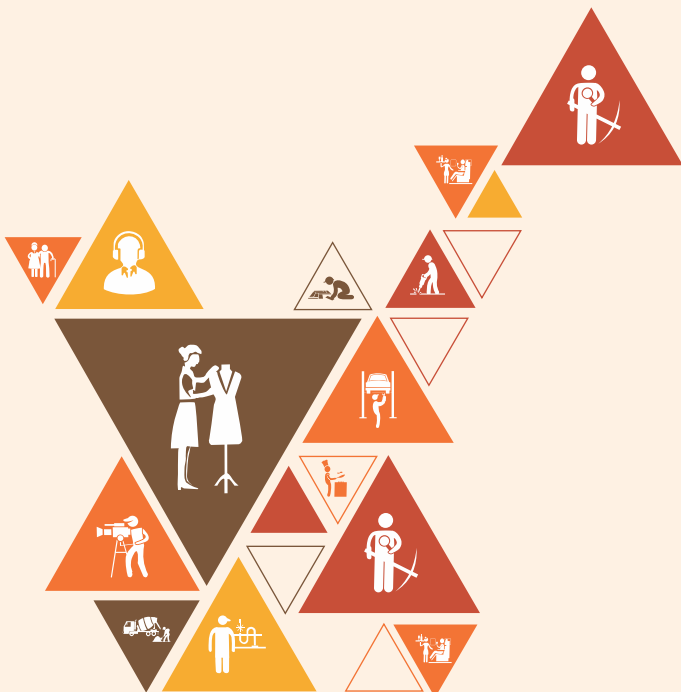
Unit 6.4- Emergency response and evacuation

Unit 6.5- Rescue techniques during emergency

Unit 6.6- Basic first aid methods

Unit 6.7- Methods of accident prevention

Unit 6.8- Managing the safety hazards in different industries



## Key Learning Outcomes



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

1. Define workplace safety; its importance and understand the safety rules to be followed while working in an organization
2. Understand different types of safety and safety rules to be followed in workplace;
3. Explain the common causes of industrial fires
4. Understand how to build safety in daily operations at workplace
5. Explain the do's and don'ts of safety at workplace
6. Explain the different types of emergencies and how to tackle with them
7. How to evacuate from a building in case of fire
8. How to use fire extinguisher and fire bucket
9. Explain fire rescue techniques at emergency
10. Explain the methods to carry an injured person during emergency
11. Demonstrate the basic first aid techniques for different kind of emergency at work place
12. Demonstrate how to conduct CPR
13. State the importance of effective cleaning and housekeeping program to prevent accidents in the workplace
14. Understand and execute pest management plan at workplace
15. Explain the safe methods to dispose waste materials
16. Understand the importance of attending safety trainings at work
17. Understand the method of reporting incidents
18. State different types of hazards commonly seen in food processing industry



## Unit 6.1 :- Workplace Safety

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Define workplace safety and its importance
2. Understand the safety rules to be followed while working in an organization
3. Explain the hazards related various food processing industries

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by conducting a brainstorming session about what do the participants understand by safety and why it is important in a food processing unit?

### Say

- Workplace safety comprises all factors that impact the safety, health, and well-being of employees in the working environment.
- A safe workplace can be created by understanding the types of accidents that might occur, risks that people are prone to, ways to mitigate those risks.
- Safe work environment helps to build employees trust and leads to better productivity.
- There can be various types of hazards like machinery related, trips & falls, leakage of gas etc.
- It is important for the worker to understand their causes and also understand the precaution he must take to avoid this situation of risk.

### Explain

- Importance of health and safety in a work place.
- Meaning and importance of risk in a workplace.
- Discuss general ways in which workplace can be made safe and risks can be minimized.
- Various work place hazards related to food processing unit their causes and ways to avoid these hazards.

## Elaborate

- Discuss importance of health and safety using (Fig 47: Importance of health and safety), given in Participant Handbook.
- demonstrate the commonly occurring accidents in a workplace using (Fig. 48: Commonly occurring accidents in a workplace), given in the Participant Handbook.
- Discuss the various workplace hazards occurring in food processing industry, their causes and precautionary measures with the help of (Table 23 Workplace hazards in food processing industry), given in the Participant Handbook.

## Ask

- Ask the participants to find visit any bakery or reastaurant in their vicinity. Enquire about various workplace hazards possible there and the precautionary measures taken to safeguard the workplace against these hazards.

## Summarize

- Summarize the session.
- Prepare a list of participants’ doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes

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## Unit 6.2 :- Types of Safety and Safety Measures

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Understand different types of safety and safety rules to be followed in workplace;
2. Explain the most common cause of industrial fires and explosions.

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by conducting a brainstorming session on what can be reasons for fire and explosion in a workplace? Ask them how safety can be ensured in such a situation?

### Say

- Workplace safety comprises all factors that impact the safety, health, and well-being of employees in the working environment.
- A worker has to take care of his personal safety while working in a processing unit.
- Use of proper PPE kit is important to ensure safety at the work place.
- Personal safety includes use of correct personal protective equipment's (PPE's) according to the work, correct lifting and carrying posture, being aware of safety rules etc.
- PPE's are effective to address hazards including physical, electrical, heat, chemicals, biohazards, and airborne particulate matter.
- Chemical hazard is very prominent in any processing unit.
- One must go through Material Safety Data Sheet (MSDS) before using any chemical in the unit.
- All safety equipments must be used properly as per the instructions.
- Industrial fires and explosions are another major hazard in food processing industry.
- It happens for many reasons, mainly due to the unawareness of the danger that exist in the workplace.
- One must handle explosive materials, cylinders and chemicals very carefully to avoid any such hazard.

### Explain

- Importance of personal safety and various PPE components used by a worker.
- Meaning, causes and prevention from chemical safety.
- Determining machine safety.
- Causes and prevention of fire and explosions in a food processing unit.



## Unit 6.3 :- Methods to make safety in daily operations

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Understand how to build safety in daily operations at workplace
2. Explain the do's and don'ts of safety at workplace

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required

### Do

- Start the class by conducting a brainstorming session on what kind of manual material handling equipments they have seen? Can they name some of them? Ask them to find out the pictures from internet and show in class.

### Say

- Environment, health and safety (EHS) is the most important policy in an organization.
- A separate EHS department is set up to take care of day to day safety in the organization. It provides training to the employees to prevent themselves from any hazards and ways to overcome them in case of emergency.
- Take care of simple operations such as ladder handling, material handling operations to avoid any accident or injury.
- Use various material handling equipments like hand carts, drum lifts, rack lifts etc. to make the task easy.
- Mechanical material handling is most convenient way to handle heavy items in unit. Cranes and forklifts are largely used for this purpose.
- Proper fire safety provisions are made in every unit. Every worker should follow them religiously to avoid accidents.
- Safety in confined places like store rooms is critical issue. Every unit has a provision for it and workers must follow them.
- A general awareness about handling waste is also part of prevention against hazard.

## Explain



- Meaning of EHS policy in a company.
- Efficient material handling techniques and mechanical handling of weights in an organization.
- Fire safety environment in an organization and its importance for the worker
- The safety measures to be taken while working in confined spaces.
- Ways to handle hazardous waste, if any.
- Understand basic thumb rules (Do's and Don'ts to be followed) during any accident or emergency.

## Elaborate



- Illustrate various mechanical material handling equipments, using (Fig 51: Mechanical material handling equipments), given in Participant Handbook.
- Introduce the participants to Do's and Don'ts of weight lifting using (Table 25: Do's and Don'ts of weight lifting), given in the Participant Handbook.
- Explain the proactive measures of fire prevention with the help of (Fig 52: Proactive measure for fire prevention), given in the Participant's Handbook.

## Ask



- Ask the participants to observe any heavy weight lifting operation around them. Note the basic observations made by them regarding handling and safety exercised during the operation.

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes




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## Unit 6.4 :- Emergency response and evacuation

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. State different types of emergencies and how to tackle them;
2. How to evacuate from a building in case of fire;
3. How to use a fire extinguisher and fire bucket

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- A model evacuation plan on chart

### Do

- Start the class by asking students to observe various types of fire extinguishing systems around them. How do these operate and what are their importance.

### Say

- Various types of emergencies might occur in an organization such as fire, natural disaster like earthquake and floods , failure of machines and utility systems and human threat.
- A proper evacuation plan is set be any organization to take its people out in case of any emergency. Proper drills eg. Fire drills are conducted to give practise to the people. Employees are expected not to panic and act as per the evacuation plan during any emergency.
- Different types of fire extinguishers are there in use for fire prevention. Employee must understand the usage of enxtinguisher available in his unit, must understand basic functioning of it.
- An employee can save lot of people from fire , if he knows use of fire safety equipments like fire extinguisher and fire buckets.

### Explain

- Different types of emergencies which might occue in a company.
- Meaning of evacuation plan and main points for understanding the evacuation plan ion case of fire or any other emergency.
- Different class of fire extinguishers (Class A,B,C and D) and their basic usage pattern.
- Basic steps to use other extinguishing techniques like fire buckets.

## Elaborate



- Illustrate various types of fire extinguishers used during different category of fires, using (Fig 53: Type of fire extinguishers), given in Participant Handbook.
- Introduce the participants to basic steps of using a fire extinguisher using (Table 28: Basic steps to use fire extinguisher), given in the Participant Handbook.

## Ask



- Ask the participants to conduct a mock fire drill and make an emergency evacuation plan.

## Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes




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## Unit 6.5 :-Rescue techniques during emergency

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Explain fire rescue techniques
2. Explain the methods to carry an injured person during emergency

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Fire extinguisher to show basic operation

### Do

- Start the class by asking students to what measures they think should be taken when any emergency like fire takes place in their unit.

### Say

- Understanding the actions to be taken during fire or any other emergency is very important.
- Proper knowledge can help the person to save his own life and life of his fellow workers too.
- Helping the injured person at the right time may save loss of a life. But this should be done with due precautions.
- An injured person shall never be moved from one place to other unless he/she is in a life-threatening situation.
- Moving an injured person can sometimes worsen the injury especially if he/she is having a spinal injury.
- There are different ways to handle a person with fire injury and spinal injury.

### Explain

- Discuss fire rescue techniques in the unit.
- Illustrate how to rescue yourself if the clothes catch fire.
- Techniques to handle a person with spinal injury with utmost care.
- Provide proper CPR and drag the person out of danger zone.



## Unit 6.6 :- Basic First Aid Methods

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. Demonstrate the basic first aid techniques for different kind of emergency at workplace
2. Demonstrate how to conduct CPR

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- A mannequin to demonstrate CPR and other first aid techniques
- A first aid kit

### Do

- Start the class by asking students what is first aid. Some basic first aid procedures they have heard of. Also, ask them to list out the benefits of knowing basic first aid procedure.

### Say

- Understanding the basic first aid procedure during various types of injuries like cut, burns, fractures, poisoning, shocks, choking and breathlessness may help a person in saving a life.
- There are some fixed procedures to give first aid during these injuries and a person must practice these to act during emergency.
- Techniques like CPR can be learnt only by practice.

### Explain

- Discuss various first aid procedures to be followed during injury, burns, fracture and shock.

### Elaborate

- Illustrate various techniques for giving first aid during bleeding, fracture, shock and burns as given in section 6.6.1 to 6.6.5 of the participant's Handbook.
- The CPR procedure with the help of methodology explained in practical 14 of Participant's handbook.



## Unit 6.7 :- Methods of Accident Prevention

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. State the importance of effective cleaning and housekeeping program to prevent accidents in the workplace;
2. Understand and execute pest management plan at workplace;
3. Explain the safe methods to dispose waste
4. Understand the importance of attaining safety trainings at work

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Various color coded dustbins and their utility- Chart
- Various signages used for demonstration during cleaning and mopping

### Do

- Start the class by playing a quiz with the students regarding various signages while work or cleaning is in progress at various places.
- Ask them, What is the significance of putting these signs.

### Say

- A good and effective housekeeping practice is the key to eliminate workplace hazards.
- A well planned house keeping plan may save accidents and give good results.
- Proper cleaning and sanitization is the key to producing high quality, safe foods. A well-trained worker is the foundation to safe food processing without accidents.
- Proper steps should be followed for cleaning and sanitizing in a food processing unit.
- After cleaning and sanitizing even waste disposal is a key operation affecting quality of work and product in a food processing unit.
- Proper color coded waste bins are used and waste is disposed as per waste management standards.

- Integrated pest management (IPM) is a process followed in food industries to eliminate the risks associated with pests which may adversely affect the quality of food. The pest management plan shall be executed as per the standards of the organization.
- Before executing a potentially hazardous work, work permit shall be obtained from the concerned authority.
- Training is the key to raise the bars of performance of employees, which also helps to prevent workplace hazards. Employees shall get necessary training when they start a job and ongoing training as often as required.
- It is important to understand various hazard signs to work safely and efficiently in a processing unit.

### Explain



- Various cleaning and sanitation steps used during housekeeping in a food processing unit.
- Waste management system and importance of colour coded waste bins
- Pest control operation in a food processing unit
- Importance of health and safety trainings and
- Various signages and boards used to avoid any accident on the shop floor.

### Elaborate



- Illustrate various tools used for pest control with the help of (Table 32: Equipments used for pest control), given in participant's Handbook.
- Understanding of hazardous signages at work site using (Section 6.7.7: signages used at work place), given in the Participant's Handbook.

### Ask



- Ask the participants to find out the waste management rules pertaining to waste disposal. If its same for all the food processing sectors like meat, vegetable, bakery and milk processing unit.
- Ask them to make a report on the same.

### Summarize



- Summarize the session.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.



## Unit 6.8 :- Managing the safety hazards in different industries

### Unit Objectives

**At the end of this unit, the participant will be able to**

1. State different types of hazards commonly seen in food processing industry;
2. Understand the process of reporting incidents

### Resources to be Used

- Participant Handbook or PowerPoint Presentation
- Whiteboard, Marker, Duster, Projector and Laptop
- Charts / PPE, if required
- Sample copy of a Incident report a used in organizations.

### Do

- Start the class by asking how should incident be reported and managed in an organization. Brainstorm the ideas and ask the participants to note the points.

### Say

- Though most of the type of injuries caused in the food processing similar but there are some specific injuries related to specific sectors like cutting and bruising in meat industry, slip and fall due to wet floor in milk sector, burns in bakery etc.
- All incidents (incidents include fatality, major injuries, first aid cases, and near misses' cases) must be reported to the concerned authority in the organization to investigate the route cause and get proper action fro the same.
- It is important to see that accidents do not re-occur due to same reasons in future.

### Explain

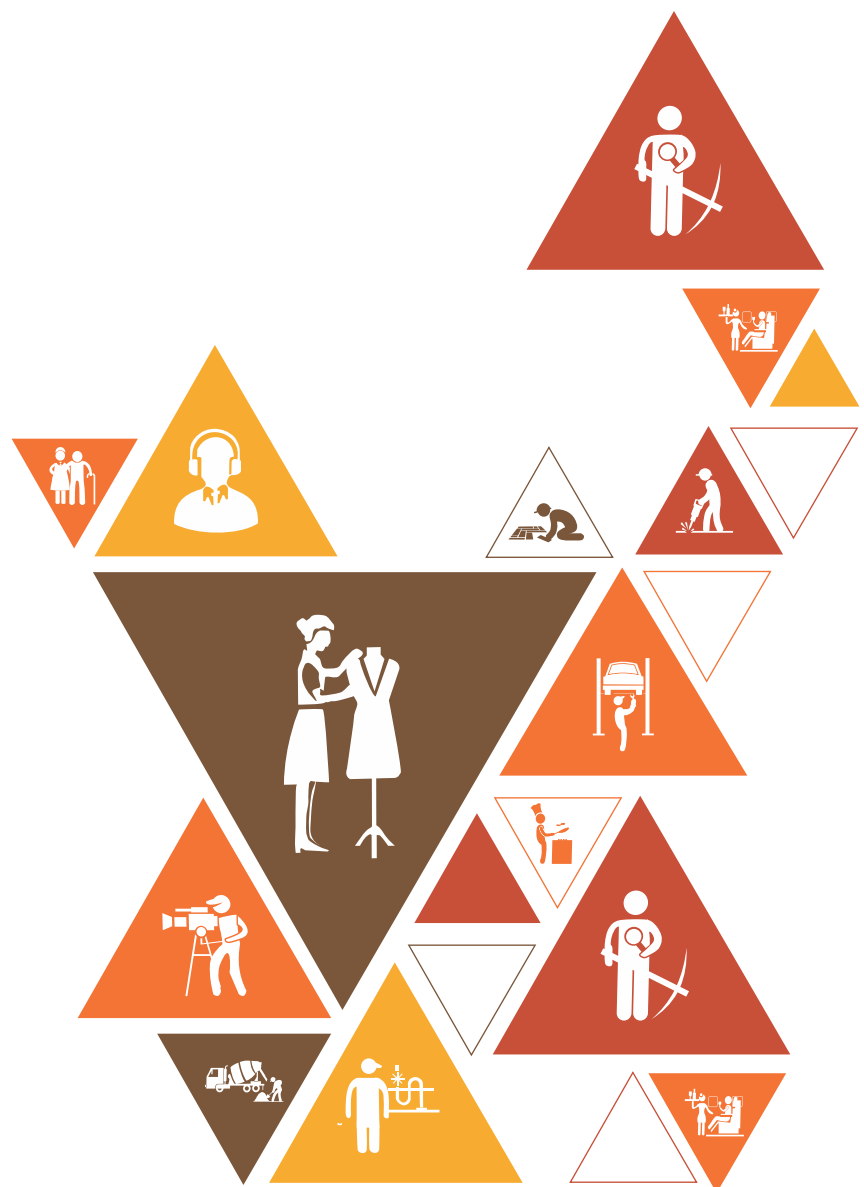
- Various types of accidents and injuries related to different food processing sector.
- Format of an Incident report and its importance in an organization.

### Elaborate

- Discuss various sectors and causes of injury associated with them, with the help of (Table 33: Various sectors and causes of injury), given in participant's Handbook.
- Understanding of components of incident report using (Section 6.8.2: Incident reporting), given in the Participant's Handbook.









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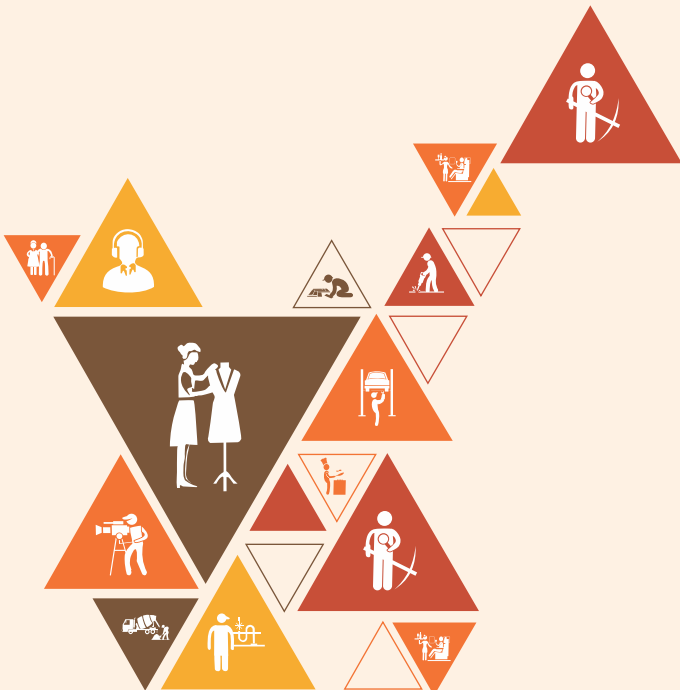


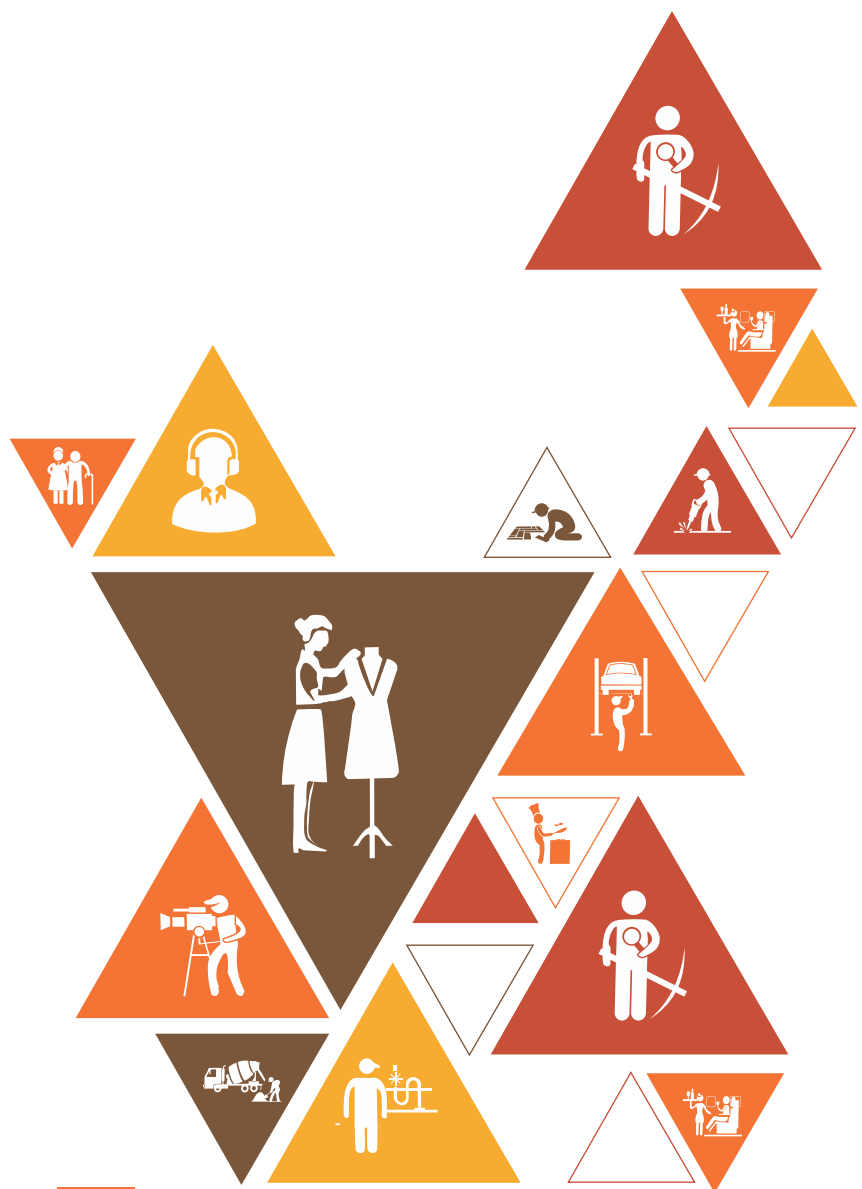
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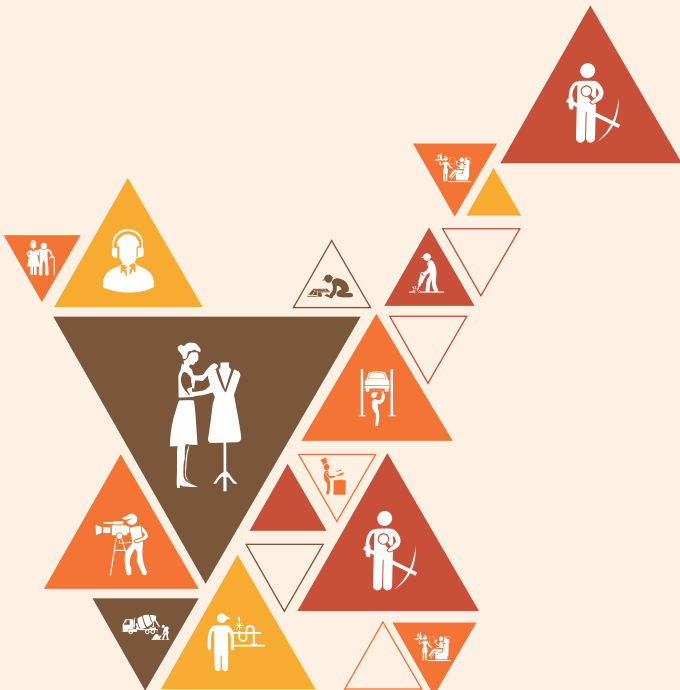


# Annexures

Annexure - i (Training Delivery Plan)

Annexure - ii (Assessment Criteria)

Annexure - iii (QR Codes)



## Annexure I

## (Training Delivery Plan)

<b>Program Name:</b>	Industrial Production Worker		
<b>Qualification Pack and reference ID</b>	Industrial Production Worker - FIC/N9005		
<b>Version No.</b>	3.0	<b>Version Update Date</b>	19/07/2023
<b>Pre-Requisite License or Training</b>	NA		
<b>Training Outcomes</b>	<p><b>At the end of the program, the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Perform a limited range of tasks such as stacking of equipment on production line, monitoring production, cleaning up etc, as per instructions and specifications provided.</li> <li>Understand and carry out safe working practices</li> <li>Understand the importance of working safely in an industry</li> </ul>		

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Tools	Duration
1.	Monitor the food production on a mechanized production line for processed food items FIC/N9020	Introduction to Training Program and Overview of Food Processing Industry	<ol style="list-style-type: none"> <li>Discuss in brief about food processing sector and its sub-sector</li> <li>Discuss the roles &amp; opportunities available in food processing industry</li> </ol>	FIC/N9020	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Computer, Projection Equipment, Power Point Presentation and software, Facilitator's Guide, Participant's Handbook.	T:02 P:00
		Monitor the food production on a mechanized production line	<ol style="list-style-type: none"> <li>Discuss the steps to be followed to monitor the food production line</li> </ol>	FIC/N9020	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, whiteboard marker, chart papers, projector, trainer's guide, business plan and student handbook.	T:14 P:30
			<ol style="list-style-type: none"> <li>Demonstrate the process as per SOP</li> </ol>	FIC/N9020	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, whiteboard marker, chart papers, projector, trainer's guide, business plan and student handbook.	T:14 P:30
			<ol style="list-style-type: none"> <li>Define methods of accident prevention in the work environment of the job role</li> </ol>	FIC/N9002	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, whiteboard marker, chart papers, projector, trainer's guide, business plan and student handbook.	T: 10 P:20

## (Training Delivery Plan)

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
2.	Use basic health and safety practices at a food processing workplace FIC/N9002	Use basic health and safety practices at a Food processing workplace	2. Demonstrate handling all food and related materials 'safely using correct procedures	FIC/N9002	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, whiteboard marker, chart papers, projector, trainer's guide, business plan and student handbook.	T: 10 P:20
			3. Demonstrate rescue techniques applied during hazard	FIC/N9002	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, whiteboard marker, chart papers, projector, trainer's guide, business plan and student handbook.	T: 10 P:20
3	Employability Skills DGT/VSQ/N0101	Employability Skills	1. Describe the traits of individual at workplace.	DGT/VSQ/N0101	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	T:06 P:10
			2. Demonstrate apply employability and	DGT/VSQ/N0101	Instructor-led training, Activity-based Learning, Group	Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook	T:06 P:08
			entrepreneurship skills at workplace.		discussions or Role-playing		

## Annexure - II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT FOR TRAINEES

Job Role	Industrial Production Worker
Qualification Pack	FIC/N9005
Sector Skill Council	FICSI

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



NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Monitor the food production on a mechanized production line for processed food items	<i>Feed or load stacking equipment or moulds into the machine</i>	<b>05</b>	<b>18 --</b>		
	PC1.use appropriate personal protective equipment (PPE) against hazards associated with production as per occupational health and safety guidelines	-	-	-	-
	PC2.carry out preliminary safety & hygiene checks of the working area and related inputs	-	-	-	-
	PC3.clean the equipment for carrying the food items in various stages of processing properly	-	-	-	-
	PC4.place the equipment for carrying the food items in the stacking equipment in correct position and load into the machine as per the instructions given	-	-	-	-
	PC5.select appropriate lining materials or agents as per the specifications given and apply it on to food item carrying equipment where required	-	-	-	-
	PC6.identify and pick out unacceptable/distorted stacking or food carrying equipment from the conveyer belt to ensure quality maintenance	-	-	-	-
	PC7.check and adjust the stacking equipment to avoid blockage/ jam				
	PC8.ensure the equipment, used are clean and clear of any possible problems or malfunctions				
	<i>Perform basic operations on the machines</i>	<b>08</b>	<b>- 25 -</b>		
	PC9.identify regulatory keys of the machine and key functions	-	-	-	-
	PC10.inspect/check machines prior to operation for any mechanical inefficiency and technical problem	-	-	-	-
	PC11.Identify and report if technical maintenance is required	-	-	-	-
	PC12.set and adjust parameters of food processing machine in accordance as per specification given	-	-	-	-
PC13.monitor the various stages of processing operation to maintain quality standards	-	-	-	-	

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC14. Operate machines effectively and safely while working	-	-	-	-
	PC15. check and control line speeds, production rates, starting and stopping of equipment, etc. as per the requirements specified	-	-	-	-
	PC16. conduct performance check of equipment to maintain effective operating condition	-	-	-	-
	PC17. identify and report variation/ technical issues in operating condition	-	-	-	-
	PC18. identify anomalies/ variations in operating system and report the issue to the concerned authorised person immediately	-	-	-	-
	PC19. identify the appropriate method to shut down the operating system following the necessary guidelines given in the instructions	-	-	-	-
	<i>Monitor all product pieces passing through the allotted assembly line area</i>	<b>05</b>	<b>18 --</b>		
	PC20. monitor pieces passing to confirm that all the items pass through the conveyor belt as per the allotted process	-	-	-	-
	PC21. identify and pick out non-conforming product pieces passing through the conveyor belt	-	-	-	-
	PC22. place the non-conforming product in a separate box and label the box as per the workplace instruction	-	-	-	-
	PC23. Identify and report any operating system issues	-	-	-	-
	PC24. confirm the approved product and direct it to the specified belt for packaging	-	-	-	-
	PC25. adjust or reset controls of the oven to load the next batch product for immediate action	-	-	-	-
	PC26. operate the machine by using the control keys safely and efficiently in line with production requirements				
	PC27. shut down the operating system safely and correctly following the necessary				
	<i>Maintain and clean work area and equipment</i>	<b>7</b>	<b>14 --</b>		

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC28.perform basic documentation required like recording the no of batches, etc.	-	-	-	-
	PC29.follow workplace hygiene and sanitation practices on the completion of processing activity	-	-	-	-
	PC30.return used equipment, tools and other utilities to their respective storage as per organizational guidelines or	-	-	-	-
	<b>Total Marks</b>	<b>25</b>	<b>75</b>	<b>-</b>	<b>-</b>
	<i>Health and safety</i>	<b>16</b>	<b>- 31 -</b>		
Use basic health and safety practices at a food processing workplace	PC1.use protective clothing/equipment for specific tasks and work conditions	-	-	-	-
	PC2.state the name and location of people responsible for health and safety in the workplace	-	-	-	-
	PC3.identify job-site hazardous work and state possible causes of risk or accident in the workplace	-	-	-	-
	PC4.carry out safe working practices while dealing with hazards to ensure the safety of self and others	-	-	-	-
	PC5.state methods of accident prevention in the work environment of the job role	-	-	-	-
	PC6.state location of general health and safety equipment in the workplace	-	-	-	-
	PC7.work safely in and around trenches, elevated places and confined areas	-	-	-	-
	PC8.handle all food and related material safely using correct procedures	-	-	-	-
	PC9.apply good housekeeping practices at all times	-	-	-	-
	PC10.identify common hazard signs displayed in various areas	-	-	-	-
	PC11.adhere to relevant food safety policies such as propriety product policy, gloves policy, pest control policy, restrictions on harmful chemicals inside work area during production	-	-	-	-
	<i>Fire safety</i>	<b>04</b>	<b>- 11 -</b>		
	PC12.use the various appropriate fire extinguishers on different types of fires correctly	-	-	-	-
	PC13.demonstrate rescue techniques applied during fire hazard	-	-	-	-
	PC14.demonstrate good housekeeping in order to prevent fire hazards	-	-	-	-

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC15.demonstrate the correct use of a fire extinguisher	-	-	-	-
	<i>Emergencies, rescue and first-aid procedures</i>	<b>12</b>	<b>- 26 -</b>		
	PC16.demonstrate how to free a person from electrocution	-	-	-	-
	PC17.administer appropriate first aid to victims where required e.g. in case of bleeding, burns, choking, electric shock, poisoning, etc.	-	-	-	-
	PC18.demonstrate basic techniques of bandaging	-	-	-	-
	PC19.respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments	-	-	-	-
	PC20.perform and organize loss minimization or rescue activity during an accident in real or simulated environments	-	-	-	-
	PC21.administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases	-	-	-	-
	PC22.demonstrate the artificial respiration and the CPR Process	-	-	-	-
	PC23.participate in emergency procedures	-	-	-	-
	PC24.complete a written accident/incident report or dictate a report to another person, and send report to person responsible	-	-	-	-
	PC25.demonstrate correct method to move injured people and others during an emergency	-	-	-	-
	<b>Total Marks</b>	<b>32</b>	<b>68</b>	-	-
Employability Skills	<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1 -</b>		
	PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
	PC2. identify and explore learning and employability relevant portals	-	-	-	-
	PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
	<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1 -</b>		
	PC4. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC5. follow environmentally sustainable practices				
	<i>Becoming a Professional in the 21st Century</i>	1	3 -		
	PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC7. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	PC8. adopt a continuous learning mindset for personal and professional development	-	-	-	-
	<i>Basic English Skills</i>	2	3 -		
	PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	<i>Career Development &amp; Goal Setting</i>	1	2 -		
	PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
	PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
	<i>Communication Skills</i>	2	2 -		
	PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
	PC15. use active listening techniques for effective	-	-	-	-

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	communication				
	PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
	PC17. work collaboratively with others in a team	-	-	-	-
	<i>Diversity &amp; Inclusion</i>	1	1 -		
	PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	<i>Financial and Legal Literacy</i>	2	3 -		
	PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
	PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-
	PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	<i>Essential Digital Skills</i>	3	5 -		
	PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
	PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
	PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
	PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-

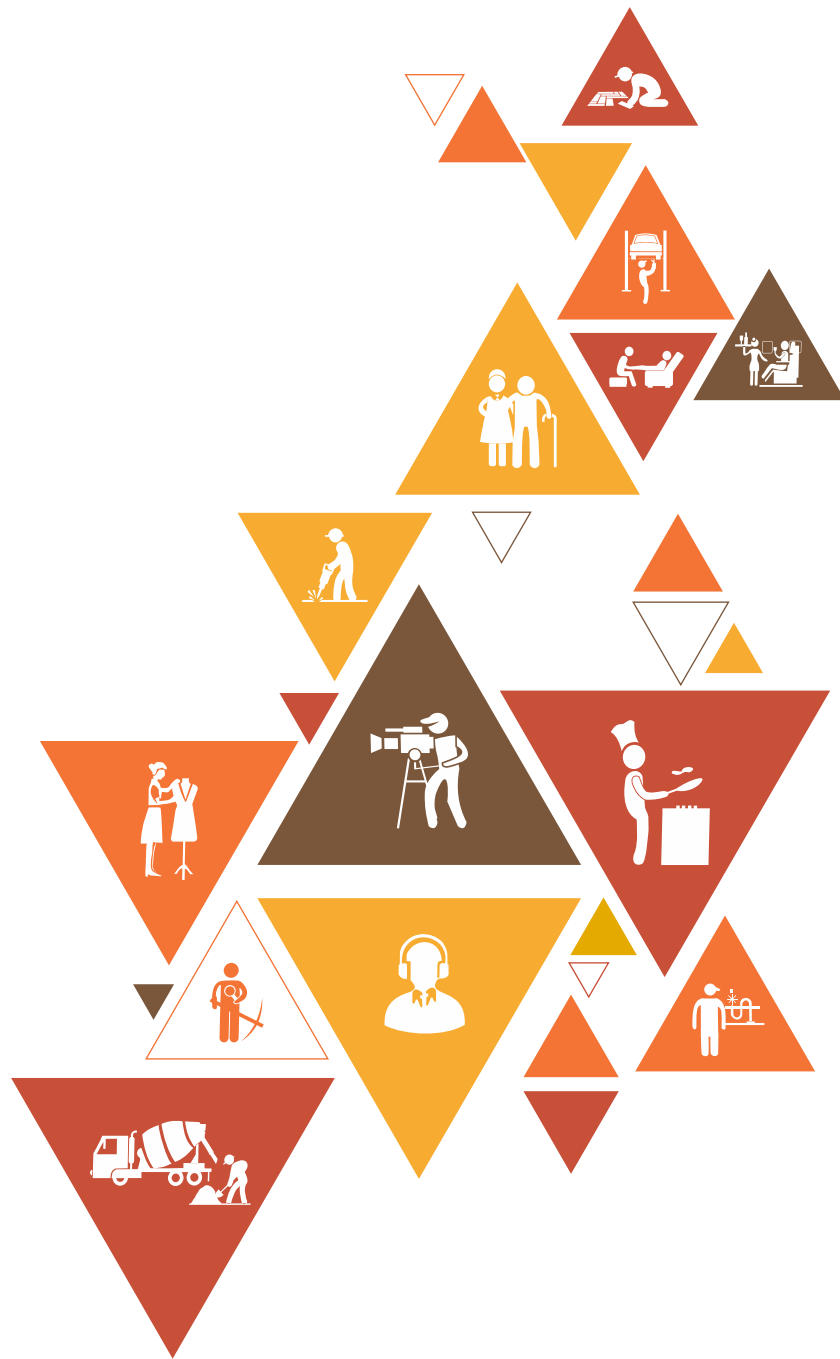
NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
	PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
	<i>Entrepreneurship</i>	<b>2</b>	<b>3 -</b>		
	PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	<i>Customer Service</i>	<b>2</b>	<b>2 -</b>		
	PC33. identify different types of customers and ways to communicate with them	-	-	-	-
	PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
	PC35. use appropriate tools to collect customer feedback	-	-	-	-
	PC36. follow appropriate hygiene and grooming standards	-	-	-	-
	<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3 -</b>		
	PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
	PC40. answer questions politely, with clarity and	-	-	-	-

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	confidence, during recruitment and selection				
	PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	<b>Total Marks</b>	<b>20</b>	<b>30</b>		



## Annexure - III

S.No	Unit Name	Subject Name	Page No	Link for QR Code	QR Code
1	Unit 1.2 - Food Processing and Technology: An Overview	Overview of Food Processing Industry	<a href="#">12</a>	<a href="https://youtu.be/wMu0EpUgCd4">https://youtu.be/wMu0EpUgCd4</a>	
2	Unit 2.1 - Role and Responsibilities of Industrial Production Worker	Industrial Production Worker	<a href="#">32</a>	<a href="https://youtu.be/0tThA3DYX2c">https://youtu.be/0tThA3DYX2c</a>	
3	Unit 4.3 - Manufacturing Process and Controls in Bakery Industry	Introduction to Bread & Bakery Industry	<a href="#">67</a>	<a href="https://youtu.be/mcpVs3CVNlw">https://youtu.be/mcpVs3CVNlw</a>	
4	Unit 4.4 - Material Flow in Baking Unit	Overview of Fruits and Vegetable Processing	<a href="#">67</a>	<a href="https://youtu.be/hW10tq2fWfY">https://youtu.be/hW10tq2fWfY</a>	
5	Unit 4.5 - Manufacturing Process and Controls milk and milk products processing industries	Overview of Dairy Industry	<a href="#">67</a>	<a href="https://youtu.be/4XuvGYvKGnE">https://youtu.be/4XuvGYvKGnE</a>	
6	Unit 4.6 - Manufacturing Process and Controls in Meat Processing Industries	Overview of Meat and Poultry Industry	<a href="#">67</a>	<a href="https://youtu.be/UZ7nMyVQWCU">https://youtu.be/UZ7nMyVQWCU</a>	
7	Unit 5.1 - Need of documenta on and record keeping	Documentation and Record Keeping in Food Processing Unit	<a href="#">76</a>	<a href="https://youtu.be/HesWbNFSQ54">https://youtu.be/HesWbNFSQ54</a>	
8	Unit 9.5 - Understanding Entrepreneurs	Introduction to Entrepreneurship		<a href="https://youtu.be/BzeoC3mSDgg">https://youtu.be/BzeoC3mSDgg</a>	
9	Unit 9.6 - Preparing to be an Entrepreneur	Traits of Entrepreneur		<a href="https://youtu.be/3uEqWH9oWls">https://youtu.be/3uEqWH9oWls</a>	
<b>Employability Skills (30 Hrs)</b>				<a href="https://www.skillindiadigital.gov.in/content/list">https://www.skillindiadigital.gov.in/content/list</a>	





**FICSI**

Food Industry Capacity and Skill Initiative

**Address:** Food Industry Capacity and Skill Initiative  
Shriram Bharatiya Kala Kendra, 3rd floor, 1  
Copernicus Marg, Mandi House, New Delhi-110001

**Email:** [admin@ficsi.in](mailto:admin@ficsi.in)

**Web:** [www.ficsi.in](http://www.ficsi.in)

**Phone:** +91-9711260230, +91-9711260240

**Price: ₹**