

Ministry of Education and Science of Ukraine
Sumy National Agrarian University
Faculty of Food Technology
Department of Food Technology and Safety

Work program (syllabus) of the educational component

SC 12 Ethnic cuisines and Ayurvedic nutrition

Specialty	181 "Food Technology"
Educational program	Food technology
Level of higher education	First (bachelor's)

Developer:

Anna HELIKH Ph.D., Assoc. Prof. of the Department of
Food Technologies and Safety
(surname, initials) (academic degree and title, position)

Reviewed and approved at the
meeting of the Department of
Food Technology and Safety
(name of department)

protocol dated 30.05.2025 № 10

Manager
departments

Maryna SAMILYK
(last name, initials)

Agreed:

Guarantor of the educational program

(signature)

Olena KOSHEL

(full name)

Acting Dean of the Faculty where
the educational program is implemented

(signature)

Nataliia BOLHOVA

(full name)

The review of the work program
was provided by Ph.D., Assoc. Prof.

(signature)

Vasyl Tyschenko

(full name)

—
Doctor of Philosophy, Associate Professor

(signature)

Nataliia BOLHOVA

(full name)

Methodologist of the Education Quality Department,
licensing and accreditation

(signature)

(N. Baranik)

(full name)

Registered in the electronic database: date: 26.06.2026.

Information on reviewing the work program (syllabus):

[illegible]

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1.	Name SC	SC 12 Ethnic cuisines and Ayurvedic nutrition		
2.	Faculty/department	Food Technology / Department of Food Technology and Safety		
3.	Status SC	Selective		
4.	Program/Specialty (programs), part of which is the SC for (<i>filled in for mandatory SCs</i>)	EP "Food Technologies", 181 Food Technologies		
5.	NRC level	6th Bachelor's		
6.	Semester and duration of study	6th semester, 1 5 weeks		
7.	Number of ECTS credits	5		
8.	Total hours and their distribution	Contact work (classes)		Independent work
		Lectures 14	Laboratory 46	90
9.	Language of instruction	Ukrainian		
10.	Teacher/Educational Component Coordinator	Ph.D., associate professor Helih A.O.		
11.1	Contact information	Anna Oleksandrivna Helikh, Associate Professor of the Department of Technology and Safety, 317a, e - mail : anna . helikh @ snau . edu . ua		
11.	General description of the educational component	Ethnic Cuisine and Ayurvedic Nutrition is an exploration of the world's culinary heritage as a reflection of the culture of peoples and the ancient knowledge of Ayurveda about food as a source of health and harmony. This course invites you on an exciting gastronomic and wellness journey. You will learn how cultural and historical factors and local characteristics shape ethnic dishes, while at the same time mastering key Ayurvedic principles - from the concept of doshas to an individual approach to nutrition for well-being. This combination will give you a unique understanding of food as a cultural phenomenon and a powerful tool for maintaining health.		
12.	Purpose of the educational component	The course "Ethnic Cuisine and Ayurvedic Nutrition" comprehensively explores the world's ethnic culinary traditions, their technologies and cultural and historical foundations, while covering the fundamental principles, terminology and dietary approaches of Ayurvedic nutrition. The main focus of the course is on the analysis of cooking technologies, classification approaches, as well as modern directions for integrating this knowledge into healthy eating practices.		
13.	Prerequisites for studying SC, connection with other educational components of EP	1. The educational component is the basis for the EP "Food Technologies": SC33 State certification: performance and defense of qualification works.		
14.	Academic Integrity Policy	It is not allowed to copy the conclusions of the laboratory work protocols from each other, in such a case the laboratory work will be considered unprotected and will require re-revision. In case of re-revision, the work will not be evaluated for the maximum score .		
15.	Keywords	culinary traditions, ethnology of dishes, dishes, world cuisines, Ayurveda, nutrition psychology		
16.	Course location on the Moodle platform	https :// cdn . snau edu . ua / moodle / course / view . php ? ID = 6068		

2. LEARNING OUTCOMES BY EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

Learning outcomes in the discipline ¹	Program learning outcomes ²	How is LOD assessed?
	PLO 8	
<u>LOD 1.</u> Ability to analyze sociocultural factors, traditions, key technologies of ethnic cuisines of the world and fundamental principles of Ayurvedic nutrition, including the concept of individual constitution (dosh).	X	Oral defense of laboratory work Multiple-choice final test (modular assessment)
<u>LOD 2.</u> Ability to use knowledge of ethnic cuisines and Ayurvedic dietary approaches to develop balanced diets, adapt recipes, and prepare dishes taking into account their nutritional value, taste, and healthy eating principles.	X	Oral defense of laboratory work Multiple-choice final test (modular assessment)
<u>LOD 3.</u> Ability to contribute to the preservation and popularization of the gastronomic heritage of ethnic cuisines and Ayurvedic nutritional practices, developing a general food culture and integrating the acquired knowledge into professional activities.	X	Oral defense of laboratory work Multiple-choice final test (modular assessment)
LIST OF COMPETENCES THAT WILL BE IMPROVED/ACQUIRED IN THE PROCESS OF NON-FORMAL EDUCATION		
mini-course "Indian cuisine"		
General: The presence of innovative perception in the culinary field. Specification in three types: 1. Perception of culinary innovations (new flavors, approaches, ingredients). 2. Ability to see the potential for innovation in traditional Indian recipes. 3. Ability to offer original culinary solutions based on Indian cuisine. Professional: Possession of a system of theoretical knowledge and practical skills in Indian cuisine; experience in applying knowledge to creatively solve culinary problems; awareness of one's own skills for innovative activities in the field of Indian cuisine.		Form for confirming learning results: A certificate of successful completion of training with the number of hours. The authenticity of the certificate can be verified by using the link on it.

¹The list that is given in the work program under "to know, to be able to".

When defining the DRL in the work program, you can not highlight "know, be able to", but give a general list.

²indicate the PRN numbers as they are given in the OP.

MANDATORY! The PNRs listed in the appendix must match the "+" ones listed in the PNR and OK correspondence matrix of the educational program.

3. CONTENT OF THE EDUCATIONAL COMPONENT (COURSE PROGRAM)

Topic. List of issues to be addressed within the topic	Distribution within the overall time budget		Recommended reading ³
	Classroom work	Independent work	
	Lecture	Lab	
Module 1			
Lecture 1. Introduction to the ethnology of nutrition. 1. Subject and objectives of the discipline: gastronomic culture and Ayurvedic practices. 2. National cuisine as a source of culinary art. 3. The phenomenon of Ukrainian cuisine: mutual influences and regional traditions. 4. Dishes of Moldovan cuisine: originality and imagination. 5. Introduction to key concepts of nutrition for health.	2		[1,2,5, 9]
Laboratory Lesson 1. Gastronomic culture as a psychological sphere of human life: spiritual and emotional components of food culture. Research and characterization of the gastronomic industry and ethnic characteristics of the Czech Republic, Slovakia, Poland and Hungary.		6	[1,2]
Independent work (individual task) 1. Describe the concept of "gastronomic culture". 2. Contrast the concepts of "folk cuisine" and "national cuisine." 3. Make a list of dishes and culinary products that are included in the UNESCO World Heritage List. 4. To justify the importance of including the "Culture of Ukrainian Borscht Cooking" in the UNESCO List of Intangible Cultural Heritage. 5. To substantiate the functions of gastronomic culture in the formation of national identity. 7. Features of sausage and bratwurst technologies in the cuisines of Austria and Germany 9. What first courses are typical of Czech cuisine? 10. What dishes are prepared using beer?		10	[6 , 8]

³ Specific source from the main or additionally recommended literature

Lecture 2. Ethnology of Northern Europe: the influence of climate and seasonality on diet. 1. British cuisine: a combination of traditions and cooking methods. 2. Features of the cuisine of the Scandinavian countries. 3. Cuisine of the Baltic countries: culinary movement and lifestyle. 4. The principle of seasonality in nutrition and its connection with the Ayurvedic concept of Ritucharya.	2			[1, 9, 14]
Laboratory Lesson 2. Research and characterization of the gastronomic industry and ethnic characteristics of Denmark, Sweden, Norway, and Holland.		6		[2, 4, 8]
Independent work (individual task) 1. Features of the raw material set and methods of processing raw materials in the ethnic cuisine of Sweden. 2. Assortment and technological features of traditional ethnic dishes of Norway. 3. Traditional ethnic foods and drinks of Holland, features of their technology. 4. Notable features of the assortment and technology of ethnic dishes of Denmark. 5. What is a ralmops?			10	[10,13]
Lecture 3. Ethnological culinary traditions of Western Europe: from authenticity to innovation. 1. Dutch national cuisine: authenticity and traditions. 2. Traditional dishes of Belgian and Luxembourgish cuisine. 3. Culinary traditions of Germany and Austria. 4. The cuisine of the peoples of Switzerland: a union of French, German and Italian traditions. 5. Comparative analysis of European dietary approaches.	2			[1, 7, 9, 14]
Laboratory Lesson 3. Research and characterization of the gastronomic industry and ethnic characteristics of Belgium, England, Switzerland, and Ireland.		6		[5,8, 7, 9,11]
Independent work (individual task) 1. Name the features of French <i>saucers</i> . 2. Create a dessert menu for the French delegation . 3. Describe the features of preparing croquembouche and millefeuille desserts . 4. Features of Irish porters . 5. Whiskey Technology. What is single malt whiskey and bourbon?			10	[9, 11]
Total by module 1	6	18	30	

Module 2				
Lecture 4. Ethnology of Mediterranean cuisine: traditions, tastes and principles of longevity. 1. French cuisine – famous dishes, drinks and delicacies. 2. National Spanish and Portuguese cuisine. 3. Cuisine of the peoples of Italy and Greece: dishes, traditions, features. 4. Turkish and Israeli cuisine as part of the Mediterranean. 5. Mediterranean diet: similarities and differences with Ayurvedic approaches.	2			[1,2,5, 9]
Laboratory Lesson 4. Research and characterization of the gastronomic industry and ethnic characteristics of Italy, Greece, Portugal, and Spain.		6		[1,2]
Independent work (individual assignment) 1. The cuisines of the Mediterranean peoples and their main common features. 2. Features of the gastronomic industry of Spain. 3. Traditional diet of the people of Spain. 4. Common and distinctive features of the gastronomy of Spain and Portugal. 5. List of the main types and methods of processing raw materials in Portuguese cuisine. 6. Features of the raw material set, methods of processing raw materials, assortment and technology of gastronomic products in Italy. 7. Features of the assortment and technology of various types of Italian flour dishes. 8. General and distinctive features of the raw material set, methods of processing raw materials, and technology of gastronomic products in Bulgaria and Romania. 9. Features of gastronomic products of Greece.			12	[6 , 8]
Lecture 5. Gastronomic mosaic of Central Europe: from Hungary to the Balkans. 1. Traditional dishes of Hungarian and Polish cuisine. 2. The flavor basis of Czech and Slovak cuisine. 3. Overview of the national culinary style of Balkan cuisine. 4. The role of spices and fermented foods in the region's cuisines and their impact on digestion.	2			[1.5 ,10]
Laboratory Lesson 5. Research and characterization of the gastronomic industry and ethnic characteristics of Germany, Austria, and Switzerland .		6		[2, 4 , 12]

Independent work (individual task) 1. Features of dumpling technology. 2. Technology of the dish "Warsaw-style Flaky". 3. Name the elements of Jewish cuisine in Polish cuisine. 4. Features of technology and consumption of Tokaj wines. 5. Viennese coffee technology.			12	[3 , 6-10]
Lecture 6. Fundamentals of Ayurvedic nutrition: philosophy, key concepts. 1. History and Philosophy of Ayurveda. The Connection of Body, Mind, and Spirit. 2. The concept of the five primary elements (Panchamahabhutas) and the three Gunas (Sattva, Rajas, Tamas) in the context of nutrition. 3. The doctrine of the Three Doshas (Vata, Pitta, Kapha): detailed description, functions in the body, signs of balance and imbalance. 4. The concepts of "Prakriti" (individual constitution) and "Vikriti" (current state): importance for determining nutritional approaches.	2			[1,2,5, 9]
Laboratory lesson 6. Determination of individual Ayurvedic constitution. Characteristics of doshas.		8		[1,2]
Independent work (individual assignment) 1. Detailed study of the characteristics of each of the three doshas (Vata, Pitta, Kapha). 2. Attempt to independently determine one's own Prakriti and Vikriti with detailed justification based on the studied materials. 3. Preparation of an essay on the topic: "The influence of lifestyle (physical activity, sleep, stress) on the balance of doshas."			12	[6 , 8]
Lecture 7. Principles and practice of Ayurvedic dietetics. 1. The doctrine of the six tastes (Rasa) in Ayurveda (sweet, sour, salty, pungent, bitter, astringent) and their effect on the doshas and the body. 2. The concept of "Agni" (digestive fire): types, functions, signs of strong and weak Agni, methods of its support. 3. The concept of "Ama" (toxins): causes of formation, manifestations, connection with diseases, methods of reducing Ama through nutrition. 4. General rules of Ayurvedic nutrition: food compatibility, conscious food consumption, the role of daily routine (Dinacharya) and seasonality (Ritucharya). 5. The role of spices in Ayurvedic cooking: basic spices and their therapeutic properties.	2			[1,2,8, 7]

Laboratory Lesson 7. Development of Ayurvedic menus. Workshop on Ayurvedic cooking.		8		[8,11,13]
Independent work (individual assignment) 1. Compiling a detailed list of foods that balance and strengthen each of the three doshas, taking into account their tastes, Gunas, and season. 2. Research into Ayurvedic approaches to cleansing the body (Panchakarma – general overview, preparatory procedures, daily practices for detoxification). 3. Development of recommendations for the use of 5-7 key spices to improve digestion, boost immunity, and overall well-being according to Ayurveda. 4. Prepare a presentation: "Ayurvedic drinks: recipes and health benefits."			12	[3, 5, 8, 7]
Total by module 2	8	28	60	
Informal education				
mini-course "Indian cuisine" Course program: Find out what spices India has given to world cuisine and why its role in the development of other cuisines is very important. Prepare 5 classic Indian dishes and learn the history of each one Learn how to use spices correctly and calculate the spiciness of dishes Understand the concept and significance of "terroir" in Indian cuisine. How cooking techniques and basic flavors are related to the geographical location of this country, its climate and relief You will find out whether it is possible to cook "here" as well as "there". Where and how to find the necessary products, whether they can be substituted.	5	https://culinaryacademy.com.ua/sale		
Total	14	46	90	

4. TEACHING AND LEARNING METHODS

LOD	Teaching methods (work that will be carried out by the teacher <u>during classroom lessons</u> , consultations)	Number of hours	Teaching methods (what types of learning activities should <u>the student perform independently</u>)	Number of hours
<u>LOD 1.</u> Ability to analyze socio-cultural factors, traditions, key technologies of ethnic cuisines of the world and principles of Ayurvedic nutrition,	Problem lectures (questions are raised regarding the material covered by the teacher, but the lecturer answers them himself, to focus students' attention on the main point) Presentations (demonstration of information on the topic of lectures)	6	Laboratory classes (performing tasks according to methodological instructions) Brainstorming while doing lab work Individual tasks (independent processing of the information proposed by the teacher)	16 30
<u>LOD 2.</u> Ability to use knowledge of ethnic cuisines and Ayurvedic dietary approaches to develop balanced diets, adapt recipes, and prepare dishes taking into account their nutritional value, taste, and healthy eating principles.	Problem lectures (questions are raised regarding the material covered by the teacher, but the lecturer answers them himself, to focus students' attention on the main point) Presentations (demonstration of information on the topic of lectures)	6	Laboratory classes (performing tasks according to methodological instructions) Brainstorming while doing lab work Individual tasks (independent processing of the information proposed by the teacher)	16 30
<u>LOD 3.</u> Ability to contribute to the preservation and popularization of the gastronomic heritage of ethnic cuisines and Ayurvedic nutritional practices, developing a general nutritional culture and integrating the acquired knowledge into practice	Problem lectures (questions are raised regarding the material covered by the teacher, but the lecturer answers them himself, to focus students' attention on the main point) Presentations (demonstration of information on the topic of lectures)	8	Laboratory classes (performing tasks according to methodological instructions) Brainstorming while doing lab work Individual tasks (independent processing of the information proposed by the teacher)	14 30

5. EVALUATION BY EDUCATIONAL COMPONENT

5.1.Diagnostic assessment (indicated as needed)

5.2.Summative assessment

5.2.1. To assess the expected learning outcomes, there are

No.	Summative assessment methods	Points / Weight in the overall score	Date of compilation
	Module 1 (50 points):		
1	Oral defense of laboratory works (3 works, 5 points each)	15 points / 15%	within 5 days after class
2	Midterm testing (multiple choice test)	3 5 points / 3 5 %	Week 7
	Module 2 (50 points):		
3	Laboratory work defense (4 papers, 5 points each)	20 points / 20%	within 5 days after class
4	Midterm testing (multiple choice test)	30 points / 3 0 %	Week 15
5	Informal education	5 points / 5%	Week 15

5.1.1. Evaluation criteria

Component	Unsatisfactorily	Satisfactorily	Good	Perfectly
<i>(For the 1st laboratory work)</i>	<i>< 0 points</i>	<i>2 points</i>	<i>4 points</i>	<i>5 points</i>
	<i>Task requirements not met</i>	<i>Most requirements are met, but individual components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue</i>	<i>All task requirements met</i>	<i>Fulfilled all the requirements of the task, demonstrated creativity, thoughtfulness, proposed their own solution to the problem</i>
Module 1 (50 points)				
<i>Laboratory work protection</i>	<i>3 laboratory works of 5 points each (if completed – a total of 15 points)</i>			
<i>Midterm testing (multiple choice test)</i>	<i>The test includes 35 questions, each of which is worth 1 point.</i>			
Module 2 (50 points)				
<i>Laboratory work protection</i>	<i>4 laboratory works of 5 points each (if completed – a total of 20 points)</i>			
<i>Midterm testing (multiple choice test)</i>	<i>The test includes 30 questions, each of which is worth 1 point.</i>			
<i>Informal education</i>	<i>In case of completion (receiving a certificate) 5 points</i>			

5.2. Formative assessment:

To assess current progress in learning and understand areas for further improvement,

No.	Elements of formative assessment	Date
1	Oral survey after studying all topics, during laboratory classes	within 5 days after class
2	Feedback in the form of a discussion of the final testing	7, 15 weeks
3	Feedback in the form of a discussion of an individual task	up to 15 weeks

6. LEARNING RESOURCES (LITERATURE)

1. Ethnic cuisines and Ayurvedic nutrition. Lecture notes for students of the educational institution "Food Technologies" of full-time and part-time forms of obtaining higher education degree "Bachelor" / compiled by A.O. Gelikh - Sumy: SNAU, 202 6 . - 135 p.

2. Ethnic cuisines and Ayurvedic nutrition. Methodological recommendations for performing laboratory work for students of the OPP "Food Technologies" of full-time and part-time forms of obtaining higher education degree "Bachelor" / compiled by A.O. Gelikh- Sumy: SNAU, 202 6 . – 50 p.

3. Ethnic cuisines and Ayurvedic nutrition. Methodological recommendations for independent work for students of the educational institution "Food Technologies" of full-time and part-time forms of obtaining higher education degree "Bachelor" / compiled by A.O. Gelikh - Sumy: SNAU, 202 6 . - 55 p.

Recommended reading

1. Fundamentals of nutrition: textbook / M.I. Kruchanytsya, I.S. Myronyuk, N.V. Rozumikova, etc. – Uzhhorod: UzhNU “Hoverla”, 2022. – 252 p.

1. Helikh, A., & Filon, A. (2025). Study of the amino acid profile of alternative proteins (Helix pomatia, Lissachatina fulica, Helix aspersa) and their potential application in a healthy diet: optimization of a modern brandade recipe. Technology Audit and Production Reserves, 2(3(82), 71–79. <https://doi.org/10.15587/2706-5448.2025.326896> (Scopus)

2. Gelikh A. (2025). Low-allergenic shortbread cookies enriched with cassava powder and alternative protein for military nutrition. Biota. Human. Technology. 2025. No. 1. P. 148-160. DOI:10.58407/bht.1.25.9

3. Gelikh, A. O. (2025). Research on the quality indicators of sauces using alternative proteins for military food. Tavria Scientific Bulletin. Series: Technical Sciences, (1), 294-303. <https://doi.org/10.32782/tnv-tech.2025.1.29>

4. Gelikh, A., Filon, A. (2025). Traditional French crackers with pâté based on alternative proteins for a healthy and military diet. Herald of Khmelnytskyi National University. Technical Sciences, 347(1), 423-431. <https://doi.org/10.31891/2307-5732-2025-347-58>

5. Golovko T. M., Zharebkin M.V., Gelikh A.O., Filon A.M. (2024). Beetroot pre-treated by freezing-thawing as a source of nitrites in Italian salami enriched with alternative proteins. Progressive techniques and technologies of food production in the restaurant industry and trade. – Kharkiv: DBTU, Issue 2 (36). – 27-43 p. DOI 10.5281/zenodo.14672191 https://repo.btu.kharkov.ua/bitstream/123456789/62863/1/Prohres_tekhnika_tekhnolohiyi_2_24-27-43.pdf

2. Etiquette and food culture: educational edition / I.I. Vakulyk, Ya.V. Puzyrenko, T.M. Mysyura. – Kyiv: LLC “Agrar Media Group”, 20 23. – 68 p.

3. Ken Albala S. Food: A Cultural Culinary History. - USA: Virginia, University of the Pacific, 20 2 3. - 290 c.

4. Arkhipov V.V. Ethnic cuisines: Features of culture and food traditions of the peoples of the world: textbook / V.V. Arkhipov, – Kyiv, 20 22 – 234p.

5. Culture and Food: Massachusetts Department of Education Child and Adult Care Food Program [URL: http://www.morethanameal.info/manual/pdf/MoreThanAMeal_chap_5.pdf](http://www.morethanameal.info/manual/pdf/MoreThanAMeal_chap_5.pdf)

6. Starchayenko O.T., Nemirich A.V. Ukrainian Cuisine. Kharkiv: Factor, 2022. 208 p.
7. Kalugina I.M., Telezhenko L.M. Technology of ethnic cuisines of the world: a teaching manual. Odessa: Education of Ukraine, 2022. 296 p.
8. Rostovsky V.M. Cuisine of the World: Textbook. Kyiv: Condor, 2021. 502 p.
9. Abramov V.V., Tonkoshkur M.V. History of tourism: textbook / Kharkiv. National Academician of Urban Economics. Kharkiv: KhNAMG, 2022. 294 p.
10. Plyuta O.P. "Gastronomic culture" and "National cuisine" as concepts of humanitarian food studies // *Yong*. 2024. T. 47. No. 7 – 211p.
11. Basyuk D.I. Innovative development of gastronomic tourism in Ukraine / D.I. Basyuk // *Scientific works of the National University of Food Technology*. – 2024. – No. 45. – P. 128–132.
12. Komarnitsky I.O. Culinary tourism in Ukraine: status and prospects of regional development in the context of Euro-2012 // *Geography and tourism*. – Issue 14. – 2021. – P. 100–115.
13. Matveev V.V. Wine tourism as an advertising factor and a tool for stimulating the development of the competitive potential of wine-making enterprises of Ukraine / V.V. Matveev // *Scientific Bulletin of the Kherson State University*. – Kh., 2023. – No. 10, Part 4. – P. 29–31.
14. Rasulova A.M. The potential of restaurant business in the development of gastronomic tourism in Ukraine. // *Economy and State*, 2023. – No. 5. – P. 78–83.

15. Information resources

<https://cdn.snau.edu.ua/moodle/course/view.php?id=6068>

