

**Scheme & Syllabus of**  
**Bachelor of Vocation in Food Technology**  
**B.Voc. Food Technology**

**Batch 2024 onwards**



By

Board of Study Food Science and Engineering

Department of Academics

**I.K. Gujral Punjab Technical University**

**Vision:**

To create competent professionals those, contribute towards the economic development of the nation by going in line with the policy of Government of India in the field of food processing food safety and security.

**Mission:**

- Development of human resources in the field of food science and technology to serve the cause of the nation
- Providing a strong theoretical and practical background across the food science discipline with an emphasis on developing sustainable resources to cater to food and nutrition-related challenges
- Development of human resources in the area of clinical nutrition and research to contribute effectively to making India healthy
- Create a favorable environment for innovation to translate theoretical knowledge into practical applications
- Inculcating professional ethical values, innovative research capabilities, and leadership abilities
- Holistic development of the youth through the process of self-evaluation and continuous improvement

<b>Program Name:</b>	Bachelor of Vocation in Food Technology Or B.Voc. Food Technology
<b>Program Level</b>	Undergraduate (UG) Program
<b>Duration</b>	3 years (6 Semesters)
<b>Eligibility for Admission</b>	Passing of 10+2 or its equivalent examination in any stream conducted by a recognized Board / University / Council.
<b>Year of Implementation</b>	New Syllabus will be implemented from 2024 onwards.
<b>Medium of Instruction and examination</b>	English/ Punjabi/ Hindi

### Program Education Objectives:

1. To make the students competent in developing future foods by utilizing technologies such as dehydration, freezing, irradiation, fermentations, applications of enzymes in food processing, food product development, nutraceuticals, and nutritional and functional foods.
2. To keep students abreast with the rapid developments reported within technology and biological science that are creating completely new ways of developing various processed foods.
3. To impart an understanding of modern food processing and profound knowledge of technology associated with the development of healthy and safe foods.
4. To motivate and enable students of B. Voc. Food Technology to opt for higher levels of learning viz. post-graduate program, and doctoral programs by research in this interdisciplinary field with the view of developing highly skilled professionals to work in Industry and academia.

### Program Outcomes:

<b>PO1</b>	To impart knowledge of various areas related to Food Science and Technology
<b>PO2</b>	To enable the students to understand food composition and its physicochemical, nutritional, microbiological, and sensory aspects
<b>PO3</b>	To familiarize the students with the processing and preservation techniques of pulses, oilseeds, spices, fruits and vegetables, meat, fish, poultry, milk & milk products
<b>PO4</b>	To emphasize the importance of food safety, food quality, food plant sanitation, food laws and regulations, food engineering, and packaging in the food industry.
<b>PO5</b>	To impart an understanding of modern food processing and profound knowledge of technology associated with the development of healthy and safe foods.

**Mapping of Program Outcomes with Program Education Objectives: -**

<b>PO \ POE</b>	<b>POE1</b>	<b>POE2</b>	<b>POE3</b>	<b>POE4</b>
<b>PO1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>PO2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>PO3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>PO4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>PO5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

**Course Type Coding:**

<b>DSC</b>	Discipline Core
<b>DSE</b>	Discipline Elective
<b>QP-NOS</b>	Qualification Pack - National Occupational Standards.
<b>SEC-SB</b>	Skill Enhancement Course- Skill Based
<b>SEC-VB</b>	Skill Enhancement Course- Value Based
<b>AECC</b>	Ability Enhancement Course
<b>OE</b>	Open Elective

**Important Notes:**

1. For all lecture courses, one credit per lecture/week/semester will generally be adopted. One laboratory hour per week per semester will be assigned half credit.
2. No elective course will be run unless the number of students registered for the elective course is five or more.
3. Mudhle Punjabi (ਮੁਢਲੀ ਪੰਜਾਬੀ) in lieu of Punjabi Compulsory (ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ) will be allowed to the following categories of candidates.
  - a) Candidates who have passed their Matriculation examination from a School located outside the State of Punjab or an examination recognized as equivalent thereto.
  - b) Candidates who have passed their Matriculation examination from a School located in the State of Punjab will not be allowed to take up the subject of Punjabi Mudhle Punjabi (ਮੁਢਲੀ ਪੰਜਾਬੀ) in lieu of Punjabi Compulsory (ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ) at the graduate level.
  - c) Children of Defence personnel/Para military personnel (serving as well as retired) will be allowed to take up the subject of Mudhle Punjabi (ਮੁਢਲੀ ਪੰਜਾਬੀ), provided the father/mother/guardian (in case the father is deceased) of the candidate gives an affidavit that the candidate has not studied Punjabi at the School level.

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# SEMESTER- I

### Program Scheme & Syllabus

#### Semester I

Course Code	Course Title	Course Type	Load			Marks Distribution		Total	Credits
			L	T	P	Internal	External		
BVFT111-24	Foundations of Food Science	DSC	4	0	0	40	60	100	4
BVFT112-24	Technology of Food Preservation	DSC	4	0	0	40	60	100	4
BVFT113-24	Food Analysis and Preservation (Lab)	DSC	0	0	4	30	20	50	2
FIC/Q9005	Industrial Production Worker – Food Processing <sup>#</sup>	QP-NOS	4	0	0	40	60	100	4
SEC111-24	Digital Fluency	SEC-SB	4	0	0	40	60	100	4
SEC112-24	Digital Fluency (Lab)	SEC-SB	0	0	4	30	20	50	2
HVPE101-18	Human Values, De-addiction, and Traffic Rules	AECC	3	0	0	40	60	100	3
HVPE102-18	Human Values, De-addiction and Traffic Rules (Lab/Seminar)	AECC	0	0	1	25 <sup>##</sup>	--	25	1
BVPC106-19 Or BVPM107-19	ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ Or ਮੁਢਲੀ ਪੰਜਾਬੀ	AECC	2	0	0	20	30	50	2
BVFT114-24	Industrial Visit and FoSTaC Course	AECC	0	0	3	40	--	40	3
BMPD102-18	Mentoring and Professional Development	SEC-VB	0	0	1	25 <sup>##</sup>	--	25	1
	<b>Total</b>		<b>20</b>	<b>0</b>	<b>12</b>	<b>370</b>	<b>370</b>	<b>740</b>	<b>30</b>

<sup>#</sup> Students will learn the practical application of Industrial Production Worker – Food Processing skills in the food industry through Industrial Visit in 1<sup>st</sup> semester and summer training after their first year.

<sup>##</sup>The Human Values, De-addiction and Traffic Rules (Lab/ Seminar), and Mentoring and Professional Development course will have internal evaluation only.

## BVFT111-24: Foundations of Food Science

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

Introduce students to the fundamentals of food science, including its historical development and composition, structure, and nutritional value of foods derived from plants and animals.

**Course outcome:** At the end of the course, the students will be able to

CO1	Explain the basics of food science and technology, and the status of the food industry in India and globally.
CO2	Analyze the functions and changes of nutrients during food processing and storage.
CO3	Describe the properties of water and its impact on food quality and spoilage.
CO4	Evaluate the composition, nutritional value, and processing techniques of plant-based foods.
CO5	Assess the composition, nutritional value, and processing effects on animal-based foods and understand the concept of healthy foods.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	2	1	1	3
<b>CO2</b>	1	3	3	1	2
<b>CO3</b>	1	3	1	3	1
<b>CO4</b>	1	3	3	1	2
<b>CO5</b>	3	3	3	3	3



**Details of the Course Content - Foundations of Food Science (BVFT111-24)**

Unit	Contents	Contact Hours
I	<p><b>Introduction to Food Science and Fundamentals</b></p> <ol style="list-style-type: none"> <li><b>1. Introduction to Food Science, Food Technology, and Food Engineering:</b> Overview of food science, its importance, and interdisciplinary nature; Distinctions and interrelationships between food science, food technology, and food engineering</li> <li><b>2. Status of the Food Industry in India and Abroad:</b> Current trends and statistics of the food industry in India; Comparison with global food industry trends; Key challenges and opportunities in the food industry</li> <li><b>3. Nutrients and Functions of Food:</b> Carbohydrates, Proteins, Lipids, Vitamins, Minerals: Types, functions, dietary sources, importance in the diet, and Changes in nutrient composition during food processing and storage</li> <li><b>4. Physical Properties of Water and Ice:</b> Chemical nature and structure of the water molecule; Physical properties of water and ice; Absorption phenomena and types of water solutions; Colligative properties of water; Distinction between free and bound water; Water activity and its role in food spoilage; Freezing and ice structure: Impact on food preservation and quality</li> </ol>	12
II	<p><b>Food Dispersions and Plant-Based Foods</b></p> <ol style="list-style-type: none"> <li><b>1. Food Dispersions:</b> Introduction to food dispersions; Structure and classification of different types of food dispersions (e.g., solutions, suspensions, emulsions, gels); Stability factors and mechanisms affecting food dispersions</li> <li><b>2. Cereals and Millets:</b> Definition, types, composition, nutritional value, structure (Wheat and rice), factors affecting and changes in major cereals and millets during processing (cooking and germination)</li> <li><b>3. Pulses:</b> Definition, types, composition, nutritional value, factors affecting and changes in major pulses during processing (Soaking, Germination, Decortication, Cooking, Fermentation); Identification and implications of antinutritional factors in pulses</li> </ol>	11
III	<p><b>Composition and Nutritive Value of Plant-Based Foods</b></p> <ol style="list-style-type: none"> <li><b>1. Nuts &amp; Oilseeds:</b> Definition, types, composition, and nutritional value of nuts and oilseeds; Processing techniques for oilseeds such as soybeans and coconut; Production and applications of protein isolates and texturized vegetable protein (TVP)</li> <li><b>2. Fruits &amp; Vegetables:</b> Definition, classification, composition, and nutritional value of fruits and vegetables; Vegetable cookery: Techniques and nutritional implications; Changes in fruits and vegetables during maturation, ripening, storage, and cooking;</li> </ol>	11

	<p>Concept and mechanisms of enzymatic browning in fruits and vegetables</p> <p>3. <b>Spices &amp; Herbs:</b> Definition, classification, composition, and nutritional value of spices and herbs; Culinary and preservative uses of spices and herbs; Overview of essential oils and oleoresins: Extraction, properties, and applications.</p>	
IV	<p><b>Composition and Nutritive Value of Animal-Based Foods and Health Foods</b></p> <p>1. <b>Eggs:</b> Structure, composition and nutritional value of eggs; Grading and quality assessment of egg; Changes in eggs during cooking and storage</p> <p>2. <b>Meat &amp; Fish:</b> Structure, types, composition and nutritional value of meat and fish; Different processing methods and their effects on meat and fish quality and nutritional value</p> <p>3. <b>Dairy Products:</b> Definition, types, composition, nutritional value of milk; Overview of different types of market milk and milk products; Changes during milk processing such as pasteurization and homogenization; Storage and its effects on milk and milk products</p> <p>4. <b>Health Foods:</b> Functional foods and nutraceuticals; definition, classification and their role in health; Organic foods: Definition and advantages; Genetically modified (GM) foods: Concept and Implications.</p>	14

### **Recommended Books and Resources**

1. Potter, N. N., & Hotchkiss, J. H. (1998). *Food science* (5th ed.). Springer.
2. DeMan, J. M. (2014). *Principles of food chemistry* (4th ed.). Springer.
3. Manay, N. S., & Shadaksharaswamy, M. (2009). *Food facts and principles*. New Age International.
4. Srilakshmi, B. (2016). *Food science* (4th ed.). New Age International.
5. Frazier, W. C., & Westhoff, D. C. (2008). *Food microbiology* (5th ed.). Tata McGraw-Hill Education.
6. Fellows, P. J. (2017). *Food processing technology: Principles and practice* (4th ed.). Woodhead Publishing.
7. De, S. (2015). *Outlines of dairy technology* (3rd ed.). Oxford University Press.
8. Vaclavik, V. A., & Christian, E. W. (2014). *Essentials of food science* (4th ed.). Springer.
9. Mudambi, S. R., & Rao, S. M. (2007). *Food science*. Oxford University Press
10. Singh, R. P., & Heldman, D. R. (2014). *Food engineering: Fundamentals and applications* (2nd ed.).
11. Sharma, D. (2018). *The food industry in India: Challenges and opportunities*.
12. Whitney, E. N., & Rolfes, S. R. (2018). *Understanding nutrition* (15th ed.).
13. McCain, V. B. (2010). *Water in foods*.
14. Walstra, P. (2003). *Physical chemistry of foods*.
15. Fennema, O. R. (Ed.). (1996). *Food chemistry* (3rd ed.).
16. deMan, J. M. (1999). *Principles of food chemistry* (3rd ed.). Springer.
17. Grumezescu, A. M., & Holban, A. M. (Eds.). (2019). *Handbook of plant-based food and beverage technology*.
18. Li, T. S. C. (2006). *Vegetables and fruits: Nutritional and therapeutic values*.
19. Walstra, P., Wouters, J. T. M., & Geurts, T. J. (2006). *Dairy science and technology* (2nd ed.).
20. Warriss, P. D. (2010). *Meat science: An introductory text* (2nd ed.).

21. Garg, M. L., & Berry Ottaway, P. (Eds.). (2011). *Functional foods: Principles and technology*.
22. Hui, Y. H. (Ed.). (2006). *Handbook of food science, technology, and engineering* (Vols. 1-4).
23. Brennan, J. G. (Ed.). (2006). *Food processing handbook*.
24. Hui, Y. H., Meunier-Goddik, L., Josephsen, J., Nip, W.-K., Stanfield, P. S., & Lam, A. S. T. (Eds.). (2004). *Handbook of food and beverage fermentation technology*.
25. Shortt, C., & O'Brien, J. (Eds.). (2004). *Handbook of functional dairy products*.
26. Shetty, K., Paliyath, G., Pometto, A., & Levin, R. E. (2008). *Food biotechnology* (2nd ed.). CRC Press.
27. Bagchi, D., Misra, L. K., Bagchi, M., & Kothari, S. C. (Eds.). (2014). *Nutraceutical and functional food processing technology* (2nd ed.). CRC Press.

**BVFT112-24: Technology of Food Preservation**

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

Equip students with comprehensive knowledge of historical and modern food preservation techniques, including thermal and non-thermal methods, microbial control, and emerging technologies, to enhance food safety, quality, and shelf life.

**Course outcome:** At the end of the course, the students will be able to

CO1	Understand the historical evolution and principles of food preservation, recognizing its importance in extending shelf life and ensuring food safety.
CO2	Classify various types of foods based on perishability and comprehend the factors influencing their shelf life.
CO3	Identify and explain different types of food spoilage and contaminants, and understand the role of microorganisms in food preservation.
CO4	Analyze and apply thermal and non-thermal preservation methods to maintain food quality and safety.
CO5	Evaluate emerging preservation technologies and their impact on food quality and microbial control.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

<b>CO \ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	1	1	2	3
<b>CO2</b>	2	3	2	2	2
<b>CO3</b>	3	3	2	3	2
<b>CO4</b>	3	2	3	3	3
<b>CO5</b>	2	1	2	2	3

**Details of the Course Content - Technology of Food Preservation (BVFT112-24)**

Unit	Contents	Contact Hours
I	<p><b>Introduction to Food Preservation</b></p> <ol style="list-style-type: none"> <li><b>1. Food Preservation:</b> Historical Perspectives: Early methods of food preservation; Evolution of food preservation technologies; Principles of Food Preservation: Importance and objectives of food preservation.</li> <li><b>2. Types of Foods and Shelf Life:</b> Classification of foods: Perishable foods, Semi-perishable foods, Shelf-stable foods; Definition of shelf life</li> <li><b>3. Food Spoilage and Contaminants:</b> Concept and types of spoilage (biological, chemical, physical); Concept, sources and types of contaminants.</li> <li><b>4. Food Microbiology:</b> Microorganisms associated with foods: bacteria, yeast, mold and their importance in the food industry; Classification and growth curve of microorganisms; Food infection and food intoxication.</li> </ol>	11
II	<p><b>Thermal Preservation Methods</b></p> <ol style="list-style-type: none"> <li><b>1. Heat Processing:</b> Thermal Processing: Principles of thermal processing, Thermal resistance of microorganisms, Thermal Death Time and Lethality concept, Characterization of heat penetration data, Thermal process calculations; Commercial Heat Preservation Methods: Sterilization and commercial sterilization, Pasteurization and Blanching. Effect of thermal processing on food. Process of canning, Equipment and materials used, Safety and quality control in canning.</li> <li><b>2. Microwave and Ohmic Heating:</b> Mechanisms and applications, Advantages and limitations. Effects of microwave and ohmic heating on food.</li> <li><b>3. Drying and Dehydration:</b> Definition, Principles of drying, heat and mass transfer, factors affecting rate of drying, normal drying curve, Types of dryers; Impact on food quality. Psychrometric Charts: Introduction, Data Interpretation and Application.</li> <li><b>4. Evaporation:</b> Definition and factors affecting evaporation, Types of evaporators used in the food industry</li> </ol>	13
III	<p><b>Non-Thermal Preservation Methods</b></p> <ol style="list-style-type: none"> <li><b>1. Food Preservation by Low Temperature:</b> Introduction to refrigeration, cool storage, and freezing; Refrigeration: Mechanism and effects on microbial growth, Types of refrigeration systems; Freezing: Principles and equipment, Types of freezing (slow, fast, cryogenic), Freezing curve and quality changes during freezing and storage, Introduction to thawing and its effects on food.</li> <li><b>2. Chemical Preservation:</b> Types of preservatives, GRAS (Generally Recognized As Safe) substances, Use of chemical preservatives, Safety and regulatory aspects.</li> <li><b>3. Biological Preservation:</b> Fermentation definition, Principles and benefits, Types of fermented foods.</li> </ol>	12

	<b>4. Modified Atmosphere Packaging (MAP):</b> Definition, Principles and techniques, Applications and advantages.	
IV	<b>Emerging Technologies</b>  <b>1. Pulsed Electric Fields (PEF):</b> Principles and applications, Effects on microorganisms and food quality. <b>2. Irradiation:</b> Mechanisms and types (gamma rays, X-rays, electron beams), Safety and regulatory concerns. <b>3. High-Pressure Processing (HPP):</b> Principles and mechanisms, Impact on microorganisms and food quality, Applications and limitations <b>4. Cold plasma technology:</b> Principles and potential applications,	12

**Recommended Books and Resources**

1. Potter, N. N., & Hotchkiss, J. H. (1998). *Food Science* (5th ed.). Springer.
2. Desrosier, N. W., & Desrosier, J. N. (1987). *The Technology of Food Preservation* (4th ed.). AVI Publishing Company.
3. Fellows, P. (2009). *Food Processing Technology: Principles and Practice* (4th ed.). Woodhead Publishing.
4. Rahman, M. S. (2020). *Handbook of Food Preservation* (3rd ed.). CRC Press.
5. Hui, Y. H. (2006). *Handbook of Food Science, Technology, and Engineering* (Vol. 4). CRC Press.
6. Barbosa-Cánovas, G. V., & Juliano, P. (2008). *Food Engineering: Thermal Processing Systems*. Springer.
7. Singh, R. P., & Heldman, D. R. (2022). *Introduction to Food Engineering* (6th ed.). Academic Press.
8. Heldman, D. R., & Lund, D. B. (2006). *Handbook of Food Engineering* (2nd ed.). CRC Press.
9. Leistner, L., & Gorris, L. G. M. (1995). *Food Preservation by Combined Processes*. CRC Press.
10. Gould, G. W. (2000). *New Methods of Food Preservation*. Springer.
11. Zhang, H. Q., Barbosa-Cánovas, G. V., Balasubramaniam, V. M., Dunne, C. P., Farkas, D. F., & Yuan, J. T. C. (2011). *Nonthermal Processing Technologies for Food*. Wiley-Blackwell.
12. Hendrickx, M., & Knorr, D. (2001). *Ultra High Pressure Treatments of Foods*. Springer.
13. Barbosa-Cánovas, G. V., Tapia, M. S., & Cano, M. P. (2004). *Novel Food Processing Technologies*. CRC Press.
14. Rosenthal, I. (2010). *Pulsed Electric Fields Technology for the Food Industry*. Springer.
15. Heldman, D. R. (2023). *Food Preservation Process Design*. Springer.
16. Ghosh, D., & Kumar, A. (2024). *Emerging Technologies in Food Preservation*. Wiley-Blackwell.
17. Datta, A. K. (2023). *Food Processing and Preservation*. CRC Press.
18. Smith, J. P., & Hongshun, Y. (2022). *Food Processing: Principles and Applications* (3rd ed.). Wiley-Blackwell.

**BVFT113-24: Food Analysis and Preservation (Lab)**

**Total marks: 50**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>4</b>

**Course objective:**

To equip students with practical skills and comprehensive knowledge in the analysis and preservation of food products, ensuring proficiency in laboratory techniques, safety protocols, and quality evaluation methods essential for preserving the food products in the food technology field.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate proficiency in using laboratory equipment and adhering to safety protocols in a food testing lab.
CO2	Apply fundamental techniques for food sampling, preparation, and proximate as well as physio-chemical analysis.
CO3	Perform microbial analysis, including total plate count, coliform, and E. coli detection, to ensure food safety and quality.
CO4	Evaluate the quality characteristics of various food products preserved by methods such as drying, freezing, blanching, pickling, and canning.
CO5	Compare and contrast conventional and modern food processing methods, and analyze their effects on the nutritional and microbial stability of food products.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	2	1	1	3	1
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	2	3	1	3	2
<b>CO4</b>	2	2	3	2	2
<b>CO5</b>	2	2	2	2	3

### Details of the Course Content - Food Analysis and Preservation (Lab) (BVFT113-24)

Practical no.	Contents	Contact Hours
1*	Overview of the laboratory processes	1
2*	Introduction to the quality analysis process	1
3*	Attributes of an assistant lab technician -Food and Agricultural Commodities and laboratory ethics	1
4*	Prepare and Maintain Work Area and Equipment for Food Lab Testing (FIC/N7601)	1
5*	Prepare for Quality Analysis and Manage Housekeeping for Food Lab Activities (FIC/N7602)	1
6*	Food Safety, Hygiene and Sanitation for Food Lab Testing (FIC/N7605)	1
7*	Sampling and Quality Analysis for Food Lab Activities (FIC/N7603)	2
8*	Complete Documentation and Record Keeping Related to Performing Lab Activities (FIC/N7604)	2
9	Moisture and ash content determination in food samples (Gravimetric method).	2
10	Determination of pH in Various Foods Using pH Meter	2
11	Determination of protein content (Kjeldahl method).	2
12	Estimation of fat content (Soxhlet extraction method).	2
13	Determination of dietary fibre content in food samples.	2
14	Estimation of total carbohydrate content in food samples (Titrimetric or spectrophotometric method).	2
15	Identification and Classification of Cereals and Millets.	2
16	Quality Evaluation of Spices and Condiments.	2
17	Quality Characteristics of Foods Preserved by Drying/Dehydration.	2
18	Quality Characteristics of Frozen Foods.	2
19	Blanching of Vegetables and Its Effects.	2
20	Pickling Process and Quality Analysis.	2
21	Comparison of Conventional and Microwave Processing of Foods.	2
22	Preservation of Food by Canning and Cut-Out Analysis.	2

\*Mandatory to teach from FIC/Q7601 manual

#### **Recommended Books and Resources**

1. FICSI. FIC/Q7601- Assistant Lab Technician-Food and Agricultural Commodities.
2. Food Safety and Standards Authority of India (FSSAI). (n.d.). Manual of Methods of Analysis for Various Food Products. Retrieved from <https://fssai.gov.in/cms/manuals-of-methods-of-analysis-for-various-food-products.php>.
3. Food Analysis Laboratory Manual (In-house developed manual with specific methods).
4. American Public Health Association, American Water Works Association, & Water Environment Federation. (2017). Standard Methods for the Examination of Water and Wastewater (23rd ed.). Washington, DC: American Public Health Association.
5. Food Safety and Standards Authority of India (FSSAI). (2018). Manual on Food Safety Laboratory Practices. New Delhi, India: FSSAI.
6. International Organization for Standardization (ISO). (n.d.). ISO/IEC 17025:2017 General requirements for the competence of testing and calibration laboratories. Geneva, Switzerland: ISO.
7. AOAC International. (2019). Official Methods of Analysis of AOAC International (21st ed.). Gaithersburg, MD: AOAC International.
8. Prosky, L., Asp, N.-G., Schweizer, T. F., DeVries, J. W., & Furda, I. (1985). Determination of Insoluble, Soluble, and Total Dietary Fiber in Foods and Food Products: Interlaboratory Study. *Journal of the Association of Official Analytical Chemists*, 68(4), 677-679.



9. American Spice Trade Association. (2000). *ASTA Method of Analysis*. Washington, DC: American Spice Trade Association.
10. Nielsen, S. S. (Ed.). (2010). *Food analysis* (4th ed.). Springer.
11. Sarker, D. K., & Nahar, N. (Eds.). (2016). *Handbook of food analysis* (3rd ed.). CRC Press.
12. BeMiller, J. N., & Whistler, R. L. (Eds.). (2009). *Carbohydrate chemistry for food scientists* (3rd ed.). AACC International.
13. Yanniotis, S., & Taoukis, P. (Eds.). (2013). *Food process monitoring and control* (1st ed.). Woodhead Publishing.
14. Wrolstad, R. E., Acree, T. E., Decker, E. A., Penner, M. H., Reid, D. S., Schwartz, S. J., Shoemaker, C. F., & Smith, D. M. (Eds.). (2019). *Handbook of food analytical chemistry* (1st ed.). Wiley.
15. Valero, D., & Valverde, J. M. (Eds.). (2012). *Postharvest biology and technology of horticultural crops: Principles and practices for quality maintenance* (1st ed.). Woodhead Publishing.
16. Nollet, L. M. L., & Toldrá, F. (Eds.). (2012). *Handbook of analysis of active compounds in functional foods* (1st ed.). CRC Press.
17. Smith, J. L., & Charter, E. R. (Eds.). (2012). *Food chemical safety* (1st ed.). Springer.
18. Velasco, V., & Meléndez-Martínez, A. J. (Eds.). (2010). *Handbook of food science, technology, and engineering* (4th ed.). CRC Press.
19. Nielsen, S. S. (Ed.). (2016). *Food analysis laboratory manual* (2nd ed.). Springer.

### FIC/Q9005: Industrial Production Worker – Food Processing

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

To equip students with comprehensive training aligned to the Qualification Pack for Industrial Production Worker - Food Processing (FIC/Q9005) and Food Product Handler (FIC/Q9010) at NSQF level 2, covering understanding of industry standards, proficiency in hygiene and safety, practical skills in machinery operation and maintenance, and knowledge of documentation and compliance practices.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate comprehensive knowledge of the food processing industry, including its organizational standards, norms, and regulatory requirements.
CO2	Exhibit proficiency in maintaining high standards of personal hygiene and workplace ethics as per food safety guidelines.
CO3	Possess practical skills in cleaning, sanitizing, and maintaining work areas and processing machinery to ensure optimal production conditions.
CO4	Competently operate and troubleshoot various processing machinery used in bakery, fruits and vegetable processing, milk and milk products, and meat processing industries.
CO5	Understand the importance of documentation and record-keeping in maintaining quality standards and regulatory compliance within food processing operations.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	3	2
CO2	2	1	1	3	2
CO3	2	2	2	3	3
CO4	2	2	3	3	3
CO5	2	2	1	3	3

**Details of the Course Content -Industrial Production Worker – Food Processing (FIC/Q9005)**

Unit	Contents	Contact Hours
I	<p><b>Introduction to the Training Program of Industrial Production Worker - Food Processing and (based on the Qualification Pack (QP) code FIC/Q9005) and Overview of Food Processing Industry (FIC/N9020):</b> Introduction to the training program; Food Processing and Technology: An overview, Classification of Food and Agro-Processing Industry</p> <p><b>Organizational Standards and Norms (CSC/N1336):</b> Roles and Responsibilities Industrial Production Worker - Food Processing; Knowledge and understanding of the organization; Workplace ethics; Personal hygiene guidelines for food handlers; Food Safety and hygienic standards for workplace</p>	12
II	<p><b>Prepare And Maintain Work Area And Processing Machineries For Production (FIC/N9020):</b> Cleaning and sanitation; Prepare and maintain the work area and processing machineries for the production process; Machine maintenance and troubleshooting; Waste management</p> <p><b>The Production Process (FIC/N9020):</b> Operation of machineries and equipment's; Post Production cleaning and storage of tools</p>	12
III	<p><b>The Production Process (FIC/N9020):</b> Manufacturing Process and Controls in Bakery industry, Fruits and Vegetable Processing industry, milk and milk products processing industry, meat processing industry</p> <p><b>Documentation And Record Keeping (FIC/N9020):</b> Need of documentation and record keeping; Process of documenting records</p>	12
IV	<p><b>Basic Health And Safety Practices At Food Processing Workplace FIC/N9002):</b> Workplace safety, Types of Safety and safety measures, Methods to build safety in daily operations, Emergency response and evacuation, Rescue techniques during emergency, Basic first aid methods , Methods of accident prevention, Managing the safety hazards in different industries</p>	12

**Recommended Books and Resources**

1. F Food Industry Capacity & Skill Initiative (FICSI). (2023). *Industrial Production Worker – Food Processing*.  
[https://www.ficsi.in/upload/participant\\_handbook/PH\\_English\\_Industrial%20Production%20Worker\\_FICQ9005\\_V3.0.pdf](https://www.ficsi.in/upload/participant_handbook/PH_English_Industrial%20Production%20Worker_FICQ9005_V3.0.pdf)
2. F Food Industry Capacity & Skill Initiative (FICSI). (2023). *Food Product Handler PH V.10: English*.  
[https://www.ficsi.in/upload/participant\\_handbook/Food%20Product%20Handler%20PH%20V.10-%20English.pdf](https://www.ficsi.in/upload/participant_handbook/Food%20Product%20Handler%20PH%20V.10-%20English.pdf)

3. Food Safety and Standards Authority of India. (2022). *Food Safety and Standards (Licensing and Registration of Food Businesses) Regulations, 2011*. Retrieved from <https://www.fssai.gov.in>
4. Bureau of Indian Standards. (2018). *IS 14596: Food Hygiene - General Principles - Code of Practice*. Retrieved from <https://www.bis.gov.in>
5. AGMARK. (2021). *Agricultural Produce (Grading and Marking) Act, 1937*. Retrieved from <https://agmarknet.gov.in>
6. International Organization for Standardization. (2018). *ISO 22000:2018 - Food Safety Management Systems - Requirements for Any Organization in the Food Chain*. Retrieved from <https://www.iso.org>
7. International Organization for Standardization. (2018). *ISO 19011:2018 - Guidelines for Auditing Management Systems*. Retrieved from <https://www.iso.org>
8. Food Safety and Standards Authority of India. (2022). *Training Videos*. Retrieved from <https://www.fssai.gov.in/home/training/videos.html>
9. Bureau of Indian Standards. (2022). *BIS Standards*. Retrieved from <https://www.standards.bis.gov.in>
10. International Organization for Standardization. (2022). *ISO Standards*. Retrieved from <https://www.iso.org/standards.html>
11. *Food Processing Machinery Standards*. (2022). Retrieved from <https://www.nsf.org/knowledge-library/food-equipment-standards>
12. National Qualifications Register. (2022). *FIC/N9020: Monitor the food production on a mechanized production line for processed food items*. Retrieved from <https://www.nqr.gov.in/qualification-title/nqr-title/fic/n9020>
13. National Qualifications Register. (2022). *FIC/N9002: Use basic health and safety practices at a food processing workplace*. Retrieved from <https://www.nqr.gov.in/qualification-title/nqr-title/fic/n9002>
14. National Qualifications Register. (2022). *CSC/N1336: Work effectively with others*. Retrieved from <https://www.nqr.gov.in/qualification-title/nqr-title/csc/n1336>
15. FICSI - Food SSC (2022). *Overview of Food Processing Industry*. Retrieved from <https://youtu.be/wMu0EpUgCd4>
16. FICSI - Food SSC. (2022). *Industrial Production Worker*. Retrieved from <https://youtu.be/0tThA3DYX2c>
17. FICSI - Food SSC. (2022). *Introduction to Bread & Bakery Industry*. Retrieved from <https://youtu.be/mcpVs3CVNIw>
18. FICSI - Food SSC. (2022). *Overview of fruits and vegetable processing*. Retrieved from <https://youtu.be/hW10tq2fWfY>
19. FICSI - Food SSC. (2022). *Overview of Dairy Industry*. Retrieved from <https://youtu.be/4XuvGYvKGnE>
20. FICSI - Food SSC. (2022). *Overview of Meat and Poultry Industry*. Retrieved from <https://youtu.be/UZ7nMyVQWCU>
21. FICSI - Food SSC. (2022). *Documentation and record keeping in food processing unit*. Retrieved from <https://youtu.be/HesWbNFSQS4>
22. FICSI - Food SSC. (2022). *Introduction to entrepreneurship*. Retrieved from <https://youtu.be/BzeoC3mSDgg>
23. FICSI - Food SSC. *Traits of Entrepreneur*. Retrieved from <https://youtu.be/3uEqWH9oWls>

**SEC111-24: Digital Fluency**

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

Equip students with comprehensive digital fluency, encompassing fundamental computer skills, effective digital communication and collaboration, office productivity tools, e-learning, digital content creation, e-commerce, cybersecurity, emerging technologies, and ethical considerations to proficiently navigate and leverage the digital landscape.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate a thorough understanding of digital fluency, including the use of essential digital tools and platforms.
CO2	Exhibit proficiency in basic computer skills, operating systems, and file management.
CO3	Apply effective digital communication techniques and utilize office productivity tools for various professional tasks.
CO4	Create and manage digital content, engage in e-commerce transactions securely, and understand cybersecurity measures.
CO5	Analyze and evaluate the impact of digital emerging technologies on the food industry and society, while adhering to ethical and legal standards in the digital world.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

CO \ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	2	2
CO2	3	2	2	3	3
CO3	2	1	1	3	2
CO4	3	2	2	3	3
CO5	3	3	3	3	3

Details of the Course Content - Digital Fluency (SEC111-24)

Unit	Contents	Contact Hours
I	<p><b>Introduction to Digital Fluency and Basic Computer Skills</b></p> <ol style="list-style-type: none"> <li><b>Introduction to Digital Fluency:</b> Importance of digital fluency, Overview of digital tools and platforms</li> <li><b>Basic Computer Skills:</b> An Overview of the Computer, Block Diagram of the Computer, Evolution and Generations of Computers, Software and its types, Operating systems: types of operating systems: Windows, macOS, Linux; major functions of the operating systems; File management and organization.</li> </ol>	10
II	<p><b>Digital Communication and Collaboration</b></p> <ol style="list-style-type: none"> <li><b>Digital Communication:</b> Email etiquette and management; Online communication tools: messaging apps, and video conferencing; Netiquette and digital footprint</li> <li><b>Office Productivity Tools:</b> Creating and Editing: Word processing (Microsoft Word, Google Docs), Spreadsheets (Microsoft Excel, Google Sheets), Presentations (Microsoft PowerPoint, Google Slides), Google form: Creating and analysis of response; Google Drive- uploading and sharing of files and folders.</li> </ol>	12
III	<p><b>E-learning, Digital Content Creation, E-commerce and Security Aspects</b></p> <ol style="list-style-type: none"> <li><b>E-learning:</b> Introduction to e-learning platforms such as Swayam and MOOC.</li> <li><b>Digital Content Creation:</b> Basics of graphic design (Canva); Video creation and editing</li> <li><b>E-Commence:</b> Basic Web Commerce Concept, E- payment methods: E-cash Payment System, Credit Payment System, Types of Electronic Payment Systems: Credit Card • Debit Card • Smart Card • E-Money • Electronic Fund Transfer (EFT).</li> <li><b>Cyber Security and Online Privacy:</b> Threats and Prevention, Viruses and its types, Antivirus, HTTP vs HTTPS, Firewall, Cookies, Hackers and Crackers, Safe browsing practices, Protecting personal information online</li> </ol>	14
IV	<p><b>Emerging Technologies and Ethical Issues</b></p> <p><b>Emerging Technologies:</b> Introduction to emerging technologies and their applications in the food industry- Artificial Intelligence, IoT, Cloud Computing, Machine learning, Big Data, Blockchain, ChatGPT; Role of Phyton, Pandas, Numpy, matplotlib in machine learning. Impact of emerging technologies on society; Future trends in technology</p> <p><b>Ethical and Legal Issues in the Digital World:</b> Understanding digital rights and responsibilities; Intellectual property and copyright issues; Ethical considerations in digital technology</p>	12

### Recommended Books and Resources

1. Fundamentals of computers - V. Rajaraman - Prentice- Hall of India.
2. Computer Fundamentals - P. K. Sinha Publisher: BPB Publications
3. Digital Promise. Digital literacy. Retrieved from <https://digitalpromise.org/initiative/digital-literacy/>
4. Norton, P. (2018). Introduction to Computers. McGraw-Hill Education.
5. Shelly, G. B., & Vermaat, M. E. (2012). Discovering Computers: Fundamentals. Cengage Learning.
6. Coursera. Email Etiquette: Tips and Tricks for Professionals. Retrieved from <https://www.coursera.org/learn/email-etiquette>
7. Poatsy, M. A., & Mulbery, K. (2019). Exploring Microsoft Office 2019 Introductory. Pearson.
8. Microsoft Office Support. Retrieved from <https://support.microsoft.com/en-us/office>
9. LinkedIn Learning. Office 365 Essential Training. Retrieved from <https://www.linkedin.com/learning/office-365-essentials>
10. Bates, A. W. (2019). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. Tony Bates Associates Ltd.
11. SWAYAM. Retrieved from <https://swayam.gov.in/> & <https://www.aicte-india.org/bureaus/swayam>
12. edX. Introduction to MOOCs. Retrieved from <https://www.edx.org/>
13. Canva Design School. Retrieved from <https://www.canva.com/learn/>
14. Adobe Creative Cloud. Video Production and Editing. Retrieved from <https://www.adobe.com/creativecloud/video/discover.html>
15. Laudon, K. C., & Traver, C. G. (2020). E-Commerce 2020: Business, Technology, Society. Pearson.
16. Coursera. Introduction to E-Commerce. Retrieved from <https://www.coursera.org/learn/e-commerce>
17. Stallings, W. (2020). Network Security Essentials: Applications and Standards. Pearson.
18. Cybersecurity & Infrastructure Security Agency (CISA). (n.d.). Retrieved from <https://www.cisa.gov/>
19. Russell, S., & Norvig, P. (2020). Artificial Intelligence: A Modern Approach. Pearson.
20. Coursera. Introduction to AI. Retrieved from <https://www.coursera.org/learn/ai>
21. Spinello, R. A., & Tavani, H. T. (2016). Cyberethics: Morality and Law in Cyberspace. Jones & Bartlett Learning.
22. Quinn, M. J. (2016). Ethics for the Information Age. Pearson.
23. edX. Cybersecurity and Privacy. Retrieved from <https://www.edx.org/course/cybersecurity-and-privacy-in-the-iot>.
24. Digital 101 Course offered by Future Skill Prime Platform <https://learn.futureskillsprime.in/>
25. Gmail Creating links:
26. <https://clubrunner.blob.core.windows.net/00000000961/en-ca/files/homepage/how-to- create-a-gmail-account/HowtoCreateaGmailAccount.pdf>
27. Google Forms: [https://pdst.ie/sites/default/files/Google%20Drive\\_1.pdf](https://pdst.ie/sites/default/files/Google%20Drive_1.pdf)
28. Google Meet: <https://edvance.hawaii.hawaii.edu/wp-content/uploads/Google-Meet- Tutorial-Getting-Started-and-Recording-a-Lecture.pdf>
29. Security Aspects - <https://ncert.nic.in/textbook/pdf/lecs112.pdf>
30. E-Commence: <http://www.aagasc.edu.in/cs/msccs/ECommerce%20Unit%201.pdf>
31. E-payment methods: <http://www.dspmuranchi.ac.in/pdf/Blog/e%20business%20UnitIII,%20%202020.pdf>

**SEC112-24: Digital Fluency (Lab)**

**Total marks: 50**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>4</b>

**Course objective:**

To equip students with practical skills and comprehensive knowledge in the analysis and preservation of food products, ensuring proficiency in laboratory techniques, safety protocols, and quality evaluation methods essential for preserving the food products in the food technology field.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate proficiency in using laboratory equipment and adhering to safety protocols in a food testing lab.
CO2	Apply fundamental techniques for food sampling, preparation, and proximate as well as physio-chemical analysis.
CO3	Perform microbial analysis, including total plate count, coliform, and E. coli detection, to ensure food safety and quality.
CO4	Evaluate the quality characteristics of various food products preserved by methods such as drying, freezing, blanching, pickling, and canning.
CO5	Compare and contrast conventional and modern food processing methods, and analyze their effects on the nutritional and microbial stability of food products.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	3	1
CO2	3	3	2	2	2
CO3	2	3	1	3	2
CO4	2	2	3	2	2
CO5	2	2	2	2	3



### Details of the Course Content - Digital Fluency- Lab (SEC112-24)

Practical no.	Contents	Contact Hours
1	Identifying the configuration and version of a computer system (PC), laptop, and a mobile phone.	3
2	Finding the background and foreground processes on Task manager.	2
3	Translating English into Punjabi/Hindi Using Google Translate Embedded with AI	2
4	Use Google assistant on any android smartphone to dictate commands and to launch apps	2
5	Downloading your e-aadhar, mask e-aadhar and locked e-aadhar.	2
6	Creating resume in Word processor.	2
7	Creating powerpoint presentation for your department introduction and apply transitions and animations.	2
8	Create your marksheet in Microsoft Excel.	2
9	Simple computation using spread sheet.	2
10	Create an email-ID and sending and forwarding.	2
11	Attaching files and downloading files in email.	2
12	Creating a Google form and send it to Ten users.	2
13	Scheduling a virtual meet and invite peoples to join the Google meet/Zoom/skype.	2
14	Creating a hotspot from a mobile phone, and allowing others to use the hotspot.	2
15	Sign in and create account e-learning platforms such as Swayam and MOOC.	2
16	Creating an account on the railway reservation website, IRCTC, and finding trains and running status.	2
17	Demo of online order placing for books using Flipkart/Amazon, etc.	2
18	Install any antivirus app on your mobile and scan.	2
19	Demonstrate unsecured (HTTP) and secured (HTTPS) websites	2
20	Demonstrate setup of printer, scanner and projector with laptop or PC	2

### Recommended Books and Resources

1. Fundamentals of computers - V. Rajaraman - Prentice- Hall of India.
2. Computer Fundamentals - P. K. Sinha Publisher: BPB Publications
3. Digital Promise. Digital literacy. Retrieved from <https://digitalpromise.org/initiative/digital-literacy/>
4. Norton, P. (2018). Introduction to Computers. McGraw-Hill Education.
5. Shelly, G. B., & Vermaat, M. E. (2012). Discovering Computers: Fundamentals. Cengage Learning.
6. Coursera. Email Etiquette: Tips and Tricks for Professionals. Retrieved from <https://www.coursera.org/learn/email-etiquette>
7. Poatsy, M. A., & Mulbery, K. (2019). Exploring Microsoft Office 2019 Introductory. Pearson.
8. Microsoft Office Support. Retrieved from <https://support.microsoft.com/en-us/office>
9. LinkedIn Learning. Office 365 Essential Training. Retrieved from <https://www.linkedin.com/learning/office-365-essentials>
10. Bates, A. W. (2019). Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. Tony Bates Associates Ltd.

11. SWAYAM. Retrieved from <https://swayam.gov.in/> & <https://www.aicte-india.org/bureaus/swayam>
12. edX.Introduction to MOOCs. Retrieved from <https://www.edx.org/>
13. Canva Design School. Retrieved from <https://www.canva.com/learn/>
14. Adobe Creative Cloud. Video Production and Editing. Retrieved from <https://www.adobe.com/creativecloud/video/discover.html>
15. Laudon, K. C., & Traver, C. G. (2020). E-Commerce 2020: Business, Technology, Society. Pearson.
16. Coursera. Introduction to E-Commerce. Retrieved from <https://www.coursera.org/learn/e-commerce>
17. Stallings, W. (2020). Network Security Essentials: Applications and Standards. Pearson.
18. Cybersecurity & Infrastructure Security Agency (CISA). (n.d.). Retrieved from <https://www.cisa.gov/>
19. Russell, S., & Norvig, P. (2020). Artificial Intelligence: A Modern Approach. Pearson.
20. Coursera. Introduction to AI. Retrieved from <https://www.coursera.org/learn/ai>
21. Spinello, R. A., & Tavani, H. T. (2016). Cyberethics: Morality and Law in Cyberspace. Jones & Bartlett Learning.
22. Quinn, M. J. (2016). Ethics for the Information Age. Pearson.
23. edX. Cybersecurity and Privacy. Retrieved from <https://www.edx.org/course/cybersecurity-and-privacy-in-the-iot>.
24. Digital 101 Course offered by Future Skill Prime Platform <https://learn.futureskillsprime.in/>
25. Gmail Creating links:
26. <https://clubrunner.blob.core.windows.net/00000000961/en-ca/files/homepage/how-to- create-a-gmail-account/HowtoCreateaGmailAccount.pdf>
27. Google Forms: [https://pdst.ie/sites/default/files/Google%20Drive\\_1.pdf](https://pdst.ie/sites/default/files/Google%20Drive_1.pdf)
28. Google Meet: <https://edvance.hawaii.hawaii.edu/wp-content/uploads/Google-Meet- Tutorial-Getting-Started-and-Recording-a-Lecture.pdf>
29. Security Aspects - <https://ncert.nic.in/textbook/pdf/lecs112.pdf>
30. E-Commence: <http://www.aagasc.edu.in/cs/msccs/ECommerce%20Unit%201.pdf>
31. E-payment methods:  
<http://www.dspmuranchi.ac.in/pdf/Blog/e%20business%20UnitIII,%20%202020.pdf>

### HVPE101-18: HUMAN VALUES, DE-ADDICTION AND TRAFFIC RULES

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>3</b>	<b>0</b>	<b>0</b>

**Course objective:**

To equip students with comprehensive communication skills, including theory, types, and modes of communication, proficiency in verbal and non-verbal language, enhanced reading and interpretation abilities, and effective writing techniques, preparing them for diverse personal, social, and professional contexts.

**Course outcome:** At the end of the course, the students will be able to

CO1	Students will develop a comprehensive understanding of the theory, types, and modes of communication, enabling effective verbal and non-verbal interactions across various contexts.
CO2	Students will gain proficiency in spoken and written communication, encompassing personal, social, and business scenarios, and learn strategies to overcome communication barriers.
CO3	Students will master close reading, comprehension, summary paraphrasing, and analysis, fostering critical thinking and interpretive abilities through diverse texts, including translations between Hindi/Punjabi and English.
CO4	Students will acquire essential writing skills for documenting, report writing, note-making, and letter writing, enhancing their ability to produce clear and structured written communication.
CO5	Students will develop effective intra-personal, interpersonal, and group communication skills, preparing them for collaborative and professional environments.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	1	1	1	1	2
<b>CO2</b>	1	2	1	2	3
<b>CO3</b>	2	2	1	2	3
<b>CO4</b>	2	1	2	3	3
<b>CO5</b>	2	1	1	2	3

**Details of the Course Content - Human Values, De-Addiction And Traffic Rules (HVPE101-18)**

Unit	Contents	Contact Hours
I	<p><b>Course Introduction - Need, Basic Guidelines, Content and Process for Value Education</b></p> <p>1. Understanding the need, basic guidelines, content and process for Value Education</p> <p>2. Self Exploration–what is it? - its content and process; ‘Natural Acceptance’ and Experiential Validation- as the mechanism for self exploration</p> <p>3. Continuous Happiness and Prosperity- A look at basic Human Aspirations</p> <p>4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority</p> <p>5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario</p> <p>6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels</p>	6
II	<p><b>Understanding Harmony in the Human Being - Harmony in Myself!</b></p> <p>1. Understanding human being as a co-existence of the sentient ‘I’ and the material ‘Body’</p> <p>2. Understanding the needs of Self (‘I’) and ‘Body’ - Sukh and Suvidha</p> <p>3. Understanding the Body as an instrument of ‘I’ (I being the doer, seer and enjoyer)</p> <p>4. Understanding the characteristics and activities of ‘I’ and harmony in ‘I’</p> <p>5. Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail</p> <p>6. Programs to ensure Sanyam and Swasthya- Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>	6
III	<p><b>Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship</b></p> <p>1. Understanding harmony in the Family- the basic unit of human interaction</p> <p>2. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship</p> <p>3. Understanding the meaning of Vishwas; Difference between intention and competence</p> <p>4. Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship</p>	6

	<p>5. Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals</p> <p>6. Visualizing a universal harmonious order in society- Undivided Society (Akhand Samaj), Universal Order (Sarvabhaum Vyawastha )- from family to world family!- Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>	
IV	<p><b>Understanding Harmony in the Nature and Existence - Whole existence as Co-existence</b></p> <p>1. Understanding the harmony in the Nature</p> <p>2. Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature</p> <p>3. Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all- pervasive space</p> <p>4. Holistic perception of harmony at all levels of existence - Practice Exercises and Case Studies will be taken up in Practice Sessions.</p>	4
V	<p><b>Implications of the above Holistic Understanding of Harmony on Professional Ethics</b></p> <p>1. Natural acceptance of human values</p> <p>2. Definitiveness of Ethical Human Conduct</p> <p>3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order</p> <p>4. Competence in professional ethics:</p> <p style="padding-left: 20px;">a) Ability to utilize the professional competence for augmenting universal human order,</p> <p style="padding-left: 20px;">b) Ability to identify the scope and characteristics of people-friendly and eco- friendly production systems,</p> <p style="padding-left: 20px;">c) Ability to identify and develop appropriate technologies and management patterns for above production systems.</p> <p>5. Case studies of typical holistic technologies, management models and production systems</p> <p>6. Strategy for transition from the present state to Universal Human Order:</p> <p style="padding-left: 20px;">a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers</p> <p style="padding-left: 20px;">b) At the level of society: as mutually enriching institutions and organizations</p>	6

**Recommended Books and Resources**

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Value Education.
2. Ivan Illich, 1974, *Energy & Equity*, The Trinity Press, Worcester, and HarperCollins, USA
3. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
4. A Nagraj, 1998, *Jeevan Vidya ek Parichay*, Divya Path Sansthan, Amarkantak.
5. Sussan George, 1976, *How the Other Half Dies*, Penguin Press. Reprinted 1986, 1991
6. PL Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth Purblishers.

7. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.
8. Subhas Palekar, 2000, *How to practice Natural Farming*, Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.
9. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, *Limitsto Growth – Club of Rome’s report*, Universe Books.
10. E G Seebauer & Robert L. Berry, 2000, *Fundamentals of Ethics for Scientists & Engineers*, Oxford University Press
11. M Govindrajan, S Natrajan & V.S. Senthil Kumar, *Engineering Ethics (including HumanValues)*, Eastern Economy Edition, Prentice Hall of India Ltd.
12. B P Banerjee, 2005, *Foundations of Ethics and Management*, Excel Books.
13. B L Bajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow.Reprinted 2008.
14. R R Gaur, R Sangal, G P Bagaria, 2009, *A Foundation Course in Value Education*.

**Relevant CDs, Movies, Documentaries & Other Literature:**

1. Value Education website, <http://uhv.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>
3. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA
4. Charlie Chaplin, *Modern Times*, United Artists, USA
5. IIT Delhi, *Modern Technology – the Untold Story*

### HVPE102-18: HUMAN VALUES, DE-ADDICTION AND TRAFFIC RULES (LAB/ SEMINAR)

**Total marks: 25**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>1</b>

**Course objective:**

This course aims to facilitate students in self-exploration and understanding of human values to recognize the interconnection between personal well-being and societal harmony, ultimately empowering them to develop sustainable solutions for societal problems.

**Course outcome:** At the end of the course, the students will be able to

CO1	Students will develop a profound understanding of human values and their relevance in addressing global and societal issues.
CO2	They will gain skills in self-exploration and reflection, enabling them to set and achieve personal and professional goals aligned with ethical principles.
CO3	The course will equip students with the ability to distinguish between the needs of the self and the body, fostering holistic well-being.
CO4	Students will learn to apply their knowledge to improve interpersonal relationships and contribute positively to society.
CO5	They will be empowered to devise and implement sustainable solutions for societal challenges, promoting a harmonious and prosperous community.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	1	1	1	2	2
<b>CO2</b>	2	1	1	2	3
<b>CO3</b>	1	2	1	2	3
<b>CO4</b>	1	1	2	3	2
<b>CO5</b>	1	2	2	3	3

**Details of the Course Content -Human Values, De-Addiction And Traffic Rules (Lab/ Seminar)  
(HVPE102-18)**

Practical no.	Contents	Contact Hours
1	Course Introduction - Need, Basic Guidelines, Content and Process for Value Education	14
2	Understanding Harmony in the Human Being - Harmony in Myself!	
3	Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship	
4	Understanding Harmony in the Nature and Existence - Whole Existence as Co-existence	
5	Implications of the above Holistic Understanding of Harmony at all Levels of Existence	
6	One each seminar will be organized on Drug De-addiction and Traffic Rules. Eminent scholar and experts of the subject will be called for the Seminar atleast once during the semester. It will be binding for all the students to attend the seminar.	

**Recommended Books and Resources**

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Value Education.
2. Ivan Illich, 1974, *Energy & Equity*, The Trinity Press, Worcester, and HarperCollins, USA
3. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
4. A Nagraj, 1998, *Jeevan Vidya ek Parichay*, Divya Path Sansthan, Amarkantak.
5. Sussan George, 1976, *How the Other Half Dies*, Penguin Press. Reprinted 1986, 1991
6. PL Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth Purblishers.
7. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.
8. Subhas Palekar, 2000, *How to practice Natural Farming*, Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.
9. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, *Limitsto Growth – Club of Rome’s report*, Universe Books.
10. E G Seebauer & Robert L. Berry, 2000, *Fundamentals of Ethics for Scientists & Engineers*, Oxford University Press
11. M Govindrajran, S Natrajan & V.S. Senthil Kumar, *Engineering Ethics (including HumanValues)*, Eastern Economy Edition, Prentice Hall of India Ltd.
12. B P Banerjee, 2005, *Foundations of Ethics and Management*, Excel Books.
13. B L Bajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow.Reprinted 2008.
14. R R Gaur, R Sangal, G P Bagaria, 2009, *A Foundation Course in Value Education*.

**Relevant CDs, Movies, Documentaries & Other Literature:**

1. Value Education website, <http://uhv.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>



3. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA
4. Charlie Chaplin, *Modern Times*, United Artists, USA
5. IIT Delhi, *Modern Technology – the Untold Story*

**BVL106A-19: ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ**

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>2</b>	<b>0</b>	<b>0</b>

**Course objective:**

1. To enhance the language ability of students.
2. To enhance the ability to learn science and develop science literacy through local language teaching with science subjects.

**Course outcome:** At the end of the course, the students will be able to

CO1	Translate and transfer/broadcast the western scientific knowledge in the local language.
CO2	Translate and transfer the indigenous/traditional scientific knowledge available in local knowledge into English and other global languages.
CO3	Understand the society through Punjabi language, literature and culture.
CO4	Learning science and in developing science literacy.
CO5	Improve the internal communication.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

CO \ PO	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	1	1
CO2	2	1	1	1	1
CO3	1	1	1	1	1
CO4	3	3	3	3	3
CO5	2	2	2	2	2

Details of the Course Content - ਪੰਜਾਬੀ ਲਾਜ਼ਮੀ (BVL106A-19)

Unit	Contents	Contact Hours
I	<p><b>ਕਵਿਤਾ ਭਾਗ:</b>                      ਭਾਈ ਵੀਰ ਸਿੰਘ: ਚਸਮਾ                      ਪ੍ਰੋ.ਪੂਰਨ ਸਿੰਘ : ਹੱਲ ਵਾਹੁਣ ਵਾਲੇ                      ਪ੍ਰੋ.ਮੇਹਨ ਸਿੰਘ : ਕੋਈ ਆਇਆ ਸਾਡੇ ਵਿਹੜੇ                      ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਅੰਨਦਾਤਾ                      ਡਾ.ਹਰਿਭਜਨ ਸਿੰਘ: ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ                      ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ: ਕੰਡਿਆਲੀ ਥੋਰ੍ਹ                      ਪਾਸ਼: ਇਨਕਾਰ                      ਸੁਰਜੀਤ ਪਾਤਰ: ਹੁਣ ਘਰਾਂ ਨੂੰ ਪਰਤਣਾ</p>	12
II	<p><b>ਕਹਾਣੀ ਭਾਗ:</b>                      ਸੁਜਾਨ ਸਿੰਘ :ਕੁਲਫੀ                      ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ : ਤੂੜੀ ਦੀ ਪੰਡ                      ਗੁਰਦਿਆਲ ਸਿੰਘ : ਸਾਂਝ                      ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ: ਕੋਈ ਇਕ ਸਵਾਰ                      ਮੇਹਨ ਭੰਡਾਰੀ :ਘੋਟਣਾ                      ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ : ਆਪਣਾ ਆਪਣਾ ਹਿੱਸਾ</p>	11
III	<p><b>ਭਾਸ਼ਾ ਤੇ ਲਿਪੀ:</b> ਭਾਸ਼ਾ ਦਾ ਟਕਸਾਲੀ ਰੂਪ, ਭਾਸ਼ਾ ਤੇ ਉਪ-ਭਾਸ਼ਾ ਵਿਚ ਅੰਤਰ, ਪੰਜਾਬੀ ਦੀਆਂ ਉਪ-ਭਾਸ਼ਾਵਾਂ                      ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਉਪਰ ਪਏ ਪ੍ਰਭਾਵ                      ਭਾਸ਼ਾ ਤੇ ਲਿਪੀ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ</p>	12
IV	<p>ਪੈਰਾ ਰਚਨਾ                      ਅਨੁਵਾਦ: ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ, ਪੰਜਾਬੀ ਤੋਂ ਅੰਗਰੇਜ਼ੀ                      ਦਫਤਰੀ ਚਿੱਠੀ ਪੱਤਰ</p>	10

**Recommended Books and Resources**

1. ਸਾਹਿਤ ਦੇ ਰੰਗ (ਸੰਪ.ਡਾ.ਮਹਿਲ ਸਿੰਘ),ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ,ਪਹਿਲੀ ਵਾਰ,2016.

**BVL106B-19: ਮੁਢਲੀ ਪੰਜਾਬੀ**

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>2</b>	<b>0</b>	<b>0</b>

**Course objective:**

- 1.To enhance the language ability of students.
- 2.To enhance the ability to learn science and develop science literacy through local language teaching with science subjects.

**Course outcome:** At the end of the course, the students will be able to

CO1	Translate and transfer/broadcast Western scientific knowledge in the local language.
CO2	Translate and transfer the indigenous/traditional scientific knowledge available in local knowledge into English and other global languages.
CO3	Understand the society through Punjabi language, literature, and culture.
CO4	Learning science and developing science literacy.
CO5	Improve the internal communication.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

<b>CO \ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	1	1	2	1
<b>CO2</b>	2	2	1	1	1
<b>CO3</b>	1	1	1	1	1
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	2	1	1	1	1

**Details of the Course Content - ਮੁਢਲੀ ਪੰਜਾਬੀ (BVL106B-19)**

Unit	Contents	Contact Hours
I	ਪੈਂਤੀ ਅੱਖਰੀ ( ਵਰਣਮਾਲਾ), ਅੱਖਰ ਕ੍ਰਮ ਮਾਤਰਾਵਾਂ : ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ ਲਗਾਖਰ :ਬਿੰਦੀ, ਟਿੱਪੀ, ਅੱਧਕ ਪੰਜਾਬੀ ਸ਼ਬਦ ਬਣਤਰ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ ਮੂਲ ਸ਼ਬਦ , ਅਗੇਤਰ, ਪਿਛੇਤਰ ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦ	12
II	ਸੁੱਧ- ਅਸੁੱਧ: ਦਿੱਤੇ ਪੈਰ੍ਹੇ ਵਿੱਚੋਂ ਅਸੁੱਧ ਸ਼ਬਦ ਨੂੰ ਸੁੱਧ ਕਰਨਾ ਹਫਤੇ ਦੇ ਸੱਤ ਦਿਨਾਂ ਦੇ ਨਾਂ ਬਾਰਾਂ ਮਹੀਨਿਆਂ ਦੇ ਨਾਂ ਚੁੱਤਾਂ ਦੇ ਨਾਂ ਇਕ ਸੌ ਤੱਕ ਗਿਣਤੀ ਸ਼ਬਦਾਂ ਵਿਚ	11
III	ਰੋਜ਼ਾਨਾ ਵਰਤੋਂ ਦੀ ਪੰਜਾਬੀ ਸ਼ਬਦਾਵਲੀ: ਬਾਜ਼ਾਰ, ਵਪਾਰ, ਰਿਸ਼ਤੇ-ਨਾਤੇ ਤੇ ਕਿੱਤਿਆਂ ਸਬੰਧੀ। ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ : ਪਛਾਣ ਤੇ ਵਰਤੋਂ- ਨਾਂਵ, ਪੜਨਾਂਵ,	12
IV	ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ : ਪਛਾਣ ਤੇ ਵਰਤੋਂ- ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ ਪੰਜਾਬੀ ਵਾਕ ਬਣਤਰ : ਸਧਾਰਣ ਵਾਕ, ਸੰਯੁਕਤ ਵਾਕ, ਮਿਸ਼ਰਤ ਵਾਕ	10

**Recommended Books and Resources**

ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਸਾਹਿਤ ਤੇ ਸਭਿਆਚਾਰ (ਸੰਪ. ਸਰਬਜੀਤ ਸਿੰਘ), ਆਈ. ਕੇ. ਗੁਜਰਾਲ ਪੰਜਾਬ ਟੈਕਨੀਕਲ ਯੂਨੀਵਰਸਿਟੀ ਕਪੂਰਥਲਾ 2022.

### BMPD101-18: MENTORING AND PROFESSIONAL DEVELOPMENT

**Total marks: 25**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>1</b>

**Course objective:**

The objective of mentoring is to develop overall personality, technical and general aptitude, general awareness, communication skills, and presentation skills.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate enhanced technical and general aptitude through expert lectures and aptitude tests.
CO2	Exhibit improved communication and presentation skills via group discussions, quizzes, and student presentations.
CO3	Develop effective teamwork and leadership abilities through team-building exercises and outdoor activities.
CO4	Gain a broader understanding of current affairs and general knowledge, facilitated by diverse classroom interactions and society activities.
CO5	Show increased engagement in extracurricular and community service activities, contributing to holistic personal and professional growth.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	2	2	2	3
<b>CO2</b>	2	1	1	2	2
<b>CO3</b>	2	1	1	2	2
<b>CO4</b>	2	1	1	2	2
<b>CO5</b>	2	1	1	2	2

**Details of the Course Content - Mentoring and Professional Development (BMPD101-18):**

The course shall be split in two sections i.e. outdoor activities and class activities. For achieving the above, suggestive list of activities to be conducted are:

<b>Practical no.</b>	<b>Contents</b>	<b>Contact Hours</b>
	<b>Part – A (Class Activities)</b>	14
1	Expert and video lectures	
2	Aptitude Test	
3	Group Discussion	
4	Quiz (General/Technical)	
5	Presentations by the students	
6	Team building Exercises	
	<b>Part – B (Outdoor Activities)</b>	
1	Sports/NSS/NCC	
2	Society Activities of various students chapter i.e. ISTE, SCIE, SAE, CSI, Cultural Club, etc	

The evaluation shall be based on rubrics for Part – A & B Mentors/Faculty incharges shall maintain proper record student wise of each activity conducted and the same shall be submitted to the department.

### BVFT114-24: Industrial Visit and FoSTaC Course

**Total marks: 40**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>3</b>

**Course objective:**

To equip students with practical industry exposure and essential food safety knowledge through industrial visits, expert lectures, and completion of the FoSTaC - Basic Manufacturing course, fostering their competence in food manufacturing, processing, and packaging practices.

**Course outcome:** At the end of the course, the students will be able to

CO1	Students will gain practical knowledge of food industry operations and standards through firsthand industrial exposure and expert insights.
CO2	Students will develop a comprehensive understanding of fundamental food safety principles, including personal hygiene and food handling practices.
CO3	Students will be proficient in managing food operations and controls, ensuring adherence to safety and quality protocols.
CO4	Students will acquire skills in proper packaging and distribution methods to maintain food integrity and safety during the supply chain.
CO5	Students will be able to compile and present detailed reports on their industrial visit/expert lecturer and FoSTaC course experiences, demonstrating their applied knowledge and analytical skills.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	2	2	3	3
<b>CO2</b>	3	3	2	3	2
<b>CO3</b>	2	2	3	3	3
<b>CO4</b>	2	2	2	3	3
<b>CO5</b>	3	3	2	2	2



**Details of the Course Content - Industrial Visit and FoSTaC Course (BVFT114-24)**

<b>Unit</b>	<b>Contents</b>	<b>Contact Hours</b>
I	Students are required to visit a food industry or attend a guest lecture by a food industry expert. Subsequently, they must submit a report to the Head of the Department and Course Coordinator.	10
II	Students must complete the FoSTaC - Basic Manufacturing course. This course should be completed through <a href="https://www.skillindiadigital.gov.in/courses/detail/43c98220-675c-4284-b998-7bd3d413d724">https://www.skillindiadigital.gov.in/courses/detail/43c98220-675c-4284-b998-7bd3d413d724</a> or <a href="https://fostac.fssai.gov.in/index">https://fostac.fssai.gov.in/index</a> or any FSSAI-recognized training center.	

**Recommended Books and Resources**

1. <https://www.skillindiadigital.gov.in/courses/detail/43c98220-675c-4284-b998-7bd3d413d724>
2. <https://fostac.fssai.gov.in/index>

# SEMESTER- II

### Program Scheme & Syllabus

#### Semester II

Course Code	Course Title	Course Type	Load			Marks Distribution		Total	Credits
			L	T	P	Internal	External		
BVFT121-24	Food Chemistry and Biochemistry	DSC	4	0	0	40	60	100	4
BVFT122-24	Applied Chemistry and Physics in Food Science	OE	4	0	0	40	60	100	4
BVFT123-24	Applied Chemistry and Physics in Food Science (Lab)	OE	0	0	4	30	20	50	2
BVFT124-24	Dairy Technology	DSE	4	0	0	40	60	100	4
BVFT125-24	Dairy Technology (Lab)	DSE	0	0	4	30	20	50	2
B/FIC/Q9001	Processed Food Entrepreneur	SEC-SB/ QP-NOS	4	0	0	40	60	100	4
EVS102-18	Environmental Science	AECC	2	0	0	40	60	100	2
BVFT126-24	Industrial Visit with Cold Storage Technician Course	AECC	0	0	3	40 <sup>##</sup>	--	40	3
BMPD202-18	Mentoring and Professional Development	SEC-VB	0	0	1	25 <sup>##</sup>	--	25	1
	<b>Total</b>		<b>18</b>	<b>0</b>	<b>12</b>	325	340	665	26

<sup>##</sup> Industrial Visit with Cold Storage Technician Course and Mentoring and Professional Development course will have internal evaluation only. Cold Storage Technician course must be completed and certified from <https://www.skillindiadigital.gov.in> or <https://elearning.ficsi.in/> or any FICSI recognized Training center

**BVFT121-24: Food Chemistry and Biochemistry**

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

To provide comprehensive knowledge of food chemistry and biochemistry, emphasizing the structural, functional, and metabolic roles of carbohydrates, proteins, lipids, vitamins, and minerals, along with their impact on food processing, nutrition, health, and associated deficiency diseases.

**Course outcome:** At the end of the course, the students will be able to

CO1	Analyze the structural and functional properties of carbohydrates, proteins, lipids, vitamins, and minerals, and their implications for food processing and nutrition.
CO2	Evaluate the role of enzymatic activities, food pigments, and additives in improving food quality and stability under various conditions.
CO3	Demonstrate understanding of the biochemical processes involved in fermentation and their applications in creating functional foods and probiotics.
CO4	Assess the impact of macro- and micronutrient deficiencies on human health and suggest dietary interventions to address these issues.
CO5	Explore advanced topics such as genetic engineering and omics technologies in food biochemistry to predict future trends in food science and technology.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	1	3
CO2	3	2	2	3	3
CO3	3	2	3	2	3
CO4	2	3	1	2	3
CO5	3	2	2	2	3

Details of the Course Content - Food Chemistry and Food Biochemistry (BVFT121-24)

Unit	Contents	Contact Hours
I	<p><b>Introduction to Food Chemistry and Biochemistry:</b> Definition and scope of food chemistry and biochemistry. Food composition. Role of food chemistry in processing, preservation, and its connection to nutrition and health.</p> <p><b>Carbohydrates in Foods:</b> Structure and classification of Carbohydrates. Functional properties. Metabolism, dietary fiber, and related deficiency diseases (ketosis).</p> <p><b>Proteins in Foods:</b> Structure and classification of protein and amino acids. Functional properties. Protein denaturation, enzymatic activity, and deficiency diseases (Kwashiorkor, Marasmus).</p>	12
II	<p><b>Lipids in Foods:</b> Structure, classification and Functional properties of lipids. Role in flavor and texture; health issues (cardiovascular diseases, obesity).</p> <p><b>Vitamins and Minerals:</b> Vitamins: classification, functions, stability, degradation. Minerals: Macro and micro minerals; bioavailability and absorption factors. Deficiency diseases: Scurvy, beri-beri, goitre, rickets, anemia, osteoporosis.</p>	11
III	<p><b>Enzymes in Foods:</b> Nature, classification, and mechanism of enzyme action. Enzyme roles in food processing: Proteases, amylases, lipases, pectinases. Enzyme inhibition and its effects.</p> <p><b>Food Colors and Pigments:</b> Natural pigments: Chlorophyll, carotenoids, anthocyanins, betalains. Synthetic colors and regulations; pigment stability under conditions. Role in food quality and acceptability.</p> <p><b>Food Additives:</b> Definition, classification: Preservatives, antioxidants, emulsifiers, stabilizers. Safety, regulations, and role in improving food quality and shelf life.</p>	11
IV	<p><b>Food Flavors and Aromas:</b> Chemical basis of flavors; natural and synthetic flavoring agents. Aroma compounds and factors affecting flavor stability in processing/storage.</p> <p><b>Nutraceuticals and Functional Foods:</b> Introduction to nutraceuticals and functional foods. Overview of bioactive compounds (e.g., polyphenols, phytosterols, omega-3s). Health benefits and regulatory aspects.</p> <p><b>Food Biochemistry of Fermentation:</b> Principles and applications of fermentation; role of microorganisms. Biochemical changes: Alcoholic, lactic acid, and acetic acid fermentation. Probiotics and health benefits.</p>	12

	<b>Advanced Topics in Food Biochemistry:</b> Recent research and advancements. Genetic engineering in food composition. Role of omics technologies (genomics, proteomics, metabolomics). Future trends in food biochemistry.	
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### **Recommended Books and Resources**

1. Belitz, H.-D., Grosch, W., & Schieberle, P. (2009). Food Chemistry (4th ed.). Springer.
2. Damodaran, S., Parkin, K. L., & Fennema, O. R. (2017). Fennema's Food Chemistry (5th ed.). CRC Press.
3. Coultate, T. P. (2016). Food: The Chemistry of Its Components (6th ed.). Royal Society of Chemistry.
4. DeMan, J. M. (1999). Principles of Food Chemistry (3rd ed.). Springer.
5. Vaclavik, V. A., & Christian, E. W. (2014). Essentials of Food Science (4th ed.). Springer.
6. Nielsen, S. S. (Ed.). (2017). Food Analysis (5th ed.). Springer.
7. Hui, Y. H. (Ed.). (2006). Handbook of Food Science, Technology, and Engineering. CRC Press.
8. Yada, R. Y. (Ed.). (2004). Proteins in Food Processing. Woodhead Publishing.
9. Simpson, B. K., Aluko, R. E., & Aryee, A. N. (Eds.). (2019). Biochemistry of Foods (3rd ed.). Academic Press.
10. Shahidi, F., & Zhong, Y. (Eds.). (2018). Lipid Chemistry and Applications. Wiley.
11. Schaafsma, G., & Kok, F. J. (Eds.). (2006). Nutritional Biochemistry of the Vitamins. Cambridge University Press.
12. Campbell-Platt, G. (2017). Food Science and Technology (2nd ed.). Wiley-Blackwell.
13. Mann, J., & Truswell, S. (2017). Essentials of Human Nutrition (5th ed.). Oxford University Press.
14. Shils, M. E., Shike, M., Ross, A. C., Caballero, B., & Cousins, R. J. (Eds.). (2005). Modern Nutrition in Health and Disease (10th ed.). Lippincott Williams & Wilkins.
15. Whitney, E., & Rolfes, S. R. (2018). Understanding Nutrition (15th ed.). Cengage Learning.
16. Gibson, R. S. (2005). Principles of Nutritional Assessment (2nd ed.). Oxford University Press.
17. Allen, L., de Benoist, B., Dary, O., & Hurrell, R. (2006). Guidelines on Food Fortification with Micronutrients. World Health Organization (WHO).
18. MIT OpenCourseWare – Principles of Biochemical Engineering: <https://ocw.mit.edu>
19. NPTEL Online Courses – Food Chemistry and Biochemistry: <https://nptel.ac.in>

### BVFT122-24: Applied Chemistry and Physics in Food Science

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

To provide an interdisciplinary understanding of applied chemistry and physics principles in food science, focusing on their role in food processing, preservation, product quality, and innovative applications in the food industry.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate a foundational understanding of chemical principles in food science, including the role of atoms, molecules, bonds, and solutions in food processing and preservation.
CO2	Apply concepts of pH, buffers, acid-base reactions, and phase transitions to optimize food quality and stability during various processing methods.
CO3	Analyze the role of oxidation, reduction, hydrolysis, polymerization, and reaction rates in ensuring food safety, shelf life, and textural integrity.
CO4	Utilize principles of physics, including thermodynamics, heat and mass transfer, fluid mechanics, and rheology, to enhance food production, preservation, and equipment efficiency.
CO5	Integrate advanced analytical techniques, such as spectroscopy and polarimetry, to ensure quality control and innovative solutions in food technology applications.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	3	2	2	2
<b>CO2</b>	3	3	2	2	2
<b>CO3</b>	2	2	3	3	3
<b>CO4</b>	3	2	2	3	3
<b>CO5</b>	2	3	2	3	3

Details of the Course Content - Applied Chemistry and Physics in Food Science (BVFT122-24)

Unit	Contents	Contact Hours
I	<p><b>Applied Chemistry-I</b></p> <p><b>Introduction to Basic Chemistry in Food Science</b>, Importance of chemistry in food science: Comprehensive focus on food chemistry for processing, preservation, and product quality.</p> <p><b>Atoms, Molecules, and Bonds</b>: Structure, elements, compounds, and bonds (ionic, covalent, hydrogen); interactions in food macromolecules (carbohydrate, protein and lipid) and micromolecules (mineral and vitamins).</p> <p><b>States of Matter</b>: Solids, liquids, gases; phase transitions and food behavior during freezing, boiling, and drying.</p> <p><b>Solutions and Concentrations</b>: Types, solubility, and calculations (molarity, molality and normality); applications in syrups, beverages, and brines.</p> <p><b>pH and Buffers</b>: pH concepts, and their measurement, neutralization reactions. Buffer systems in food, and roles in preservation, fermentation, and flavor. Overview of Titration.</p> <p><b>Acid-Base Reactions</b>: Neutralization, with applications in baking, pickling, and emulsions.</p>	11
II	<p><b>Applied Chemistry-II</b></p> <p><b>Oxidation and Reduction</b>: Basics of electron transfer and their role in food spoilage, autooxidation, lipid oxidation, iodine value, peroxide value and acid value.</p> <p><b>Hydrolysis</b>: Breakdown of molecules with water (e.g., starch to sugar), focusing on enzymatic roles in food processing.</p> <p><b>Polymerization</b>: Large molecule formation (e.g., starch gelatinization) and its role in food texture and structure.</p> <p><b>Energy in Reactions</b>: Enthalpy, entropy, free energy, reaction feasibility and their role in cooking processes and food stability.</p> <p><b>Reaction Rates</b>: Rate of reaction, Order of reaction, Factors affecting rates, and their relevance to shelf life and chemical stability.</p>	12
III	<p><b>Applied Physics-I</b></p> <p><b>Introduction to Physics in Food Science</b>: Role of physics in food processes: Physics principles in product development, processing, and quality.</p> <p><b>Mechanics</b>: Force and pressure in food processing equipment; applications in packaging, grinding, and mixing systems.</p> <p><b>Thermodynamics</b>: Heat transfer principles (conduction, convection, radiation); energy balance in cooking, freezing, evaporation, drying, and phase transitions in preservation.</p> <p><b>Heat and Mass Transfer</b>: Basics, principles, and mechanisms; applications in baking, frying, and dehydration of foods.</p>	11
IV	<p><b>Applied Physics-II</b></p>	12



<p><b>Fluid Mechanics:</b> Properties of fluids (density, viscosity, specific gravity, surface tension); statics and dynamics; Applications in mixing, pumping, aeration, extrusion, and coating processes.</p> <p><b>Rheology:</b> Concepts of flow, deformation, viscosity, elasticity, plasticity; applications in texture analysis, stability of emulsions, foams, and gels.</p> <p><b>Electromagnetic Radiation:</b> Basics of microwaves and infrared; applications in cooking, drying, and sterilization.</p> <p><b>Optics:</b> Reflection, refraction, and diffraction; lenses, light dispersion, and color measurement in quality control. Spectroscopic Techniques: Applications in food analysis; refractive index testing for quality control.</p> <p><b>Polarimetry:</b> Basics and application in sugar analysis.</p>	
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### Recommended Books and Resources

1. Atkins, P., & De Paula, J. (2018). *Atkins' Physical Chemistry* (11th ed.). Oxford University Press.
2. Belitz, H. D., Grosch, W., & Schieberle, P. (2009). *Food Chemistry* (4th ed.). Springer.
3. Brown, T. L., LeMay, H. E., & Bursten, B. E. (2017). *Chemistry: The Central Science* (14th ed.). Pearson.
4. Coultate, T. P. (2009). *Food: The Chemistry of Its Components* (5th ed.). Royal Society of Chemistry.
5. Damodaran, S., Parkin, K. L., & Fennema, O. R. (2017). *Fennema's Food Chemistry* (5th ed.). CRC Press.
6. Griffiths, D. J. (2017). *Introduction to Electrodynamics* (4th ed.). Pearson.
7. Halliday, D., Resnick, R., & Walker, J. (2018). *Fundamentals of Physics* (11th ed.). Wiley.
8. Heldman, D. R., & Singh, R. P. (2018). *Introduction to Food Engineering* (6th ed.). Academic Press.
9. Hui, Y. H. (Ed.). (2006). *Handbook of Food Science, Technology, and Engineering*. CRC Press.
10. Pomeranz, Y., & Meloan, C. E. (2000). *Food Analysis: Theory and Practice* (3rd ed.). Springer.
11. Rao, M. A., Rizvi, S. S. H., & Datta, A. K. (2005). *Engineering Properties of Foods* (3rd ed.). CRC Press.
12. Rao, M. A., & Rizvi, S. S. H. (2002). *Rheology of Fluid and Semisolid Foods: Principles and Applications*. Springer.

### BVFT123-24: Applied Chemistry and Physics in Food Science (Lab)

**Total marks: 50**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>4</b>

**Course objective:**

To provide hands-on experience and technical skills in analyzing chemical and physical properties of food systems, applying principles of food science to assess quality, processing, preservation, and innovation using advanced analytical techniques and experimental methodologies.

**Course outcome:** At the end of the course, the students will be able to

CO1	Develop proficiency in performing key analytical techniques for determining chemical properties such as pH, solubility, buffer capacity, and peroxide values in food samples.
CO2	Gain hands-on experience in studying physical changes in food systems, including phase transitions, viscosity, and gelatinization, to understand food behavior during processing.
CO3	Analyze enzymatic reactions, reaction rates, and energy transformations to optimize food quality and stability under varying conditions of temperature and pH.
CO4	Apply principles of rheology, heat transfer, and mass transfer to evaluate texture, dehydration, and cooking methods for diverse food products.
CO5	Utilize advanced instruments like polarimeters, spectrophotometers, and refractometers for quantitative and qualitative analysis to ensure food quality and innovation.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	3	2	2	2
<b>CO2</b>	3	3	3	2	2
<b>CO3</b>	3	3	2	3	3
<b>CO4</b>	3	2	3	3	3
<b>CO5</b>	2	3	2	3	3

**Details of the Course Content - Applied Chemistry and Physics in Food Science (Lab) (BVFT123-24)**

Practical no.	Contents	Contact Hours
1	Determination of the pH of Various Food Products	1
2	Preparation and Standardization of Solutions	1
3	To determine the neutralization capacity of vinegar and other acidic food samples.	1
4	To analyze the buffer capacity of food items like yogurt and brine.	1
5	To observe freezing and boiling point changes in water and sugar solutions	1
6	To determine the solubility of common salts and sugars in water at different temperatures.	1
7	To demonstrate hydrogen bonding in protein and starch solutions.	1
8	To analyze the role of oxidation in lipid spoilage by testing peroxide values in oils.	1
9	To study starch hydrolysis using amylase enzymes and test for sugar formation using iodine.	1
10	To observe the gelatinization of starch during heating and analyze its effect on viscosity.	1
11	To study the effect of temperature and pH on the reaction rate of enzymatic browning in fruits.	1
12	To analyze the energy changes (enthalpy and entropy) during food heating and cooling processes.	1
13	To measure the pressure applied during dough kneading or food compression using a hydraulic press.	1
14	To investigate conduction, convection, and radiation during food cooking using boiling water, ovens, and microwaves.	1
15	To measure water loss during the drying of fruits and vegetables in a dehydrator.	1
16	To study energy balance and phase transitions during the freezing and thawing of food samples.	1
17	To measure the viscosity, density, and specific gravity of various liquids such as juices, syrups, and oils.	1
18	To test the flow and deformation properties of sauces, gels, and emulsions using a rheometer.	1
19	To analyze the effect of microwave radiation on cooking time and texture of food samples.	1
20	To measure the refractive index of sugar solutions using a refractometer.	1
21	To perform qualitative analysis of food dyes and pigments using a UV-visible spectrophotometer.	1
22	To determine the concentration of sugar solutions using a polarimeter.	1

**Recommended Books and Resources**

1. AOAC International. (2019). *Official Methods of Analysis* (21st ed.). AOAC International. A comprehensive guide to standardized food analysis methods.

2. BIS. (2020). *Bureau of Indian Standards: Food Testing and Analysis Standards*. Bureau of Indian Standards. Retrieved from <https://www.bis.gov.in/>
3. Ranganna, S. (1986). *Handbook of Analysis and Quality Control for Fruit and Vegetable Products*. Tata McGraw-Hill Publishing.
4. Nielsen, S. S. (2017). *Food Analysis* (5th ed.). Springer. A foundational text for various food analytical techniques.
5. Pomeranz, Y., & Meloan, C. E. (2000). *Food Analysis: Theory and Practice* (3rd ed.). Springer. Covers practical approaches to food testing.
6. Heldman, D. R., & Singh, R. P. (2018). *Introduction to Food Engineering* (6th ed.). Academic Press. Practical applications of thermodynamics and mass transfer.
7. Griffiths, D. J. (2017). *Introduction to Electrodynamics* (4th ed.). Pearson. Fundamentals of electromagnetic radiation.
8. Chemistry LibreTexts. (n.d.). *Food Chemistry and Physical Properties* [Online resource]. Retrieved from <https://chem.libretexts.org/>

**BVFT124-24: Dairy Technology**

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

To provide comprehensive knowledge of dairy technology, including milk composition, processing techniques, fermented and fat-rich dairy products, indigenous products, by-products, value-added dairy innovations, and adherence to standards and legislations, ensuring proficiency in sustainable and quality dairy production.

**Course outcome:** At the end of the course, the students will be able to

CO1	Understand the composition, properties, and processing techniques of milk and its derivatives, ensuring knowledge of quality assurance and safety.
CO2	Analyze and apply advanced methods for producing fermented dairy products, fat-rich products, and traditional dairy items.
CO3	Develop expertise in processing and utilizing dairy by-products and value-added products for sustainable dairy production.
CO4	Evaluate and implement technological interventions to improve shelf life, scalability, and compliance with dairy standards and legislations.
CO5	Gain practical insights into troubleshooting defects, optimizing production efficiency, and enhancing the nutritional and economic value of dairy products.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	3	2
CO2	2	2	3	3	3
CO3	2	2	3	2	3
CO4	3	3	2	3	3
CO5	2	3	2	3	3

**Details of the Course Content - Dairy Technology (BVFT124-24)**

Unit	Contents	Contact Hours
I	<p><b>Introduction to Dairy Technology:</b> Global and Indian dairy industry overview; role of milk in nutrition and economy.</p> <p><b>Milk:</b> Definition, composition, nutritive value, and factors affecting it. Physicochemical properties. Milk Lipids: Chemical and functional properties; reactions (hydrolysis, auto-oxidation), oxidation prevention, and measurement. Milk Proteins: Types (caseins, whey proteins), micellar structure, precipitation, and functional roles in emulsification, foaming, and gelation. Milk Enzymes: Key enzymes (catalase, alkaline phosphatase, lipases, proteases) in processing, freshness, and quality. Coagulation of Milk: Enzymatic (rennet) and acid coagulation; casein aggregation and gel formation in cheese/yogurt.</p> <p><b>Milk Procurement and Quality Testing:</b> Clean milk production, procurement systems, collection/chilling centers. Raw milk quality tests.</p> <p><b>Liquid Milk Products:</b> Standardization (fat/SNF adjustment): Full-cream, standard, toned, double-toned, skimmed milk. Flavored, reconstituted, recombined milk; fortification with micronutrients. Adulteration detection and preservatives in milk.</p>	11
II	<p><b>Milk Processing Techniques:</b> Principles and stages: Filtration, clarification, pasteurization, sterilization, UHT processing, aseptic packaging, and homogenization (principles, types, applications).</p> <p><b>Fermented Dairy Products:</b></p> <p><b>Cheese Technology:</b> Classification, Production Process, Characteristics, Health Benefits, Common cream defects, their causes, and remedies of various cheese, Microbiology and biochemistry of cheese ripening.</p> <p><b>Yogurt and curd:</b> Definition, Types, Production Process, Characteristics, Health Benefits, Common cream defects, their causes, and remedies</p> <p><b>Kumis, Kefir, acidophilus milk, and cultured buttermilk:</b> Definition, Production Process, Characteristics, Health Benefits, Common cream defects, their causes, and remedies</p>	11
III	<p><b>Fat-Rich Dairy Products:</b></p> <p><b>Cream:</b> Types and fat content, composition, and production methods. Factors affecting richness, cream separation efficiency, and optimization. Cream ripening: Natural and starter culture-based; biochemical changes. Common defects, causes, and remedies.</p>	12

	<p><b>Butter:</b> Types, composition, and preparation methods. Factors influencing churnability, churning theories, and butter grading. Common defects, causes, remedies, and shelf-life enhancement.</p> <p><b>Ghee Production:</b> Traditional and industrial methods. Nutritional aspects and shelf-life improvement.</p> <p><b>Concentrated and Evaporated Milk Products:</b> Condensed and evaporated milk: Processing, packaging, and uses. Common defects, causes, and remedies.</p> <p><b>Dried Milk Products:</b> Whole and skimmed milk powder: Composition, nutritive value, manufacturing. Common defects, causes, remedies, instantization, and infant milk food.</p> <p><b>Ice Cream and Frozen Dairy Products:</b> Composition, nutritive value, manufacturing process. Common defects, causes, remedies, stabilizers, and emulsifiers in frozen desserts.</p>	
IV	<p><b>Indigenous Dairy Products:</b> Production of khoa, paneer, chhana, shrikhand, and traditional sweets (rasgulla, gulab jamun, peda, burfi). Technological interventions for scaling up production and shelf-life enhancement. Challenges in scaling up traditional processes.</p> <p><b>By-Products and Value-Added Dairy Products:</b></p> <p><b>Dairy By-Products:</b> Definition, classification, derived products, processing/storage challenges, and utilization benefits.</p> <p><b>Value-Added Products:</b> Cream powder, sterilized cream, butter powder, butter spread, and cheese spread – production and applications.</p> <p><b>Standards and Legislations:</b> Milk and milk product standards under Food Safety &amp; Standards Regulation, 2011 (Schedule 4, Part III). Dairy plant sanitation: Hygiene, cleansing/sanitizing agents, cleaning systems (CIP, central, self-contained). Documentation and record-keeping practices.</p>	12

### Recommended Books and Resources

1. Walstra, P., Wouters, J. T., & Geurts, T. J. (2005). *Dairy Science and Technology*. CRC Press.
2. Tamime, A. Y., & Robinson, R. K. (2007). *Yoghurt: Science and Technology* (3rd ed.). Woodhead Publishing.
3. Chandan, R. C., Kilara, A., & Shah, N. P. (2015). *Dairy Processing and Quality Assurance* (2nd ed.). Wiley-Blackwell.
4. Fox, P. F., Guinee, T. P., Cogan, T. M., & McSweeney, P. L. (2017). *Fundamentals of Cheese Science* (2nd ed.). Springer.
5. Goff, H. D., & Hartel, R. W. (2013). *Ice Cream* (7th ed.). Springer.

6. Smith, G. (2021). *Milk Processing and Quality Management*. Wiley.
7. Tamime, A. Y. (2009). *Dairy Powders and Concentrated Products*. Wiley-Blackwell.
8. Aneja, R. P., Mathur, B. N., Chandan, R. C., & Banerjee, A. K. (2002). *Technology of Indian Milk Products*. Dairy India.
9. Khanal, A. R. (2020). *Technological Advances in Dairy Processing*. Springer.
10. Early, R. (2020). *The Technology of Dairy Products* (2nd ed.). Springer.
11. Handbook of Dairy Products. (2021). *Dairy Industry Handbook*. Elsevier.
12. International Dairy Federation (IDF) - <https://www.fil-idf.org/>
13. National Programme on Technology Enhanced Learning (NPTEL) - <https://nptel.ac.in/>
14. Codex Alimentarius - <http://www.fao.org/fao-who-codexalimentarius/>
15. Walstra, P., & Jenness, R. (2020). *Dairy Chemistry and Physics* (3rd ed.). Springer.
16. FICSI (2022). Butter and Ghee processing operator. FIC/Q2003
17. FICSI (2022). Ice Cream processing Technician. FIC/Q2004
18. FICSI (2020). Cottage Cheese Maker. FIC/Q2005
19. FSSAI (2011). Food Product Standards:Dairy Products And Analogues [https://fssai.gov.in/upload/uploadfiles/files/2\\_%20Chapter%2021%20%28Dairy%20products%20and%20analogues%29.pdf](https://fssai.gov.in/upload/uploadfiles/files/2_%20Chapter%2021%20%28Dairy%20products%20and%20analogues%29.pdf)
20. FSSAI (2011). Table-2A Microbiological Standards for Milk and Milk Products –Process Hygiene Criteria. <https://fssai.gov.in/upload/uploadfiles/files/Appendix%20B.pdf>.
21. FSSAI (2011). Guidance document provides comprehensive instructions based on Part III of Schedule 4. <https://fssai.gov.in/upload/uploadfiles/files/Guidance Document Milk 14 03 2019.pdf>.
22. FSSAI (2011). Food Safety and Standards (Food Products Standards and Food Additives) Regulations, <https://fssai.gov.in/upload/uploadfiles/files/Food Additives Regulations.pdf>.
23. FSSAI (2018). National Milk Safety and Quality Survey. <https://fssai.gov.in/upload/uploadfiles/files/Report Milk Survey NMQS 18 10 2019.pdf>.
24. FSSAI. Common Quick tests for detection of Food Adulterants at household. [https://fssai.gov.in/upload/knowledge\\_hub/1878035b34b558a3b48DART%20Book.pdf](https://fssai.gov.in/upload/knowledge_hub/1878035b34b558a3b48DART%20Book.pdf).
25. Indian Council of Agricultural Research (ICAR) E-Learning Portal for Dairy Technology. Available at: <https://ecourses.icar.gov.in>



### BVFT125-24: Dairy Technology (Lab)

**Total marks: 50**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>4</b>

**Course objective:**

To develop proficiency in practical techniques for analyzing, processing, and ensuring the quality and safety of milk and milk products in alignment with FSSAI standards and global best practices.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate proficiency in sampling, analyzing, and evaluating the physicochemical properties and quality parameters of milk and milk products.
CO2	Identify and detect common adulterants and microbial contaminants in dairy products, ensuring compliance with food safety and regulatory standards.
CO3	Develop skills in the preparation and quality assessment of various dairy products, including butter, paneer, cheese, yogurt, and ice cream.
CO4	Evaluate the thermal processing efficiency and packaging techniques to ensure the safety, stability, and shelf life of milk and milk-based products.
CO5	Apply knowledge of dairy technology in implementing FSSAI standards and quality control measures for market milk and milk products.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	2	3	2	3	2
<b>CO2</b>	2	3	2	3	3
<b>CO3</b>	2	3	3	3	3
<b>CO4</b>	2	2	3	3	3
<b>CO5</b>	2	2	3	3	3

**Details of the Course Content - Dairy Technology (Lab) (BVFT125-24)**

Practical no.	Contents	Contact Hours
1	Sampling Techniques for Milk and Milk Products	1
2	Determination of Specific Gravity of Milk	1
3	Analysis of Milk Fat Content and Solid-Not-Fat (SNF)	1
4	COB and Alcohol test	1
5	Milk Acidity and pH Determination	1
6	Detection of Adulterants in Milk	1
7	Methylene Blue Reduction Test (MBRT)	1
8	Preparation of flavoured milk	1
9	Cream Separation and Fat Testing	1
10	Preparation and Quality Evaluation of butter quality	1
11	Alkaline phosphatase test to determine the adequacy of pasteurization.	1
12	Preparation and Quality Evaluation of Ghee	1
13	Preparation and Quality Evaluation of Paneer	1
14	Preparation and Quality Evaluation of Cheese	1
15	Preparation and Quality Evaluation of Yogurt	1
16	Detection of Microbial Contamination	1
17	Determination of the Freezing Point of Milk	1
18	Shelf Life Study of Milk Products	1
19	Preparation and Quality Evaluation of Ice Cream	1
20	Quality Control of Market Milk	1
21	Determination of Milk Proteins	1
22	Analysis of packaging materials, shelf-life impact, and FSSAI labeling requirements.	1

**Recommended Books and Resources**

1. Bureau of Indian Standards (BIS) Specifications for Milk and Milk Products. Available at: <https://bis.gov.in>
2. FSSAI Dairy Products Manual (2022). Available at: <https://fssai.gov.in>
3. International Organization for Standardization (ISO) Guidelines for Milk and Dairy Products. Available at: <https://iso.org>
4. Association of Official Analytical Chemists (AOAC) Official Methods of Analysis. Available at: <https://aoac.org>
5. Handbook of Dairy Foods Analysis by Leo M.L. Nollet and Fidel Toldra.
6. Indian Council of Agricultural Research (ICAR) E-Learning Portal for Dairy Technology. Available at: <https://ecourses.icar.gov.in>
7. National Dairy Development Board (NDDB) Resources. Available at: <https://nddb.coop>
8. Khan Academy videos on Dairy Technology. Available at: <https://khanacademy.org>
9. YouTube Channels: NPTEL Dairy Technology Lectures by IITs and Infinity Richa (for competitive exam preparation).
10. Codex Alimentarius Standards for Milk and Milk Products. Available at: <https://codexalimentarius.org>
11. Practical Dairy Technology by Eiri Board of Consultants and Engineers.
12. "Outlines of Dairy Technology" by Sukumar De.
13. "Modern Dairy Technology" by Robinson, R.K.
14. Dairy Processing and Quality Assurance by Ramesh C. Chandan.

### B/FIC/Q9001: Processed Food Entrepreneur

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

To equip learners with comprehensive knowledge and skills in entrepreneurship, business planning, and operational management specific to the processed food industry, enabling them to establish and manage sustainable food processing enterprises with an emphasis on innovation, regulatory compliance, and market competitiveness.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate a clear understanding of entrepreneurship concepts, roles, and opportunities, particularly in the processed food industry, while integrating innovation and sustainability into business practices.
CO2	Develop and evaluate business plans, conduct feasibility studies, and design strategies for product selection, costing, branding, and packaging tailored to market needs.
CO3	Gain proficiency in planning and establishing food processing units, including site selection, financing, documentation, and adherence to regulatory requirements.
CO4	Execute operational processes in food processing, including plant design, recruitment, production, quality assurance, and food safety practices, ensuring compliance with industry standards.
CO5	Apply effective marketing, sales, distribution, and sanitization strategies to manage and grow food processing enterprises, fostering competitiveness and sustainability in the marketplace.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	2	2	3	2
<b>CO2</b>	2	2	3	3	3
<b>CO3</b>	2	2	3	3	3
<b>CO4</b>	2	3	3	3	3
<b>CO5</b>	2	2	3	3	3

Details of the Course Content - Processed Food Entrepreneur (B/FIC/Q9001)

Unit	Contents	Contact Hours
I	<p><b>Introduction to Entrepreneurship</b></p> <p><b>Concepts of Entrepreneurship:</b> Definition, characteristics, and types of entrepreneurship. Innovation and sustainability in food businesses</p> <p><b>Business Opportunities in Entrepreneurship:</b> Identification and evaluation of business ideas in the food industry.</p> <p><b>Entrepreneur vs. Entrepreneurship:</b> Roles, characteristics, and significance.</p> <p><b>Overview of the "Processed Food Entrepreneur" Role:</b> Responsibilities, challenges, and opportunities in the field. Overview of Processed Food Industry. Case studies of successful entrepreneurs.</p> <p><b>Skills for Success:</b> Professional skills, IT skills for business, Core skills in food entrepreneurship</p> <p><b>Evaluate and Develop Entrepreneurship Skills:</b> Identifying business opportunities, Conducting a market study, Preparing a business plan, Managing an enterprise, Utilizing online banking and digital tools for business operations.</p>	11
II	<p><b>Selection of Product and Business Planning</b></p> <p><b>Business Planning:</b> Definition and importance of a business plan, Key components of a business plan, Understanding risks in small businesses, Steps to establish a business</p> <p><b>Business Idea Generation and Validation:</b> Process for selecting the right product, Identifying market gaps and consumer needs Feasibility study for the product, Market research and analysis, Product development and testing methodologies</p> <p><b>Costing, Branding, and Packaging:</b> Principles of product costing, Developing a branding strategy, Selecting appropriate packaging materials and designs</p>	11
III	<p><b>Preparing for the Start-Up of a Food Processing Unit</b></p> <p><b>Site Selection for the Food Processing Unit:</b> Criteria for selecting a suitable site, Regulatory and logistical considerations</p>	12

	<p><b>Finance Management:</b> Methods for arranging finance, Financial institutions offering loans, Requirements and procedures for securing loans, Types of loans available for food entrepreneurs</p> <p><b>Entrepreneur’s Memorandum:</b> Filing procedures for the Entrepreneur’s Memorandum, Importance of the memorandum for business registration</p> <p><b>Documentation and Record Keeping:</b> Maintaining accurate documentation for regulatory compliance and record-keeping best practices for food processing units.</p>	
IV	<p><b>Starting a Food Processing Unit</b></p> <p><b>Food Processing Unit Design and Construction:</b> Designing food processing plants, Layout planning and optimization, Construction requirements for food safety compliance</p> <p><b>Setting Up a Food Processing Unit:</b> Recruitment and training of manpower, Production processes and machinery selection, Obtaining necessary registrations and licenses, Labelling and packaging regulations for food products</p> <p><b>Food Production and Testing:</b> Verifying raw materials, Conducting trial production runs, Food nutrition analysis and laboratory testing, Food Product Production, Food Product Inspection</p> <p><b>Marketing and Sales:</b> Developing marketing strategies for food products, Setting up distribution channels, Managing logistics for efficient food distribution</p> <p><b>Cleaning and Sanitization:</b> Implementing cleaning and sanitization processes, Sterilization and hygiene maintenance in food processing facilities.</p>	12

**Recommended Books and Resources**

1. Acharya, S. S., & Agarwal, N. L. (1987). *Agricultural Marketing in India*. Oxford & IBH Publishing Co., New Delhi.
2. Chandra, P. (1996). *Projects: Planning, Analysis, Selection, Implementation and Review*. Tata McGraw-Hill Publishing Company Limited, New Delhi.
3. David, D., & Erickson, S. (1987). *Principles of Agri-Business Management*. McGraw Hill Book Co., New Delhi.
4. Desai, V. (2011). *The Dynamics of Entrepreneurial Development and Management*. Himalaya Publishing House Pvt. Ltd., Mumbai.
5. Desai, V. (2012). *Fundamentals of Entrepreneurship and Small Business Management*. Himalaya Publishing House Pvt. Ltd., Mumbai.
6. Fellows, P., & Axtell, B. (2012). *Setting up and Running a Small Food Business: A Guide for Food Entrepreneurs*. CTA.

7. Goyal, M., & Parkash, J. (2011). *Entrepreneurship Development*. Kalyani Publishers.
8. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship*. McGraw Hill.
9. Holt, D. H. (2002). *Entrepreneurship – A New Venture Creation*. Prentice Hall of India, New Delhi.
10. Kotler, P., Keller, K. L., & Chernev, A. (2021). *Marketing Management*. Pearson.
11. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.
12. Processed Food Entrepreneur - FIC/Q9001(2022). Accesible at [https://www.ficsi.in/upload/participant\\_handbook/PH\\_English\\_Processed%20Food%20Entrepreneur\\_FICQ9001\\_Ver3.0.pdf](https://www.ficsi.in/upload/participant_handbook/PH_English_Processed%20Food%20Entrepreneur_FICQ9001_Ver3.0.pdf).
13. Sivakumar, A. I. (2014). *Introduction to Food Manufacturing Engineering*. CRC Press.

**EVS102-18: Environmental Science**

**Total marks: 100**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Course objective:**

To impart comprehensive knowledge of environmental science, focusing on ecosystems, natural resources, biodiversity, pollution, environmental policies, human-environment interactions, and sustainable development, while fostering practical skills through fieldwork and case studies.

**Course outcome:** At the end of the course, the students will be able to

CO1	Develop an understanding of the multidisciplinary nature, scope, and importance of environmental studies, with a focus on sustainability and sustainable development.
CO2	Analyze ecosystem structure, functions, energy flow, and biodiversity through theoretical concepts and real-world case studies of various ecosystems.
CO3	Evaluate the impact of human activities on natural resources, biodiversity, and the environment, and propose sustainable solutions.
CO4	Demonstrate knowledge of environmental pollution, laws, policies, and international agreements to address global environmental challenges effectively.
CO5	Apply theoretical knowledge through fieldwork to document environmental assets, assess local pollution, and study ecosystems for practical understanding and conservation efforts.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	2	1
CO2	3	2	1	1	2
CO3	2	2	1	3	2
CO4	2	1	1	3	2
CO5	3	2	2	2	3

**Details of the Course Content - Environmental Science (EVS102-18)**

Unit	Contents	Contact Hours
I	<p><b>Introduction to environmental studies:</b> Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.</p> <p><b>Ecosystems:</b> What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems : Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</p>	8
II	<p><b>Natural Resources : Renewable and Non-renewable Resources:</b> Land resources and land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international &amp; inter-state). Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</p> <p><b>Biodiversity and Conservation :</b> Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots. India as a mega-biodiversity nation; Endangered and endemic species of India. Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.</p>	14
III	<p><b>Environmental Pollution:</b> Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution. Nuclear hazards and human health risks. Solid waste management : Control measures of urban and industrial waste. Pollution case studies.</p> <p><b>Environmental Policies &amp; Practices:</b> Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture. Environment Laws: Environment Protection Act; Air (Prevention &amp; Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.</p>	16
IV	<p><b>Human Communities and the Environment:</b> Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies. Disaster management : floods, earthquake, cyclones and landslides. Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan. Environmental ethics: Role of</p>	11



	<p>Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).</p> <p><b>Field work:</b> Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. Visit to a local polluted site--- Urban/Rural/Industrial/Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems---pond, river, Delhi Ridge, etc</p>	
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### Recommended Books and Resources

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R.1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999.*Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll.*Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36---37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams*(pp. 29---64). Zed Books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971.*Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012.*Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006.*The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987.*Our Common Future*. Oxford University Press.

### BVFT126-24: Industrial Visit with Cold Storage Technician Course

**Total marks: 40**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>3</b>

**Course objective:**

To provide students with practical exposure to food industry operations and/or cold storage technologies through industrial visits or expert interactions and completion of the FICSI - Cold Storage Technician Course, fostering technical skills in cold storage systems, equipment maintenance, temperature control, and industry standards compliance.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate an understanding of food industry operations and cold storage technologies through hands-on exposure and expert-led interactions.
CO2	Develop technical proficiency in the maintenance and operation of cold storage systems, including temperature control and equipment management.
CO3	Acquire knowledge of industry standards, safety protocols, and best practices for cold chain management in the food sector.
CO4	Enhance report-writing and analytical skills by documenting and presenting findings from industrial visits or expert lectures.
CO5	Obtain FICSI certification as a Cold Storage Technician, ensuring industry-recognized competence and readiness for professional roles.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	2	1	1	2
<b>CO2</b>	3	2	2	1	3
<b>CO3</b>	3	1	2	2	3
<b>CO4</b>	2	1	3	2	2
<b>CO5</b>	3	1	3	2	3

**Details of the Course Content - Industrial Visit with Cold Storage Technician Course (BVFT126-24)**

<b>Unit</b>	<b>Contents</b>	<b>Contact Hours</b>
I	Students are required to visit any food industry or attend a guest lecture by a food industry expert. Subsequently, they must submit a report to the Head of the Department and Course Coordinator.	12
II	Cold Storage Technician course must be completed and certified from <a href="https://www.skillindiadigital.gov.in">https://www.skillindiadigital.gov.in</a> or <a href="https://elearning.ficsi.in/">https://elearning.ficsi.in/</a> or any FICSI recognized Training center	

**Recommended Books and Resources**

1. <https://elearning.ficsi.in>
2. <https://www.skillindiadigital.gov.in>

**BMPD202-18: Mentoring and Professional Development**

**Total marks: 25**

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>1</b>

**Course objective:**

The objective of mentoring is to develop overall personality, technical and general aptitude, general awareness, communication skills, and presentation skills.

**Course outcome:** At the end of the course, the students will be able to

CO1	Demonstrate enhanced technical and general aptitude through expert lectures and aptitude tests.
CO2	Exhibit improved communication and presentation skills via group discussions, quizzes, and student presentations.
CO3	Develop effective teamwork and leadership abilities through team-building exercises and outdoor activities.
CO4	Gain a broader understanding of current affairs and general knowledge, facilitated by diverse classroom interactions and society activities.
CO5	Show increased engagement in extracurricular and community service activities, contributing to holistic personal and professional growth.

**Mapping of Course Outcomes with Program Outcomes:** Formulation of Course Outcomes-Program Outcomes matrix with correlation values as 1 (Low), 2 (Medium), 3 (High)

PO CO	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	2	2	2	3
<b>CO2</b>	2	1	1	2	2
<b>CO3</b>	2	1	1	2	2
<b>CO4</b>	2	1	1	2	2
<b>CO5</b>	2	1	1	2	2

**Details of the Course Content - Mentoring and Professional Development (BMPD202-18):**

The course shall be split in two sections i.e. outdoor activities and class activities. For achieving the above, suggestive list of activities to be conducted are:

<b>Practical no.</b>	<b>Contents</b>	<b>Contact Hours</b>
	<b>Part – A (Class Activities)</b>	14
1	Expert and video lectures	
2	Aptitude Test	
3	Group Discussion	
4	Quiz (General/Technical)	
5	Presentations by the students	
6	Team building Exercises	
	<b>Part – B (Outdoor Activities)</b>	
1	Sports/NSS/NCC	
2	Society Activities of various students chapter i.e. ISTE, SCIE, SAE, CSI, Cultural Club, etc	

The evaluation shall be based on rubrics for Part – A & B Mentors/Faculty incharges shall maintain proper record student wise of each activity conducted and the same shall be submitted to the department.