

**Training Schedule**  
**FOOD PROCESSING (358)**  
**(Theory -30 hrs, Practical - 90 hrs)**

Session / Day	Lesson	Theory (1 ½ hrs.)	Practical (3 ½ hrs)	Self study /assignment	Learning Outcomes
Day 1	1.Foods – Nutrients and Functions	1.3 Functions of food - Physiological - Psychological - Social 1.4 Nutrients and their functions <ul style="list-style-type: none"> <li>• Macronutrients</li> <li>• Micronutrients <ul style="list-style-type: none"> <li>- Carbohydrates</li> <li>- Fats and Oils</li> <li>- Proteins</li> <li>- Water</li> <li>- Minerals</li> <li>- Vitamins</li> </ul> </li> <li>• Sources and functions of Nutrients</li> </ul> 1.5 Food Groups for your Health	<ul style="list-style-type: none"> <li>• Practical 1.5 <ul style="list-style-type: none"> <li>- 1.5.1</li> <li>- 1.5.2</li> <li>- 1.5.3</li> <li>- 1.5.4</li> </ul> </li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> </ul>	Intext Questions Terminal Questions Undertake small group discussion with family and friends on the following topics: <ul style="list-style-type: none"> <li>- Nutrients and their functions</li> <li>- Food groups commonly used in the dishes prepared at home</li> <li>- Nutrients available through consumption of these dishes</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits awareness about the different functions of food</li> <li>• Categorizes and lists the different nutrients as follows: Macronutrients <ul style="list-style-type: none"> <li>- Carbohydrates</li> <li>- Fats and Oils</li> <li>- Proteins</li> <li>- Water</li> </ul> Micronutrients <ul style="list-style-type: none"> <li>- Minerals</li> <li>- Vitamins</li> </ul> </li> </ul> Selects foods required for health
Day 2	2. Foods – Cooking	2.3 Need for Cooking 2.4 Preparing food for cooking <ul style="list-style-type: none"> <li>• Pre cooking procedures for foods <ul style="list-style-type: none"> <li>- Cleaning/ Washing</li> <li>- Peeling/Cutting/ Grating</li> <li>- Pounding</li> <li>- Grinding</li> <li>- Soaking</li> <li>- Sprouting</li> <li>- Mixing/Kneading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practical Exercise 2.8</li> <li>• Practical Exercise 2.8.1</li> <li>• Practical Exercise 2.8.2</li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> </ul>	Intext Questions 2.1 Intext Questions 2.2 Terminal Questions Undertake small group discussion with family and friends on the following topics: Pre cooking procedures for cooking foods Continue practice of the pre-cooking procedures	<ul style="list-style-type: none"> <li>• Appreciates the Need for Cooking</li> <li>• Observes appropriate Pre cooking procedures</li> </ul>

Day 3	2. Foods – Cooking	5 Methods of cooking - Cooking in Water - Cooking in Steam - Cooking in Oil - Cooking in Dry Heat - Cooking in Microwave ovens 2.6. Good Cooking Practices	<ul style="list-style-type: none"> <li>• Practical Exercise 2.8.3</li> <li>• Practical Exercise 2.8.4</li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> </ul>	<ul style="list-style-type: none"> <li>• Practice of cooking dishes using the different methods of cooking:</li> </ul>	<p>Cooks different dishes by the different methods of cooking</p> <p>Adopts the prescribed good cooking practices</p>
Day 4	3. Foods – Quality Assurance	<p>3.3 Quality of Foods</p> <p>3.4 Purchasing Quality Foods</p> <ul style="list-style-type: none"> <li>- What to buy?</li> <li>- Where to buy?</li> <li>- When to buy?</li> </ul> <p>3.5 Check for Adulteration</p> <ul style="list-style-type: none"> <li>-What is adulteration?</li> <li>-Adulterants present in foods</li> <li>-Simple tests to detect adulteration at home</li> <li>-Simple tests for adulterants</li> </ul>	<p>Practical Exercise 3.7</p> <p>Record the outcomes of all the above practical activities in the Practical File</p> <p>Demonstration and practice of detection of Adulterants</p>	<ul style="list-style-type: none"> <li>• Intext Questions 3.1</li> <li>• Continue the practice of detection of Adulterants</li> <li>• Record the observations and the method used in each case in the practical file</li> </ul>	<ul style="list-style-type: none"> <li>• Defines quality of food</li> <li>• Aware of the characteristics of quality food</li> <li>• Takes wise decisions about <ul style="list-style-type: none"> <li>- What to buy?</li> <li>- Where to buy?</li> <li>- When to buy?</li> </ul> </li> <li>• Lists food adulterants used</li> <li>• Uses simple methods to detect adulteration in different foods</li> <li>• Evaluates purchased foods for quality and presence of adulterants.</li> </ul>

Day 5	4. Foods – Safety	<p>4.3 Food safety</p> <p>3.4 Food Hazards</p> <ul style="list-style-type: none"> <li>• Food spoilage due to: <ul style="list-style-type: none"> <li>- Microbes</li> <li>- Adulterants</li> <li>- Natural Toxicants</li> <li>- Food Additives</li> <li>- Chemicals and Pesticides</li> </ul> </li> </ul> <p>5.5 Food Laws and Regulations</p> <ul style="list-style-type: none"> <li>• Indian Standards Institutions <ul style="list-style-type: none"> <li>- Agmark</li> <li>- FPA</li> <li>- Vegetable Control Order</li> <li>- FPO</li> <li>- The Meat Products Order</li> <li>- ECO Mark</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practical Exercise 4.7</li> <li>• Practical Exercise 4.7.1</li> <li>• Practical Exercise 4.7.2</li> <li>• Practical Exercise 4.7.3</li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> <li>• Undertake group discussion on the following: <ul style="list-style-type: none"> <li>- Food Hazards</li> <li>- Food Laws and Regulations</li> </ul> </li> <li>• Surf net to study the procedure for applying for different Indian Standards:</li> <li>• Record the outcome in the practical file</li> </ul>	<p>Intext Questions 4.1.1</p> <p>Intext Questions 4.1.2</p> <p>Intext Questions 4.2</p> <p>In the practical file draw the logos of the following:</p> <ul style="list-style-type: none"> <li>- Indian Standards Institute</li> <li>- The Prevention of Food Adulteration Order</li> <li>- ECO mark</li> </ul> <p>Undertake a study to find out whether all food products being purchased by your family are duly certified or not. Write a report of your observations in the Practical File</p>	<ul style="list-style-type: none"> <li>• Defines food safety</li> <li>• Aware of the types of food hazards</li> <li>• Recognizes the dangers of food hazards</li> <li>• Identifies the agents that contaminate foods</li> <li>• Identifies the symptoms of food poisoning</li> <li>• Evaluates food consumed with regard to its safety and wholesomeness</li> <li>• Lists the food laws meant for food safety and purchases foods duly certified</li> </ul>
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Day 6	5. Your Role as a Consumer	<p>5.3 Consumer and Consumer Education</p> <ul style="list-style-type: none"> <li>-Who is consumer?</li> <li>-What is consumer education?</li> <li>-Why consumer education?</li> </ul> <p>5.4 Consumer Buying Guide</p> <p>5.5 Rights of a consumer</p> <p>5.6 Consumer Protection Act 1986</p> <p>5.7 Consumer Councils or forums</p>	<ul style="list-style-type: none"> <li>• Practical Exercise 5.9.1</li> <li>• Practical Exercise 5.9.2</li> <li>• Practical Exercise 5.9.3</li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> <li>• Undertake group discussion on the following: <ul style="list-style-type: none"> <li>- Rights of a consumer</li> <li>- Consumer Protection Act 1986</li> <li>- Consumer Councils or forums</li> <li>- Filing a complaint in the consumer forum</li> </ul> </li> <li>• Record the observations of the discussion in the practical file.</li> </ul>	<ul style="list-style-type: none"> <li>• Intext Questions 5.1</li> <li>• Terminal Questions 5.10</li> <li>• Surf net to gather information on the following points: <ul style="list-style-type: none"> <li>- Rights of a consumer</li> <li>- Consumer Protection Act 1986</li> <li>- Consumer Councils or forums near by</li> <li>- Filing a complaint in the consumer forum.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defines a consumer</li> <li>• Appreciates the need for consumer education</li> <li>• Adopts the consumer buying guide while purchasing goods</li> <li>• Knowledgeable about the consumer protection act.</li> </ul>
Day 7.	6. Processing of Foods	<p>1.3 Definition of Food Processing</p> <p>1.3.1 Primary and Secondary Processing</p> <p>1.4 Why do we Process Food?</p> <p>1.5 Processing of different foods</p> <ul style="list-style-type: none"> <li>• Processing of Cereals <ul style="list-style-type: none"> <li>- Rice</li> <li>- Wheat</li> <li>- Other Cereals and Millets</li> </ul> </li> <li>• Processing of Legumes <ul style="list-style-type: none"> <li>- Wet Milling</li> <li>- Dry Milling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practical Exercises 1.9.1</li> <li>• Practical Exercises 1.9.2</li> <li>• Practical Exercises 1.9.3</li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> </ul>	<ul style="list-style-type: none"> <li>• Intext Questions 1.1.1</li> <li>• Intext Questions 1.1.2</li> <li>• 1.10 Terminal Questions</li> <li>• Undertake small group discussion with family and friends on the following topics: <ul style="list-style-type: none"> <li>- Meaning of food processing</li> <li>- Why do we process food?</li> <li>- Advantages of processing food</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates between Primary and Secondary processing of foods</li> <li>• Lists the Advantages and Disadvantages of food processing</li> <li>• Explains the processing of <ul style="list-style-type: none"> <li>- Cereals</li> <li>- Legumes</li> </ul> </li> <li>• Aware of the effect of processing on the nutritive value of foods</li> <li>• Identifies and lists the processed foods available in the market</li> </ul>

Day 8	6. Processing of Foods	<ul style="list-style-type: none"> <li>• Processing of Oils and Fats <ul style="list-style-type: none"> <li>- Churning</li> <li>- Pressing</li> <li>- Solvent Extraction</li> <li>- Hydrogenation</li> </ul> </li> <li>• Processing of Sugar and Jaggery</li> <li>• Processing of Milk and Milk Products</li> <li>• Processing of Coffee and Tea</li> </ul> <p>1.6 Advances in Processing of Foods 1.7 Effect of Processing on Nutritional Quality of Foods</p>	<ul style="list-style-type: none"> <li>• <i>Continuation of Practical Exercises 1.9</i></li> <li>• Primarily Processed foods</li> <li>• Convenience foods <ul style="list-style-type: none"> <li>- Listing and categorizing</li> <li>- Evaluation of Convenience foods</li> <li>- Visit to the Industry</li> </ul> </li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake a survey of your neighborhood homes to study the Processed products commonly used in homes and the reasons for their choice</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>- Explains the processing of</li> <li>- Oils and Fats</li> <li>- Sugar and Jaggery</li> <li>- Milk and Milk Products</li> <li>- Coffee and Tea</li> </ul>
Day 9	7. Methods of Food Preservation	<p>Meaning of Food Preservation 2.4 Need for Food Preservation 2.5 Causes of Food Spoilage</p> <ul style="list-style-type: none"> <li>- Micro-organisms</li> <li>- Enzymes</li> <li>- Insects and Rodents</li> <li>- Other factor speeding deterioration of foods</li> </ul> <p>2.6 Perishability of Foods</p>	<ul style="list-style-type: none"> <li>• Practical exercises 2.9 :- <ul style="list-style-type: none"> <li>- 2.9.1 Preserved foods available in the market</li> <li>- 2.9.2 Preservation at Household Level</li> </ul> </li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Intext Questions 2.1:-</li> <li>• Undertake small group discussion with family and friends on the following topics: <ul style="list-style-type: none"> <li>- Need for Food Preservation</li> <li>- Causes of Food Spoilage</li> <li>- Perishability of Foods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defines food preservation</li> <li>• Appreciates the need for preserving foods</li> <li>• Aware of the common causes of food spoilage</li> <li>• Classifies foods on basis of keeping quality and perishability</li> </ul>
Day 10	7. Methods of Food Preservation	<p>7 Methods of Food Preservation</p> <ul style="list-style-type: none"> <li>- Dehydration</li> <li>- Altering Temperature</li> <li>- Use of Salt, Sugar and Vinegar</li> <li>- Chemical Preservatives</li> <li>- Irradiation</li> </ul>	<ul style="list-style-type: none"> <li>• Practical exercises 2.9 :-</li> <li>• 2.9.3 Preparation of Preserved foods <ul style="list-style-type: none"> <li>- Mixed Fruit Jam</li> <li>- Orange Squash</li> <li>- Green Chilly and Lime Pickle</li> </ul> </li> <li>• 2.9.4 Using Seasonal</li> </ul>	<ul style="list-style-type: none"> <li>• Intext Questions 2.1:- <ul style="list-style-type: none"> <li>- 2.1.3</li> <li>- 2.1.4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the common methods of food preservation</li> <li>• Selects appropriate method for preserving foods of daily use</li> <li>• Evaluates preserved</li> </ul>

			<p>Fruits and Vegetables</p> <ul style="list-style-type: none"> <li>Record the outcomes of all the above practical activities in the Practical File</li> </ul>		<p>products available in the market</p>
Day 11.	8. Equipment used for Food Preservation	<p>3.3 Using Equipment</p> <ul style="list-style-type: none"> <li>Advantages</li> <li>Disadvantages</li> </ul> <p>3.5 Common tools and Equipment used at Home</p> <p>3.6 Buying of Equipment</p> <p>3.7 Use and Maintenance of Equipment</p> <p>3.8 Equipment used at Industrial Level</p> <ul style="list-style-type: none"> <li>Cleaning and Separation</li> <li>Disintegration</li> <li>Mixing</li> <li>Heating</li> <li>Cooling</li> <li>Dehydration</li> <li>Packaging</li> <li>Control of Processing Operations</li> </ul>	<ul style="list-style-type: none"> <li>3.10 Practical Exercises:-</li> <li>3.10.1 Household equipment</li> <li>3.10.2 Market Survey</li> <li>3.10.3 Visit to Industry</li> <li>Record the outcomes of all the above practical activities in the Practical File</li> </ul>	<p>Intext Questions 3.1</p> <p>Intext Questions 3.1.1</p> <p>Intext Questions 3.1.2</p> <p>Intext Questions 3.1.3</p> <p>Terminal Questions 3.11</p>	<ul style="list-style-type: none"> <li>Lists the advantages and disadvantages of equipment of food processing</li> <li>Aware of the common tools and equipments used for food preservation in the home</li> <li>Observes the suggested norms while buying equipment and tools</li> <li>Demonstrates the proper use and maintenance of tools and equipment</li> <li>Selects and uses appropriate equipment and tools for different types of food processing operations</li> <li>Differentiates between equipment used at home and in an industrial unit</li> </ul>
Day 12.	9. Food Engineering - Industrial Plant Organization – Layout and equipment Plan	<p>.3 Categories of Food Processes</p> <p>Preservation</p> <p>Extraction</p> <p>Single Component</p> <p>Edible Portion</p> <p>Transformation</p> <p>Composite Products</p> <p>4.4 Flow Sheet and Process Diagram</p>	<ul style="list-style-type: none"> <li>Practical Exercise 4.8.1</li> <li>Practical Exercise 4.8.2</li> <li>Record the outcomes of all the above practical activities in the Practical File</li> <li>Diagrammatically explain the following in</li> </ul>	<ul style="list-style-type: none"> <li>Intext Questions 4.1</li> <li>Tabulate and show the different types of unit operations listing their meaning and how they are used</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Classifies the main categories of food processing</li> <li>Appreciates the importance of developing a Flow Sheet</li> <li>Understands the different unit operations Explains</li> </ul>

		Types of Unit Operations	the practical file : - Classification of Categories of Food Processing - Process Diagram for Jam Making		how the different unit operations are used
Day 13	9. Food Engineering - Industrial Plant Organization – Layout and equipment Plan	4.5 Process Calculation Raw Material Supply and Availability Energy and Water supply By-product and Waste Utilization 4.6 Feasibility Criteria for the Development and Management of Food Processing Unit Inputs Organization Outputs General	Practical Exercise 4.8.3 Record the outcomes of all the above practical activities in the Practical File  Sketch the General Layout (Floor) plan of a Squash Making unit	<ul style="list-style-type: none"> <li>• Intext Questions 4.2</li> <li>• Design a Process chart and a layout Plan for preserving the following foods at home: <ul style="list-style-type: none"> <li>- Apples</li> <li>- Oranges</li> <li>- Potatoes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Calculates the supply and availability of raw materials</li> <li>• Ensures the availability of other resources of food processing</li> <li>• Works out the Feasibility Criteria for the development of a processing unit</li> </ul>
Day 14.	10. Quality Control in Food Processing Unit	5.3 Areas Involved in Quality Control Engineering Marketing Economics Technology 5.4 Supportive Services in Quality Control - Storage - Ware- housing - Distribution 5.5 Organization of Services for Quality Control	Practical Exercises 5.9.1 Practical Exercises 5.9.2 Record the outcomes of all the above practical activities in the Practical File Make a Chart showing the major functions of the quality control in the unit •	Intext Questions 5.1 5.10.Terminal Questions  Tabulate the routine quality control procedures used in a food processing unit listing examples of the purpose against each procedure	<ul style="list-style-type: none"> <li>• Defines quality control</li> <li>• Appreciates the need for quality control in a food processing unit</li> <li>• Describes the areas involved in quality control</li> <li>• Lists the Support Services of quality control</li> <li>• Aware of the organizations of quality control</li> </ul>
Day 15	10. Quality	5.6 Functions of Quality Control - Product Development	Practical Exercises 5.9.3 Record the outcomes of all the	Intext Questions 5.2 Undertake market survey	<ul style="list-style-type: none"> <li>• Lists functions of Quality Control</li> </ul>

	Control in Food Processing Unit	<ul style="list-style-type: none"> <li>- Safety of Food</li> <li>- Acceptability</li> <li>- Chemical Analysis</li> <li>- Routine Quality Control Procedures</li> </ul> <p>5.7 Systems to Control Quality of Food</p> <ul style="list-style-type: none"> <li>- Factory Level</li> <li>National Level</li> </ul>	<p>above practical activities in the Practical File</p> <p>Surf net to study the body</p> <p>CODEX- Alimentations Commission and its role in Standards, Safety and Hygiene of processed foods</p> <ul style="list-style-type: none"> <li>• Write your observations in the practical file</li> </ul>	<p>to study the products sold with the quality standard markings like FPO, ISI, AGMARK etc.</p> <p>Discuss with family and friends about the benefits of buying foods with standard markings</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of the systems of quality control both at the factory level and national level</li> <li>• Informed about the role of CODEX</li> <li>• Promotes use of food products with quality standard markings of IFO,ISI, and AGMARK</li> </ul>
Day 16.	11. Hygiene and Sanitation	<p>6.3 Sources of Contamination</p> <ul style="list-style-type: none"> <li>• Primary Sources <ul style="list-style-type: none"> <li>- Food Handlers</li> <li>- Water</li> <li>- Food</li> <li>- Insects and Rodents</li> </ul> </li> <li>• Secondary Sources <ul style="list-style-type: none"> <li>- Physical plant</li> <li>- Equipment and Utensils</li> <li>- Floors and Walls</li> <li>- Ceilings</li> </ul> </li> </ul> <p>6.4 Controlling measures to Prevent Contamination</p> <ul style="list-style-type: none"> <li>-Personal Hygiene</li> <li>-Environment Hygiene</li> <li>-Equipment and Utensils</li> <li>-Premises</li> </ul> <p>6.5 Safe Disposal of Garbage</p> <p>6.6 By-Product and Waste Utilization</p>	<p>6.8 Practical Exercises</p> <p>Record the outcomes of all the above practical activities in the Practical File</p> <p>Undertake Group Discussion on the following sources of Contamination:</p> <ul style="list-style-type: none"> <li>• Primary Sources <ul style="list-style-type: none"> <li>- Food Handlers</li> <li>- Water</li> <li>- Food</li> <li>- Insects and Rodents</li> </ul> </li> <li>• Secondary Sources <ul style="list-style-type: none"> <li>- Physical plant</li> <li>- Equipment and Utensils</li> <li>- Floors and Walls</li> <li>- Ceilings</li> </ul> </li> </ul>	<p>Intext Questions 6.1</p> <p>Intext Questions 6.2</p> <p>6.9 Terminal Questions</p> <ul style="list-style-type: none"> <li>• Discuss with family and friends about the Sources of Contamination and Controlling measures to Prevent Contamination</li> <li>• Record the outcome of the discussion in the practical file</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the sources of contamination</li> <li>• Adopts measures to control continuation</li> <li>• Practices general rules of personal hygiene</li> <li>• Practices effective sanitary methods with regard to equipment, utensils, floors walls etc.</li> <li>• Enumerates the measures for ensuring hygiene and sanitation</li> <li>• Disposes waste as per prescribed norms</li> <li>• Utilizes and safely disposes by-products</li> </ul>
Day 17.	12. Packaging	<p>1.3 Packaging</p> <p>1.4 Packaging Material</p>	<ul style="list-style-type: none"> <li>• 1.6 Practical Exercises 1</li> <li>• Practical Exercises 2</li> </ul>	<ul style="list-style-type: none"> <li>• Intext Questions 1.1/I</li> <li>• Intext Questions 1.1/II</li> </ul>	<ul style="list-style-type: none"> <li>• Defines packaging and packaging</li> </ul>



	Material	<p>1.4.1 Paper and Wood</p> <ul style="list-style-type: none"> <li>• Unit Packages</li> <li>• Bulk Packages</li> <li>• Special Paper for bulk Package <ul style="list-style-type: none"> <li>- Glassine</li> <li>- Grease Proof</li> <li>- Vegetable Parchment</li> <li>- Waxed Paper</li> <li>- Enamel Paper</li> <li>- Kraft Paper</li> <li>- Corrugated Boards</li> </ul> </li> </ul> <p>1.4.2 Glass Bottles</p> <ul style="list-style-type: none"> <li>- Closures for glass containers</li> </ul> <p>1.4.3 Metal Containers</p> <p>1.4.4 Plastics</p> <p>1.4.5 Characteristics to look for in Packaging Material</p>	<ul style="list-style-type: none"> <li>• Practical Exercises 3</li> <li>• Practical Exercises 4</li> <li>• Practical Exercises 5</li> <li>• Practical Exercises 6</li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> </ul>	<ul style="list-style-type: none"> <li>• Intext Questions 1.2/I</li> <li>• Intext Questions 1.2/II</li> <li>• Intext Questions 1.3/I</li> <li>• 1.7 Terminal Questions</li> <li>• Collect pictures of differently packed foods and paste in the practical file</li> <li>• Against each picture comment on basis of the criteria prescribed for packaging of foods about its suitability and appropriateness</li> </ul>	<p>materials</p> <ul style="list-style-type: none"> <li>• Appreciates the need for good packaging</li> <li>• Identifies and different types of packaging materials</li> <li>• Aware of the criteria for selection of packaging material</li> <li>• Selects and uses the correct packaging material</li> </ul>
Day 18	13. Labels on Food Packages	<p>2.3 Do you need labels?</p> <p>2.4 Methods of Labeling</p> <p>2.5 Label Information and Illustrations</p> <ul style="list-style-type: none"> <li>- Side Panels</li> <li>- Front Panel</li> </ul> <p>2.6 Other Information</p> <p>2.7 Nutrition Labeling</p> <p>2.8 Certification Marks</p> <p>2.8 Evaluation of Labels</p>	<ul style="list-style-type: none"> <li>• Practical Exercises 2.10/I</li> <li>• Practical Exercises 2.10/II</li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> <li>• Collect some labels and evaluate them for their appropriateness.</li> <li>• Paste the labels and comment on their appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>• Intext Questions 2.1</li> <li>• Intext Questions 2.2</li> <li>• 2.11 Terminal Questions</li> <li>• Undertake a group discussion with friends and family on the following topics: <ul style="list-style-type: none"> <li>- Information and Illustrations</li> <li>- Nutrition Labeling</li> </ul> </li> <li>• Certification Marks</li> </ul>	<ul style="list-style-type: none"> <li>• Defines and explains what are labels</li> <li>• Appreciates the need for labeling processed food products</li> <li>• Demonstrates knowledge of the contents of a label</li> <li>• Exhibits awareness about the contents on a label</li> <li>• Adopts the correct method of labeling in relation to content and local preferences</li> </ul>

Day 19.	14. Accessories Used in Packaging	<p>3.3 Printing Ink</p> <ul style="list-style-type: none"> <li>- Compound unaccepted for ink on food package labels</li> <li>- External Packages</li> <li>- Immediate Wrapping</li> </ul> <p>3.4 Gum and Adhesive</p> <p>3.5 Staple Pins and Thread</p>	<p>Practical Exercises -1,2, 3, 4, 5</p> <ul style="list-style-type: none"> <li>• Record the outcomes of all the above practical activities in the Practical File</li> <li>• Visit a shop stocking packaged foodstuffs and undertake the evaluation of the suitability of the following accessories used: <ul style="list-style-type: none"> <li>- External Packages</li> <li>- Immediate Wrapping</li> <li>- Gum and Adhesive</li> <li>- Staple Pins and Thread</li> </ul> </li> </ul>	<p>Intext Questions 3.1</p> <p>Intext Questions 3.2</p> <p>3.8 Terminal Questions</p> <ul style="list-style-type: none"> <li>• Undertake a visit to a food processing unit and study the accessories used by it in packaging of products manufactured by them. Comment on their appropriateness</li> <li>• Record your observations in the practical file</li> </ul>	<ul style="list-style-type: none"> <li>• Defines accessories in packaging</li> <li>• Lists the accessories of packaging</li> <li>• Lists the accessories used in packaging</li> <li>• Recognizes the accessories used in packaging of one's local area</li> <li>• Evaluates the types of accessories available in one's local area</li> <li>• Observes the prescribed do's and don't's with regard to the following: <ul style="list-style-type: none"> <li>○ Printing Ink</li> <li>○ External Packages</li> <li>○ Immediate Wrapping</li> <li>○ Gum and Adhesive</li> <li>○ Staple Pins and Thread</li> </ul> </li> </ul>
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Day 20.	15. Marketing	<p>4.3 Marketing System</p> <ul style="list-style-type: none"> <li>• Process of Marketing</li> </ul> <p>4.4 Stages in Marketing</p> <p>4.5 Preparation of the Product</p> <p>4.6 Advertising</p> <ul style="list-style-type: none"> <li>• Advertising Media</li> </ul> <p>4.7 Distribution</p> <p>Intensive Distribution</p> <p>Extensive Distribution</p> <p>4.8 Budgeting</p> <p>Forms of Budgeting</p> <p>4.9 Book Keeping</p>	<ul style="list-style-type: none"> <li>• Practical Exercises – 1</li> <li>• Practical Exercises – 2</li> <li>• Practical Exercises – 3</li> <li>• Practical Exercises – 4</li> <li>• Record the outcomes of all the above practical activities in the Practical File</li> <li>• Undertake group discussion on different Advertising Media</li> </ul>	<ul style="list-style-type: none"> <li>• Intext Questions 4.1</li> <li>• Intext Questions 4.2</li> <li>• Undertake a group discussion with friends and family on some advertisement that attracted them and motivated them to buy the product. Analyze the reasons for attracting their attention and motivating them</li> </ul>	<p>Undertakes advertising of product using the following:-</p> <ul style="list-style-type: none"> <li>- Press</li> <li>- Mailing</li> <li>- Outdoor Advertisement</li> <li>- Radio and Television</li> <li>- Points of Sale</li> <li>- Door to Door Advertisement</li> </ul> <p>Differentiates between Intensive Distribution and Extensive Distribution</p> <p>Appreciates the need for budgeting</p> <p>Successfully makes all types of Budgets</p> <p>Undertakes systematic book keeping for classifying and recording all transactions.</p>
Day 21	<p><b><u>PROJECT : 1</u></b></p> <p><b>Prepare one dish each using the following methods of cooking</b></p> <ul style="list-style-type: none"> <li>- Cooking in Steam</li> <li>- Cooking using Dry Heat</li> <li>- Cooking in oil by Deep Frying</li> <li>- Cooking in oil by Shallow Frying</li> </ul> <p>Record the recipes in the practical file</p>				
Day 22	<p><b><u>PROJECT:2</u></b></p> <p><b>Surf the Net and study the prescribed norms to be fulfilled to be eligible for the following standardization marks:</b></p> <ul style="list-style-type: none"> <li>- ISI</li> <li>- FPO</li> <li>- AGMARK</li> <li>- ECO Mark</li> </ul> <p><b>In the practical file Record the following:</b></p>				

	<ul style="list-style-type: none"> <li>- Logo of identification</li> <li>- Standards expected in each case</li> <li>- The products for which each is issued</li> </ul>
Day 23	<p><b>PROJECT:3</b></p> <p><b>Design labels for the following products you plan to make in your unit:</b></p> <ul style="list-style-type: none"> <li>- Mango Pickle</li> <li>- Mixed fruit Jam</li> </ul> <p><b>Ensure to provide the following information:</b></p> <ul style="list-style-type: none"> <li>- Brand Name</li> <li>- Product name</li> <li>- Ingredients</li> <li>- Certification</li> <li>- Nutrition</li> <li>- Method of storage</li> <li>- Date of manufacture and expiry</li> <li>- Price</li> </ul> <p>Paste the designed label in the practical file and record the following also:  Recipe of the product  Flow Sheet and Process Diagram of both the products</p>
Day 24	<p><b>PROJECT:4</b></p> <p><b>Develop the Feasibility Criteria for the Development and Management of a pickle making unit you plan to set up.</b></p> <ul style="list-style-type: none"> <li>• Detailing the following aspects: <ul style="list-style-type: none"> <li>- Inputs</li> <li>- Organization</li> <li>- Outputs</li> </ul> </li> <li>• Record the plan giving all details and also a Floor plan of the Layout of the unit</li> </ul>

