



**INNOVATIVE TEACHING-LEARNING (PEDAGOGY) REPORT**

<b>Title of the Activity</b>	<b>“Layout Lab” – Simulation-Based Plant Design Challenge</b>
<b>Subject</b>	<b>BTE402: Food Process Equipment and Plant Design</b>
<b>Department</b>	<b>Food Technology</b>
<b>Academic Year</b>	<b>2024-25</b>
<b>Name of the Faculty</b>	<b>Prasanna Prakash Bhalerao</b>
<b>Objective(s)</b>	<ul style="list-style-type: none"><li>✓ To simulate the process of food plant layout development and equipment selection.</li><li>✓ To reinforce knowledge of plant location, utilities, and workflow management.</li><li>✓ To encourage application of theoretical principles in designing efficient, safe, and functional food processing layouts.</li></ul>
<b>Course Outcomes Addressed</b>	<ul style="list-style-type: none"><li>✓ <b>CO1:</b> Explain the features and layout of food processing plants.</li><li>✓ <b>CO2:</b> Design pressure vessels, evaporators, and dryers for specific applications.</li><li>✓ <b>CO3:</b> Apply principles of plant location, layout, and utility estimation in real scenarios.</li><li>✓ <b>CO4:</b> Develop equipment layouts and process flowcharts for different food processing industries.</li></ul>
<b>Materials/Resources Required</b>	<ul style="list-style-type: none"><li>✓ Fruits, sugar, glucose syrup, invert sugar, milk solids, , protein isolates, emulsifiers</li></ul>
<b>Brief Description of the Activity</b>	<p>Students are grouped and assigned a product (e.g., bakery, dairy, or fruit processing unit). Each group is provided with:</p> <ul style="list-style-type: none"><li>• <b>A Plant Design Brief</b> (product type, scale, site type).</li><li>• <b>Equipment Cards</b> (oven, heat exchanger, evaporator, CIP, dryer, etc.).</li><li>• <b>Utility Cards</b> (electricity, steam, water, waste handling).</li><li>• <b>Layout Components</b> (raw material reception, QC lab, processing, packaging, cold storage, utilities).</li></ul> <p><b>Activity Flow:</b></p> <ul style="list-style-type: none"><li>✓ Teams create a <b>block diagram and plant layout</b> by placing units and connecting flows.</li><li>✓ They must consider:<ul style="list-style-type: none"><li>○ Process flow logic</li><li>○ Equipment placement</li><li>○ Utility and space requirements</li></ul></li></ul>



	<ul style="list-style-type: none"> <li>○ Safety and hygiene zoning</li> <li>✓ They present the final design and defend choices made.</li> </ul>
<p><b>Learning Outcome</b></p>	<ul style="list-style-type: none"> <li>✓ Students demonstrate understanding of layout planning, space utilization, and process efficiency.</li> <li>✓ They gain insights into interconnectivity of plant departments and equipment needs.</li> <li>✓ Improved teamwork and problem-solving capabilities in a plant design scenario.</li> </ul>
<p><b>Glimpses</b></p>	<pre> graph LR     RM[Raw Material Reception &amp; Washing Area] --&gt; PP[Peeling and Pulping Section]     PP --&gt; P[Pasteurization]     P --&gt; CS[Cold Storage]     CS --&gt; D[Dispatch]          US[Utility Section Water Treatment Boiler Generator] --&gt; RM     US --&gt; QCL1[Quality Control Lab]     QCL1 --&gt; PP          P --&gt; QCL2[Quality Control Lab]     QCL2 --&gt; D   </pre>