



## **QUALIFICATION FILE**

### **Bakery (WorldSkills)**

☐ 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: 4.5**

**Submitted By:**

**Tourism and Hospitality Skill Council**

**#1216-1220, 12th Floor, Naurang House, Kasturba Gandhi Marg, Connaught Place**

**New Delhi - 110001, Landline # 011-41608056/8057 Ext.1102**

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## Section 1: Basic Details

1.	Qualification Name	Bakery (WorldSkills)											
2.	Sector/s	Tourism and Hospitality											
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>		Qualification Name of existing/previous version: NA									
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	Bakery (WorldSkills)											
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-4.5-TH-01829-2024-V1-THSSC	6. NCrf/NSQF Level: 4.5										
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i> )	Certificate											
8.	Brief Description of the Qualification	<p>The baker is a highly skilled professional, with a high level of knowledge about food and nutrition, who produces a wide range of bread and pastry items.</p> <p>The baker produces all varieties of fresh and tasty bakery products, made of any kind of grains. Different types of fermentation and other processes will be used to turn the raw material into sweet or savory products. For example, wheat bread, rye bread, artisan bread, enriched breads, laminated products, and ingredients to flavor their bakery products. Bakers also produces elaborate displays of decorative breads using creative skills and knowledge.</p>											
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	<p>a. Entry Qualification &amp; Relevant Experience:</p> <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>Ability of Read and Write</td> <td></td> </tr> <tr> <td>1.</td> <td>12th grade pass</td> <td></td> </tr> </tbody> </table> <p>b. Age: 22 years at the time of WorldSkills competition</p>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	Ability of Read and Write		1.	12th grade pass	
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)											
1.	Ability of Read and Write												
1.	12th grade pass												
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	17	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable)</i> : I										
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>												

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																						
		<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>102:00</td> <td>102:00</td> <td>306:00</td> <td></td> <td>510:00</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	102:00	102:00	306:00		510:00	Online									
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Classroom (offline)	102:00	102:00	306:00		510:00																			
Online																								
		(Refer Blended Learning Annexure for details)																						
14.	<b>Aligned to NCO/ISCO Code/s</b> ( <i>if no code is available mention the same</i> )	NCO-2015/4224.0100																						
15.	<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )																							
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>																							
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 URLs of similar Qualifications:																						
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If "Yes", specify applicable type of Disability:</b>																						
19.	<b>How Participation of Women will be Encouraged</b>	<p>The inclusion of women in the workplace is important as there is an increase in the number of educated women. Despite progress in some areas, women still face significant challenges and barriers to their full participation in the workforce. This can be addressed by formulating policy measures on skilling, job creation and support services. To increase the proportion of women in the workforce, various support measures like childcare facilities, close proximity to the workplace, safe transportation, gender acceleration plans and return to work (allowing women to re-join the workforce after motherhood) should be provided. Organisations should provide flexible work arrangements like part-time or remote work options. This not only helps the organisation to retain talented women employees, but it also helps women to balance work and family responsibilities.</p>																						
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> ( <i>Specify the NOS/Module which covers it</i> )	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																						
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	<b>Schools</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Colleges</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																						
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> ( <i>In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs</i> )	<b>Name:</b> Dr. Sunita Badhwar <b>Email:</b> sunita.badhwar@thsc.in <b>Contact No.:</b> 011-41608056/8057 Ext.1102 <b>Website:</b> <a href="http://www.thsc.in">www.thsc.in</a>																						
23.	<b>Final Approval Date by NSQC:</b> 06 <sup>th</sup> February 2024	<b>24. Validity Duration:</b> 2 Years			<b>25. Next Review Date</b> 06 <sup>th</sup> February 2026																			

## 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 to the curriculum document.

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weight age (%) (if applicable)
1.	Maintain work organization and communicate effectively	THC/N0440 & v1.0	Core	4.5	1	6	6	18	-	30	10	20	-	10	40	8
2.	Maintain Food hygiene and workplace health, safety, and environment	THC/N0442 & v1.0	Core	4.5	1	6	6	18	-	30	10	10	-	5	25	8
3.	Prepare enriched breads	THC/N0445 & v1.0	Core	4.5	3	18	18	54	-	90	5	10	-	5	20	12
4.	Prepare wheat Breads	THC/N0450 & v1.0	Core	4.5	3	18	18	54	-	90	5	10	-	5	20	25
5.	Prepare laminated Doughs/Pastries	THC/N0451 v1.0	Core	4.5	3	18	18	54	-	90	5	10	-	5	20	20
6.	Prepare specialty breads	THC/N0452 & v1.0	Core	4.5	3	18	18	54	-	90	5	10	-	5	20	12
7.	Prepare decorative breads	THC/N0453 & v1.0	Core	4.5	3	18	18	54	-	90	5	10	-	5	20	15
Duration (in Hours) / Total Marks					17	102	102	306	-	510	45	80	-	40	165	100



## Assessment - Minimum Qualifying Percentage

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

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

**Minimum Pass Percentage – NOS/Module-wise:** \_\_\_\_% (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> (as per NCVET guidelines)	
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
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> (as per NCVET guidelines)	Have a formal and/or recognized certification with proven industrial and/or practical experience in the relevant skill (minimum 10 years).  <b>OR</b> Have worked as a Jury member/expert in skill competitions and other competitions of similar nature at regional/national levels.  <b>OR</b> Trained/mentored competitors for India Skills/ WorldSkills competitions (national/ international).
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	
4.	<b>Assessment Mode</b> (Specify the assessment mode)	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 (details to be provided in Annexure-if it is different for Assessment)

## 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> NA
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> NA
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> NA
4.	<b>Number of Industry validation provided:</b> NA
5.	<b>Estimated nos. of persons to be trained and employed:</b> NA
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> NA 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")	Attached
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	Attached
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>	-



## Annexure: 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>Specialized knowledge</b> <ul style="list-style-type: none"> <li>Produce a range of sweet or enriched doughs.</li> <li>Produce a range of bakery products using sweet or enriched dough.</li> <li>Produce products in bulk to a consistent size, shape, appearance, flavor, and standard.</li> <li>Undertake appropriate frying, baking, or boiling process.</li> <li>Use appropriate flavorings effectively.</li> <li>Finish or decorate products as appropriate.</li> <li>Display products for sale.</li> <li>Use the knowledge of the impact of various milling products and flours on bakery products.</li> <li>Use your own understanding of the impact of dry and liquid raw materials to make different doughs.</li> <li>Apply knowledge of the characteristics of raw materials in bakery products</li> <li>Use appropriate ingredients and flavorings effectively.</li> <li>Devise products demonstrating innovation and flair.</li> <li>Formulate recipes to make quality products.</li> <li>Create recipes to produce a range of breads, rolls, and loaves.</li> <li>Design products in bulk to a consistent size, shape, appearance, flavor, and standard</li> <li>Use appropriate flavorings effectively.</li> </ul>	<ul style="list-style-type: none"> <li>A Baker should have proper knowledge of SOP for soft facility, usage of PPE, cleaning methods and procedures for different areas and surfaces etc. These are all trade-related facts, and the person needs to have this factual knowledge.</li> <li>Hence Level 4.5</li> </ul>	4.5

	<ul style="list-style-type: none"> <li>• Design display pieces based on clients' briefs.</li> <li>• Create designs that take account of the purpose of the pieces and the environment where they will be displayed.</li> <li>• Produce high quality laminated pastes and doughs.</li> <li>• Produce bakery products using laminated pastes and doughs including Danish pastries, croissants, pains au chocolate, brioche, and puff pastry products.</li> <li>• Produce products in bulk, ensuring that the quality, size and finish remains consistent.</li> <li>• Finish or decorate products.</li> <li>• Display products for sale</li> <li>• Store products safely and hygienically at the point of sale</li> </ul>		
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<ul style="list-style-type: none"> <li>• Specialized skills</li> <li>• Prepare and correctly use tools and equipment.</li> <li>• Prioritize and plan work effectively to work within a given time.</li> <li>• Show respect for raw materials.</li> <li>• Use ingredients cost-effectively and minimize waste.</li> <li>• Prepare products within prescribed costs.</li> <li>• Pre-order goods and materials accurately for planned work</li> <li>• Work efficiently and cleanly, paying attention to the workplace and the people in it.</li> <li>• Demonstrate good workflow skills.</li> <li>• Demonstrate inspiration, flair, and innovation in design and work techniques.</li> <li>• Work within given themes.</li> <li>• Produce large quantities of bakery products to a consistent standard.</li> </ul>	<ul style="list-style-type: none"> <li>• The baker is a highly skilled professional, with high level of knowledge about food and nutrition, who produces a wide range of bread and pastry items.</li> <li>• The baker produces all varieties of fresh and tasty bakery products, made of any kind of grains. Different types of fermentation and other processes will be used to turn the raw material in to sweet or savory products. For example, wheat bread, rye bread, artisan bread, enriched breads, laminated products, and ingredients to flavor their bakery products.</li> <li>• These items will appear in many bakeries. Bakers may also produce elaborate displays of decorative breads using creative skills and knowledge.</li> <li>• Hence Level 4.5</li> </ul>	4.5

	<ul style="list-style-type: none"> <li>• Be consistent with size and weight of products in order to maintain customer satisfaction and profit margins.</li> <li>• React professionally and effectively to unexpected situations.</li> <li>• Work to deadlines</li> <li>• Have all customers' orders ready at the right time.</li> <li>• Have professional conversations with customers.</li> <li>• Work out the right products with customers according to their wishes for their special orders.</li> <li>• Work effectively with colleagues and other professionals</li> <li>• Be an effective team member.</li> <li>• Display products to maximize sales.</li> <li>• Always pay attention to own cleanliness and appearance</li> <li>• Communicate effectively with colleagues, teams, and customers.</li> <li>• Provide advice and guidance on specialist matters to managers, colleagues, and customers.</li> <li>• Develop recipes in a way that every other baker can read them and achieve good quality products.</li> </ul>		
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<b>Team readiness, self-entrepreneurship Readiness</b> <ul style="list-style-type: none"> <li>• Read and write different types of documents/instructions/correspondence.</li> <li>• Communicate effectively using appropriate language in formal and informal settings.</li> <li>• Behave politely and appropriately with all.</li> <li>• How to work in a virtual mode</li> <li>• Perform calculations efficiently.</li> <li>• Solve problems effectively.</li> <li>• Pay attention to details.</li> </ul>	<ul style="list-style-type: none"> <li>• A Baker should have good oral and written communication skills, Intermediate literacy and numeracy skills, basic self-employment/entrepreneurial mindset, etc.</li> </ul>	4.5

	<ul style="list-style-type: none"> <li>• Manage time efficiently.</li> <li>• Maintain hygiene and sanitization to avoid infection.</li> </ul>		
<b>Broad Learning Outcomes/Core Skill</b>	<b>Specialized/ complex jobs/tasks</b> <ul style="list-style-type: none"> <li>• Design display pieces based on clients' briefs.</li> <li>• Create designs that take account of the purpose of the pieces and the environment where they will be displayed.</li> <li>• Create display pieces to meet specifications.</li> <li>• Use appropriate ingredients to assemble products if required.</li> <li>• Work with leavened and unleavened doughs together in harmony</li> <li>• Shape common bakery products out of dough</li> <li>• Recognize when the dough has fermented enough and is ready to scale and shape.</li> <li>• Handle and scale doughs appropriated after fermenting.</li> <li>• Shape bread products consistently and to pre-determined shapes</li> <li>• Produce small and large bakery products.</li> <li>• Be creative to shape dough following customer orders.</li> <li>• Shape large quantities of the same product identically</li> <li>• Produce products in bulk ensuring that the quality, size, and finish remain consistent.</li> <li>• Make filled products which are filled and decorated before baking.</li> <li>• Apply different techniques for shaping.</li> <li>• Decide how long the product needs to have a final proof before baking.</li> <li>• Finish the decoration before the dough is baked, using different techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• A high degree of specialist knowledge and skill is required. Bakers have undergone years of training for them to develop the level of skill required and a good understanding of sustainability. Bakers will be proficient in a wide range of specialist techniques and technology to develop and create a variety of bakery products. An artistic talent and artisan skills with the attention to detail are required, alongside the ability to work effectively and economically in order to achieve outstanding results within set timeframes.</li> <li>• Bakers must have knowledge about the functions, compatibility, and reactions of ingredients to create a new recipe.</li> <li>• Hence Level 4.5</li> </ul>	4.5

	<ul style="list-style-type: none"> <li>Use various techniques to produce display pieces or decorative breads.</li> </ul>		
<b>Responsibility</b>	<p><b>Self and team responsibility – Sr. Technician or Master Technician</b></p> <ul style="list-style-type: none"> <li>Prepare kitchen for food operations.</li> <li>Prepare and cook base items, veg and non-veg dishes.</li> <li>Assist in preparation and presentation of pastry/bakery products.</li> <li>Assist in serving the guests.</li> <li>Undertake administrative tasks.</li> <li>Assist in inventory management.</li> <li>Close kitchen at the end of day's business/shift.</li> <li>Prepare tandoor for cooking.</li> <li>Communicate effectively with guests, colleagues and superiors.</li> <li>Maintain professional etiquette.</li> <li>Maintain personal and workplace hygiene.</li> <li>Take precautionary health measures.</li> <li>Follow standard safety procedure.</li> <li>Follow effective waste management</li> </ul>	<ul style="list-style-type: none"> <li>Bakers must have a good understanding about reformulating recipes and adapting to a changing environment. The ability to work on their own initiative is essential. They will use a range of specialist equipment, technology, and materials in an environmentally friendly manner. The professional baker must take account of the quality of ingredients and the health and safety requirements of customers. They must respect those ingredients and work to high levels of food hygiene and safety.</li> <li>Hence Level 4.5</li> </ul>	4.5

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

## List of Tools and Equipment

Batch Size: 10

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Speed Racks, for bakery trays		10
2	Water Chiller	20L	1
3	Microwave		1
4	Scales	1kg (1g increments)	10
5	Scale	5kg (1g increments)	10
6	Food Processor (bakery)		1
7	Refrigerator	10 shelf	2
8	Freezer, Under Counter		10
9	Spiral Mixer		2
10			
11	Oven - Combination Oven		2
12	Can Opener		10
13	Tabletop mixer		10
14			
15			
16	Upright Deep Freezer	600 Ltr	1
17	Fully Automatic Proofer Cupboard		2
18	Multi-Purpose Baking Oven		2
19	Cutting Boards		10
20	Bottle Opener		10
21	Tape, Double Sided, Foam		
22	Scissors, Kitchen		10
23	Liquid Soap		10
24	Liquid Soap Dispenser		5
25	Paper Towel		5
26	Paper Towel Dispenser		10
27	Container - Disposable plastic,	c/w lid, 1L	24
28	Plastic storage container box,	500mL	24
29	Multi-Purpose Cleaning spray		5
30	Cutting knife		10
31	Steel ruler	1000mm	10
32	Disposable cap		10
33	Trash bag	50 liters	As required
34	Squeegee		2

35	Cling Film		As per the requirement
36	Thermal Glove		10
37	Sink Siphon		10
38	Dough Sheeter		1
39	Latex gloves box	small	
40	Latex gloves box	medium	
41	Latex gloves box	large	
42	Induction Stove	Double	5
43	Vacuum Sealer		1
44	Vacuum Sealer Bags	1L, 5L	As required
45	Bakery Trays	60x80 (CM)	As per the requirement
46	Parchment Paper for Baking, Sheets	58x78	5
47	Bakery Trays,	40x60	As required
48	Parchment Paper for Baking, Sheets,	40x60	As required
49	Flour Bins		As required
50	Tablecloth for presentation table	3000x1500 (CM)	
51	Wall Clock, Analogue (with second hand, large)		1
52	Blast Chiller		1
53	Pot	20 cm	10
54	Pot	24cm	10
55	Pot	16cm	10
56	Pot	28 cm	10
57	Bowls	11.7 cm	10
58	Bowls	20 cm	10
59	Bowls	24 cm	10
60	Bowls	28 cm	10
61	Oven Brush		10
62	Wrap - Aluminum foil		10
63	Shelf unit - Stainless steel, wire	1.5m wide	1
64	Pass Through Dishwasher		1
65	Sink - Hand wash unit		1
66	Food Processor (Cooking)		1
67	Stainless Steel Table	1200 x 600 (CM), Granite Top	10

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard/Blackboard
2. Flip Chart
3. Duster
4. Projector
5. Projector screen
6. Computer/ Laptop with charger
7. Power Point Presentation
8. Laptop External Speakers
9. Training kit (Trainer guide, Presentations)
10. Participant Handbook and Related Standard Operating Procedures
11. Markers/Chalk

Annexure: 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)
	NA						

Annexure: Training & 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
	NA					

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
NA													

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

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

1.
2.

Content availability for previous versions of qualifications:

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

Languages in which Content is available:

## Annexure: Blended Learning

## Blended Learning Estimated Ratio &amp; 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>	
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>	
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> </ul>	
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> <li>• Role play</li> <li>• Demonstrations</li> </ul>	
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> <li>• By the Industry Expert as per the WorldSkills parameters</li> </ul>	
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>	
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>	

## Annexure: 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
<b>Maintain work organization and communicate effectively</b>	Prepare and correctly use tools and equipment	10	20		10
	Prioritize and plan work effectively to work within a given time				
	Show respect for raw materials				
	Use ingredients cost-effectively and minimize waste				
	Prepare products within prescribed costs				
	Pre-order goods and materials accurately for planned work				
	Work efficiently and cleanly, paying attention to the workplace and the people in it				
	Demonstrate good workflow skills				
	Demonstrate inspiration, flair, and innovation in design and work techniques				
	Work within given themes				
	Produce large quantities of bakery products to a consistent standard				
	Be consistent with size and weight of products in order to maintain customer satisfaction and profit margins				
	React professionally and effectively to unexpected situations				
	Work to deadlines				
	Have all costumers' orders ready at the right time				
	Have professional conversations with customers				
	Work out the right products with customers according to their wishes for their special orders				
	Work effectively with colleagues and other professionals				
	Be an effective team member				
	Display products in order to maximize sales				
	Always pay attention to own cleanliness and appearance				
	Communicate effectively with colleagues, teams, and customers				
	Provide advice and guidance on specialist matters to managers, colleagues, and customers				
	Develop recipes in a way that every other baker can read them and achieve good quality products				
<b>Total Marks</b>		<b>10</b>	<b>20</b>		<b>10</b>
<b>Maintain Food hygiene and workplace health, safety, and environment</b>	Follow all personal hygiene standards and safety regulations for food storage, preparation, cooking, and service (HACCP)	10	10		5
	Comply with all Health and Food Safety regulations and best practices				
	Store all commodities safely according to HACCP				
	Ensure all work areas are cleaned based on the highest standards				
	Apply the business internal HACCP concept to the last detail				
	Work safely and uphold accident prevention regulations				
	Use all tools and equipment safely and within manufacturer's instructions				

	Promote health, safety, and environment and food hygiene within the working environment				
	<b>Total Marks</b>	<b>10</b>	<b>10</b>		<b>5</b>
<b>Prepare enriched breads</b>	Produce a range of sweet or enriched doughs	5	10		5
	Produce a range of bakery products using sweet or enriched dough				
	Produce products in bulk to a consistent size, shape, appearance, flavor, and standard				
	Undertake appropriate frying, baking, or boiling process				
	Use appropriate flavorings effectively				
	Finish or decorate products as appropriate				
	Display products for sale				
	<b>Total Marks</b>	<b>5</b>	<b>10</b>		<b>5</b>
<b>Prepare wheat Breads</b>	Use the knowledge of the impact of various milling products and flours on bakery products	5	10		5
	Use own understanding of the impact of dry and liquid raw materials to make different doughs				
	Apply knowledge of the characteristics of raw materials in bakery products				
	Use appropriate ingredients and flavorings effectively				
	Devise products demonstrating innovation and flair				
	Formulate recipes to make quality products				
	Create recipes to produce a range of breads, rolls, and loaves				
	Design products in bulk to a consistent size, shape, appearance, flavor, and standard				
	Use appropriate flavorings effectively				
	Design display pieces based on clients' briefs				
	Create designs that take account of the purpose of the pieces and the environment where they will be displayed				
	<b>Total Marks</b>	<b>5</b>	<b>10</b>		<b>5</b>
<b>Prepare laminated Doughs/Pastries</b>	Produce high quality laminated pastes and doughs	5	10		5
	Produce bakery products using laminated pastes and doughs including Danish pastries, croissants, pains au chocolate, brioche, and puff pastry products				
	Produce products in bulk, ensuring that the quality, size and finish remains consistent				
	Finish or decorate products				
	Display products for sale				
	Store products safely and hygienically at the point of sale				
	<b>Total Marks</b>	<b>5</b>	<b>10</b>		<b>5</b>
<b>Prepare specialty breads</b>	Shape common bakery products out of dough	5	10		5
	Recognize when the dough has fermented enough and is ready to scale and shape				
	Handle and scale doughs appropriated after fermenting				
	Shape bread products consistently and to pre-determined shapes				
	Produce small and large bakery products				
	Be creative to shape dough following customer orders				
	Shape large quantities of the same product identically				
	Produce products in bulk ensuring that the quality, size, and finish remain consistent				
	Make filled products which are filled and decorated before baking				

	Apply different techniques for shaping				
	Decide how long the product needs to have a final proof before baking				
	Finish the decoration before the dough is baked, using different techniques				
	Use various techniques to produce display pieces or decorative breads				
	<b>Total Marks</b>	<b>5</b>	<b>10</b>		<b>5</b>
<b>Prepare decorative breads</b>	Design display pieces based on clients' briefs	5	10		5
	Create designs that take account of the purpose of the pieces and the environment where they will be displayed				
	Create display pieces to meet specifications				
	Use appropriate ingredients to assemble products if required				
	Work with leavened and unleavened doughs together in harmony				
	<b>Total Marks</b>	<b>5</b>	<b>10</b>		<b>5</b>
<b>Grand Total</b>		<b>45</b>	<b>80</b>		<b>40</b>

## Annexure: 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.

*Mention the detailed assessment strategy in the provided template.*

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

### 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

### 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

### 5. Method of verification or validation:

- Surprise visit to the assessment location

### 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

### On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% 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
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment

## Annexure: 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

## 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>