

**Sant Gadge Baba Amravati University, Amravati**  
**Syllabus Prescribed under CBCS for UG Program**  
**Session: 2023-24**  
**Faculty of Humanities**

**B.A. Part 2. Home Economics Syllabus -Semester - III**

<b>No.</b>	<b>Code No</b>	<b>Name of the Subject</b>
1.	1113	Food Science and Nutrition
2.	1116	Early Childhood Care and Education
3.	1118	Food Technology
4.	1119	Apparel and Textile Designing

**Sant Gadge Baba Amravati University, Amravati.**  
**Syllabus Prescribed under Choice based Credit System for UG program**  
**Session: 2023-24**

**Part A**  
**Faculty of Humanities**  
**Program- BA (Home Economics)**

**PSOs**

**Upon successfully completion of this Specific Course of BA program, students would be able to-**

PSO1: Understand the Elements and benefits of foods.

PSO2: Identify the principles of growth and development and its determinants.

PSO3: Identify what foods are good sources for what nutrients.

PSO4: Describe the classification of food, cooking methods and media of cooking, processing, and Storage of foods.

PSO5: Observe and learn report writing skill and provide recommendation for child care institutes.

**Employability potential of the specific courses in BA program**

Food and Nutrition is a branch of Home-Economics which deals with the study of detailed perspective on the science of nutrition along with a focus on health, wellness, and the environment. The subjects that are studied in the course include food classification, public health and nutrition, maternal health and nutrition, family meal planning, dietetics, etc. Employability potential of the program here is a growing number of job opportunities in the field of nutrition and dietetics, both in the public and private sector. In the private sector, works in the health clinics, wellness centers, and food and nutrition-related industries. India is the world's second largest producer of fruits & vegetables. In spite of a large production base, the level of processing is low (less than 10%). Approximately 2% of fruits and vegetables, 8% marine, 35% milk, 6% poultry are processed.

Employment/volunteering in the field, while student has a useful and often critical way to learn about the profession as well as build skills needed for employment and self-employment, which could potentially lead to strong letters of reference, connections related to supervised practice opportunities, and employment. Having several different employment/volunteer experiences over the course of your academic program will enhance your preparation. Exploring the market for part-time employment will also expand students' knowledge of and connections to the field of nutrition. This is essential both for those completing a degree in Nutrition and seeking any nutrition-related employment and for those also planning to complete a post- practice program to become a Registered as Dietitian Nutritionist. Students of undergraduate, seek out several opportunities that will broaden their experiences through class nutrition practical and further their networking household, small scale market system. India's food processing sector ranks fifth in the world in exports, production and consumption. There are a wide variety of opportunities available for individuals who are interested in pursuing a food industry, food enterprises, cafeteria services and also a career in area of Nutrition to seek opportunities that will enhance the following qualities among students through the course:

- Required food handling skills and oral communications skills

- Strong and healthy food stall management skills.
- Perspective of people, organizations and scientific information about food and nutrition.
- Ability to work collaboratively as part of a team as well as individually by doing well theory and practical curriculum.

Graduates with a degree in Home Economics, no matter which track they follow, find employment in a variety of positions of graduates continues to be high and is most often affected by the ability to relocate. Students having strongly encouraged to begin early in their academic preparation determining their areas of interest, setting job goals, and developing a plan that includes exploration of opportunities, development of a resume and letters of application, and establishing contacts that will assist them in job placement in private food and home industries assistance through the Career and Internship Services.

**A graduate of a BA with Home Economics subject having a number of areas of job opportunities such as:**

- Meal /Diet planning
- Food Services and Marketing
- Culinary fields
- Food Service Directors.
- Hospitals, long-term care taker
- Health and Wellness.
- Food production and food safety system
- Food Business management including marketing, accounting and human resource management.

**Potential employment areas or jobs for Nutrition Studies graduates are-**

- Nutrition Communications/Communicators,
- Stall management and Marketing Market Research,
- Test Kitchens and Culinary Science,
- Quality assurance manager
- Chef and Development of Nutritive products
- Food Service Sales and
- Food Labeling, Food Packing, Food Systems, etc.
- Community Nutrition Guide and Nutrition Education
- Public Health Services
- Food Safety and Food Inspector
- Dietary Guide and counsellor
- Sustainable Nutrition/Food Systems
- Health and Wellness area.
- Hospitals and Sports nutrition supervisor.
- Dietetics jobs include Clinical Nutritionist/Dietitian, Food Service Manager, Health and Wellness Coach, Nutrition Educator and Food Technologist with doing specific courses regarding to Students may choose to pursue a career in any of the options above or Business/Entrepreneurial/Management perspective.



## **Employment and Self-Employment opportunities among the Course UG B.A. Early Childhood Care and Education**

- Become a Pre-school teacher.
- Become a Director of a Childcare Center
- Providing Care in Homes
- Child care Centers, Day care Centers
- Crèches, Parent guidance and Counseling Centers
- Remedies on Behavioral Problems
- Specialist in Family Support, Child care professional, Child development consultant, etc.

## **Employability potential and carriers in Food Technology**

- Pastry Chef or Patisserie:
- Bakers:
- Food Service Managers:
- Cake Decorator:
- Bakery Technologist:
- Bakery Sanitation Manager:

There are many employment opportunities in **Apparel & Textile Designing curricula** as analyst to creation of design and its implementation on apparel. Textile mills, export houses, Carpet industry, drapery, printing and dyeing, media houses, leather companies and teaching jobs are various prospects where students can create career in. The possibilities in the textile market are diverse ranging from designing to production, thus entailing myriad self-employment prospects, such as-

- Entrepreneurs
- Colorists
- Freelance Designers
- Garment designers
- Fabric analyst
- Furnishing designer
- Home Apparel maker and designer
- Printing and dyeing consultant.

**Part-B**  
**Syllabus prescribed under Choice Based Credit System for UG program**  
**Session: 2023-24**  
**Faculty: Humanities**  
**Program- B.A. - Course/ Subject : HOME ECONOMICS**  
**Food Science & Nutrition**  
**Semester-III**

Code of the Course/ Subject	Title of the Course/ Subject	Total number of Periods
1113	<b>FOOD SCIENCE &amp; NUTRITION</b> <b>Theory</b>	<b>75 periods</b> <b>60 (The)+15 (SEM)=75</b>

**Objectives:**

- To understand the basic concepts of Nutrition.
- To develop abilities to plan diets for various developmental stages.
- To inspire the students for entrepreneurial skill.
- To acquaint the required abilities for culinary fields.

**COs**

**After successfully completion of course student should be able to-**

CO1: Comprehend the basic concepts of food nutrition.

CO2: Describe food groups and food functions.

CO3: Understand how calculate nutritive value and cost value of prepared food dishes.

CO4: Formulate diet plans for various developmental stages.

CO5. Manage a stall or household enterprise/ business.

Unit	Content	Total 60 periods
<b>Unit I</b> <b>Introduction of Food and Nutrition</b>	1.1 Introduction of Food and Nutrition. 1.2 Definitions: Food, Nutrition, Nutrients, Nutritional Status, Malnutrition and Health. 1.3 Functions of foods: Physical, Psychological and Socio-Cultural. 1.4 Nutrition Education: Importance, Objectives and Methods.	<b>(12 periods)</b>
<b>Unit II</b> <b>Energy giving nutrients</b>	2.1 Carbohydrates- Classification, Sources, Functions, Requirement and Symptoms due to excess consumption. 2.2 Cereals- Types and nutritive value 2.3 Fats -Classification, Sources, Functions, Requirement and Symptoms due to excess consumption 2.4 Oil and Oilseeds- Types and Nutritive value.	<b>(12 periods)</b>
<b>Unit III</b> <b>Body building nutrient</b>	3.1 Protein- Classification, Sources, Functions, Requirement and Deficiency symptoms 3.2 Pulses and legumes- Types and Nutritive value. 3.3 Eggs- Structure and Nutritive value. 3.4 Milk Meat, fish – Types and Nutritive value	<b>(12 periods)</b>
<b>Unit IV</b> <b>Protecting and Regulating nutrients</b>	4.1. Vitamin- A,B,C,D,E,K- Sources, Functions and Deficiency symptoms 4.2. Minerals- Calcium, Phosphorus, Sodium chloride, Iron and Iodine Sources, Functions, Requirement and Deficiency symptoms. 4.3. Vegetables and fruits- Importance, Types and Nutritive value. 4.4. Water- Sources, Functions, Requirement and Deficiency symptoms.	<b>(12 Periods)</b>

<b>Unit V Diet planning</b>	<b>(12 periods)</b>
	5.1 Balanced Diet-Meaning and importance. 5.2 Factors affecting on balanced diet 5.3 Principles of meal planning 5.4 Balanced diet for Childhood, Adolescence, Pregnant and Lactating mother.

<b>SEM (Module)</b>		<b>Total 15 periods</b>						
<b>Meal /Diet Planning</b>								
<b>( For developmental stages at Normal and specific Physical State)</b>								
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To formulate diet plan for different developmental stages.</li> <li>• To choose nutritive foods while preparing Diet plans.</li> <li>• To know nutritive value of diet plan. Given by ICMR.</li> </ul> <b>COs.</b> After successfully completion of module course students should be able to –  CO1: Formulate diet plan for different developmental stages. CO2: Select nutritive foods while preparing Diet plans. CO3: Calculate Nutritive value of diet plan.								
<b>Activities</b>	1. Formulation draft of diet plan for preschool stage, School age. Adolescent stage, Adult Stage and old stage- record book.	5 Periods						
	2. Formulation draft of diet plan for pregnant woman and Lactating woman	5 periods						
	3. Participation in diet plan competition	5 Periods						
	<b>Assessment-</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right;"><b>Total: 20 Mark</b></td> </tr> <tr> <td>1. Record book: Diet plan for different developmental stages.</td> <td style="text-align: right;">10 marks</td> </tr> <tr> <td>2. Participation in diet plan competition or Oral Presentation</td> <td style="text-align: right;">10 marks</td> </tr> </table>		<b>Total: 20 Mark</b>	1. Record book: Diet plan for different developmental stages.	10 marks	2. Participation in diet plan competition or Oral Presentation	10 marks	
	<b>Total: 20 Mark</b>							
1. Record book: Diet plan for different developmental stages.	10 marks							
2. Participation in diet plan competition or Oral Presentation	10 marks							

**Syllabus prescribed under Choice Based Credit System for UG program**  
**Session: 2023-24**  
**Program- BA**  
**(Laboratory/Practical/practicum/hands- on/Activity)**  
**Course/ Subject: HOME ECONOMICS**  
**Food Science & Nutrition**  
**Semester-III**

Code of the Course/ Subject	Title of the Course/ Subject	Total number of practical
1113	FOOD SCIENCE & NUTRITION	(15Practicals) (2 periods =1 practical) (1Practical/Week/Batch)

**Objectives-**

- To obtain hand on practicum experience through laboratory work
- To know the rule and safety while doing menu preparation
- To apply the technique learning by doing for skills enhancement.

**COs-**

After successfully completion of practical course student will be able to-

CO1: Apply obtained hand on practicum experience in their daily life and enterprises

CO2: Acquire about rule and safety to protect life while doing menu preparation

CO3: Calculate Nutritive and Cost value of dishes.

**Practical course/ activities**

Sr.No	Practical course/ activities (2 periods/week /batch)
1.	Laboratory Rules and safety rules.
2.	Weights & Measures
3.	Demonstration of Pickles/ Masale/Gravies
4.	Organization of Competition -Proteins and Vitamin Dishes
5.	One dish of rich nutrient- vitamin-A, Calories, Protein, iron, Calcium & Thiamin
6.	Compute Cost and Nutritive value of any one dish.
7.	Maintain Record book and Activity Report

**Distribution of Practical Marks**

**Total Marks-20**

Practical work	Marks	Evaluation Mode	Total Marks
Activity report	07	Internal	10
Record book	03		
Preparation of dish	07	External	10
Viva	03		

**Course material/ learning resources**



## Reference Books:

1. Bamji. M Et al (1996) Text book of Human Nutrition. IB Pub Co. New Delhi
2. Gopalan C. Et, al (2004) Nutritive Value of Indian Foods. NIN Hyderabad.
3. Sharma R. (2013) Diet Management BI Pub Co. New Delhi
4. Rajlaxmi R. (1974) Applied Nutrition IBH Pub Co Lmt.
5. Swaminathan M.S. Texbook on Food and Nutrition
6. Robinson C.H and Weighey E.S. (1996) Basic nutrition and Diet Therapy

## Text Book

1. Mudambi, S. R and Rajgopal M.V- Fundamental of Food and Nutrition, Wiley Eastern Limited Ansari Road, New Delhi, 1987.
2. Swaminathan, M. Essential Food and Nutrition V1 & Bangalore Printing and Publishing Comp, Mysore road, Bangalore
3. Desai, Vasant Entrepreneurship Development Himalaya Pub House 1991
4. Shrilakshmi, B. Sethi, M. and Mathan, 1998 Dietetics Edi-III New Age international Ltd. Pub. Pune
5. महाजनी स्नेहा, आहारशास्त्राची मुलतत्वे, मंगेश प्रकाशन, नागपूर.
6. लेले आणि देऊस्कर आहारमिमांसा, म.वि.प्र.नि. मंडळ, नागपूर,
7. लेले आणि देऊस्कर आहारशास्त्र विविध दृष्टीकोनातून, म.वि. प्र.नि.मंडळ, नागपूर.
8. टिळक निर्मला, पार्टी-पार्टी शाकाहारी, पॉप्युलर प्रकाशन, मुंबई
9. परूळेकर आशा आणि कांबळे वसुंधरा, रुचिपूर्णी, शारथ साहित्य, बुधवारपेठ, पुणे.
10. लेले सरळ, देऊस्कर आशा पोषण व आहारशास्त्र परिचय,
11. जोशी संध्या, अन्न व पोषण प्रात्यक्षिककार्यपुस्तिका, प्रकाशक, देऊस्कर, वृंदावन कॉलनी, अमरावती.
12. जवंजाळ संगिता आणि बेलुरकर किरण, (२०१८) -' मानवी पोषण आणि आहार शास्त्र भाग १, श्री साईनाथ प्रकाशन, भगवाघर कॉम्प्लेक्स, धरमपेठ, नागपूर - १०

## Links

<https://www.tarladalal.com/recipes-for-maharashtrian-snacks-nashta-846>

<https://www.tarladalal.com/recipes-for-maharashtrian-breakfast-1212>

<https://food.ndtv.com/food-drinks/poha-misal-pav-and-more-7-classic-maharashtrian-breakfast-recipes-you-must-try-3150186>

<https://www.vegrecipesofindia.com/recipes/maharashtrian-cuisine/>

## You tube links

[.https://www.google.com/search?rlz=1C1JJTC\\_enIN980IN980&q=maharashtrian+dishes+for+breakfast&tbm=vid&sa=X&ved=2ahUKEwjQ8u6ewuj\\_AhU8cGwGHUoaATAQ0pQJegQICxAB&biw=1042&bih=718&dpr=1.25#fpstate=ive&vld=cid:dccb6bdd,vid:o4pk-kaemVw](https://www.google.com/search?rlz=1C1JJTC_enIN980IN980&q=maharashtrian+dishes+for+breakfast&tbm=vid&sa=X&ved=2ahUKEwjQ8u6ewuj_AhU8cGwGHUoaATAQ0pQJegQICxAB&biw=1042&bih=718&dpr=1.25#fpstate=ive&vld=cid:dccb6bdd,vid:o4pk-kaemVw)

[.https://www.youtube.com/channel/UC1afYOmBmYWeObqzyTyZKaA](https://www.youtube.com/channel/UC1afYOmBmYWeObqzyTyZKaA)

[.https://www.youtube.com/watch?v=aPyEo\\_oWE1M](https://www.youtube.com/watch?v=aPyEo_oWE1M)

<https://www.youtube.com/shorts/eu4FyySnbyI>

**Syllabus prescribed under Choice Based Credit System for UG program**  
**Session: 2023-24**  
**Faculty: Humanities**  
**Program- BA**  
**Course/ Subject: HOME ECONOMICS**  
**EARLY CHILDHOOD CARE AND EDUCATION**  
**Semester-III**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
<b>1116</b>	<b>Early Childhood Care and Education</b>	<b>75</b>

**COs**

After successful completion of this course, students will be able to

- Understand the goals and objectives of early childhood care and education.
- Determine the skill sets appropriate for transacting Activity Based Learning.
- Create insight into the process of child development and learning.
- Comprehend the importance of early childhood years and significance of early childhood education.
- Categorize the meaning of curriculum and its various components for child learning.
- Ascertain the historical perspective of early childhood education in India.

Unit	Content	(Periods-12)
<b>Unit I</b> <b>Early childhood in contemporary India.</b>	1.1.Importance of Early Childhood years 1.2.Definition and scope on early childhood in the lifespan 1.3.Awareness of the significance of early childhood 1.4.Understanding the criticality of early years in the human life cycle. 1.5.Childhood in contexts of family, school and community and geographical areas.	<b>(Periods-12)</b>
<b>Unit II</b> <b>Early Childhood Education.</b>	2.1. Goals and objectives of Early Childhood Education. 2.2. History of Early Childhood Education 2.3 Contribution of educational philosophers in the field of early 2.4. Childhood education- Madam Marie Montessori, Mahatma Gandhi, Friedrich Froebel.	<b>(Periods-12)</b>
<b>Unit III</b> <b>Approaches and processes in teaching and learning.</b>	3.1. Definition of learning and its principles. 3.2. Effective methods of learning and teaching. 3.3 Teaching and learning approach. 3.4 Creating an effective learning environment in the class and the role of the teacher in promoting learning in young children.	<b>(Periods-12)</b>

<b>Unit IV</b>	<b>(Periods-12)</b>
<b>Children’s Approach to Play.</b>	4.1. Play and its characteristics 4.2. Theories, stages and types of play. 4.3. Role of play in overall development of children. 4.4. Use of play way approach in the curriculum for young children.
<b>Unit V</b>	<b>(Periods-12)</b>
<b>Institutions of Early Childhood Care and Education.</b>	5.1. Day care centers, Crèches, Preschool, and Kindergarten. 5.2. Recreational play centers. 5.3. Non-formal preschool education 5.4. Importance Non-formal preschool education

<b>*SEM – Child Care Professional (01 to 02 years aged children)</b>		<b>(Periods-15)</b>
<p>Cos</p> <p>After the completion of this course, students will be able to-</p> <ol style="list-style-type: none"> <li>1. Determine the roles and responsibilities of child care professional.</li> <li>2. Ascertain breast feeding and process weaning food.</li> <li>3. Develop and promote positive relationship with child.</li> <li>4. Counsel the parents on child care.</li> <li>5. Learn to prepare and feed nutritious food.</li> </ol>		
**Activities	1.Role and responsibilities of care professional – self-evaluation (Organizing of work, professional attitude, dealing with child education, communicating with parents, monitoring developmental milestones, response to emergency situation, Self-hygiene, safety precautions)	
	2.Demonstration of baby care and hygiene process- (needs, products, changing diaper, bath, dressing, maintenance of hygiene and care of specific body parts eyes, ears, nose and nails etc.	
	3. Feeding practices- recognizing hunger cues, breast feeding, storing breast-milk, preparing bottle formula, bottle feeding, burping, cleaning and sterilizing bottles, pacifiers and breast pump accessories.	
	4. Weaning a baby off of milk, encouraging healthy eating, planning menus and preparation of nutritious food, safe food handling.	
	5. Develop and promote positive relationship with child- interacting with the child, having proper communication with child, responding appropriately in situations where the child is distressed, anxious or parting from parents, Correcting behavioral problems, inculcating learning habits.	
<p><b>Assessment-</b></p> <ol style="list-style-type: none"> <li>1. Self-evaluation sheet (Marks 5)</li> <li>2. Prepare schedule of the child (Marks 5)</li> <li>3. Prepare nutritious baby food (Marks 5)</li> <li>4. Creating arts and crafts as sources of learning, creativity and imagination. (Marks 5)</li> </ol> <p style="text-align: right;">(Total Marks-20)</p>		

**Syllabus prescribed under Choice Based Credit System for UG program**

**Session: 2023-24**

**Faculty: Humanities**

**Program- BA**

**Course/ Subject: HOME ECONOMICS**

**(Laboratory/Practical/practicum/hands- on/Activity)**

**Early Childhood Care and Education**

**Semester-III**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(No. of Periods/Week)</b>
1116	Early Childhood Care and Education	02 Periods/Week

**COs**

By the end of the laboratory/practical course, generally students should be able to

- Assess the terms-growth, normality and identification of deviance
- Analyze the development of children through ELORS
- Evaluate the process and outcome of developmentally appropriate curriculum.
- Plan the schedule for preschool children.
- Develop play material and tools for preschool children.

**\* List of Practical/Laboratory Experiments/Activities etc.**

1.	<b>Develop a schedule to involve children in group of activities</b> For 20 minutes period For a day For a week
2.	<b>Early learning and observation rating scale (ELORS)</b> <ul style="list-style-type: none"> <li>• Gather information about children across seven important developmental domains (any one)           <ol style="list-style-type: none"> <li>1. Perceptual and Motor</li> <li>2. Self-Management</li> <li>3. Social and Emotional</li> <li>4. Early Math</li> <li>5. Early Literacy</li> <li>6. Receptive Language</li> <li>7. Expressive Language</li> </ol> </li> </ul>
3.	Development and use of recyclable and reusable play material
4.	Visit to any one center and report writing <ol style="list-style-type: none"> <li>1) Visit to Day Care Centre</li> <li>2) Visit to ICDS Centre (rural/urban)</li> </ol>

**Distribution of Practical Marks**

**Total Marks-20**

<b>Practical work</b>	<b>Marks</b>	<b>Evaluation Mode</b>	<b>Total Marks</b>
Schedule	05	External	10
Viva-Voce	05		
Record Book	05	Internal	10
ELORS Scale	05		

## **Course Material/Learning Resources**

### **Reference Books:**

1. Berk, L. (2006). Child Development. New York: Allyn& Bacon
2. Joseph T Lawion. "Introduction to child care and early childhood education"
3. Coleman. "Abnormal Psychology"
4. Swaminathan, M. (1998). The first five years: a critical perspective on early childhood care and education in India. New York: Sage
5. Santrock. (2006). Child Development. New York: McGraw- Hill.

### **Weblink to Equivalent MOOC on SWAYAM if relevant:**

[https://onlinecourses.swayam2.ac.in/cec20\\_ed18/preview](https://onlinecourses.swayam2.ac.in/cec20_ed18/preview)

### **Any pertinent media (recorded lectures, YouTube, etc.) if relevant:**

<https://www.youtube.com/watch?v=OdwhGT4vP-Y>

**Syllabus prescribed under Choice Based Credit System for UG program**

**Session: 2023-24**

**Faculty: Humanities**

**Program- BA**

**Course/ Subject: HOME ECONOMICS**

**Food Technology**

**Semester-III**

<b>Code of the Course/ Subject</b>	<b>Title of the Course/ Subject</b>	<b>Total number of Periods</b>
<b>1118</b>	<b>Food Technology</b>	<b>75 (60+15)</b>

**Objectives:**

1. To identify ingredients and their functions
2. To Apply appropriate scaling and mixing method.
3. To Gain Knowledge of Faults, Fault Causes and Remedies in Cake
4. 4) To Gain Knowledge making about Biscuits and Cookies
5. To Gain Knowledge about Ingredients of pizza

**COs**

After successfully completion of course student can able to--

- CO1. Familiarize the students with different equipment used in bakery.
- CO2. Aware the students with different categories of bakery products and their possible uses.
- CO3. Understand function of various ingredients used in bakery products
- CO4. Apply knowledge for making of various bakery products

<b>Unit</b>	<b>Content</b>	
<b>Unit I Confectionary Technology</b>	1.1 Definition, Importance of Sugar Confectionary 1.2 Definition, Importance of Flour Confectionary 1.3 Major Ingredients—Flour, Sugar, Shortenings and Egg, Baking Fat 1.4 Minor Ingredients---Leavening Agent, Moistening Agents, Color and Fruits and Nuts, Filling Agents	<b>(12 periods)</b>
<b>Unit II Cake Making Method</b>	2.1 Creaming Method 2.2 Whisking Method 2.3 Flour Butter Method 2.4 Sugar Butter Method	<b>(12 periods)</b>
<b>Unit III Cake Faults , Fault Causes and Remedies</b>	3.1 Faults in Cake 3.2 Fault Causes of Cakes 3.3 Remedies 3.4 Color and Flour,	<b>(12 periods)</b>
<b>Unit IV Cookies &amp; Biscuits</b>	4.1 Ingredients of Cookies & Biscuits 4.2 Process of Cookies & Biscuit 4.3 Faults of Cookies & Biscuit 4.4 Fault Causes and remedies of Cookies & Biscuit	<b>(12 periods)</b>
<b>Unit V</b>		<b>(12 periods)</b>

<b>Ingredients</b>	5.1 Ingredients of Pizza
<b>Types</b>	5.2 Types of Pizza
<b>Process of Pizza</b>	5.3 Process of Pizza
	5.4 Nutritional Importance of Pizza

### SEM (Module)

#### Cake Decorating

#### Objectives:

1. To Acquire the basic Skill to Making and Decorating Cake
2. To design a Packing Material for carrying out easily and skillfully.
3. To develop skills is a source of employment and self-employment

#### Outcomes of the Module

All the end of the Course the Students will be able to:

1. Develop creativity skill in decorating Cake.
2. Enhance Packaging Skill.
3. Understand marketing Skill.

#### Activities

<b>Activities (15 Periods)</b>	1. Learn Basic cake decorating skill (Butter cream, royal and Fondant Icings)
	2. Packaging of Cake
	3. Marketing of Cake
	4. Visit to Bakery (Group activity)- Report
	5. Visit to Small Scale Industry (Group activity)- Report

### Program- BA

(Laboratory/Practical/practicum/hands- on/Activity)

#### SEM-III

<b>Code of the Course/ Subject</b>	<b>Title of the Course/ Subject</b>	<b>Total number of Periods</b>
1118	Food Technology	2 Periods /Week / Batch

#### COs-

After successfully completion of practical course student will be able to:-

- CO1 Increase Practical Knowledge about Making Bakery Product
- CO2. Gain Skill Knowledge about Biscuits, Cookies, Pizza
- CO3. Understand the function of Equipment of Bakery
- CO4. Expand Knowledge about the Weight & Measurement

#### List of practical

Sr.No	Practical course/ activities
1	Weight and Measures
2	Demonstration of Biscuits
3	Demonstration of Cookies
4	Demonstration of Pizza
5	Visit to Cottage Industry and submit the report

#### Distribution of Practical Marks

Total 20

Practical Work	Marks	Evaluation	Total Marks
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		Mode	
Preparation & Presentation of Biscuits or Cookies	07	External	10
viva	03		
Visit Report	07	Internal	10
Record Book	03		

### Course material/ learning resources

#### Reference Books:

1. Basic baking-S. C. Dubey
2. Bakers handbook on practical baking (1966) Wheat associates, New delhi
3. Professional baking - Wayne Gisslen, John Wiley & Sons. Bakery materials and methods,- Daniel A.R. applied science publishers Ltd.
4. Upto date confectionery. A complete guide to the craft Daniel A.R.(1965) Malaren & sons. England.
5. Theory of Cookery - Krishna Arora
6. Professional cooking - John Wiley & Sons.
7. Introductory Foods - Hughes O & Bennion, M (1970). The Macmillan Co.Ltd. New York.
8. Food Commodities- Bernard Davis (1975) Heinmann Ltd. London.
9. The larder Chef, Leto M.J. and bode. H (1975) Heinmann Ltd. London.
10. Understanding cooking, Londberg. D.E. JKotschaver, L.H. & Casserani, V(1970) Arnold - Heinemann. India
11. Accounting and cost control in Hotel and Catering Industry-Ozi D'Cunha.
12. Hotel and Catering Costing and budgets-Boardman. R.D.
13. Accounting and cost control in Hotel and catering Industry -Ozi D.H.
14. Cost Accounting - Bhar B.K.
15. Catering Management - an integrated approach - Sethi & Malhan
16. Book-keeping and Accountancy -Chpde L.N.. and Choudhari D.H.
17. Hygiene and sanitation By S Roday.
18. Theory of Catering - By s.Roday
19. Theory of Catering - By Ronald Kinton and victor Ceserani
20. All About Catering By Julia Reay
21. An Introduction to food and Beverage Studies By Marzia Magris and cathy Mc Crery
22. Food and Nutrition By Arya Publishing House, Educational Publishers, Karol Bagh, New Delhihi.
23. Food Science BY Sumati Mudambi
24. Modern Cookey volume II (fifth edition) Thangham E. Philip
25. Practical cookery - Ronald Kinton, Victor Cesarani & David Foskett.
26. Modern Cookery Volume I (fifth edition) Thangham E. Philip.



**Syllabus prescribed under Choice Based Credit System for UG program**

**Session: 2023-24**

**Faculty: Humanities**

**Program- BA**

**Course/ Subject: HOME ECONOMICS**

**Apparel & Textile Designing**

**Semester-III**

<b>Code fo the Course/ Subject</b>	<b>Title of the Course/ Subject</b>	<b>Total Number of Periods</b>
<b>1119</b>	<b>Apparel &amp; Textile Designing Theory</b>	<b>75 Periods( 60+15 module )</b>

**Apparel & Textile Designing**

**COS**

1. Make aware the students about Colour and Printing technology.
2. Practice the Drafting and Draping by different Ways
3. Create and learn the Traditional Embroideries in India.

<b>Unit</b>	<b>Content</b>	<b>60 periods</b>
<b>Unit I Fabrics And Dyes</b>	1.1 Types of yarn-Simple &Novelty 1.2 Preparation of Fabrics 1.3 Classification of dyes 1.4 Fundamental of printing	
<b>Unit II Printing</b>	2.1 Types of hand printing -Tie and Dye 2.2 Methods of Dying. 2.3 Methods of printing 2.4 Hand printing- painting, sketch, stencil, block, Spray Resist	
<b>Unit III sketching and Painting</b>	3.1 Style of printing traditionally used in India. 3.2 Principles & elements of designing 3.3 Basic sketching and Painting 3. 4 Material for measures, drafting & sketching	
<b>Unit IV Designing</b>	4.1 Method of Designing 4.2 Motifs development- Geometrical, Structural, & Naturalized 4.3 Motifs development- decorative, Realistic, Abstract, Stylizes Ar 4.4 Ornaments motifs	
<b>Unit V Embroideries</b>	5.1 History of Indian embroideries & Foreign Embroideries 5.2 Material for embroideries 5.3 Laws of embroideries 5.4 Theory of Embroideries of Kashmir, Chamba, Chikankari, Fulkari,Kantha, Kasuti, Kathiawari, Mar applique work & Zari Work	

<b>SEM (Module) Tie- Dye printing</b>		<b>Total 15 Periods</b>
<b>Objective</b>		
<ol style="list-style-type: none"> <li>To Acquaint with the student to the field of printing</li> <li>To acquire the knowledge of different Printing</li> <li>To develop the ability how to make different. Types of hand and machine printing</li> </ol>		
<b>COs</b>		
<ol style="list-style-type: none"> <li>Differentiate the types of hand printing</li> <li>Formulate various design for tie and die</li> </ol>		
Organize a sample of hand and machine printing		
<b>Activities</b>	1. Prepare and carry out tie and die	
	2. Prepare and carry out and printing	
	3. Prepare and carry out machine printing	
	4. visit to tie and dye factory	
<b>Assessment</b>	1. Sample of hand printing	10 Marks
	2. Sample of machine printing	10 Marks
		<b>Total : 20 Marks</b>

**Syllabus prescribed under Choice Based Credit System for UG program**  
**Session: 2023-24**  
**Faculty: Humanities**  
**Program- BA**  
**Course/ Subject: HOME ECONOMICS**  
**(Laboratory/ Practical/ Practicum/hand-on Activity)**  
**Semester-III**

Code for the Course/ Subject	Title of the Course/ Subject	Total Number of Periods
1119	<b>Apparel &amp; Textile</b> <b>Designing</b>	<b>15 practical (30 periods)</b>

**COs**

After Successful completion of practical course student will be able to-

- Selection for Traditional Embroideries
- Apply the practical knowledge of State Embroideries
- Make samples of Embroideries

**List of Practical**

Sr. No.	Practical Course/ Activities	15 practical (30 periods)
1	Selection of State Embroideries	
2	Material required for Embroideries	
3	Sample of Embroideries - Chikankari,	
4	Kashmiri, Fulkari,	
5	Kasuti, Zari Work	

**Distribution of Practical Marks**

**20 Marks**

Practical Work	Marks	Evolution mode	Total Marks
Embroideries (Any One)	07	External	10
Viva	03		
Class Work	05	Internal	10
Record Book	05		

## Course material/learning resources

### Reference Books:

1. Allynne Bans: Creative Clothing Construction
2. Baxamusa Ramdas M and Gupte Giririja: Assistant for women's Development from national agencies: popular Prakash and Bombay2
3. Dewulkar Durga: Household Textile and Laundry Work.
4. Katherence Hess Textile fibres andtheir Use
5. Creative Clothing Construction, Me Graw Hill, 1973
6. Melliar Marqarei Introducing., Pattern Cutting, Geadng and Modeling, London. B.T. Bats field 19872
7. Pandit Savitri , Regional Embroidery .
8. Sneek, Barbara, Marketing Baby Clothes, New York, Tapinagar.
9. Practical Dress Design Erwin, Mable New York, Macmilan Co., 1964.
10. Easy Cutting- Javekar, W.B.
11. Pandit Savitri - Indian Embroidery its Venegated Charm, Baroda, Faculty of

**Sant Gadge Baba Amravati University, Amravati**  
**Syllabus Prescribed under CBCS for UG Program**

**Session: 2023-24**

**Faculty of Humanities**

**B.A. Part 2. Home Economics Syllabus -Semester - IV**

<b>No.</b>	<b>Code No</b>	<b>Name of the Subject</b>
1.	1113	Food Science and Nutrition
2.	1116	Early Childhood Care and Education
3.	1118	Food Technology
4.	1119	Apparel and Textile Designing

**Syllabus prescribed under Choice Based Credit System for UG program**

**Session: 2023-24**

**Faculty: Humanities**

**Program- BA**

**Course/ Subject: HOME ECONOMICS**

**FOOD SCIENCE & NUTRITION**

**Semester-IV**

<b>Code of the Course/ Subject</b>	<b>Title of the Course/ Subject</b>	<b>Total number of Periods</b>
<b>1113</b>	<b>FOOD SCIENCE &amp; NUTRITION</b>	<b>75 periods</b>

**Objectives:**

1. To know how we afford quality food for healthy lives.
2. To develop abilities to plan diets for various diseases.
3. To understand the methods of food preparation and food preservation.
4. To encourage the students for self-employment in the field food preparation and food preservation.
5. To aware the work of different agencies in the area of health.

**COs**

**After successfully completion of course student should be able to-**

CO1: Demonstrate an understanding of public health through acquired knowledge of human Health and Nutrition.

CO2: Make diet plans for various diseases skilfully and guide too.

CO3: Provide culturally competent nutrition services for individuals and communities.

CO4: Comprehend certain skills of detecting adulteration in common foods.

CO5: Get jobs or Practice self-employment in the field food stalls and food preservation.

<b>Unit</b>	<b>Content</b>	<b>Total 60 periods</b>
<b>Unit I</b> <b>Introduction of Dietetics diet therapy</b>	1.1 Definitions: Dietetics, Dieticians and Diet therapy 1.2 Objectives and principles of diet therapy 1.3 Types of therapeutic diet and Role of Dietician in diet therapy 1.4 National and International agencies-WHO, UNICEF and NIN	<b>(12 periods)</b>
<b>Unit II</b> <b>Diseases and diet therapy</b>	2.1 Digestive System diseases: Acidity and Anemia- Symptoms, Causes, and Dietary treatment 2.2 Liver Disease: Jaundice- Symptoms, Causes, and Dietary treatment 2.3 Pancreas Disease: Diabetes -Symptoms, Causes, and Dietary treatment 2.4 Heart disease: Symptoms, Causes, and Dietary treatment	<b>(12 periods)</b>
<b>Unit III</b> <b>Food Cooking</b>	3.3.Food cooking- importance and Objectives 3.4.Modern methods of cooking. 3.5.Advantage and disadvantages of food cooking. 3.6.Food Processes, improving nutritional quality of food.	<b>(12 Periods)</b>

	(Germination, Fermentation, Malting and Mixing)
<b>Unit IV Food Preservation</b>	<b>(12 Periods)</b> 4.1 Food Preservation-Meaning and Objectives. 4.2 Principles of food preservation. 4.3 Household methods of food preservation 4.4 Industrial methods of food preservation.
<b>Unit V Food spoilage and Food adulteration</b>	<b>(12 periods)</b> 5.1 Food Spoilage-Meaning, Definition and Causes. 5.2 .Food adulteration-Meaning, Definition and health hazards. 5.3. Identification of food adulteration and precautions for. 5.4. Food adulteration prevention law.

<b>SEM (Module)</b>	<b>Total 15 periods</b>	
<b>Food preservation</b>		
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>To provide knowledge and skills for better preservation techniques, processing and value addition to agricultural products.</li> <li>To promote environment for food product and process and sanitation and safety of processed food items.</li> <li>To know about well-equipped infrastructure and facilities for preparation of food preservatives carrying out it safely.</li> </ul>		
<b>COs.</b>		
After successfully completion of module course students should be able to –		
CO1: Apply knowledge and skills for better preservation techniques and processing.		
CO2: Create favourable environment while food preparation and process and look sanitation and safety of processed food items.		
CO3: Develop awareness and spirit among the students for self-enterprises in the field of food Preservatives towards sustainable developments.		
<b>Activities</b>	1. Visit to food preservation industries/Activity	5 Periods
	1. Demonstration of food preservatives	5 periods
	3. Practice of packing/ labeling/ advertisement	5 Periods
	<b>Assessment- Mark</b>	<b>Total: 20</b>
	1. Visit report	5 marks
	2. Demonstration Reports and Record	10 marks
	3. Sample of packing/labeling/advertisement	5 marks

**Syllabus prescribed under Choice Based Credit System for 2023-24 UG program**

**Program- BA**

**(Laboratory/Practical/practicum/hands- on/Activity)**

**Course/ Subject: HOME ECONOMICS**

**Semester-IV**

Code of the Course/ Subject	Title of the Course/ Subject	Total number of practical (15 Practical) (2 periods =1 practical) (1Practical/Week/Batch)
1113	<b>FOOD SCIENCE &amp; NUTRITION</b>	

**Objectives-**

- To obtain Hands on Exercises through laboratory work
- To know the rule and safety while doing menu preparation
- To apply the technique learning by doing for skills enhancement.
- To prepare nutritious dishes, cafeteria dishes and preservatives in a scientific procedure.

**COs-**

After successfully completion of practical course student will be able to-

CO1: Apply obtained hand on practicum experience in their daily life and enterprises

CO2: Acquire about rule and safety to protect life while doing menu preparation

CO3: list and classify food dishes according to its nutritive values.

CO4: Prepare nutritious dishes and cafeteria dishes region-wise.

**Practical course/ activities**

Sr.No	Practical course/ activities (2 periods/week /batch)
1	Laboratory Rules and safety rules.
2	Weights & Measures
3	Regional Food preparations - <ul style="list-style-type: none"> <li>➤ Maharashtra- Missal Pav /Potato Wade/Gila Wada/ Sambharwadi ( Any Two)</li> <li>➤ Gujarat- Dahi wada</li> <li>➤ Punjab- Chole Bhature/Kulcha</li> <li>➤ South Indian- Sambar wada/ Idli Sāmbhar</li> <li>➤ Bengal- Mithai.(Any One)</li> </ul>
4.	Compute cost and nutritive value of one nutrients dish.
5.	Maintain Record book and Nutrition week/month- Activity Report

**Distribution of Practical Marks**

**Total Marks-20**

Practical work	Marks	Evaluation Mode	Total Marks
Competition- participation report	07	Internal	10
Record book	03		
Preparation of dish	07	External	10
Viva	03		

## Course material/ learning resources

### Reference Books:

1. Bamji. M Et al (1996) Text book of Human Nutrition. IB Pub Co. New Delhi
2. Gopalan C. Et, al (2004) Nutritive Value of Indian Foods . NIN Hyderabad.
3. Sharma R. (2013) Diet Management BI Pub Co. New Delhi
4. Rajlaxmi R. (1974) Applied Nutrition IBH Pub Co Lmt.
5. Swaminathan M.S. Textbook on Food and Nutrition
6. Robinson C.H and Weighey E.S. (1996) Basic nutrition and Diet Therapy

### Text Book

1. Mudambi, S. R and Rajgopal M.V- Fundamental of Food and Nutrition, Wiley Eastern Limited Ansari Road, New Delhi, 1987.
2. Swaminathan, M. Essential Food and Nutrition V1 & Bangalore Printing and Publishing Comp, Mysore road, Bangalore
3. Desai, Vasant Entrepreneurship Development Himalaya Pub House 1991
4. Shrilakshmi, B. Sethi, M. and Mathan, 1998 Dietetics Edi-III New Age international Ltd. Pub. Pune
5. महाजनी स्नेहा, आहारशास्त्राची मुलतत्वे, मंगेश प्रकाशन, नागपूर.
6. लेले आणि देऊस्कर आहारमिमांसा, म.वि.प्र.नि. मंडळ, नागपूर,
7. लेले आणि देऊस्कर आहारशास्त्र विविध दृष्टीकोनातून, म.वि. प्र.नि.मंडळ, नागपूर.
8. टिळक निर्मला, पार्टी-पार्टी शाकाहारी, पॉप्युलर प्रकाशन, मुंबई
9. परुळेकर आशा आणि कांबळे वसुंधरा, रुचिपूर्णी, शारथ साहित्य, बुधवारपेठ, पुणे.
10. लेले सरळ, देऊस्कर आशा पोषण व आहारशास्त्र परिचय,
11. जोशी संध्या अन्न व पोषण प्रात्यक्षिक कार्यपुस्तीका, प्रकाशक, देऊस्कर, वृंदावन कॉलनी, अमरावती. 12. जवंजाळ संगिता आणि बेलुरकर किरण, (२०१८) - 'मानवी पोषण आणि आहार शास्त्र भाग २, श्री साईनाथ प्रकाशन, भगवाघर कॉम्प्लेक्स, धरमपेठ, नागपूर - १०

### Links

- [https://apsche.ap.gov.in/Pdf/food\\_adult\\_cbcs\\_2020.pdf](https://apsche.ap.gov.in/Pdf/food_adult_cbcs_2020.pdf)
- [https://old.fssai.gov.in/Portals/0/Pdf/Draft\\_Manuals/Beverages%20and%20confectionary.pdf](https://old.fssai.gov.in/Portals/0/Pdf/Draft_Manuals/Beverages%20and%20confectionary.pdf)
- <https://www.tarladalal.com/recipes-for-maharashtrian-snacks-nashta-846>
- <https://www.tarladalal.com/recipes-for-maharashtrian-breakfast-1212>
- <https://food.ndtv.com/food-drinks/poha-misal-pav-and-more-7-classic-maharashtrian-breakfast-recipes-you-must-try-3150186>
- <https://www.vegrecipesofindia.com/recipes/maharashtrian-cuisine/>

### You tube links

- [https://www.google.com/search?rlz=1C1JJTC\\_enIN980IN980&q=maharashtrian+dishes+for+breakfast&tbm=vid&sa=X&ved=2ahUKEwjQ8u6ewuj\\_AhU8cGwGHUoaATAQ0pQJegQICxA&biw=1042&bih=718&dpr=1.25#fpstate=ive&vld=cid:dccb6bdd,vid:o4pk-kaemVw](https://www.google.com/search?rlz=1C1JJTC_enIN980IN980&q=maharashtrian+dishes+for+breakfast&tbm=vid&sa=X&ved=2ahUKEwjQ8u6ewuj_AhU8cGwGHUoaATAQ0pQJegQICxA&biw=1042&bih=718&dpr=1.25#fpstate=ive&vld=cid:dccb6bdd,vid:o4pk-kaemVw)
- <https://www.youtube.com/channel/UC1afYOmBmYWeObqzyTyZKaA>
- [https://www.youtube.com/watch?v=aPyEo\\_oWE1M](https://www.youtube.com/watch?v=aPyEo_oWE1M)
- <https://www.youtube.com/shorts/eu4FyySnbyI>



**Syllabus prescribed under Choice Based Credit System for UG program**

**Session: 2023-24**

**Faculty: Humanities**

**Program- BA**

**Course/ Subject: HOME ECONOMICS**

**Course/Subject: EARLY CHILDHOOD CARE AND EDUCATION**

**Semester-IV**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(Total Number of Periods)</b>
<b>1116</b>	<b>Early Childhood Care and Education Theory</b>	<b>75 (60 Theory + 15 SEM)</b>

POs:

- Determine the importance of developmental appropriate curriculum for early childhood
- Introduce students to various teaching and learning methods
- develop abilities in the students to plan, implement and evaluate a program
- Comprehend the importance of developmental assessment of young children.
- Create sensitivity towards the differently-able children and assist them

<b>Unit</b>	<b>Content</b>	<b>Period</b>
<b>Unit I Developmental Appropriate Curriculum</b>	1.1. Definition and sources of curriculum. 1.2. Planning Developmentally Appropriate Curriculum. 1.3. Guidelines for development appropriate curriculum 1.4. Teacher-child interaction in developmental appropriate curriculum	<b>(Periods-12)</b>
<b>Unit II Program and developmental Assessment of Children.</b>	2.1 Importance of planning a program for young children 2.2 How to plan, implement and evaluate the program 2.3. Assessment and its purpose. Procedure of Assessment. 2.4. Developmental Assessment of young children	<b>(Periods-12)</b>
<b>Unit III Teaching Methods.</b>	3.1. Play way method 3.2. Project method. 3.3 Theme based approach 3.4. Development of skills related to reading, writing and arithmetic developmental assessment of young Children.	<b>(Periods-12)</b>
<b>Unit IV Children with special needs</b>	4.1. Defining children with special needs 4.2. Types of disabilities - Physical Handicapped, Mentally 4.3. Challenged, 4.4. Learning Disabilities.	<b>(Periods-12)</b>
<b>Unit V Recent development in the field of early childhood education.</b>	5.1. Sensitizing teacher about children with special needs and their role in helping them in the classroom setting 5.2. Need to work with the parents of children with special needs and guiding them thorough the parent education programs.	<b>(Periods-12)</b>

	<p>5.3 Inclusive practices and rights of children with special needs for access, barrier free environments and Modifications for learning and skill building.</p> <p>5.4. Emergence of UNCRC and its orientation in defining children's needs, systems of care giving as societal-state obligation for upholding 'best interest of children'</p>
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<b>*SEM– Child Care Professional (02 to 06 years aged children)</b>		<b>(Periods-15)</b>
<b>COs</b>		
<p>After the completion of this course, students will be able to-</p> <ul style="list-style-type: none"> <li>• Work as a professional child caretaker for Preschool child</li> <li>• Ensure health and safety of a Preschool child</li> <li>• Asses the development and growth of Preschool child</li> <li>• Counsel the parents on childcare.</li> </ul>		
<b>**Activities</b>	1.Ensuring health and safety-Recognize and respond to signs of potential illness, care in common illness, administer medication within guidelines, manage and respond to allergy/ anaphylaxis, preventing injuries, safety inspection checklist, safe sleeping Positions, travel with children ensuring safety.	
	2. Responding to emergency situations-determining emergency, first aid using CHECK-CALL-CARE method in first aid emergencies.	
	3. Assessing development, growth and milestones-physical and Motor development, psychological support, support language, creative and cognitive development.	
	4. Providing play and learning experience– Children's play and Leisure, facilitating learning through play, developmentally appropriate play activities.	
	5. Care professional impression and personality (self-evaluation) -dressing appropriately, essential etiquettes, effective communication, handling conflict in situation at work, bridging cultural differences.	
<b>Assessment-</b>	1.Project:Working in ECCE setting and self-evaluation <b>(Total Marks20)</b>	

**Syllabus prescribed under Choice Based Credit System for UG program**

**Session: 2023-24**

**Faculty: Humanities**

**Program- BA**

**Course/ Subject: HOME ECONOMICS**

**(Laboratory/Practical/practicum/hands- on/Activity)**

**Early Childhood Care and Education**

**Semester-IV**

<b>Code of the Course/Subject</b>	<b>Title of the Course/Subject</b>	<b>(No. of Periods/Week)</b>
<u>1116</u>	<u>Early Childhood Care and Education</u>	<u>02 Periods/Week</u>

## COs

**By the end of the laboratory/practical course, students should be able to-**

- Understand the concept of Developmental Appropriate Program (DAP)
- Prepare and process DAPS.
- Learn the methodology and complete process of child survey
- Enhance observation skills by using child studying methods

**List of Practical/ Laboratory Experiments/ Activities etc.**

<b>1.</b>	<p><b>Preparing a project (any one) on developmental appropriate program (DAP) for</b></p> <ul style="list-style-type: none"> <li>• Play house children</li> <li>• Preschool children</li> <li>• Physically handicapped</li> <li>• Mentally Challenged</li> <li>• Learning disability</li> </ul>
<b>2.</b>	<p><b>Survey – (any one)</b></p> <ol style="list-style-type: none"> <li>1. Early Childhood Care and Education Institutes</li> <li>2. Developmental attribute of Children.</li> <li>3. Determine levels of concern about children’s overall learning progress and their growth in specific areas of learning and behavior</li> <li>4. Contemporary practices, challenges and concerns of child welfare.</li> </ol>
<b>3.</b>	<p>Observing an ECCE setting and other public spaces to note all the facilities available for children for playing, learning and skill building and report</p>

**Distribution of Practical Marks**

**Total Marks-20**

Practical work	Marks	Evaluation Mode	Total Marks
Preparing DAP	07	External	10
Viva-Voce	03		
Survey	06	Internal	10
Record Book	04		

### Course Material/Learning Resources:

#### Text books/Reference Books:

1. Shukla, R.P.(2004): Early Childhood Care and Education. Sarup& Sons
  2. Brothy J.E. Good T.L. and Nedler S.L. “Teaching in Prechool.”
  3. Murlidharan N. “The System of Preschool Education in India”
  4. Landseth C “Education of the Young Child”
  5. Moore S.B. Richard P. “Teaching in Nursery School”
  6. Clarke, P. (2001). Teaching & learning: the culture of pedagogy. New York: Sage
- Web link to Equivalent MOOC on SWAYAM if relevant:

<https://www.classcentral.com/course/swayam-early-childhood-care-and-education-ecce-14020><https://www.coursera.org/courses?query=early%20childhood%20education>

Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

<https://www.youtube.com/watch?v=PcYtdjzAU5Q>

**Syllabus prescribed under Choice Based Credit System for UG program**

**Session: 2023-24**

**Faculty: Humanities**

**Program- BA**

**Course/ Subject: HOME ECONOMICS**

**Semester-IV**

<b>Code of the Course/ Subject</b>	<b>Title of the Course/ Subject</b>	<b>Total number of Periods</b>
<b>1118</b>	<b>Food Technology</b>	<b>(75 (60+15))</b>

**Objectives:**

1. To Understand the Basic Concept of Baking
2. To Provide Knowledge on Basic Bakery Technology.
3. To aware Knowledge on Basic Confectionary Technology.

**COs**

After successfully completion of course student can;-

- CO1. Identify and differentiate the small and large equipment in bakery.
- CO2. Understand the role of ingredients in bakery quality
- CO3. Increased Knowledge on the complete process of baking and presentation of Bread
- CO4. Develop entrepreneurship skills in Baking Products
- CO5. Gain Knowledge to setup a bakery unit.

<b>Unit</b>	<b>Content</b>
<b>Unit I Introduction to Baking</b>	<b>(12 Periods)</b> 1.1 Types of Pastry 1.2 Ingredients of Pastry 1.3 Process of Pastry 1.4 Nutritional Importance of Pastry
<b>Unit II Basic Bakery Technology</b>	<b>(12 Periods)</b> 2.1 Introduction of Chocolate 2.2 Ingredients of Chocolate 2.3 Process of Chocolate 2.4 Fault Causes and remedies of Chocolate
<b>Unit III Bread Making Methods</b>	<b>(12 Periods)</b> 3.1 Introduction of Hard Boiled Sweets 3.2 Types of Hard Boiled Sweets 3.3 Properties of Hard Boiled Sweets 3.4 Preparation Process of Hard Boiled Sweets
<b>Unit IV Characteristic, Faults and Remedies of Bread</b>	<b>(12 Periods)</b> 4.1 Definition and Introduction of Caramel 4.2 Composition of Caramel 4.3 Factor Effecting Quality of Caramel 4.4 Caramel Manufacturing Process
<b>Unit V Bread Improvers</b>	<b>(12 Periods)</b> 5.1 Definition and Introduction of Toffee & Tablets

	5.2 Types of Toffee
	5.3 Methods of Toffee
	5.5 Checklist of Toffee Faults

**SEM (Module) 15 periods**

**Pastry Course**

**Objectives:** This Module will enable the students-

To acquire the basic Skill to Making and Decorating Pastry

To design a Packing Material for carrying out easily and skilfully.

To develop skills in a source of employment and self-employment

**Outcomes of the Module**

All the end of the Course the Students will be able to:

1. Improve skill in decorating Pastry.
2. Develop innovations in Packaging Skill.
3. Understood marketing Skill.

<b>Activities (15 Periods)</b>	6. Preparing and Decorating Pastry
	7. Packaging of Pastry
	8. Marketing of Pastry
	9. Visit to Bakery (Group activity)- Report
	10. Visit to Small Scale Industry (Group activity)- Report

**Faculty of Humanities**

**Program- BA**

**(Laboratory/Practical/practicum/hands- on/Activity)**

**SEM-IV**

<b>Code of the Course/ Subject</b>	<b>Title of the Course/ Subject</b>	<b>Total number of Periods</b>
1118	Food Technology	2 Periods /Week / Batch

**COs-**

After successfully completion of practical course student will be able to;-

CO1 Gain Knowledge about the Weight & Measurement

CO2 Gain Practical Knowledge about Making Chocolate

CO3. Understand the process of Chocolate.

**List of practical**

Sr.No	Practical course/ activities	15 practical
1	Weight And Measures	
2	Introduction of Utensils and Small Equipment Used in Bakery Unit and Their uses	
3	Introduction to big Equipment used in Bakery Unit and their uses	
5	Visit to Bakery industry	
6	Preparation of Various Type of chocolate	

**Distribution of Practical Marks**

**Total Marks-20**

Practical Work	Marks	Evaluation Mode	Total Marks
Preparation & Presentation of Toffee (any one)	07	External	10
viva	03		
Visit Report	07	Internal	10
Record Book	03		

**Course material/ learning resources**

**Reference Books:**

1. Basic baking-S. C. Dubey

2. Bakers handbook on practical baking (1966) Wheat associates, New delhi
3. Professional baking - Wayne Gisslen, John Wiley & Sons. Bakery materials and methods,- Daniel A.R. applied science publishers Ltd.
4. Upto date confectionery. A complete guide to the craft Daniel A.R.(1965) Malaren & sons. England.
5. Theory of Cookery - Krishna Arora
6. Professional cooking - John Wiley & Sons.
7. Introductory Foods - Hughes O & Bennion, M (1970). The Macmillan Co.Ltd. New York.
8. Food Commodities- Bernard Davis (1975) Heinmann Ltd. London.
9. The larder Chef, Leto M.J. and bode. H (1975) Heinmann Ltd. London.
10. Understanding cooking, Londberg. D.E. JKotschaver, L.H. & Casserani, V(1970) Arnold - Heinemann. India
11. Accounting and cost control in Hotel and Catering Industry-Ozi D'Cunha.
12. Hotel and Catering Costing and budgets-Boardman. R.D.
13. Accounting and cost control in Hotel and catering Industry -Ozi D.H.
14. Cost Accounting - Bhar B.K.
15. Catering Management - an integrated approach - Sethi & Malhan
16. Book-keeping and Accountancy -Chpde L.N.. and Choudhari D.H.
17. Hygiene and sanitation By S Roday.
18. Theory of Catering - By s.Roday
19. Theory of Catering - By Ronald Kinton and victor Ceserani
20. All About Catering By Julia Reay
21. An Introduction to food and Beverage Studies By Marzia Magris and cathy Mc Crery
22. Food and Nutrition By Arya Publishing House, Educational Publishers, Karol Bagh, New Delihi.
23. Food Science BY Sumati Mudambi
24. Modern Cookey volume II (fifth edition) Thangham E. Philip
25. Practical cookery - Ronald Kinton, Victor Cesarani & David Foskett.
26. Modern Cookery Volume I (fifth edition) Thangham E. Philip.

**Syllabus prescribed under Choice Based Credit System for UG program**

**Session: 2023-24**

**Faculty: Humanities**

**Program- BA**

**Course/ Subject: HOME ECONOMICS**

**Semester-IV**

<b>Code of the Course/ Subject</b>	<b>Title of the Course/ Subject</b>	<b>Total Number of Periods</b>
<b>1119</b>	<b>Apparel and Textile Designing</b>	<b>75 Periods (60+15=75)</b>

**COS**

1. Develop skilled creativity among student in textile & Clothing
2. Explain the students about traditional embroideries
3. Place motifs on background as for taught course contents.
4. Prepare mentally for self-employment through learned practical course.

<b>Unit</b>	<b>Content</b>
<b>Unit I Measurements</b>	1.1 Types of Figures 1.2 Anthropometric Measurements 1.3 Standard Measurement Chart for Men and Women & Boys and Girls 1.4 Types and Methods of Draping and Flat Pattern Making
<b>Unit II Pattern Making</b>	2.1 Introduction of Pattern Making: 2.2 Importance of Pattern Making 2.3 Basic Tools used for Pattern Making 2.4 Pattern Making-Drafting and Adaptation of Basic Block-Bodies, Skirt and Sleeve
<b>Unit III Tucks, Darts, Pleats, Pockets and lines</b>	3.1 Types of Tucks 3.2 Types of Pleats and Darts 3.3 Types of Yokes and Pockets 3.4 Types of Collars and Princes' Lines
<b>Unit IV Fashion Cycle</b>	4.1 Fashion Definition and Meaning , 4.2 Fashion Principles and Fashion Cycle 4.3 Pattern Making Techniques and Grading Techniques 4.4 Fashion Marketing
<b>Unit V Traditional Costumes</b>	5.1 Traditional Costumes- History & Theory 5.2. Maharashtra and Kashmir 5.3 Panjab andGujrat . ; 5.4 Kerala and Rajstan
<b>SEM (Module) Traditional Costume</b>	
<b>Periods</b>	<b>Total 15</b>
Objective	
<ol style="list-style-type: none"> <li>1. To describe the basic concept of Traditional costumes</li> <li>2. To apply the knowledge in their carrier advancement</li> <li>3. To design traditional costume</li> </ol>	
<b>COs</b>	
<ol style="list-style-type: none"> <li>1. Contribute to achieve quality in traditional</li> <li>2 make and create fashion the verity of traditional costumes</li> </ol>	
<b>Activities</b>	1. Prepare and carry out costumes of Maharashtra -Women

	2. Prepare and carry out costumes of Kashmiri- Women
	3. Prepare and carry out costumes of Panjab- Men
	4. Visit to Sale cum Exhibition Group Activities (Report Writing)
<b>Assessment</b>	1. Sample of Panjabi Kurta 10 Marks 2. Report writing 10 Marks <b>Total : 20 Marks</b>

**Program- BA**  
**Course/ Subject: HOME ECONOMICS**  
**(Laboratory/ Practical/ Practice/hand-on Activity)**  
**Semester-IV**

Code of the Course/ Subject	Title of the Course/ Subject	Total Number of Periods
<b>1119</b>	<b>Apparel &amp; Textile Designing</b>	<b>15 practical (30 periods)</b>

**COs**

After Successful completion of practical course student will be able to

1. Selection for Measurement Chart, Men and Women & Boys and Girls
2. Apply the practical knowledge Traditional Costume

**List of Practical**

Sr. No.	Practical Course/ Activities	15 practical (30 periods)
1	Types of Traditional Custom	
2	Stitching of Collar and Pocket	
3	Drafting of Custom	
4	Types of figure	

**Distribution of Practical Marks**

**20 Marks**

Practical Work	Marks	Evolution mode	Total Marks
Drafting	07	External	10
Viva	03		
Class Work	05	Internal	10
Record Book	05		

**Course Material**

**Reference Books:**

1. Allynne Bans: Creative Clothing Construction
2. Baxamusa Ramdas M and Gupte Giririja: Assistant for women's Development from national agencies: popular Prakash and Bombay2
3. Dewulkar Durga: Household Textile and Laundry Work.
4. Katherence Hess Textile fibres andtheir Use
5. Creative Clothing Construction, Me Graw Hill, 1973
6. Melliar Marqarei Introducing., Pattern Cutting, Geadng and Modeling, London. B.T. Bats field 19872
7. Pandit Savitri , Regional Embroidery
8. Sneek, Barbara, Marketing Baby Clothes, New York, Tapinagar.
9. Practical Dress Design Erwin, Mable New York, Macmilan Co., 1964.
10. Easy Cutting- Javekar, W.B.
11. Pandit Savitri - Indian Embroidery its Venegated Charm, Baroda, Faculty of



**Scheme of teaching, learning & Examination leading to the Degree  
Bachelor of Arts (B. A.) (Three Years - Six Semesters Degree Programme -  
C.B.C.S)(B.A. Part-II) Semester III & IV**

## Appendix-B

Examination and question pattern of B.A. Degree Programme: (Semester I to VI)

- 1) Examinations shall be conducted in Offline mode in accordance with Ordinance No. 9. However, under special circumstances and in specific cases, those can be conducted in online mode on the recommendations of Board of Examination & Evaluation and approval by the Academic Council.
- 2) An examinations shall be held at the end of each semester.
- 3) Question paper of examination shall be in English, Marathi and Hindi as applicable.
- 4) The question bank for theory/subject/paper (MCQ, Long answer, short answer, problems or numerical, computations, design as applicable) except case study should be prepared along with memorandum and solutions of problem.
- 5) Syllabi of respective papers have been divided in to five units for each paper/subject.
- 6) Weightage shall be equal for each unit of the respective paper/subject.
- 7) All questions in the question paper shall be compulsory.

Notes :

1) **Distribution of Marks of Theory & Practical**

**For Practical Subjects: (Home-Economics)**

- a) 40 Marks for Descriptive Type Questions.
- b) 20 Marks for Multiple Choice Questions (M.C.Q. 4 x 5)
- c) 20 Marks for Skill Enhancement Module.
- d) 20 Marks for Practical (Practical Internal 10+External 10)

### Evaluation System

Marks	Internal	External			
Total 100	20	Theory 60		Practical 20	
		1. Multiple Choice Questions (1 mark each) 1x20=20	20 Marks	Internal	External
	<b>Skill Enhanced Module</b>	<b>Descriptive Type Questions.</b> a. .Essay type Answer 2 questions (8 marks each) b. Short Answer 3 questions (2 marks each 2x4=8)	<b>40 Marks</b> 2x8=16  3x8=24	10	10
<b>100</b>	<b>20</b>		<b>60</b>	<b>20</b>	