

SANT GADGE BABA AMRAVATI UNIVERSITY



Scheme of implementation

For

Three/Four Year Undergraduate Degree Programme

Bachelor of Science in Home Science

Major and Minor

**(along with Programme Outcomes, Course Outcomes and
Employability)**

**Communication and Extension/Food Science and
Nutrition/Human Development/Resource Management/Textile
and Clothing**

in the

Faculty of Interdisciplinary Studies

Under NEP-2020

(Implemented w.e.f. Session 2026-27)

Submitted by

Board of Studies in Home Science

NEP - 2020: Scheme of Implementation for Three /Four Year Undergraduate Degree Programme

(a) Major (Core) Subject 60 – 64 Credits: It is the discipline or subject of main focus and the degree will be awarded in that discipline/Subject. For example: B.Sc. (Botany), B.Sc. (Zoology), B.Sc. (Computer Science), B.C.A. (Artificial Intelligence), BA (History), B.Com. (Accounting and Taxation) etc. Students shall have to secure a minimum 50% of total Credits through Core Courses (mandatory courses, electives, vocational courses, Major Specific IKS, Internship/ Field Projects/ Apprenticeship/ Community Engagement Projects, Seminars, and Group Discussion).

(b) Minor Subject 18-24 Credits: Minor subjects will be subjects focusing on multidisciplinary education as expected in the NEP-2020. The student choosing department specific core (DSC) may choose Minor from same faculty or faculty unrelated to the Major, but something that complements the Major.

(c) Generic/Open Elective Course (GE/OE) 10-12 Credits: A student is required to select an ‘Generic/Open Elective Course’ from the ‘Generic/ Open Elective Course Basket’ of any programme offered by the university from the faculty other than that of the faculty of the Major and Minor subjects.

Student shall declare his/her choice of GOEC before filling the examination form for the semester concerned.

(d) Vocational and Skill Enhancement Courses (VSEC) 14 – 16 Credits:

- i. **Vocational Skill Course (VSC) 8-10 Credits:** Wherever applicable vocational courses will include skills based on advanced laboratory practical of Major. A student is required to successfully complete the ‘VOCATIONAL SKILL COURSE’ as mentioned in this scheme of examination. This course must be a course corresponding to the ‘MAJOR/MINOR’ subject selected by a student for his Semester I and II.

From the Semester III onwards, VSEC must be corresponding to MAJOR.

- ii. **Skill Enhancement Course (SEC) – 6 Credits:** A student is required to select a ‘SKILL ENHANCEMENT COURSE’ as per the Teaching, Learning Scheme (Appendix 9) from the basket provided by the university.

(e) Ability Enhancement Courses (AEC), Indian Knowledge System (IKS) and Value Education Courses (VEC) - 14 Credits:

- i. **Ability Enhancement Course (AEC)- 08 Credits:** A student is required to undergo and successfully complete the ‘ABILITY ENHANCEMENT COURSE’ as English for 04 Credits and Modern Indian Language for 04 Credits.
- ii. **Generic IKS Course - 02 Credit:** These are expected to contain basic knowledge of the Indian Knowledge System (IKS). It should contain introductory information to the IKS. The

student should be able to acquire a basic knowledge after completion of the course.

(Subject Specific IKS Course: This is 2 Credit courses should contain advanced information pertaining to the subject as these will be considered as a part of the Major Credit. The student should have completed the Generic level as a prerequisite before enrolling in the discipline related course)

- iii. **Value Education Courses (VEC) - 04 Credits:** Value Education Courses (VEC) are such as Understanding India, Environmental Science/Education, and Digital and Technological Solutions. A student is required to undergo and successfully complete the VEC.

(f) Field Projects/ Internship/ Apprenticeship/ Community Engagement and Service corresponding to the Major (Core) Subject, Co-curricular Courses (CC) and Research Project:

These verticals of Major are to be completed by the student under the supervision of mentor faculty as per Teaching Learning Scheme.

Credit distribution

Vertical	cal	Vertical Type	Credit Distribution						Total Credits	Grand Total		
			I	II		III	IV	V			VI	
		(i) Three-year UG Degree Programme (Level 4.5.to 5.5)										
A		Major	4	4	Major	6	8	8	8	38	48	
		(DSC) 60-64			IKS	2				2		
		(Minimum 50% of Total Credits)			Elective	0	0	4	4	8		
B		Minor (from same faculty of DSC) 18-24	4	4		4	4	4	4	24	24	
C		Generic/ Open Elective Courses (OE)	4	4							12	12
		(faculty wise Basket Other than faculty of Major/Minor Subject) 10-12				2	2	0	0	12		
D		(i)Vocational Skill Courses (VSEC) corresponding to Major /Minor (Skill based/ Advance Practical wherever applicable) 8-10	0	2		2	2	2	2	10	16	
		(ii) Skill Enhancement Courses - SEC (Basket of skill courses approved by the University) 6	2	2		0	0	2	0	6		
E		(i)Ability Enhancement Courses (AEC)- Focus: Linguistic and Communication Skills (Eng.+ Modern Indian Language) 8	1+1	1+1		1+1	1+1	0	0	8	14	
		(ii)Indian Knowledge System (IKS) 2 (Generic)	2	0		0	0	0	0	2		
		(iii)Value Education Courses (VEC)	2	2		0	0	0	0	4		
	Understanding India, EVS, Digital and Technological Solution. 4	0				0	0	4	6			
F		(i) Internships/ Apprenticeship corresponding to Major 8 OJT	0	0		0	0	0	4	4	18	
		(ii)Field Projects/Community Engagement and Service(CEP) corresponding to Major 4-6	0	0		2	2	2	0	6		
		(iii) Co-curricular courses (CC)	2	2		2	2	0	0	8		
	(health and wellness, yoga education, sports, fitness, cultural activities, NSS/NCC and Fine/ Applied/ Visual/Performing Arts 8											
		Total Credits	22	22	22	22	22	22	132	132		
		(ii) Four-year UG Degree programme (Level 6.0) Honors Degree in Major or Minor										
		Vertical Type			Semester VII		Semester VIII					
		Major (Offered at Three-year UG Programme)	Mandatory		12-14 (2*4+2*2 or 3*4+2)		12-14 (2*4+2*2 or 3*4+2)			28		
			Elective		4		4			8		
		Research Methodology (RM)			4		0			4		
		On the Job Training (OJT)			0		4			4		
		Total			22		22			44		
		Cumulative			176							
					(132+44)							
		(ii) Four-year UG Degree Programme (Level 6.0) B.Honors with Research Degree in Major or Minor										
		Vertical Type			Semester VII		Semester VIII					
		Major (Offered at Three-year UG Programme)	Mandatory		8-10 (2*4+2 or 2*4)		8-10 (2*4+2 or 2*4)			20		
			Elective		4		4			8		
		Research Methodology (RM)			4		0			4		
		Research Project (RP)			4		8			12		
		Total			22		22			44		
		Cumulative			(132+44) 176							

- **Abbreviations:** Generic/ Open Electives (GE/OE); Vocational Skill and Skill Enhancement Courses (VSEC); Vocational Skill Courses (VSC); Skill Enhancement Courses (SEC); Ability Enhancement Courses (AEC); Indian Knowledge System (IKS); Value Education Courses (VEC); On the Job Training (OJT); Internship/ Apprenticeship (INT/APP); Field projects (FP); Community Engagement and Service (CEP); Co-curricular Courses (CC); Research Methodology (RM); Research Project (RP); MIL: Modern Indian Language
- **The student has to finalize his choice of selecting one subject as a Major and another as a Minor at the entry point i.e. at the time seeking admission to UG Program.** However, in exceptional situation, depending upon the availability of seats he may convert his major into minor and vice-versa at the time of confirmation of admission to Semester III. From this point onwards **the Major & Minor so finalized shall remain same till the end Sixth Semester.**
- The syllabus of vertical e (ii) IKS Generic and e (iii) Value Education should be uniform and common for the students of all the faculties of studies.

Credit Specifications (Calculation of Workload)

- As per National Credit Framework learners(student) engaged time for 40 Credits is 1200 Hrs.
- The old method of calculating teaching workload is now replaced by the Credit Based Calculations of Teaching Workload and Essential Requirement of Teacher – Student Ratio (TSR) / Faculty – Student Ratio (FSR).

Workload (Teaching/ contact Hours) based on Credits of the **Discipline / Subject** for **Six verticals of Education** spread over Six / Eight semesters (Three / Four Years) shall be as per **Table**

Sr. No.	The Vertical		Workload / Semester	
			Classroom (Theory)	Laboratory (Practical)
a	Major		1 Credit = 1 Hr / week	1 Credit = 2 Hrs / week
b	Minor		1 Credit = 1 Hr / week	1 Credit = 2 Hrs / week
c	Generic / Open Elective		1 Credit = 1 Hr / week	1 Credit = 2 Hrs / week
d	(i) VSC -Major		1 Credit = 1 Hr / week	1 Credit = 2 Hrs / week
	(ii) SEC		1 Credit = 1 Hr / week	1 Credit = 2 Hrs / week
	(i) AEC	English	---	1 Credit = 2 Hr / week
		MIL		1 Credit = 2 Hr / week
	(ii) IKS-Generic	English	1 Credit = 1 Hr / week	---
		MIL	1 Credit = 1 Hr / week	
	(iii) VEC	English	1 Credit = 1 Hr / week	---
		MIL	1 Credit = 1 Hr / week	
f	(i) Internship / Apprenticeship(OJT) -Major		---	1 Credit = 2 Hrs / week (30 Hrs. of engaged time)
	(ii) FP / CEP (Major)	FP	----	1 Credit = 2 Hrs / week (A minimum of 45Hrs. of learning activities per Credit in a semester)
		CEandS		1 Credit = 2 Hrs/Week (Cumulative 30 Hrs. of contact time per Credit)
	(iii) CC	English	1 Credit = 1 Hr / week	1 Credit = 2 Hrs / week
		MIL		(A minimum of 30 Hrs. of learning activities per Credit in a semester)

Eligibility for Admission to BSc Home Science

Program	Major subjects which can be opted (Figure in bracket shows unique code of Discipline / Subject)	Eligibility
B.Sc. (Home Science)	Home Science Communication and Extension (802), Food and Nutrition (806) Human Development (807), Resource Management (823), Textile and Clothing (831)	Have passed the HSSC Examination for the Science, Arts and Commerce including Vocational/M.C.V.C. stream of the Maharashtra State Board of Secondary and Higher Secondary Education or examination recognized as equivalent thereto. II. Minimum two years Diploma / course after SSC examination of any recognized University / M.S.B.T.E./ Govt. recognized Board or any other examination recognized as equivalent thereto OR. ii) The students having passed minimum two years Diploma / Course (after SSC examination) of Maharashtra State Board of Vocational Education Examinations, Mumbai shall be eligible to admit for B.Sc.(Home Science) Part-I.

List of Major Subjects and the choice of the Minor Subjects

Home Science Subjects with Code	Student shall have to select any one Minor of the same faculty (other than Major in which admitted) available in the HEI from the following subjects
Home Science ● Communication and Extension (802) ● Food and Nutrition (806) ● Human Development (807) ● Resource Management (823) ● Textile and Clothing (831)	Communication and Extension (802) Food and Nutrition (806) Human Development (807) Resource Management (823) Textile and Clothing (831) For Example: The student admitted for Major in Food Science and Nutrition shall have to select Minor of any one of the above Discipline/Subject other than Minor of Food Science and Nutrition.

Note: The Teaching Learning Schemes and syllabus for all six verticals of all semesters are given separately

Examination, Evaluation and Assessment Scheme

The total marks for each Course shall be based on Continuous Assessment and Semester End Examination. Each theory course of Major, Minor, GE/OE, AEC, IKS, VEC as prepared by the respective Board of Studies shall be evaluated as per the scheme as mentioned in the following table

Vertical No.	The Vertical	Mode of Examination , Evaluation and Assessment	Theory				Theory (Total)		Practical				Practical (Total)	
			External		Internal				External		Internal			
			Max. Marks	Min Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks
A	Major	External and	30	9	20	6	50	20	25	10	25	10	25	10
B	Minor	Internal	30	9	20	6	50	20	25	10	25	10	25	10
C	Generic/ Open Elective	Internal			50	20	50	20	--	--	50	20	50	20
D	VSC	Internal			50	20	50	20			50	20	50	20
	SEC	Internal	--	--	50	20	50	20			50	20	50	20
e	AEC (Eng. and One MIL Composite)	Internal			50	20	50	20						
	IKS (Generic)	Internal			50	20	50	20						
	VEC	Internal												
F	Internship/ Apprenticeship	Internal	Assessment of these verticals shall be based on various activities/practices. The evaluation/assessment shall be done by appointing external examiner by principal from Industry/Organisation/Academia. The mentor faculty shall be the internal examiner. It shall be evaluated by giving maximum 50 marks per 2 Credit Course with separate activity weightages/levels. A detailed SOP for this assessment process shall be prescribed separately.											
	FP/CEP													
	CC													

Continuous Assessment Tests (CAT)

For internal assessment, the Continuous Assessment Tests (CAT) shall be conducted as under-

- i. Three CAT each of 8 / 10 Marks (Theory) as applicable and 10 Marks (Practical).
 - First on completion of 25% Syllabus of the course or on completion of 25 teaching days,
 - Second on completion of 50% Syllabus of the course or on completion of 50 teaching days,
 - Third on completion of 75% Syllabus of the course or on completion of 75 teaching days.
- ii. Each concurrent assessment (CAT-I, II and III) will be mapped to relevant Course Learning Outcome.
- iii. Total Performance in CAT (i.e.40 %) shall be based on the **best two out of three** in CAT examinations
- iv. Internal assessment (CAT) shall be carried out by the respective course teacher by choosing variety of assessment tools/methods such as class test, record book, seminar, case study, field work, mini project work, quiz or any innovative method, which may be deemed to be appropriate for assessing the relevant course outcome.

Conduction of the Examination:

As per the scheme of teaching, learning, examination and evaluation, theory/practical examinations of Semester-I, II, III, IV, V, VI, VII and VIII shall be conducted by the University (except for Internal Examinations as applicable) at the end of each semester.

Instructions to the Paper Setters

- The duration of University theory examination shall be of Two hours or appropriate hours as prescribed in the syllabus/curriculum
- The Question Paper shall consist of Short Answer type (60%) and Long Answer type (40%) questions.
- There shall be internal choice for Short-Answer type Question and Long Answer type Question for every Unit.
- The Question paper should be set based on the Course Outcomes (COs) defined in the curriculum and setter shall ensure that all the outcomes are addressed through appropriate questions.
- The Questions should help to measure attainment of their corresponding Course Outcomes as prescribed in the syllabus/curriculum. All questions must be mapped to their related Course Outcomes.
- Questions paper should try to address the different levels of learning (Bloom's Taxonomy)
i.e. Knowledge/Remembering, Understanding, Applying, Analysing, Evaluating and Creating
- All Units mentioned in the course should be covered with equal weightage. The question paper shall be set so as to cover the entire syllabus of the respective course (paper).
- Model Solutions/answers to the short answer type questions and long answer type questions and scheme of marking for all question shall be submitted along with the question paper by the examiner
- Avoid Questions like "Write short notes on ..."
- The questions should be serially numbered as 01, 02, 03, 04, 05, 06 etc.
- Sub-questions shall be numbered as 1.1, 1.2, 1.3..... for Q1; 2.1, 2.2, 2.3 for Q2 and for subsequent questions
- It must be ensured that all questions are from within the prescribed syllabus
- For Long Answer type questions, make sure that:
 - questions starting questions with "who", "what", "when", "where", "name", "list" are avoided as these terms limit the response.
- Questions must follow Bloom's taxonomy

Distribution of Marks for Question paper

Total marks of Theory Paper	Marks for Long + Short Answer	Distribution of Unit wise Long/Short Answer type Questions
30	$14 + 16 = 30$ (Two Long answer questions $7+7=14$ Two Short answer questions $8+8 =16$)	Questions with Internal Choice of All Four Units: a. Long Answer: on any Two Units Long Questions of Maximum Marks 7 with internal Choice on any Two Units as per the choice of Paper setter. b. Short Answer: on any Two Units Short Questions of Maximum 2 Marks with Internal Choice on any Two Units as per the choice of Paper setter. eg Q. Answer any four from the following $2 \times 4 = 8$ (Set of six subquestions)

Programme Outcomes:

After completion of the programme, students will be able to

- **PO1-CriticalThinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- **PO2-Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- **PO3-Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- **PO4-Effective Citizenship:** Demonstrate empathetic social concern and equity centre national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- **PO5-Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- **PO6- Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- **PO7- Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme Specific Outcomes

Upon completion of the programme successfully, the students of undergraduate programme in Home Science will be able to -

1. Develop their scientific and technical acumen for Food Science and Nutrition; Food Chemistry and Food preservation, Community Nutrition and Applied life Sciences.
2. Cultivate a scientific temper towards Fundamentals of Food and Nutrition.
3. Understand life span development; early childhood education and care; human development and family dynamics.
4. Able to advance the aesthetic and organized methods for home décor production and interior decoration.
5. Develop their scientific and technical acumen for Human Development and

Family Dynamics.

6. Cultivate a scientific temper towards Resource Management.

7. Grow scientific and technical acumen for Textiles and Clothing, textile and laundry science; apparel and cloth designing, tailoring, embroidery and printing, art and design.

8. Cultivate a scientific temper towards Community Development Perspective and Approaches Socio Economic Analysis of Communities.

9. Cultivate a scientific temper towards Communication Process.

Develop a systematic and methodical approach aimed at communication process, computer basics and personal empowerment

Employability Potential of the Programme:

Home science is the science of handling the home and this science includes all matters that involve the house, the family members, and their resources. This is the science of 'better living' and the core of the specialty is the family environment. The study of home science includes various things to manage the home in a proper and organized manner. There are various job opportunities after pursuing a course in home science, such as fashion, teaching, social work, development studies, dietetics, food industry, home management, etc. The graduate in home science also has the option of self-employment.

Home Science professionals have ample opportunities in private sector (cooking, fashion designer, housekeeping, dietician) NGOs (social welfare office, food analysts, research officer), government sector (scientists, professor, research analysts) and entrepreneurial opportunities (boutique, grooming center, hobby courses and ideas)

Home Science is systematic and factual study of laws and principles as is done in other branches of science. Its laws and principles are generally applicable. It helps for the suitable progress and development of children and their prevention from diseases. It helps in bringing up children to better citizens and also looking after aged persons and hopeful and nursing mothers. It helps in enhancing the creative part of a home.

The career options after pursuing a home science course are provided below:

Service and Tourism Industry: The courses in the home science discipline offer many opportunities in the tourism industry, tourist resorts, hotels, etc. as an interior designer, cooks, food analysts, catering agents, bakers as well as health care professionals. The professionals can get a job as a dietician in different schools, hospitals, colleges, and various organizations.

Healthcare Industry: The health centres are specialized to provide advice for the dietary requirements of individuals suffering from diverse illnesses. Appropriate nutrition and physical education enable the home science graduates to start her own support centres for people with special nutritional requirements. The support centres work to provide guidance and support to the individuals to stay fit by balancing their diet, exercise, and management of overweight and related condition

Teaching and Research: After pursuing a course in home science, candidates also have teaching options. Provided, the applicants have to pursue a master's degree in home science to become a teacher at the secondary level. For a graduate-level lecturer post, one must have cleared the UGC NET exam after completing a master's degree in Home Science. The research positions are also open for the applicants if they clear the NET exam as per the JRF cut off score.

Production Industry: In the production industry, there are different types of activity such as frozen food manufacturing, food preservatives, cooking, and different food production which require home science experts. The graduates can apply for the post of food analysts, quality analysts, quality controllers, and quality managers in food preservation departments, and food processing units.

Nutrition and Dietetics: The demand for dieticians is rapidly increasing in India. They are the professionals who are concerned about the individual requirements and suggest diet as per human physiology, calorie consumption, and other factors. Their main role is to provide food analysis, food therapy, and food management.

Resource Management: Resource management includes home management by organizing all the required resources effectively and economically. Resource management implies furnishing of home with effective use of labour and money for getting maximum work done by spending minimum resources.

Clothing and Textile: The textile industry is one of the most successful in India with growth and attention to fashion and fabric. The job of home science individuals in the textile industry is for fabric construction, dyeing, printing, assessing, recognizing and selecting fabrics or products from dealers based on suitability and checking for

performance under various conditions. The job profiles are offered in the textile industry area apparel and textile designers.

Communication and Extension: It deals with the creation, dissemination, and application of knowledge intended to intentionally alter people's behavior in order to help people live better lives. Extension education supports communities to deal with the social, economic, and environmental problems and can provide training and support for small business owners, aspiring entrepreneurs, and individuals.

Transferable Skills:

During the course student will develop skills other than laboratory skills that are transferable across the number of career areas. These are:

- Analytical skill
- Report writing skill
- Presentation skill
- Time management
- Creative thinking
- Problem solving
- Planning