



Skill India
कौशल भारत - कुशल भारत



Facilitator Guide



Sector
Food Processing

Sub-Sector
Multi Sectorial

Occupation
Packaging

Reference ID: FIC/Q7002, Version-3.0
NSQF Level: 3

Packing
Machine
Worker
Food
Processing.

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

Email: admin@ficsi.in

Website: www.ficsi.in

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

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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

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

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupation 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/N7024 Identify Packing Machines and Non-standard Production for Various Processed Food Products
- FIC/N9002 Use of Basic Health and Safety Practices in a Food Processing Facility (FIC/Q7006)
- 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 a laptop, projector and, camera, relevant tools (depending on the training site).

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

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

Understand your participants

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

Adopt the basic etiquette during training

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



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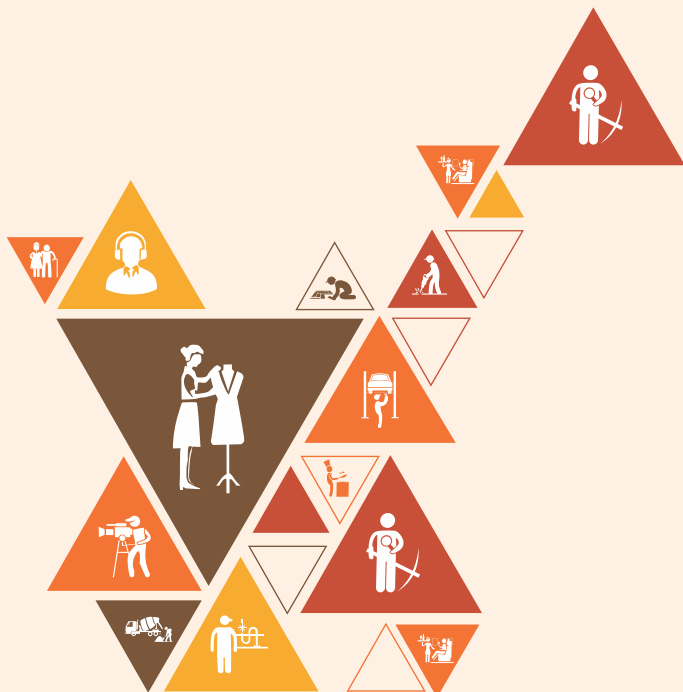


Food Industry Capacity and Skill Initiative

1. Introduction to the training program

Unit 1.1 - Introduction to food processing and overview

Unit 1.2- Overview of the packaging industry in India.



Key Learning Outcomes



1. At the end of this module, you will be able to:
2. Introducing each other and rapport building with fellow participants and trainers
3. State what food processing is.
4. State various sectors of food processing.
5. Overview of the packaging industry in India.
6. Know an overview of the packaging industry in India
7. Sub-sectors of the packaging industry

Unit 1.1 :- Introduction to Food Processing and Overview

Unit Objectives

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

1. Introduce each other and build rapport with a fellow participant and trainer
2. Know about the purpose of training for this Job Role.
3. Know about training outcomes and skill card
4. Concept of food processing
5. Various sectors of food processing.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Notes for facilitation

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

Do

- Explain the packaging operations as per the customer orders.
- Talk about cleaning machines and the work area at the end of every shift.
- Discuss the responsible for packaging integrity.
- Discuss the importance of regulation of packaged food.
- Explain the daily production reports and submission to Supervisors
- Start this topic by asking the class if they know about workplace ethics.
- Explain the concept of workplace ethics.
- Ask the class why they feel there is a need to follow workplace ethics. Note down the points on the board.
- Explain the importance of following workplace ethics.
- Initiate a discussion by describing an everyday-situation in a processing unit. Ask a question on how participants would respond to that situation.

- For example, you could say, “In the middle of the day at the processing unit, your senior informs you about an urgent order that must be completed within a day. This means workers will have to work some extra hours. How will you respond to such a situation?”
- Get responses from the class. After this, tell the class what is expected of them in such a situation.
- Explain each of the 'Workplace Ethics' mentioned in the Participant Handbook by discussing situations (like the above example) and getting responses from participants.

Activity

Brief

- Each group must devise a list of value-added products and their packaging material.

Activity Description

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

Debrief

- Summarize the concept of food processing and various opportunities in the Food Processing Industry.
- Summarize the various sectors of food processing and packaging material used for different types of products with examples.

Say

- This training is conducted under the 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

Food processing uses techniques and methods to convert raw ingredients into valuable food or food into other forms to be used. It is divided into 2 segments:-

- Primary Processed Food
- Value-added Processed Food

Food processing is involved with general methods of food processing. Not just various methods of food processing come with various chains in segmenting the food processing

Ask



- Skill Training Program
- Occupational Standard
- Concept of Food Processing
- Methods of Food Processing
- Chain in Food Processing Segment

Notes for facilitation



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

Explain



- What is Skill Training Program?
- What are the training outcomes?
- What are the advantages of food processing?

Elaborate



- Elucidate the Skill Training Program with the help of(Fig.1.1.Skill card), given in the Participant Handbook.
- Describe the Chain in the food processing segment with the help of(Fig 1.1 Flow chart of chain in food processing segment), given in the Participant Handbook.
- Elucidate the Chain in the food processing segment with the help of(Table 1.1 Various food sectors and packaging), given in the Participant Handbook.

Notes



Lined area for taking notes, containing 30 horizontal lines.

Unit 1.2:- Overview of the packaging industry in India

Unit Objectives

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

1. Know an overview of the packaging industry in India
2. Sub-sectors of the packaging industry

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Explain the overview of the food packaging industry in India.
- Talk about the different sub-sectors of food packaging.
- Discuss the awareness of consumers regarding packaged food.
- Discuss the importance of regulation of packaged food.
- Discuss the whole packaging cycle.

Say

- The global packaging business is growing & expanding day by day. The Indian packaging business is growing rapidly. Packaging is among the leading industries in India. It is developing at 22-25% per year. Expenses of processing and packaging food can be up to 40% less than in parts of Europe which, combined with India's skilful workers, make India an attractive place for financing.
- The packaging cycle starts with raw materials and ends with the product used

Ask

- Overview of the packaging industry in India
- Package cycle?

Notes for facilitation



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

Explain



- What is the overview of the packaging industry in India?
- What is a packaging cycle?

Elaborate



- Clarify the packaging cycle with the help of (figure 1.2), given in the participant handbook

Activity



Brief

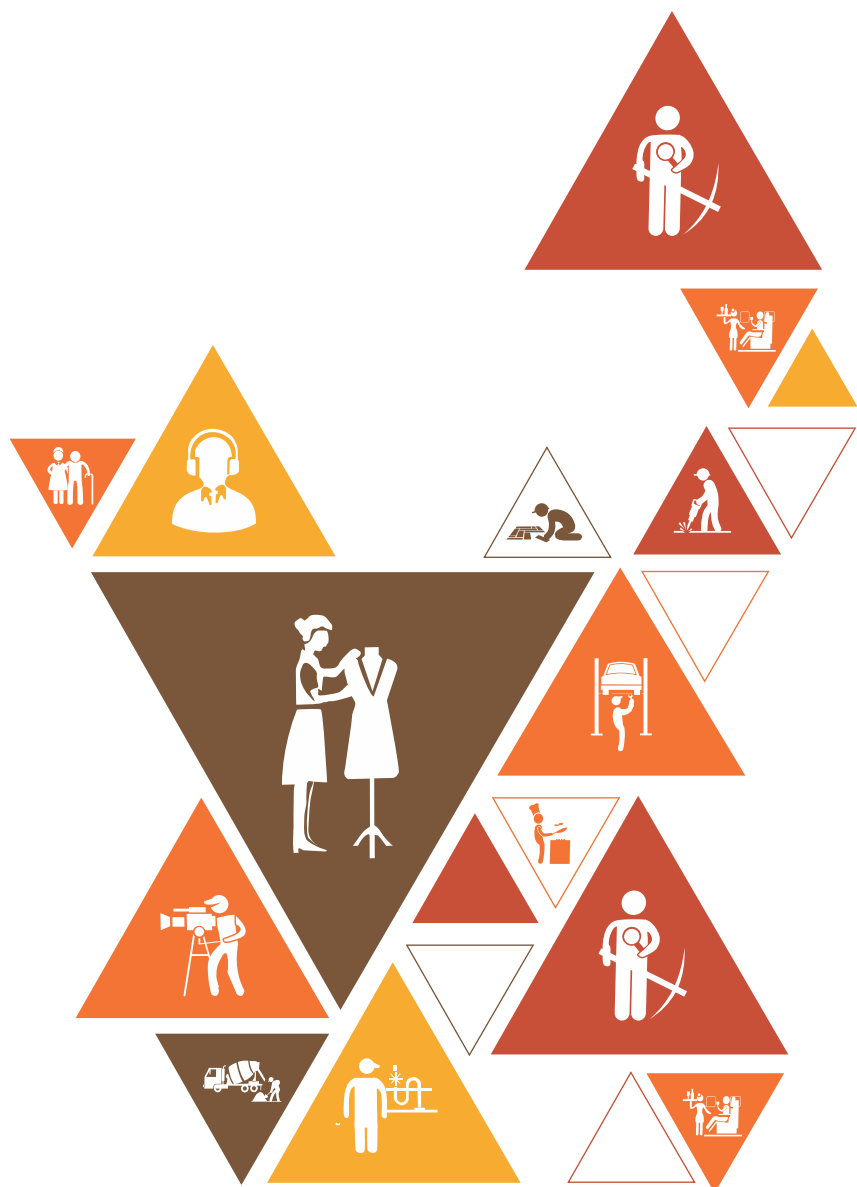
- Each group must come up with a list of value-added products and their overview of packaging material.

Activity Description

- Divide the class into groups of 4-5 participants.
- Assign a sub-sector to each group.
- Give the groups enough time to discuss the processed foods developed by various techniques in the time allotted to them.
- Overview of the packaging cycle in the packaging process
- Write down the discussed points in the class.

Debrief

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





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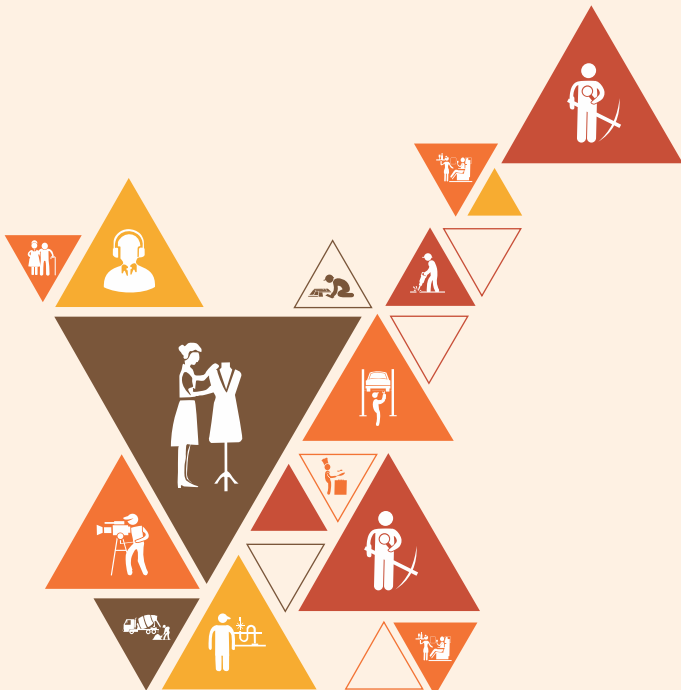
2. Organizational standards and norms

Unit 2.1- Roles and responsibilities of a packing machine worker along with work ethics

Unit 2.2 - Personal hygiene and sanitation guidelines to be followed in food packaging

Unit 2.3 - Food safety hygiene standards to follow in a work environment

Unit 2.4 - Standard Operating Procedures of the food processing industry



Key Learning Outcomes



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

1. Discuss the tasks to be performed to prepare for the production of baked products
2. State the importance of maintaining tools and equipment effectively
3. Identify the different equipment used in the baking process
4. State the materials and equipment used in cleaning and maintenance of the work area and machines
5. State the cleaning process used to clean the work area

Unit 2.1: - Roles and Responsibilities of a packing machine worker along with the work ethics

Unit Objective

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

1. State the roles and responsibilities of packing machine workers.
2. Understand the importance of disciplined behaviour for success in the workplace
3. Explain the generic skills needed for one to become a successful packing machine worker
4. Explain the criteria of a good listener;
5. Explain effective communication's importance to becoming a successful packing machine worker.
6. State the importance of interpersonal skills to maintain good relationships at the workplace
7. State the importance of working as a team in the workplace;
8. Explain the benefits of teamwork.
9. Understand common reasons for interpersonal conflicts in a workplace and how to tackle with them
10. How to escalate employee grievances to the management
11. Explain the procedure of handling grievances in an organization

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Explain the packaging operations as per the customer orders.
- Talk about cleaning machines and the work area at the end of every shift.
- Discuss the responsible for packaging integrity.
- Discuss the importance of regulation of packaged food.
- Explain the daily production reports and submission to Supervisors
- Start this topic by asking the class if they know about workplace ethics.
- Explain the concept of workplace ethics.
- Ask the class why they feel there is a need to follow workplace ethics. Note down the points on a board.
- Explain the importance of following workplace ethics.
- Initiate a discussion by describing an everyday-situation in a processing unit. Ask questions on how participants would respond to that situation.

- For example, you could say, “In the middle of the day at the processing unit, your senior informs you about an urgent order that must be completed within a day. This means workers will have to work some extra hours. How will you respond to such a situation?”
- Get responses from the class. After this, tell the class what is expected of them in such a situation.
- Explain each of the 'Workplace Ethics' mentioned in the Participant Handbook by discussing situations (like the above example) and getting responses from participants.

Say

- The Roles and Responsibilities of Packing machine workers usually work at manufacturing companies. They ensure that the quality and quantity of packaged goods conform to the company's standards. Not just the roles and responsibilities but workplace ethics play a crucial role as it describes the set of moral guidelines and obligations that guides a person's actions in their respective field of work

Ask

- Describe the Roles and responsibilities of packing machine workers.
- What are Workplace Ethics?

Notes for facilitation

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

Explain

- Describe the Roles and responsibilities of packing machine workers.
- What are Workplace Ethics?
- How to develop Good Interpersonal Skills
- What is Grievance Procedure?

Elaborate



- Describe the Roles and responsibilities of packing machine workers with the help of(Table 2.1), given in the Participant Handbook.
- Elucidate the Workplace Ethics with the help of(Fig 2.1 Disciplined behaviour), given in the Participant Handbook.
- Illustrate the Workplace Ethics with the help of(Fig 2.2 Effective communication), given in the Participant Handbook.
- Describe Workplace Ethics with the help of(Fig 2.3 Communication flow), given in the Participant Handbook.
- Clarify the Workplace Ethics with the help of(Fig 2.4 Components of communication), given in the Participant Handbook.
- Clarify the Workplace Ethics with the help of(Fig 2.5 Barriers to effective communication), given in the Participant Handbook.
- Illustrate the Workplace Ethics with the help of(Fig 2.6 Poor communication), given in the Participant Handbook.
- Illustrate the Workplace Ethics with the help of(Fig 2.7 Team work), given in the Participant Handbook.
- Define Workplace Ethics with the help of(Fig 2.8 Benefits of teamwork), given in the Participant Handbook.
- Illustrate the Workplace Ethics with the help of(Fig 2.9 Conflict resolution process), given in the Participant Handbook.

Activity



Brief

- Tell the participants that you will now be conducting an activity to discuss the roles and responsibilities of a Packaging machine worker.

Activity Description

- Divide the class into two groups or more, depending on the total number of participants.
- One group has to develop the roles that a packaging machine worker has to play. The other group must come up with the responsibilities that he must perform.
- Tell the class, "Now that you have understood the process of packaging, can you tell"
- a) What activities are performed by a Packaging machine worker?
- b) How do they begin the day?
- c) What could be his end-of-day activities?
- Give the groups enough me (about 5 minutes) to think of the roles and responsibilities.
- Ask the groups to choose a person from the group who lists the roles and responsibilities.

Debrief

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

Notes



A large rectangular area containing 30 horizontal lines for writing notes.

Unit 2.2:- Personal Hygiene and sanitation guidelines to be followed in food packaging

Unit Objective

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

1. Describe different good hygienic practices to be followed in the food processing industry
2. Sanitation guidelines & Personal hygiene
3. Importance of cleanliness while going to work

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Explain the Personal hygiene and sanitation guideline.
- Talk about the Do and Don't of the personal cleanliness
- Explain that every food handler should carry proper clean protection, face mask, gloves, footwear, and head covering.

Say

Personal Hygiene includes:

- Health Condition: Personnel suffering from any disease should not be permitted to enter any food handling region.
- Personal Cleanliness: Refers to one's hygiene.

Ask

- What do you mean by Personal Hygiene?
- What are Sanitation Guidelines?

Notes for facilitation



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

Explain



- What do you mean by Personal Hygiene?
- What are Sanitation Guidelines?

Elaborate



- Elucidate the Personal hygiene & sanitation guidelines with the help of(Fig 2.10 Inspection of Health), given in the Participant Handbook.
- Describe the Personal hygiene & sanitation guidelines with the help of(Fig 2.11 Personal Cleanliness), given in the Participant Handbook.
- Elucidate the Personal hygiene & sanitation guidelines with the help of(Fig 2.12 Safe Food handling), given in the Participant Handbook.

Activity



Brief

- Each group must come up with a list of value-added products and their overview of packaging material.

Activity Description

- Divide the class into groups of 4-5 participants.
- Assign a sub-sector to each group.
- Initiate a discussion within the class asking about the hygiene practices that must be followed daily. For example, washing hands, dusting shoes/footwear, wearing aprons etc
- Get inputs from the class. Jot down important points on the board/flipchart. Add some more hygiene practices of your own.
- Ask someone from the participants to volunteer for a demonstration. • Ask one group to explain the importance of personal cleanliness.

Debrief

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

Unit 2.3:- Types of Cleaning Process

Unit Objective

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

1. What are food safety hygiene standards to be followed in a work environment?
2. Explain Schedule 4 of FSSAI
3. What is the importance of schedule 4
4. Introduction of the single statute, which is food related.
5. List various general hygiene and sanitation practices by Food Business Operator
6. Need for Food Safety for Food Business Operators

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Ask a question about food safety hygiene.
- Talk about the important of food safety hygiene standards
- Explain the Schedule of FSSAI
- Discuss the various hygiene and sanitation practices of food business operator
- Talk about the requirement of food safety for Food Business Operator

Say

To follow food safety hygiene in the work environment. We should follow Schedule 4: General Hygienic & Sanitary practices which are as follows:

Schedule 4 is divided into five parts, named Part I to Part V. The title of the parts is as follows:

Part 1 – General Hygienic & Sanitary Practices to be followed by FBOs applying for Registration

Part 2 - General Requirements on Hygienic and Sanitary Practices to be followed by all Food Business Operators applying for License

Part 3 - Hygienic & Sanitary Practices to be followed by FBOs involved in production, processing, warehousing & trading of Milk & Milk Products.

Part 4 - Hygienic & Sanitary Practices to be followed by FBOs engaged in production, processing, warehousing & trading of Meat & Meat Products.

Part 5- Hygienic and Sanitary Practices to be followed by FBOs involved in catering/foodservice businesses.

Ask

- What are Schedule 4: General Hygienic & Sanitary practices?
- How shall the premises be?

Notes for facilitation

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

Explain

- What are Schedule 4: General Hygienic & Sanitary practices?
- How shall the premises be?

Elaborate

- What is the food safety hygiene to be followed in a work environment?
- Describe schedule 4.

Activity

Brief

- Each group must come up with a list of types of the cleaning process

Activity Description

- Divide the class into groups of 4-5 participants.
- Assign a sub-sector to each group.
- List down the types of the cleaning process and how we can apply schedule 4 to it.
- Make a result sheet after the completion process.

Debrief

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

Unit 2.4:- Standard Operating Procedures of the food processing industry

Unit Objective

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

1. State Standard Operating Procedures
2. Implications of Food Recall
3. Explain the benefits of Standard Operating Procedures

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Begin the session by recalling the session on Schedule 4
- Explain Standard Operating Procedures
- State implications of food recall
- Jot down the points of developing and maintaining SOPs.
- Explain the importance of developing SOPs.
- Explain the need for SOP for Food Business Operator

Say

Hazard Analysis & Critical Control Points (HACCP) and Food Safety plans are core to Food Manufacturers. These facilities require some pre-requisite program. These Standard Operating Procedures run based on a pre-requisite program. There are various benefits of SOPs with the help of developing and maintaining SOPs

Ask

- Standard Operating Procedures
- HACCP
- The implication of Food Recall
- SOP's

Notes for facilitation



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

Explain



- What are Standard Operating Procedures?
- Describe the Implications of a Food Recall.
- What are the benefits of SOP?
- Why do we need to Develop and Maintain SOPs/SSOPs?
- What are the stages of PDCA?

Elaborate



- Elucidate the Standard Operating Procedures with the help of(Fig 2.13 Food Safety plan), given in the Participant Handbook.
- Describe the Developing and Maintaining SOPs/SSOPs with the help of(Fig 2.14 Revisions and Reviews), given in the Participant Handbook.
- Elucidate the Developing and Maintaining SOPs/SSOPs with the help of(Fig 2.16 Revise & Improve Procedures), given in the Participant Handbook.

Activity



Brief

- Each group must come up with a list of the standard operating procedure of the food processing industry.

Activity Description

- Divide the class into groups of 4-5 participants.
- Assign a sub-sector to each group.
- Ask them to plan the food safety plan
- List down the correct procedure to execute in the food processing industry

Debrief

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

Notes



A large rectangular frame containing 30 horizontal lines for taking notes.



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Food Industry Capacity and Skill Initiative

3. Packing machines for various processed food products and identifying nonstandard output

Unit 3.1- Definition of packaging and food packaging system along with packing specification and materials

Unit 3.2- Quality criteria required for packaging before packing

Unit 3.3- Food packaging line along with characteristics and classifications of packaging machines

Unit 3.4- Types Of packing machines and their operating parameters

Unit 3.5- Identification of equipment faults and Operating parameters required to correct the faults identified

Unit 3.6- Environmental requirements for packing of the particular food and waste management

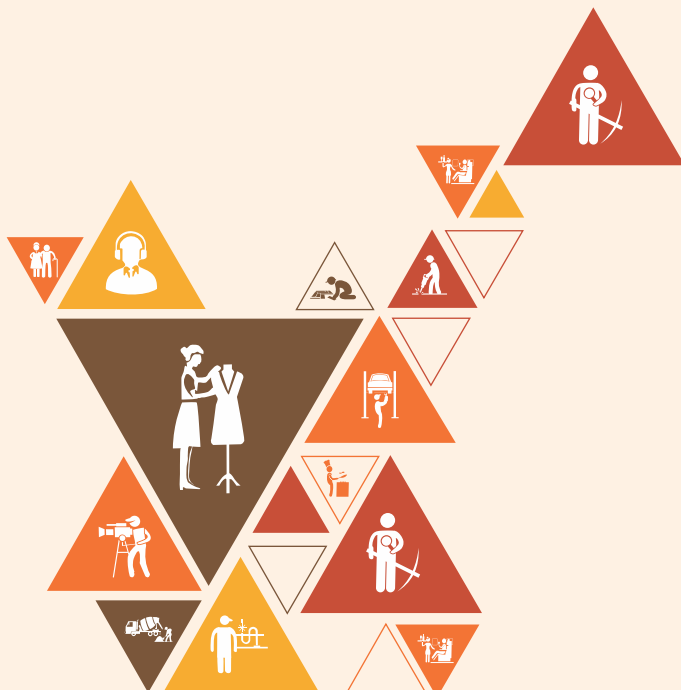
Unit 3.7- Integrity testing on the packaging items and identification of discrepancies and nonstandard output

Unit 3.8- Cleaning and documentation of packaging machine after use

Unit 3.9- Food Safety and Standards Act, 2011 - Packaging and Labelling

Unit 3.10- Regulation concerning the food item being packed

Unit 3.11- Hazards Analysis critical Control Points (HACCP) and ISO 22000



Key Learning Outcomes



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

1. State the various production processes followed in the baking industry
2. Plan the production sequence to maximise capacity utilization of resources, human resources, and machinery
3. Calculate the batch size based on the production schedule and machine capacity
4. Prioritize urgent orders based on the production schedule
5. Check the conformance of raw material quality to company standards
6. State the units of measurement used in the baking industry

Unit 3.1 : – Definition of packaging and food packaging system along with packing specification and materials

Unit Objectives

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

1. Understand the concept of packaging
2. Understand the different food packaging system
3. Understand the specification of packaging material
4. Understand the requirement of material for different types of product

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Ask a question about packaging and how you define food packaging
- Talk about the importance of packaging and explain the definition of packaging
- Explain the different food packaging systems and differentiate between primary, secondary, tertiary and quaternary packaging systems with examples.
- Ask a question about Why are a requirement for packaging specification
- Talk about the packaging guidelines to protect the food.
- Explain the different codes of plastic resins and their application
- Talk about Different types of packaging material with an example of their use.
- Discuss the different parameters for consideration of packaging requirements.
- Talk about the Specific Requirements for Primary food packaging.
- Discuss the different standards for paper, metal, glass and plastics for food packaging.
- Talk about the requirement for specific migration limits of substances from plastic materials intended to be in contact with food articles.

Say

Packaging may be defined as the enclosure of products, items or packages in a wrapped pouch, bag, box, cup, tray, can, tube, bole or another container form to perform one or more of the following functions: containment, protection, preservation, communication, utility and performance. The Types of food packaging systems are:-

1. Primary packaging
2. Secondary packaging
3. Tertiary package
4. Unit load/quaternary package

The packaging specification defines all the necessary packing levels for a product in an order. Every packaging has specific requirements, such as paper and board materials, glass containers, metal and metal alloys and plastic materials.

Ask



- What are the functions of packaging?
- What do you mean by primary packaging?
- Why is a requirement for packaging specification?
- Explain Different types of packaging materials and their usage.

Notes for facilitation



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

Explain



- How packaging helps us?
- How many Types of food packaging systems are there?
- What do you mean by Packaging specification?
- Why is a requirement for packaging specification?
- How many Types of plastics are available?
- What are the Specific requirements for food packaging?

Elaborate



- Define the Types of plastics with the help of(Fig.3.1 Codes of different types of plastics resins and their use), given in the Participant Handbook.
- Describe the Types of plastics with the help of(Fig.3.2 Different packaging material and their usage), given in the Participant Handbook.
- Elucidate the Types of plastics with the help of(Table 3.1 Consideration for packaging requirement), given in the Participant Handbook.
- Illustrate the Types of plastics with the help of(Table 3.2 Packaging material and their application), given in the Participant Handbook.

- Describe the Specific requirements for food packaging with the help of(Table 3.3.Paper and board materials intended to come in contact with food products), given in the Participant Handbook.
- Clarify the Specific requirements for food packaging with the help of(Table 3.4 Metal and Metal Alloys intended to come in contact with food products), given in the Participant Handbook.
- Clarify the Specific requirements for food packaging with the help of(Table –3.5: Plastic Materials intended to come in contact with food products), given in the Participant Handbook.
- Illustrate the Specific requirements for food packaging with the help of(Table 3.6. Requirement for specific migration limits of substances from plastic materials intended to be in contact with food articles.), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of food packaging systems along with packing specifications and materials

Activity Description

- Group the students into twos.
- Initiate a discussion within the class asking about the example of different packaging systems.
- Direct to all participants, bring primary, secondary and tertiary food packaging systems and explain the difference.
- Request each group select a representative to deliver the list to the board.

Debrief

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

Notes

Unit 3.2:- Quality criteria required for packaging before packing

Unit Objectives

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

1. State the different criteria required for packaging before packing
2. Explain the different quality test and their significance for different types of packaging materials

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Ask a question about how the quality of packaging affects it.
- Talk about the factors that affect packaging quality control.
- Talk about the critical points of the quality management system to ensure high-quality packed food
- Discuss the different test and their significance

Say

The quality of the packaging system is important for properly protecting food products. Packaging defects can have serious consequences that may result in product recalls. It may be related to breakage, problems relating to printing or inks, errors on labels, migration of material, problems related to shelf life, etc. Packaging quality control may be affected by the following:

- Quality control on packaging materials
- Quality control on in-process materials and
- Quality control on finished products

Ask

- Needs of quality in packaging
- Significance of different quality tests of packaging material

Notes for facilitation



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

Explain



- What are the needs for quality in packaging?
- Elaborate on the Significance of different quality tests of packaging material.
- What should we at least check in on-line control of the product during packaging?

Elaborate



- Describe the Significance of different quality tests of packaging material with the help of(Table 3.7 Significance of different quality tests), given in the Participant Handbook.
- How to ensure the high quality of packed goods?

Activity



Brief

- Demonstrate how to check the machinery to be utilised for desired levels of cleanliness and functioning.

Activity Description

- Divide the class into 2 groups.
- Begin the discussion by asking questions like,
- Demonstrate how Quality criteria are required for packaging before packing works.
- Initiate a discussion within the class asking about the different quality tests.
- Demonstrate the equipment for different quality tests. If facilities are unavailable, then visit the food packaging industry to understand the test.

Debrief

- Summarize the Quality criteria required for packaging before packing

Notes



A large rectangular area containing 25 horizontal lines for writing notes.

Unit 3.3 :– Food packaging line along with characteristics and classifications of packaging machines

Unit Objectives

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

1. To understand the sequence of the food packaging line
2. Understand the factors in selecting the packaging machinery
3. State the different types of packaging machines in general

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Talk about the food packaging line
- Discuss the flow charts of the different steps of the food packaging line.
- Ask a question about the name of different types of packaging machinery
- Talk about the function of the packaging machine
- Discuss the general factor in selecting the packaging machinery.
- Talk about the classification of different types of the packaging machine.

Say

- The machinery, the product and the package are part of an integrated system of any packaging line. The majority of the operations on a packaging line are divided into two parts:
- First, operation with the package itself, such as making or forming sachets, erecting or closing cartons, feeding and seaming cans, and presenting boles to filler heads and capping them.
- Secondary operations include coding, labelling, detecting metal, and checking weighing and collation for dispatch.

Ask

- Food packaging line
- Sub-systems of packing machine

Notes for facilitation



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

Explain



- Food packaging line
- What does a typical packaging line in a food plant consist of?
- What is the general factor in selecting the packaging machinery?
- Sub-systems of packing machine

Elaborate



- Describe the Food packaging line with the help of(Fig.3.3 Food Packaging line), given in the Participant Handbook.
- How many subsystems can a machine be broken down into?

Activity



Brief

- Each group must develop a list of Food packaging lines along with characteristics and classifications of packaging machines

Activity Description

- Group the students into twos.
- Prepare a plan for the production schedule as per organizational standards and instructions while ensuring prioritization of urgent orders, optimal utilisation of machine capacity, workforce, etc.
- Show how to organize the raw materials, packaging materials, workforce, equipment and machinery for production.
- Demonstrate the tasks to be performed to prepare the raw material for production.

Debrief

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

Unit 3.4 :– Types Of packing machines and their operating parameters

Unit Objectives

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

1. State the working of different types of packaging machine
2. Understanding the operating parameters required for packing.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the session by recalling the discussion on the classification of different types of the packaging machine.
- Talk about the factors for consideration in the selection of a filling machine
- Discuss the equipment for filling liquids and semi-liquid products.
- Explain the filling equipment for dry food products.
- Discuss the form-fill-seal machines and their types.
- Talk about the difference between a Vertical form fill seal machine and a horizontal form fills seal machine.
- Discuss the shrink-wrapping machine.
- Talk about the factors that affect the operating parameter required for packing.
- Discuss the operating parameter of different types of packing machine

Say

- Different types of packaging are required for each type, which depends upon bottling, constant level filling, filling dry goods, form fill seal, wrapping operations and operating parameters required for packing.

Ask

- Classification of different types of packaging machine
- Bottling
- Liquid Constant Level Filling
- Filling dry goods
- Form fill seal
- Wrapping operations
- Operating parameters required for packing

Notes for facilitation

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

Explain

- What is the Classification of different types of packaging machines?
- What is the most common method of filling liquid and semi-liquid?
- What are the Five basic methods used for constant level filling of all liquids and semi-liquids?
- What are the four basic types of dry filling machines based on how the amount of product being delivered is measured?
- How many different styles of a bag for fill seal machines are there?
- Elaborate Twist wrapping machine.
- On how many factors do operating parameters depend?

Elaborate

- Describe the Bottling with the help of(Fig 3.4 Different shapes and sizes of package), given in the Participant Handbook.
- Describe the Bottling with the help of(Fig 3.5. Piston volumetric filling with rotary valve), given in the Participant Handbook.
- Elucidate the Bottling with the help of(Fig 3.6. Piston volumetric filling with reciprocating valve), given in the Participant Handbook.
- Illustrate the Bottling with the help of(Fig 3.7. Diaphragm volumetric filler), given in the Participant Handbook.
- Describe the Bottling with the help of(Fig 3.8. Time flow volumetric filling by Rotating metering discs), given in the Participant Handbook.
- Clarify the Form fill seal with the help of(Fig 3.9. Different styles of bag form fill seal machines), given in the Participant Handbook.

- Clarify the Form fill seal with the help of(Fig 3.10 Mechanism of form fill seal machine), given in the Participant Handbook.
- Describe the Form fill seal with the help of(Fig.3.11. Different function of component), given in the Participant Handbook.
- Illustrate the Form fill seal with the help of(Fig 3.12. Horizontal form fill seal machine), given in the Participant Handbook.
- Define the Wrapping operations with the help of(Fig 3.13. Twist wrapping of toffees), given in the Participant Handbook.
- Illustrate the Wrapping operations with the help of(Fig 3.14. Recoiling of a plastic polymer by application of heat), given in the Participant Handbook.
- Elucidate the Wrapping operations with the help of(Fig 3.15. Shrink wrap machine), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of. Types Of packing machines and their operating parameters

Activity Description

- Group the students into twos.
- Initiate a discussion within the class asking about the different types of packaging machines.
- Demonstrate the different styles of bags or pouches from the fill seal machine
- Direct students to collect different shapes and sizes of package
- Direct students about different types of packaging machines.

Debrief

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

Unit 3.5 :– Identification of equipment faults and Operating parameters required to correct the faults identified

Unit Objectives

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

1. State the identification of equipment fault
2. Understand the Operating parameters required to correct the faults.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Talk about the most common defects in packaging machine
- Explain the fault of packing machines
- Discuss the possible cause of the fault.

Say

- The most common defects in packaging machines:
- Incorrect packing method
- Using the wrong packaging material
- Incorrect packing assortment
- Missing or incorrect cushioning material or plug for adequate protection
- Using the wrong carton size, leaving extra space inside of the carton, which leads to movement of the product that can damage it

Ask

- Common defects in packaging machine

Notes for facilitation



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

Explain



- What are the Common defects in packaging machines? Elaborate
- What are the different types of packaging machines and parameters required to correct the faults identified?

Elaborate



- Describe the Common defects in the packaging machine with the help of(Table 3.9 Faults and possible causes), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of Identification equipment faults and Operating parameters required to correct the faults identified.

Activity Description

- Group the students into twos.
- Ask them about the identification of equipment faults and operating parameters required to correct the faults identified
- List them down and make a list

Debrief

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

Notes 

Lined area for taking notes, consisting of approximately 35 horizontal lines.

Unit 3.6:- Environmental requirements for packing of the particular food and waste management

Unit Objectives

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

1. Explain the suitable environmental requirements for packing the particular food
2. State the waste management in the packing industry

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the session by recalling the discussion on the importance of packing the particular food
- Talk about the indices of failure of different types of food
- Explain the general requirement of packing.
- Discuss the environmental requirement of different packaging food.
- Ask a question about the purpose of waste management
- Talk about the main approaches to waste management and the hierarchy of waste management
- Explain recycling.
- Talk about the recycling codes and packaging application of thermoplastic materials
- Discuss the plastics recycling process
- Explain the glass and aluminium recycling
- Discuss each step of recycling paper and cartons.

Say

- The critical parameter that affects the quality of packed product are environments like
- Temperature, gas atmosphere, relative humidity, good manufacturing and hygienic practices during production, storage, distribution and display. To protect the environment from waste, i.e., waste is any substance that constitutes scrap material, an affluent or unwanted surplus substance, which requires disposal of as being broken, worn out, contaminated or otherwise

spoiled. To disable that, Recycling can be done to protect the environment, which of many types:-

1. Plastic Recycling process
2. Glass Recycling
3. Aluminium Recycling
4. Recycling of Paper/Cartons

Ask



- Environmental requirements for packing
- Waste in packaging
- Recycling

Notes for facilitation



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

Explain



- Why do we need to protect the environment while fulfilling the needs of packaging?
- What are the types of waste generated in packaging?
- Elaborate recycling
- Explain glass recycling.

Elaborate



- Describe the Environmental requirements for packing with the help of(Table 3.10 Environment requirement of packaging of different food), given in the Participant Handbook.
- Describe the Waste in packaging with the help of(Fig 3.16 Hierarchy of Waste Management), given in the Participant Handbook.
- Elucidate the Recycling with the help of(Fig 3.17. Recycling codes), given in the Participant Handbook.
- Illustrate the Recycling with the help of(Table 3.11 Packaging application of thermoplastic materials), given in the Participant Handbook.
- Clarify the Recycling with the help of(Fig 3.18 Recycling process), given in the Participant Handbook.
- Clarify the Recycling with the help of(Fig 3.19. a Flow chart of the process of glass recycling), given in the Participant Handbook.

- Illustrate the Recycling with the help of(Fig 3.20. Flow chart of the recycling process of Aluminium), given in the Participant Handbook.
- Define the Recycling with the help of(Fig 3.21. Recycling process of Paper), given in the Participant Handbook

Activity

Brief

- Each group must develop a list of. Environment requirement of packaging of different food

Activity Description

- Group the students into twos.
- Initiate a discussion within the class asking about the different types of environmental requirements used in food packaging
- Divide the list into foods, vegetables, milk
- Categorise them into their environment-friendly temperature
- Result in it down

Debrief

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

Notes

Unit 3.7: - Integrity testing on the items and identification of discrepancies and non - standard output

Unit Objectives

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

1. Understand the integrity tests of different packaging items
2. Understand the non-standard output

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Talk about the importance of Package integrity testing
- Explain the test methods recommended for detecting micro leak of different food packages.
- Talk about the non-standard outputs
- Explain the classification of non-standard outputs
- Discuss the flow chart for production and non-standards output in a chain of the packaging line.

Say

- The non-standard may be defined as materials at any stage tested against a set of predefined specifications and found not to meet the specification fully. We can deal with such materials mainly in two ways:
 1. Reprocess and retest the materials to see whether it meets our specific requirements.
 2. Destroy or send it to the supplier. Rejected materials and products should be marked as such and stored separately in restricted areas.

Ask

- Package integrity testing
- Non-standard outputs

Notes for facilitation

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

Explain

- Package integrity testing
- How can we solve Non-standard output material?
- In how many categories is non-standard output divided?

Elaborate

- Describe the Package integrity testing with the help of(Table 3.12. Recommended test for the package), given in the Participant Handbook.
- Describe the Non-standard outputs with the help of(Fig 3.22 Chain of packaging and Non-standards output), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of how to chain the packaging and non-standard output.

Activity Description

- Group the students into twos.
- Initiate a discussion within the class asking about the different types of packaging and non-standard output
- Maintain the record of the chain while following the output in the food industry

Debrief

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

Notes



A large rectangular area containing numerous horizontal lines for writing notes.

Unit 3.8 : – Cleaning and documentation of packaging machine after use

Unit Objectives

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

1. Understand the cleaning procedure of the packaging machine after use
2. Understand the need to document production, quality, and maintenance details of packaging materials, processes, and finished packaged products.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Ask a question about the importance of cleaning of machine and its effect.
- Explain the general cleaning procedure of the machine after use.
- Talk about the importance of documentation of production details
- Explain the need for documentation of production, quality, and maintenance details.
- Talk about the general requirements for documentation
- Explain what should be written in the document and their benefit
- Talk about the list of the most common types of documents
- Explain the important point written in the document of quality control documents

Say

- Proper cleaning and maintenance are key to any packing machine's durability and performance. Cleaning procedures, detergents used, and cleaning schedules depend on the product being processed and ambient environmental conditions (temperature, humidity, dust levels, vibrations, etc.).

Ask

- Cleaning of packaging machine
- Documentation of Production Details
- General requirements for documentation

Notes for facilitation



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

Explain



- Cleaning of packaging machine
- Documentation of Production Details
- General requirements for documentation
- What should be written in the document?

Elaborate



- Cleaning of packaging machine
- Documentation of Production Details
- General requirements for documentation

Activity



Brief

- Each group must develop a list of how to clean the packaging machine.

Activity Description

- Group the students into twos.
- Initiate a discussion within the class asking about how to clean the packaging machine at various levels of the food industry
- Result in it being down and categorised according to the genre

Debrief

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

Notes



A large rectangular area with a thin orange border, containing 30 horizontal black lines for writing notes.

Unit 3.9 :–Food Safety and Standards Act, 2011 - Packaging and Labeling

Unit Objectives

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

1. Understand the general requirement of packaging
2. Understand the general requirement of labelling as per FSSAI

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Talk about the general requirements for packaging food
- Explain the general requirement for labelling food packaging
- Discuss the need for labelling.

Say

- Packaging aims to deliver safe, wholesome, nutritious food to the consumer. The Government introduced Packaging Laws and Regulations to safeguard the interests of the consumer and society.

Ask

- General requirements of packaging by FSSAI
- General requirements of FSSAI for labelling of food packaging
- Labelling of Pre-packaged Foods

Notes for facilitation

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

Explain



- What are the General requirements of packaging by FSSAI?
- Describe the General requirements of FSSAI for labelling food packaging.
- What do you mean by labelling Pre-packaged Foods?

Elaborate



- Describe the General requirements of FSSAI for labelling food packaging with the help of (Fig 3.23. Logo of FSSAI), given in the Participant Handbook.

Activity



Brief

- Each group must identify the general food safety standards.

Activity Description

- Group the students into twos.
- Tell them to make a list of food safety and standard
- Make them identify the safety and standard in a different prototype.

Debrief

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

Unit 3.10 : – Regulation with respect to the food item being packed

Unit Objectives

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

1. Understand the specific packaging requirement of different types of food product

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Talk about the Packaging requirements for Milk and Milk Products
- Explain different packaging materials used for packaging milk and milk products:
- Discuss the packaging requirements for fruit and vegetable products:
- Explain the packaging material used for fruit and vegetable products
- Discuss the packaging material used for packaging cereals and cereal products
- Discuss the packaging material used for packaging fats, oils and fat emulsions
- Talk about the Packaging material used for packaging Sweets and Confectionery
- Explain the packaging material used for packaging meat and meat products or poultry products.
- Talk about the packaging material used for fish and fish products or seafood.
- Explain the Packaging material used for packaging sweetening agents, including honey.
- Talk about the Packaging material used for packaging Salt, spices, Condiments and related products.
- Discuss the packaging material used for packaging beverages (other than dairy and fruits & vegetables based)

Say

- In the food industry, there are multiple ways to pack the food product, but when it comes to milk or milk-related products, the packaging gets determined by the nature of the product, whether the product is hot or cold.

Ask

- Packaging requirements for Milk and Milk Products
- Packaging requirements for Fruits and Vegetables Products
- The packaging material used for packaging Cereals and cereal products
- The packaging material used for packaging Fats, oils and fat emulsions
- Packaging material for Sweets and Confectionery
- The packaging material used for packaging Meat and Meat Products or Poultry Products
- The packaging material used for packaging Fish and fish products or Seafood
- The packaging material used for packaging Sweetening agents, including Honey
- The packaging material used for packaging Salt, spices, Condiments and related products
- The packaging material used for packaging Beverages (other than Dairy and Fruits & vegetables based)

Notes for facilitation

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

Explain

- Describe Packaging requirements for Milk and Milk Products.
- Describe Packaging requirements for Fruits and Vegetable Products.
- Describe the Packaging material used for packaging Cereals and cereal products.
- Describe the Packaging material used for packaging Fats, oils and fat emulsions.
- Describe Packaging material for Sweets and Confectionery.
- Describe the packaging material used for Meat and Meat Products or Poultry Products.
- Describe the Packaging material used for packaging Fish and fish products or Seafood.
- Describe the Packaging material used for packaging Sweetening agents, including Honey.
- Describe the Packaging material used for packaging Salt, spices, Condiments and related products.
- Describe the Packaging material used for packaging Beverages (other than Dairy and Fruits & vegetables based).

Elaborate



- Describe the Packaging requirements for Milk and Milk Products with the help of(Table 3.13 Packaging material used for the packing of milk and milk-based products), given in the Participant Handbook.
- Describe the Packaging requirements for Fruits and Vegetables Products with the help of(Table 3.14 Packaging material for fruits and vegetable products), given in the Participant Handbook.
- Elucidate the Packaging material used for packaging Cereals and cereal products with the help of(Table 3.15 Packaging material for cereals and cereal products), given in the Participant Handbook.
- Illustrate the Packaging material used for packaging Fats, oils and fat emulsions with the help of(Table 3.16 Packaging material for Fats, oils and fat emulsions), given in the Participant Handbook.
- Clarify the Packaging material for Sweets and Confectionery with the help of(Table 3.17, Packaging material for Sweets and Confectionery), given in the Participant Handbook.
- Clarify the Packaging material used for packaging Meat and Meat Products or Poultry Products with the help of(Table 3.18 Packaging material for Meat and Meat Products or Poultry Products), given in the Participant Handbook.
- Illustrate the Packaging material used for packaging Fish and fish products or Seafood with the help of(Table 3.19, Packaging material for Fish and fish products or Seafood), given in the Participant Handbook.
- Define the Packaging material used for packaging Sweetening agents, including Honey, with the help of(Table 3.20 Packaging material for Sweetening agents including Honey), given in the Participant Handbook.
- Illustrate the Packaging material used for packaging Salt, spices, Condiments and related products with the help of(Table 3.21 Packaging material for Salt, spices, Condiments and related products), given in the Participant Handbook.
- Elucidate the Packaging material used for packaging Beverages (other than Dairy and Fruits & vegetables based) with the help of(Table 3.22, Packaging material for Beverages), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of regulations with the food item packed

Activity Description

- Group the students into twos.
- Make them discuss the nature as well as the product and how to pack it in a convenient method

Debrief

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

Notes



A large rectangular area containing 30 horizontal lines for writing notes.

Unit 3.11 : – Hazard Analysis and Critical Control Points (HACCP) and ISO 22000

Unit Objectives

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

1. Understand the hazards analysis critical control points in the packaging
2. Understand ISO 22000 and its benefit

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Recall the necessity of baking for practical purposes and packaging.
- To start a discussion, ask the students how they store their leftover food.
- Watch for a reply.
- Describe the significance of storage.
- Describe FIFO and FEFO.
- Describe the storage of basic materials.
- Describe how finished products are stored.
- Conclude the meeting with a test.

Say

- To understand the storage of materials, FIFO and FEFO are required. The cooler must be at a maintained temperature, i.e., 41 F. Food safety is related to the presence of and levels of food-borne hazards in food at the point of consumption. As food safety hazards may be introduced at any stage, adequate control throughout the food chain is essential. Thus, food safety is a joint responsibility of all parties participating in the food chain. ISO() has several International Standards aimed at ensuring food safety throughout the supply chain

Ask

- What is the HACCP?
- What is ISO 22000?

Notes for facilitation

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

Explain

- What is the HACCP?
- What is ISO 22000?
- Mention the HACCP principle.
- What is the preliminary task in the development of the HACCP plan?

Elaborate

- Describe the HACCP with the help of(Fig 3.24. Preliminary tasks for the HACCP plan), given in the Participant Handbook.
- Describe the ISO 22000 with the help of(Fig 3.25. Food Safety Management System), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of standards followed by HACCP and ISO 22000

Activity Description

- Group the students into twos.
- Ask them to maintain. a list of standards in the food industry
- Justify them into HACCP and ISO 22000

Debrief

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

Notes



A series of horizontal lines provided for taking notes.





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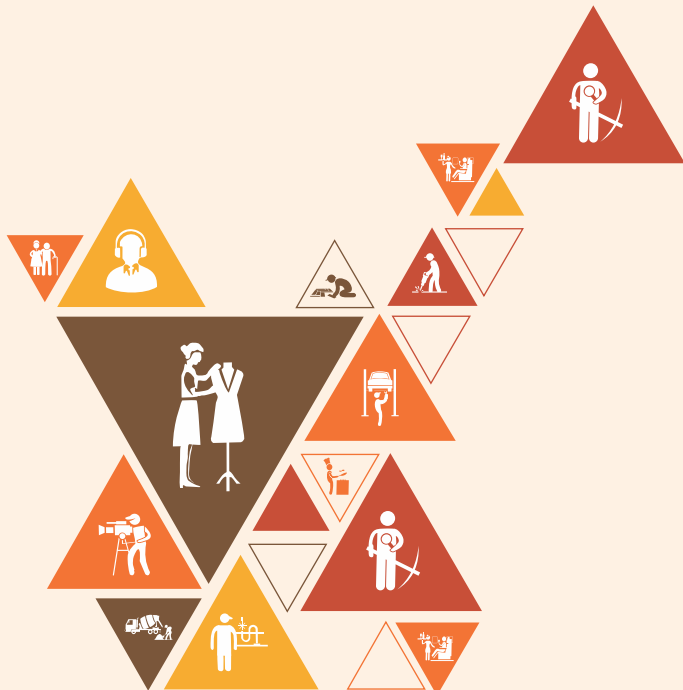


Transforming the skill landscape



4. Use basic health and safety practices at a Food processing workplace

- Unit 4.1-Personal protective equipment (PPE) used in packaging work conditions
- Unit 4.2-Responsibility of employer and employee for health and safety in the workplace
- Unit 4.3-Identification of hazardous work in job-site and finding appropriate causes of risk/accidents in the facility along with types of hazards
- Unit 4.4--Location of general health and safety equipment and guidelines for working safely
- Unit 4.5-Handling of food and other related material along with housekeeping practices
- Unit 4.6-Hazard signs and various policies in the food processing unit
- Unit 4.7-Different types of fire extinguishers and rescue from fire
- Unit 4.8-Freeing person from electrocution and use of first aid kits
- Unit 4.9-Handling and reporting an accident or medical emergency
- Unit 4.10-How to move people during an emergency?



Key Learning Outcomes



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

1. Use of personal protective equipment
2. Classification of personal protective equipment
3. Know about various personnel in a workplace to ensure safety and health.
4. Understand the responsibility of the worker.
5. Identify the different possibilities of accidents that may occur in the workplace.
6. Know about various personnel in a workplace to ensure safety and health.
7. Understand the responsibility of the worker.
8. Understand the possible locations for health and safety equipment.
9. Know how to work around trenches, high places and confined areas.
10. Understand the correct procedures to handle food and related materials in the workplace.
11. Know housekeeping practices in the processing facility.
12. Identify different hazards signs in packaging workplace
13. Know about the different policies of the processing facility
14. Know about types of fire extinguishers and how we should operate them.
15. Understand how to rescue during a fire hazard.
16. Understand the various techniques that can help free a person from electrocution.
17. Understand to know about the various situations where first-aid can be used.
18. Know the way to respond in an accident or medical emergency.
19. The aim of this unit is that you would be able to learn how to prepare an accident/incident report.
20. The aim of this unit is that you would be able to move injured and other people during an emergency.

Unit 4.1 :– Personal protective equipment (PPE) used in packaging work conditions

Unit Objectives

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

1. Use of personal protective equipment
2. Classification of personal protective equipment

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking what they know about PPE
- Discuss terminology PPE.
- Tell them about the classification of PPE.
- Make a table showing which potential hazards are probable at respective tasks and which PPE we can use for protection.

Say

Personal Protective Equipment is any device or clothing worn by a worker to control the level of risk that when the worker when exposed to :

- Dangerous goods, hazardous chemicals, infectious substances
- Dust, fumes or particles
- Radiation (ionizing and non-ionizing), ultraviolet or solar radiation
- Noise
- Moving objects such as vehicles, trolleys and forklifts
- Flying objects when using machinery with moving parts
- Environmental factors, for example, high and low temperature

Ask

- Personal protective equipment?

Notes for facilitation



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

Explain



- What is the use of Personal protective equipment?
- Explain the types of Personal protective equipment.

Elaborate



- Describe the personal protective equipment with the help of(Table 4.1 personal protection equipment), given in the Participant Handbook.
- Describe the personal protective equipment with the help of(Table 4.2 Application of personal protection equipment), given in the Participant Handbook.
- Elucidate the personal protective equipment with the help of(Table 4.3 Personal protection equipment for body parts), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of types of personal protective equipment

Activity Description

- Group the students into a group of four.
- List down the different types of personal protective equipment used.
- Categorise them into there respective roles.

Debrief

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

Unit 4.2 : – Responsibility of employer and employee for health and safety in the workplace

Unit Objectives

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

1. Know about various personnel in a workplace to ensure safety and health.
2. Understand the responsibility of the worker.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking what they understand about PPE.
- Discuss workplace safety.
- Discuss the responsibility of the Employer.
- Discuss the responsibility of the employee

Say

- Workplace safety doesn't come from a single person. All the employees, as well as the employer, are responsible for ensuring the workplace. Both have different sets of roles to play to ensure that workplace safety is a primary thing.

Ask

- Workplace safety
- Responsibility of employer

Notes for facilitation

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

Explain



- How should we follow Workspace safety?
- What are the responsibilities of an employee? State them.

Elaborate



- Describe Workplace safety with the help of(Fig 4.1 Various Personnel in a workplace), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of various personal safety.

Activity Description

- Group the students into a group of four.
- Please give them the different roles accumulated in the industry
- List down and place them into their respective roles

Debrief

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

Notes



Unit 4.3 : – Identification of hazardous work in job-site and finding appropriate causes of risk/accidents in the facility along with types of hazards

Unit Objectives

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

1. Identify the different possibilities of accidents that may occur in the workplace.
2. Know about various personnel in a workplace to ensure safety and health.
3. Understand the responsibility of the worker.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking what they understand about PPE.
- Discuss workplace safety.
- Jot down various types of workplace accidents.
- Define workplace hazards.
- Jot down different types of workplace hazards.
- Discuss how we can prevent workplace accidents.

Say

The Occupational Safety and Health Administration, frequently called OSHA for short, has a succinct definition for a workplace accident. It's an "unplanned event that results in personal injury or property damage."

Types of Workplace accidents:

1. Overexertion:
2. Falling:
3. Slips and trips
4. Falling objects
5. Repetitive motion

Ask

- Types of workplace accidents
- Workplace hazards
- Prevention of accidents at the workplace

Notes for facilitation

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

Explain

- Describe different types of workplace accidents
- What are workplace hazards?
- How can we Prevent accidents in the workplace

Elaborate

- Describe the Types of workplace accidents with the help of(Fig 4.1 Identification of hazardous work), given in the Participant Handbook.
- Describe the Types of workplace accidents with the help of(Fig 4.3 Work place injury), given in the Participant Handbook.
- Elucidate the What are workplace hazards with the help of(Table 4.4 workplace safety), given in the Participant Handbook.

Activity

Brief

- Each group must develop a list of workplace hazards.

Activity Description

- Group the students into a group of three.
- Jot down the workplace hazard
- Categorise them into there prescribed categories

Unit 4.4:- Location of General health and safety equipment and guidelines for working safely

Unit Objectives

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

1. Understand the possible locations for health and safety equipment.
2. Know how to work around trenches, high places and confined areas.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking what they understand about workplace hazards.
- Discuss workplace safety.
- Jot down the locations for health and safety equipment.
- Write down guidelines for working safely.
- Discuss the need for workplace safety.

Say

Various types of hazards might occur in a workplace. Having proper general health and safety equipment in a workplace is necessary to avoid undesirable situations. Moreover, the location of the equipment should be known to everyone to avoid losses. So we should follow the following:

1. Guidelines to work in and around trenches
2. Guidelines to work at elevated places
3. Guidelines to work in confined areas

Ask

- Locations of health and safety equipment
- Guidelines for working safely

Notes for facilitation



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

Explain



- Elaborate Locations of health and safety equipment
- What are the Guidelines for working safely?

Elaborate



- Describe the Locations of health and safety equipment with the help of(Table 4.5 Locations for health and safety equipment), given in the Participant Handbook.
- Describe the Locations of health and safety equipment with the help of(Fig 4.4 Fire Emergency procedure), given in the Participant Handbook.
- Elucidate the Guidelines for working safely with the help of(Fig 4.5 work in and around trenches), given in the Participant Handbook.
- Illustrate the Guidelines for working safely with the help of(Fig 4.6 work at high places), given in the Participant Handbook.
- Clarify the Guidelines for working safely with the help of(Fig 4.7 work in confined areas), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of ways to follow guidelines.

Activity Description

- Group the students into a group of four or five.
- Jot down the various guidelines one should follow in the particular situation
- Categories them into their relevant guideline types.

Debrief

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

Notes



Lined area for taking notes, consisting of 28 horizontal lines.

Unit4.5:- Handling of food and other related material along with house keeping practices

Unit Objectives

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

1. Understand the correct workplace procedures for handling food and related material.
2. Know housekeeping practices in the processing facility.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking what they understand about workplace safety
- Explain the process of handling food.
- Discuss the process of hand washing.
- Define housekeeping practices.
- Explain housekeeping practices.
- Explain the need for housekeeping practices

Say

Food material should be handled properly to ensure maximum safety, minimum contamination, and minimum wastage. This will ensure that the company follows the regulations to provide the safest food to the consumer. Every food processing professional understands that clean facilities are critical to food safety. They're also critical to the safety, health, and morale of everyone who works in your plant. The Occupational Safety and Health Administration (OSHA) issues general "housekeeping" guidelines for every workplace.

Ask

- Handling of food and other related materials
- Housekeeping Practices

Notes for facilitation



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

Explain



- How can you handle food and other related materials?
- What are housekeeping practices?

Elaborate



- Describe the Handling of food and other related materials with the help of(Fig 4.8 Hand wash methods), given in the Participant Handbook.
- Describe the Handling of food and other related materials with the help of(Fig.4.9. Wearing of mask, apron, gloves), given in the Participant Handbook.
- Elucidate the Handling of food and other related materials with the help of(Fig 4.10. Handling of equipment), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of housekeeping practices.

Activity Description

- Group the students into a group of four.
- Assign a focus area to each group in housekeeping practices
- Jot down the correct housekeeping practices in front of the correct genre.

Debrief

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

Notes



A large rectangular area containing 30 horizontal lines for writing notes.

Unit4.6:- Hazard signs and various policies in the food processing unit

Unit Objectives

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

1. Identify different hazards signs in packaging workplace
2. Know about the different policies of the processing facility

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking what they understand about housekeeping practices.
- Show them the signs allotted for different hazards in the workplace.
- Explain to them the various policies in food processing units.
- Jot down their names.
- Explain every policy to the participants in detail.

Say

- Different hazard signs displayed in a packaging workplace play a crucial role in the workplace industry. Every workforce should follow the guidelines at any given time, along with the procedure of following policies in the food processing unit.

Ask

- Signs for various hazards mentioned in a packaging workplace.
- Policies in the food processing unit

Notes for facilitation

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

Explain



- What is the sign for various hazards in a particular workplace? Explain with an example.
- What is pest control policy?
- What are packaging policies?
- What is food safety policy?

Elaborate



- Describe the Signs for various hazards mentioned in a packaging workplace. with the help of(Fig 4.11. Food allergy warning), given in the Participant Handbook.
- Describe the Signs for various hazards mentioned in a packaging workplace. with the help of(Fig 4.12. Sign for protection), given in the Participant Handbook.
- Elucidate the Signs for various hazards mentioned in a packaging workplace with the help of(Fig 4.13. Multipurpose sign for protection), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of policies in the food processing unit.

Activity Description

- Group the students into a group of four.
- List the categories of different policies in the food processing unit.
- Jot down the correct policies in front of the correct food processing unit.

Debrief

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

Notes



A large rectangular area containing horizontal lines for writing notes. The lines are evenly spaced and extend across most of the width of the page. The entire notes area is enclosed within a thin orange border.

Unit4.7:- Different types of fire extinguishers and rescue from fire

Unit Objectives

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

1. Know about types of fire extinguishers and how we should operate them.
2. Understand how to rescue during a fire hazard.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking what they understand about workplace safety
- Explain the process of handling food.
- Discuss the process of hand washing.
- Define housekeeping practices.
- Explain housekeeping practices.
- Explain the need for housekeeping practices.

Say

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

Ask

- Types of fire extinguishers
- Rescue during fire hazard

Notes for facilitation



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

Explain



- How many types of fire extinguishers are there?
- How can we rescue during fire hazards?

Elaborate



Describe the Types of a fire extinguishers with the help of(Fig 4.14. Water and Foam), given in the Participant Handbook.

- Describe the Types of a fire extinguishers with the help of(Fig 4.15. Carbon Dioxide), given in the Participant Handbook.
- Elucidate the Types of a fire extinguishers with the help of(Fig 4.16. Dry Chemical), given in the Participant Handbook.
- Illustrate the Types of a fire extinguishers with the help of(Fig 4.17. Dry Powder), given in the Participant Handbook.
- Clarify the Types of a fire extinguishers with the help of(Fig 4.18. Water Mist), given in the Participant Handbook.
- Clarify the Types of a fire extinguishers with the help of(Fig 4.19. Cartridge Operated Dry Chemical), given in the Participant Handbook.
- Illustrate the Types of a fire extinguishers with the help of(Fig.4.20. Types of fire extinguishers), given in the Participant Handbook.
- Define the Rescue during fire hazard with the help of(Fig 4.21. Escape plan during Fire), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of different types of fire extinguishers

Activity Description

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

Unit4.8:- Freeing person from electrocution and use of first aid kits

Unit Objectives

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

1. Understand the various techniques that can help free a person from electrocution.
2. Understand the various situations where first-aid can be used.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking about the policies of food processing units.
- Jot down the names of different types of fire extinguishers.
- Discuss electrocution.
- Explain first aid treatment.
- Explain the need for first-aid.
- Jot down where first-aid treatment is required.
- Discuss how we can help a person who is unconscious but breathing.
- Discuss various steps of first-aid treatment
- Explain them in detail.
- Explain Bandaging.
- Explain artificial respiration and CPR.

Say

- Electrocution is defined as the death of a person by electric shock or when an electric current passes through the body. The word is derived from two words, electro and execution, but accidental deaths are also called electrocution. Being shocked and not dying is not electrocution.
- First aid is the first treatment provided to a patient or sick person for any accident or sudden illness before an ambulance arrives, the arrival of a trained paramedic or before arriving at a facility capable of providing professional medical Menon.

Ask

- Electrocutation
- Need for first aid

Notes for facilitation

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

Explain

- What do you mean by Electrocutation?
- What is? What are the aims of first aid?

Elaborate

- Describe the Electrocutation with the help of(Fig 4.22. Various techniques for electrocutation rescue), given in the Participant Handbook.
- Describe the Need for first aid with the help of(Fig. 4.23. Bandaging), given in the Participant Handbook.
- Elucidate the Need for first aid with the help of(Fig 4.24. Artificial respiration), given in the Participant Handbook.
- Illustrate the Need for first aid with the help of(Fig 4.25. Cardiopulmonary resuscitation), given in the Participant Handbook.

Activity

Brief

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

Activity Description

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

Debrief

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

Notes



A large rectangular area enclosed in an orange border, containing 30 horizontal black lines for writing notes.

Unit4.9:- Handling and reporting of an accident or medical emergency

Unit Objectives

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

1. Know the way to respond in an accident or medical emergency.
2. The aim of this unit is that you would be able to learn how to prepare an accident/incident report.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking what they understand about housekeeping practices.
- Show them the signs allotted for different hazards in the workplace.
- Explain to them the various policies in food processing units.
- Jot down their names.
- Explain every policy to the participants in detail.

Say

- Different hazard signs displayed in a packaging workplace play a crucial role in the workplace industry. Every workforce should follow the guidelines at any given time, along with the procedure of following policies in the food processing unit.

Ask

- Ways to respond to a medical emergency

Notes for facilitation

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

Explain



- Ways to respond to a medical emergency
- Preparation of accident report

Elaborate



- Describe the Preparation of the accident report with the help of(Table 4.6 Document for reporting an incident/accident), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of documents needed for reporting an incident or accident

Activity Description

- Group the students into a group of four.
- List the categories of different documents required for reporting an incident or accident
- Jot down the correct document along with the correct incident or accident

Debrief

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

Notes



Unit 4.10 How to move people during an emergency?

Unit Objectives

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

1. The aim of this unit is that you would be able to move injured and other people during an emergency.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking about a medical emergency.
- Jot down the steps to handle a medical emergency.
- Jot down different ways to move an injured person.
- State vertical evacuation.
- State horizontal evacuation

Say

Whenever an emergency arises, we must follow specific steps in a proper manner to counter the problems. The following steps should be considered:

- A person shouldn't get panic w.r.t. any emergency
- You should report the situation to the concerned person or your supervisors.
- You should be prepared with portable fire extinguishers and a water source.
- The workstation should be vacated, considering the safety of every individual.
- You must do the following things are an emergency:
- You should report this to the respective person in power or senior.
- You should take appropriate steps to take corrective actions.

Ask

- Steps to handle an emergency
- A different way to move an injured person

Notes for facilitation



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

Explain



- What are the steps to handle an emergency?
- What are the different ways to move an injured person?

Elaborate



- Describe the Different ways to move an injured person with the help of(Fig 4.26. Way to move an injured person), given in the Participant Handbook.
- Describe the Different ways to move an injured person with the help of(Fig. 4.27. log roll to move an injured person), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of different ways to move an injured person

Activity Description

- Group the students into a group of four.
- List the categories of different ways to move an injured person
- Jot down the correct ways to move an injured person

Debrief

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

Notes



A large rectangular area containing 30 horizontal lines for writing notes.



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National
Skill Development
Corporation

Transforming the skill landscape



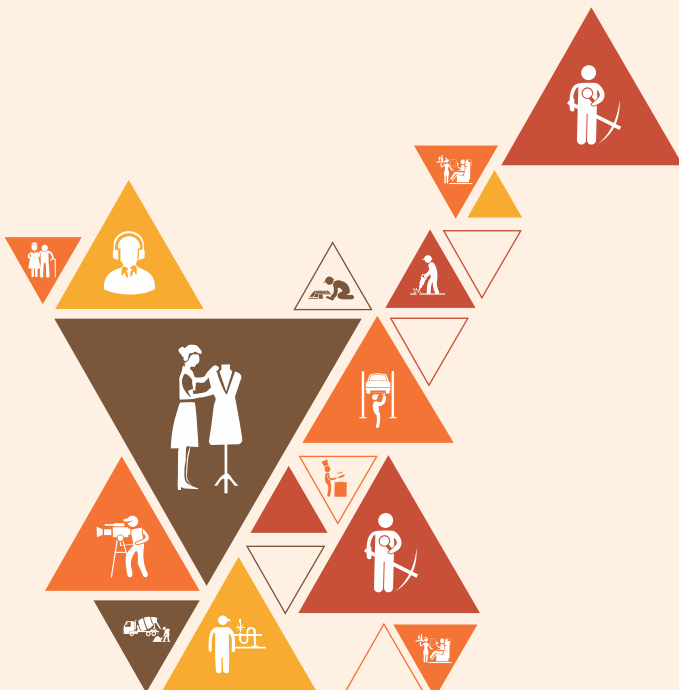
5. Work effectively with others

Unit 5.1- Receive and pass on information along with effective communication from supervisors and fellow workers

Unit 5.2- Behaviour at the workplace with effectiveness and efficiently

Unit 5.3- Various skills for effective working in a workplace

Unit 5.4- Demonstrate responsible and disciplined behaviours



Key Learning Outcomes



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

1. How to be able to follow instructions.
2. Reporting any problems & results of your task.
3. Receive information correctly & instructions from the supervisors and fellow workers
4. Know about tools for conveying information to authorized persons.
5. Know key points about clear and effective communication
6. Know ways to display helpful behaviour at the workplace.
7. State key points on carrying out the task by consulting and assisting others
8. Learn the benefits of active listening skills
9. Learn active listening techniques.
10. Importance of appropriate pitch
11. The importance of appropriate tone
12. The importance and tips of appropriate language
13. Significant points to be kept in mind during the display of disciplined behaviour .
14. Significant points to be kept in mind during the display of responsible behaviour.

Unit 5.1 :- Receive and pass on information along with effective communication from supervisors and fellow workers

Unit Objectives

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

1. How to be able to follow instructions.
2. Reporting any problems & results of your task.
3. Receive information correctly & instructions from the supervisors and fellow workers
4. Know about tools for conveying information to authorized persons.
5. Know key points about clear and effective communication.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking about what they have done in the previous module.
- Explain how one can be able to receive information.
- Enlist the various tools for conveying information.
- Jot down their names and discuss.
- State key points of effective communication.

Say

There are some important aspects to remember when receiving information from your supervisor and fellow worker.

1. Be focused:
2. Listen
3. Watch
4. Ask question
5. Write down
6. Execution

Ask

- Process of receiving an information
- Tools for conveying instructions
- Key points of effective communication

Notes for facilitation

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

Explain

- What is the Process of receiving information?
- What are the Tools for conveying instructions?
- Clarify the Key points of effective communication.

Elaborate

- Key points of effective communication
- Record keeping

Activity

Brief

- Each group must develop a list of different types of tools for conveying instructions.

Activity Description

- Group the students into a group of four.
- List how we can use different types of tools for conveying instructions.
- Discuss them in detail

Debrief

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

Unit 5.2:- Behavior at the workplace with effectiveness and efficiently

Unit Objectives

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

1. Know ways to display helpful behaviour at the workplace.
2. State key points on carrying out the task by consulting and assisting others

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking about what they understand by effective communication.
- State the ways to display your helpful behaviour.
- State the key points for effective working.
- Discuss appropriate communication etiquette.

Say

- Helpful behaviour should be displayed by helping others accomplish assignments in an appositve way, where needed and feasible.
- To maximize effectiveness and efficiency in carrying out jobs, discuss with others and also take help when needed
- Appropriate communication etiquette should be displayed while working.

Ask

- Ways to display your helpful behaviour
- Key points for effective working
- Appropriate communication etiquette

Notes for facilitation



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

Explain



- Ways to display your helpful behaviour
- Key points for effective working
- Appropriate communication etiquette

Elaborate



- Ways to display your helpful behaviour
- Key points for effective working
- Appropriate communication etiquette

Activity



Brief

- Each group must develop a list of key points of effective working

Activity Description

- Group the students into a group of four.
- Please elaborate on how we can develop effective working

Debrief

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

Notes



A large rectangular area containing 30 horizontal lines for writing notes.

Unit 5.3:- Various skills for effective working in a workplace

Unit Objectives

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

1. Learn the benefits of active listening skills
2. Learn active listening techniques.
3. Importance of appropriate pitch
4. The importance of appropriate tone
5. The importance and tips of appropriate language

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking about what they understand about communication etiquette.
- Discuss active listening.
- State verbal signs of active listening.
- State non-verbal signs of active listening.
- State the importance of proper tone.
- State the importance of proper pitch.
- State the importance of effective language

Say

- Active listening skills should be displayed while communicating with other personnel at work. There are some Verbal & non-verbal signs of active listening skills. Use of proper tone, pitch & language should be there to convey politeness, care, professionalism & assertiveness,

Ask

- Active Listening
- Importance of proper tone, pitch and language in the workplace

Notes for facilitation



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

Explain



- What is Active Listening?
- Describe the Importance of proper tone, pitch and language in the workplace.
- Clarify the importance of the right tone.

Elaborate



- Describe the Importance of proper tone, pitch and language in the workplace with the help of(Fig 5.1 Communication tool), given in the Participant Handbook.

Activity



Brief

- Each group must develop a list of the Importance of proper tone, pitch and language in the workplace

Activity Description

- Group the students into a group of four.
- List the importance of proper tone, pitch and language in the workplace
- Use it in your allotted group
- Jot down the result

Debrief

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

Unit 5.4:- Demonstrate responsible and disciplined behaviours

Unit Objectives

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

1. Significant points to be kept in mind while displaying disciplined behaviour.
2. Significant points to be kept in mind while displaying responsible behaviour.

Resources to be Used

- Whiteboard/Chart papers
- Marker

Do

- Start the class by asking about the importance of pitch, tone and language.
- Demonstrate disciplined and responsible behaviours.
- State how to escalate complaints and problems with the relevant authority.
- State how to classify complaints.

Say

There is an important key for executing disciplined and responsible behaviour, which demonstrate responsible and disciplined behaviours and escalate complaints & problems to the relevant authority as per systems to select them and bypass dispute.

Ask

- Disciplined and responsible behaviours
- Escalation of complaints & problems to the relevant authority

Notes for facilitation

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

Explain

- What do you mean by Disciplined and responsible behaviours?
- Elaborate escalation of complaints & problems to the relevant authority.
- How can we establish a system?

Elaborate

- What do you mean by Disciplined and responsible behaviours?
- Elaborate escalation of complaints & problems to the relevant authority
- What is the important key to executing disciplined and responsible behaviour?

Activity**Brief**

- Each group must develop an executing system.

Activity Description

- Group the students into a group of four.
- List the categories of establishing the system in your group
- Jot down your experience with it

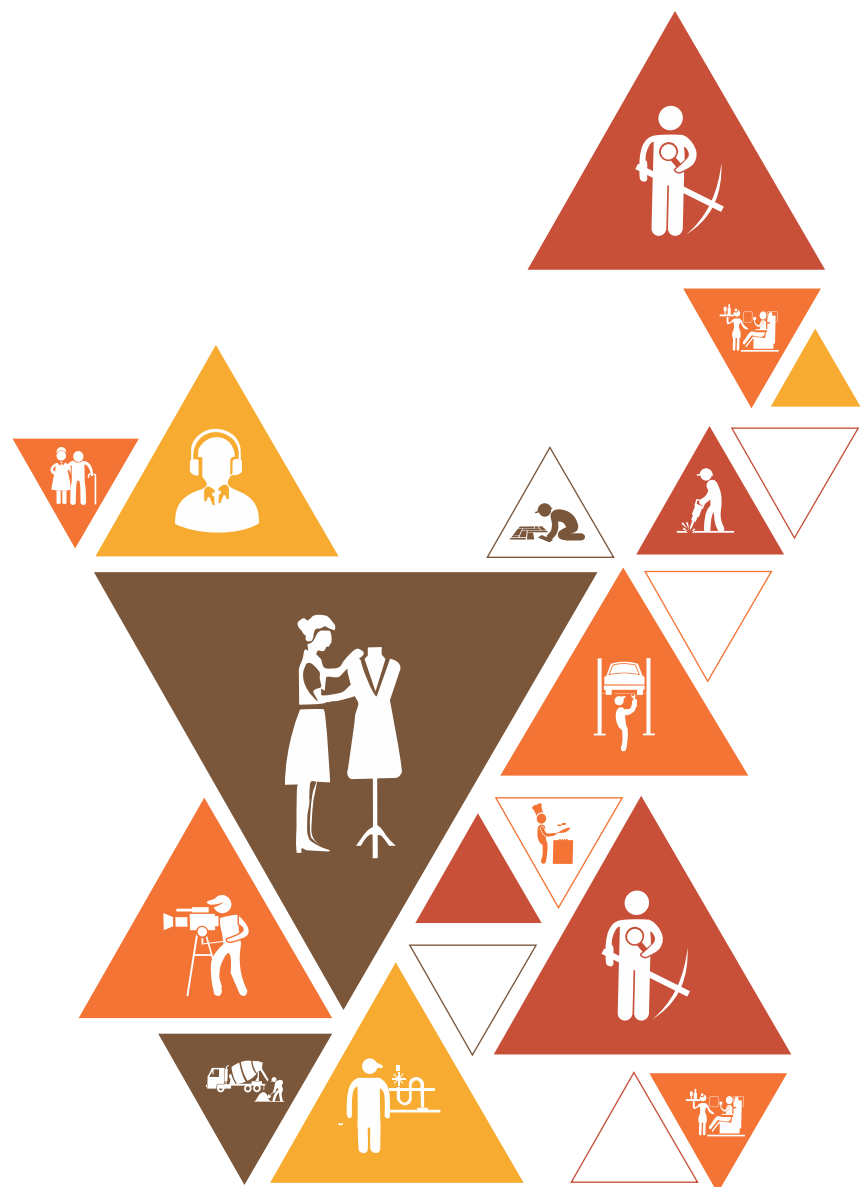
Debrief

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

Notes



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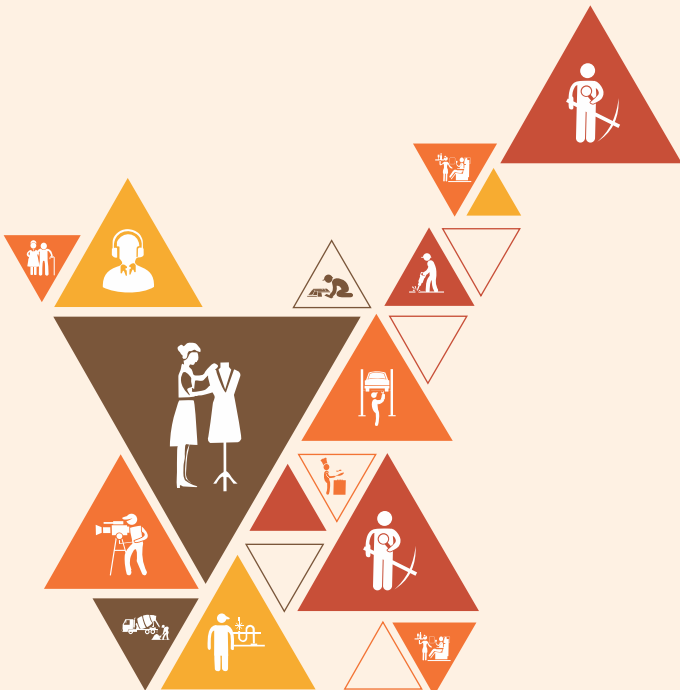


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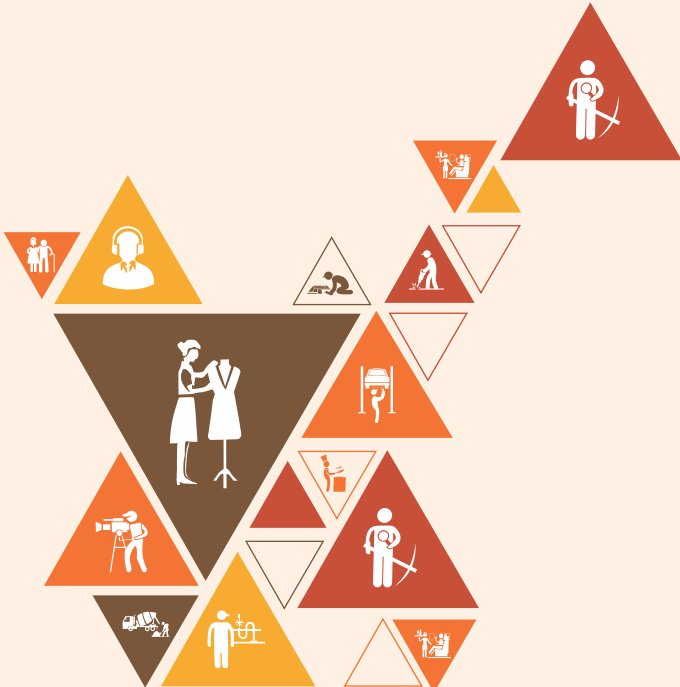






Annexures

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



Annexure I

(Training Delivery Plan)

Program Name:	Packing Machine Worker Food Processing		
Qualification Pack and reference ID	Multi Sectorial- FIC/Q7002		
Version No.	3.0	Version Update Date	19/07/2023
Pre-Requisite License or Training	NA		
Training Outcomes	<p>At the end of the program, the learner will be able to:</p> <ul style="list-style-type: none"> • Perform various packing related activities • Monitor the packaging production line • Perform post packaging activities • Understand and carry out safe working practice • Understand the importance of working safely in an industry • Understand the norms for working in a team 		

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
1.	Monitor packing machines for various processed food products FIC/N7024	Introduction to the training program	1. Introduce to fellow participants and the trainer. 2. Explain food processing and its sub-sectors 3. Discuss the current market and future trends of food processing sector	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Whiteboard/Chart papers, Marker	T:04 P:00
		Organizational standards and norms	1. Discuss the roles and responsibilities of a packing machine worker	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	T:04 P:06
			2. Describe importance of personal hygiene and sanitation	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	T:02 P:04

(Training Delivery Plan)

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Monitor packing machines for various processed food products and identify nonstandard output	1. Discuss the working of packaging machines	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	T:40 P:40
			2. Demonstrate the tasks to be performed for packing the food products	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	T:20 P:60
2.	Use basic health and safety practices at a food processing work place FIC/N9002	Use basic health and safety practices at a Food processing workplace	1. Discuss the different work safety practices	FIC/N9002	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:05 P:10
			2. Demonstrate how to provide first aid at the workplace	FIC/N9002	Instructor-led training, Activity-based Learning, Group	Computer Projection Equipment Power Point Presentation and software Facilitator's Guide Participant's Handbook.	T:05 P:10
		Introduction to the training program	1. Introduce to fellow participants and the trainer. 2. Explain food processing and its sub-sectors 3. Discuss the current market and future trends of food processing sector	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Whiteboard/Chart papers, Marker	T:04 P:00
1.	Monitor packing machines for various processed food products FIC/N7024	Organizational standards and norms	1. Discuss the roles and responsibilities of a packing machine worker	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	T:04 P:06
			2. Describe importance of personal hygiene and sanitation	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	T:02 P:04

(Training Delivery Plan)

S No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools Aids	Duration
		Monitor packing machines for various processed food products and identify nonstandard output	1. Discuss the working of packaging machines	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	T:40 P:40
			2. Demonstrate the tasks to be performed for packing the food products	FIC/N7024	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Laptop, white board, marker, chart papers, projector, trainer's guide and student handbook, protective gloves, head caps, aprons, safety goggles, safety boots, mouth masks, sanitizer, safety manual	T:20 P:60
2.	Use basic health and safety practices at a food processing work place FIC/N9002	Use basic health and safety practices at a Food processing workplace	1. Discuss the different work safety practices	FIC/N9002	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:05 P:10
			2. Demonstrate how to provide first aid at the workplace	FIC/N9002	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:05 P:10
3	Work Effectively with others CSC/N1336	Work effectively with others	1. Discuss the different work safety practices	CSC/N1336	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:06 P:10
			2. Demonstrate how to provide first aid at the workplace	CSC/N1336	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:04 P:10
4	Employability Skills DGT/VSQ/N0101	Employability Skills	1. Display helpful behaviour by assisting others in performing tasks in a positive manner, where required and possible	DGT/VSQ/N0101	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	T:06 P:10
			2. Demonstrate how to consult with and assist others to maximize effectiveness and efficiency in carrying out tasks	DGT/VSQ/N0101	Instructor-led training, Activity-based Learning, Group discussions or Role-playing	Training kit (Trainer guide, Presentations), Whiteboard, Marker, Projector, Laptop, Presentation, Participant Handbook and Related Standard Operating Procedures	T:06 P:08

Annexure - II

Assessment Criteria

CRITERIA FOR ASSESSMENT FOR TRAINEES

Job Role	Packing Machine Worker Food Processing
Qualification Pack	FIC/Q7002
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 packing machines for various processed food products	Set up the sales counter for day's work	8	25	-	5
	<i>Prepare for packing-by-packing machine</i>				
	PC1. obtain packing specifications from authorized source eg. supervisor, team lead, ERP system, etc	-	-	-	-
	PC2. identify food product to be packed and its specification in terms of quantity and quality	-	-	-	-
	PC3. ensure inflow of food product to be packed is suitable as per specifications	-	-	-	-
	PC4. identify packing material to be obtained, their quantities and any quality criteria that is to be adhered to before packing material: sheets, boxes, cans, or rolls made of plastic, paper, cardboard, cloth or metal; bottles, etc	-	-	-	-
	PC5. obtain packing material as per the job specification received	-	-	-	-
	PC6. check if the packing material is as per required quantity and quality standard	-	-	-	-
	PC7. ensure the packing machine is in operating condition	-	-	-	-
	PC8. use the appropriate personal protective equipment(PPE)	-	-	-	-
	PC9. ensure environmental requirements for packing of the particular food item are in place as per operational guidelines environmental requirements: e.g. temperature requirements, moisture requirements, non-contamination requirements, cleanliness and hygiene requirements, ventilation requirements, etc.	-	-	-	-
	PC10. load, position, or feed the food product in the packing machine as per manufactures guidelines and packing specifications packing machine: in continuation with the food processing line, separate machine from the food processing line	-	-	-	-
	PC11. load, position or feed the packing materials in the packing machine as per manufactures guidelines and packing specifications	-	-	-	-
	<i>Conduct pre-checks before starting the packing production line</i>	4	12	-	
	PC12. enter the operating parameters as per the production requirements given in the packing specification	-	-	-	-
	PC13. produce sample packing and check if the packing is as per specifications	-	-	-	-
	PC14. adjust operating parameters to correct the faults identified in the samples till the packing is as per acceptable standards	-	-	-	-
	PC15. monitor equipment to identify any discrepancy in operating conditions	-	-	-	-
	PC16. report the discrepancies identified to the supervisor or maintenance staff as per operational guidelines	-	-	-	-
	<i>Monitor the packing production line</i>	9	23	-	-
PC17. start production as per workplace procedures, taking all safety and hygiene related precautions	-	-	-	-	
PC18. monitor the packing production line to ensure that there are no discrepancies as per standard	-	-	-	-	

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC19. identify non-standard output product by visual inspection				
	PC20. perform integrity testing on the packed items as per operational guidelines	-	-	-	-
	PC21. segregate and label the non-standard materials and packages which do not meet the specification				
	PC22. hand over standard and non-standard packed products as per operational guidelines, with minimum damage	-	-	-	-
	PC23. maintain the supply of packing materials throughout the run				
	PC24. ensure that the required output rates are maintained				
	PC25. identify discrepancies, non-standard out-put, problems and immediately report to the supervisor to ensure immediate resolution of the problem	-	-	-	-
	PC26. shut down the packing production line in case of emergencies				
	<i>Perform post production activities</i>	2	10	-	-
	PC27. follow the correct procedures for the removal of waste				
	PC28. clean the machine after use as per operational guidelines and manufacture's guidelines	-	-	-	-
	PC29. identify and report equipment faults as per operational guidelines				
	PC30. Store re-usable materials and equipment in designated area in a condition ready for re-use	-	-	-	-
	PC31. Perform relevant documentation like production details, quality details, maintenance details, etc.	-	-	-	-
	<i>Process Compliances</i>	2	5	-	-
	PC32. comply with relevant legislation for food processing and packaging norms Norms: Food Safety and Standards Act, 2006 - Packaging and Labeling Regulations, relevant HACCP guidelines, relevant ISO 22000 guidelines, regulations with respect to the food item being packed, etc.	-	-	-	-
	PC33. adhere to organizational and FSSAI standards, policies and procedures with respect to operation of the food item packing machine	-	-	-	-
	Total Marks	25	75		
Use basic health and safety practices at a food processing workplace	<i>Health and safety</i>	16	31		
	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				

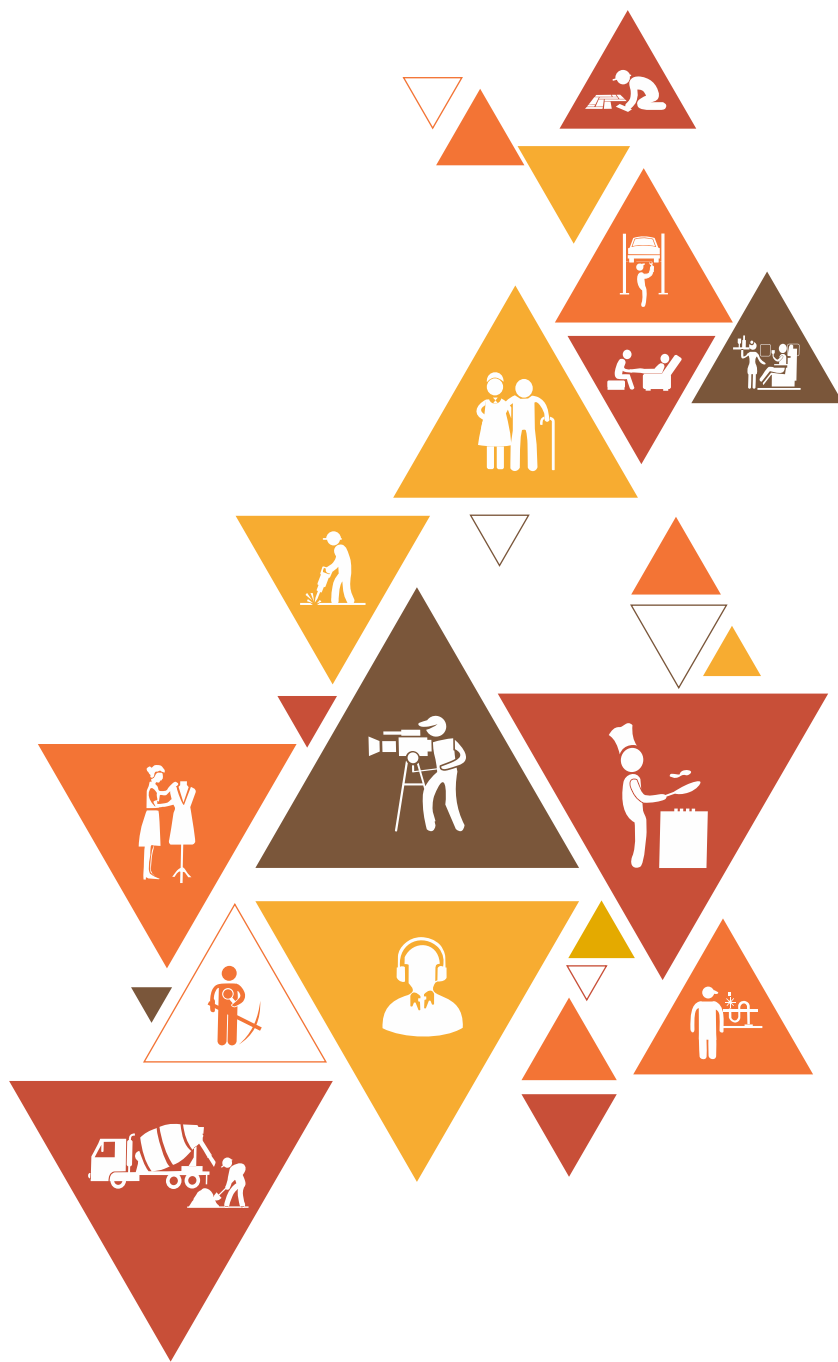
NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC6.state location of general health and safety equipment in the workplace	-	-	-	-
	PC7.work safely in and around trenches, elevated places and confined areas				
	PC8.handle all food and related material safely 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>	4	11	-	-
	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	-	-	-	-
	PC15.demonstrate the correct use of a fire extinguisher	-	-	-	-
	<i>Emergencies, rescue and first-aid procedures 12 26</i>	12	26	-	-
	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 environment				
	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				
	NOS Total	32	68	-	-
Employability Skills	<i>Introduction to Employability Skills</i>				
	PC1. understand the significance of employability skills in meeting the job requirements	1	1	-	-
	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	-	-	-	-

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC4. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
	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 & 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 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 & 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	-	-	-	-

NOS	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	<i>Essential Digital Skills</i>	3	6	-	-
	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				
	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>	2	3	-	-
	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>	2	2	-	-
	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 & Jobs</i>	2	3	-	-
	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 confidence, during recruitment and selection				
	PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	Total Marks	20	30	-	-

Annexure - III

S.No	Unit Name	Topic Name	Page No	Link for QR Code	QR Code
1	Unit 1 - Introduction to training program and overview of food processing industry	Overview of The Food Industry	9	https://youtu.be/J-2EiMVNtpM	
2	Unit 1 - Introduction to training program and overview of food processing industry	Overview of the food packaging industry	9	https://youtu.be/yONbvkdwaY	
3	Unit 1 - Introduction to training program and overview of food processing industry	Orientation Video of Packing Machine Worker	9	https://youtu.be/tdn267WByOY	
4	Unit 3 - Packing machines for various processed food products and identify nonstandard output	Different Types of Packaging	63	https://youtu.be/iTNRv0IZacl	
5	Unit 3 - Packing machines for various processed food products and identify nonstandard output	Packaging and Storage of Finished Product	63	https://youtu.be/Ta18d6lJO3o	
6	Unit 8 - Employability & Entrepreneurship Skills	Introduction to Entrepreneurship		https://youtu.be/BzeoC3mSDgg	
7	Unit 8 - Employability & Entrepreneurship Skills	Business Opportunities in Entrepreneurship		https://youtu.be/s8poBVRm-n8	
8	Unit 8 - Employability & Entrepreneurship Skills	Traits of an Entrepreneur		https://youtu.be/3uEqWH9oWls	
Employability Skills (30 Hrs)				https://www.skillindiadigital.gov.in/content/list	





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

Email: admin@ficsi.in

Web: www.ficsi.in

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