



## **QUALIFICATION FILE**

### **Preservation Technician-Fruits and Vegetables**

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☒ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

**NCrF/NSQF Level: 3.0**

**Submitted By:**

**Food Industry Capacity and Skill Initiative (FICSI)**

**Shriram Bharatiya Kala Kendra, 3rd floor**

**1, Copernicus Marg, Mandi House, New Delhi- 110001**

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## Section 1: Basic Details

| 1.     | <b>Qualification Name</b>                                                                                                                                                             | <b>Preservation Technician-Fruits and Vegetables</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------|-----------------------------------------------------------|----|-------------------------------|--|----|-----------------|------------------------------------------|----|---------------------------------------------------|------------------------------------------|----|---------------------------------------------------|--------------------------------------------|
| 2.     | <b>Sector/s</b>                                                                                                                                                                       | <b>Food Processing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 3.     | <b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options<br><input type="checkbox"/> OEM | <b>NQR Code &amp; version of existing/previous qualification:</b> 2021/FI/FICSI/04795 and Version 1.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Qualification Name of existing/previous version:</b> Preservation Technician-Fruits and Vegetables |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 4.     | <b>a. OEM Name</b><br><b>b. Qualification Name</b><br>(Wherever applicable)                                                                                                           | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 5.     | <b>National Qualification Register (NQR) Code &amp;Version</b><br>(Will be issued after NSQC approval)                                                                                | QG-03-FI-03892-2025-V2-FICSI & version 2.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>6. NCrF/NSQF Level:</b> 3.0                                                                        |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 7.     | <b>Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</b>                                | Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 8.     | <b>Brief Description of the Qualification</b>                                                                                                                                         | A Preservation Technician – Fruits and Vegetables is responsible for executing preservation processes such as drying, canning, and freezing to extend the shelf life of produce while maintaining its quality and safety. The individual ensures proper sorting, washing, peeling, blanching, and packing of fruits and vegetables.                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 9.     | <b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>                                                                                                            | <b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>10th Grade pass or Equivalent</td> <td></td> </tr> <tr> <td>2.</td> <td>08th Grade Pass</td> <td>3-years of experience in food processing</td> </tr> <tr> <td>3.</td> <td>Previous relevant Qualification of NSQF Level 2.0</td> <td>3-years of experience in food processing</td> </tr> <tr> <td>4.</td> <td>Previous relevant Qualification of NSQF Level 2.5</td> <td>1.5-years of experience in food processing</td> </tr> </tbody> </table> <b>b. Age:</b> NA |                                                                                                       | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1. | 10th Grade pass or Equivalent |  | 2. | 08th Grade Pass | 3-years of experience in food processing | 3. | Previous relevant Qualification of NSQF Level 2.0 | 3-years of experience in food processing | 4. | Previous relevant Qualification of NSQF Level 2.5 | 1.5-years of experience in food processing |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable)                                                                                                                    | Required Experience (with Specialization - if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 1.     | 10th Grade pass or Equivalent                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 2.     | 08th Grade Pass                                                                                                                                                                       | 3-years of experience in food processing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 3.     | Previous relevant Qualification of NSQF Level 2.0                                                                                                                                     | 3-years of experience in food processing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 4.     | Previous relevant Qualification of NSQF Level 2.5                                                                                                                                     | 1.5-years of experience in food processing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 10.    | <b>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b>                                                                        | 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>11. Common Cost Norm Category (I/II/III) (wherever applicable):</b> I                              |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |
| 12.    | <b>Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</b>                                                                                | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                       |        |                                                                    |                                                           |    |                               |  |    |                 |                                          |    |                                                   |                                          |    |                                                   |                                            |

| 13.                     | <b>Training Duration by Modes of Training Delivery</b> ( <i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i> ) | <input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended<br><table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>120</td> <td>210</td> <td>60</td> <td></td> <td>390</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Training Delivery Modes | Theory (Hours)          | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | Classroom (offline) | 120 | 210 | 60 |  | 390 | Online |  |  |  |  |  |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------|-----------------------|-------------------------|---------------|---------------------|-----|-----|----|--|-----|--------|--|--|--|--|--|
| Training Delivery Modes | Theory (Hours)                                                                                                                                                               | Practical (Hours)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | OJT Mandatory (Hours)   | OJT Recommended (Hours) | Total (Hours)     |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |
| Classroom (offline)     | 120                                                                                                                                                                          | 210                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60                      |                         | 390               |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |
| Online                  |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                         |                         |                   |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |
| 14.                     | <b>Aligned to NCO/ISCO Code/s</b> ( <i>if no code is available mention the same</i> )                                                                                        | NCO2015/7514.0700                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                         |                   |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |
| 15.                     | <b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )                                                       | <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">             Preservation Technician-Fruits and Vegetables (L3)           </div> <div style="font-size: 2em;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">             Multi skill Technician-Food Processing Industries(Level 4)           </div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |                         |                   |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |
| 16.                     | <b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>                                                                          | Hindi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |                         |                   |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |
| 17.                     | <b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>                                                                             | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><b>URLs of similar Qualifications:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                         |                         |                   |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |
| 18.                     | <b>Is the Job Role Amenable to Persons with Disability</b>                                                                                                                   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><b>If "Yes", specify applicable type of Disability:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |                         |                   |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |
| 19.                     | <b>How Participation of Women will be Encouraged</b>                                                                                                                         | <p>The food processing sector has witnessed significant participation of women at the household level. FICSI aims to further enhance this by providing targeted training programs for women entrepreneurs in various food processing activities, such as pickle, jam, jelly, squash preparation, and bread and bakery products. By equipping women with the necessary skills and knowledge, FICSI encourages them to start their own ventures and contributes to their economic empowerment.</p> <p>To support these initiatives, FICSI will offer handholding support for setting up businesses, ensuring that women have the guidance and resources they need to succeed. Additionally, FICSI proposes to upskill self-help groups through specialized training and capacity-building programs. These efforts aim to provide enhanced livelihood opportunities and foster entrepreneurial qualities among the beneficiaries, thereby increasing women's participation in the food processing sector.</p> <p>Furthermore, FICSI plans to undertake projects aimed at upskilling street food vendors, providing them with better livelihood opportunities and inculcating entrepreneurial qualities. FICSI is committed to creating an inclusive environment that supports and encourages the participation of women in various job roles within the food processing industry.</p> |                         |                         |                   |                       |                         |               |                     |     |     |    |  |     |        |  |  |  |  |  |

|     |                                                                                                                                                          |                                                                                                                                                                                                                              |                                  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 20. | <b>Are Greening/ Environment Sustainability Aspects Covered</b> <i>(Specify the NOS/Module which covers it)</i>                                          | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><b>(Covered in FIC/N9906 and DGT/VSQ/N0101)</b>                                                                                                       |                                  |
| 21. | <b>Is Qualification Suitable to be Offered in Schools/Colleges</b>                                                                                       | Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                                                   |                                  |
| 22. | <b>Name and Contact Details of Submitting / Awarding Body SPOC</b><br><i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i> | Name: Mr. Sunil K Marwah<br>Email: <a href="mailto:admin@ficsi.in">admin@ficsi.in</a><br>Website: <a href="https://www.ficsi.in/">https://www.ficsi.in/</a><br><div style="text-align: right;">Contact No.: 9711260230</div> |                                  |
| 23. | <b>Final Approval Date by NSQC: 18 -02-2025</b>                                                                                                          | 24. Validity Duration: 3 years                                                                                                                                                                                               | 25. Next Review Date: 17-02-2028 |

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

#### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job Training **Man.**-Mandatory **Rec.**-Recommended **Proj.**-Project

| S. No                                    | NOS/Module Name                                     | NOS/Module Code & Version<br>(if applicable) | Core/ Non-Core | NCrF/NS QF Level | Credits as per NCrF | Training Duration (Hours) |            |           |          |            | Assessment Marks |            |       |           |            |                               |
|------------------------------------------|-----------------------------------------------------|----------------------------------------------|----------------|------------------|---------------------|---------------------------|------------|-----------|----------|------------|------------------|------------|-------|-----------|------------|-------------------------------|
|                                          |                                                     |                                              |                |                  |                     | Th.                       | Pr.        | OJT-Man.  | OJT-Rec. | Total      | Th.              | Pr.        | Proj. | Viva      | Total      | Weightage (%) (if applicable) |
| 1.                                       | Prepare for production                              | FIC/N9026, v1.0                              | Non-Core       | 3.0              | 2                   | 20                        | 40         | -         | -        | 60         | 30               | 50         | -     | 20        | 100        | 20                            |
| 2.                                       | Carry out the preservation of fruits and vegetables | FIC/N0203, v2.0                              | Core           | 3.0              | 9                   | 60                        | 150        | 60        | -        | 270        | 30               | 50         | -     | 20        | 100        | 50                            |
| 3.                                       | Apply food safety guidelines in Food Processing     | FIC/N9906, v1.0                              | Non-Core       | 3.0              | 1                   | 10                        | 20         | -         | -        | 30         | 30               | 60         | -     | 10        | 100        | 20                            |
| 4.                                       | Employability Skills (30 Hours)                     | DGT/VSQ/N0101, v1.0                          | Non-Core       | 2.0              | 1                   | 30                        | -          | -         | -        | 30         | 20               | 30         | -     | -         | 50         | 10                            |
| <b>Duration (in Hours) / Total Marks</b> |                                                     |                                              |                |                  | <b>13</b>           | <b>120</b>                | <b>210</b> | <b>60</b> |          | <b>390</b> | <b>110</b>       | <b>190</b> |       | <b>50</b> | <b>350</b> | <b>100</b>                    |

### Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 50 %** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise: 50 %** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

### Section 3: Training Related

|    |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>        | B.Sc./B.Tech. in Food Processing/Food Technology/Food Engineering with 2 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in training of Preservation Technician-Fruits and Vegetables.<br>OR<br>M.Sc./M.Tech. in Food Processing/Food Technology/Food Engineering with 1 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in training of Preservation Technician-Fruits and Vegetables. |
| 2. | <b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i> | B.Sc./B.Tech. in Food Processing/Food Technology/Food Engineering with 5 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in training of Preservation Technician-Fruits and Vegetables.<br>OR<br>M.Sc./M.Tech. in Food Processing/Food Technology/Food Engineering with 4 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in training of Preservation Technician-Fruits and Vegetables. |
| 3. | <b>Tools and Equipment Required for Training</b>                                                                        | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(If "Yes", details to be provided in Annexure)</i>                                                                                                                                                                                                                                                                                                                                          |
| 4. | <b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>                                 | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### Section 4: Assessment Related

|    |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Assessor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i> | B.Sc./B.Tech. in Food Processing/Food Technology/Food Engineering with 3 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in assessment of Preservation Technician-Fruits and Vegetables.<br>OR<br>M.Sc./M.Tech. in Food Processing/Food Technology/Food Engineering with 2 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in assessment of Preservation Technician-Fruits and Vegetables. |
| 2. | <b>Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>  | B.Sc./B.Tech. in Food Processing/Food Technology/Food Engineering with 3 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in assessment of Preservation                                                                                                                                                                                                                                                                           |

|    |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                              | Technician-Fruits and Vegetables.<br>OR<br>M.Sc./M.Tech. in Food Processing/Food Technology/Food Engineering with 2 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in assessment of Preservation Technician-Fruits and Vegetables.                                                                                                                                                                                              |
| 3. | <b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i> | B.Sc./B.Tech. in Food Processing/Food Technology/Food Engineering with 6 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in assessment of Preservation Technician-Fruits and Vegetables.<br>OR<br>M.Sc./M.Tech. in Food Processing/Food Technology/Food Engineering with 5 years of experience in Preservation of Fruits and Vegetables and 1 year of experience in assessment of Preservation Technician-Fruits and Vegetables. |
| 4. | <b>Assessment Mode</b> <i>(Specify the assessment mode)</i>                                                                  | Offline                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5. | <b>Tools and Equipment Required for Assessment</b>                                                                           | <input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>                                                                                                                                                                                                                                                                        |

## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

|    |                                                                                                                                                           |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> No                                                                                       |
| 2. | <b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> No                                                           |
| 3. | <b>Government /Industry initiatives/ requirement (Yes/No):</b> No                                                                                         |
| 4. | <b>Number of Industry validation provided:</b> 21                                                                                                         |
| 5. | <b>Estimated nos. of persons to be trained and employed:</b> 1000                                                                                         |
| 6. | <b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> <i>This is an old QP. We have Ministry concurrence</i><br>If "No", why: |



## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

|     |                                                                                                                      |          |
|-----|----------------------------------------------------------------------------------------------------------------------|----------|
| 1.  | <b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)                      | Attached |
| 2.  | <b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course) | Attached |
| 3.  | <b>Annexure:</b> Detailed Assessment Criteria (Mandatory)                                                            | Attached |
| 4.  | <b>Annexure:</b> Assessment Strategy (Mandatory)                                                                     | Attached |
| 5.  | <b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")               | NA       |
| 6.  | <b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)              | NA       |
| 7.  | <b>Annexure:</b> Acronym and Glossary (Optional)                                                                     | Attached |
| 8.  | <b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)                                               | Attached |
| 9.  | <b>Supporting Document:</b> Career Progression (Mandatory - Public view)                                             | Attached |
| 10. | <b>Supporting Document:</b> Occupational Map (Mandatory)                                                             | Attached |
| 11. | <b>Supporting Document:</b> Assessment SOP (Mandatory)                                                               | Attached |
| 12. | <b>Any other document you wish to submit:</b>                                                                        | No       |

### Annexure 1: Evidence of Level

| NCrf/NSQF Level Descriptors                       | Key requirements of the job role/ outcome of the qualification                                                                                                                                                                                                                                                                                                                                                                  | How the job role/ outcomes relate to the NCrf/NSQF level descriptor                                                                                                                                                                                                                                                                                                          | NCrf/NSQF Level |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Professional Theoretical Knowledge/Process</b> | <b>Prepare for production</b> <ul style="list-style-type: none"> <li>Plan for production</li> <li>Clean and maintain work area, machineries, and tools for production</li> <li>Organize for production</li> </ul> <b>Carry out the preservation of fruits and vegetables</b> <ul style="list-style-type: none"> <li>Dry fruits and vegetable</li> <li>Can fruits and vegetables</li> <li>Freeze fruits and vegetable</li> </ul> | The Preservation Technician- Fruits and Vegetables should be able to efficiently carry out the preservation of fruits and vegetables while applying specialized knowledge and proficient procedural skills. They should also understand operational processes, time, and quality management to ensure high standards in drying, canning, and freezing fruits and vegetables. | 3.0             |

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                             | <b>Apply food safety guidelines in Food Processing</b> <ul style="list-style-type: none"> <li>• Apply personal hygiene and follow Good Manufacturing practices at the workplace</li> <li>• Implement Food Safety and pre-requisite programs (PRP) at the workplace</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Additionally, the technician must adhere to food safety guidelines, maintaining personal hygiene, following Good Manufacturing Practices (GMP), and implementing food safety and pre-requisite programs (PRP) to meet customer expectations. Hence, it falls under Level 3.</p>                                                                                                                                                                                                                                                                                                                                                        |     |
| <b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b> | <b>Factual knowledge of field of employment or study</b> <ul style="list-style-type: none"> <li>• Knowledge of different preservation methods for fruits and vegetables, such as drying, freezing, canning, and pickling.</li> <li>• Understand the properties of fruits and vegetables that influence preservation techniques, including moisture content, pH levels, and susceptibility to spoilage.</li> <li>• Know how to evaluate the quality and freshness of fruits and vegetables before processing for preservation.</li> <li>• Knowledge of appropriate equipment and tools used in preservation processes, such as dryers, blanchers, and freezing units.</li> <li>• Understand the importance of temperature control during the preservation process to prevent microbial growth and ensure product safety.</li> <li>• Know how to prepare and operate machinery for various preservation techniques, ensuring correct settings for time, temperature, and pressure.</li> <li>• Understand the chemical treatments used in preservation, such as the application of preservatives, antioxidants, or anti-discoloration agents.</li> <li>• Know how to conduct blanching processes for fruits and vegetables, ensuring the right temperature and duration to maintain color, texture, and nutrients.</li> <li>• Knowledge of safe handling practices to minimize contamination risks during the preservation process.</li> <li>• Understand the principles of food safety and hygiene, including Hazard Analysis Critical Control Points (HACCP) guidelines during the preservation of fruits and vegetables.</li> <li>• Know how to assess the quality of preserved fruits and vegetables by</li> </ul> | <p>The Preservation Technician- Fruits and Vegetables should be able to efficiently and consistently preserve a variety of fruits and vegetables, ensuring adherence to preservation methods, production schedules, and quality standards. They should also understand the operational context and maintain high levels of food safety and quality throughout the process.</p> <p>The Preservation Technician is required to be professionally skilled with advanced knowledge, capable of successfully applying preservation techniques and ensuring accuracy and compliance with safety guidelines, and hence, falls under Level 3.</p> | 3.0 |

|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                                             | <p>evaluating attributes such as texture, color, aroma, and taste.</p> <ul style="list-style-type: none"> <li>Understand the importance of maintaining accurate records of production batches, including details like processing parameters and ingredient lists.</li> <li>Know how to monitor and maintain the condition of storage areas for preserved fruits and vegetables to ensure they meet required humidity and temperature standards.</li> <li>Knowledge of packaging requirements for preserved fruits and vegetables, including vacuum sealing and moisture-proof materials to extend shelf life.</li> <li>Understand the importance of labelling preserved products accurately, including details like batch number, production date, and expiry date for traceability.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
| <b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b> | <p>The participant should be able to:</p> <ul style="list-style-type: none"> <li>Identify potential market opportunities for preserved fruits and vegetables</li> <li>Select appropriate preservation techniques based on market demand and consumer preferences</li> <li>Check the quality and suitability of raw materials to ensure high-quality end products</li> <li>Adapt preservation methods to meet local regulations and industry standards</li> <li>Implement cost-effective production processes while maintaining product quality</li> <li>Develop new product offerings based on consumer trends and feedback</li> <li>Maintain efficient inventory management to minimize waste and optimize production</li> <li>Identify suppliers for raw materials, packaging, and equipment to ensure smooth operations</li> <li>Implement effective marketing strategies to promote preserved products to potential customers</li> <li>Develop a business plan outlining goals, target markets, and financial projections</li> <li>Maintain good relationships with customers, suppliers, and distributors for business sustainability</li> <li>Adapt to changing market conditions by introducing innovative preservation techniques or products</li> </ul> | <p>The Preservation Technician- Fruits and Vegetables handles the production of preserved goods, ensuring quality, consistency, and adherence to food safety standards.</p> <p>The technician may be required to demonstrate proficiency in employability skills, including communication, leadership, and entrepreneurship, such as identifying market opportunities, implementing efficient production processes, and developing new product offerings. Therefore, this job role is considered at Level 3.</p> | 3.0 |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                         |            |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Broad Learning Outcomes/Core Skill</b> | <p>The participant should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of various preservation methods, including drying, canning, and freezing, and their appropriate applications.</li> <li>• Develop skills to monitor and assess the quality of raw materials and finished products to ensure compliance with safety and quality standards.</li> <li>• Apply food safety guidelines and Good Manufacturing Practices (GMP) to maintain hygiene and prevent contamination throughout the preservation process.</li> <li>• Understand and implement effective production planning and organization to maximize efficiency and minimize waste.</li> <li>• Operate and maintain preservation equipment and machinery safely and effectively.</li> <li>• Identify and address potential issues in the preservation process to ensure consistent product quality.</li> <li>• Recognize market trends and consumer preferences to adapt preservation techniques and develop new products.</li> <li>• Effectively communicate with team members, suppliers, and customers to ensure smooth operations and quality service.</li> <li>• Cultivate skills to identify business opportunities, implement innovative solutions, and develop strategies for marketing preserved products.</li> <li>• Adjust preservation methods and processes in response to changing regulations, technology, and market demands.</li> </ul> | <p>The Preservation Technician- Fruits and Vegetables is a versatile candidate skilled at executing specialized preservation tasks with minimal supervision. They apply technical skills and problem-solving abilities to ensure efficient production and high-quality preserved products. This is supported by the evidence provided in the adjacent column. Hence, it falls under Level 3.</p>                        | <p>3.0</p> |
| <b>Responsibility</b>                     | <p><b>Responsibility for own work and learning.</b></p> <ul style="list-style-type: none"> <li>• Plan for production</li> <li>• Clean and maintain work area, machineries, and tools for production</li> <li>• Organize for production</li> <li>• Dry fruits and vegetable</li> <li>• Can fruits and vegetables</li> <li>• Freeze fruits and vegetable</li> <li>• Apply personal hygiene and follow Good Manufacturing practices at the workplace</li> <li>• Implement Food Safety and pre-requisite programs (PRP) at the workplace</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>A Preservation Technician – Fruits and Vegetables is responsible for executing preservation processes such as drying, canning, and freezing to extend the shelf life of produce while maintaining its quality and safety. The individual ensures proper sorting, washing, peeling, blanching, and packing of fruits and vegetables. Refer to evidence provided in adjacent column. Hence it falls under Level 3.</p> | <p>3.0</p> |

## Annexure 2: Tools and Equipment (Lab Set-Up)

## List of Tools and Equipment

Batch Size: 30

| S. No. | Tool / Equipment Name     | Specification | Quantity for specified Batch size |
|--------|---------------------------|---------------|-----------------------------------|
| 1.     | Process Related Documents | Nos           | 1                                 |
| 2.     | List of Raw Materials     | Nos           | 1                                 |
| 3.     | Tools                     | Nos           | 1                                 |
| 4.     | Equipment and Machinery   | Nos           | 3                                 |
| 5.     | Organizational Documents  | Nos           | 1                                 |
| 6.     | Logbook                   | Nos           | 3                                 |
| 7.     | Packaging Material        | Nos           | 1                                 |
| 8.     | Refrigerator              | Nos           | 3                                 |
| 9.     | Gas Burner (LPG)          | Nos           | 3                                 |
| 10.    | LPG Cylinders             | Nos           | 1                                 |
| 11.    | Worktable                 | Nos           | 3                                 |
| 12.    | Sinks                     | Nos           | 3                                 |
| 13.    | Fruit Washer              | Nos           | 6                                 |
| 14.    | Peeler                    | Nos           | 3                                 |
| 15.    | Fruit Pulper              | Nos           | 3                                 |
| 16.    | Juice Extractor           | Nos           | 3                                 |
| 17.    | Clarifier                 | Nos           | 3                                 |
| 18.    | Filter                    | Nos           | 3                                 |
| 19.    | Pasteurizer               | Nos           | 3                                 |
| 20.    | Steam Jacketed Kettles    | Nos           | 1                                 |
| 21.    | Packaging Machines        | Nos           | 1                                 |
| 22.    | Protective Gloves         | Nos           | 30                                |
| 23.    | Head Caps                 | Nos           | 30                                |
| 24.    | Lab Coat                  | Nos           | 30                                |
| 25.    | Safety Goggles            | Nos           | 30                                |
| 26.    | Safety Boots              | Nos           | 30                                |
| 27.    | Mouth Masks               | Nos           | 30                                |
| 28.    | Sanitizer                 | Nos           | 2                                 |
| 29.    | Food Safety Manual        | Nos           | 5                                 |
| 30.    | Dehydrator                | Nos           | 1                                 |
| 31.    | Grading Machines          | Nos           | 1                                 |
| 32.    | Sorting Conveyors         | Nos           | 1                                 |
| 33.    | Slicing Machine           | Nos           | 1                                 |
| 34.    | Dicing Machine            | Nos           | 1                                 |
| 35.    | Heat Sealing Machine      | Nos           | 1                                 |
| 36.    | Metal Detector            | Nos           | 1                                 |
| 37.    | X-ray Inspection System   | Nos           | 1                                 |
| 38.    | Weighing Scales           | Nos           | 2                                 |
| 39.    | Shrink-Wrapping Machine   | Nos           | 2                                 |

|     |                                                                                           |     |    |
|-----|-------------------------------------------------------------------------------------------|-----|----|
| 40. | Nitrogen Flush Packaging Machine                                                          | Nos | 1  |
| 41. | Sterilization Equipment                                                                   | Nos | 1  |
| 42. | Cold Storage Units                                                                        | Nos | 1  |
| 43. | Moisture Meter                                                                            | Nos | 5  |
| 44. | Colour Sorter                                                                             | Nos | 5  |
| 45. | Packaging Trays                                                                           | Nos | 5  |
| 46. | Peeling Machine                                                                           | Nos | 5  |
| 47. | Coring Machine                                                                            | Nos | 5  |
| 48. | Pitting Machine                                                                           | Nos | 5  |
| 49. | Blancher                                                                                  | Nos | 5  |
| 50. | Anti-Discoloration Treatment Applicator                                                   | Nos | 1  |
| 51. | Sterilizer                                                                                | Nos | 1  |
| 52. | Can Seamer                                                                                | Nos | 1  |
| 53. | Double Seamer                                                                             | Nos | 1  |
| 54. | Heat Processing Unit                                                                      | Nos | 1  |
| 55. | Cooling System                                                                            | Nos | 1  |
| 56. | Packing Station                                                                           | Nos | 1  |
| 57. | Syrup or Brine Dispenser                                                                  | Nos | 5  |
| 58. | Vacuum Sealer                                                                             | Nos | 5  |
| 59. | Freezing Unit                                                                             | Nos | 1  |
| 60. | Protective Gear (Gloves, Head Caps, Lab Coats, Safety Goggles, Safety Boots, Mouth Masks) | Nos | 30 |

#### Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard
2. Projector
3. Computer/Laptop
4. Chairs
5. Tables
6. Whiteboard marker
7. Duster

## Annexure 3: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

| S. No. | Organization Name                         | Representative Name    | Designation                                        | Contact Address                                                                                  | Contact Phone No | E-mail ID                                                     | LinkedIn Profile (if available) |
|--------|-------------------------------------------|------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------|---------------------------------|
| 1      | Amity Institute of Food Technology        | Dr. Alok Saxena        | Associate Professor                                | Amity University Uttar Pradesh I-1 Block, Fourth Floor, Sector-125, Noida 201313, India          | 9899690717       | asaxena3@amity.edu                                            |                                 |
| 2      | Ruhi Corporation                          | Vaibhav Kumar Jain     | Chairman                                           | No. 7, Namkeen & Allied Food Cluster, Industrial Park, Karamdi Rd, Ratlam, Madhya Pradesh 457001 | 7771970097       | ruhicorp@gmail.com                                            |                                 |
| 3      | Hari Ram Masala Co.                       | Hemant Saini           | Owner                                              | Plot No 8 khewra Bahalgarh Road Sonipat Haryana - 131021                                         | 8070605111       | Info.hrmfoods@gmail.com                                       |                                 |
| 4      | Foodyaari Education & Media Pvt Ltd       | Harish Vaishnav        | Co-Founder                                         | Plot.No.49; Mahalaxmi Colony Vinayak Nagar; Chahura. BK; Ahmednagar; Maharashtra; 414001         | 8308516485       | harish@foodyaari.co.in                                        |                                 |
| 5      | Perfetti Van Melle India Pvt. Ltd.        | Saurabh Gupta          | Manager Food Regulatory Affairs and Sustainability | 47th Milestone Delhi Jaipur Highway Village Manesar Gurgaon 1220050 Haryana                      | 9991123892       | saurav.gupta709@gmail.com, saurabh.gupta@perfettivanmelle.com |                                 |
| 6      | Freakeat Foods Opc Pvt Ltd                | Rishabh Mahajan        | Director                                           | Plot no.2230,Phase ii,Sector 38, HSIIDC Rai, Industrial area, Sonipat-131029,Haryana             | 9996290209       | freakeatfoods@gmail.com                                       |                                 |
| 7      | Kayem Foods Ind Pvt.Ltd.                  | Rajender Kumar Sharma. | GM Operations & R&D                                | G.T Road Panipat ,132103                                                                         | 7206026011       | rajender.sharma@kayemfoods.in                                 |                                 |
| 8      | Pravin Masalewale Pvt.Ltd (Suhana Masale) | Hariom Bhargava        | Senior Territory Manager                           | Hadapsar Industrial Estate ,Pune                                                                 | 9358887812       | hariom.bhargava@suhana.co.in                                  |                                 |

|    |                                                  |                              |                                         |                                                                                                    |                       |                                                   |                                                                                                                             |
|----|--------------------------------------------------|------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 9  | DS Group (Dharampal Satyapal Group)              | Bikash Jain                  | Marketing Manager                       | C6-10 , Dharampal Satyapal DS Road,Sector 67 ,Noida 201309                                         | 9999009564            | bikash.jain@dsgroup.com                           |                                                                                                                             |
| 10 | Prahana Products Private Limited                 | Ms. Archana Devi Vijayaraman | Founder and CEO                         | Ground floor, Old no 18, new no 2A/6, Thiruvengadam Street, Kasturibai Nagar, Adyar Chennai 600020 | 9717262377            | archana@prahana.in                                |                                                                                                                             |
| 11 | Sahasra Food Consultancy                         | CH.Subramanyam               | CEO                                     | 25-6-79/1, Vijay Nagar Colony, Rahamatnagar, Kazipet, Telangana 506003                             | 9393406062/8884627255 | sahasra.chs@gmail.com                             | <a href="https://www.linkedin.com/in/su-bramanyamchinthalapati/">https://www.linkedin.com/in/su-bramanyamchinthalapati/</a> |
| 12 | Diamond Foods                                    | Anoop Tewari                 | Director                                | GF-20 Street 76 , Sector 76 Noida                                                                  | 9971190364            | anooptewari14@gmail.com, anooptewari14@rediff.com |                                                                                                                             |
| 13 | Mordip Food Industries                           | Kunal M.Funde                | Proprietor/Technical Head               | 102,Walani Road ,Asgaon, Tah Pauni District Bhandara-441910                                        | 9403373016            | kunalfunde94@gmail.com                            |                                                                                                                             |
| 14 | Auli Services Private Limited                    | Mohammad Anas                | Founder (Director)                      | Near Caramel School, Mussoorie road Chamba, Uttarakhand                                            | +91-9899877866        | dp65800@hotmail.com                               |                                                                                                                             |
| 15 | Marks and Spencer Reliance India Private Limited | Deepak Shivhare              | Head – Quality Assurance                | Gurugram, Haryana                                                                                  | +91 98200 56179       | deepak.shivhare@gmail.com                         |                                                                                                                             |
| 16 | Dhenki Foods Pvt. Ltd.                           | Md. Arifuzzaman              | Assistant Manager – Product Development | 4th Floor, Monibhandar Building, WEBEL Bhaban Sector V, Salt Lake, Kolkata – 700091                | 7003490034            | md.arifuzzaman@ingreens.in                        |                                                                                                                             |
| 17 | Shree Sharnam Spices                             | Aayush Chandaliya            | Chairperson & Partner                   | lalakheda chauraha,ujjain Bypass Road, Jaora, Madhya Pradesh                                       | 7000697722            | shreesarnamspices@gmail.com                       |                                                                                                                             |
| 18 | Freshbite India                                  | Manpreet Nagpal              | Managing Director                       | Village kahanpur, Hadbast no. 10, Tehsil Amlah, Distt Fatehgarh Sahib - 147203                     | 9780100128            | info@freshbiteindia.com                           |                                                                                                                             |
| 19 | Divya Multigrains                                | Banikant Dalai               | Director                                | Bhubaneswar, Odisha                                                                                | 9040270270            | dmgrains@gmail.com                                |                                                                                                                             |
| 20 | Dev Milk Foods                                   | Arun Sharma                  | Business Development Manager            | Mahindra World City, Jaipur, Rajasthan                                                             | 9602506028            | arunsharma.ny@gmail.com                           |                                                                                                                             |
| 21 | Jiwaji University                                | Dr. Manoj Sharma             | Coordinator                             | Gwalior 474011, MP                                                                                 | 9926294789            | juft20@gmail.com                                  |                                                                                                                             |



## Annexure 4: Training &amp; Employment Details

## Training and Employment Projections:

| Year    | Total Candidates     |                                    | Women                |                                    | People with Disability |                                    |
|---------|----------------------|------------------------------------|----------------------|------------------------------------|------------------------|------------------------------------|
|         | Estimated Training # | Estimated Employment Opportunities | Estimated Training # | Estimated Employment Opportunities | Estimated Training #   | Estimated Employment Opportunities |
| 2025-26 | 200                  | 200                                | 50                   | 50                                 | -                      |                                    |
| 2026-27 | 400                  | 400                                | 100                  | 100                                | -                      |                                    |
| 2027-28 | 400                  | 400                                | 100                  | 100                                | -                      |                                    |

Data to be provided year-wise for next 3 years

## Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

| Qualification Version | Year | Total Candidates |          |           |        | Women   |          |           |        | People with Disability |          |           |        |
|-----------------------|------|------------------|----------|-----------|--------|---------|----------|-----------|--------|------------------------|----------|-----------|--------|
|                       |      | Trained          | Assessed | Certified | Placed | Trained | Assessed | Certified | Placed | Trained                | Assessed | Certified | Placed |
| 1.0                   |      | 564              |          |           |        |         |          |           |        |                        |          |           |        |
|                       |      |                  |          |           |        |         |          |           |        |                        |          |           |        |

## List Schemes in which the previous version of Qualification was implemented:

1.

## Content availability for previous versions of qualifications:

☒ Participant Handbook
 ☒ Facilitator Guide
 ☐ Digital Content
 ☐ Qualification Handbook
 ☐ Any Other:

Languages in which Content is available: Hindi

## Annexure 5: Blended Learning

**Blended Learning Estimated Ratio & Recommended Tools:**

Refer NCVET "Guidelines for Blended Learning for Vocational Education, Training & Skilling" available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

| S. No. | Select the Components of the Qualification                                                                    | List Recommended Tools – for all Selected Components                                                                                                 | Offline : Online Ratio |
|--------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 1      | <input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge                    | <ul style="list-style-type: none"> <li>Books/ e-books</li> <li>Presentations</li> <li>Reference Material</li> <li>Audio / Video Modules</li> </ul>   | 40:60                  |
| 2      | <input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners | <ul style="list-style-type: none"> <li>Self-Learning Videos</li> <li>Broadcasts</li> <li>Mobile Learning</li> <li>Curated Digital content</li> </ul> | 40:60                  |
| 3      | <input type="checkbox"/> Showing Practical Demonstrations to the learners                                     | <ul style="list-style-type: none"> <li>Video Content</li> <li>E-Resource library</li> <li>AR/ VR/ XR</li> </ul>                                      | 40:60                  |
| 4      | <input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training         | <ul style="list-style-type: none"> <li>Training tools (tools list attached)</li> <li>Video Play</li> <li>Presentations</li> </ul>                    | 40:60                  |
| 5      | <input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice                                              | <ul style="list-style-type: none"> <li>Online Question Bank</li> <li>Mobile Quick test app</li> <li>MCQ based tests</li> </ul>                       | 40:60                  |
| 6      | <input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations                           | <ul style="list-style-type: none"> <li>Assessment engine for Essays</li> <li>Up-loadable file examinations</li> <li>Mock test sessions</li> </ul>    | 40:60                  |
| 7      | <input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training          | <ul style="list-style-type: none"> <li>Online tests</li> <li>Offline assessments</li> </ul>                                                          | 40:60                  |

### Annexure 6: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

| NOS/Module Name                                                | Assessment Criteria for Performance Criteria/Learning Outcomes                                                                                           | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
| FIC/N9026: Prepare for production                              | <i>Plan for production</i>                                                                                                                               | 13           | 21              | -             | 9          |
|                                                                | PC1. identify work requirements by obtaining instructions from the supervisor. Instructions: process chart, product flow chart, formulation, chart, etc. | 2            | 3               | -             | 1          |
|                                                                | PC2. plan and prioritize tasks as per work schedule. Tasks: inspect, clean, maintain, verify, etc.                                                       | 2            | 3               | -             | 2          |
|                                                                | PC3. estimate manpower and material requirements as per work requirements. Material: raw materials and packaging materials                               | 3            | 4               | -             | 2          |
|                                                                | PC4. ensure the required quantity of raw materials, packaging materials, equipment, and manpower for production                                          | 2            | 4               | -             | 2          |
|                                                                | PC5. plan capacity utilization of machinery with respect to the processing time, production order, and batch size for each product                       | 2            | 4               | -             | 1          |
|                                                                | PC6. plan the changeover to minimize the impact on production schedules                                                                                  | 2            | 3               | -             | 1          |
|                                                                | <i>Clean and maintain work area, machinery, and tools for production</i>                                                                                 | 11           | 18              | -             | 7          |
|                                                                | PC7. clean and maintain the work area as per organizational procedures                                                                                   | 3            | 4               | -             | 2          |
|                                                                | PC8. clean and maintain the machines and tools and sanitize them as per the organization's specifications and standards                                  | 2            | 4               | -             | 2          |
|                                                                | PC9. dispose of the waste material at the designated place safely. Waste material: hazardous waste, food waste, packaging waste, etc.                    | 2            | 4               | -             | 1          |
|                                                                | PC10. inspect the tools, equipment, and machinery to ascertain suitability for use                                                                       | 2            | 3               | -             | 1          |
|                                                                | PC11. report information such as faulty tools and equipment to the concerned authority                                                                   | 2            | 3               | -             | 1          |
|                                                                | <i>Organize for production</i>                                                                                                                           | 6            | 11              | -             | 4          |
|                                                                | PC12. organize tools and equipment                                                                                                                       | 2            | 4               | -             | 2          |
|                                                                | PC13. receive and organize production materials appropriately. Production materials: raw materials, packaging materials, etc.                            | 2            | 4               | -             | 1          |
|                                                                | PC14. allot responsibilities/work to the assistants and helpers                                                                                          | 2            | 3               | -             | 1          |
|                                                                | <b>Total Marks</b>                                                                                                                                       | <b>30</b>    | <b>50</b>       | <b>-</b>      | <b>20</b>  |
| FIC/N0203: Carry out the preservation of fruits and vegetables | <i>Dry fruits and vegetables</i>                                                                                                                         | 12           | 21              | -             | 8          |
|                                                                | PC1. check the weight and quality parameters such as appearance, colour, texture, maturity, etc., of the produce received from the supplier/vendor       | 0.5          | 1               | -             | 0.5        |
|                                                                | PC2. fill up the washing tank with water up to the recommended level                                                                                     | 0.5          | 0.5             | -             | -          |
|                                                                | PC3. transfer the produce into the washing tank safely                                                                                                   | 0.5          | 0.5             | -             | -          |
|                                                                | PC4. wash the produce to remove dirt, soil and other contaminants                                                                                        | 0.5          | 0.5             | -             | -          |
|                                                                | PC5. rinse the produce by spraying chlorinated water on them using the high-pressure spraying system at the recommended pressure                         | 0.5          | 0.5             | -             | -          |

|                                      |                                                                                                                                                               |          |           |          |          |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|----------|----------|
| PC6.                                 | inspect the produce and remove the damaged, blemished or rotten fruits and vegetables                                                                         | 0.5      | 1         | -        | 0.5      |
| PC7.                                 | dispose of the segregated inconsumable produce following the applicable procedures                                                                            | 0.5      | 0.5       | -        | -        |
| PC8.                                 | prepare and maintain lye solution for peeling operations, as required                                                                                         | 0.5      | 1         | -        | 0.5      |
| PC9.                                 | peel fruits and vegetables using the relevant tools                                                                                                           | 0.5      | 0.5       | -        | -        |
| PC10.                                | blanch the produce, monitoring for appropriate temperature and time parameters                                                                                | 0.5      | 1         | -        | 0.5      |
| PC11.                                | inspect the blanched produce for quality indicators, e.g. texture, colour, and consistency                                                                    | 0.5      | 1         | -        | 0.5      |
| PC12.                                | arrange the produce for sun-drying at the identified spot                                                                                                     | -        | 1         | -        | -        |
| PC13.                                | undertake sun-drying of the produce for the recommended duration ensuring proper exposure                                                                     | 0.5      | 1         | -        | 0.5      |
| PC14.                                | check the produce to ensure complete moisture removal, and appropriate colour, dryness, and firmness                                                          | 0.5      | 1         | -        | 0.5      |
| PC15.                                | set up and operate mechanical dryers such as bed dryers, tunnel dryers, and tray dryers according to the product specifications and manufacturer's guidelines | 0.5      | 1         | -        | 0.5      |
| PC16.                                | monitor the temperature, humidity, and airflow parameters in mechanical dryers to ensure uniform drying of the produce                                        | 0.5      | 1         | -        | 0.5      |
| PC17.                                | rotate or turn the produce inside the mechanical dryer, if applicable, to ensure even drying                                                                  | 0.5      | 1         | -        | -        |
| PC18.                                | inspect the produce during and after the drying process for moisture content, texture, and any signs of over-drying or under-drying                           | 0.5      | 1         | -        | 0.5      |
| PC19.                                | operate the solar dryer as per standard procedures, ensuring optimal exposure to sunlight and adequate airflow for effective drying                           | 0.5      | 1         | -        | 0.5      |
| PC20.                                | perform regular checks on the solar dryer setup to prevent contamination or damage to the produce during the drying process                                   | 0.5      | 1         | -        | -        |
| PC21.                                | carry out quality checks on dried products for attributes such as moisture content, texture, aroma, and appearance to ensure compliance with standards        | 0.5      | 1         | -        | 0.5      |
| PC22.                                | sort and grade dried products based on quality parameters before packaging                                                                                    | 0.5      | 1         | -        | 0.5      |
| PC23.                                | pack dried produce in appropriate packaging material to maintain quality and extend shelf life, ensuring compliance with food safety standards.               | 0.5      | 1         | -        | 0.5      |
| PC24.                                | label the packaged dried produce accurately with necessary information such as batch number, date of manufacture, expiry date, and storage instructions       | 0.5      | 1         | -        | 0.5      |
| PC25.                                | store the packaged dried products in a suitable environment to prevent moisture re-absorption and maintain quality until dispatch                             | 0.5      | 1         | -        | 0.5      |
| <i>Can the fruits and vegetables</i> |                                                                                                                                                               | <i>9</i> | <i>14</i> | <i>-</i> | <i>6</i> |
| PC26.                                | check the suitability of fruits and vegetables for canning                                                                                                    | 0.5      | 0.5       | -        | -        |
| PC27.                                | wash, sort, and grade fruits and vegetables to ensure the removal of inferior or damaged produce                                                              | 0.5      | 0.5       | -        | -        |
| PC28.                                | perform peeling, coring, and pitting, ensuring readiness for canning processes                                                                                | 0.5      | 1         | -        | 0.5      |
| PC29.                                | cut/ split/ slice fruit and vegetables as required                                                                                                            | 0.5      | 0.5       | -        | 0.5      |
| PC30.                                | blanch fruits and vegetables at the recommended temperature for an appropriate duration                                                                       | 0.5      | 1         | -        | 0.5      |

|                                    |                                                                                                                                                                              |          |           |          |          |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|----------|----------|
| PC31.                              | carry out appropriate treatment to prevent oxidative browning in the relevant fruits and vegetables                                                                          | 0.5      | 0.5       | -        | 0.5      |
| PC32.                              | sterilize the cans and perform proper filling with syrup or brine, ensuring hygiene and accuracy in concentration                                                            | 0.5      | 1         | -        | -        |
| PC33.                              | perform seaming of cans using double seamers, ensuring air exhaustion and proper sealing                                                                                     | 0.5      | 1         | -        | 0.5      |
| PC34.                              | conduct heat processing for sterilization, at the recommended temperature and appropriate duration                                                                           | 0.5      | 1         | -        | 0.5      |
| PC35.                              | cool the sealed cans at the recommended temperature to halt the cooking process and prevent stack burning                                                                    | 0.5      | 1         | -        | -        |
| PC36.                              | inspect the cooled cans for any signs of leakage, deformation, or defects to ensure proper sealing and can integrity                                                         | 0.5      | 0.5       | -        | 0.5      |
| PC37.                              | carry out quality checks on canned products, including visual inspection, pH measurement, and taste testing, to ensure compliance with product standards                     | 0.5      | 0.5       | -        | 0.5      |
| PC38.                              | label the cans with the necessary information, such as product name, batch number, manufacturing date, and expiry date, following labelling regulations and company policies | 0.5      | 1         | -        | 0.5      |
| PC39.                              | ensure the labels are applied correctly and securely to the cans, avoiding misalignment or damage                                                                            | 0.5      | 1         | -        | -        |
| PC40.                              | perform secondary packaging of labelled cans, such as placing them in cartons or shrink wrapping, to protect them during storage and transportation                          | 0.5      | 1         | -        | 0.5      |
| PC41.                              | maintain records of the production batch, including details of the fruits and vegetables used, canning process parameters, and post-production activities                    | 0.5      | 0.5       | -        | 0.5      |
| PC42.                              | store the packaged and labelled canned products in the designated storage area, maintaining appropriate temperature and humidity levels to prevent spoilage                  | 0.5      | 1         | -        | 0.5      |
| PC43.                              | monitor the inventory of canned products, ensuring proper stock rotation and timely dispatch as per the requirements                                                         | 0.5      | 0.5       | -        | -        |
| <i>Freeze fruits and vegetable</i> |                                                                                                                                                                              | <i>9</i> | <i>15</i> | <i>-</i> | <i>6</i> |
| PC44.                              | carry out appropriate treatments, such as blanching, for pre-freezing preparation                                                                                            | 0.5      | 0.5       | -        | -        |
| PC45.                              | sort fruits and vegetables, discarding inferior or damaged pieces according to the applicable quality standards                                                              | 0.5      | 0.5       | -        | -        |
| PC46.                              | apply anti-discoloration treatments (e.g., ascorbic acid) on the relevant fruits and vegetables                                                                              | 0.5      | 1         | -        | 0.5      |
| PC47.                              | carry out air blast freezing by exposing fruits and vegetables to high-velocity cold air in a freezing tunnel, ensuring even and quick freezing                              | 0.5      | 0.5       | -        | 0.5      |
| PC48.                              | carry out contact plate freezing of flat-packed produce, ensuring close contact between the produce and the freezing plates for efficient freezing                           | 0.5      | 1         | -        | 0.5      |
| PC49.                              | carry out fluidized bed freezing for individually quick frozen (IQF) products, ensuring fruits and vegetables are frozen as individual pieces                                | 0.5      | 0.5       | -        | 0.5      |
| PC50.                              | utilize cryogenic freezing for rapid freezing, ensuring minimum ice crystal formation and better quality retention for sensitive fruits and vegetables                       | 0.5      | 1         | -        | -        |
| PC51.                              | perform tunnel freezing, transporting fruits and vegetables through a tunnel at a controlled temperature, ensuring consistent freezing throughout the produce                | 0.5      | 1         | -        | 0.5      |
| PC52.                              | apply the immersion freezing method, immersing fruits and vegetables in a freezing                                                                                           | 0.5      | 1         | -        | 0.5      |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                           |           |           |          |           |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|-----------|
|                                                                   | liquid such as glycol or brine for rapid cooling                                                                                                                                                                                                                                                                                                                                                          |           |           |          |           |
|                                                                   | PC53. use innovative freezing techniques, such as Pressure Shift Freezing (PSF), magnetic freezing and ultrasound-assisted freezing, as feasible                                                                                                                                                                                                                                                          | 0.5       | 1         | -        | -         |
|                                                                   | PC54. conduct a visual inspection of the frozen fruits and vegetables to ensure they are free from ice crystals, freezer burn, and damage                                                                                                                                                                                                                                                                 | -         | 0.5       | -        | 0.5       |
|                                                                   | PC55. test for moisture content after freezing to ensure the product maintains its required levels of water retention and quality                                                                                                                                                                                                                                                                         | 0.5       | 0.5       | -        | 0.5       |
|                                                                   | PC56. perform the sensory evaluation on thawed samples for texture, flavour, and appearance to confirm the freezing method has maintained the product's original qualities                                                                                                                                                                                                                                | 0.5       | 1         | -        | 0.5       |
|                                                                   | PC57. monitor microbial load after freezing to ensure no contamination occurs during the freezing and handling processes                                                                                                                                                                                                                                                                                  | 0.5       | 1         | -        | -         |
|                                                                   | PC58. check for weight loss due to dehydration during the freezing process to ensure the product retains its required weight                                                                                                                                                                                                                                                                              | 0.5       | 1         | -        | 0.5       |
|                                                                   | PC59. pack frozen fruits and vegetables using moisture-proof, air-tight packaging materials to avoid freezer burn and maintain product quality during storage                                                                                                                                                                                                                                             | 0.5       | 0.5       | -        | -0.5      |
|                                                                   | PC60. use vacuum packaging to minimize air exposure and prevent oxidation to achieve long shelf life for frozen fruits and vegetables                                                                                                                                                                                                                                                                     | 0.5       | 1         | -        | 0.5       |
|                                                                   | PC61. label frozen products accurately with batch number, freezing date, expiry date, and storage conditions, following regulatory guidelines                                                                                                                                                                                                                                                             | 0.5       | 0.5       | -        | -         |
|                                                                   | PC62. perform secondary packaging for bulk shipments, ensuring the protection of the primary packaging from physical damage during transportation                                                                                                                                                                                                                                                         | 0.5       | 1         | -        |           |
|                                                                   | <b>Total Marks</b>                                                                                                                                                                                                                                                                                                                                                                                        | <b>30</b> | <b>50</b> | <b>-</b> | <b>20</b> |
| <b>FIC/N9906: Apply food safety guidelines in Food Processing</b> | <i>Apply personal hygiene and follow Good Manufacturing practices at workplace</i>                                                                                                                                                                                                                                                                                                                        | <i>22</i> | <i>44</i> | <i>-</i> | <i>6</i>  |
|                                                                   | PC1. follow a site relevant documented procedure for Personal Hygiene and Visitor/ Contractor rules.                                                                                                                                                                                                                                                                                                      | 2         | 4         | -        | -         |
|                                                                   | PC2. follow work instructions at levels of employees inside a food manufacturing site and ensure that the relevant instructions are well communicated and being followed at the fixed timelines.                                                                                                                                                                                                          | 2         | 4         | -        | 2         |
|                                                                   | PC3. ensure timely participate and carry out the relevant training and awareness sessions on personal hygiene, GMP, and related topics.                                                                                                                                                                                                                                                                   | 2         | 4         | -        | -         |
|                                                                   | PC4. ensure timely medical examination from a prescribed and authorized doctor and comply with the guidelines of Schedule IV as described in Food Safety Standard Authority of India (FSSAI) guidelines.                                                                                                                                                                                                  | 2         | 4         | -        | -         |
|                                                                   | PC5. fill in data in the daily monitoring checklist related to personal hygiene, food safety, and GMP.                                                                                                                                                                                                                                                                                                    | 2         | 4         | -        | -         |
|                                                                   | PC6. follow a site-relevant documented procedure and area-wise work instructions for Good Manufacturing Practices (GMP) to be followed on the site. procedure: Hand washing requirements, Gowning & De gowning protocols, cleaning, and sanitation of employee lockers, follow the protocols as laid down in the different categories of processing areas like Low Risk, High Risk, High Care areas, etc. | 2         | 4         | -        | 2         |
|                                                                   | PC7. follow all validated Do's & Don'ts inside a food manufacturing firm.                                                                                                                                                                                                                                                                                                                                 | 1         | 2         | -        | 1         |
|                                                                   | PC8. follow man and materials movement throughout the production facility, to restrict                                                                                                                                                                                                                                                                                                                    | 2         | 4         | -        | -         |

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                |           |           |          |           |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|-----------|
|                                                               | unwanted hazards to cross-contaminate the products which are being manufactured in the facility.                                                                                                                                                                                                                                                                                               |           |           |          |           |
|                                                               | PC9. refer to the process flow charts, HACCP summary plan, and critical process parameters in each and respective areas of the production line.                                                                                                                                                                                                                                                | 1         | 2         | -        | 1         |
|                                                               | PC10. identify the material requirements such as manufacturing equipments, Utensils, and other processing aids, cleaning chemicals, and cleaning work instructions in all the relevant areas of the manufacturing facility. Also, a special focus shall be given to Allergens and their risks. Wherever required, the allergen requirements shall be separately addressed.                     | 2         | 4         | -        | -         |
|                                                               | PC11. ensure to properly tag and number all the equipment, machinery, tools, and other processing aids to keep proper traceability of the product being manufactured and handled at the site.                                                                                                                                                                                                  | 1         | 2         | -        | -         |
|                                                               | PC12. follow and implement all training and awareness guidelines in the manufacturing area and regularly participate in training effectiveness for evaluation.                                                                                                                                                                                                                                 | 1         | 2         | -        | -         |
|                                                               | PC13. participate in audits and address the aspects of Good Manufacturing Procedures, personal hygiene, and food safety.                                                                                                                                                                                                                                                                       | 1         | 2         | -        | -         |
|                                                               | PC14. ensure the record keeping and documentation such as Daily Monitoring Sheets, Batch Traceability Records, machine records, product parameters, process control parameters, etc.                                                                                                                                                                                                           | 1         | 2         | -        | -         |
|                                                               | <i>Implement food safety practices at the workplace</i>                                                                                                                                                                                                                                                                                                                                        | 8         | 16        | -        | 4         |
|                                                               | PC15. maintain updated facilities, equipment, and tool and design requirements to minimize the risks associated with the products being handled at the site.                                                                                                                                                                                                                                   | 2         | 4         | -        | -         |
|                                                               | PC16. follow the instruction in the raw and packaging materials warehouse and ensure receiving material parameters match all the laid requirements. parameters: Incoming vehicles Visual report, storage, and handling requirements, hazardous and non-hazardous goods, allergens, cross-contamination risks, Quarantine, Accepted & rejected goods, monitoring temperature and humidity, etc. | 1         | 2         | -        | 1         |
|                                                               | PC17. follow FSSAI Schedule IV requirements related to Pest Control, Cleaning, and Sanitation, Utilities, Waste Disposal, Prevention of Cross- Contamination, allergen management, corrective action, preventive actions, food operation control etc.                                                                                                                                          | 2         | 4         | -        | 2         |
|                                                               | PC18. ensure timely check of the critical control points and product parameters.                                                                                                                                                                                                                                                                                                               | 1         | 2         | -        | -         |
|                                                               | PC19. record keeping and documentation such as daily monitoring sheets, cleaning sheets, parameters, etc.                                                                                                                                                                                                                                                                                      | 1         | 2         | -        | 1         |
|                                                               | PC20. report any food safety and GMP issue to the supervisor, if any.                                                                                                                                                                                                                                                                                                                          | 1         | 2         | -        | -         |
|                                                               | <b>Total Marks</b>                                                                                                                                                                                                                                                                                                                                                                             | <b>30</b> | <b>60</b> | <b>-</b> | <b>10</b> |
| <b>DGT/VSQ/N0101:<br/>Employability Skills (30<br/>Hours)</b> | <i>Introduction to Employability Skills</i>                                                                                                                                                                                                                                                                                                                                                    | 1         | 1         | -        | -         |
|                                                               | PC1. understand the significance of employability skills in meeting the job requirements                                                                                                                                                                                                                                                                                                       | -         | -         | -        | -         |
|                                                               | <i>Constitutional values – Citizenship</i>                                                                                                                                                                                                                                                                                                                                                     | 1         | 1         | -        | -         |
|                                                               | PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices                                                                                                                                                                                                                                                                | -         | -         | -        | -         |
|                                                               | <i>Becoming a Professional in the 21st Century</i>                                                                                                                                                                                                                                                                                                                                             | 1         | 3         | -        | -         |
|                                                               | PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural                                                                                                                                                                                                        | -         | -         | -        | -         |

|                    |                                                                                            |            |            |          |           |
|--------------------|--------------------------------------------------------------------------------------------|------------|------------|----------|-----------|
|                    | awareness, emotional awareness, continuous learning mindset etc.                           |            |            |          |           |
|                    | <i>Basic English Skills</i>                                                                | 2          | 3          | -        | -         |
|                    | PC4. speak with others using some basic English phrases or sentences                       | -          | -          | -        | -         |
|                    | <i>Communication Skills</i>                                                                | 1          | 1          | -        | -         |
|                    | PC5. follow good manners while communicating with others                                   | -          | -          | -        | -         |
|                    | PC6. work with others in a team                                                            | -          | -          | -        | -         |
|                    | <i>Diversity &amp; Inclusion</i>                                                           | 1          | 1          | -        | -         |
|                    | PC7. communicate and behave appropriately with all genders and PwD                         | -          | -          | -        | -         |
|                    | PC8. report any issues related to sexual harassment                                        | -          | -          | -        | -         |
|                    | <i>Financial and Legal Literacy</i>                                                        | 3          | 4          | -        | -         |
|                    | PC9. use various financial products and services safely and securely                       | -          | -          | -        | -         |
|                    | PC10. calculate income, expenses, savings etc.                                             | -          | -          | -        | -         |
|                    | PC11. approach the concerned authorities for any exploitation as per legal rights and laws | -          | -          | -        | -         |
|                    | <i>Essential Digital Skills</i>                                                            | 4          | 6          | -        | -         |
|                    | PC12. operate digital devices and use its features and applications securely and safely    | -          | -          | -        | -         |
|                    | PC13. use internet and social media platforms securely and safely                          | -          | -          | -        | -         |
|                    | <i>Entrepreneurship</i>                                                                    | 3          | 5          | -        | -         |
|                    | PC14. identify and assess opportunities for potential business                             | -          | -          | -        | -         |
|                    | PC15. identify sources for arranging money and associated financial and legal challenges   | -          | -          | -        | -         |
|                    | <i>Customer Service</i>                                                                    | 2          | 2          | -        | -         |
|                    | PC16. identify different types of customers                                                | -          | -          | -        | -         |
|                    | PC17. identify customer needs and address them appropriately                               | -          | -          | -        | -         |
|                    | PC18. follow appropriate hygiene and grooming standards                                    | -          | -          | -        | -         |
|                    | <i>Getting ready for apprenticeship &amp; Jobs</i>                                         | 1          | 3          | -        | -         |
|                    | PC19. create a basic biodata                                                               | -          | -          | -        | -         |
|                    | PC20. search for suitable jobs and apply                                                   | -          | -          | -        | -         |
|                    | PC21. identify and register apprenticeship opportunities as per requirement                | -          | -          | -        | -         |
|                    | <b>Total Marks</b>                                                                         | <b>20</b>  | <b>30</b>  | <b>-</b> | <b>-</b>  |
| <b>Grand Total</b> |                                                                                            | <b>110</b> | <b>190</b> |          | <b>50</b> |



### Annexure 7: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Assessment will be based on the concept of Independent Assessors empanelled with Assessment Agencies, identified, selected, trained and certified on Assessment techniques. These Assessors would be aligned to assess as per the laid down criteria.

Assessment Agency would conduct assessment only at the training centres of Training Partner or designated testing centers authorized by FICSI.

Ideally, the assessment will be a continuous process comprising of three distinct steps:

- A. Mid-term assessment
- B. Term/Final Assessment

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. There in each Performance Criteria in the NOS will be assigned marks for theory and/or practical based on relative importance and criticality of function.

This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets/question banks created by the Assessment Agency will be validated by the industry subject matter experts through FICSI, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

The following tools are proposed to be used for final assessment:

- i. Written Test: This will comprise of
  - (i) True/False Statements,
  - (ii) Multiple Choice Questions,
  - (iii) Matching Type Questions. Online system for this will be preferred.
- ii. Practical Test: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments. Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc. The end product will be measured against the pre-decided MCQ filled by the Assessor to gauge the level of his skill achievements.
- iii. Structured Interview: This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand.

#### On the Job:

1. Each module (which covers the job profile of Preservation Technician-Fruits and Vegetables) will be assessed separately.
2. The candidate must score 70% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  - Answer Sheets of Question Banks
  - Assessing the Log Book entries of Trainees at Employer location
  - Employer Performance Feedback.
4. Assessment of each Module will ensure that the candidate is able to:
  - Preparing for production.
  - Carrying out the preservation of fruits and vegetables.
  - Applying food safety guidelines in Food Processing.

## Annexure 8: Acronym and Glossary

## Acronym

| Acronym | Description                                            |
|---------|--------------------------------------------------------|
| AA      | Assessment Agency                                      |
| AB      | Awarding Body                                          |
| ISCO    | International Standard Classification of Occupations   |
| NCO     | National Classification of Occupations                 |
| NCrF    | National Credit Framework                              |
| NOS     | National Occupational Standard(s)                      |
| NQR     | National Qualification Register                        |
| NSQF    | National Skills Qualifications Framework               |
| OJT     | On the Job Training                                    |
| ES      | Employability Skills                                   |
| NCVET   | National Council for Vocational Education and Training |
| FICSI   | Food Industry Capacity & Skill Initiative              |
| ES      | Employability Skills                                   |
| HACCP   | Hazard Analysis and Critical Control Points            |
| FSSAI   | Food Safety and Standards Authority of India           |
| GMPs    | Good Manufacturing Practices                           |
| PPE     | Personal Protective Equipment                          |
| CIP     | Clean-in-Place                                         |
| COP     | Clean-Out-of-Place                                     |
| IQF     | Individually Quick Freezing                            |

## Glossary

| Term                                         | Description                                                                                                                                                                                                                            |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Occupational Standards (NOS)</b> | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.                                               |
| <b>Qualification</b>                         | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards                                                       |
| <b>Qualification File</b>                    | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| <b>Sector</b>                                | A grouping of professional activities on the basis of their main economic function, product, service or technology.                                                                                                                    |
| <b>Long Term Training</b>                    | Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>                          |