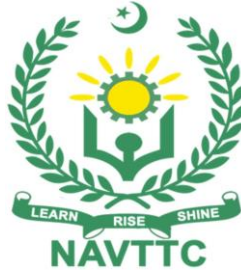


Government of Pakistan

**National Vocational and Technical Training Commission (NAVTTTC)**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents/ Lesson Plan**

**Course Title:** Baking and Pastry

**Duration:** 3 Months

<p><b>Trainer Name</b></p>	
<p><b>Course Title</b></p>	<p><b>Baking and Pastry</b></p>
<p><b>Objectives and Expectations</b></p>	<p><b>Employable skills and hands on practice for Bakery and Pastry</b></p> <p>The major aim &amp; objective of this Baking and Pastry course is to develop &amp; equip students' especially young people's with the knowledge, skills and understanding enabling them to work independently as well as in team in commercial/ domestic kitchen operations in the hospitality industry as hospitality cook/ bakery chef; for their income generation, economic empowerment and career development. The overall objectives of the Bakery and Pastry training program are:</p> <ul style="list-style-type: none"> <li>• Managing a kitchen section</li> <li>• Selecting tools and equipment used to prepare, cook and present bakery dishes</li> <li>• Weighing and measuring ingredients accurately according to recipes</li> <li>• Sequencing the different stages of preparation and baking</li> <li>• Preparing and baking complex dishes as required by customers' orders</li> <li>• Checking the quality of food before, during and after preparation and baking</li> <li>• Working hygienically and safely.</li> </ul> <p><b><u>Main Expectations:</u></b></p> <p>Upon completion, students will be able to exhibit the patisserie skills used in the foodservice industry as professional bakery chef with some following competencies:</p> <ul style="list-style-type: none"> <li>✓ Master basic and advanced food preparation and baking processes and culinary techniques.</li> </ul>

- ✓ Lead a kitchen team and maintain professional standards throughout shift with strong coordination in the operation of the kitchen section
- ✓ Clean kitchen equipment and patisserie utensils
- ✓ Supervise the kitchen section and maintain production of food.
- ✓ Apply and supervise food safety and hygiene regulations
- ✓ Be aware of nutritional, economic and ecological requirements.
- ✓ Food safety in catering
- ✓ Safety at work
- ✓ Prepare, cook and finish Cake items.
- ✓ Prepare, cook and finish biscuits products.
- ✓ Prepare, cook and finish Dough products
- ✓ Prepare, Cook and Finish Sponge Products
- ✓ Prepare, cook and finish Pastry products.
- ✓ Kitchen Organization, Supervision & Management
- ✓ Prepare, cook and finish complex patisseries.
- ✓ Prepare, cook and finish hot, cold desserts and puddings
- ✓ Identify and pursue new business opportunities in the hospitality sector

This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each individual trainee to prepare them for such market roles during/after the training.

1. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this

document.

2. In order to materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the later part of this course (last week) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also forms a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.
3. A module on **Workplace Ethics** has also been included to highlight the importance of good and positive behavior at work place in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

In order to maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem solving abilities of the trainees.

#### 1. **Motivational Lectures**

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

1. Clear Purpose to convey message to trainees effectively.
2. Personal Story to quote as an example to follow.
3. Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
4. Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity and spark the desire needed for trainees to want to learn more.

Impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for longer time without boredom and loss of interest because they can clearly see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well-planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document

*\*Details at Annexure-II*

## **5. Success Stories**

Another effective way of motivating the trainees is by means of Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation or by means of a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the

reader/listener knows nothing of what is being revealed. Optimum impact is created when the story is revealed in the form of:-

1. Directly in person (At least 2-3 cases must be arranged by the training institute)
2. Through an audio/ videotaped message (2-3 high quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

Suggestive structure and sequence of a sample success story and its various shapes can be seen at *Annexure III*.

### **3. Case Studies**

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies to be presented to the trainees. The trainer may adopt a power point presentation or video format for such case studies whichever is deemed suitable but it's important that only those cases are selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases.

For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions, and intended solutions of the problem / situation.

Case studies can be implemented in the following ways: -

	<ol style="list-style-type: none"> <li>1. A good quality trade specific documentary (At least 2-3 documentaries must be arranged by the training institute)</li> <li>2. Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>3. Field visits (At least one visit to a trade specific major industry/ site must be arranged by the training institute)</li> </ol>
<b>Entry level of trainees</b>	Matric science or equivalent, preferably F.Sc.
<b>Learning Outcomes of the course</b>	<p><b><u>By the end of this course, the trainees should be able to perform the following competencies:</u></b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate professionalism and service standards in hospitality industry/ sector to insure quality guest service.</li> <li>✓ Demonstrate principles of sanitation and safety in a food service operation for safe food handling and to protect the health of the consumer.</li> <li>✓ Apply accounting for hospitality baking and patisserie related to food service operations.</li> <li>✓ Demonstrate uses of tools &amp; equipment in food service operations following established safety practices and principles.</li> <li>✓ Demonstrate professional kitchen supervision and management skills.</li> <li>✓ Demonstrate a variety of culinary cooking and baking methods and techniques following established procedures to produce classic, regional, international and contemporary cuisines, complex dishes and baking products/goods.</li> <li>✓ Explore various management topics as related to hospitality and foodservice operations.</li> </ul>
<b>Course Execution Plan</b>	<p>Total duration of course: <b>3 months (12 Weeks)</b></p> <p>Class hours: <b>4 hours per day</b></p> <p>Theory: <b>20%</b></p> <p>Practical: <b>80%</b></p> <p>Weekly hours: <b>20 hours per week</b></p>

	Total contact hours: <b>240 hours</b>
<b>Companies offering jobs in the respective trade</b>	<p>Apart from local, national, multinational organizations and hospitality establishments working in Pakistan; hundreds of thousands of hospitality establishments around the world recruits trained hospitality cooks; such as:</p> <ol style="list-style-type: none"> <li>1. Culinary institutions</li> <li>2. Food &amp; beverages industry</li> <li>3. Restaurants</li> <li>4. Food Outlets</li> <li>5. Hotels</li> <li>6. Bakeries</li> <li>7. International Food Chains/ franchises</li> <li>8. Cruise ships</li> <li>9. Private businesses</li> <li>10. Tour Operators</li> <li>11. Catering services , and many more.</li> </ol>
<b>Job Opportunities/job titles</b>	<p>Hospitality establishments locally and abroad offer jobs for hospitality bakers. Apart from jobs, graduates may also establish / start their own business in the hospitality sector.</p>
<b>No of Students</b>	25
<b>Learning Place</b>	<ol style="list-style-type: none"> <li>1. Classrooms</li> <li>2. Bakery Kitchen Lab</li> <li>3. Pastry kitchen Lab</li> <li>4. Cold Kitchen Lab</li> <li>5. Hospitality Establishment for Industrial visit / Study Tour</li> </ol>
<b>Instructional Resources</b>	<ol style="list-style-type: none"> <li>1. Institute's Training Manual and e-library/CD/DVDs with softcopies of books &amp; learning materials.</li> <li>2. National and International Baking Magazines</li> <li>3. National and International Chef Associations/ Professional Bodies</li> </ol>



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|  | <ol style="list-style-type: none"><li>4. YouTube Channels and other social media on Hospitality, Cooking / Chefs, Baking, Culinary Arts and food &amp; beverages.</li><li>5. Food &amp; Beverages, Culinary, cooking and baking websites and blogs.<ol style="list-style-type: none"><li>a) <a href="https://www.youtube.com/watch?v=RojwXNJZYHg">https://www.youtube.com/watch?v=RojwXNJZYHg</a></li><li>b) <a href="https://www.youtube.com/watch?v=Z1OLG7F3HD4">https://www.youtube.com/watch?v=Z1OLG7F3HD4</a></li><li>c) <a href="https://www.youtube.com/watch?v=0J2Qv_72Xzo">https://www.youtube.com/watch?v=0J2Qv_72Xzo</a></li><li>d) <a href="https://www.youtube.com/watch?v=X1vSF67A7lg">https://www.youtube.com/watch?v=X1vSF67A7lg</a></li><li>e) <a href="https://www.youtube.com/watch?v=0811qFWiEdI">https://www.youtube.com/watch?v=0811qFWiEdI</a></li><li>f) <a href="https://www.youtube.com/watch?v=g-dF_j3AVTw">https://www.youtube.com/watch?v=g-dF_j3AVTw</a></li></ol></li></ol> |
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**Modules**

Scheduled Weeks	Module Title	Days	Learning Units	Home Assignment
Week 1	<b>Introduction/ Orientation Session</b>  <b>Soft skills in Hospitality</b>  <b>Motivational Lecture</b> <i>(For further detail please see Page No: 5 &amp; 6)</i>  <b>Introduction to Bakery and Pastry</b>	Day 1	<ul style="list-style-type: none"> <li>• <b>Course Introduction</b></li> <li>• <b>Job market in hospitality</b></li> <li>• <b>Course Applications</b></li> <li>• <b>Institute/work ethics</b></li> <li>• Orientation on Institute's rules &amp; regulations and SOPs for classrooms and labs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 1</b></li> <li>• <b>Task 2</b></li> <li>• <b>Task 3</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
		Day 2	<ul style="list-style-type: none"> <li>• Introduction to Hospitality, Baking and Patisserie</li> <li>• Introduction to Bakery and Pastry</li> <li>• Modern Hospitality &amp; its relationship with baking</li> </ul>	
		Day 3	<ul style="list-style-type: none"> <li>• Service Offerings</li> <li>• Hospitality Establishments</li> <li>• Careers in Hospitality Sector &amp; Prospectus</li> <li>• Working in Hospitality Sector &amp; Career Development</li> </ul>	

		<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Departments of Hotel</li> <li>• Roll of Baking in hospitality industry</li> <li>• Scope of bakery training</li> </ul>	
		<b>Day 5</b>	<p>Students are introduced to learn about</p> <ul style="list-style-type: none"> <li>• Baking</li> <li>• Pastry</li> <li>• Different products</li> <li>• Importance of baking in hotel, restaurants and cafes.</li> </ul> <p>Introduction to key hospitality &amp; softskills</p> <p>The importance of Professionalism in Hospitality</p> <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Presentation Skills</li> <li>• Problem-solving</li> <li>• Teamwork skills</li> <li>• Emotional intelligence</li> </ul>	
<b>Week 2</b>	<p><b>Exploring Bakery and Pastry</b></p> <p><b>Role of Measurements in Baking</b></p> <p><b>Difference between baking and pastry</b></p>	<b>Day 1</b>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Introduction &amp; Scope of Culinary Arts-Patisserie Principles</p> <p>Differentiate between baking and Pastry</p> <p>Role of Baking in Hospitality</p> <p>Baking as a new emerging trend in industry</p>	<ul style="list-style-type: none"> <li>• <b>Task 4</b></li> <li>• <b>Task 5</b></li> <li>• <b>Task 6</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

			Kitchen Hierarchy"	
		<b>Day 2</b>	<p>Food Services/ Food &amp; Beverages /Catering Industry</p> <p>Role of maesurements in baking</p> <p>Use of units for solid and liquid ingredients</p>	
		<b>Day 3</b>	<p>Introduce mis en place</p> <p>Importance of mis en place in baking</p> <p>Importance of measurements in baking</p>	
		<b>Day 4</b>	<p>Perform correct measrements of different ingredients</p> <p>Measure dry ingredients</p> <p>Measure wet ingredient/liquid ingredients</p>	

		<b>Day 5</b>	<p>Different measuring units</p> <p>Role of measurements in bakery and pastry</p> <p>Baking Utensils &amp; Gadgets</p> <p>Measurement Scales, Units and Conversions &amp; tools"</p>	
<b>Week 3</b>	<p><b>Exploring different products of baking</b></p> <p><b>Different Baking preparation methods</b></p> <p><b>Identifying different finishing methods of baking</b></p> <p><b>Motivational lecture</b></p>	<b>Day 1</b>	<p><b>Motivational Lecture( For further detail please see Page No: 3&amp; 4)</b></p> <p><b>Motivational Lecture( For further detail please see Page No: 3&amp; 4)</b></p> <p>Students are introduced to:</p> <p>Introduction to Baking Kitchens, types and Basic Procedures</p> <p>Products of bakery items</p> <p>Products of pastry items</p>	<p><b>• Task 7</b></p> <p><b>• Task 8</b></p> <p><u>Details may be seen at Annexure-I</u></p>
		<b>Day 2</b>	<p>The following functions:</p> <p>Preparation of cold bakery items</p> <p>Preparation of hot bakery items</p> <p>Development of Standardized recipe and its importance</p>	

		<b>Day 3</b>	Role of temperature in bakery & pastry items  Perform preheating functions  Installation and use of baking conventional oven	
		<b>Day 4</b>	Recognize different preparation methods of baking <ul style="list-style-type: none"><li>• Mis en place</li><li>• Measurements</li><li>• Mixing</li><li>• Beating</li><li>• Whisking</li><li>• Sifting</li><li>• Folding</li></ul>	

		<b>Day 5</b>	<p>Recognize different finishing methods of baking</p> <ul style="list-style-type: none"> <li>• Frosting</li> <li>• Piping</li> <li>• Dusting</li> <li>• Glazing</li> <li>• Decorating</li> <li>• Garnishing</li> </ul>	
<b>Week 4</b>	<p><b>Fundamentals of Personal hygiene, workplace hygiene</b></p> <p><b>Fndamentals of Food Safety and hygiene</b></p> <p><b>Stock rotation cycle</b></p>	<b>Day 1</b>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Introduction to Occupational Health(OH) &amp; Safety (S)</p> <p>Safety at work &amp; its fundamental principles</p> <p>Occupational Health (OH) &amp; Safety(S) in Hospitality Sector &amp; its importance</p> <p>Fire Safety Management</p>	<ul style="list-style-type: none"> <li>• <b>Task 9</b></li> <li>• <b>Task 10</b></li> <li>• <b>Task 11</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>



		<p><b>Day 2</b></p>	<p>Practice personal hygiene</p> <p>Key features of personal hygiene</p> <p>Practice workplace hygiene</p> <p>Different elements of workplace hygiene</p> <p>Understanding of good and bad personalhygienic practices</p> <p>Ensure hand washing techniques</p> <p>Understanding of term convalescents,contagious illness in Bakery.</p> <p>Products used for cleaning, sanitizing ofbakery stations.</p> <p>Ensure 6 stage cleaning method.</p>	
		<p><b>Day 3</b></p>	<p>Causes of Slips, Trip and Falls andLifting tools &amp; techniques</p> <p>Dangers posed by Equipment &amp; Stock Items and Control Measures</p> <p>Hazards in Cookery and Patisserie including Hazardous Substances, Electricity and Dangers and PPE &amp; PPC and Safety Signs</p>	

		<b>Day 4</b>	<p>Risk Controls &amp; Benefits Features inthe Kitchen &amp; Bakery</p> <p>Risk Controls &amp; Benefits Features inthe Kitchen &amp; Bakery</p> <p>Maintaining a Healthy Workplace</p> <p>Implementation of Stock rotation cycle</p>	
		<b>Day 5</b>	<p>Food hygiene in catering</p> <p>Danger zone for food</p> <p>Contaminations and its types</p> <p>Prevention from cross contamination</p> <p>Role of temperatures in storage of food</p>	
<b>Week 5</b>	<p><b>Prepare cook and finish sponge products</b></p> <p><b>Decorating different frostings on sponge products</b></p>	<b>Day 1</b>	<p><b>Motivational Lecture( For further detail please see Page No: 3&amp; 4)</b></p> <ul style="list-style-type: none"> <li>• Understanding of term “Sponge”</li> <li>• Sponge and their products</li> <li>• Production methods of sponge</li> <li>• Art of Plating &amp; Garnishing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 12</b></li> <li>• <b>Task 13</b></li> <li>• <b>Task 14</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<p><b>Day 2</b></p>	<p>Understanding of different sponge products</p> <p>Storage Procedures</p> <p>Prepare, cook and finish vanilla sponge</p> <p>Prepare, cook and finish chocolate sponge</p>	
		<p><b>Day 3</b></p>	<p>Prepare, cook and finish different products of sponge</p> <p>Prepare cook and finish lemon sponge</p> <p>Prepare, cook and finish genose sponge</p>	
		<p><b>Day 4</b></p>	<p>Prepare, cook and finish chiffon sponge cake</p> <p>Prepare, cook and finish victoria sponge</p>	

		<b>Day 5</b>	<p>Prepare, cook and finish charlette royale</p> <p>Prepare. Cook and finish charlotte russe cake</p>	
<b>Week 6</b>	<p><b>Prepare cook and finish cakes products</b></p> <p><b>Designing different cake products</b></p> <p><b>Finishing of different frostings on cake products</b></p>	<b>Day 1</b>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Introduce thye term cake</p> <p>Differentiate between sponge and cake</p> <p>Ensure types of cakes</p>	<ul style="list-style-type: none"> <li>• <b>Task 15</b></li> <li>• <b>Task 16</b></li> <li>• <b>Task 17</b></li> <li>• <b>Task 18</b></li> </ul> <p><i><u>Details may be - seen at Annexure-I</u></i></p>
		<b>Day 2</b>	<p>Methods of production of cakes</p> <p>Prepare, cook and finish creaming method cake</p> <p>The Receiving, Storing, and IssuingControl Points</p>	

		<p><b>Day 3</b></p>	<p>The Preparing, Cooking, and Holding Control Points</p> <p>The Serving Control Point of cake</p> <p>The Cleaning and Maintenance Control Point of cake</p> <p>Prepare cook and finish mediara cake</p>	
		<p><b>Day 4</b></p>	<p>Prepare, cook and finish marble cake</p> <p>Prepare, cook and finish chocolate nuts cake</p>	

		<b>Day 5</b>	<p>Prepare, cook and finish jecode cake/ almond cake</p> <p>Prepare, cook and finish cupcake and muffin.</p> <p>Storage of different cupcakes and muffins.</p>	
<b>Week 7</b>	<p><b>Prepare cook and finish different biscuits products</b></p> <p><b>Baking of different biscuits and cookies</b></p> <p><b>Difference between different biscuits and cookies</b></p> <p><b>Midterm Exam in last two days</b></p>	<b>Day 1</b>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Introduce the term biscuit</p> <p>Types of Biscuits</p> <p>Methods of production for biscuits</p> <p>Food Costing</p> <p>Storage methods of biscuits</p>	<ul style="list-style-type: none"> <li>• <b>Task 19</b></li> <li>• <b>Task 20</b></li> <li>• <b>Task 21</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
		<b>Day 2</b>	<p>Process of biscuit making by using different production methods</p> <p>Development of flavours in different biscuits</p> <p>Storage of different flavours in biscuits</p>	

		<b>Day 3</b>	<p>Introduce the term cookies</p> <p>Difference between biscuit and cookie</p> <p>Production methods of cookies</p> <p>Types of different cookies</p> <p>Storage of different types of cookies</p>	
		<b>Day 4</b>	<p>Prepare, cook and finish cocnut biscuits</p> <p>Prepare, cook and finish vanilla, chocolate biscuits</p> <p>Prepare, cook and finsih almond biscuits</p>	•

		<b>Day 5</b>	<p>Prepare, cook and finish zeera biscuits</p> <p>Prepare , cook and finish cookies</p> <p>Flavour developments of different cookies</p> <p>Variations and innocations in biscuits and cookies</p> <p>Conduct mid term exam</p>	•
<b>Week 8</b>	<p><b>Introduction to pastry products</b></p> <p><b>Exploring different types of pastries</b></p> <p><b>Differentiate between short, puff and choux pastry</b></p>	<b>Day 1</b>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Understand the term pastry</p> <p>History of pastries</p> <p>Types of pastry products</p>	<p>• <b>Task 22</b></p> <p>• <b>Task 23</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>



		<p><b>Day 2</b></p>	<p>Storage of different pastry products</p> <p>Production methods of pastry products</p> <p>Differentiate between different types of pastries</p>	
		<p><b>Day 3</b></p>	<p>Introduce the term short pastry</p> <p>Prepare, cook and finish short pastry biscuits</p> <p>Storage methods of short pastry products</p> <p>Flavour developments of short pastry products</p>	

		<p><b>Day 4</b></p>	<p>Introduce the term Puff pastry</p> <p>Prepare, cook and finish puff pastry</p> <p>Production methods of puff ppastry</p> <p>Storage methods of puff pastry products</p> <p>Flavour developments of puff pastry products</p>	
		<p><b>Day 5</b></p>	<p>Introduce the term choux pastry</p> <p>Prepare, cook and finish choux pastry products</p> <p>Storage methods of choux pastry products</p> <p>Flavour developments of choux pastry products</p>	

<b>Week 9</b>	<b>Exploring short pastry and their products</b>  <b>Prepare, cook and finish short pastry sweet products</b>  <b>Prepare, cook and finish short pastry savory products</b>	<b>Day 1</b>	<b>Success stories ( For further detail please see Page No: 3&amp; 4)</b>  Describe short pastry  Methods of production for short pastry  Types of different short pastry products	<ul style="list-style-type: none"> <li>• <b>Task 24</b></li> <li>• <b>Task 25</b></li> </ul> <u>Details may be seen at Annexure-I</u>
		<b>Day 2</b>	Perform handling and storing of short pastry products  Enlist different sweet short pastry products  Enlist different short pastry savoury products	

		<p><b>Day 3</b></p>	<p><b>Perform flavour development in short pastry items</b></p> <p><b>Prepare, cook and finish lemon tarts</b></p> <p><b>Prepare, cook and finish lemon curd</b></p> <p><b>Prepare, cook and finish chocolate fillings</b></p>	
		<p><b>Day 4</b></p>	<p>Prepare, cook and finish walnuts tarts</p> <p>Perform making of different sweets short pastries</p>	
		<p><b>Day 5</b></p>	<p>Introduce the term quiche</p> <p>Prepare, cook and finish quiche florentine</p> <p>Prepare, cook and finish pizza pie</p> <p>Prepare, cook and finish savoury flan</p>	

<b>Week 10</b>	<b>Exploring puff pastry and their products</b>  <b>Prepare, cook and finish puff pastry sweet products</b>  <b>Prepare, cook and finish puff pastry savory products</b>	<b>Day 1</b>	<b>Motivational Lecture (For further detail please see Page No: 3&amp; 4)</b>  Understanding the term puff pastry  Different methods of productions for puff pastry  Types of different products  Storage of different puff pastry products	<ul style="list-style-type: none"> <li>• <b>Task 26</b></li> <li>• <b>Task 27</b></li> </ul> <u>Details may be seen at Annexure-I</u>
		<b>Day 2</b>	Perform english method in puff pastry production  Perform french method in puff pastry production  Increase storage life span of puff pastry	
		<b>Day 3</b>	Identify the term unipuff  Perform prodction of unipuff  Role of unipuff in production of pastry  Prepare puff pastry by using unipuff	

		<b>Day 4</b>	<p>Perform, cook and finish sweet items of puff pastry</p> <p>Prepare and finish patte fuyiellette</p> <p>Perform puff crunchs</p> <p>Perform cream roll by using paste</p>	
		<b>Day 5</b>	<p>Perpare, cook and finish different savoury items of puff pastry</p> <p>Produce different types of patties by using puff paste</p> <p>Describe the role of paste in pastry</p>	
<b>Week 11</b>	<p><b>Exploring choux pastry and their products</b></p> <p><b>Prepare, cook and finish choux pastry sweet products</b></p> <p><b>Prepare, cook and finish</b></p>	<b>Day 1</b>	<p><b>Motivational Lecture( For further detail please see Page No: 3&amp; 4</b></p> <p>Introduction to choux pastry</p> <p>Types of choux pastry</p> <p>Different products of choux pastry</p> <p>Storage of choux pastry</p>	<p><b>• Task 28</b></p> <p><b>• Task 29</b></p> <p><u>Details may be seen at Annexure-I</u></p>

	<b>different types of breads and buns</b>	<b>Day 2</b>	<p>Prepare, cook and finish different chous pastry products</p> <p>Prepare, cook and finish eclairs</p> <p>Prepare, cook and finish profiteroles</p>	
		<b>Day 3</b>	<p>Understanding of dough and their products</p> <p>Types of dough products</p> <p>Production method of dough</p> <p>Baking time and temperatures of different products</p>	
		<b>Day 4</b>	<p>Understanding of fermented dough</p> <p>Ensure products of fermented dough</p> <p>Types of fermented dough</p> <p>Storage procedures</p>	

		<b>Day 5</b>	<p>Understanding of unfermented dough</p> <p>Ensure products of unfermented dough</p> <p>Types of unfermented dough</p> <p>Storage procedures</p>	
<b>Week 12</b>	<p><b>Prepare, cook and finish different sweet fillings and frostings</b></p> <p><b>Prepare, cook and finish hot and cold desserts</b></p> <p><b>Entrepreneurship and Final Assessment in project</b></p>	<b>Day 1</b>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Introduction of fillings</p> <p>Introduction to frostings</p> <p>Difference between fillings and frostings</p> <p>Different combinations of flavours</p>	<ul style="list-style-type: none"> <li>• <b>Task 30</b></li> <li>• <b>Task 31</b></li> <li>• <b>Task 32</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
		<b>Day 2</b>	<p>Introduce desserts</p> <p>Types of different desserts</p> <p>Production of different desserts</p> <p>Prepare frozen desserts</p> <p>Prepare, cook and finish cold desserts</p> <p>Prepare, cook and finish hot dessert</p>	



		<b>Day 3</b>	<p>Introduction</p> <p>Fundamentals of Business Development</p> <p>Entrepreneurship</p> <p>Startup Funding</p>	
		<b>Day 4</b>	<p>Business Value Statement</p> <p>Business Model Canvas</p> <p>Sales and Marketing Strategies</p> <p>How to Reach Customers and Engage CxOs</p>	
		<b>Day 5</b>	<p>Stakeholders Power Grid</p> <p>RACI Model, SWOT Analysis, PEST Analysis</p> <p>SMART Objectives</p> <p>Stakeholders Power Grid Final Assessment</p>	

### Tasks For Certificate in Baking and Pastry

<b>Week-1</b>	Task-1	Prepare a hierarchical model of Hospitality sector
	Task-2	Write a note on Hospitality Laws & Regulations as related to patisserie Principles
	Task-3	Make a group of 5 trainees, assign various roles including team leader and demonstrate proficiency in team work
<b>Week-2</b>	Task-4	Demonstrate the role of measurements
	Task - 5	Demonstrate mis en place
	Task- 6	Assignment on difference between baking and pastry
<b>Week-3</b>	Task - 7	Demonstrate different preparation methods of baking
	Task - 8	Demonstrate different finishing methods of baking
<b>Week-4</b>	Task - 9	Demonstrate hazardous foods
	Task - 10	Demonstrate the use of PPE and other safety practices at workplace
	Task - 11	Differentiate contamination and cross contamination
<b>Week-5</b>	Task - 12	Demonstrate swiss roll
	Task-13	Demonstrate vanilla and chocolate sponge
	Task - 14	Demonstrate cream cake by sing sponge
<b>Week-6</b>	Task - 15	Demonstrate mediara cake
	Task-16	Demonstrate almond butter cake
	Task-17	Demonstrate marble muffins
	Task - 18	Demonstrate brownies and cupcakes
<b>Week -7</b>	Task-19	Demonstrate various tools & equipments of biscuits
	Task - 20	Demonstrate different flavours of biscuits
	Task - 21	Demonstrate different flavours of cookies
<b>Week -8</b>	Task - 22	Assignment on different types of pastries
	Task -23	Demonstration on different pastry products
<b>Week -9</b>	Task -24	Demonstrate the method of propduction of lemon tart
	Task - 25	Demonstrate quiche and pizza pie
<b>Week 10</b>	Task - 26	Demonstrate different types of patties
	Task - 27	Demonstrate cream roll and sugar ties
<b>Week 11</b>	Task - 28	Demonstrate different types of eclairs
	Task - 29	Demonstrate profetiroles
<b>Week 12</b>	Task - 30	Demonstrate plain bread and milky bread

	Task - 31	Demonstrate chicken tikka pizza
	Task- 32	Prepare, bake and present lava cake

Motivational Lectures and Success Stories (Course Outlines)

Sr #	Topic title	Contents	Theme
1	Success stories	<ol style="list-style-type: none"> <li>1. Story of Skill worker who get good job.</li> <li>2. Entrepreneur /self-business</li> <li>3. Freelancer</li> </ol>	<ol style="list-style-type: none"> <li>1. Family Background</li> <li>2. How to get Training</li> <li>3. How to get job</li> <li>4. Success trait</li> <li>5. Few word of advice for youth</li> </ol>
2	Motivational Lectures	<ol style="list-style-type: none"> <li>1. Soft skills</li> <li>2. work Ethics</li> <li>3. Personality Grooming</li> </ol>	<p><b>Good Habits</b></p> <ul style="list-style-type: none"> <li>• Punctuality</li> <li>• Honesty</li> <li>• Positive attitude</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>• Determinant</li> <li>• Consistent</li> <li>• Welling worker</li> <li>• Team work</li> <li>• Initiative</li> <li>• Hardworking</li> <li>• Creative</li> <li>• Enthusiastic</li> <li>• Goal oriented</li> <li>• Self-motivated</li> <li>• Communication</li> <li>• Loyalty</li> </ul>

Motivational lectures links

<u>Topic</u>	<u>Speaker</u>	<u>Link</u>
How to Face Problems In Life	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90">https://www.youtube.com/watch?v=OrQte08MI90</a>
Just Control Your Emotions	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w">https://www.youtube.com/watch?v=JzFs_yJt-w</a>
How to Communicate	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc">https://www.youtube.com/watch?v=PhHAQEGehKc</a>

<b>Effectively</b>		
<b>Your ATTITUDE is Everything</b>	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	<a href="https://www.youtube.com/watch?v=5fS3rj6eIFg">https://www.youtube.com/watch?v=5fS3rj6eIFg</a>
<b>Control Your EMOTIONS</b>	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH0O5U">https://www.youtube.com/watch?v=chn86sH0O5U</a>
<b>Defeat Fear, Build Confidence</b>	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbozd4">https://www.youtube.com/watch?v=s10dzfbozd4</a>
<b>Wisdom of the Eagle</b>	Learn Kurooji	<a href="https://www.youtube.com/watch?v=bEU7V5rJTw">https://www.youtube.com/watch?v=bEU7V5rJTw</a>
<b>The Power of ATTITUDE</b>	Titan Man	<a href="https://www.youtube.com/watch?v=r8LJ5X2ejqU">https://www.youtube.com/watch?v=r8LJ5X2ejqU</a>
<b>STOP WASTING TIME</b>	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdg">https://www.youtube.com/watch?v=kzSBrJmXqdg</a>
<b>Risk of Success</b>	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a>

## Annexure-III

### SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE

#### Mentor

Mentors are provided an observation checklist form to evaluate and share their observational feedback on how students within each team engage and collaborate in a learning environment. The checklist is provided at two different points: Once towards the end of the course. The checklists are an opportunity for mentors to share their unique perspective on group dynamics based on various team activities, gameplay sessions, pitch preparation, and other sessions, giving insights on the nature of communication and teamwork taking place and how both learning outcomes and the student experience can be improved in the future.

#### Session- 1 (Communication):

Please find below an overview of the activities taking place Session plan that will support your delivery and an overview of this session's activity.

<b>Session- 1 OVERVIEW</b>
Aims and Objectives:
<ul style="list-style-type: none"> <li>• To introduce the communication skills and how it will work</li> <li>• Get to know mentor and team - build rapport and develop a strong sense of a team</li> <li>• Provide an introduction to communication skills</li> <li>• Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving</li> <li>• Gain an understanding of participants' own communication skills rating at the start of the program</li> </ul>

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
<b>Key learning outcomes:</b>	<b>Resources:</b>		<b>Enterprise skills developed:</b>

<ul style="list-style-type: none"> <li>• Understand the communication skills and how it works.</li> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Podium</li> <li>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>
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Schedule	Mentor Should do
<b>Welcome:</b> <b>5 min</b>	Short welcome and ask the <b>Mentor</b> to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
<b>Icebreaker:</b> <b>10 min</b>	Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.
<b>Introduction &amp; Onboarding:</b> <b>20mins</b>	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following: <ol style="list-style-type: none"> <li>1. Explanation of the program and structure. (Kamyab jawan Program)</li> <li>2. How you will use your communication skills in your professional life.</li> <li>3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm)</li> </ol>

	<p>4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.</p>
<p><b>Team Activity Planning: 30 minutes</b></p>	<p>MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY”</li> </ul> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close: 5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>



**SUCCESS STORY**

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<b>Fatima Ali</b> (August 8, 1989 – January 25, 2019) was a Pakistani-American executive chef, restaurateur and television personality. She came to notice for her successful appearances on reality cooking shows Chopped and Top Chef, and for winning the James Beard Foundation Award for her essay on living with sarcoma.
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	N/A
3.	<b>Post-training activities</b>	<p>Fatima Ali began her culinary career as a junior sous chef at Café Centro in New York City. In 2012, she won an episode of Chopped (Season 12, episode 2, "A Guts Reaction") on the Food Network. She continued her career in New York City, becoming the youngest executive sous chef at Stella 34 Trattoria at Macy's Herald Square, and then the executive sous chef at La Fonda del Sol.</p> <p>In 2017, Fatima Ali was a contestant on Top Chef: Colorado. Although she finished in seventh place, she was voted the fan favorite.</p> <p>In April 2019, Fatima received a posthumous James Beard Award of Excellence.</p>
4.	<b>Message to others (under training)</b>	<p>Take the training opportunity seriously          Impose self-discipline and ensure regularity          Make Hard work pays in the end so be always ready for the same.</p>

**Note:** Success story is a source of motivation for the trainees and can be presented in several ways/forms in a NAVTTC skill development course as under: -

1. To call a passed out successful trainee of the institute. He will narrate his success story to the trainees in his own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful trainee Audio-video recording that has to cover the above-mentioned points.\*
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning, etc) and narrates his/her story in the teacher's own motivational words.

\* *The online success stories of renowned professional can also be obtained from **Annex-II***

## Workplace/Institute Ethics Guide

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Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

**1. Attendance:**

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

**2. Character:**

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

**3. Team Work:**

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

**4. Appearance:**

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

**5. Attitude:**

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

**6. Productivity:**

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation

pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

**7. Organizational Skills:**

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

**8. Communication:**

Written communication, being able to correctly write reports and memos. Verbal communications, being able to communicate one on one or to a group.

**9. Cooperation:**

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

**10. Respect:**

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.