

# BAKER & CONFECTIONER

## COMPETENCY BASED CURRICULUM

(Duration: 2 yrs.)

## APPRENTICESHIP TRAINING SCHEME (ATS)

NSQF LEVEL- 5



SECTOR – Food Processing and Preservation



GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP  
DIRECTORATE GENERAL OF TRAINING

*Baker & Confectioner*

# **BAKER & CONFECTIONER**

(Revised in 2018)

**APPRENTICESHIP TRAINING SCHEME (ATS)**



**NSQF LEVEL - 5**

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Developed By

Ministry of Skill Development and Entrepreneurship  
Directorate General of Training  
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The DGT sincerely express appreciation for the contribution of the Industry, State Directorate, Trade Experts and all others who contributed in revising the curriculum. Special acknowledgement to the following industries/organizations who have contributed valuable inputs in revising the curricula through their expert members:

Special acknowledgement by DGT to the following expert members who have contributed immensely in this curriculum.

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**1.1 Apprenticeship Training Scheme under Apprentice Act 1961**

The Apprentices Act, 1961 was enacted with the objective of regulating the programme of training of apprentices in the industry by utilizing the facilities available therein for imparting on-the-job training. The Act makes it obligatory for employers in specified industries to engage apprentices in designated trades to impart Apprenticeship Training on the job in industry to school leavers and person having National Trade Certificate(ITI pass-outs) issued by National Council for Vocational Training (NCVT) to develop skilled manpower for the industry. There are four categories of apprentices namely; **trade apprentice, graduate, technician and technician (vocational) apprentices.**

Qualifications and period of apprenticeship training of **trade apprentices** vary from trade to trade. The apprenticeship training for trade apprentices consists of basic training followed by practical training. At the end of the training, the apprentices are required to appear in a trade test conducted by NCVT and those successful in the trade tests are awarded the National Apprenticeship Certificate.

The period of apprenticeship training for graduate (engineers), technician (diploma holders and technician (vocational) apprentices is one year. Certificates are awarded on completion of training by the Department of Education, Ministry of Human Resource Development.

**1.2 Changes in Industrial Scenario**

Recently we have seen huge changes in the Indian industry. The Indian Industry registered an impressive growth during the last decade and half. The number of industries in India have increased manifold in the last fifteen years especially in services and manufacturing sectors. It has been realized that India would become a prosperous and a modern state by raising skill levels, including by engaging a larger proportion of apprentices, will be critical to success; as will stronger collaboration between industry and the trainees to ensure the supply of skilled workforce and drive development through employment. Various initiatives to build up an adequate infrastructure for rapid industrialization and improve the industrial scenario in India have been taken.

### **1.3 Reformation**

The Apprentices Act, 1961 has been amended and brought into effect from 22<sup>nd</sup> December, 2014 to make it more responsive to industry and youth. Key amendments are as given below:

- Prescription of number of apprentices to be engaged at establishment level instead of trade-wise.
- Establishment can also engage apprentices in optional trades which are not designated, with the discretion of entry level qualification and syllabus.
- Scope has been extended also to non-engineering occupations.
- Establishments have been permitted to outsource basic training in an institute of their choice.
- The burden of compliance on industry has been reduced significantly.



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### **2.1 GENERAL**

Directorate General of Training (DGT) under Ministry of Skill Development & Entrepreneurship offers range of vocational training courses catering to the need of different sectors of economy/ Labour market. The vocational training programmes are delivered under aegis of National Council of Vocational Training (NCVT). Craftsman Training Scheme (CTS) and Apprenticeship Training Scheme (ATS) are two pioneer programmes of NCVT for propagating vocational training.

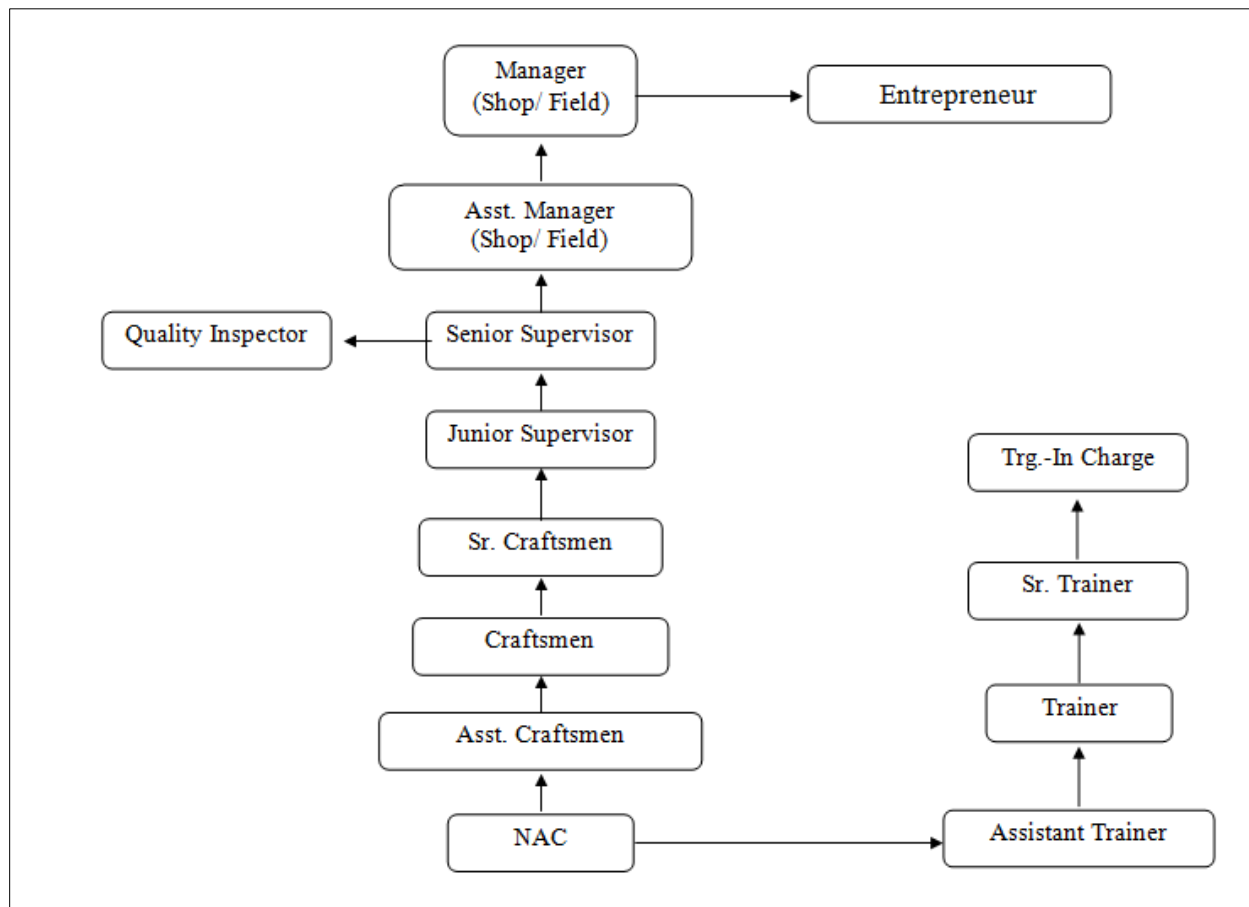
Baker & Confectioner trade under ATS is one of the most popular courses delivered nationwide through different industries. The course is of two years (02 Blocks) duration. It mainly consists of Domain area and Core area. In the Domain area Trade Theory & Practical impart professional - skills and knowledge, while Core area - Employability Skills imparts requisite core skills & knowledge and life skills. After passing out the training programme, the trainee is being awarded National Apprenticeship Certificate (NAC) by NCVT having worldwide recognition.

**Broadly candidates need to demonstrate that they are able to:**

- Read & interpret technical parameters/document, plan and organize work processes, identify necessary materials and tools;
- Perform task with due consideration to safety rules, accident prevention regulations and environmental protection stipulations;
- Apply professional skill, knowledge, core skills & employability skills while performing jobs and solve problem during execution.
- Check the job/assembly as per drawing for functioning, identify and rectify errors in job/assembly.
- Document the technical parameters related to the task undertaken.

**2.2 CAREER PROGRESSION PATHWAYS:**

- Indicative pathways for vertical mobility.



**2.3 COURSE STRUCTURE:**

Table below depicts the distribution of training hours across various course elements during a period of two years (*Basic Training and On-Job Training*): -

**Total training duration details: -**

Time (in months)	1-3	4-12	13-24
Basic Training	Block– I	-----	-----
Practical Training (On - job training)	----	Block – I	Block – II



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### A. Basic Training

For 02 yrs. Course (Non-Engg.): - **Total 03 months:** 03 months in 1<sup>st</sup>yr. only

For 01 yr. Course (Non-Engg.): - **Total 03 months:** 03 months in 1<sup>st</sup> yr.

Sl. No.	Course Element	Total Notional Training Hours (For 02 yrs. Course)
1	Professional Skill (Trade Practical)	270
2	Professional Knowledge (Trade Theory)	120
3	Employability Skills	110
	<b>Total (including Internal Assessment)</b>	<b>500</b>

### B. On-Job Training:-

For 02 yrs. Course (Non-Engg.) :- ( **Total: 9 months in 1<sup>st</sup> yr.+12months in 2<sup>nd</sup> yr.**)

Notional Training Hours for On-Job Training: 3640 Hrs.

### C. Total training hours:-

Duration	Basic Training	On-Job Training	Total
<b>For 02 yrs. Course</b> (Non-Engg.)	500 hrs.	3640 hrs.	4140 hrs.
<b>For 01 yr. Course</b> (Non-Engg.)	500 hrs.	2080 hrs.	2580 hrs.

## 2.4 ASSESSMENT & CERTIFICATION:

The trainee will be tested for his skill, knowledge and attitude during the period of course and at the end of the training programme as notified by Govt of India from time to time. The Employability skills will be tested in first two semesters only.

a) The **Internal assessment** during the period of training will be done by **Formative assessment method** by testing for assessment criteria listed against learning outcomes. The training institute have to maintain individual *trainee portfolio* as detailed in assessment guideline. The marks of internal assessment will be as per the template (Annexure – II).

b) The final assessment will be in the form of summative assessment method. The All India Trade Test for awarding NAC will be conducted by NCVT on completion of course as per guideline of Govt of India. The pattern and marking structure is being notified by govt of India

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from time to time. **The learning outcome and assessment criteria will be basis for setting question papers for final assessment. The examiner during final examination will also check individual trainee's profile as detailed in assessment guideline before giving marks for practical examination.**

### **2.4.1 PASS REGULATION**

The minimum pass percent for Practical is 60% & minimum pass percent for Theory subjects 40%. The candidate pass in each subject conducted under all India trade test.

### **2.4.2 ASSESSMENT GUIDELINE**

Appropriate arrangements should be made to ensure that there will be no artificial barriers to assessment. The nature of special needs should be taken into account while undertaking assessment. Due consideration should be given while assessing for team work, avoidance/reduction of scrap/wastage and disposal of scarp/wastage as per procedure, behavioral attitude, sensitivity to environment and regularity in training. The sensitivity towards OSH and self-learning attitude are to be considered while assessing competency.

Assessment will be evidence based comprising the following:

- Job carried out in labs/workshop
- Record book/ daily diary
- Answer sheet of assessment
- Viva-voce
- Progress chart
- Attendance and punctuality
- Assignment
- Project work

Evidences of internal assessments are to be preserved until forthcoming semester examination for audit and verification by examination body. The following marking pattern to be adopted while assessing:

<b>Performance Level</b>	<b>Evidence</b>
<b>(a) Weightage in the range of 60 -75% to be allotted during assessment</b>	
For performance in this grade, the candidate with occasional guidance and showing due regard for safety procedures and practices, has produced work which demonstrates attainment of an acceptable standard of	<ul style="list-style-type: none"><li>• Demonstration of good skill in the use of hand tools, machine tools and workshop equipment</li><li>• Below 70% tolerance dimension/accuracy achieved while undertaking different work</li></ul>

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craftsmanship.	<p>with those demanded by the component/job/set standards.</p> <ul style="list-style-type: none"> <li>• A fairly good level of neatness and consistency in the finish</li> <li>• Occasional support in completing the project/job.</li> </ul>
(b) Weightage in the range of above 75% - 90% to be allotted during assessment	
<p>For this grade, the candidate, with little guidance and showing due regard for safety procedures and practices, has produced work which demonstrates attainment of a reasonable standard of craftsmanship.</p>	<ul style="list-style-type: none"> <li>• Good skill levels in the use of hand tools, machine tools and workshop equipment</li> <li>• 70-80% tolerance dimension/accuracy achieved while undertaking different work with those demanded by the component/job/set standards.</li> <li>• A good level of neatness and consistency in the finish</li> <li>• Little support in completing the project/job</li> </ul>
(c) Weightage in the range of above 90% to be allotted during assessment	
<p>For performance in this grade, the candidate, with minimal or no support in organization and execution and with due regard for safety procedures and practices, has produced work which demonstrates attainment of a high standard of craftsmanship.</p>	<ul style="list-style-type: none"> <li>• High skill levels in the use of hand tools, machine tools and workshop equipment</li> <li>• Above 80% tolerance dimension/accuracy achieved while undertaking different work with those demanded by the component/job/set standards.</li> <li>• A high level of neatness and consistency in the finish.</li> <li>• Minimal or no support in completing the project.</li> </ul>

**Brief description of Job roles:**

Supervisor and Foreman, Food Processing supervises and guides workers engaged in processing and preserving food by various mechanical and manual processes. Guides workers in milling and parching food grains, crushing and pressing oil seeds, making 'gur', 'khandsari' and sugar by open or vacuum pan system, preserving and canning food stuff, making biscuits, candy, chocolate, sweet-meats, etc. by mechanical, manual or combined operations as necessary according to method and nature of production. Watches heating and baking temperatures, adjustments of machines and equipment, mixing of proper quality and quantity of ingredients, etc. and directs workmen accordingly to suit requirements. Ensures quality and rate of production and maintains prescribed records. May regulate temperature, adjusts machines and equipment, mix ingredients and perform other tasks. May be designated according to section or work supervised (Excluded are other food processing supervisory staff and Technologists described separately).

**Reference NCO 2015:** 3122.6900 - Supervisor and Foreman, Food Processing/Production  
Supervisor

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**4. NSQF LEVEL COMPLIANCE**

NSQF level for Baker & Confectioner trade under ATS: **Level 5**

As per notification issued by Govt. of India dated- 27.12.2013 on National Skill Qualification Framework total 10 (Ten) Levels are defined.

Each level of the NSQF is associated with a set of descriptors made up of five outcome statements, which describe in general terms, the minimum knowledge, skills and attributes that a learner needs to acquire in order to be certified for that level.

Each level of the NSQF is described by a statement of learning outcomes in five domains, known as level descriptors. These five domains are:

- a. Process
- b. Professional knowledge,
- c. Professional skill,
- d. Core skill and
- e. Responsibility.



The Broad Learning outcome of Baker & Confectioner trade under ATS mostly matches with the Level descriptor at Level- 5.

The NSQF level-5 descriptor is given below:

Level	Process Required	Professional Knowledge	Professional Skill	Core Skill	Responsibility
Level 5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problem by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication.	Responsibility for own work and Learning and some responsibility for other's works and learning.

**5. GENERAL INFORMATION**

<b>Name of the Trade</b>	<b>Baker &amp; Confectioner</b>
<b>NCO - 2015</b>	3122.6900
<b>NSQF Level</b>	Level – 5
<b>Duration of Apprenticeship Training</b> (Basic Training + On-Job Training)	Two years (02 Blocks each of one year duration).
<b>Duration of Basic Training</b>	a) Block –I : 3 months b) Block – II : 3 months <b>Total duration of Basic Training: 6 months</b>
<b>Duration of On-Job Training</b>	a) Block–I: 9 months b) Block–II : 9 months <b>Total duration of Practical Training: 18 months</b>
<b>Entry Qualification</b>	Entry Qualifications: Pass10th class Examination Under 10+2 System of Education.
<b>Selection of Apprenticeship</b>	The apprentices will be selected as per Apprenticeship Act amended time to time.
<b>Instructors Qualification for Basic Training</b>	As per ITI instructors qualifications as amended time to time for the specific trade.
<b>Infrastructure for basic training</b>	As per related trade of ITI.
<b>Examination</b>	The internal examination/ assessment will be held on completion of each block. Final examination for all subjects will be held at the end of course and same will be conducted by NCVT.
<b>Rebate to Ex-ITI Trainees</b>	06 months
<b>CTS trades eligible for Baker &amp; Confectioner (Apprenticeship)</b>	Baker & Confectioner

**Note:**

- Industry may impart training as per above time schedule for different block, however this is not fixed. The industry may adjust the duration of training considering the fact that all the components under the syllabus must be covered. However the flexibility should be given keeping in view that no safety aspects is compromised.
- For imparting Basic Training the industry to tie-up with ITIs having such specific trade and affiliated to NCVT.

**6.1 GENERIC LEARNING OUTCOME**

The following are minimum broad Common Occupational Skills/ Generic Learning Outcome after completion of the Cutting and Sewing Machine Operator course of 02 years duration under ATS.

**Block I & II:-**

1. Recognize & comply safe working practices, environment regulation and housekeeping.
2. Select and ascertain measuring instrument and measure dimension of components and record data.
3. Explain the concept in productivity, quality tools, and labour welfare legislation and apply such in day to day work to improve productivity & quality.
4. Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.
5. Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.
6. Plan and organize the work related to the occupation.

**6.2 SPECIFIC LEARNING OUTCOME**

**Block – I**

1. Preparation of fruit bread
2. Preparation of different types of icings
3. Preparation of brown bread
4. Preparation of chocolate cake
5. Preparations of different types of Pastry
6. Preparation of basic choux paste
7. Preparation of chocolate éclair
8. Preparation of dinner rolls
9. Preparation of sponge cake
10. Preparation of vegetables patties
11. Preparation of bread
12. Preparation of Swiss roll
13. Preparation of cooking
14. Preparation of choux paste
15. Preparation of frenchy bread

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16. Preparation of vanilla buns
17. Preparation of walnut cake

### **Block – II**

18. Preparation of cheese straws
19. Preparation of Yule log,
20. Preparation of birthday cake
21. Preparation of birthday cake & its decoration
22. Preparation of jam tarts
23. Preparation of lemon curd tarts
24. Preparation of rice puddings
25. Preparation of bread pudding
26. Preparation of soufflé
27. Preparation of melting moments
28. Preparation of pineapple pastry
29. Preparation of apple straddle
30. Preparation of mixed fruit cake
31. Preparation of salted biscuits
32. Preparation of almond paste
33. Preparation of Choux paste
34. Preparation of Macroons
35. Preparation of Cookies meringues

**Note:** Learning outcomes are reflection of total competencies of a trainee and assessment will be carried out as per assessment criteria.

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**7. LEARNING OUTCOME WITH ASSESSMENT CRITERIA**

<b>GENERIC LEARNING OUTCOME</b>	
<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
1. Recognize & comply safe working practices, environment regulation and housekeeping.	1. 1. Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements.
	1. 2. Recognize and report all unsafe situations according to site policy.
	1. 3. Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.
	1. 4. Identify, handle and store / dispose off dangerous/unsalvageable goods and substances according to site policy and procedures following safety regulations and requirements.
	1. 5. Identify and observe site policies and procedures in regard to illness or accident.
	1. 6. Identify safety alarms accurately.
	1. 7. Report supervisor/ Competent of authority in the event of accident or sickness of any staff and record accident details correctly according to site accident/injury procedures.
	1. 8. Identify and observe site evacuation procedures according to site policy.
	1. 9. Identify Personal Productive Equipment (PPE) and use the same as per related working environment.
	1. 10. Identify basic first aid and use them under different circumstances.
	1. 11. Identify different fire extinguisher and use the same as per requirement.
	1. 12. Identify environmental pollution & contribute to avoidance of same.
	1. 13. Take opportunities to use energy and materials in an environmentally friendly manner
	1. 14. Avoid waste and dispose waste as per procedure
	1. 15. Recognize different components of 5S and apply the same in the working environment.
2. Explain the concept in productivity, quality tools, and labour welfare legislation and apply such	5.1 Explain the concept of productivity and quality tools and apply during execution of job.
	5.2 Understand the basic concept of labour welfare legislation and adhere to responsibilities and remain

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in day to day work to improve productivity & quality.	sensitive towards such laws.
	5.3 Knows benefits guaranteed under various acts
3. Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.	6.1 Explain the concept of energy conservation, global warming, pollution and utilize the available recourses optimally & remain sensitive to avoid environment pollution.
	6.2 Dispose waste following standard procedure.
4. Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.	7. 1. Explain personnel finance and entrepreneurship.
	7. 2. Explain role of Various Schemes and Institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/ non financing support agencies to familiarizes with the Policies /Programmes & procedure & the available scheme.
	7. 3. Prepare Project report to become an entrepreneur for submission to financial institutions.
5. Plan and organize the work related to the occupation.	8. 1. Use documents, drawings and recognize hazards in the work site.
	8. 2. Plan workplace/ assembly location with due consideration to operational stipulation
	8. 3. Communicate effectively with others and plan project tasks
	8. 4. Assign roles and responsibilities of the co-trainees for execution of the task effectively and monitor the same.
<b>SPECIFIC OUTCOME</b>	
<b>Block-I &amp; II (Section:10 in the competency based curriculum)</b>	
<p><i>Assessment Criteria i.e. the standard of performance, for each specific learning outcome mentioned under <b>block – I &amp; block – II</b> (section: 10) must ensure that the trainee achieves well developed skill with clear choice of procedure in familiar context. Assessment criteria should broadly cover the aspect of <b>Planning</b> (Identify, ascertain, estimate etc.); <b>Execution</b> (perform, illustration, demonstration etc. by applying 1) a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information 2) Knowledge of facts, principles, processes, and general concepts, in a field of work or study 3) Desired Mathematical Skills and some skill of collecting and organizing information, communication) and <b>Checking/ Testing</b> to ensure functionality during the assessment of each outcome. The assessments parameters must also ascertain that the candidate is responsible for own work and learning and some responsibility for other's work and learning.</i></p>	

**BASIC TRAINING (Block – I)**

**Duration: (03) Three Months**

<b>Week No.</b>	<b>Professional Skills (Trade Practical)</b>	<b>Professional Knowledge (Trade Theory)</b>
1.	Preparation of short crust paste.  preparation of jam tarts	Basic equipment preparation of diagrams use of baker & confectioner tools. Important cookery & bakery terms used in preparation. Aims an object of cooking /baking food commodity basic knowledge of commodity including fruits & nuts. Classification of raw materials seasoning & flavouring agents Methods of cooking food Baking temperature & time Movement in mixing foods types of mixing methods Basic principles of food storage according to types of commodity Chemicals, Leavening agents organization of kitchen duties of chief patisserie Basic principles affecting menus with special relevance to work of the pastry chief Texture Course of menu- planning
2.	preparations of coconut turn over  preparations of on top jam tarts with strips	Cereals-structure of wheat producing countries Milling-general description of various processes Four: its composition, the nature of gluten & its function in bread making
3.	preparation of Jam Tarts  Preparation of biscuits	Simple test 'o' flour quality colours gluten & water absorption characteristic of different flours Function of starch & its function in cake making Yeast in elementary knowledge of baker yeast, its production
4.	Preparation of bread rolls  Preparation of sponge cake	The part yeast plays in the fermentation of dough Effect of over & under fermentation & over & under proving of dough's. Salt: the use & effect of salt in making bread & flour confectionery prevention of rope baking & Wapping

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5.	Preparation of Swiss Roll	Advanced bakery & confectionary terms used in preparations Texture of food different types of paste Basic nutrition constituents of food stuffs their function & sources
6.	Preparation of Yule-Log (Basic Swiss Roll)	Knowledge about basic ingredients & method of preparations of important items sold in the bakery
7.	Calculations-simple tables	Calculations-simple tables Weights & measures Measuring of liquid Different measures used in the bakery & confectionery
8.	Preparation of queen cake	An elementary knowledge of source, properties & use of oils, fats, eggs, sugar, dried fruits & peels Oven temperature Elementary knowledge of construction & working of various types of ovens chart for deep fat frying
9.	Preparation of fruit cake	Co-ordination of bakery & confectionery Department with other sections of the main kitchen Different types of sauces used in the bakery & confectionery department Types of pastries- oven temperature
10.	Preparation of different shapes of dinner rolls	Knowledge of important receipts Basic ingredients – methods of preparation Basic layout of the bakery department Basic receipts of short paste Cheese pastry, chux pastry, Flaky pastry
11.	Preparation of marcoons	Elementary knowledge of hygiene Personal hygiene of food handlers Common kitchen pets
12.	Preparation of dough nut	Safety-causes of accidents in the bakery- its prevention Protection of food & contamination Use of first aid box & its use Repetition of important chapters.
13	<b>Internal Assessment 03days</b>	

**Note:** - More emphasis to be given on video/real-life pictures during theoretical classes. Some real-life pictures/videos of related industry operations may be shown to the trainees to give a feel of Industry and their future assignment.

**9.1 EMPLOYABILITY SKILLS**

(DURATION: - 110 HRS.)

<b>Block – I</b> <b>(Duration – 110 hrs.)</b>	
<b>1. English Literacy</b>	
Duration : 20 Hrs.	Marks : 09
<b>Pronunciation</b>	Accentuation (mode of pronunciation) on simple words, Diction (use of word and speech)
<b>Functional Grammar</b>	Transformation of sentences, Voice change, Change of tense, Spellings.
<b>Reading</b>	Reading and understanding simple sentences about self, work and environment
<b>Writing</b>	Construction of simple sentences Writing simple English
<b>Speaking / Spoken English</b>	Speaking with preparation on self, on family, on friends/ classmates, on know, picture reading gain confidence through role-playing and discussions on current happening job description, asking about someone's job habitual actions. Cardinal (fundamental) numbers ordinal numbers. Taking messages, passing messages on and filling in message forms Greeting and introductions office hospitality, Resumes or curriculum vita essential parts, letters of application reference to previous communication.
<b>2. I.T. Literacy</b>	
Duration : 20 Hrs.	Marks : 09
<b>Basics of Computer</b>	Introduction, Computer and its applications, Hardware and peripherals, Switching on-Starting and shutting down of computer.
<b>Computer Operating System</b>	Basics of Operating System, WINDOWS, The user interface of Windows OS, Create, Copy, Move and delete Files and Folders, Use of External memory like pen drive, CD, DVD etc, Use of Common applications.
<b>Word processing and Worksheet</b>	Basic operating of Word Processing, Creating, opening and closing Documents, use of shortcuts, Creating and Editing of Text, Formatting the Text, Insertion & creation of Tables. Printing document. Basics of Excel worksheet, understanding basic commands, creating simple worksheets, understanding sample worksheets, use of simple formulas and functions, Printing of simple excel sheets.
<b>Computer</b>	Basic of computer Networks (using real life examples), Definitions of

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<b>Networking and Internet</b>	Local Area Network (LAN), Wide Area Network (WAN), Internet, Concept of Internet (Network of Networks), Meaning of World Wide Web (WWW), Web Browser, Web Site, Web page and Search Engines. Accessing the Internet using Web Browser, Downloading and Printing Web Pages, Opening an email account and use of email. Social media sites and its implication. Information Security and antivirus tools, Do's and Don'ts in Information Security, Awareness of IT - ACT, types of cyber crimes.
<b>3. Communication Skills</b>	
Duration : 15 Hrs. <span style="float: right;">Marks : 07</span>	
<b>Introduction to Communication Skills</b>	Communication and its importance Principles of Effective communication Types of communication - verbal, non verbal, written, email, talking on phone. Non verbal communication -characteristics, components-Para-language Body language Barriers to communication and dealing with barriers. Handling nervousness/ discomfort.
<b>Listening Skills</b>	Listening-hearing and listening, effective listening, barriers to effective listening guidelines for effective listening. Triple- A Listening - Attitude, Attention & Adjustment. Active Listening Skills.
<b>Motivational Training</b>	Characteristics Essential to Achieving Success. The Power of Positive Attitude. Self awareness Importance of Commitment Ethics and Values Ways to Motivate Oneself Personal Goal setting and Employability Planning.
<b>Facing Interviews</b>	Manners, Etiquettes, Dress code for an interview Do's & Don'ts for an interview.
<b>Behavioral Skills</b>	Problem Solving Confidence Building Attitude
<b>4. Entrepreneurship Skills</b>	
Duration: 15 Hrs. <span style="float: right;">Marks : 06</span>	
<b>Concept of Entrepreneurship</b>	Entrepreneur - Entrepreneurship - Enterprises:-Conceptual issue Entrepreneurship vs. management, Entrepreneurial motivation. Performance & Record, Role & Function of entrepreneurs in relation to

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	the enterprise & relation to the economy, Source of business ideas, Entrepreneurial opportunities, The process of setting up a business.
<b>Project Preparation &amp; Marketing analysis</b>	Qualities of a good Entrepreneur, SWOT and Risk Analysis. Concept & application of PLC, Sales & distribution Management. Different Between Small Scale & Large Scale Business, Market Survey, Method of marketing, Publicity and advertisement, Marketing Mix.
<b>Institutions Support</b>	Preparation of Project. Role of Various Schemes and Institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/ non financing support agencies to familiarizes with the Policies /Programmes& procedure & the available scheme.
<b>Investment Procurement</b>	Project formation, Feasibility, Legal formalities i.e., Shop Act, Estimation & Costing, Investment procedure - Loan procurement - Banking Processes.
<b>5. Productivity</b> <span style="float: right;">Duration: 10</span>	
Hrs.	Marks : 05
<b>Benefits</b>	Personal / Workman - Incentive, Production linked Bonus, Improvement in living standard.
<b>Affecting Factors</b>	Skills, Working Aids, Automation, Environment, Motivation - How improves or slows down.
<b>Comparison with developed countries</b>	Comparative productivity in developed countries (viz. Germany, Japan and Australia) in selected industries e.g. Manufacturing, Steel, Mining, Construction etc. Living standards of those countries, wages.
<b>Personal Finance Management</b>	Banking processes, Handling ATM, KYC registration, safe cash handling, Personal risk and Insurance.
<b>6. Occupational Safety, Health and Environment Education</b> <span style="float: right;">Marks : 06</span>	
Duration: 15 Hrs.	
<b>Safety &amp; Health</b>	Introduction to Occupational Safety and Health importance of safety and health at workplace.
<b>Occupational Hazards</b>	Basic Hazards, Chemical Hazards, Vibroacoustic Hazards, Mechanical Hazards, Electrical Hazards, Thermal Hazards. Occupational health, Occupational hygienic, Occupational Diseases/ Disorders & its prevention.
<b>Accident &amp; safety</b>	Basic principles for protective equipment. Accident Prevention techniques - control of accidents and safety measures.
<b>First Aid</b>	Care of injured & Sick at the workplaces, First-Aid & Transportation of

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	sick person.
<b>Basic Provisions</b>	Idea of basic provision legislation of India. safety, health, welfare under legislative of India.
<b>Ecosystem</b>	Introduction to Environment. Relationship between Society and Environment, Ecosystem and Factors causing imbalance.
<b>Pollution</b>	Pollution and pollutants including liquid, gaseous, solid and hazardous waste.
<b>Energy Conservation</b>	Conservation of Energy, re-use and recycle.
<b>Global warming</b>	Global warming, climate change and Ozone layer depletion.
<b>Ground Water</b>	Hydrological cycle, ground and surface water, Conservation and Harvesting of water.
<b>Environment</b>	Right attitude towards environment, Maintenance of in -house environment.
<b>7. Labour Welfare Legislation</b> <span style="float: right;">Duration:</span>	
05 Hrs. <span style="float: right;">Marks : 03</span>	
<b>Welfare Acts</b>	Benefits guaranteed under various acts- Factories Act, Apprenticeship Act, Employees State Insurance Act (ESI), Payment Wages Act, Employees Provident Fund Act, The Workmen's compensation Act.
<b>8. Quality Tools</b> <span style="float: right;">Marks : 05</span>	
Duration: 10 Hrs.	
<b>Quality Consciousness</b>	Meaning of quality, Quality characteristic.
<b>Quality Circles</b>	Definition, Advantage of small group activity, objectives of quality Circle, Roles and function of Quality Circles in Organization, Operation of Quality circle. Approaches to starting Quality Circles, Steps for continuation Quality Circles.
<b>Quality Management System</b>	Idea of ISO 9000 and BIS systems and its importance in maintaining qualities.
<b>House Keeping</b>	Purpose of House-keeping, Practice of good Housekeeping.
<b>Quality Tools</b>	Basic quality tools with a few examples.



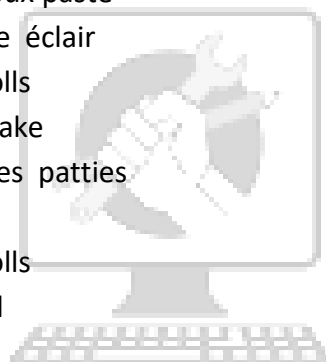
## 10. DETAILS OF COMPETENCIES (ON-JOB TRAINING)

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The **competencies/ specific outcomes** on completion of On-Job Training are detailed below: -

### Block – I

1. Preparation of fruit bread
2. Preparation of different types of icings
3. Preparation of brown bread
4. Preparation of chocolate cake
5. Preparations of different types of Pastry
6. Preparation of basic choux paste
7. Preparation of chocolate éclair
8. Preparation of dinner rolls
9. Preparation of sponge cake
10. Preparation of vegetables patties
11. Preparation of bread
12. Preparation of dinner rolls
13. Preparation of Swiss roll
14. Preparation of cooking
15. Preparation of choux paste
16. Preparation of french bread
17. Preparation of vanilla buns
18. Preparation of walnut cake



### Block – II

19. Preparation of cheese straws
20. Preparation of Yule log,
21. Preparation of birthday cake
22. Preparation of birthday cake & its decoration
23. Preparation of jam tarts
24. Preparation of lemon curd tarts
25. Preparation of rice puddings
26. Preparation of bread pudding
27. Preparation of soufflé
28. Preparation of melting moments
29. Preparation of cheese straws
30. Preparation of pineapple pastry
31. Preparation of apple straddle

## ***Baker & Confectioner***

32. Preparation of mixed fruit cake
33. Preparation of salted biscuits
34. Preparation of almond paste
35. Preparation of Choux paste
36. Preparation of Macroons
37. Preparation of Apple strudel
38. Preparation of Cookies meringues

### **Note:**

1. Industry must ensure that above mentioned competencies are achieved by the trainees during their on job training.
2. In addition to above competencies/ outcomes industry may impart additional training relevant to the specific industry.



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**INFRASTRUCTURE FOR PROFESSIONAL SKILL & PROFESSIONAL KNOWLEDGE**

<b>BAKER &amp; CONFECTIONER</b>		
<b>LIST OF TOOLS AND EQUIPMENT for Basic Training (For 16 Apprentices)</b>		
<b>A. TRAINEES TOOL KIT</b>		
<b>Sl. No.</b>	<b>Name of the items</b>	<b>Quantity (indicative)</b>
1.	Rolling pin 12"	2
2.	Table spoons	2
3.	Tea spoon	2
4.	Forks	2
5.	Cutting knives	2
6.	Wooden spoons	2
7.	Rolling pins 22"	2
8.	Sandwich pins 7"	2
9.	Check cake tins	2
10.	Pastry cutters	2
11.	Measuring jug	2
12.	Palette knives	2
13.	Egg beater	2
14.	Cup enamel or glass	2
15.	Soup plate	2
16.	Plate(large)	2
17.	Plate (large)	2
18.	Side plate	2
19.	Swiss roll tins	2
20.	Petty tins in sheets of six	2
21.	Small flan tins	2
22.	Large flan tins	2
23.	Enamel bowls (5 pints)	2
24.	Thales (brass or sheet)	2
25.	Degachis (small)(stainless steel)	2
26.	Flour sieves 7"	2
27.	Rubbish bowl(basin)	1
28.	Food cover	1
29.	Marble slab	1
30.	Measuring spoons	1 set
31.	Cake tins 6" Loose bottom	2

## Baker & Confectioner

32.	Trays for ingredients	2
33.	Graters	6
34.	Lime squeezer	2
35.	Small scale	1
36.	Large Scale	1
37.	Palette Knife 18th Bladee for Icing	1
38.	Larger Cutting Knives	2
39.	Biscuit Cutters	24
40.	Boat Tins	8
41.	Madeline tins	12
42.	Icing Guns	3
43.	cream Horns Tins	2
44.	Large Egg Beaters (wire stings)	4
45.	Moulds And Nozzles and star Nozzles	6
46.	Moulds & Nozzles for Royal Icing Roses	2
47.	All Types of Nozzles with star shapes	6
48.	Scissors	1
49.	Tin Oplener	1
50.	Pastry Brushes(Different Sizes)	6
51.	Piping Bags	6
52.	Scoopers	12
53.	Pastry Tongs	6
54.	Cake Collers	2
55.	Turn Tables	6
56.	Thermometers	3
57.	<b>Set of Cake Tins</b> 6" Loose Bottom' 8" Loose Bottom' 10" Loose Bottom' 1set 12" Loose Bottom' 3" Loose Bottom'	3 sets
58.	Bread Tins	100
59.	Slab Cake Tins (Size: - 15*11, 10*10, 9*7, 11*9)	As required
60.	Peelers	2
61.	Large Enamel Bowls	4
62.	Large Sugar Sleve	1
63.	Large Flour Sleve	1
64.	Small Nut Grinder	1
<b>B. BASIC EQUIPMENT FOR SETTING UP OF BAKERY</b>		
65.	Heavy Duty Electric Oven	2

## **Baker & Confectioner**

66.	Heavy Duty Gas Oven	2
67.	Set of Scales (Average Big One)	1
68.	Refrigerator	1
69.	Deep Fridge	1
70.	Dru prover	1
71.	Bin Containers	1
72.	Weighing Scale (Small)	4
73.	Cup Boards	4
74.	Wash Basins	1
75.	Garbage Bin With foot Rest	2
76.	Swill Bins(Big)	2
77.	Dough Mixer	2
78.	Grinding Machine	2
79.	Cooling Racks with Traya	2
80.	Kneading table	3
81.	Stock pots	1
82.	4- Heavy electric ovens with three stove tops	
83.	One deep Freezer	
84.	Two refrigerators (large size)	
85.	Four steel sinks with drainage boards	
86.	Water boiler (large size)	
87.	Two geyser (large size)	
88.	One mixing machine	
89.	Three tier sheve racks 2 in number	
90.	Juice extractor	
91.	Godrej cup board for storing knives and bakery records	
92.	Proving chamber	
93.	Two demonstration tables with marbles tops	
94.	Eight working tables with shelves	
95.	Two storage racks	
96.	Milk storage cans two	
97.	Mixing machine with whisker (Hobar).	
98.	One weighing machine	
99.	Electric fryer basket	
100.	Two oven cooking range electric	
101.	Storage bins/containers & small weighing machine.	
102.	Wooden storage cupboard one	
103.	One large oven	

**Note:** In case of basic training setup by the industry the tools, equipment and machinery available in the industry may also be used for imparting basic training.

## ***Baker & Confectioner***

<b>TOOLS &amp; EQUIPMENTS FOR EMPLOYABILITY SKILLS</b>		
<b>Sl. No.</b>	<b>Name of the items</b>	<b>Quantity</b>
1.	Computer (PC) with latest configurations and Internet connection with standard operating system and standard word processor and worksheet software	10 Nos.
2.	UPS - 500VA	10 Nos.
3.	Scanner cum Printer	1 No.
4.	Computer Tables	10 Nos.
5.	Computer Chairs	20 Nos.
6.	LCD Projector	1 No.
7.	White Board 1200mm x 900mm	1 No.

*Note: - Above Tools & Equipments not required, if Computer LAB is available in the institute.*

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FORMAT FOR INTERNAL ASSESSMENT

Name & Address of the Assessor :						Year of Enrollment :								
Name & Address of ITI (Govt./Pvt.) :						Date of Assessment :								
Name & Address of the Industry :						Assessment location: Industry / ITI								
Trade Name :			Semester:			Duration of the Trade/course:								
Learning Outcome:														
Sl. No	Maximum Marks (Total 100 Marks)		15	5	10	5	10	10	5	10	15	15	Total internal assessment Marks	Result (Y/N)
	Candidate Name	Father's/Mother's Name	Safety consciousness	Workplace hygiene	Attendance/ Punctuality	Ability to follow Manuals/ Written instructions	Application of Knowledge	Skills to handle tools & equipment	Economical use of materials	Speed in doing work	Quality in workmanship	VIVA		
1														
2														