

**VISVESVARAYA TECHNOLOGICAL UNIVERSITY
BELAGAVI**



Scheme of Teaching and Examinations (2026)

M. Tech., in Biotechnology

(Specialization in Food Technology)

Choice-Based Credit System (CBCS) and Outcome-Based Education (OBE)

I SEMESTER (Common to all specialized Programmes under one stream)

ISEMESTER														
Sl. No	Course and Course Code		CourseTitle	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching and Learning Scheme					Examination				Credits
					Classroom Instruction (CI) hours per semester		Laboratory Instruction (LI) hours Per semester	Term work & self-learning in hours	Teaching - Learning hours per semester = CI + LI+TW+SL	Durationin hours	CIEMarks	SEEMarks	TotalMarks	
					L	T	P	TW+SL						
1	MAT/PCC	1MBT101	Biostatistics and data analysis	BT	42	0	0	48	90	3	50	50	100	3
2	PCC	1MBT102	Biomolecular Structure and Biophysics	BT	42	0	0	48	90	3	50	50	100	3
3	PCC	1MBT103	Advanced Microbiology	BT	42	0	0	48	90	3	50	50	100	3
4	IPCC	1MBT104x	Integrated Professional Core Course-I	BT	42	0	28	48	120	3	50	50	100	4
5	PEC	1MBT105x	Professional Elective Course-I	BT	42	0	0	48	90	3	50	50	100	3
6	PEC	1MBT106x	Professional Elective Course-II	BT	42	0	0	48	90	2	50	50	100	3
7	PCCL	1MBTL107x	Professional Core Courses Labs	BT	--	--	28	2	30	03	50	50	100	1
8	NCCM	1MRMI108	Research Methodology and IPR (Online)		Online course (online.vtu.ac.in)									PP
Total									600	--	350	350	700	20
Professional Elective Courses (PECs): Professional Elective Courses – PEC-I and PEC-II – are common to all branches of specialization within a particular Engineering stream. Students may choose the most appropriate elective based on their field of specialization and academic requirements. Note: The number of courses listed under each PEC group may exceed four, depending on the specializations under one stream.														
Integrated Professional Core Courses (IPCC): The 1Mxx104x Group comprises specialization-specific core courses that are integrated with a practical component, ensuring application-oriented learning aligned with industry and research needs. The number of courses in the group depends on the number of specializations offered under a particular engineering stream.														

Integrated Professional Core Course (IPCC)			Professional Elective Courses-I	
Code	Title of the Course		Code	Title of the Course
1MBT104A	Industrial Engineering +Lab		1MBT105A	Food Packaging and Storage Engineering
1MBT104B	Dairy and Probiotic Biotechnology with Laboratory		1MBT105B	Vaccine Design and Development
1MBT104C	Programming for Biologists+Lab		1MBT105C	Bioprocess Scale-up and Optimization
1MBT104D	Food Process Engineering +Lab		1MBT105D	Microbial Biotechnology

Professional Elective Courses-II			Professional Core Courses Lab (PCCL)	
Code	Title of the Course		Code	Title of the Course
1MBT106A	Artificial Intelligence in Biotechnology and healthcare (JK)		1MBTL107A	Biomolecular Structure and Functional Analysis Laboratory (PN)
1MBT106B	Bioseparation Techniques (RH)		1MBTL107B	Molecular Techniques in Food Biotechnology Laboratory
1MBT106C	Functional Foods and Nutraceuticals		1MBTL107C	Food Product Development and Sensory Evaluation Laboratory
1MBT106D	Enzyme and Fermentation Technology		1MBTL107D	Bioproduct Development Lab

Specialization in –Food technology														
II SEMESTER														
Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching and Learning Scheme					Examination				Credits
					Classroom Instruction (CI) hours per semester		Laboratory Instruction (LI) hours Per semester	Term work & self-learning in hours	Teaching - Learning hours per semester = CI + LI + TW + SL	Duration in hours	CI Marks	SEE Marks	Total Marks	
					L	T	P	TW + SL						
1	PCC	1MFDT 201	Fruit, Vegetable, and Milk process technology	FDT/BT	42	28	0	50	120	03	50	50	100	4
2	PCC	1MFDT202	Food Laws, Regulations and Certifications	FDT/BT	42	0	0	48	90	03	50	50	100	3
3	PCC	1MFDT 203	Process Control and Instrumentation in Food Industry	FDT/BT	42	0	0	48	90	03	50	50	100	3
4	PCC	1MFDT 204	Food Allergies and Allergens	FDT/BT	42	0	0	48	90	03	50	50	100	3
5	PEC	1MFDT 205x	Professional Elective Courses-III	FDT/BT	42	0	0	48	90	03	50	50	100	3
6	PEC	1M FDT 206x	Professional Elective Course-IV	FDT/BT	42	0	0	48	90	03	50	50	100	3
7	PCCL	1MFDT L207	Professional Core Course- Lab (AEC Lab) Food Analysis and Quality Control Laboratory	FDT/BT	--	--	28	2	30	03	50	50	100	1
8	PCC	1MFDTS208	Minor Project /Ability Skill Development Project*	FDT/BT	--				60	03	50	50	100	2
Total (In case of regular students)									660	--	400	400	800	22
* An Ability Enhancement Course Laboratory is a practical, skill-oriented lab course designed to strengthen students’ practical abilities, professional competencies that support communication, environmental awareness, computational thinking, interdisciplinary learning, and application skills through hands-on learning experiences. The laboratory may pertain to disciplinary or interdisciplinary involving experiments, design tasks, and mini-projects aligned with current industry practices.														

Professional Elective Courses (PECs)			
PEC-III		PEC-IV	
Code	Title of the Course	Code	Title of the Course
1 MFDT 205A	Plantation Products and Spices Technology	1 MFDT 206A	Livestock, Fish and Marine Products Processing
1 MFDT 205B	Nanotechnology in Food Industry	1 MFDT 206B	Food Industry Byproduct and Waste Management
1 MFDT 205C	Biochemistry And Human Nutrition	1 MFDT 206C	Food Separation Engineering
1 MFDT 205D	Food Business Management and Entrepreneurship Development	1 MFDT 206D	Agricultural Bioinformatics

Overview of Courses, Credits, Projects, and Internships under VTU Curriculum

(A) Abbreviations Adopted in the Scheme of Teaching and Examinations

Course		General Terms		General Terms	
Acronyms	Expanded Form	Acronyms	Expanded Form	Acronyms	Expanded Form
AEC	Ability Enhancement Course	AICTE	All India Council of Technical Education	SEE	Semester End Evaluation
ASC	Applied Science Course	CCA	Continuous Comprehensive Assessment	SGPA	Semester Grade Point Average
BSC	Basic Science Course	CGPA	Cumulative Grade Point Average	SL	Self-Learning
HSMC	Humanities Studies and Management Course	CI	Classroom Instruction	SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
IPCC	Integrated Professional Core Course	CIE	Continuous Internal Evaluation	T	Tutorial
NCMC	Non-Credit Mandatory Course	COE	Centre for Online Education	TW	Term Work
OEC	Open Elective	CUL	Cultural	VTU	Visvesvaraya
PCC	Professional Core Course	NCrF	National Credit Framework	VTU online	VTU online courses
PCCL	Professional Core Course	L	Lecture		
PEC	Professional Elective	LI	Laboratory Instruction		
PE	Physical Education	NPTEL	National Programme for		
SEC	Skill Enhancement	NSS	National Service Scheme		
YOG	Yoga	P	Practical		

(B) Academic Credit Framework in accordance with the National Credit Framework (NCrF)

The National Credit Framework (NCrF), introduced under India's education reforms, serves as an umbrella framework for the creditisation of learning across school education, higher education, vocational education, and experiential learning.

NCrF credit levels are determined based on a combination of cumulative years of learning, the complexity of learning outcomes, and the rigor of assessment. These levels signify the degree of competence and complexity attained by the learner, progressing from foundational schooling to advanced doctoral research.

Levels 1 to 4 correspond to school education up to the 12th standard, while Levels 4.5 to 8 correspond to higher education, ranging from the undergraduate level to the Ph.D. level.

In the earlier system, credits were primarily based on contact time (lecture hours per week × number of weeks per semester/year), assuming that learning is directly proportional to time spent in classroom instruction.

However, the NCrF adopts a comprehensive and outcome-based approach by assigning credits to all forms of learning, including, (i) Classroom teaching, (ii) Laboratory work, (iii) Projects, (iv) Internships and apprenticeships, (v) Online and blended learning, (vi) Fieldwork and community engagement, (vii) Recognition of Prior Learning (RPL), (viii) Sports and arts activities, and (ix) On-the-job training.

Credits are thus based on notional learning hours, representing the total learner effort rather than only contact hours.

This definition aligns Indian education with Global outcome-based credit systems, and international credit transfer practices [e.g., European Credit Transfer and Accumulation System (ECTS)-like frameworks].

According to NCrF, one academic year of learning is equal 1,200 notional learning hours (not a scientifically-validated law or psychological constant, but a policy design hours) and includes classroom teaching, self-study, assignments, projects, laboratory work, co-curricular and extra-curricular activities, internships, apprenticeships and other assessed learning experiences. For these 1,200 hours a student is expected to earn 40 credits, which means 1 credit corresponds to approximately 30 hours of academic learning.

Although traditional university systems often equated 1 credit with approximately 13 to 15 contact hours per semester, VTU, in alignment with NCrF, considers 14-weeks of structured academic interaction per semester with students is equivalent to approximately 30 notional hours per credit.

The learning methodologies include:

(i) Classroom Instruction (CI): Includes different instructional/implementation strategies, such as Lecture (L), Tutorial (T), Case method, Demonstrations, Video demonstration, Problem based learning etc., to deliver theoretical concepts within the classroom measured in Number of hours per semester.

(ii) Laboratory Instruction (LI): Expressed as number of hours per semester which Includes experiments/practical performances / problem-based experiences in laboratory, workshop, field or other locations using different instructional / Implementation strategies.

(iii) Term work (TW): Includes assignments, seminars, presentations, case studies, micro projects, field activities, industrial visits, academic preparation duration and any other student activities in Number of hours per semester.

(iv) Self-Learning (SL): MOOCs (SWAYAM/NPTEL/Industry certified courses), spoken tutorials, online educational resources, self-initiated projects, Learning through digital resources etc in Number of hours per semester. (If provided in curriculum structure).

VTU, in alignment with NCrF, considers 14-weeks of structured academic interaction per semester with students as equivalent to approximately 30 notional hours per credit.

Table below shows the credit structure, equivalent NCrF learning hours adopted by VTU:

Table 7.0.1 VTU adopted NCrF credit structure					
Particulars	Classroom Instruction (CI) in Hours per semester		Laboratory Instruction (LI) in Hours per semester	Term work (TW) and Self-Learning (SL) in Hours per semester	Total number of Teaching-Learning hours per semester
	L	T	P	TW + SL	
1 Credit theory course	14	-	-	16	30
1 Credit Practical course	-	-	28	02	30
2 Credit theory course	28	-	-	32	60
3 Credit theory course	42	-	-	48	90
3 Credit theory course with Tutorial	28	28	-	34	90
4 Credit theory course	56	-	-	64	120
4 Credit theory course with Tutorial	42	28	-	50	120
4 Credit Integrated Course	42	-	28	50	120
Project work	-	-	-	As per the type of project	
Internship	-	-	-	As per the type of Internship	

NCrF is designed to work with ABC for years, where, credits are digitally stored to accumulate, transfer, and redemption across institutions for vertical and horizontal mobility across sectors, which is essential for MEME.

(C) Details of Courses

- (1) Integrated Professional Core Course (IPCC):** The Integrated Professional Core Course (IPCC) refers to a core theory course that is integrated with a laboratory of the same subject. Each IPCC carries 4 credits, with Teaching–Learning hours structured (L : T : P) as either (3:0:2). The theory component of the IPCC shall be evaluated through both Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). The laboratory part shall be assessed exclusively through CIE, with no SEE. However, questions derived from the laboratory part may be included in the SEE question paper to ensure comprehensive evaluation.
- (2) Non-Credit Mandatory Courses (NCMC):** are aimed at enhancing students' knowledge, skills, and awareness beyond the core curriculum. Successful completion of the NCMC is compulsory for fulfilling the requirements of the academic program. It shall not be considered for the computation of SGPA, CGPA and vertical progression. Each student shall register for the prescribed NCMC(s) in the prescribed semester. A student who fails to qualify in the prescribed NCMC shall not be eligible for the conferment of the degree.
- (3) Professional Elective Courses (PEC):** A professional elective course (PEC) is intended to enhance the depth and breadth of educational experience in the Engineering and Technology curriculum of the same discipline.

- (4) Open Elective Courses (OEC):** A open elective course (OEC) is a course offered by departments other than a student's parent department. These interdepartmental /interdisciplinary courses allow students to explore disciplines beyond their core area of study. These courses are intended to promote interdisciplinary learning, broad-based education, thereby enhancing a student's overall knowledge, creativity, and employability. Registration to open electives shall be documented under the guidance of the Program Coordinator/ Advisor/Mentor/Proctor.
- (5) Ability/Skill Enhancement Course Laboratory (AEC):** An Ability Enhancement Course Laboratory is a practical, skill-oriented lab course designed to strengthen students' practical abilities, professional competencies that support communication, environmental awareness, computational thinking, interdisciplinary learning, and application skills through hands-on learning experiences.
The laboratory may pertain to disciplinary or interdisciplinary involving experiments, design tasks, and mini-projects aligned with current industry practices.
- (6) Skill Enhancement Courses (SEC):** These courses are intended to develop specific practical skills and competencies that improve students' employability, technical proficiency, and professional readiness to bridge the gap between academic and industry requirements. These courses emphasize hands-on training, application of theoretical knowledge, and development of discipline-relevant and transferable skills required in industry and society, and develop entrepreneurship and start-up skills.
- (7) Online Courses:** Online courses are educational programs delivered over the Internet through a digital platform, allowing students to access lessons, assignments, and discussions from anywhere at any time. Most online courses offer flexibility, allowing students to access materials and complete assignments on their own schedule. However, students have to pass the course within a stipulated period as per the norms of the university.
- (8) VTU Online Courses:** VTU Online Courses are online courses offered by the Centre of Online Education (COE), Mysuru. A wide range of multidisciplinary courses is made available to learners anytime and anywhere, enabling them to earn University-prescribed credits through duly conducted proctored examinations for the award of the degree.
NPTEL/SWAYAM courses adopted by VTU shall be offered in accordance with the NPTEL/SWAYAM course delivery framework, wherein teaching-learning is carried out through the online MOOC platform, assignments are administered periodically, and assessment is completed through a centrally conducted proctored examination as prescribed by the respective platform.
- (9) NPTEL/SWAYAM Online Courses:** The National Programme on Technology Enhanced Learning (NPTEL)/SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) are the specific Indian platforms to host national Massive Open Online Courses (MOOCs). It offers online courses on a wide range of disciplines to learners anywhere, anytime, to earn university-prescribed credits through proctored examination for the award of a degree. All NPTEL/SWAYAM courses are MOOCs, but not all MOOCs are offered on these specific Indian platforms.