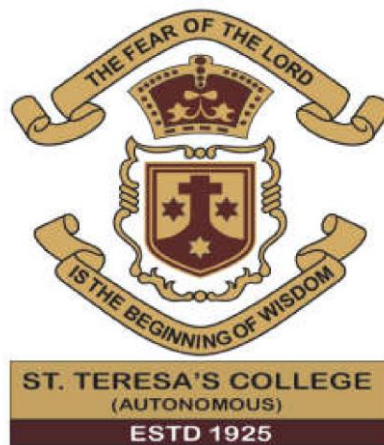


**ST. TERESA'S COLLEGE (AUTONOMOUS)
ERNAKULAM
(Affiliated to Mahatma Gandhi University, Kottayam)**



**CURRICULUM AND SYLLABUS FOR
DIPLOMA IN WELLNESS CRAFT BAKER**

UNDER CREDIT & SEMESTER SYSTEM

(2020 Admissions)

BOARD OF STUDIES IN WELLNESS CRAFT BAKER

LIST OF MEMBERS

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2	Dr.A. Thirumani Devi	Associate Professor and Head, Department of Food Science and Nutrition, Avinashilingam Deemed to be University,Coimbatore	Subject Expert
3	Dr.Dharini Krishnan	Chief Dietitian,Wellness Clinic,Teynampet,Chennai	Industry Expert
4.	Dr.Lizmitha Godwin	Assistant Professor& Head, Department of Home Science, Morning Star Home Science College Angamaly	Alumnus
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9.	Smt.Rose Mary Francis	Assistant Professor, Department of Home Science, St.Teresa's College, Ernakulam	Member
10.	Dr. Shilpa Jose	Assistant Professor, Department of Home Science, St.Teresa's College ,Ernakulam	Member
11.	Dr. Dhanya. N	Assistant Professor, Department of Home Science, St.Teresa's College, Ernakulam	Member
12.	Dr.Leena Leon	Assistant Professor, Department of Home Science, St.Teresa's College, Ernakulam	Member
13.	Dr. Rashmi H. Poojara	Assistant Professor, Department of Home Science, St.Teresa's College ,Ernakulam	Member
14.	Dr.Nisha Vikraman	Assistant Professor, Department of Home Science, St.Teresa's College ,Ernakulam	Member
15.	Smt. Nimmi Jacob	Assistant Professor, Department of Home Science, St.Teresa's College, Ernakulam	Member

Experts who contributed to the Syllabus of

Diploma in Wellness Craft Baker

1	Chef Jose Varkey	Corporate Mentor Chef (Wellness) CGH Earth Experience Group of Hotels Willington Island Kochi	Industry Representative
2	Mr. Sabhpathy C Sivashanmugham	Vice President, Learning and Development, CGH Earth Group,Bangalore	Industry Representative
2	Mr. Mathew Kurian	Course Director PG DHO and Adjunct Faculty in Master of Management in Hospitality Marian College , Kuttikkanam.	Subject Expert

**MINUTES OF THE BOARD OF STUDIES MEETING OF THE
DEPARTMENT OF HOME SCIENCE AND CENTRE FOR RESEARCH
HELD ON 23/09/2020**

This is to certify that the syllabus of Diploma in Wellness Craft Baker for 2020 admissions onwards has been scrutinized and approved at the Board of Studies meeting which was held on 23rd September 2020.

The following members attended the meeting:

1. Dr. Thara Sebastian (Chairperson BOS)
2. Dr.A. Thirumani Devi(BOS Member-Subject Expert)
3. Dr.Dharini Krishnan (BOS Member-Industry Expert)
4. Dr.Lizmitha Godwin (BOS Member- Alumnus)
5. Dr. Betty Rani Isaac (BOS Member)
6. Smt. Teresa Kuncheria (BOS Member)
7. Dr. Susan Cherian (BOS Member)
8. Dr. Anu Joseph (BOS Member)
9. Smt. Rose Mary Francis (BOS Member)
10. Dr. Shilpa Jose(BOS Member)
11. Dr. Dhanya. N. (BOS Member)
12. Dr. Leena Leon (BOS Member)
13. Dr. Rashmi H. Poojara (BOS Member)
14. Dr. Nisha Vikraman (BOS Member)
15. Smt. Nimmi Jacob (BOS Member)
16. Chef Jose Varkey(Collaborating Industry-CGH Earth- Representative)
17. Mr. Sabhpathy C Sivashanmugham(Collaborating Industry-CGH Earth- Representative)
18. Mr. Mathew Kurian(Subject Expert)

**Dr. Thara Sebastian
Chairman
Board of Studies in Home Science**

PREFACE

As an autonomous college under Mahatma Gandhi University, St. Teresa's College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of the University/Higher Education Council, to ensure a well-balanced Curriculum. Within the constraints of a prescribed syllabus, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate the almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution.

In order to make education more relevant and to create skilled work force, our college initiated six UGC skill based programmes in 2020. The syllabus formulation of 2020 aims to provide the students many opportunities to engage with authentic, real world learning. This has been evident through the significant number of new Programmes introduced at the wake of autonomy in 2014 with their integral placement opportunities. Increasingly, however, opportunities for engagement in work-based learning that can be provided through the curriculum across a range of subject areas are creating new and exciting ways to support student learning.

I acknowledge the efforts taken by the teachers in developing Programmes and Course outcomes that focus on cognitive and intellectual skills of the learners confidence to carry out independent and scholarly research in areas of professional interest to them and to position themselves globally as effective cross- cultural educators .

I congratulate the efforts taken by the Principal, Dr. Lizzy Mathew, Senior Administrator Dr Sajimol Augustine M and the team for structuring the syllabi under the leadership of Smt. Shanty B.P in a meaningful manner. We look forward to sharing with you the outcomes of our structuring of the syllabus and we hope these resources will enable you to reflect on learning gain in our own institution.

Dr. Sr. Celine E

Director, St.Teresa's College (Autonomous)

FOREWORD

Education is the key to achieve sustainable national development which will uplift society. Today the educational system is in a phase of transition and a paradigm shift is the need of the hour. The challenge before us is to impart necessary skills to students as the economy needs more skilled workforce than that is available.

Autonomy in the field of higher education implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance. St Teresa's College was given autonomous status in the year 2014 and we have made concerted attempts to maintain a high level of quality in the standard of education. In 2019, the college has been re-accredited with A++ grade (CGPA 3.57)

The Board of Studies constituted for each department meet regularly in the stipulated time frame and in-depth discussions are conducted about the different dimensions of the curricula and syllabi. The responsibility that autonomy has placed on us is indeed onerous but we have striven together to meet the challenges that we have faced in our way. All effort has been made to nurture academic ambitions and to upgrade skills in curricular and co-curricular activities of the students.

The college has initiated UGC skill based programmes in the year 2015. As the economy needs more skilled workforce, the college was sanctioned with six new skill based programmes in 2020 under National skills Qualification Framework (NSQF). The syllabi for these programmes were formulated taking note of the requirement for skill development among students as per the NSQF guidelines.

With sincere gratitude, I acknowledge the unstinted support and constant guidance extended by Rev. Sr. Dr. Vinitha, the Director and Dr. Sajimol Augustine, Senior Administrator of the College.

I specially thank the team headed by Smt. Shanty B. P. and Smt. Nimmi Jacob for structuring the syllabi, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavor.

Dr. Lizzy Mathew
Principal, St.Teresa's College (Autonomous)

ACKNOWLEDGEMENT

The Department of Home Science, St Teresa's College (autonomous), Ernakulam is in the 62nd year of establishment, and is acclaimed as one of the best departments for Home Science education in South India. Home Science integrates the application of various disciplines of Science and Humanities and is a scientific course of study which moulds students with a variety of life skills. In this context, we are very happy to introduce the diploma course in 'Wellness Craft Baker', a one year diploma skill based course, for imparting baking skills in line with Wellness and/or healthy baking. This is in tune with the UGC's skill development based higher education policy to make education more relevant and to create skilled work force.

I hereby acknowledge the support and encouragement rendered by the Director of the college, Dr. Sr. Celine E. (Sr. Vinitha) without whom this course would not materialize. I wish to acknowledge the guidance given by the Principal Dr. Lizzy Mathew. I am grateful to all the BOS members of the department and the external experts who played pivotal role in offering their valuable inputs to shape the contents and structure of the syllabus. A great deal of thanks to Dr. Shilpa Jose, Assistant Professor, Department of Home Science, who worked hard to co-ordinate the structuring and conceptualization of this course.

I gratefully acknowledge the involvement of our industry partner -CGH Earth Experience Group of Hotels, Willington Island, Kochi with whom we have a Memorandum of Understanding to collaborate with the diploma course in Wellness Craft Baker and facilitate placements for 50% of our trained students . Special thanks to Chef Jose Varkey, Corporate Mentor Chef (Wellness), who provided a wealth of knowledge in Wellness baking and for playing a central role in the realization of this course. I also acknowledge the expert help rendered by Mr. Mathew Kurian, Course Director of PGDHO and Master of Management in Hospitality (MMH) Department, Marian College, Kuttikkanam for serving as our specially invited subject expert.

Finally, special thanks to the Academic Council Experts of the college for approving the course, after an in-depth discussion leading to modification of the scheme and syllabus of the course. I thank God almighty for his blessings which has enabled the smooth formulation of the course.

Dr. Thara Sebastian
HOD, Dept of Home Science &
Chairman, Board of Studies in Home Science

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PREAMBLE

The University Grants Commission (UGC) had launched a scheme on 27 February, 2014 for skills development based higher education as part of college/university education leading to Certificate, Diploma ,Advanced Diploma, B.Voc Degree, P.G Diploma, M.Voc degree and Research. Diploma in Wellness Craft Baker is a one year full time credit based modular programme wherein banking of credits for skill and general education components shall be permitted so as to enable multiple exit and entry.

Looking forward, especially in the post covid scenario there is a high scope for the concept of healthy bakery products to be launched in the market as ill effects of harmful flours, sugars, fats, colours and additives commonly used in bakery products is well documented to be giving rise to lifestyle diseases. Therefore ,the proposed course holds promise to train young entrepreneurs to create healthy bakery products with nutritional and food value information as part of the food label and launch it in market .There is immense scope for setting up counters for wellness bakery products as part of school and college canteens as well as regular bakeries in future. Healthy substitutes for white flour, sugar and fat will be used in wellness bakeries. Since Kochi city is a fast growing metropolitan city students who have a diploma course in Wellness craft bakery will be much sought after. The course is one of a kind since we propose to integrate nutrition principles in preparation of baked foods thus combining nutrition, health and convenience.

PROGRAMME OUTCOME

The Department of Home Science and Centre for Research is committed to provide an enriched educational experience to develop the knowledge, skills and attributes of students to equip them for life in a complex and rapidly changing world. On completion of Diploma course in Wellness Craft Baker our students should be able to demonstrate the programme outcomes listed below:

PO1. Professional Knowledge

- *Demonstrate knowledge of facts, principles, and general concepts in a field of work or study.*

PO2. Professional Skill

- *Demonstrate a range of cognitive, employable and certifiable skills based on National Occupational Standards (NOSs)*

PO3. Entrepreneurial Skill

- *Develop entrepreneurial orientation along with required skill training for self-employment and entrepreneurship development*

PO4: Communication Skills

- *Develop language proficiency through interactions embedded in meaningful Contexts.*

PO5. Multiple exit and entry

- *Enable to seek employment after any level of awards and provide opportunity for vertical mobility to move to higher education or skill competencies in future.*

PO6. Leadership, Teamwork and Interpersonal Skills

- *Function effectively both as leader and/or member of a team.*
- *Collaborate and interact effectively with others*

PO7. Moral & Ethical Awareness and Social Responsibility

- *Demonstrate social and national responsibility.*
- *Engage in activities that contribute to the betterment of society with a preferential option for the economically challenged and the marginalized.*

PROGRAMME SPECIFIC OUTCOME

The syllabus is framed in such a way that it provides skill based education to students currently pursuing higher education but actually interested in entering the workforce at the earliest opportunity.

At the end of the programme, the students should able to:

PSO1.Prepare work area and process machineries for producing baked wellness products in artisan bakeries and patisseries

PSO2.Prepare for production of wellness bakery products as an entrepreneur, in artisan bakeries and patisseries

PSO3.Carry out documentation and record keeping related to baking

PSO4.Apply safety, hygiene and sanitation practices in the workplace

PSO5.Supervise the production of baked products in industrial units

PSO6.Conform to all quality standards as per standard operating procedures

PSO7 .Operate oven, plant and machineries/equipment

PSO8:Follow and maintain food safety and hygiene in the work environment

Job Opportunities

- Wellness craft baker in bakeries, patisseries
- Entrepreneur
- Plant baker in bread and biscuit industries
- New food product designer in industries

Eligibility for admission

The minimum educational qualification for admission under this scheme will be class plus two pass or equivalent from any recognized board or university. While deciding criteria for any particular trade, the institution will consider students having background in relevant stream at 10+2 level.

STRUCTURE OF UGC SKILL BASED PROGRAMMES

Government of India, taking note of the requirement for skill development among students, launched National Vocational Education Qualification Framework (NVEQF) which was later on assimilated into National Skills Qualifications Framework (NSQF). Various Sector Skill Councils (SSCs) are developing Qualification Packs (QPs), National Occupational Standards (NOSs) and assessment mechanisms in their respective domains, in alignment with the needs of the industry. In view of this, the UGC implemented the scheme of Community Colleges from 2013- 14 in pilot mode on the initiative of the MHRD. The Commission also launched another scheme of B.Voc. Degree programme to expand the scope of vocational education and also to provide vertical mobility to the students admitted into Community Colleges for Diploma programmes to a degree programme in the Universities and Colleges. Accordingly, 'Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL)' was also incorporated. Since all these three provisions serve a common purpose, they are merged into a single scheme for providing skill based education under National Skills Qualifications Framework.

National Skills Qualifications Framework

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes qualifications according to a series of knowledge, skills and aptitude. The NSQF levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. National Occupational Standards (NOS) are statements of the skills, knowledge and understanding needed for effective performance in a job role and are expressed as outcomes of competent performance.

The NOSs and QPs for each job role corresponding to each level of the NSQF are being formulated by the respective Sector Skill Councils (SSCs) set up by National Skill Development Corporation (NSDC) with industry leadership. The curriculum which is based on NOSs and QPs would thus automatically comply with NSQF.

The specific outcomes expected from implementation of NSQF are as follows:

- Mobility between vocational and general education by alignment of degrees with NSQF.
- Recognition of Prior Learning (RPL), allowing transition from non-formal to organized job market.
- Standardized, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework.
- Global mobility of skilled workforce from India, through international equivalence of NSQF.
- Mapping of progression pathways within sectors and cross-sectorally.
- Approval of NOS/QPs as national standards for skill training.

1. Type of Courses and Awards

Skill-based programmes can be offered at the level of certificate, diploma, advanced diploma, B.Voc, P.G. diploma, M.Voc and research as per details given below.



- These will be full-time credit-based modular programmes, wherein banking of credits for skill and general education components shall be permitted so as to enable multiple exit and entry. These should not be conducted as add on programmes.

- The multiple entry and exit enables the learner to seek employment after any level of award and join back as and when feasible to upgrade qualifications / skill competencies either to move higher in the job profile or in the higher educational system. This will also provide the learner an opportunity for vertical mobility to second year of B.Voc degree programme after one year diploma

2. Curricula and Credit System for Skill Based Courses

- In order to make education more relevant and to create ‘industry fit’ skilled workforce, the institutions offering skill based courses will have to be in constant dialogue with the industry and respective Sector Skill Council(s) so that they remain updated on the requirements of the workforce for the local economy.
- The curriculum in each of the semester/years of the programme(s) will be a suitable mix of general education and skill development components. Skill component of the courses shall have a minimum of 60% of the total credits and it can go upto a maximum of 70% of the total credits, and the balanced credits shall be of general education component.
- The institution(s) shall prepare draft curriculum as per these guidelines and as per the provisions enumerated in MHRD Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY).
- The Curriculum shall be approved by the Board of Studies (BoS) and Academic Council of the University / Autonomous College.

3. Skill Component

- The skill component should have a minimum of 60% and extendable upto a maximum of 70% of the total credits. The skill component will include practical classes in laboratories / workshops, internships, apprenticeships and any other forms of hands on training.

- Skill component of the programmes/courses shall be employment oriented. The institutions shall offer programmes/courses in domain areas which have significant demand in the job market.
- The curriculum should be aligned to Qualification Packs (QPs) / National Occupational Standards (NOSs) of selected job role(s) within the industry sector(s). This would enable the students to meet the learning outcomes specified in the NOSs.
- For the skill component, the model curriculum developed by the concerned Sector Skill Councils, wherever available, may be adopted or adapted in consultation with the industry partners. Wherever the curriculum is not available, the same may be developed in consultation with the relevant Sector Skill Councils and industry partners.
- The overall design of the skill development component along with the job roles selected should be such that it leads to a comprehensive specialization in one or two domains.
- The curriculum should also focus on work-readiness in terms of skills in each of the semesters
- Adequate attention needs to be given in curriculum design to practical work, on-the-job training, development of student portfolios and project work. All skill-based programmes should be apprenticeship-embedded.
- The practical / hands-on portion of the skills component of the curriculum shall be transacted in face to face mode.

4. General Education Component

- General education component will include curriculum which are supportive to the core trade in addition to communication skills, soft skills, ICT skills, critical thinking, problem solving, environmental studies and value education. As already mentioned, the Skill component of the courses can vary from 60 % to 70% of the total credits, and the balanced credits shall be of general education component.

- Relevance of programmes offered, along with that of the curriculum is important. Therefore, monitoring, evaluation and updating of the curriculum needs to be done periodically in consultation with all stake holders, particularly the industries and SSCs keeping in view their requirements and changes in NOSs.
- The institutions offering skill based courses are essentially required to have MoUs with relevant Industry Partner/s in order to facilitate on-site skill training of the learners enrolled under the skill based courses.
- While formulating the curriculum, institutions will follow choice based credit system and provide provisions for credit transfer across the courses. The credit distribution should be rationally provided for the practical work, apprenticeships, on-job training and project work.

5. Curricular Aspects and Level of Awards

As the CBSE and many other school boards are initiating skill based vocational courses with certification at NSQF Level 4 for students completing 10+2, there may be three types of learners getting admission to first semester of CC courses:

Category – 1: students already acquired NSQF certification Level 4 in a particular industry sector and opted admission in the courses under CC in same trade with job role for which he / she previously certified at school level.

Category – 2: students who have acquired NSQF certification Level 4 but may like to change their trade and may enter into CC in a different industry sector.

Category – 3: students passed 10+2 examination with conventional schooling without any background of vocational training.

The institutions should provide additional study curriculum and arrange for skill intensive training / teaching for the learners belonging to the category-2 and 3 during the first six months for which they shall be at NSQF Level 4 of skill competency by concerned SSC at the end of first semester. Learners belonging to category-1 need not undergo any additional intensive training and teaching as they already have NSQF level 4 certificates in same industry sector / job role required for specified skill credits.

From second semester onwards they will follow the common programme for further course of study. Students may exit after six months with a Certificate (NSQF Level 4) or may continue for diploma or advanced diploma level courses. An academic progression for the students in skilling stream is illustrated below:



The courses under NSQF shall also provide for vertical mobility to the students with vocational subjects in school level. The Universities shall enable horizontal & vertical mobility to the students of vocational stream at 10+2 level in various courses at undergraduate level.

6. Cumulative credits awarded to the learners in skill based vocational courses.

NSQF Level	Skill Component Credits	General Education Credits	Total Credits for Award	Normal Duration	Exit Points / Awards
4	18	12	30	One Sem.	Certificate
5	36	24	60	Two Sem.	Diploma

7. Assessment

The Skill component of the course will be generally assessed by the respective Sector Skill Councils. In case, there is no Sector Skill Council for a specific trade, the assessment may be done by an allied Sector Council or the Industry partner. Further if Sector Skill Council in concerned / relevant trade has no approved QP which can be

mapped progressively or due to any other reason, if the SSC expresses its inability to conduct the assessment or cannot conduct the skill assessment in stipulated time frames as per academic calendar, the institutions may conduct skill assessment through a Skill Assessment Board by 'Certified Assessors' as per the provisions enumerated in MHRD Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY). The Skill Assessment Board may have Vice-Chancellor/Principal/Director/Nodal officer/Coordinator of the programme / Centre, representatives of the partner industry(s), one nominee of the Controller of Examination or his/her Nominee of affiliating University / Autonomous College and at least one external expert. The affiliating university may nominate additional experts on the Skill Assessment Board, if required.

- The certifying bodies may comply with / obtain accreditation from the National Accreditation Board for Certification Bodies (NABCB) set up under Quality Council of India (QCI). Wherever the university/college may deem fit, it may issue a joint certificate for the course(s) with the respective Sector Skill Council(s).
- The general education component will be assessed by the concerned university as per the prevailing standards and procedures. General Education credit refers to a unit by which the course work is measured. It determines the number of hours of instructions required per week.
- One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. Accordingly, one Credit would mean equivalent of 14-15 periods of 60 minutes each or 28 – 30 hrs of workshops/ labs. For internship / field work, the credit weightage for equivalent hours shall be 50% of that for lectures /tutorials. For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study shall be 50% of that for lectures / tutorials.
- The institutions offering B.Voc degree programme should adopt and integrate the guidelines and recommendations of the respective Sector Skill Councils (SSCs) for the assessment and evaluation of the vocational component, wherever available.

8. Certification of Awards

- Award of Certificate / Diploma / Advanced Diploma / B.Voc and other degrees as the case may be, would depend on acquisition of requisite credits and not on the duration of the calendar time spent in pursuing the course.
- The certificate for skilling component would be awarded by the Sector Skill Council in terms of NSQF level either singly or jointly with the institution concerned and the general education grades will be certified along with the skill component in terms of certificate/ diploma awarded by the institution.
- UGC guidelines on Choice Based Credit System (CBCS) may be referred for further illustration on computation of SGPA, CGPA etc. to confer the awards as above.
- The students will have the option to exit with a Certificate, Diploma or Advanced Diploma after acquiring requisite no of credits. In case of affiliated colleges, such students may be awarded Certificate, Diploma or Advanced Diploma, as the case may be by the concerned College after a written authorization by the affiliating University.

9.Role of Institution /College

The institution / college concerned may itself award Diploma / Certificates under its own seal and signature after written authorization from affiliating University; name of the affiliating university and scheme should be mentioned on award certificate

Job Roles proposed to be covered in each semester

Semester	NSQF LEVEL
Semester I	<p>Level 4</p> <p>Craft baker: Reference ID: FIC/Q5002</p> <p>A craft baker produces baked products (breads, puffs, cookies,cakes/ pastries, desserts, speciality baked products etc.) in artisan bakeries and patisseries by measuring raw materials and ingredients, mixing, kneading, fermenting, shaping and baking in order to achieve the desired quality and quantity ofproducts.</p>
Semester II	<p>Level 5</p> <p>Plant baker: Reference ID: FIC/Q5001</p> <p>A plant baker produces or supervises the production of baked products (breads, biscuits, cakes etc.) in industrial unit by weighing, mixing, kneading, fermenting, shaping, rolling, sheeting, cutting, moulding, baking, cooling etc. using various industrial equipments.</p>

PROGRAMME DESIGN

The skill based programme under national Skills Qualification Framework Diploma in Wellness Craft Baker includes (a) General education component (b) Skill Component(d) Internship (e) Field visit (f) Project work .Total creditsis60. The working hours per week is 30 hours. The number of courses for the programme contains 5 general courses, 7 skill courses and 1 month internship.

COURSE CODE FORMAT

The programme is coded according to the following criteria. The first character indicates the discipline, second character indicates the programme, third for semester, fourth for coursecategory, next characters for serial no of the course, sixth character specifies the type of course, seventh specifies the degree and eighth indicates the year of implementation.

Eg : VWC1G01D20,VWC2SP01D20

V → Vocational Studies

WC → Wellness Craft Baker

1 /2 → Semester 1 or 2

G / S /SP/SI → General education Component (G) / Skill Component (S)/Skill Practical/Skill Internship

01 → serial no of the course

D →Diploma

D20 → Year of implementation

Duration of the Programme

Duration of Diploma in Wellness Craft Bakeris two semesters which is distributed over a period of one academic year. Each semester shall have 90 working days inclusive of all examinations.Students having a minimum of 75% average attendance for all the courses only, can register for the examination.

STRUCTURE OF DIPLOMA IN WELLNESS CRAFT BAKER

The programme shall include general education components and skill components. The programme also includes assignment/seminar/practical/ internship/field placement etc. The total credit for the programme is fixed at 60.

Theory Courses

There are 5 theory courses which are under general education components and these are distributed in the first and second semester.

Practical

Both first and second semester will have courses on laboratory practical. The practical examinations will be conducted by external and internal examiner appointed by the controller of examinations at the end of each semester.

Internship

There are internships in both semesters. The internship in Food Safety and Hygiene is intended to provide a certificate to students in HACCP as well as FSSAI FOSTAC I and II.

The internship in second semester will be at a high end bakery unit under the supervision of a well experienced Senior Chef which will give the student necessary industry exposure.

SCHEME OF THE COURSE

NSQF level	Skill Component Credits	General Education Credit	Normal Calendar Duration	Awards
4	20	10	One semester	Certificate
5	18	12	Two semesters	Diploma

SEMESTER I

PAPER NO.	PAPER TITLE	THEORY/ PRACTICAL	CREDITS	TOTAL NUMBER OF HOURS
1	English for Communication I	THEORY	5	90
2	Food and Nutrition for Health	THEORY	5	90
4	Bakery ingredients. Equipments and Workspace	THEORY	4	72
5	Food Safety and Hygiene	THEORY	4	72
5	Essential Bakery and Confectionary Practicals	PRACTICAL	5	90
6	Wellness Bakery Practicals	PRACTICAL	5	90
7	Food Safety and Hygiene (INTERNSHIP)	INTERNSHIP	2	
TOTAL			30	

SEMESTER II				
PAPER NO.	PAPER TITLE	THEORY/ PRACTICAL	CREDITS	TOTAL NUMBER OF HOURS
8	English for Communication II	THEORY	4	72
9	Office Management and IT skills	THEORY	4	72
10	Entrepreneurship Development	THEORY	4	72
11	Food Service Management	THEORY	4	72
12	Advanced Bakery and Confectionary (Practicals)	PRACTICAL	5	90
13	Food Service Management and Marketing(Practicals)	PRACTICAL	5	75
14	Industrial Internship (1month)	INTERNSHIP	4	
TOTAL			30	

DISTRIBUTION OF COURSES AND CREDITS

The total credit for the programme is fixed at 60.The distribution of credit points in each semester and allocation of the number of credit for skill components and general education components, practical, internship, and viva are as follows.

SEMESTER	TITLE OF THE COURSE	COURSE DESCRIPTION	COURSE CODE	CREDITS & HOURS				TOTAL MARKS	
				SKILL		GENERAL		ISA	ESA
				CREDITS	HOURS	CREDITS	HOURS		
SEMESTER I	English for Communication I	General education component	VWC1G01D20			5	5	20	80
	Food and Nutrition for Health	General education component	VWC1G02D20			5	5	20	80
	Bakery ingredients, Equipment and Work space	Skill component	VWC1S01D20	4	4			20	80
	Food Safety and Hygiene	Skill component	VWC1S02D20	4	4			20	80
	Essential Bakery and Confectionary (Practical)	Skill component	VWC1SP01D20	5	5			20	80
	Wellness Bakery (Practical)	Skill component	VWC1SP02D20	5	5			20	80
	Food safety and Hygiene(Internship)	Skill component	VWC1SI01D20	2	-			20	80
		TOTAL (SEMESTER I)		20		10			

SEMESTER	TITLE OF THE COURSE	COURSE DESCRIPTION	COURSE CODE	CREDITS & HOURS				TOTAL MARKS	
				SKILL		GENERAL		ISA	ESA
				CREDITS	HOURS	CREDIT	HOURS		
SEMESTER II	English for Communication 2	General education component	VWC2G03D20			4	4	20	80
	Office Management and IT skills	General education component	VWC2G04D20			4	4	20	80
	Entrepreneurship Development	General education component	VWC2G05D20			4	4	20	80
	Food Service Management	Skill component	VWC2S03D20	4	4			20	80
	Advanced Bakery and Confectionary (Practical)	Skill component	VWC2SP03D20	5	5				
	Food Service Management and Marketing (Practical)	Skill component	VWC2SP04D20	5	5			20	80
	Industrial Internship (1month)	Skill component	VWC2SI02D20	4	-			20	80
		TOTAL (SEMESTER II)			18		12		
	TOTAL CREDITS (SEMESTER I + II)			38		22			
	TOTAL CREDITS FOR 1 YEAR			60					

EXAMINATIONS

The external theory examination of all semesters shall be conducted by the College at the end of each semester. Internal evaluation is to be done by continuous assessment. Examinations have two parts: Internal or In-Semester Assessment (ISA) & External or End-Semester Assessment (ESA). The ratio between ISA and ESA shall be 1:4. Both internal and external marks are to be rounded to the next integer.

MARKS DISTRIBUTION FOR ESA AND ISA

Marks distribution for ESA and ISA and the components for evaluation with their marks are shown below:

FOR ALL THEORY COURSES

- a) External examination: 80 marks
- b) Internal evaluation: 20 marks

Components of Internal evaluation of Theory Courses	Marks
Attendance	5
Assignment/Seminar/Viva	5
Test papers (2 x 5)	10
Total	20

Attendance:

% of Attendance	Marks
90 and above	5
85 to below 90	4
80 to below 85	3
75 to below 80	2
Below 75	0

FOR ALL PRACTICAL COURSES:

(a) Marks of External Examination: 80 Marks

(b) Marks of Internal Examination: 20 Marks

.Components of External Evaluation of Practical courses	Marks
Practical Examination	60
Record	15
Viva	5
Total	80

Components of Internal Assessment of Practical courses	Marks
Attendance	3
Test Paper	10
Record*	5
Lab involvement	2
Total	20

*Marks awarded for Record should be related to number of products recorded

FOR INTERNSHIPS:

(a) Marks of external evaluation: 80

(b) Marks of internal evaluation: 20

Components of External evaluation of Internship	Marks
Presentation of Internship outcomes	20
Viva	20
Internship Report	40
Total	80

Bonafide report of the Internship conducted shall be submitted at the time of Viva and Presentation

Components of Internal evaluation of Internship	Marks
Attendance	5
Punctuality	5
Involvement of the student	10
Total	20

INTERNAL ASSESSMENT TEST PAPERS

Two internal test- papers are to be attended in each semester for each course. The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for two years. The responsibility of evaluating the internal assessment is vested on the teacher(s) who teaches the course.

END-SEMESTER ASSESSMENT

The End-Semester examination of all courses shall be conducted by the College on the close of each semester. For reappearance/ improvement, students can appear along with the next batch.

PATTERN OF QUESTION PAPERS

A question paper shall be a judicious mix of short answer type, short essay type/ problem solving type and long essay type questions.

For each course the End-semester Assessment is of 3 hours duration. The question paper has 3 parts. Part A contains 12 objective type questions of which 10 are to be answered. Part B contains 9 short essay questions of which 6 are to be answered. Part C has 4 long essay questions of which 2 are to be answered.

Part	No. of Questions	No. of questions to be answered	Marks(for courses without practical)
A(Short Answer type)	12	10	10 x 2 = 20
B(Short Essay)	9	6	6 x 5 = 30
C (Long Essay)	4	2	2 x 15 =30

GRADE

A 7-point scale based on the total percentage of marks (ISA + ESA) for all courses (theory, practical, project)

% of marks	Grade	Grade point
95 and above	S - Outstanding	10
85 to below 95	A⁺ - Excellent	9
75 to below 85	A - Very good	8
65 to below 75	B⁺ - Good	7
55 to below 65	B - Above average	6
45 to below 55	C - Satisfactory	5
35 to below 45	D - Pass	4
below 35	F - Failure	0
	Ab - Absent	0

PASS CRITERIA:

- A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% for a pass in a course.
- For a pass in a programme, a separate minimum of Grade D is required for all the individual courses.
- If a candidate secures F Grade for any one of the courses in a semester/programme, only F grade will be awarded for that semester/programme until she improves this to D Grade or above within the permitted period.

- Students who complete the programme with D grade will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme.

CREDIT POINT AND CREDIT POINT AVERAGE

Credit Point (CP) of a course is calculated:

$$CP = C \times GP$$

C = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a semester:

$$SGPA = TCP/TC$$

TCP = Total Credit Point of that semester

TC = Total Credit of that semester

Cumulative Grade Point Average (CGPA) is calculated:

$$CGPA = TCP/TC$$

TCP = Total Credit Point of that programme

TC = Total Credit of that programme

GRADE POINT AVERAGE (GPA)

GPA of different courses are calculated:

$$GPA = TCP/TC$$

TCP = Total Credit Point of a course

TC = Total Credit of that course

Grades for the different courses, semesters and overall programme are given based on the corresponding GPA:

GPA	Grade
9.5 and above	S- Outstanding
8.5 and below 9.5	A⁺ - Excellent
7.5 and below 8.5	A - Very good
6.5 and below 7.5	B⁺ - Good
5.5 and below 6.5	B - Above average
4.5 and below 5.5	C - Satisfactory
3.5 and below 4.5	D - Pass
below 3.5	F - Failure

- Notionally registered candidates can also apply for the said supplementary examinations
- A student who registers her name for the external exam for a semester will be eligible for promotion to the next semester
- A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester
- A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the End Semester Assessment for the same semester, subsequently
- There shall be no improvement for internal evaluation

SYLLABUS

SEMESTER I

SEMESTER- I GENERAL COURSE

Name of the Course : ENGLISH FOR COMMUNICATION-I

Course Code : VWC1G01D20

Credits : 5 Credits

Total Lecture Hours : 5 hours/week = 90hrs

Course Outcome:

CO1: Create positive group communication exchanges and improve vocabulary and grammar.

CO2: Identify main ideas and supporting details in academic listening and presentation.

CO3: Develop speaking ability in English both in terms of fluency and comprehensibility

CO4: Manage reading speed and comprehension of academic articles.

CO5: Illustrate skills in written and interpersonal communication.

CO6: Assess the different forms of communication to be applied according to required situations.

Syllabus Content

Module1: Learning English 15 hrs

The importance of English, uses of English; vocabulary-using a dictionary; Synonyms; Antonyms

Module2:Essentials of English Grammar 25 hrs

Sentence- Types of Sentences- Phrases; Articles- Paragraph Writing – Topic Sentences, Supporting Sentences, Concluding Sentences - Parts of Speech- Noun, Verb, Adjectives, Tenses, Modal Auxiliaries, Prepositions, Conjunction – Punctuation - Passive and Active Voice - Reported Speech – Prefixes – Suffixes

Module3 : Listening and Reading 20 hrs

Barriers to Listening – Academic Listening - Reading Stories – Reading Newspaper

Module4 :Practicals 30 hrs

How to use a Dictionary - Listening Comprehension- Engaging in Conversations -
Descriptive Writing

References:

1. Nesfield J.C. *English Grammar Composition & Usage (English)*. Revised & updated edition, Macmillan Publishers
2. Wren and Maratin, *High -School English Grammar and Composition*, revised by N.D.V. Prasada Rao, S. Chand Publications, New Delhi.
3. Lana. I.(2014). *Learning Vocabulary*, Singapore Asia Publishers, Ltd, Singapore.
4. Suganthi.N.(2002). *English Grammar Workbook*, Surya books Pvt. Ltd, Chennai. ISBN: 81-7478-136-6.
5. Keerthi. C. (1999). *Comprehension Success*, Frank Educational Aids Publishers.

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VWC1G01D20: ENGLISH FOR COMMUNICATION I

Module	Hours	Part A (2mark) 10/12	Part B (5marks) 6/9	Part C (15 marks) 2/4
1	15	1	1	1
2	25	4	3	1
3	20	3	2	1
4	30	4	3	1

Model Question Paper

**ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM
SEMESTER – I
DIPLOMA IN WELLNESS CRAFT BAKER
ENGLISH FOR COMMUNICATION-I**

MARKS: 80

TIME: 3 HOURS

PART – A

Answer any ten questions:

1. Match the following.
 - a) Except to think probably something will happen
 - b) Accept not including
 - c) Expect the range, distance
 - d) Extent to receive or take

2. Fill in the blanks with suitable article.
 - a) Copper is _____ useful metal.
 - b) I understand he is to marry _____ heiress.

3. Identify the following types of sentences.
 - a) It is a holiday tomorrow!
 - b) Are we going to the park today?

4. Write the antonyms of the following
 - a) Sharp
 - b) Honest

5. Fill in the blank spaces in the following sentences with the correct preposition.
 - a) We entered the classroom _____ the teacher's absence.
 - b) The watch is _____ the desk.
 - c)

6. Convert the following sentence into passive voice-
 - ❖ Sara changed that flat tire.

7. Combine the words given below to make four compound words and complete the sentences.
[Ground, out, town, play, spoken, home, self, centered]

8. Study each set of four words and identify the odd one out.
- i. Video, pizza, television, film,
 - ii. Lovely, good, nice, go out
- 9 Gardens are usually _____ the house.
10. Sort out nouns and verbs:
{eat, teeth ,germs, food, travel, working, body, friends }
11. Identify the following types of sentences.
- a) It is a holiday tomorrow!
 - b) Are we going to the park today?
12. Write the antonyms of the following
- a. Hard
 - b. Warm

(10 x 2=20 Marks)

PART – B

Answer any six questions:

13. Write a paragraph on your first day in college.
14. Convert the following sentences from active to passive voice.
- a) The police took three suspects to police headquarters for questioning.
 - b) Both contestants answered the question simultaneously.
 - c) Ram and Sita are going to watch the cricket match in the afternoon.
 - d) Mary ate 12 doughnuts at breakfast.
 - e) I made a mistake.
 - f) The dogs roamed the park.
15. Match the following with the correct antonyms
- | | |
|-----------|------------|
| a) Small | dwarf |
| b) Able | down |
| c) Up | hero |
| d) Afraid | confident |
| e) Giant | horizontal |
| f) Major | big |
16. Explain the process of listening and note taking.
17. Write the summary of a movie you watched recently.
18. Describe your college.
19. Write a letter to your employer explaining the difficulty in doing the assigned work
20. Write about Indian Cinema
21. Match the following with the correct antonyms
- | | |
|----------|-------|
| a) Small | dwarf |
|----------|-------|

- b) Able down
- c) Up hero
- d) Afraid confident
- e) Giant horizontal
- f) Major big

21. Draft a leave letter to your class teacher.

(6 x 5=30 Marks)

PART – C

Answer any two questions:

22. Write a summary about a famous Bollywood movie

23. Explain : An apple a day keeps the doctor away.

24. Read the following passage and answer the questions below:

Radha was at the nursing station at PV Nursing Home. She was waiting to go off duty. Just at that moment, a couple walked into the hospital. They were directed to meet nurse Radha. She quickly asked questions. She found that a continued stomach pain along with vomiting five times had brought the couple to the hospital. She took his temperature, which was normal. The sphygmomanometer gave his blood pressure to be slightly high. His pulse rate was recorded. She then checked the weight and height when he stood on the weighing scale. The complaint of ringing in the ears was made by him. When asked, the man said his name to be Mr. Sandesh Bhat. Mrs. Sharada Bhat told the nurse that had a history of ear infection, but the ENT surgeon Dr. Ali Khan had helped in curing it. The various instruments in the nursing station made Mr. Bhat wish to just go away from all the white-coated people. He looked gloomy. Nurse Radha recorded all this and now she felt she could send them to Dr. Solomon with the details she had recorded. By this time nurse, Elwina came to relieve nurse Radha. She waited for Radha to come out of the consultation room. Before Radha left for home, she briefed nurse Edwina about the work and the patient who had come in.

Answer the following from the passage:

- a) What is the antonym of: i) quickly ii) high iii) past iv) gloomy 1 mark
- b) What are the 2 nouns (things) mentioned in the above passage. 1 mark
- c) What was the reason for ringing in the ears for Sandesh Bhat? 2 marks
- d) What were the symptoms that brought Sandesh Bhat to the hospital? 2 marks

e) Frame sentences with the verbs: i) briefed ii) recorded 2 marks

f) Pick out the verbs in the following sentences: 2 marks

i) They were directed to meet nurse Radha.

ii) By this time nurse Elwina came to relieve nurse Radha.

g) From the passage, pick out the naming words (nouns) that refer to a person.
2 marks

h) What does the sentence 'she was waiting to go off duty' mean? 2 marks

g) What are the names of the doctor mentioned in the passage? 1 marks

25. The following conversation took in the hostel where raj was staying. The conversation is between Rahul Roy (raj's guardian) and the warden. Re –arrange the words and phrases to form meaningful sentences. Write each sentence (or set of two or three sentences) in the space provided.

a) a moment/ wait/ please

b) can I do/ hello/ what/ I'm the warden/ for you (3 sentences)

c) three Rajs/which/one do you/in the hostel/we have/want to meet (2 sentences)

d) father/ died/the Raj/whose/in an accident

e) provided/him back//yes/you/before 8:00pm/bring

f) I take him/if/we/out/now/should be back/by 8:00pm

g) Saw him/happier/when i/he was/than ever before/last year

h) The most charming personality/he had/than i/knew him/ and no one/better

i) The saddest moment/the news/it was/of his death/of my life/when I heard

j) With us/if/very happy/we could/I would be /take a friend

k) To make/as possible /I want /not at all/Raj/as happy(2 sentences)

Rahul hello ! I'm Rahul Roy from Calcutta. I'd like to meet the warden.

Receptionist a) _____

Rahul Thank you.

Warden b) _____

Rahul I would like to meet Raj.

Warden c) _____

Rahul d) _____

Warden Oh! Raj Verma, right?

Rahul Is it possible for me to take him out?.

Warden e) _____

Rahul f) _____

Warden How do you know Raj?
Rahul He's my friend's son. His father used to be a very good friend of mine.
 g) _____
warden Oh!
Rahul he died in a road accident that very year.
Warden I am sorry.
Rahul h) _____

Warden I see.
Rahul i) _____

Warden Here's Raj.
Raj Hello, uncle.
Rahul How are you, Raj? I have come to take you out. Are you ready?
Raj j)_____

Rahul Of course-provided the warden has no objection.
Warden k) _____
Rahul Thank you.
Warden You are welcome.

(2x 15=30 Marks).

SEMESTER – I GENERAL COURSE

Name of the Course : FOOD AND NUTRITION FOR HEALTH

Course Code : VWC1G02D20

Credits : 5 credits

Total Lecture Hours : 5 hours / week = 90 Hrs

Course Outcome:

CO 1: Integrate the relationship between food,nutrition and health

CO 2: Acquaint students with basic concept of wellness in bakery and hospitality

CO 3: Critically analyse effects of major food groups used in regular baked foods

CO 4: Design healthy substitutes that can be used in baking wellness products

CO 5:Understand the role of a wellness chef in hospitality and bakery industry

Syllabus Content

Module 1: Introduction to Nutrition

20 Hours

Definition of nutrition and health, ICMR recommendations regarding food and Nutrient intake for Indians. Reference man and reference woman.

Role of a wellness Craft Baker. Wellness concept in Bakery and Hospitality industry.

Module 2: Role of Food in Health

20Hours

Definition of food, classification of food groups based on origin, nutritive value. Functions of foods. Food guide pyramid. Eat well plate. Balanced diet.

Recent concepts of food: Health Foods, Ethnic Foods, Organic Foods, Functional Foods, Nutraceuticals, Convenience Foods.

Module 3: Basic Food Groups

25 hrs

Basic Food groups --Cereals and Millets -Pulses and Legumes -Eggs, Milk,Meat,Fish -Fruits and Vegetables-Fats and Sugars: Nutritive value, functional benefits.

Healthy substitutes in Baking-Flour substitutes;Sugar substitutes; Fat substitutes;
Concepts of Whole Food Plant Based Diets, Vegan diets, Lactose and gluten free foods.

Module 4: Ill effects of Junk Foods

25 hrs

Nutrition Transition-Global and Indian Scenario;Prevalence of NCDs-Obesity, Diabetes, CVD, Cancers

Concept of Junk Foods and Fast Foods-Role of junk foods in the development of Non Communicable diseases

Relationships between Food and Health-Perspectives and Evidences.

Reference Books

1. James L Groff and Sareen S Gropper, (2009) “Advanced Nutrition and Human Metabolism”, Fourth Edition, Wadsworth Publishing Company.
2. Maurice B Shils, Moshe Shike A, Catherine Ross, Benjamin Cabellero, Robert J Cousins, (2006), “Modern Nutrition in Health and Disease”, Lippincott Williams alWilkins.
3. Michael J Gibney, Ian A Macdonald and Helen M Roche (2003) “Nutrition and Metabolism”, The Nutrition Society Textbook Series, Blackwell Publishing, First Edition.
4. Srilakshmi B. Nutrition Science; 2012; New Age International (P) Ltd.
5. Srilakshmi B. Food Science; Fourth Ed; 2010; New Age International (P) Ltd.

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VWC1G02D20: FOOD AND NUTRITION FOR HEALTH

Module	Hours	Part A (2mark) 10/12	Part B (5marks) 6/9	Part C (15marks) 2/4
1	20	3	1	1
2	20	3	2	1
3	25	3	3	1
4	25	3	3	1

Model question paper

**ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM
SEMESTER – I
FOOD AND NUTRITION FOR HEALTH**

MARKS: 80

TIME: 3 HOURS

PART- A

Answer all the questions:

(10 x 2= 20Marks)

1. “State of complete physical, mental and social well-being and not merely the absence of disease and infirmity” is defined by WHO as
 - A. Good Nutrition
 - B. Recommended Dietary Allowance (RDA)
 - C. Health
 - D. Balanced Diet

2. Major factors driving Health and Wellness market for bakery is the
 - A. Rising prevalence of lifestyle diseases
 - B. Growing health awareness
 - C. Increased consumer purchasing power
 - D. All of the above

3. BMI FOR Indian Reference Man is within range
 - A. 18.5 – 22.9 kg/m²
 - B. 20 - 25 kg/m²
 - C. 18 – 20.3 kg/m²
 - D. 20.3 – 21.2 kg/m²

4. RDA (2020) for protein is fixed as 0.83 g/ kg/ day
 - A. True
 - B. False

5. RDA (2020) Calcium for Indian Man and NPWL Women is
 - A. 600 mg/day
 - B. 1000 mg/day
 - C. 1200 mg/day
 - D. 1050 mg/day

6. The body weight of new Indian Reference Man and Woman are

- A. 55 & 50 kg
 - B. 65 & 55 kg
 - C. 60 & 50 kg
 - D. 60 & 55 kg
7. RDA (2020) Energy requirement for Sedentary Indian Women is
- A. 1660 Kcal
 - B. 2110 Kcal
 - C. 3320 Kcal
 - D. 2500 Kcal
8. ICMR recommended level of salt intake is
- A. 1 g/day
 - B. 2 g/day
 - C. 3 g/day
 - D. 5 g/day
9. Main causes of obesity is
- A. Increased energy quantity/density and a more sedentary lifestyle
 - B. Decreased leisure time activity
 - C. Changes in genetic profiles
 - D. None of the above
10. What is the definition of overweight ?
- A. $BMI > 25 \text{ kg/m}^2$
 - B. $BMI = 25 \text{ kg/m}^2$
 - C. $BMI 25-29.9 \text{ kg/m}^2$
 - D. $BMI 25-30 \text{ kg/m}^2$
11. Insulin deficiency is associated with
- A. Reduced lipolysis
 - B. Increased ketogenesis
 - C. Reduced gluconeogenesis
 - D. Reduced proteolysis
12. Which of the following diseases does Obesity increase the risk

- A. Type 2 Diabetes
- B. Cancer
- C. Cardiovascular diseases
- D. All of the options are correct

PART – B

Answer any 6 questions :

- 13. Give 5 food group system suggested by ICMR and their functions.
- 14. What are the basic principles in planning a balanced diet .
- 15. Define Indian Reference Man and Reference Women .
- 16. Why should a balanced diet should contain Functional Foods.
- 17. Discuss the role of wellness chef in hospitality and bakery industry .
- 18. Discuss the advantages and disadvantages of taking a plant based diet .
- 19. Briefly explain role of diet in Cancer
- 20. Explain the aetiology of Diabetes
- 21. Explain the difference between Junk Foods and Fast Foods.

(6 x 5 =30 marks)

PART – C

Answer any 2 questions :

- 22. Depict the eat well plate and bring out the functional role of fruits and vegetables in diet.
- 23. Comment on nutritive value and functional benefits of Milk and Egg.
- 24. Discuss role of Junk foods in development of NCD'S .
- 25. Discuss about healthy substitutes that can be used in baking.

(2x15 = 30 Marks)

SEMESTER – I SKILL COURSE

Name of the Course : BAKERY INGREDIENTS,EQUIPMENTS

ANDWORK SPACE

Course Code : VWC1S01D20

Credits : 4 credits

Total Lecture Hours : 4 hours / week = 72 Hrs

Course Outcomes:

CO 1: Interpret principles of baking and confectionery manufacture

CO 2: Explain importance of each ingredient and it's effect on sensory and quality parameters of baked foods.

CO 3:Design effective layouts of the different functional work areas and

CO 4: Operate small and large equipment in bakery units

Syllabus Content

Module 1:History and Principles of Baking10 hours

Historical background,Modern Technology, Professional requirements.Basic Baking Principles.Mixing and Gluten development.Processes that occur during mixing;Controlling gluten development;Methods for adjusting gluten development;The baking process.

Module 2: Bakery Ingredients

18 Hours

Wheat flour, Wheat varieties, Composition of wheatFlour ,Grades.Types of patent flour, Meals and starches, Other flours used in baking.

Sugars,Types,Syrups.Milk and milk products,Eggs,Leavening agents-yeast,chemical leaveners.

Food Additives used in Baking - Gelling agents;Fruits and Nuts,Chocolate and Cocoa,Salt, Spices and Flavorings.

Module 3: Principles of Breadmanufacturing

15Hours

Role of baking ingredients in improving the quality of bread. Types of yeast, fermentation of dough. Leavening agents, types of leavenings. Role of baking ingredients in improving the quality of bread. Bread improvers ,Fillings and toppings .

Characteristics of flour used for making bread, biscuits and cakes. Understanding different types of bread ;Understanding different methods in bread making .

Ingredients used for bread manufacture, methods of mixing the ingredients, dough development methods - straight dough, sponge dough, moulding, proofing, baking, packing, spoilage, bread staling, methods to reduce bread staling andspoilage.

Module 4: Biscuitand Cake manufacturing

15Hours

Processing of biscuits andcakes- Ingredients, development of batter, baking and packing, Spoilage in cakes andbiscuits.Basic faults in Bread , Biscuit And Cake Baking.

Module 5: Organisation of Space and Equipment14 hours

Design and layout of kitchen, service and storage areas - factors to be considered, Types of kitchens, Planning space and layout of work Centres. Kitchen Triangle, Unidirectional work flow.

Equipments - classification, factors affecting selection and purchase.Equipment safety and sanitation.Bakery work space Management.

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VWC1S01D20:BAKERY INGREDIENTS,EQUIPMENTS AND

WORK SPACE

Module	Hours	Part A (2mark) 10/12	Part B (5marks) 6/9	Part C (15marks) 2/4
1	10	2	1	
2	18	3	3	1
3	15	3	2	1
4	15	3	2	1
5	14	1	1	1

MODEL QUESTION PAPER

**ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM
DIPLOMA IN WELLNESS CRAFT BAKER
SEMESTER I
BAKING INGREDIENTS, EQUIPEMNTS AND WORK SPACE**

MARKS: 80

TIME: 3 HOURS

PART A

Answer any ten questions

- 1.First intentional use of leavening (2600 BCE) was done by the
(Egyptians, Portuguese, Europeans)
- 2.The protein groups in wheat flour which contributes to the formation of elastic network.
(gliadin, glutenin, both of the above)
- 3.Yeast strains used in baker's yeast
(*Saccharomyces byarum*, *Saccharomyces uvarum*, *Saccharomyces cerevisiae*)
- 4.Which of the following is not an ingredient in buttercream frosting
(Butter, Cream, Powdered sugar, Vanilla)
- 5.What is not needed to make perfect whipped cream?
(a pinch of salt, a chilled bowl, stiff peaks, heavy cream)
6. Creation of gas bubbles in a dough or batter that expands, lightening the texture of the same is called
(Beating, folding, leavening)
7. Baking powder is baking soda with
(Alkali, acid component, sodium chloride, powdered sugar)
8. Main rising agent in baking
(Egg, baking powder, flour)
9. Ovens were first developed by
(Americans, Japanese, Egyptians)

10. Why do baked good cook faster on the top shelf of a convectional baker

(Hot air rises, cold air rises, no such changes)

11. Techniques associated with baking

(Folding, Basting, Mixing, Only a and c; Only b)

12. What is the cause of ordinary texture staling of the crumb/bread

(Starch retrogradation, Syneresis, Dextrinization) (2 x 10 =20 mrks)

PART B

Answer any six questions. Each carries 5 mrks.

13 Explain the basic principles in baking

14. Write short note on leavening agents and types of leavening

15. What are the precautions to be taken to prevent spoilage of baked goods

16. What are the commonly used food additives in cake and bread manufacturing?

17. Comment on gluten formation

18. Draw an organisation chart for a typical bakery.

19. What is a kitchen triangle? What is its significance?

20. What is the role of baking ingredients in improving the quality of bread?

21. Point out the basic faults in biscuit and cake making. (6 x 5 =30 mrks)

PART C

Answer any two questions .Each question carries 15 mrks

22. Elaborate on the importance of Equipment safety and sanitation in a bakery

23. Give an account on the historical background and modern developments in the field of baking

24. Explain the process of development of cake batter, basic baking techniques and factors to be considered in packaging of baked goods

25. Explain the significance of bakery work space management. (2 x 15 =30 mrks)

SEMESTER – I SKILL COURSE

Name of the Course : FOOD SAFETY AND HYGIENE

Course Code : VWC1S02D20

Credits : 4 credits

Total Lecture Hours : 4 hours / week = 72 Hrs

Course Outcomes:

CO 1:Apply principles of food safety and hygiene in bakery ingredient selection and storage

CO 2:Discriminate safe and unsafe food practices with respect to contaminants and toxicants

CO 3:Appraise natural toxic substances and additives in bakery products

CO 4:Implement quality control measures and HACCP protocol in a bakery unit.

Module 1: FOOD SAFETY AND QUALITY MANAGEMENT

16 hrs

Introduction to food safety- Food safety issues; physical, chemical and microbiological contaminants, Food safety system. Definitions and terminology in Quality Management Systems. The role of government and Food Industry in ensuring food safety, Recent initiatives in food safety.

Importance of Food Safety in Bakery; Responsibilities of Food Handlers; Economic consequences of food safety hazards .

Module 2: PHYSICAL AND CHEMICAL CONTAMINANTS

18 hrs

Metal, mineral, plant and animal contaminants. Safety evaluation of food ingredients. Major pathways by which chemical residues and contaminants enter the food chain. Agrochemicals and veterinary drugs, packaging materials, process equipment and ingredient impurities.

Module 3: NATURAL TOXIC SUBSTANCES & ADDITIVES 18 hrs

Mycotoxins , Plant toxins and toxic plants .The nature, properties and functions of various classes of food additives (colorants, flavours, sweeteners, thickening and gelling agents, and antioxidant preservatives). Radioactivity, residues as contaminants and residues from irradiation .

Module 4: MICROBIAL FOOD SAFETY AND HACCP 20 hrs

Microbial food safety: types of foodborne disease-Factors affecting Food Borne Disease Outbreak.Protozoa- Cryptosporidium parvum. Toxigenic fungi- mycotoxins of Aspergillus. Foodborne viruses- gastroenteritis viruses.

Control of Food Safety and Quality Management: Protecting public health and eliminating risk. Farm to table strategy and animal traceability. Good Manufacturing Practices (GMPs); Hazard Analysis and Critical Control Point (HACCP); Quality Management Systems: ISO 9000.

References:

1. Jacob M., Safe Food Handling - A training guide for the Manager, WHO, Geneva.
2. Mudambi S.R., Rao S.M. and Rajagopal M.V. Food Science, New Age International Publishers.
3. Patil, P.V. Food Contamination and Safety, Aavishkar Publishers, Distributors, Jaipur, India.
4. Nicholas Johns, Managing Food Hygiene, Mac Millan Publishing Co.
5. Hobbs, B.C. and Gilbert R.J. Food Poisoning and Food Hygiene, The English Language, Book Society and Edward Arnold Publishers Ltd
6. Longree, K., and G. Armbruster (1996). Quality Food Sanitation. Wiley Interscience, New York, NY.

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VWC1S02D20:FOOD SAFETY AND HYGIENE

Module	Hours	Part A (2mark) 10/12	Part B (5marks) 6/9	Part C (15marks) 2/4
1	16	2	1	1
2	18	3	2	1
3	18	3	2	1
4	20	4	4	1

Model Question paper

ST.TERESA'S COLLEGE(AUTONOMOUS), ERNAKULAM
SEMESTER-1
FOOD SAFETY AND HYGIENE

MARKS: 80

TIME:3 HOURS

PART- A

Answer any 10 questions

1.What is a HACCP Plan?

- a. A form that has to be filled in by all food handlers.
- b. A food hygiene rating scheme.
- c. A written document which is based upon the seven principles of HACCP, which clearly states the safety procedures to be followed to identify any hazards that must be avoided, removed or reduced.
- d. A system used in food hygiene auditing.

2.Hazards affecting food are _____

- a) Chemical, Biological, Physical
- b) Additives, Colour
- c) Pollutants
- d) All of the mentioned

3.What does Critical Control Point mean?

- a. The point when food handlers must start to make administrative records in the HACCP system.

- b. The point when steam starts to rise from food being cooked.
- c. When bacteria starts to grow uncontrollably on food.
- d. It is a point, step or procedure at which control can be applied to prevent or eliminate a food safety hazard or reduce it to an acceptable level.

4. Which one of the following food poisoning bacteria is transferred to food by coughing and sneezing?

- (a) Bacillus cereus
- (b) Salmonella
- (c) Staphylococcus aureus
- (d) Clostridium perfringens

5. Which one of the following statements best describes the effect that food poisoning bacteria usually have upon food?

- (a) It appears normal but it tastes horrible.
- (b) It appears stale and dry and it has an 'off' taste.
- (c) It tastes, smells and looks normal.
- (d) It appears and tastes normal but it has an unpleasant smell.

6. A substance intentionally added that preserves flavour and improves taste is called _____

- a) Food additive
- b) Food adulterant
- c) Food contaminant
- d) Food material

7. True / False

Statement 1: Stabilizers, Emulsifiers are certain examples of food additives.

Statement 2: Antioxidant is a class of food additive.

- a) True, False
- b) True, True
- c) False, False
- d) False, True

8. _____ help in maintaining/controlling the acidic/alkaline changes during food processing and hence maintain flavor and stability.

- a) Buffering agents
- b) Sequestrants
- c) Anti-caking agents
- d) Anti-foaming agents

9. Which of the following contribute to the greatest source of pathogenic microbes ?

- a. Soil
- b. Water
- c. Plants
- d. Animals

10. _____ is the most frequently present microbe in canned foods.

- a. Listeria monocytogenes
- b. Staphylococcus aureus
- c. Clostridium botulium
- d. Campylobacter

11. GMP Stands for:

- a. Good Manufacturing Plans
- b. Good Manufacturing Practices
- c. Great Memory Point
- d. Good Methods of Programming

12. Which of the following gastroenteritis viruses can spread by air ?

- a . Sapovirus
- b. Rotovirus
- c. Norovirus
- d. Astrovirus

(10 x 2= 20Marks)

PART- B

Answer any 6 questions.

13. How can cross-contamination of foods be prevented?
14. What is the risk of suffering from Salmonella food poisoning as a result of eating eggs?
15. Describe physical & chemical contaminants with example?
16. Write a note on the Major pathways by which chemical residues and contaminants enter into the food chain ?
17. What are Food Safety Systems ? Briefly sketch history of food quality management?
18. Critically evaluate the significance of foodborne diseases and factors affecting food borne diseases outbreak?
19. What are Mycotoxins? Give examples and ways to avoid infection.
20. What is the role of Good Manufacturing Practices (GMP) in food safety and quality control ?
21. Describe Foodborne viruses with example. **(6 x 5 = 30 mrks)**

PART C

Answer any two questions .Each question carries 15 mrks.

22. Define HACCP, elaborate on the principles and benefits of HACCP based food safety program?
23. The role of the Food industry in Food safety and Recent initiatives in food safety .
24. What are the different types of food additives .Give a note on the properties and functions of various food additives?
25. Define Foodborne Diseases. Describe the types of Foodborne diseases with example.

(2 x 15 =30 mrks)

SEMESTER – I SKILL COURSE

Name of the course: ESSENTIAL BAKERY AND CONFECTIONARY PRACTICALS

Course Code : VWC1SP01D20

Credits : 5 credits

Total Lecture Hours : 5hours / week = 90 Hrs

Course Outcomes:

CO 1: Prepare work area and process machineries for producing baked products

CO 2: Prepare for production of basic baked products

CO 3: Produce baked products in artisan bakeries and patisseries.

CO 4: Apply safety, hygiene and sanitation practices in the workplace

Syllabus Content

1. Organoleptic Sensory Evaluation : (5 hrs)

Appearance, Taste, Flavour, Texture & Consistency (Firm & Close, short & crumbly, spongy, light & even, flaky, coarse, tough, hard, roping, pouring, soft peak, medium peak, stiff peak) .Prepare sensory evaluation proforma.

2.Various types of Breads , Cookies, Cakes and Muffins:(70 hrs)

a)Yeast Bread

- Basic Bread Rolls (hard & soft rolls)
- Bread Stick
- French Bread & Bread Loaf

b)Enriched dough

- Brioche
- Cinnamon buns
- Doughnuts

c)International Breads

- Focaccia
- Lavash
- Pita
- Pizza Bread
- Ciabatta
- Cheese Bread
- Garlic Bread

d) Quick Breads

- Soda bread
- Cheese biscuits
- Herbed biscuits
- Banana Breads

e) Cookies

- Butter Cookies
- Chocolate Chip Cookies
- Brandy Snaps
- Ice Box Cookies
- Almond Biscotti
- Coconut Macaroons
- Peanut Macaroons
- Melting moments
- Chocolate Brownies

f)Muffins

- Sweet and Savoury

g) Cakes

- Basic Sponge Cake
- Genoise Sponge Cake
- Pound Cake
- Lemon Cake
- Marble Cake
- Fruit Cake
- Eggless Cake
- Carrot cake, Banana cake

3)Visit to production unit of a bakery.(15 hrs)

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VWC1SP01D20: ESSENTIAL BAKERY AND CONFECTIONARY PRACTICALS

Modules	Marks (80)
Preparation of products	60 marks
Record	15 marks
Viva	5 marks

Model Question Paper

**ST. TERESA'S COLLEGE
(AUTONOMOUS), ERNAKULAM
SEMESTER – I**

**VWC1SP01D20: ESSENTIAL BAKERY
AND CONFECTIONARY PRACTICALS**

MARKS: 80 mrks TIME: 3 HOURS

1. Prepare the given products and display with a menu card.

a. b.
.....

(Sensory evaluation :50 mrks

Presentation & Menu card :10 mrks)

2. Record: 15 Marks
3. Viva: 5 Marks

SEMESTER – I SKILL COURSE

Name of the Course : WELLNESS BAKERY PRACTICALS

Course Code : VWC1SP02D20

Credits : 5 credits

Total Lecture Hours : 5 hours / week = 90 Hrs

Course Outcomes:

CO 1: Plan wellness baked product production by using healthy substitutes and healthy ingredients

CO 2: Prepare the ingredients and equipments for production of varieties of wellness baked products

CO 3: Develop and evaluate wellness bakery products

CO 4: Apply safety, hygiene and sanitation practices in the workplace

Module 1. Use of wellness ingredients and substitutes in Breads, Biscuits, Cookies, Muffins , Cakes and Pastries.(60 hrs)

a. Alternate flours : Whole wheat flour, Full bran rice flour, Jackfruit flour, Oats etc

b. Millets: Ragi, Quinoa etc

c. Seeds like water melon seeds, Sunflower seeds, Pumpkin seeds, Sesame seeds, Chia etc

d. Fat substitutes like Nuts and Oilseeds especially Coconut derived products.

e. White Sugar substitutes– Jaggery, Demerara sugar, Coconut sugar, Palm sugar ,dehydrated banana, Dates,dry fruits

f. Fruits and vegetables - Egg Fruit ,Monk Fruit, Star fruit, Chinese orange, Pumpkin, Carrots, Beetroot

g. Cocoa - nibs instead of processed Chocolate

Module 2: Sensory Evaluation and Product standardisation.(10 hrs)

Module 3.Individual Projectson ONE innovative Wellness bakery product to be developed by the student.Packaging, labelling and Sale of the product to be conducted individually(20hrs)

Reference books:

1. Zhou. W, Hui Y,H; (2014), Bakery Products Science and Technology”, 2nd Edition, Wiley BlackwellPublishers,
2. Pyler, E. J. and Gorton, L.A.(2009), “Baking Science & Technology” Vol.1 Fourth Edition,SoslandPublications.
3. Stanley P. Cauvain, Linda S. Young, (2008), “Baked Products: Science Technology and Practice”. John Wiley & Sons

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VWC1SP02D20: WELLNESS BAKERY PRACTICALS

Modules	Marks (80)
Preparation of wellness bakery products	60 marks
Record	15 marks
Viva	5 marks

Model Question Paper
ST. TERESA'S COLLEGE (AUTONOMOUS)
ERNAKULAM SEMESTER – I
VWC1SP02D20:WELLNESS BAKERY PRACTICALS

MARKS:80 mrks

TIME: 3HOURS

4. Prepare the given wellness bakery products and display with a menu card.

a.b.....

(Sensory evaluation :50 mrks

Presentation & Menu card :10mrks)

5. Record: 15Marks

6. Viva: 5Marks

SEMESTER – I SKILL COURSE

Name of the Course : FOOD SAFETY AND HYGIENE(INTERNSHIP)

Course Code : VWC1SP03D20

Credits : 2 credits

Total hours : 72 Hrs

Course Outcomes:

CO 1:Training in Food Safety and Hygiene -HACCP

CO 2:Training in FSSAI FOSTAC I -Food Business operators training

CO 3:Training in FSSAI FOSTAC II- Food Business operators training

Syllabus:

Module 1.Industrial training to aquire skills for management and implementation of HACCP(35 hrs)

Module 2.FSSAI FOSTAC I and II- Food Business operators training (35 hrs)

OR

Undergoes a certificate course in Food Safety and Hygiene for the same duration (70 hrs).

Module 3: Internship report of the training programmes. (2hrs)

SYLLABUS
SEMESTER II

SEMESTER – IIGENERAL COURSE

Name of the Course : ENGLISH FOR COMMUNICATION – II

Course Code : VWC2G03D20

Credits : 4

Total Lecture Hours : 4 hours/week = 72 Hrs

Course Outcome:

CO 1: Practice the formal elements of specific genres of written communication: letters, email, resume, essays, notices, reports

CO 2: Develop soft skills for presentation and formal communication through individual and group activities

CO 3: Employ verbal/oral communication skills to communicate effectively and appropriately in real-life situation

CO 4: Illustrate a writing style that aids and enhances communication

CO 5: Apply knowledge of different forms of communication and language processes in various contexts

Syllabus Content

Module-1 Speaking 15 hrs

Describing Places, Events and Things – Introducing Oneself - Participating in Conversation - Telephone Skills - Interviews - Dealing with Authorities and Subordinates

Module-2 Writing Models 15 hrs

Letters - Covering Letter- E-mail – Resume - Writing Reports – Minutes – Notices - Filling Application Forms

Module-3 Presentation Skills 20 hrs

Soft Skills for Presentations - Effective Communication Skills- Body Language - Choosing Appropriate Medium - Flip charts – Power Point Presentations

Module-4 Practical

22 hrs

- Listening and Note Taking - Listening to announcements – Self Introduction
- Mock Interview

References:

1. Sasikumar V., Kiranmai Dutt .P and Geetha R.(2002). *Communication Skills in English*, published by Cambridge University Press India Pvt. Ltd. under the imprint of Foundation Books.
2. Anuradha .S.(1999). *Comprehension Success 2, Frank Educational Aids*.
3. Patricia. A.B.(2003). *Grammar Made Easy 2*.Vikas Publishing House Pvt Ltd. New Delhi.
4. Poonam. L.(2006). *My big book of Comprehension*, Ratna Sagar Pvt. Ltd. Hyderabad. ISBN.81-8332-063-5

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VWC2G01D20:ENGLISH FOR COMMUNICATION II

Module	Hours	Part A (2mark) 10/12	Part B (5marks) 6/9	Part C (15marks) 2/4
1	15	2	2	1
2	15	2	2	1
3	20	4	3	1
4	22	4	2	1

Model Question Paper

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

SEMESTER – II

ENGLISH FOR COMMUNICATION - II

MARKS: 80

TIME: 3 HOURS

PART – A

Answer all the questions:

(10 x2 =20 marks)

1. Match the following.
Except to think probably something will happen
Accept not including
Expect the range, distance
Extent to receive or take
2. Fill in the blanks with suitable article.
Copper is _____ useful metal.
I understand he is to marry _____ heiress.
3. Identify the following types of sentences.
It is a holiday tomorrow!
Are we going to the park today?
4. Write the antonyms of the following
Sharp
Honest
5. Fill in the blank spaces in the following sentences with the correct preposition.
We entered the classroom _____ the teacher's absence.
The watch is _____ the desk.
6. Convert the following sentence into passive voice-
Sara changed that flat tire.
7. Rearrange the jumbled words and make a meaningful sentence.
Education/ make higher / and the community/ to the learner/relevant
8. Study each set of four words and identify the odd one out.
Video, pizza, television, film,
Lovely, good, nice, go out
9. Which are vowels in English language?
10. What does 'subj' & 'fig' mean in a dictionary?
11. List 4 tips that you would suggest to your friend who is attending an interview as a Health Assistant
12. Rearrange the jumbled words and make 2 meaningful sentences:
Are a / of / Video games / entertainment/ source/ fun/ and/ very/ But/ children /they lazy/ make.

PART B

Answer any 6 questions:

(6 x 5=30Marks)

13.. What are the details that you would include as Personal Details in your resume?

14. Imagine that you are talking to someone over the phone and you want to excuse yourself for a few seconds. How would you politely excuse yourself based on Telephone Etiquette?

15. The following is a conversation between the sun and the moon: Complete the following:

Sun: I get tired, especially during winter. That's why I sleep a lot. I rise _____ in winter and go to bed _____.

Moon: As I feel tired, my size _____. After resting this way, I regain my strength and start increasing in _____.

16. . Sushmitha has been unwell. She has not attended school for a month. When she returns to school, her teacher asks her about her health. Fill in the conversation.

• Teacher: Hello Sudha! What happened to you? Why were you absent for a month?

• Sushmitha: Ma'am, I have been ill _____.

• Teacher: What really happened?

• Sushmitha: One evening, I _____ and had to be admitted _____.

• Teacher: I see. What did the doctor _____?

• Sushmitha: He said_____. I was sent home after _____.

He advised me to take rest for_____. That's why I could not_____.

• Teacher: How are you feeling now?

• Sushmitha: I am _____.

• Teacher: Well, try not to strain yourself.

- Sushmitha: Yes,

17. Why is body language important for communication?

18. Complete the dialogues:

A: Hello

B: _____

A: _____

B: _____

A: Thank you

19. How will you introduce yourself to a new teacher?

20. Make questions for the following answers:

(a). I stay at Gandhi Nagar.

(b). I have been working as a nurse for the past 2 years.

21. Draft an email to your teacher requesting her to check the content of the booklet you have prepared on 'Healthy Eating Habits' as part of your project.

PART-C

Answer the following:

(2 x 15=30 Marks)

22. All of us have dreams: some happy, some frightening. Describe a dream that made you feel happy.

23. Write a notice to be distributed to the Kudumbasree unit about an awareness programme informing them about the venue, time, speaker and the awareness topic.

24. What are the parts of report writing?

25. Write an informal letter to your grandmother whom you have not met for the past 2 years describing the places you visited during your holidays.

Semester IIGENERAL COURSE

Name of the Course : OFFICE MANAGEMENT AND IT SKILLS

Course Code : VWC2G04D20

Credits : 4credits

Total Lecture Hours : 4 hours / week = 72 Hrs

Course Outcomes

CO 1:Develop the concept of office management and accounting.

CO 2:Apply MS Office in maintenance of office records

CO 3:Acquire basic IT skills required for business management

CO 4:Demonstrate skills in using common digital marketing tools such as
Social media and Blogs

Syllabus Content

Module-1 Introduction to office management 15hrs

Definition of office and office management, Elements of office management, Planning and scheduling of office work, Office administration.

Basic principles of accounting, assets, liabilities, cost accounting, material management, stock checking

Module-2 Maintainance of records 15hrs

Introduction – Need, objectives, kind of records; Organization of records department

Classifying and indexing of records and files; Principles-retention and disposition of records; Legal aspects of office records

Module3:IT skills

15 hrs

Internet-meaning,importance,browsing the internet, downloading the material from websites;Email- sending, receiving and storing mail.

MS office tools in office management.

Module4:Introduction to E-commerce

15 Hrs

Concepts, features and functions – Operation of e-commerce- Infrastructure for e-commerce – Application of e-commerce in Direct Marketing and Selling .

Electronic Payment System – Overview of Electronic Payment Systems, Cybercash, Electronic Banking, Electornic Fund Transfers.

Module5: Security Concerns

12Hrs

E Commerce Security, Introduction to Security Passwords Viruses Firewalls – Encryption (PGP, SHTTP, SSL), digital signature, digital certificate, other security measures

Related experience:

Setting up of e-commerce business – Set up the student's business portal through social media platform .

References:

Ravi Kalakota, Andrew B. Whinston-Addison. (1997). Electronic Commerce: A Manager's Guide. Wesley Professional.

Daniel Amor. (2001).The E-Business Revolution: Living and Working in an Interconnected World (2nd Edition).Prentice Hall.

Kamlesh. K. Bajaj. (2005).E Commerce: The Cutting Edge of Business.McGraw Hill Education(India) Private Limited

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VWC2G02D20:OFFICE MANAGEMENT AND IT SKILLS

Module	Hours	Part A (2mark) 10/12	Part B (5marks) 6/9	Part C (15marks) 2/4
1	15	2	1	1
2	15	2	1	1
3	15	3	3	1
4	15	3	3	1
5	12	2	1	-

SEMESTER- II GENERAL COURSE

Name of the Course : ENTREPRENEURSHIP DEVELOPMENT

Course Code : VWC2G05D20

Credits : 4

Total Lecture Hours : 4 hours/week = 72Hrs

Course Outcome:

CO 1: Develop the concept of entrepreneurship and principles of management of a Small Scale Industry

CO 2: Acquire necessary information for initiating a start up in Wellness Baking

CO 3: Prepare a project proposal for funding support

CO 4: Acquire skills to be a woman entrepreneur

Syllabus Content

Module 1: Basics of entrepreneurship 16 hours

Concept of Entrepreneurship and Entrepreneur : Definition, types, characteristics. Importance of entrepreneurship National development, Factors affecting entrepreneurial growth - economic, social, cultural and personality factors.

Module 2: Entrepreneurship and Institutional Support: 18 hours

Preparation of project proposal. Role of various schemes and Institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, KSIDC, KITCO. Idea for financing/ non-financing support agencies to familiarize with the Policies/ Programmes & procedure & the available schemes.

Investment Procurement: Project formation, feasibility, Legal formalities i.e., Shop Act, Estimation & costing, Investment procedure - Loan procurement - Banking processes.

Module 3: Entrepreneurship strategies for women empowerment 18 hours

Concept of women entrepreneur – problems – approaches to women empowerment– indicators – global initiatives (welfare and support services, socio-economic programme). Personal effectiveness-Self awareness and interpersonal skills, factors affecting entrepreneurs skill, effective communication skills, psychological barriers to self employment.

Module 4: Small Scale Industries 20 hours

Definition, types, Procedure for setting a small scale unit, training facilities,

6 Ms of industry-Management, Money, Manpower, Materials, Machines, Marketing.

Labour Welfare Legislation: Welfare Acts, Benefits guaranteed under various acts, Factories Act, Apprenticeship Act, Employees State Insurance Act (ESI), Payment Wages Act, Employees Provident Fund Act, The Workmen's Compensation Act.

Related experience:

- Prepare a project proposal by selection of a trade, visit to 1 or 2 units of selected trade, study infrastructural requirements, records to be maintained, procedure to obtain loans.
- Visits to SSI, Women managed organizations, Banking sectors.

References:

- 1) Holt, D.H (1991). *Entrepreneurship New Venture Creation*. Prentice Hall Publishing. New Delhi
- 2) Arora, S. P., *Business Organization*, Vikas Publishing House Pvt. Ltd. New Delhi, (1980)
- 3) Bhattacharyya, S.K *Accounting for Management*, Vikas Publishing House Pvt. Ltd., New Delhi
- 4) Bhushan, *Business Organization*, Sultan Chand & Sons, New Delhi, (1985)
- 5) Chetnakal, *Women and Development*, Discovery Publishing House, New Delhi (1991)
- 6) Desai V., *Entrepreneurial Development- Vol -3*, Himalaya Publishing House, New Delhi (1993)

- 7) Gupta C.B. (Dr.), Office Organization and Management, Sultan Chand & Sons, New Delhi, (1999)
- 8) Kanikar Entrepreneurs and Micro Enterprises in Rural India, New Age International Publishers Ltd., New Delhi (1995)
- 9) Khanka S.S, Entrepreneurial Development, S.Chand & Co.Ltd., New Delhi, (1999)
- 10) Ramesh Babbu's Handbook of Entrepreneurs, Business Intelligence Publications
- 11) Sherlekar S.A, Principles of Business Management, Himalaya Publishing house, New Delhi, (1999)
- 12) Shukla M.C., Business Organization, S. Chand & Co. New Delhi, (1970)

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VWC2G05D20: ENTREPRENEURSHIP DEVELOPMENT

Module	Hours	Part A (2mark) 10/12	Part B (5marks) 6/9	Part C (15marks) 2/4
1	16	2	1	1
2	18	3	2	1
3	18	3	2	1
4	20	4	4	1

SEMESTER- II SKILL COURSE

Name of the Course : FOOD SERVICE MANAGEMENT

Course Code : VWC2S03D20

Credits : 4

Total Lecture Hours : 4 hours/week = 72 Hrs

Course Outcomes:

CO1:Develop effective organization and management skills in food service establishments.

CO 2:Formulate regulatory aspects governing the food service industry- food laws, standards and regulations to an enterprise

CO 3:Analyse the steps in quantity food preparation and service

CO 4:Design cost and quality control measures in a bakery unit

CO 5:Apply financial and personnel management aspects involved in management of food service organisations.

Syllabus Content

Module 1: Types of Food Service Establishments, Organisation and Management 20 hours

Types of food service establishments (commercial and non-commercial) and their characteristic features. Planning for a food service Unit - Planning, Investment, Project Report, Registration (License and Inspection).Food Laws.

Organisation –Principles of Management, Functions of Management (Planning, Organising, Directing, Coordinating, Evaluating, Controlling,) Organisation chart of Bakery.

Tools of Management – a)Tangible Tools: Job description, Job specification, Job analysis: Path way chart, Process chart, Work schedule, Production schedule, Staff and service analysis, Budget .b) Intangible tools: Communication, Leadership, Decision making, Total Quality Management (TQM), Management by Objectives (MBO).

Module 2: Material Management 18 hrs

Purchase - Methods of purchase (formal and informal), Identifying needs, Selection, Receiving, Storage types, Issuing. Inventory Control, Physical & Perpetual Inventory, Inventory Valuation. FIFO (First In First Out), LIFO (Last In First Out), FEFO (First Expiry First Out). REVPASH (Revenue Per Available Seat Hour). Material Storage and finished product storage.

Module 3: Quantity food preparation and cost control 18hrs

Standardisation, Recipe adjustments and portion control, Quality control in food preparation. Recipe building process.

Food Cost Calculation, Food Cost percentage, Yield Cost Analysis, Raw Yield Test, Cooked Yield Test, Portion Cost. Food cost control.

Module 4: Manpower Management and Marketing 16 hrs

Styles of Leadership, Qualities of a good leader, Employment- Staff Recruitment, Selection, Placement, Induction, Training, Evaluation and Appraisal, Personnel hygiene, Safety at work - measures adopted.

Sales and Marketing: Need for marketing, Marketing and sales promotion techniques, Product launch, Product Life cycle.

Related experience

Field visits to various food service establishments.

References:

1. Dennis L. Foster (1995), 'An Introduction to Hospitality', McGraw Hill International Edition.
2. Dennis, R. Lillicrap, John, A. Cousins (1993), 'Food and Beverage Service', Hodder and Stoughton Publishers Ltd, England, 4th Edition.
3. Jack D. Ninemeier (1995), 'Food and Beverage Management', 2nd Edition, American Hotel and Motel Association, U.S.A.
4. Kotschevar, L.H. and Donnely, R. (1993), 'Quantity Food Purchasing', McMillan Publishing Co., New York, 4th, Edition.
5. Mahmood A. Khan, (1987), 'Food Service Operations', AVI, U.S.A.
6. Marian C. Spears (1995), 'Food Service Organisation', IIIrd Edition, Prentice Hall Inc., USA

7. Mohini Sethi and Surjeet Singh Malhan (2015), 'Catering Management- An Integrated Approach', 2nd Edition, Wiley Publication, Mumbai.
8. Sudhir Andrews (2005), 'Food and Beverage Service- Training Manual', 23rd Reprint, Tata McGraw Hill Publishing Co., Delhi.
9. West, B.B and Wood, L. (1994), 'Introduction to Food Service', Macmillan Publishing Company, New York, 7th Edition.
10. June Payne-Palacio, and Monica Theis (2016), 'Foodservice Management: Principles and Practices', 13th Edition Pub. Harlow Pearson,
11. John B. Knight, Lendal H. Kotschevar (2017), 'Quantity: Food Production, Planning, and Management', 3rd Edition, John Wiley and Sons.
12. Food & Beverage Control – Kotas & Davis – International Textbook Company
Culinary Math – Linda Blocker, Julia Hill – Wiley Publications.
13. Math for the Professional Kitchen - Laura Dreesen, Michael Nothnagel & Susan Wysocki - Wiley Publications.

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VWC2S03D20: FOOD SERVICE MANAGEMENT

Module	Hours	Part A (2mark) 10/12	Part B (5marks) 6/9	Part C (15marks) 2/4
1	20	4	4	1
2	18	3	2	1
3	18	3	2	1
4	16	2	1	1

SEMESTER- II SKILL COURSE

**Name of the Course : ADVANCED BAKERY AND CONFECTIONARY
PRACTICALS**

Course Code : VWC2SP03D20

Credits : 5

Total Lecture Hours : 5 hours/week = 90 Hrs

Course Outcome:

CO 1: Acquire hands on training in preparation in artisan bakery and confectionary products

CO 2: Create variations and standardise healthy recipes with wellness substitutes.

**MODULE 1:PREPARATION AND PRESENTATION OF THE FOLLOWING
PRODUCTS**

Short Crust Pastry

- Apple Pie
- Jam Tarts
- Quiche
- Lemon Tart
- Bakewell Tart

CHOUX PASTRY

- Chocolate Éclairs
- Profiteroles
- Swan

CUSTARDS

- Baked Custard
- CrèmeCaramel

PUDDING

- Sticky ToffeePudding
- ChristmasPudding
- Rum & RaisinPudding
- VanillaPudding
- Bread & ButterPudding

CREAMS & SAUCES

- Crème Anglaise
- Pastry Cream
- Bavarian Cream
- Chocolate Sauce
- Caramel Sauce
- Melba Sauce
- Hot Chocolate Sauce
- Hot Caramel Sauce

SOUFFLE

- Chocolate Soufflé
- Lemon Soufflé
- Coffee Soufflé

MOUSSE AND VARIATIONS

- Praline Mousse
 - Strawberry Mousse
 - Mango Mousse
- Pots De Crème,Charlotte Russe,Bavarian Crème.

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VWC2SP03D20:ADVANCED BAKERY AND CONFECTIONARY PRACTICALS

Modules	Marks (80)
Preparation of products	60 marks
Record	
Viva	15 marks
	5 marks

Model Question Paper
ST. TERESA'S COLLEGE
(AUTONOMOUS), ERNAKULAM
SEMESTER – I

VWC2SP03D20: ADVANCED BAKERY AND CONFECTIONARY PRACTICALS

MARKS:80 mrks

TIME: 3HOURS

7. Prepare the given products and display with a menu card.

a.b.....

(Sensory evaluation :50 mrks

Presentation & Menu card

:10mrks)

8. Record: 15Marks

9. Viva: 5Marks

SEMESTER- II SKILL COURSE

Name of the Course : FOOD SERVICE MANAGEMENT AND MARKETTING PRACTICALS

Course Code : VWC2SP04D20

Credits : 5

Total Lecture Hours : 5 hours/week = 90 Hrs

Course Outcomes:

CO 1:To acquire skills to standardise innovative,healthy bakery products for sale

CO 2:To do stepping up of recipes for quantity food preparation

CO 3:To conduct quantity food preparation and service.

CO 4:Do profit analysis of the sale

CO 5:To understand entrepreneurial ventures in Food industry.

Module 1. Selection, formulation and development of recipes. Standardization of Recipes - Determination of standard serving size, product yield, calculation of Food cost.(20 hours)

Module 2. Stepping up of recipes - Recipe conversion and yield of standardized recipes. (20 hours)

Module 3. Quantity Food Preparation and Service - Preparation of the recipes for 50 portions why specify?(20 hours)

Module 4. Food service and sale of the prepared recipes, Evaluation and Profit analysis.(20 hours)

Module 5. Case study of an entrepreneurial food service unit. (10 hours)

Related experience

- 1) Market Survey, Consumer survey to identify new products.

References

- Fuller, G.W.(1994) News Food Product Development: From Concept to Market place CRC Press, NewYork.
- Man, C.M.D. and Jones A.A (1994) Shelf life Evaluation of Foods, Blackie Academic and Professional,London.

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VWC2SP04D20:FOOD SERVICE MANAGEMENT AND MARKETING PRACTICALS

Modules	Marks (80)
<ul style="list-style-type: none">• Report of Quantity Food Preparation and sale (Module 1,2,3 4)	60 marks
<ul style="list-style-type: none">• Record(Module 5 and related experience)	15 marks
<ul style="list-style-type: none">• Viva	5 marks

SEMESTER- II SKILL COURSE

Name of the Course : INDUSTRIAL INTERNSHIP

Course Code : VWC2SI02D20

Credits : 4

Total Lecture Hours : 144 hours (1 month)

Course Outcomes:

CO1:Obtain a real time exposure to a bakery unit in an industrial set up

CO 2:Develop Wellness bakery products in an industrial Bakery

CO 3:Obtain hands on training in production unit of a Bakery

CO4:Prepare case study of an industry.

The students will undergo a 1 month internship at a reputed Bakery unit and submit a case study report.