

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,  
AURANGABAD**



**Circular No./Syll.Sec./UG/Rev.Curri/Fac. of Interdisciplinary Stu./03/2022.**

It is hereby inform to all concerned and that, on the recommendation of Ad-hoc Board/Board of Studies & Dean, Faculty of Interdisciplinary Studies the Hon'ble Vice Chancellor has accepted the Syllabus/Curriculum and Regulations of **Following under graduate level Courses of Choice Based Credit and Grading System under** the Faculty of Interdisciplinary Studies in his emergency powers Under section 12(7) of the Maharashtra Public Univerities Act, 2016 on behalf of The academic council as appended herewith.

Sr.No.	Name of the Courses & Curriculum	Semester
1.	B.A. Home Science	Ist to IInd
2.	B.A. Dramatics	Ist to VIth
3.	B.A. (Optional) Physical Eduction	Ist to IInd
4.	B.F.A. Drawing & Painting,	Ist to VIIIth
5.	B.F.A. Applied Art	Ist to VIIIth
6.	B.F.A. Textile Design	Ist to VIIIth
7.	B.S.W. (Bachelor of Social Work)	Ist to VIth
8.	B.A. Journalism & Mass Cummunication (B.A.JMC)	Ist to VIth
9.	B.A.Library & Information Science (B.A.Lib. & Inf.Sci.)	Ist to VIth


This is effective from the **Academic Year 2022-2023** and onwards.

These under graduate Syllabus/Curriculum with Structure & Regulation is also available on the University website [www.bamu.ac.in](http://www.bamu.ac.in)

All concerned are requested to note the contents of this circular and bring the notice to the students, teachers and staff for their information and necessary action.

University campus,  
Aurangabad-431 004.  
Ref. No. SU/B.A Syll./2022/3610-20  
Date: 15.07.2022

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**Deputy Registrar,  
Academic Section  
[Syllabus]**

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**Copy forwarded with compliments to :-**

- 1] **The Principals, affiliated concerned Colleges,  
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**
- 2] **The Director, University Network & Information Centre, UNIC, with a request to upload this Circular on University Website.**
- 3] **Copy to :-**  
The Director, Board of Examinations & Evaluation,
  - 1] **The Section Officer, [B.A. Unit] Examination Branch,**
  - 2] The Section Officer, [Eligibility Unit],
  - 3] **The Programmer [Computer Unit-1] Examinations,**
  - 4] **The Programmer [ Computer Unit-2] Examinations,**
  - 5] The In-charge, [E-Suvidha Kendra],
  - 6] The Public Relation Officer,
  - 7] The Record Keeper,
  - 8] Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

**D.R. BABASAHEB AMBEDKAR  
MARATHWADA UNIVERSITY,  
AURANGABAD.**



**Curriculum under Choice Based Credit &  
Grading System**

**B.A. Home Science,**

**First to Third Year**

**First to Six Semester  
[Ist to VIth ]**

**[ EFFECTIVE FROM 2022-2023 & PROGRESSIVELY]**

*Dr. Chetnar Sonkamble*  
Dr. CHETNAR SONKAMBLE  
Dean  
INTERDISCIPLINARY STUDIES  
Dr. Babasaheb Ambedkar Marathwada  
University, Aurangabad

**Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**

**Structure and Syllabus for**

**Degree of B.A. Regular Three Year (I<sup>st</sup> to VI<sup>th</sup> Semester) Course**

**Introduced from June 2022 onwards**

**(Subject to the Modification made from time to time)**

**1. Preamble :**

The undergraduate programme (B.A.) is three year regular programme in the faculty of Arts, Which aims to preparing the students of their Academic Development. Home Science is one of the subject among overall subject which is included in the syllabus of B.A. This syllabus is introduced by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The Board of Studies in Home Science decided to modify the existing syllabus to incorporate various modern aspects of Home Science.

Home Science (Family and Community Science) is an interdisciplinary field of studies comprising of Food and Nutrition Science, Clothing and Textile Science, Human Resource Management, Human Development, Extension Education and Communication. Each of this area is multi-disciplinary in nature dealing with the 'Art and Science of Living'. The individual, the family and the community are the Home Science. The security and development of the family is so much part of the social fabric of individuals and communities which are reflected in the curriculum of Home Science, with due focus on gender neutral, career perspectives and region specific urban as well as rural areas.

Home Science is a unique field of knowledge and its inter-disciplinary approach in synthesizing knowledge drawn from Physical, Biological, Social Science, Arts and Humanities, Technology and Management has enriched its educational programme which prepare an individual in improving the standard of living, quality of life of individuals and communities, which contributes significantly to the economic and over all development of the individual, family and nation to meet the challenges in the global context. This is achieved through a blend of academics, research training and extension as well as industrial applications. The 2 programme has considerable emphasis on integrated approach of combining theory and practical's and fieldwork. Competency based courses have sound market value and would lead to social and economic empowerment. Field placement would be incorporated to allow for the Integration of skills in the learning processes with transfer of knowledge from laboratory to classroom and from classroom to field.

The programme allows flexibility in the choice of thrust areas, which student are select, based on their career goals. It is envisaged that the current scenario at the regional and national level require trained professionals in areas such as clinical and therapeutic Nutrition, Extension Management, Natural Design and Construction, Child and Human Rights, Nutrition for health and Fitness, Fashion Design, Interior Decoration etc. The curriculum integrating several elective courses, besides the core, has been formulated to provide professionally competent manpower for Academic and Research activities.

**Goals:** To develop an integrated programme for life and career for students and enable them to develop entrepreneurial skills.

**Objectives:**

1. To enable the students to acquire the knowledge and skills required for holistic understanding of the field of Home Science discipline.
2. To enable the students to acquire the knowledge and competence to practice Home Science in relevant setting.

## **PROGRAMME DURATION: First to Six Semesters (Undergraduate Level)**

### **2. Applicability of the Grading System**

These guidelines shall apply to all undergraduate and postgraduate level degree, diploma and certificate programmes under the credit system awarded by the Central, State and deemed to be universities in India.

### **3. Definitions of Key Words:**

1. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
3. **Course:** Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
4. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
5. **Credit Point:** It is the product of grade point and number of credits for a course.
6. **Credit:** 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.
7. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
8. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
9. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
10. **Programme:** An educational programme leading to award of a Degree, diploma or certificate.
11. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
12. **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

### **4. Semester System and Choice Based Credit System**

The Indian Higher Education Institutions have been moving from the conventional annual system to semester system. Currently many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching-learning process and enables vertical and horizontal mobility in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an

interdisciplinary approach to learning, it is desirable that the HEIs move to CBCS and implement the grading system.

#### **5. Types of Courses:**

Courses in a programme may be of three kinds: Core, Elective and Foundation.

1. **Core Course:** - There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

2. **Elective Course:** - Elective course is a course which can be chosen from a pool of papers. It may be:

- Supportive to the discipline of study
- Providing an expanded scope
- Enabling an exposure to some other discipline/domain
- Nurturing student's proficiency/skill.

An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."

3. **Foundation Course:-**

The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.

#### **6. Examination and Assessment**

The HEIs are currently following various methods for examination and assessment suitable for the courses and programmes as approved by their respective statutory bodies. In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (sessional, mid-term, end-semester etc..) in a semester. Some of the HEIs convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system.

##### **6.1. Letter Grades and Grade Points:**

- i. Two methods -relative grading or absolute grading- have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.
- ii. The UGC recommends a 10-point grading system with the following letter grades as given below:

**Table 1: Grades and Grade Points**

<b>Letter Grade</b>	<b>Grade Point</b>
O (Outstanding)	<b>10</b>
A+(Excellent)	<b>9</b>
A(Very Good)	<b>8</b>
B+(Good)	<b>7</b>
B(Above Average)	<b>6</b>
C(Average)	<b>5</b>
P (Pass)	<b>4</b>
F(Fail)	<b>0</b>
Ab (Absent)	<b>0</b>

- iii. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
- iv. For non credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- v. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,
- vi. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

**6.2. Fairness in Assessment:**

Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes bounden duty of a University to ensure that it is carried out in fair manner. In this regard, UGC recommends the following system of checks and balances which would enable Universities effectively and fairly carry out the process of assessment and examination.

- i. In case of at least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. In such courses, the question papers will be set as well as assessed by external examiners.
- ii. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the university conducting examination.
- iii. In case of the assessment of project reports / thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.

### 7. Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the semesters taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

### 8. Illustration of Computation of SGPA and CGPA and Format for Transcripts

- i. Computation of SGPA and CGPA

*Illustration for SGPA*

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade)
Course 1	3	A	8	3 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus,  $\text{SGPA} = \frac{139}{20} = 6.95$

*Illustration for CGPA*

Semester 1	Semester 2	Semester 3	Semester 4
Credit : 20 SGPA:6.9	Credit : 22 SGPA:7.8	Credit : 25 SGPA: 5.6	Credit : 26 SGPA:6.0
Semester 5	Semester 6		
Credit : 26 SGPA:6.3	Credit : 25 SGPA: 8.0		

Thus,  $\text{CGPA} = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{139}$

**= 6.73**

- ii. Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.



**Duration of the Course:**

The Undergraduate programme shall be duration of three academic years. A candidate shall be allowed to keep term for subsequent semester irrespective of number of heads of failure in the semester.

Students shall be permitted to complete the programme requirements of the three year programme within a maximum period of five years from the date of admission to the programme.

The terms and vacations of the course shall be as prescribed by the University from time to time.

**Eligibility:**

Candidate seeking admission to the B.A. (Under Graduate) programme should have obtained at least 35% marks.

**Fees:**

The institution shall charge only such fees as prescribed by the affiliating body / University rules.

**Admission Procedure:-**

There shall be an admission committee constituted by the concern college and headed by the principal / HOD of the institution. The selection of the students for admission of home science course shall be on regular basis. The committee shall look after the overall selection and admission procedure right from the regulation to final admission by strictly following the government and university guidelines in this regard.

**STANDARD OF PASSING**

The U.G. Home Science degree in the Faculty of Interdisciplinary will be conferred on a candidate who has pursued a Regular course of study for Six semesters of two academic years as prescribed in the Scheme of examination.

**SCHEME OF EXAMINATION AND CLASSIFICATION OF SUCCESSFUL STUDENTS**

1. Six semester - end examinations will be held during the Three year under U.G. Regular course.
2. Each theory paper will be of 30 marks of which 20 marks will be for External practical examination and 20 marks will be for internal evaluation throughout the Semester, based on the attendance, performance and activity reports.
3. Minimum for pass in each paper/activity shall be 40% marks obtained in the External examination and internal evaluation separately and 50% in aggregate of six semesters put together.
4. Internal examination Includes: Test, assignment, seminar and /or any other evaluation technique.
5. The concerned teacher for each practicum component has to issue a certificate declaring the student has completed the practicum along with the Credit hours and submit it to the Head / Principal. Home Science Course have been completed by the student along with the Credit hours . The student shall be declared to have been Passed only after the student has passed all the Theory papers and Practicum.

The declaration of class shall be on the aggregate of the total marks of Six Semesters put-together as follows:

Table No. 1

CLASSIFICATION OF RESULTS

Aggregate of Total Marks	Letter Grade	Class
	of First to Six Semesters	
75-100	O	Distinction
65-74	A+	First Class
60-64	A	First Class
55-59	B+	Higher Second Class
50-54	B	Second Class/Pass Class
49 and less	F	Fail

**Working days and Attendance**

There shall be at least one hundred and eighty working days each year, exclusive of the period of admission and examination and inclusive of classroom transaction, practicum, field study. The institution shall work for a minimum of thirty six hours in a week (six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Course and Practicum and 90% for Field Attachment, subject to the general provisions existing in the University for condonation of attendance.

**Credits:** As shown in the structure of the course, Maximum Credits: 60 (Six Semesters put together) based on Marks Minimum Credits for PASS: 30 (Six semesters put- together) based on Marks

**Note:** Credit may be acquired in decimal points also.

**COB: -**

1. Home Science is a unique field of knowledge and its inter-disciplinary approach.
2. Home Science course programme synthesizing knowledge from Physical, Biological, Social Sciences, Technology and Management.
3. Home Science course programme prepare an individual in improving the standard of living.
4. Home Science course contributes significantly to economic and over all development of the individual, family and nation to meet challenges in the global context.
5. Home Science Course would be incorporated to allow for the integrate of skills in the learning process with transfer of knowledge from laboratory to classroom & from classroom to field.

**Advantages of the choice based credit system:**

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students).
- CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc.

- CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

**Disadvantages:**

- Difficult to estimate the exact marks
- Workload of teachers may fluctuate
- Demand good infrastructure for dissemination of education

**CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

**Outline of Choice Based Credit System:**

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation / project.
  - 2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.  
P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
  - 3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

- **Introducing Research Component in Under-Graduate Courses**

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Implementation:**

1. The CBCS may be implemented in Central/State Universities subject to the condition that all the stakeholders agree to common minimum syllabi of the core papers and at least follow common minimum curriculum as fixed by the UGC. The allowed deviation from the syllabi being 20 % at the maximum.
2. The universities may be allowed to finally design their own syllabi for the core and elective papers subject to point no. 1. UGC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the facilities available.
3. Number of Core papers for all Universities has to be same for both UG Honors as well as UG Program.
4. Credit score earned by a student for any elective paper has to be included in the student's overall score tally irrespective of whether the paper is offered by the parent university (degree awarding university/institute) or not.
5. For the introduction of AE Courses, they may be divided into two categories:
  - a) AE Compulsory Courses: The universities participating in CBCS system may have common curriculum for these papers. There may be one paper each in the 1<sup>st</sup> two semesters viz. (i) English/MIL Communication, (ii) Environmental Science.
  - b) Skill Enhancement Courses: The universities may decide the papers they may want to offer from a common pool of papers decided by UGC or the universities may choose such papers themselves in addition to the list suggested by UGC. The universities may offer one paper per semester for these courses.
6. The university/Institute may plan the number of seats per elective paper as per the facility and infrastructure available.
7. An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), minimum 2 Skill Enhancement Courses (SEC) and 4 papers each from a list of Discipline Specific Elective and Generic Elective papers respectively.
8. An undergraduate Program degree in Science disciplines may be awarded if a student completes 4 core papers each in three disciplines of choice, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC) and 2 papers each from a list of Discipline Specific Elective papers based on three disciplines of choice selected above, respectively.
9. An Undergraduate program degree in Humanities/ Social Sciences/ Commerce may be awarded if a student completes 4 core papers each in two disciplines of choice, 2 core papers each in English and MIL respectively, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC), 2 papers each from a list of Discipline Specific Elective papers based on the two disciplines of choice selected above, respectively, and two papers from the list of Generic Electives papers.
10. The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the details given in A, B, C, D for B.Sc. Honours, B.A./B.Com. Honours, B.Sc. Program and B.A./B.Com. Program, respectively.
11. Wherever a University requires that an applicant for a particular M.A./M.Sc./Technical/Professional course should have studied a specific discipline at the

undergraduate level, it is suggested that obtaining 24 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the M.A./M.Sc./Technical/Professional course.

#### **Swayam courses: -**

Swayam (means self in sanskrit) is a acronym that stands for study webs of active – learning for young aspiring minds.

It is an Indian massive open online courses(MOOC) Swayam is a programme initiated by government of India and designed to achive the three cardinal principal of education policy vig, access, equity, and quality.

Swayam has been developed cooperatively by MHRD and AICTE with the help of Microsoft and is equipped for facilitating 2000 courses. The platform offers free access to everyone and hosts courses from class 9<sup>th</sup> to post graduation. It enables professors and faculty of centrally funded institute like Its, IIsers etc. to teach students. Government of India under digital India to give a coordinated stage and free entry to web courses, covering all advanced education, high school and skill sector courses. It was launched on 9<sup>th</sup> july 2017 by Ramnath Govind honorable president of India. Objective of swayam courses to take the best teaching learning resources to all including the most disadvantaged.

#### **Sayam courses in home science**

- House keeping management
- Management of family resourses
- Event management
- Awareness of financial management
- Awareness of family planning & well
- Creation of econtents for teaching
- Research and publication ethics
- Mental fitness
- Yoga for all
- Fitness and weight loss
- Gym training

### Structure Plan of B.A I,II Year CBCS Home Science Syllabus

Sem.	Paper No.	Name of the Paper	Credit	Theory	Practical hrs/w	External marks	Internal Marks	Total
<b>I &amp; II</b>								
	<b>I</b>	Introduction to Family resource Management	4	4	-	-	30	30
	<b>II</b>	Basic Nutrition	4	4	-	-	30	30
		Basic Nutrition <b>Practical</b>	2	-	3	20	20	40
	<b>III</b>	Extension Education	4	4	-	-	30	30
	<b>IV</b>	Food & Nutrition	2	-	3	20	20	40
Food & Nutrition <b>Practical</b>		4	4	-	-	30	30	
<b>B,A II nd Year</b>								
<b>III rd &amp; IVth</b>	<b>V</b>	Human Development (School going to Adolscent)	4	4	-	-	30	30
	<b>VI</b>	Fundamentals of Textile & Clothing	4	4	-	-	30	30
		Textile & Clothing <b>Practical</b>	2	-	3	20	20	40
	<b>VII</b>	Human Development Adulthood to Old age	4	4	-	-	30	30
	<b>VIII</b>	Textile & Clothing	4	4	-	-	30	30
		Textile & Clothing <b>Practical</b>	2	-	3	20	20	40

### Structure Plan of B.A.T.Y. CBCS Home Science Syllabus

Sem.	Paper No.	Name of the Paper	Credit	Theory	Practical hrs/w	External marks	Internal Marks	Total	
V	<b>Core</b>								
	XIII	Marriage & Family Dynamic	4	4	-	-		30	
	XIV	Housing & Interior Decoration	4	4	-			30	
	Pract.	Housing & Interior Decoration	2	-	3	20	20	40	
	XV	Fundamentals of Food Science & Nutrition	4	4	-	-	-	30	
	SEC	Home Based Catering	4	4	-	-	-	30	
		Home Based Catering Or	2	-	3	20	20	40	
	SEC	Nutrition & Fitness	4	4	-	-	-	30	
	Pract.	Nutrition & Fitness Or	2	-	3	20	20	40	
	SEC	Food Processing & Application	4	4	-	-	-	30	
	Pract.	Food Processing & Application	2	-	3	20	20	40	
	<b>Main</b>								
	XVI	Project	4	4	-	-	-	30	
	XVII	Nutritional Management in Health & Disease	4	4	-	-	-	30	
Pract.	Nutritional Management in Health & Disease	2	-	3	20	20	40		
DSE	Public Nutrition & Dietetics	4	4	-	-	-	30		
VI	<b>Core</b>								
	XVIII	Family Dynamic	4	4	-	-	-	30	
	XIX	Fundamental of Art & Design	4	4	-	-	-	30	
	Pract.	Fundamental of Art & Design	2	-	3	20	20	40	
	XX	NGO Management & CSR	4	4	-	-	-	30	
	SEC	Diet Therapy	4	4	-	-	-	30	
	Pract.	Diet Therapy Or	2	-	3	20	20	40	
SEC	Computer Application in Fashion Designing	4	4	-	-	-	30		
VI	Pract.	Computer Application in Fashion Designing Or	2	-	3	20	20	40	
	SEC	Food Equipment & Packaging	4	4	-	-	-	30	
	Pract.	Food Equipment & Packaging	2	-	3	20	20	40	
	<b>Main</b>								
	XXI	Project	4	4	-	-	-	30	
	XXII	Communication Process in Home Science	4	4	-	-	-	30	
	Pract.	Communication Process in Home Science	2	-	3	20	20	40	
DSE	Entrepreneurship Development	4	4	-	-	-	30		
		<b>Total</b>	120	72	33	200	200	500	

SEC – Skill Enhancement Course

DSE – Discipline Specific Elective

**DR. BABASAHEB AMBEDKAR MARATHWAD UNIVESITY, AURANGABAD**

<b>Name of the Course</b>	:	B.A. 1 <sup>st</sup> year Home Science
<b>Semester</b>	:	1 <sup>st</sup>
<b>Paper No. and Title</b>	:	I-Introduction to Family Resource Management
<b>Total Marks</b>	:	30
<b>Work Load per week</b>	:	4 Periods (50 min/Lect.)

**Objectives**

- 1) To introduce the Student to the field of Home management.
- 2) To acquire knowledge about the family Resource management.
- 3) To develop the ability to improve their work within less time and fatigue.
- 4) To Understand the ability how to make house hold budget to each income group.

**Out Come:-**

1. Student can solve the problems to new situation applying acquired knowledge facts techniques.
2. A Compile information together in addition way by canbining elements in a new pattern or proposing alternative solutions.
3. Students can apply knowledge about searing & investments in various areas.

**Unit I: Home management and family resource management. Credit 1.5**

- a) Introduction, definition, Concept & significance of Home management (2Hrs)
- b) Obstacles in improvement of Home management (2Hrs)
- c) Process of Family Resource Management-Planning Controlling and evaluation. (9Hrs)
- d) Scopes and Significance of F.R.M. classification of family Resources Management (5 Hrs)
- e) Characteristics of family Resources Management (2 Hrs)
- f) Factors affecting family Resources Management (2 Hrs)

**Unit II: Family income and saving and Investment Credit 1.0**

**A) Family income**

- a) Concept of family income (2Hrs)
- b) Types of income (4 Hrs)
- c) Sources of Family income (2Hrs)
- d) Family Budget-meaning, importance, steps & factors affecting family Budget. (2Hrs)

**B) Saving and investment**

- a) Saving-Concept, definition, importance, types, new trends of saving. (3 Hrs)
- b) Investment – concept, types, importance, Guidelines for investment. (2 Hrs)



**Unit III : Factors motivating management****Credit 1.0**

- a) Values – Meaning of Definition, Sources, Importance
- b) Goals – Meaning, Definition & types
- c) Standards – Meanings, Definition, Classification Types
- d) Decision making – Meaning, importance, types, Steps

**(3 Hrs)****(3 Hrs)****(3 Hrs)****(6 Hrs)****Unit IV : Work simplification****Credit 0.5**

- a) Meaning, Definition & importance
- b) Mundel's law of changes
- c) Fatigue and avoidance of fatigue

**(2 Hrs)****(3 Hrs)****(2 Hrs)****Transactional Mode-**

Lecture-cum-Discussion, seminars, Assignments & group Discussions.

**Essential Reading**

- 1) Tami J. Moore, Sylvain Asay (2017) Family Resource, Management, SAGE Publications.
- 2) P. Seetharaman & Sonia Batra, An Introduction to Family Resource Management.
- 3) Jayshree Mehta (2014), Text Book of Family Resource Management, Publisher, Agrotech.

**References / Books Recommended**

- 1) Home management in Indian Families, Mann M. K., Kalyani Publisher, Ludhiana.
- 2) Home management, M.A. Varghise, N.N. Ojha, New Age International (P) Limited, Publisher New Delhi
- 3) Home management (A text book of Home Science), Arya Publisher, House, Karol Bagh, Delhi.
- 4) Adhunik Ghruvashtapan, Dr. Vairagade, Pro. Lathkar, Pro. Mulem Vidhya Books Publishers, Aurgangabad.
- 5) Kautumbik Sansadhane Vyavashtapan ani Ghruvashtapan, Triveni Farkade, Sulbha Gonge, Pimpalpure And Company Publisher, Nagpur.
- 6) Ghruvashtapan – Sumati Kukade, Madhuri Ratnaparkhi, Geeta Sundresh, Nilkant Books, Pune
- 7) Ghruvashtapan- Manju Patni
- 8) Kautumbik Sadhan Sanmbhdhiche Vyavashtapan Ani Ghruvashtapan, Dr. Meena Kalele, Pimpalpure Publisher, Nagpur.
- 9) Ghruvashtapan Avam Antarik Sajja – Dr. Gokula Bhalerao, Satyam Publishers, Shashtrinagar, Jaipur.
- 10) Pragat Ghruvashtapan- Asha Nimkar Sahitya Prakashankendra, Nagpur.

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD**

Name of the Course : **B.A. I Home Science**

Semester : **I**

Paper No. & Title : **II Basic Nutrition**

Credit : **04**

Total Marks : **30**

Work load per week : **4 lect. / week**

**Objectives**

Students will acquire knowledge in the following fields

- 1) Role of food and functions of nutrient.
- 2) Different sources and deficiencies of nutrients
- 3) Students can improve the nutritional quality of food and nutrition

**Out Come:**

1. Student can understand & acquired knowledge about the food & nutrition.
2. Student can plan varies recipes in day to day life.
3. Student can solve the problem of new symptoms of any disease by applying & improving the nutritional quality of food & nutrition.

**UnitI. Foods**

**Credit=1.0**

A-Interrelationship of Foods, Nutrition ,Health &Hygiene

**(5 Hrs)**

B. Concept & basic definitions of the following

i) Diet, Balanced Diet,Optimal diet, deficient diet,Soft diet, nutrients,RDA

**(2 Hrs)**

ii) Malnutrition,Under nutrition,Over nutrition, Nutritional status, BMI

**(2 Hrs)**

iii ) Full forms and definitions of the following FSSAI, WHO , ICMR, NIN,CFTRI , FAO , UNICEF,HFSS, Junk Foods

**(2Hrs)**

C) Functions of Food - physiological, psychological, cultural, social

**(2Hrs)**

D) Classification of food groups by different Methods

**(1Hrs)**

E) Food Pyramid.

**(1Hrs)**

**UnitII. Nutrients in Food:**

**Credit=1.0**

A).Classification of Macronutrients-

- i) Carbohydrates - Classification, Sources, functions, daily Requirements, deficiencies (5 Hrs)
- ii) Proteins- Classification, Sources, functions, daily Requirements, deficiencies (5 Hrs)
- iii) Fats-Classification, Sources, functions, daily Requirements, deficiencies (5Hrs)

**UnitIII Micro Nutrients:**

**Credit=1.0**

**Vitamins and Minerals**

**A) Classification of Vitamins-**

**(1Hrs)**

**i) Fat soluble vitamins-A, D, E , K-**

**(4Hrs)**

Functions, sources, daily requirements, deficiency diseases (Toxicity if applicable)

- ii ) Water soluble vitamins- B1,B2, B3, B6, B12, Folic acid and Vitamin C-Functions, sources, daily requirements, deficiency diseases (4 Hrs)

**B) Minerals**

- i) Macro minerals, Calcium and Phosphorus, Sources, functions, daily requirement, deficiency diseases- (3 Hrs)

- ii) Micro minerals-Iron and Iodine, Magnesium, Sources, functions, daily requirement, deficiency diseases (2 Hrs)

**UnitIV. Water:**

**Credit=0.5**

- i)Importance, Sources ,functions ,daily requirement, deficiency, toxicity (2 Hrs)

- ii) Fiber- Sources, functions, daily requirements (2 Hrs)

- iii) Medicinal properties of food namely-Termeric,Ginger,Fenugreek seeds,Flex seeds( jawas) (3 Hrs)

**UnitV Methods of cooking:**

**Credit=0.5**

- i) Methods of cooking & its nutritional significance. (2 Hrs)

- ii) Loss of nutrients during food preparation and processing (1 Hrs)

- iii) Conserving and enhancing nutritive value of food (2 Hrs)

- iv ) Food preservation methods.( physical and chemical) (2 Hrs)

**Transactional Mode-**

Lecture-cum-Discussion, seminars, Assignments & group Discussions.

**Essential Reading**

- 1) S. R. Mudambi, M.V. Rajgopal (2007) Fundamentals of Foods, Nutrition and Diet Theory, New age International Publishers, Ranchi.

- 2) A.K. Obidul Huq (2012) Human Nutrition and Applied Dietetics, Nutrition Information Cell.
- 3) Basic Nutrition (Pdf),2012]
- 4) Alan Tikchenal, Marie Kainoa(2020), Human Nutrition, Publisher University of Hawaii

**REFERENCES:**

- 1 Mudambi, S.R. andRajgopal, M.V. (2012), *Fundamentals of Foods and Nutrition* New Age International Pvt. Ltd.
- 2 Food Science 1<sup>st</sup> Edition (2012) Sheth Publications. Maharashtra State Board of Secondary and Higher Secondary education Pune.
- 3 Roday S. (2012) *Food Science and Nutrition* (2<sup>nd</sup> Ed.) Oxford University Press.
- 4 Joshi S. (2009) *Nutrition and Dietetics*Mcgraw Hill Higher Education
- 5 Robinson, and Lawler (1990) *Normal and Therapeutic Nutrition* (17<sup>th</sup>Edn) Macmillan Pub. Co.
- 6 GuthrieHelen (1986) ntroductory Nutrition, Mosby College Publishing. Times Mirror
- 7 Wardlaw G.M (1997) *Contemporary Nutrition, Issues and Insights*, 3<sup>rd</sup> Edition  
Tata McGrawHill Inc. Boston.
- 8 Guthrie H. A. and Frances M. (1994) *Human Nutrition* WilliamC Brown Pub.
- 9 Poshan and Ahar by sau. Shobha waghmare , vidya books, pimpalpure Prakashan.
- 10 Annashashtra by Indira Khadase, Fadake prakashan Nagpur.

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVESITY,  
AURANGABAD**

Name of the Course : **B.A. I Home Science**  
 Semester : **I**  
 Paper No. & Title : **III Practical (Basic Nutrition)**  
 Credit : **04**  
 Total Marks : **20+20=40**  
 Work load per week : **3 lect. / week**

**Unit I:** Weights & Measures of raw and cooked foods **Credit= 0.5 (7Hrs)**

**Unit II:** Basics of Cookery –Laboratory rules **Credit= 0.5**

- Preparation of kitchen area (4Hrs)
- Kitchen equipment, use & care (4Hrs)

**Unit III:** Plan & Prepare Recipes for one serving each from high, medium and low income groups for the following nutrients. **Credit= 2.0**

- Energy- high and low (4Hrs)
- Proteins (5Hrs)
- Vitamin C (4Hrs)
- Vitamin A (4Hrs)
- Vitamin– B,B2,B3 (5Hrs)
- Calcium (4Hrs)
- Iron (4Hrs)

**Unit IV:** Preparation of types of salads (Any Two)' **Credit= 1.0**

- Vegetables (5Hrs)
- Fruits (5Hrs)
- Sprouts (5Hrs)

**Scheme of Marking for examination Total: 40 Marks**

Scheme of Marking for practical exam

Que.No.	Details	Distribution of Marks	Total Marks(100)
1	plan & preparation for nutrient rich recipes for three economic groups	10	10
	Write up –Any four functions & sources of specific nutrient	10	10
3	Sessional activities	10	10
5	Record Book	10	10
	Total		40

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVESITY,  
AURANGABAD**

<b>Name of the Course</b>	: B.A. 1st year
<b>Semester</b>	:II <sup>nd</sup>
<b>Paper no. and title</b>	:III Extension Education
<b>Total marks</b>	: 30
<b>Work load per week</b>	:4 Period (50 min Lecture)

**Objective:**

- 1) To understand the meaning, importance and need of home science extension education
- 2)To develop awareness about extension learning.
- 3)To understand the process of communication in development work
- 4) To understand importance of rural society and social problem.

**Out Come:-**

1. Students can understand meaning importance and need of extension education.
2. To apply the principals of management to the extension education
3. To realize the problems of the community and the scientific intervention.

**Unit-I Extension Education**

**Credit: 1.0**

a) Education - Definition of Education, concept of education, Types of education, difference between Formal and Non Formal education. **(7 Hrs)**

b) Extension education: Definition on extension education, origin of extension education, scope, objectives, fields. Principles and essential links in the chain of rural development. **(8 Hrs)**

**Unit-II Home Science Extension**

**Credit:0.5**

a) Meaning of Home Science, Philosophy and objectives of home science, scope, and fields of home science, role of home Science Extension in rural and urban areas. **(4 Hrs)**

b) Role of extension workers, Meaning and role of extension workers in the field of development, essential qualities needed by extension worker. **(3Hrs)**

**Unit-III- Extension Methods**

**Credit: 0.5**

a) Individual methods-Home visit, Personal Letter and telephone Call. **(3Hrs)**

b) Group Contact Methods-Demonstrations, Field trips, group discussions. **(3Hrs)**

- c) Mass Contact methods-Exhibition, Campaign, Television, Mobile. (Their benefits, limitations and losses) **(2 Hrs)**

**Unit-IV Community Development and Community Organization**

**Credit: 1.0**

- a) Community development concept, importance, principles and objective of community development. **(7 Hrs)**
- b) Community organization concept, Objective and role of government schemas IRDP, ICDS, Role of NGO and role of universities. **(8Hrs)**

**Unit –V Rural Society and Rural Problems**

**Credit: 1.0**

- a) Meaning of rural society, importance of rural society, rural society group. **(6Hrs)**
- b) Rural Problems-Meaning of rural society, Importance of rural problems, over population, poverty, caste **(6Hrs)**
- c) extension, poor health problems unemployment, sanitation. **(3 Hrs)**

**Sectional Activities: (Any 2)**

- 1) Preparation of extension bulletin on any home science fields.
- 2) Preparation and presentation of chart on any home science field..
- 4) Poster presentation on rural problems.

**Transactional Mode-**

Lecture-cum-Discussion, seminars, Assignments & group Discussions.

**Essential Reading**

- 1) Serene Shekhar, Santosh Ahlwat(2013), Textbook of Home Science Extension Education, Astral International Pvt. Ltd, New Delhi.
- 2) Sandhya Rani Mohanty(2017), Home Science Extension Education and Rural Development.
- 3) Pramila Varma, Kanti Pande,(2008), Gruhavidyan Prasar Shiksha Bihar Hindi Granth Academy.

**REFERENCE:**

- 1)Chandra A. Shah &Joshi U-Fundamentals of Teaching Home Science,sterling Publishing New Delhi.1989
- 2)Supe S.V.: An introduction of extension education: Oxford and IBH Publishing Co.1999.
- 3)Devdas, R. P. Methods of Teaching Home Science: National Council of Educational Research and training, New Delhi,1978
- 4)Singh K.-Rural Sociology Peakashan Kendra, Lucknow\_1985
- 5) Rathore O.S. Dhakar, S.D. Chauhan, M.S.Ohia S.V.:Handbook of Extension Education agro tech Publishing Academy, Udaipur,1999
- 6) Reddy A.A.: Extension Education, Shri Laxmi: Press 1971
- 7) Directorate of Extension, Extension Education in Community Development Group of India: 1968
- 8) Devdas R. P Nutrition and National Development Saradalaya Press 1980
- 9) Thimmainah G. (Ed.) – Studies in Rural Dev, Chugh Publishing, 1979
- 10) Ganguli, B. N. (ed.) Social Dev, New Delhi, Sterling Publishers, 1977
- 11) Kapur Pramila: The Changing roles & Status of Women: The Indian Family in the change and challenges of the seventies. Sterling Publisher, New Delhi – 1972
- 12) Pandav G. N. Complete Guide to successful Entrepreneurship

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,  
AURANGABAD**

Name of the Course	: B.A. I year
Semester	: II
Paper No. & Title	: IV Food & Nutrition
Credit	: 04
Total Marks	: 30
Work Load per Week	: 04 (50 minutes/Lecture)

**Objectives**

1. To gain acquaintance with human gastrointestinal track,
2. To understand the concept of meal planning,
3. To aware of the effect of food poisoning and food adulteration, and
4. To gain knowledge about the nutrient need for various age groups.

**Out Come: -**

1. Students can demonstrate & aware of food prizing & food adulteration.
2. They can gain knowledge about the needed various age group.
3. Students can experiment with various measurement of energy by various methods.

<b>Unit I: Digestion of Food</b>	<b>Credit=0.5</b>
Digestive system with illustration	<b>(5Hrs)</b>
Digestion of Carbohydrates , proteins and fat	<b>(2 Hrs)</b>
<b>Unit II: Energy:</b>	<b>Credit=1.0</b>
a. Definition and factors affecting energy requirement	<b>(3 Hrs)</b>
b. Measurement of Energy by direct method (Bomb Calorimeter) & indirect method (Benedict Roth)	<b>(5Hrs)</b>
c. Food Habits : definition & Factor affecting on it.	<b>(7 Hrs)</b>
<b>Unit III Meal Planning:</b>	<b>Credit=2.0</b>
a. Importance, factors affecting & principles of meal planning,	<b>(5 Hrs)</b>
b. Meal Planning for : Pregnant women, Lactating Mothers	<b>(5 Hrs)</b>
c. Baby Food, d. Preschool Children, e. School going Children, Adolescent, age.	<b>(20 Hrs)</b>
<b>Unit IV:Food Adulteration</b>	<b>Credit =0.5</b>
1. Causes and types of adulteration	<b>(2 Hrs)</b>
2. Precautionary measures	<b>(3 Hrs)</b>
3. How to detect adulteration in : a. Semolina, b. Groundnut, c. Tea, d. Coffee, e. Saffron.	<b>(2 Hrs)</b>



**Transactional Mode-**

Lecture-cum-Discussion, seminars, Assignments & group Discussions.

**Essential Reading**

- 1) Margaret Smith, Dion Morton(2010), The Digestive System.
- 2) Maureen Zimmerman & Beth Snow,(2012) An Introduction to Nutrition.
- 3) A.K. Obidul Hug(2012), Human Nutrition and Applied Dietetics, Nutrition information cell.

**REFERENCES:**

1. Mudambi, S.R., Rajgopal, M.V.(2012), Fundamentals of Foods and Nutrition, New Age International Pvt. Ltd.
2. Food Science (2012), Maharashtra State Board of Secondary and Higher Secondary education Pune, 1<sup>st</sup> Edition, Sheth Publications.
3. Roday Sunetra, (2012), Food Science and Nutrition, 2<sup>nd</sup> Edition, Oxford University Press.
4. Joshi, Shubhangini (2009), Nutrition and Dietetics , Mcgraw Hill Higher Education.
5. Srilaksmi, B.(2011): Dietetics, 6<sup>th</sup> Edition,New Age International Pvt Ltd Publisher Pvt Ltd Publisher

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVESITY,  
AURANGABAD**

**Name of the Course** : B.A. 1st year  
**Semester** : II<sup>nd</sup>  
**Paper no. and title** : Practical (Food and Nutrition)  
**Total marks** : 20+20=40  
**Work load per week** : 3 Period (50 min Lecture)

**Objectives:**

The course would enable the students to:

1. Apply principles of diet therapy in planning and preparing foods for specific health conditions.
2. Plan foods for specific health conditions keeping in mind cost, availability and other factors.

**Unit I** Planning and preparation of diets for following age groups at three income level to specific nutritional requirement **Credit=1.5**

A.Pregnancy, b. Lactation, c. Baby food, d. Preschool, e. School going, f. Adolescents, g. Adult, h. Old age.- (Each age group contain) **(3 Hrs)**

**Unit II** Salad decoration:(8 Types) **Credit=1.5**

(Each age group contain) **(3Hrs)**

**Unit III** Food adulteration :(4 Types Food Adulteration ) **Credit=0.5**  
Identify adulterants used in the various food **(2Hrs)**

**Unit IV** Survey regarding junk/fast food. (3 Type) **Credit= 0.5**  
Report writing **(2Hrs)**

**Scheme of Marking for examination Total: 40 Marks**

Scheme of Marking

Que. No.	Details	Distribution of Marks	Total Marks(40)
1	plan & preparation of diet for different age group	10	10
2	Write up	10	10
3	Salad Decoration	10	10
4	Record Book	20	10
	Total		40

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,  
AURANGABAD**

**Name of the Course** : B.A. 1st year  
**Semester** : II<sup>nd</sup>  
**Paper no. and title** : **Practical (Food and Nutrition)**  
**Total marks** : 20+20=40  
**Work load per week** : 3 Period (50 min Lecture)

**Objectives:**

The course would enable the students to:

1. Apply principles of diet therapy in planning and preparing foods for specific health conditions.
2. Plan foods for specific health conditions keeping in mind cost, availability and other factors.

**Unit I** Planning and preparation of diets for following age groups at three income level to specific nutritional requirement **Credit=1.5**

A.Pregnancy, b. Lactation, c. Baby food, d. Preschool, e. School going, f. Adolescents, g. Adult, h. Old age.- (Each age group contain) **(3 Hrs)**

**Unit II** Salad decoration:(8 Types) **Credit=1.5**

(Each age group contain) **(3Hrs)**

**Unit III** Food adulteration :(4 Types Food Adulteration ) **Credit=0.5**  
Identify adulterants used in the various food **(2Hrs)**

**Unit IV** Survey regarding junk/fast food. (3 Type) **Credit= 0.5**  
Report writing **(2Hrs)**

**Scheme of Marking for examination Total: 40 Marks**

Scheme of Marking

Que. No.	Details	Distribution of Marks	Total Marks(40)
1	plan & preparation of diet for different age group	10	10
2	Write up	10	10
3	Salad Decoration	10	10
4	Record Book	20	10
	Total		40

*Dec 25/12/2020*

*Muzhat*  
Chairman in Home Sec