

<b>NSDA Code</b> <b>2020/FI/DGT/03698</b>
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**CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

Directorate General of Training (DGT)  
Government of India, Ministry of Skill Development and Entrepreneurship,  
1st and 2nd Floor, CIRTES Building  
Next to Pusa ITI, Pusa Campus  
New Delhi - 110012

**Name and address of submitting body:**

Directorate General of Training (DGT)  
Government of India, Ministry of Skill Development and Entrepreneurship,  
1st and 2nd Floor, CIRTES Building  
Next to Pusa ITI, Pusa Campus  
New Delhi - 110012

**Name and contact details of individual dealing with the submission**

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**List of documents submitted in support of the Qualifications File**

1. Competency-based curriculum with following details:

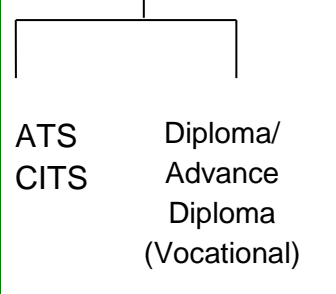
Model Curriculum to be added which will include the following:

- a. Indicative list of tools/equipment to conduct the training: Enclosed with curriculum
- b. Trainers qualification: Indicated in the curriculum

- c. Lesson Plan: All DGT curricula are designed indicating specific practical to be carried out during training along with details of trade theory. Based on this the concerned instructor prepares the Lesson Plan and demonstration plan with support of IMPs developed by NIMI, DGT.
- d. Distribution of training duration into theory/practical/OJT component: Indicated in the curriculum.
2. Curriculum for Core Skills (Employability Skills).

• **SUMMARY**

1	<b>Qualification Title</b>	<b>'BAKER &amp; CONFECTIONER'</b>
2	<b>Qualification Code, if any</b>	<b>DGT/1053</b>
3	<b>NCO code and occupation</b>	7512.0100 - Baker (Baking Products) 7512.0300 - Oven Man (Bakery Products) 7512.9900- Conche Operator (Sugar and Confectionery)
4	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>	Prepare Bakers to undertake the job roles of mixing and baking ingredients according to recipes to produce breads, pastries, and other baked goods in bakeries, confectionaries etc. (long term qualification)
5	<b>Body/bodies which will award the qualification</b>	Directorate General of Training (DGT).
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	Directorate General of Training (DGT) accredits the Training providers (ITIs/ NSTIs/MSTIs/BTCs/BTPs / Industries / Establishments).
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	Yes. The accreditation/ affiliation norms and any amendments made from time to time are available on DGT web portal.
8	<b>Occupation(s) to which the qualification gives access</b>	<ul style="list-style-type: none"> <li>• 7512.0100- Baker (Baking Products )</li> <li>• 7512.0300 - Oven Man (Bakery Products)</li> <li>• 7512.9900- Conche Operator (Sugar and Confectionery)</li> </ul>
9	<b>Job description of the occupation</b>	The trainee mixes and bakes ingredients according to recipes to produce breads, pastries, and other baked goods. Measures flour, sugar, milk, butter, shortening, and other ingredients to prepare batters, doughs, fillings and icings, using scale and graduated containers; dumps ingredients into mixing machine bowl or steam kettle to mix or cook

		them according to specifications; rolls, cuts, and shapes doughs to form sweet rolls, pie crust, tarts, cookies, and related products preparatory to baking.		
<b>10</b>	<b>Licensing requirements</b>	NOT REQUIRED		
<b>11</b>	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)</b>	NOT AVAILABLE		
<b>12</b>	<b>Level of the qualification in the NSQF</b>	Level 4		
<b>13</b>	<b>Anticipated volume of training/learning required to complete the qualification</b>	<b>Sl. No.</b>	<b>Course Element</b>	<b>Notional Training Hours</b>
		1	Professional Skill (Trade Practical)	1200
		2	Professional Knowledge (Trade Theory)	240
		3	Employability Skills	160
			<b>Total</b>	<b>1600</b>
<b>14</b>	<b>Indicative list of training tools required to deliver this qualification</b>	As per Annexure I of curriculum		
<b>15</b>	<b>Entry requirements and/or recommendations and minimum age</b>	Passed 10th class examination.  Minimum age 14years as on first day of academic session.		
<b>16</b>	<b>Progression from the qualification (Please show Professional and academic progression)</b>	An Individual can proceed for:		
		Professional • Baker/ Confectioner • Senior Baker/ Confectioner • Supervisor • Manager • Entrepreneur	Technical / Academic 	
<b>17</b>	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	Yes (For more details refer "Guidelines for Private candidate" in DGT website MIS portal).		

<b>18</b>	<b>International comparability where known (research evidence to be provided)</b>	-----		
<b>19</b>	<b>Date of planned review of the qualification.</b>	5 Yrs. from the Date of Approval		
<b>20</b>	<b>Formal structure of the qualification</b>			
	<b>Mandatory components</b>			
	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>		<b>Level</b>
		<b>SKILL</b>	<b>KNOWLEDGE</b>	
<b>TRADE SPECIFIC</b>				
(i)	Maintain hygiene and cleanliness of kitchen, bakery equipment and cooking utensils following safety precaution.	60	12	3
(ii)	Identify the basic ingredients which help to prepare bakery products.	60	12	3
(iii)	Prepare different types of khari, puff, bakery bread and Rusk making.	300	60	4
(iv)	Check the quality of baking and causes of spoilage.	30	6	4
(v)	Prepare hotel-ready baked different bread products.	90	18	4
(vi)	Plan & prepare different types of cakes.	60	12	4
(vii)	Prepare various icing.	90	18	4
(viii)	Prepare special types of cakes.	90	18	4
(ix)	Prepare different types of pastries.	30	6	4
(x)	Prepare different types of biscuits.	90	18	4
(xi)	Prepare different types of confectioneries.	30	6	4
(xii)	Prepare different types of candies, chocolates and toffees.	60	12	4
(xiii)	Prepare puddings & Indian sweets.	90	18	4
	<b>On-the-Job Training (OJT)</b>	<b>144</b>		<b>-</b>

<b>CORE SKILLS</b>				
<b>EMPLOYABILITY SKILLS</b>				
i)	Apply safe working practices.	-	20	4
ii)	Comply with environment regulation and housekeeping.	-	20	4
iii)	Interpret & use formal and technical communication.	-	20	4
iv)	Apply the concept in productivity & quality management in day to day work to improve productivity & quality.	-	20	4
v)	List and interpret various acts of labour welfare legislation.	-	20	4
vi)	Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.	-	20	4
vii)	Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.	-	20	4
viii)	Utilize basic computer applications and internet to take benefit of IT developments in the industry.	-	20	4
<b>Total</b>		<b>1600</b>		<b>-</b>

**SECTION 1**  
**ASSESSMENT**

21	<p><b>Body/Bodies which will carry out assessment:</b>          Controller of Examinations, DGT</p>
22	<p><b>How will RPL assessment be managed and who will carry it out?</b>          DGT will carry out the RPL assessment following the below mentioned eligibility criteria for Trainee:          Applicants aspiring to appear as Private Candidates in the AITT under CTS for award of NTC, have been categorized based on their educational background and experience. Subsequently 'Private Candidates' may be admitted under one of the following categories. Category wise 'eligibility criteria' for appearing as 'Private Candidate' in AITT under CTS has been listed below:  <b>Category I: Ex-trainees (successful pass-outs) of ITI</b>          A. Ex-trainees of ITI who already possess NTC in one of the trades under CTS, are eligible for applying as Private candidate for an allied trade, provided he/ she fulfils all the conditions regarding educational qualification etc. prescribed for that allied trade.          B. In addition, the applicant should possess minimum of 1 year experience (as on date of submission of application) post the date of AITT result declaration in the desired allied trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.   <b>Category II: 'Ex-trainees (successful pass-outs) and current trainees under CoE scheme</b>          A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the desired trade under CTS, in which he/she intends to appear for AITT as Private Candidate. CoE candidates must register as 'Private Candidate' under CTS in the relevant/mapped CTS trade only.          B. There should be a minimum gap of 1 year between successful completions of CoE training i.e. from the date of result declaration to the date of submission of application for 'Private Candidate' certification.          C. During this gap of 1 year, the candidate must have undergone Industry training or gained experience in desired trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities</p>

	<p>registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>Category III: SCVT Candidates (admitted till August 2018 session)</p> <p>A. No special provisions have been made for SCVT Trainees to enrol as 'Private Candidate'. Going forward, SCVT trainees have been granted equivalence vide G.S.R 186(E) dated 2nd March 2017 for undergoing apprenticeship training under the Apprentices Act 1961 to obtain 'NAC'.</p> <p>B. Only for SCVT trainees admitted till August 2018 batch, provision has been made for obtaining NTC by appearing in AITT under 'Private Candidate'. Such trainees will continue to be governed by old guidelines for 'Private Candidate'.</p> <p>Category IV: Other Candidates (candidate not falling in any of the above 3 categories, including SCVT trainees enrolled from admission session 2019 onwards)</p> <p>A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the relevant trade under CTS, in which he/she desires to appear for AITT as Private Candidate.</p> <p>B. Applicant should be minimum 21 years of age on the date of submission of application. There is no upper age limit.</p> <p>C. The applicant should possess minimum of 3 years' experience (on the date of submission of application) in the relevant trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>For detail and updated information please refer to DGT web portal.</p>
<b>23</b>	<p><b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b></p> <p><b>(1) Assessment process:</b></p> <p>The assessment for the qualification is carried out by conducting formative assessments, and end of year examinations (Summative). The formative assessments in respect of each Learning Outcome for practical and related theory are conducted by the concerned instructors for evaluating the knowledge and skill acquired by trainees and the behavioural transformation of the trainees. This formative assessment is primarily carried out by</p>

collecting evidence of competence gained by the trainees by evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports. Summative assessment is carried out by All India Trade Test on Trade Theory, Trade practical and Employability Skills. The question papers for the theory Examinations contain objective type questions.

The marking pattern and distribution of marks for the qualification are as under:

Marking Pattern			
Sl. No.	Type of assessment	Subject for the trade test	Marks
1	Summative Assessment	Practical	250
2		Trade Theory	100
3		Employability Skills	50
4	Formative assessment based on Learning Outcomes		200
TOTAL:			600

**(2) Minimum pass marks:**

The minimum pass percent for Trade Practical and Formative assessment is 60% & for all other subjects is 33%. There will be no Grace marks.

**Testing and certifications for the course:**

Controller of examinations, DGT carries out the assessment and issues National Trade Certificate (NTC) following the norms and guidelines issued by the Directorate from time to time.

**Overall assessment strategy:**

Assessment of the qualification evaluates trainees to show that they can integrate knowledge, skills and values for carrying out relevant tasks as per the defined learning outcomes and assessment criteria. The trainees may choose the preferred language for assessment. The underlying principle of



	<p>assessment is fairness and transparency. While assessing the trainee, assessor is directed to assess as per the defined assessment criteria against the learning outcomes. The evidence of the competence acquired by the trainees can be obtained by conducting theory and practical examinations, observing the trainees at work, asking questions and initiating discussions to assess, understand and evaluate records and reports. The ultimate objective of the assessment is to assess the candidates as per the defined assessment criteria for the learning outcomes.</p> <p><b>Specific Arrangements for assessment:</b></p> <ul style="list-style-type: none"> <li>• Assessment is outcome-based.</li> <li>• There are formative and summative assessments in Theory and Practical.</li> <li>• Assessment is carried out in Trade theory, Trade Practical and Employability Skills.</li> <li>• While Trade Theory and Trade Practical are used for assessing Trade-related jobs and Employability skills is used to test the communication, professional language, leadership, entrepreneurship and team-work abilities of the trainee.</li> <li>• In addition to demonstration of theory and practical knowledge, trainees get a chance to present total personality.</li> </ul> <p><b>Quality assurance activities:</b></p> <p>Question papers are set by external paper setters/ software generated. Evaluation of Theory Examinations in Trade and Employability Skill is done by third-party agency.          Trade Practical is examined by External Examiner.</p>
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## 24. Assessment evidences

### Title of Component: Formative Assessment Breakup

( on half yearly average of the learning assessment covered)

#### Means of assessment

Assessment will be evidence based comprising the following for each Learning Outcome:

Serial No.	Terminal Competency	Maximum Weightage (%)
1	Safety consciousness	15
2	Workplace hygiene	5
3	Attendance/ Punctuality	10

4	Ability to follow Manuals/ Written instructions	5
5	Application of Knowledge	10
6	Skills to handle tools / equipment/ Instruments/ Devices	10
7	Economical use of materials	5
8	Working Strategy	10
9	Quality in workmanship/ Performance	15
10	VIVA	15
	Total Maximum Weightage (%)	100

**Pass/Fail**

The minimum pass percentage is 60% marks for formative assessment.

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**ASSESSMENT CRITERIA**

<b>LEARNING OUTCOME (TRADE SPECIFIC)</b>	
<b>LEARNING OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
1. Maintain hygiene and cleanliness of bakery, bakery equipments & utensils following safety precaution.	Demonstrate safety practices to be observed in Bakery.
	Demonstrate use of personal protective dresses.
	Demonstrate procedure to maintain personal hygiene, care of skin, hand, feet, food handlers etc.
	Demonstrate disposal procedure of waste materials.
	Demonstrate use of hygienic protective clothing.
2. Identify the basic ingredients which will help to prepare bakery products.	Identify commonly used bakery equipments.
	Demonstrate and identify commonly used handling tools in bakery.
	Demonstrate and identify commonly used raw ingredients.
	Identify commonly used different flour.
	Demonstrate commonly used bakery oven.
3. Prepare different types of khari, puff, bakery bread and Rusk making.	Demonstrate & prepare Khari & Puff.
	Demonstrate & prepare varieties of bread rolls.
	Demonstrate & prepare bread stick.
	Demonstrate & prepare 3 varieties of bread.
	Demonstrate & prepare 3 varieties of buns.
	Prepare croissants.
	Prepare 3 varieties of dough.
	Prepare any 4 varieties of special bread.
	Prepare varieties of rusks.
4. Check the quality of baking and causes of spoilage.	Demonstrate volume of bread at proper baking.
	Demonstrate the texture of bread at proper baking.
	Explain the causes of fungus.
	Identify the characteristics of good baking.
5. Prepare hotel- ready baked different bread products.	Plan and demonstrate baked menu preparation.
	Make plan for purchasing ingredients for specific baked menu.
	Prepare cheese straws.
	Prepare burgers.
	Prepare pau buns.
	Prepare Christmas bread.
	Prepare kulcha.
	Prepare banana bread.

6. Plan & prepare different types of cakes.	Demonstrate the ingredients of different 3 cakes and baking procedure.
	Prepare sponge cake.
	Prepare Madeira cake
	Prepare Genoese cake
	Prepare fatless cake.
	Prepare rock cake.
	Demonstrate & prepare fillings different flavours in cakes
7. Prepare various icing.	Make plan & identify the different ingredients to prepare different icing.
	Identify various icing equipment and cutter.
	Prepare different types of icing.
8. Prepare special types of cakes.	Plan the making methods.
	Demonstrate the ingredients of different special types of cakes.
	Identify the correct temperature of baking cakes.
	Identify the faults and remedies of cakes and balancing the cake formulae.
	Identify the factors affecting the quality of cakes.
	Prepare different types of special cakes.
9. Prepare different types of pastries.	Plan menu, choose spices and ingredients for the pastries.
	Follow safety norms and maintain proper hygiene while preparing of pastry.
	Identify the faults in pastry making.
	Prepare different types of pastries.
10. Prepare different types of biscuits.	Plan & identify the different ingredients to prepare different Biscuits.
	Demonstrate the faults and its remedies to prepare biscuits.
	Prepare any one type of Cookies.
	Prepare any one type of biscuits.
11. Prepare different types of confectioneries.	Prepare profiteroles and chocolate éclairs.
	Prepare Cream burns and fingers.
	Follow safety norms and maintain proper hygiene while preparation of items.
12. Prepare different types of candies, chocolates and	Plan menu and ingredients for the items.
	Prepare sugar candies.
	Prepare amorphous confectionery.

toffees.	Prepare chocolates.
13. Prepare puddings & Indian sweets.	Plan menu, choose spices and ingredients for the pudding and sweets.
	Follow safety norms and maintain proper hygiene while preparation of items.
	Prepare any one of the pudding.
	Prepare any 3 of the sweets.
	Demonstrate different packaging processes.

<b>LEARNING OUTCOME(CORE SKILL)</b>	
<b>LEARNING OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
<b>EMPLOYABILITY SKILLS</b>	
1. Apply safe working practices.	Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements and according to site policy.
	Recognize and report all unsafe situations according to site policy.
	Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.
	Identify, handle and store / dispose of dangerous goods and substances according to site policy and procedures following safety regulations and requirements.
	Identify and observe site policies and procedures in regard to illness or accident.
	Identify safety alarms accurately.
	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.
	Identify and observe site evacuation procedures according to site policy.
	Identify Personal Protective Equipment (PPE) and use the same as per related working environment.
	Identify basic first aid and use them under different circumstances.
	Identify different fire extinguisher and use the same as per requirement.
2. Comply with	Identify environmental pollution & contribute to the avoidance

environment regulation and housekeeping.	of instances of environmental pollution.
	Deploy environmental protection legislation & regulations
	Take opportunities to use energy and materials in an environmentally friendly manner.
	Avoid waste and dispose waste as per procedure
	Recognize different components of 5S and apply the same in the working environment.
3. Interpret & use formal and technical communication.	Obtain sources of information and recognize information.
	Use and draw up technical drawings and documents.
	Use documents and technical regulations and occupationally related provisions.
	Conduct appropriate and target oriented discussions with higher authority and within the team.
	Present facts and circumstances, possible solutions & use English special terminology.
	Resolve disputes within the team.
	Conduct written communication.
4. Apply the concept in productivity & quality management in day to day work to improve productivity & quality.	Explain the concept of productivity and apply during execution of job.
	Explain the concept of quality tools and apply during execution of job.
5. List and interpret various acts of labour welfare legislation.	Explain basic concept of labour welfare legislation, adhere to responsibilities and remain sensitive towards such laws.
	Knows benefits guaranteed under various acts.
6. Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.	Explain the concept of energy conservation, global warming, pollution and utilize the available resources optimally & remain sensitive to avoid environment pollution.
	Explain standard procedure for disposal of waste.
7. Explain personnel finance, entrepreneurship and manage/ organize	Explain personnel finance and entrepreneurship.
	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 familiarize with

related task in day to day work for personal & societal growth.	the policies/ programmes, procedure & the available scheme.
	Prepare a report to become an entrepreneur for submission to financial institutions.
8. Utilize basic computer applications and internet to take benefit of IT developments in the industry.	Explain the basic hardware of personal computer.
	Use common application software viz., word, excel, power point etc., in day to day work.
	Awareness about useful internet websites, search relevant information pertaining to the assigned tasks.

NSQC Approved

**SECTION 2**

**25. EVIDENCE OF LEVEL**

**OPTION A**

Title/Name of qualification/component: Baker & Confectioner			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relate to the NSQF level descriptors	NSQF Level
Process	<ul style="list-style-type: none"> <li>Maintain hygiene and cleanliness of bakery, bakery equipment &amp; utensils following safety precaution.</li> <li>Identify the basic ingredients which will help to prepare bakery products.</li> <li>Prepare different types of khari, puff, bakery bread and Rusk making bakery bread making.</li> <li>Check the quality of baking and causes of spoilage.</li> </ul>	<p>The learner requires maintaining cleanliness of bakery kitchen, Bakery equipment and ensuring hygiene at all times.</p> <p>The learner will be able to make clear choice to demonstrate baking perfection on different breads, cakes, special cakes etc.</p> <p>The learner will apply clear choice of procedures in familiar context as indicated in the learning outcomes like 'Identify the basic ingredients which will help to prepare bakery products' and 'Prepare different types of khari, puff, bakery bread and Rusk making bakery bread making.'</p> <p>In all these learning outcomes the learner has to apply one's knowledge and work as per requirements and resources available.</p>	Level-4



## NSQF QUALIFICATION FILE

Approved in 24<sup>th</sup> NSQC, dated: 27<sup>th</sup> Feb, 2020

### *Baker & Confectioner*

Title/Name of qualification/component: Baker & Confectioner			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relate to the NSQF level descriptors	NSQF Level
		Hence NSQF Level is 4 for this descriptor.	
Professional knowledge	<p><b>Factual Knowledge of field of Knowledge or study</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene &amp; Care of Skin, Hand, Feet, Food handlers. Hygienic protective clothing.</li> <li>• Constituents of flour, PH value of flour, Water absorption power of flour, Gluten formation, Capacity of flour, Grade by flour.</li> <li>• Different types of breads and their properties, ingredients used, Method of Bread Making.</li> <li>• Study of Confectionery Ingredients like Starch and its derivatives.</li> </ul>	<p>The learner demonstrates factual knowledge of field of Occupational Safety &amp; Health: Health, Safety and Environment guidelines as applicable.</p> <p>The learner also demonstrates knowledge of Tools and Equipment used in the Trade, exhibits knowledge of ingredients used for Baking, method of bread making, Standards in India and usage &amp; up keeping of utensils used.</p> <p>Hence NSQF Level 4 for this Descriptor.</p>	Level-4
Professional skill	<ul style="list-style-type: none"> <li>• Prepare hotel ready baked different bread products.</li> <li>• Plan &amp; prepare different types of cakes.</li> <li>• Prepare various icing.</li> <li>• Prepare special types of cakes.</li> <li>• Prepare different types of pastries.</li> </ul>	<p>The Learner recalls and demonstrates practical skill which is routine and repetitive in narrow range of application for the learning outcomes such as 'Plan &amp; prepare different types of cakes', and 'Prepare various icing' etc.</p>	Level-4

Title/Name of qualification/component: Baker & Confectioner			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relate to the NSQF level descriptors	NSQF Level
		Hence NSQF Level is 4 for this descriptor.	
Core skill	<p><b>Basic Mathematical and Algebraic principles</b></p> <ul style="list-style-type: none"> <li>Apply the concept in productivity &amp; quality management in day to day work to improve productivity &amp; quality.</li> </ul> <p><b>Basic understanding of social political and natural environment</b></p> <ul style="list-style-type: none"> <li>Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.</li> <li>Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal &amp; societal growth.</li> </ul> <p><b>Language to communicate written or oral, with required clarity</b></p> <ul style="list-style-type: none"> <li>Interpret &amp; use formal and technical communication.</li> <li>List and interpret various acts of labour</li> </ul>	<p>The learner applies basic mathematical and algebraic principles for doing his/her day to day work to improve productivity &amp; quality.</p> <p>The learner is able to communicate orally &amp; in written using simple English language and has strong listening skills. Works as a team player and able to explain technical terms with required clarity. The learner performs the job complying environment regulation and housekeeping by applying safe working practices. Maintains energy conservation, prevents global warming &amp; pollution by optimally using available resources in day to day work.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	Level-4

**NSQF QUALIFICATION FILE**Approved in 24<sup>th</sup> NSQC, dated: 27<sup>th</sup> Feb, 2020*Baker & Confectioner*

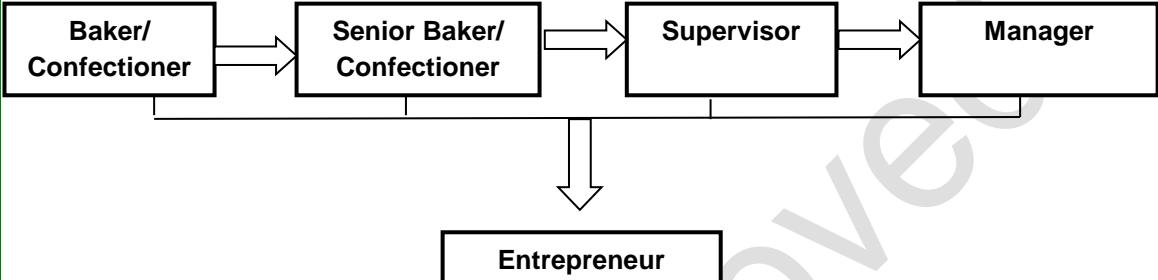
Title/Name of qualification/component: Baker & Confectioner		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relate to the NSQF level descriptors	NSQF Level
	welfare legislation.		
Responsibility	<ul style="list-style-type: none"><li>• Prepare different types of biscuits.</li><li>• Prepare different types of confectioneries.</li><li>• Prepare different types of candies, chocolate and toffee.</li><li>• Prepare puddings &amp; Indian sweets.</li></ul>	<p>The 'Baker &amp; Confectioner' is responsible to perform the work as per specific guidelines/ procedures based on their understanding of various bakery and confectioneries production processes like bread, pastries, icing, cakes and confectioneries, hence is responsible for own work and learning.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	4

**SECTION 3**  
**EVIDENCE OF NEED**

26	<p><b>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</b></p> <table border="1"> <thead> <tr> <th data-bbox="339 510 735 638"><b>Basis</b></th> <th data-bbox="735 510 1374 638"><b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="339 638 735 1104">Need of the qualification</td> <td data-bbox="735 638 1374 1104">Food Industry Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labour intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.</td> </tr> <tr> <td data-bbox="339 1104 735 1653">Industry Relevance</td> <td data-bbox="735 1104 1374 1653">The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/NSTIs/MSTIs/ BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.</td> </tr> <tr> <td data-bbox="339 1653 735 1780">Usage of the qualification</td> <td data-bbox="735 1653 1374 1780">The Proposed qualification will create skilled Craftsman for various establishments in different Sectors.</td> </tr> <tr> <td data-bbox="339 1780 735 1868">Estimated uptake</td> <td data-bbox="735 1780 1374 1868">The present seating capacity is 1378 approximately.</td> </tr> </tbody> </table>	<b>Basis</b>	<b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b>	Need of the qualification	Food Industry Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labour intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.	Industry Relevance	The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/NSTIs/MSTIs/ BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.	Usage of the qualification	The Proposed qualification will create skilled Craftsman for various establishments in different Sectors.	Estimated uptake	The present seating capacity is 1378 approximately.
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27	<p><b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary</b></p>										

	<p><b>evidences</b></p> <p>The qualification, originally designed for Craftsman Training Scheme is in existence for many years and approved by DGT (Regulatory Body) under Ministry of Skill Development and Entrepreneurship, Govt. of India.</p>
28	<p><b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b></p> <p>The qualification is originally designed and approved by DGT for the Craftsman Training Scheme and is in existence for many years. No such duplicate qualification of same duration and competencies exists.</p>
29	<p><b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</b></p> <ul style="list-style-type: none"> <li>• The research wing of CSTARI &amp; DGT reviews and updates the qualification, in consultation with industries and other stakeholders, on a regular basis by conducting trade committee meetings.</li> <li>• DGT will monitor any duplicity by comparing existing qualifications with upcoming ones in the National Qualifications Register (NQR) and relevant sectors.</li> </ul>

**SECTION 4**  
**EVIDENCE OF PROGRESSION**

<p>30</p>	<p><b>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector? <i>Show the career map here to reflect the clear progression</i></b></p> <p>On completion of the training the trainee will have an opportunity to move in vertical / horizontal pathways to promote to higher designations. The learner can further undergo other specialised courses to excel in the relevant field.</p>  <pre>graph LR; A[Baker/Confectioner] --&gt; B[Senior Baker/Confectioner]; B --&gt; C[Supervisor]; C --&gt; D[Manager]; A --- E[Entrepreneur]; B --- E; C --- E; D --- E;</pre> <p>The diagram illustrates a career progression path. It starts with a box labeled 'Baker/Confectioner'. An arrow points to a box labeled 'Senior Baker/Confectioner'. Another arrow points to a box labeled 'Supervisor'. A third arrow points to a box labeled 'Manager'. Below these four boxes, a horizontal line is drawn. From this line, a vertical line descends to a box labeled 'Entrepreneur'. This indicates that the 'Entrepreneur' role is a possible outcome or specialization from any of the preceding career stages.</p>
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