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DATE OF BIRTH:	December 8, 1954
MARITAL STATUS:	Married with one daughter
NATIONALITY:	Indian
Professional Experience	
Professor Emeritus:	Agricultural and Food Engineering Department Indian Institute of Technology Kharagpur July 1, 2020 - Present
Professor (HAG):	Agricultural and Food Engineering Department Indian Institute of Technology Kharagpur August 18, 2019 – June 30, 2020
Professor:	Agricultural and Food Engineering Department Indian Institute of Technology Kharagpur August 9, 2004 – August 17, 2019
Associate Professor:	Agricultural and Food Engineering Department Indian Institute of Technology Kharagpur February 13, 1998 – August 8, 2004
Assistant Professor:	Agricultural and Food Engineering Department Indian Institute of Technology Kharagpur December 20, 1985 – February 12, 1998
Lecturer:	Food Science and Nutrition Department California Polytechnic State University, San Luis Obispo, CA, USA September 1, 1983 – December 15, 1985
Educational qualification	
Doctor of Philosophy (1982):	Pennsylvania State University, University Park, PA, USA Specialization - Food Engineering CGPA – 3.61
Master of Science (1978):	Rutgers – The State University of New Jersey New Brunswick, NJ, USA Specialization – Agricultural and Biological Engineering CGPA – 3.48
Bachelor of Technology (Honours) (1976):	Indian Institute of Technology Kharagpur, India Specialization – Agricultural Engineering Marks – 79%; Rank – Ist Class First

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- 5. \*Improving black tea quality through optimization of withering conditions using artificial neural network and genetic algorithm, 2021, Shrilekha Das, Tanmay Samanta and A. K. Datta, doi. org/10.1111/jfpp.15273 **IF:2.190**
- 6. \*Synthesis of SiO<sub>2</sub>-Nanoparticles from rice husk ash and its comparison with commercial amorphous silica through material characterization, 2020, P.P.Nayak and A. K. Datta, doi. 10.1007/s12633-020-00509-y **IF:2.670**
- \*Estimation of heat flux in bread baking by inverse problem, 2019, R. S. Reddy, D. Arepally and A. K. Datta, doi.org/10.1016/j.jfoodeng.2019.109774, *Journal of Food Engineering* IF: 3.625
- \*Analysis and modeling of major polyphenols during oxidation in production of black tea, 2019, Shrilekha Das, T. Samanta and A. K. Datta, doi.org/10.1111/jfpp.14283, *Journal of Food Processing and Preservation –* IF:1.288
- 9. \*Optimization study for refractance window drying process of langra variety mango, 2019, Deepika Shende, Manpreet Kour and A. K. Datta, doi: 10.1007/s13197-019-04101-0, *Journal of Food Science and Technology* IF:1.850
- 10.\*Comparative assessment of chemical treatments on extraction potential of commercial grade silica from rice husk, 2019, P.P. Nayak, S. Nandi and A. K. Datta, *Engineering Reports*, 10.1002/eng.2.12035, 1(1), 1 13 (Open access)
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- \*Mass transfer coefficient and mass diffusivity of O<sub>2</sub> and CO<sub>2</sub>during oxidation of macerated CTC and rolled orthodox leaves in black tea manufacturing, 2018, Shrilekha Das and A. K. Datta, *Journal of Food Process Engineering*, DOI: 10.1111/jfpe.12875 - IF:1.955

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- 26. \*Bread baking A Review, 2008, A. Mondal and A. K. Datta, *Journal of Food Engineering*, 86(4):465-474. IF:3.71

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- An overview of physical sterilants used in aseptic packaging systems, 2007,
   M. I. A. Ansari, N. Mishra, P. K. Sahoo and A. K. Datta, *Indian Dairyman*, 59(1):37-43.
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- 64. \*Prevention of moisture migration in fondant coated biscuits, 1994, G. Balasubrahmanyam and A. K. Datta, *Journal of Food Engineering*, 21(2):235-244. IF:3.71
- 65. \*Thermophysical properties of concentrated reconstituted milk during processing, 1994, Ch. S. Reddy and A. K. Datta, *Journal of Food Engineering*, 21(1):31-40. **IF:3.71**
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- 67. \*Thermal properties of frozen peas, clams and ice cream, 1985, A. K. Datta and S. K. Sastry, *Canadian Institute of Food Science and Technology Journal*, 16(3):79-84 IF: 6.475
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- 69. \*Graphical and computational analysis of creep curves, 1983, A. K. Datta and C. T. Morrow, *Transactions of the ASAE*, 26(6):1870-1874 **IF: 1.188**

\*Indexed in Scopus/Science Citation Index (44)

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- 1. Thin layer refractance window (RW) drying kinetics of jackfruit pulp for making intermediate moisture fruit leather, 2017, Manpreet Kour, S. L. Shrivastava and A. K. Datta, 9<sup>th</sup> Asia Pacific Drying Conference, Wuxi, China.
- 2. Drying characteristics of mango pulp using refractance window technique, 2016, Gurveer Kaur and A. K. Datta, ETAE 2016: Emerging technologies in agricultural and food engineering, IIT Kharagpur, India.
- 3. Process parameters optimization for continuous kheer making machine, 2016, Gopal Kumar, Kaushal Singh Bisht and A. K. Datta, ETAE 2016: Emerging technologies in agricultural and food engineering, IIT Kharagpur, India
- 4. Effects of thickness of mango puree on refractance window drying, 2016, Deepika Shende, Awani Shrivastav and A. K. Datta, ETAE 2016: Emerging technologies in agricultural and food engineering, IIT Kharagpur, India
- 5. Computational heat transfer modeling of rice-water suspension in tube, 2012, Kanishka Bhunia and A. K. Datta, CHT 12: International symposium on Advances in computational Heat Transfer, Bath, UK.
- 6. Optimized design of heat pump assisted dryer for perishables, 2010, V. Aravind, K. S. Karthik and A. K. Datta, ASME-ATI-UIT Conference on Thermal and Environmental Issues in Energy Systems, Sorrento, Italy.
- Modeling of deep fat frying of batter coated potato cake, 2009, S. Bafna, T. Gulati and A. K. Datta, International Conference on Food Security and Environmental Sustainability, IIT Kharagpur.
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- 10. Aseptic packaging of sterilized milk under rural context, 2008, A. K. Datta, National Seminar on Dairy Engineering, Raipur, Chhattisgarh.
- 11. Simulation of fouling behaviour in a helical triple tube ultra-high-temperature milk sterilizer, 2006, P. K. Sahoo, P. K. Nema and A. K. Datta, International Conference on Fouling, Cleaning and Disinfection in Food Processing, Jesus

College, Cambridge, UK.

- 12. Neural network architecture for determination of moisture diffusivity from drying data by slope method, 2005, M. K. Hazarika and A. K. Datta, 4<sup>th</sup> Asia Pacific Drying Conference, Kolkata.
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- 15. Milk fouling simulation in triple tube heat exchanger, 2004, P. K. Nema, P. K. Sahoo and A. K. Datta, International conference on Emerging Technologies in Agricultural and Food Engineering, IIT Kharagpur, West Bengal.
- An overview of fouling in indirect heat exchanger, 2004, Md. I. A. Ansari, A. K. Jha, P. K. Sahoo and A. K. Datta, International conference on emerging Technologies in Agricultural and Food Engineering, IIT Kharagpur, West Bengal.
- 17. Prediction of freezing time of cooked potato cube by simplified analytical model, 2002, S. Kalaskar, P. K. chattopadhyay and A. K. Datta, 36<sup>th</sup> National convention of ISAE, IIT Khargpur, West Bengal.
- Milk fouling simulation in triple tube heat exchanger, 2001, P. K. Nema and A.K.Datta, 15<sup>th</sup> National Convention of Agricultural Engineers, Jabalpur, M.P.
- 19. Milk fouling simulation in tubular heat exchanger, 1999, Rakesh Ranjan and K. Datta, National Conference on Fluid Mechanics and Fluid Power, IITKharagpur.
- 20. Heat transfer coefficient in laminar flow of non-Newtonian fluids in tubes, 1996, A. K. Datta, National conference of Post Harvest Preservation and Processing of Fruits and Vegetables, IIT Kharagpur.
- 21. Computer aided design of an indirect type UHT heat exchanger, 1995, Ch. V. V. Satyanarayana and A. K. Datta, Annual convention of Indian Society of Agricultural Engineers, CIAE Bhopal.
- 22. Fluidized bed drying of mango powder, 1993, R. Gunasekaran and A. K. Datta, International Food Convention, CFTRI, Mysore.
- Heat transfer in horizontal steam heated scraped surface heat exchanger, 1992,
   D. R. Patil and A. K. Datta, International Agricultural Engineer's conference,
   Bangkok, Thailand.
- 24. Design and development of an inclined scraped surface heat exchanger, 1991, Ch. S. Reddy and A. K. Datta, National Conference of Agricultural Engineers, Bhubaneshwar, Orissa.
- 25. Spray Drying of Bael (Aegle marmelos), 1990, K. S. Avadhani and A. K. Datta, National conference on Processed Food in rural Economy and Nutrition, Jadavpur University, Calcutta.
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- 27. Freezing rate prediction: an enthalpy based solution, 1983, A. K. Datta and S. K. Sastry, Regional Meeting of the ASAE, Delaware, USA.

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## **List of Books**

- 1. Transport phenomena in food process engineering, 2001, Himalaya Publishing House, Mumbai, India.
- 2. Food process and preservation engineering, 1992, DTP Press, IIT Kharagpur, India.

# Ph. D. Project Guidance

- 1. Study of radio frequency drying of CTC, orthodox and green tea, 2022, Ashutosh Chavan
- 2. Development of refractance window drying protocol for production of intermediate moisture mango leather, 2021, Deepika Shende Channe
- 3. Vacuum drying of orthodox and CTC black tea, 2019, Himadri Shekhar Konar
- 4. Development of a suitable environment control chamber to study the effects of air conditions on physicochemical changes during withering and oxidation of tea, 2018, Shrilekha Das
- 5. Optimized process parameters based heat and mass transfer guided design and performance simulation of a continuous kheer (rice pudding) making machine, 2013, Swati Appasaheb Kadam.
- 6. Neural network modeling for estimation of moisture diffusivity in drying of potato and barley, 2011, Manuj Kumar Hazarika.
- 7. Development of process technology for baking of crustless bread, 2009, Arpita Mondal.
- 8. Modeling and simulation of fouling in helical triple tube ultra high temperature (UHT) milk sterilizer, 2009, Prabhat Kumar Nema.
- 9. Development of aseptic packaging system for sterilized milk, 2005, Md. Irfan Ahmed Ansari.
- 10. Utilization of chhana whey for the production of energy drink and ethanol, 2002, Prasun Maiti.
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- 12. Studies on mushroom dehydration (Pleurotus florida), 1999, Mukesh Shrivastava.
- 13. Design evaluation and performance improvement of a triple tube heat exchanger for UHT milk processing, 1996, Bishnu Prasad Mishra.

# **Execution of National Level Projects at IIT Kharagpur**

Project Title	Principal Investigator/	<u>Commencement/</u>	<b>Total Sanction</b>
	<u>Co-PI</u>	Completion Dates	(Lakh Rupees)
Studies on inc	lirect Dr. A. K. Datta (PI)	1-1-2000/31-12-2002	5.951 (ICAR)
Type ultra hig	gh temperature		
(UHT) steriliz	zer for milk		

Control of milk steril	Dr. A. K. Datta (PI) ization ra-high-temperature (UH		8.925 (ICAR)			
Standardisation of Process parameters In withering, macerat Fermentation and dry	250.0 (Tea Board)					
Harvest and post Harvest technology	Dr. A. K. Datta (PI)	1-11-2009/continuing	500.0 (ICAR)			
Assessment of harvest Dr. A. K. Datta (PI) 1-9-2012/31-8-2014 6.4 (ICAR) And post harvest losses of crops And commodities of India						
Development of a Dr. A. K. Datta (PI) 1-11-2012/31-10-2013 6.25 (NDDB) Prototype for continuous Production of kheer						
Study on determining Dr. A. K. Datta (PI)1-4-2015/30-9-201712.37 (ICAR)Storage losses in food grainsIn FCI and CWC warehouses4And to recommend norms for55Storage in efficientWarehouse management						
of milk, 2019 2. Design and co Kingshuk Gho 3. Vacuum fryin	evelopment of solar paral , Shyam Kumar Singh ontrol of robotic arm to so osh g of gulabjamun, 2019, 7	bolic collector for effective p ort eggs detected with micro Fhota Niranjan of paneer prepared from con	cracks, 2019,			

- cow milk and buffalo milk, 2018, Bibek Bahadur Shreshtha
- 5. Studies on vacuum frying of green banana (Musa paradisicia) Chips, 2018, Suman Kumar Paul
- 6. Development of solar pasteurizer, 2018, Ronit Mondal
- 7. Design of vapour absorption refrigeration system, 2017, Nikhil Pawar
- 8. Rheo-viscometric study of curds, 2017, Rahul Sahu
- 9. Extraction of silicon compounds from rice husk ash, 2017, Roshan Kumar
- 10. Microbial safety assessment of continually produced kheer, 2016, Sumit Biswas
- 11. Refractance window drying of mango pulp in layers, 2016, Awani Shrivastav
- 12. Commissioning and performance evaluation of the kheer making machine with

scraped surface evaporator, 2016, Gopal Kumar

- 13. Refractance window drying of mango pulp, 2015, Gurveer Kaur
- 14. Non-Nwewtonian flow modeling based design of plate type heat exchanger, 2015, Abhishek Rajendra Joshi
- 15. Microbial safety assessment of continually produced kheer (rice pudding), 2015, Sumit Biswas
- 16. Effect of pressure on oxidation time and quality attributes of orthodox tea, 2014, Brajesh Kumar Panda.
- 17. Refractance window drying, 2014, Swarnendu Saha.
- 18. Performance evaluation of continuous kheer making machine, 2014, Kaushal Singh Bisht.
- 19. CFD Modeling of continuous processing of kheer inside the helical pipe, 2013, Arvind Choudhary.
- 20. Development of refractance window drying for the preparation of mango leather, 2013, Khushbu Kumari.
- 21. Vacuum and air-recirculatory endless chain pressure drying of leaves, 2013, Anand Kishore.
- 22. Computational fluid dynamics modeling of spray drying of milk, 2012, Sachin Pathak.
- 23. Determination of residence time and particulate heat transfer coefficient of granular solid-liquid suspension, 2012, Ranjeet Kumar.
- 24. Mathematical modeling of radio frequency drying of tea leaves, 2012, Anugnya Shinde
- 25. Estimation of fluid-to-particle film heat transfer coefficient of rice and cassava suspension under continuous tube flow, 2011, Kanishka Bhunia.
- 26. Mathematical modeling of heat and mass transfer of radio-frequency (RF) drying of tea leaves, 2011, Sanchita Biswas.
- 27. Study of reverse osmosis membrane filtrations for concentration of solutes in various types of milk, 2011, Rahul Shah.
- 28. Vacuum drying of orthodox and CTC tea, 2010, Sovan Mahanayak.
- 29. Simulation and modeling of energy utilization in customized oven, 2010, Kanakabandi Charithkumar.
- 30. Optimization of combined drying processes for foodstuffs and assessment of diffusional behavior of water, 2009, Subhasis Deb.
- 31. Development of optimized operating parameters and modeling of bread baking, 2009, Rajender Gundu.
- 32. Simulation and artificial neural network (ANN) modeling of drying characteristics of selected agricultural produce, 2009, Kingshuk Dhali.
- 33. Optimization of process parameters for storage stability of aseptically packed fruit juice, 2008, Sachin Shivaji Ghorpade.
- 34. Optimization of process parameters for effective rolling operation of tea leaves, 2008, Saumya Ranjan Swain.
- 35. Prediction of fouling thickness and temperatures in various helical triple tube milk sterilizers, 2008, Suvendu Acharya.
- 36. Optimization of process parameters for design of heat pump assisted dryer for vegetables, 2007, Vikas Kumar.

- 37. Simulation of thermal energy transfer in non Newtonian liquids in heat exchangers, 2007, Ravi Shankar.
- 38. Study of heat transfer characteristics of non Newtonian liquid, 2006, Rahul Singh.
- 39. Measurement of thermophysical properties of non Newtonian fluids, 2006, Amar Kumar.
- 40. Artificial neural network modeling of milk fouling in helical triple tube heat exchanger, 2006, Kumar Ashish
- 41. Study and modification of aseptic packaging machine for milk, 2005, Abhijit Prahlad Yadav.
- 42. Heat transfer studies on a double tube heat exchanger designed for heating of non-Newtonian liquids, 2005, Lalit Mohan Bal.
- 43. Milk fouling and bulk milk temperature simulation in helical triple tube heat exchanger, 2004, Ravi Kant Srivastava.
- 44. Design and development of a semiautomatic aseptic packaging machine for sterilized milk, 2003, Niharika Mishra.
- 45. Finite element analysis of bread baking, 2002, Shawvik Das.
- 46. Finite element analysis of bread baking using ALGOR, 2001, Sudhindra Shukla.
- 47. Heat transfer to non-Newtonian liquids, 2001, Anindita Majumdar.
- 48. Performance evaluation of helical triple tube UHT milk sterilizer, 2000, M. Ansari.
- 49. Freeze drying of vegetables, 2000, J. P. George.
- 50. Computer simulated design of helical triple tube UHT milk sterilizer, 1999, E. Raghupathy.
- 51. Modernization in ghee manufacturing process, 1999, M. L. Deshpande.
- 52. Optimization of operational parameters in spray drying of milk, 1999, B. S. Chauhan.
- 53. Studies on the dehydration of capsicum (Capsicum annuum), 1998, Rajnish.
- 54. Energy consumption in a commercial dairy plant, 1997, K. H. Gedam.
- 55. Milk fouling simulation in tubular heat exchangers, 1997, P. K. Sahoo.
- 56. Development and testing of a fouling simulator for the UHT processing of milk, 1996, M. Patidar.
- 57. Performance evaluation of continuous stirred tank reactor (CSTR) and trickle filter for treatment of dairy wastewater, 1995, A. Alaguvel.
- 58. Design and development of a fouling simulator for the UHT processing of milk, 1995, M. Rahman.
- 59. Optimization of operational parameters in spray drying of milk, 1994, N. Dwivedi.
- 60. Performance evaluation of an inclined scraped surface heat exchanger, 1994, M. K. Saxena.
- 61. Design of a fluidized bed dryer for food powders, 1993, R. Gunasekaran.
- 62. Modeling of solubility and mass transfer in supercritical carbon dioxide, 1993, Atul Pitambar Rane.
- 63.Performance evaluation of an inclined scraped surface heat exchanger for continuous khoa making, 1993, P. Karuppuchamy.

- 70. Measurement of thermophysical properties of concentrated milk for design of a scraped surface heat exchanger, 1992, Ch. S. Reddy.
- 71. Supercritical fluid extraction of spice oils using carbon dioxide, 1992, V. Mohanraj.
- 72. Modification and testing of continuous khoa making and peda forming machines, 1991, M. S. Behl.
- 73. Study of moisture migration in fondant coated biscuits, 1991, G. Balasubrahmanyam.
- 74. Design, development and performance testing of an indirect type UHT sterilizer, 1990, Ch. V. V. Satyanarayana.
- 75. Spray drying behaviour of gum acacia encapsulated coffee aroma, 1990, K. K. Chandrakar.
- 76. Use of ultrafiltration for shrikhand manufacture, 1990, P. T. Desai.
- 77. Design and fabrication of a batch type aroma recovery unit, 1989, S. Kanagasabapathy.
- 78. Performance testing of small-scale spray dryer with milk, 1989, S. Umare.
- 79. Study of physical and thermal properties of milk during in can sterilization, 1989, P. Shinde.
- 80. Design and fabrication of a triple tube ultra high temperature milk sterilizer, 1988, B. P. Sawant.
- 81. Design and fabrication of a table model spray dryer, 1988, S. Joseph.
- 82. Determination of enthalpy and specific heat of frozen meat, 1987, V. K. Gorde.
- Basign, fabrication and testing of a scraped surface heat exchanger, 1987, D. R. Patil.

### **Dual Degree Project Guidance**

- **1.** Physicochemical analysis of curd powder prepared by refractance window drying, 2019, Astha Madhur
- 2. Development of Python based software for image analysis for detection of cracked eggs 2019, Punit Kumar
- 3. Design and development of a solar collector milk pasteurizer using solidworks and performance evaluation of the same applying finite element method in abaqus software, 2019, Nikhil Maan
- **4.** One dimensional numerical modeling and simulation of heat and mass transfer during immersion frying as Stefan's problem, 2018, Debmalya Ghosh
- 5. Application of machine vision in crack detection in eggs, 2018, S. K. Nayak
- **6.** Development of thermoelectricity based induced draft fan for boiler chimney, 2018, Avinash Prakash
- 7. Modeling and simulation of temperature and sugar concentration of gulab jamun following deep fat frying, 2017, Gairik Biswas
- 8. Development of algorithm based neuro-fuzzy controller for mechanized production of soan papri, 2017, Vikas Kumar
- 9. Artificial neural network (ANN) modeling of the outlet temperature and Biot numbers for helical triple tube heat exchanger, 2017, Andhuvarupu Sunil Kumar

10. Modeling and simulation of temperature and concentration profile of rasgulla while cooking, 2016, K. H. Anand

- 11. Development of algorithm based neuro-fuzzy controller for mechanized production of soan papri, 2016, Yash Singh Chauhan
- 12. Modelling and simulation of mass transfer during deep fat frying of batter covered potato cake, 2016, K. Sudheer Kumar
- 13. Modeling and simulation of temperature profile of rasgulla while cooking, 2015, Yashneeil Singh
- 14. Application of Nyquist stability criterion to maintain steady outlet temperature for UHT milk sterilizer, 2015, Yeda Usha Sai
- 15. Computational fluid dynamics analysis of milk chiller, 2015, Ranu Choudhary
- 16. Development of algorithm based neuro-fuzzy controller for mechanized
- 17. Production of sweetened Bengal gram flour cake (soan papdi), 2015, Sahil Singh Rathore
- 18. ANN modeling of the outlet temperature and Biot numbers for helical triple tube heat exchanger, 2014, Rahul Deora.
- 19. CFD modeling of fluid flow in helical pipe using ANSYS Workbench, 2014, Arpita Maheswari.
- 20. Development of fuzzy logic control algorithm for finishing soan papri preparation, 2014, Pokala Praveen.
- 21. Computational analysis of packed distillation column for aroma recovery, 2013, S. Praveen Kumar
- 22. Development of stable control algorithm to maintain steady outlet temperature for UHT milk sterilizer, 2012, Arundeep Chinta
- 23. Computational fluid dynamics simulation of an evaporative cooling chamber for natural cooling of fruits and vegetables, 2012, Shashank Varma Kalidindi.
- 24. Heat transfer during boiling of eggs: computational simulation, 2012, Suman Saurabh.
- 25. Prediction of fouling thickness and outlet temperature in milk sterilizers using artificial neural network modeling, 2011, Sattwika Saha.
- 26. Development of control algorithm to maintain steady outlet temperature for milk sterilizer, 2011, Siddhant Mishra.
- 27. Numerical simulation and modeling of cooking of rice grain, 2010, Tushar Gulati.
- 28. CFD modeling of spray drying of milk, 2010, Vivek Tejas.
- 29. Computational fluid dynamics modeling of liquid flow in a scraped surface heat exchanger, 2010, K. S. Karthik.
- 30. Numerical modeling of heat and mass transfer during deep fat frying of potato cake coated with batter, 2009, Suvrat Bafna.
- 31. Simulation of crustless bread baking, 2008, Konica Gupta.
- 32. Study of secondary flow velocity vectors in helically coiled pipes by CFD modeling using FLUENT/GAMBIT, 2008, Kumar Saurav.

#### **B.** Tech. (Hons.) Project Guidance

1.Refractance Window drying of yoghurt, 2019, Naveen

2. Vacuum frying of foods, 2019, Hitesh Lakhotia

- 3. Design of vapour absorption refrigeration system for enhanced capacity, 2018, Ashirwad Khaitan (DD)
- 4. Application of robotics in egg grading operation, 2018, Kavya Munnuru (DD)
- 5. Design of a vacuum chamber for the eggshell crack detection, 2018, Astha Pandey (DD)
- 6. Static and dynamic analysis of whole mango cutter, 2018, Sharanjeet Singh
- 7. Development of mechanical design of a robot for the production of sweetened Bengal gram flour cake (Soan Papri), 2017, Anem Phani Vinusha (DD)
- Energy utilization and view factor analyses of an oven, 2017, Prashant Singh (DD)
- 9. Numerical simulation of heat and mass transfer during vacuum frying of gulab jamun, 2017, Debmalya Ghosh (DD)
- 10. A machine vision system for identification of micro-cracks in eggs, 2016, Akash Madan Mishra
- 11. Development of thermoelectricity based induced draft fan for boiler chimney, 2016, Hrishikesh Rava
- 12. Inverse heat transfer mechanism in a baking oven, 2015, Aaditya Krishnan
- 13. Alternate direction implicit method for estimation of temperature during baking, 2015, V. Arjunkrishna
- 14. View factor analysis of an energy saving oven, 2015, Arpit Gupta (DD)
- 15. Computatinal fluid dynamic analysis of a milk chiller, 2015, Manan Shailendra Mehta (DD)
- 16. Modelling of non-Newtonian flow through single screw extruder, 2014, D. G. P. Reddy.
- 17. Development of thermoelectricity based induced draft fan for boiler chimney, 2014, Pranav Gargieya.
- 18. Design of vapour absorption refrigeration system, 2013, Akash Agarwal.
- 19. Simulated velocity and thermal profiles of solid and fluid in two phase flow, 2013, Arpita Maheshwari (DD)
- 20. Performance of steam turbines, 2013, Pokala Praveen (DD)
- 21. Matheamtical modeling of heat and mass transfer in radio frequency (RF) drying of tea leaves, 2012, M. P. Harshit.
- 22. Heat and mass transfer during cooking of Bengal Gram: analytical and numerical solutions, 2012, S. Praveen Kumar (DD)
- 23. Modeling and simulation of temperature profile of sorghum during cooking, 2011, Anubha Garg.
- 24. Radio-frequency drying of tea leaves, 2011, Anand Prakash.
- 25. Computational fluid dynamics modeling of liquid flow in a scraped surface heat exchanger, 2011, Shashank Varma Kalidindi (DD)
- 26.Dynamic fouling model in a double tube heat exchanger, 2010, Sattwika Saha (DD)
- 27. Computational fluid dynamics modeling for a spray drying system, 2010, Monisha Priya Srivastava (DD)
- 28. Development of control algorithm for maintenance of steady temperature at the outlet of milk sterilizer, 2010, Siddhant Mishra (DD)

- 29. Erosion of valve in milk homogenizer, 2010, Monish Salhotra.
- 30. Computational fluid dynamics modeling of fluid flow in helical pipe using FLUENT and GAMBIT, 2009, Ambalika Smiti.
- 31. Modeling for transient temperature profiles of frying meat, 2009, Nikhil Agarwal.
- 32. Optimized design of a heat pump assisted drying system for vegetables, fruits and medicinal herbs, 2009, K. S. Karthik.
- 33.Study of quality improvement in made black tea due to vacuum drying, 2009, Vivek Tejas (DD)
- 34. Artificial neural network (ANN) modeling for prediction of effective diffusivity and drying time for biological materials, 2008, Suvrat Bafna (DD)
- 35. Optimized design of heat pump assisted dryer for fruits and vegetables, 2008, V. Aravind.
- 36. Software development for determination of regression constants for O<sub>2</sub> and CO<sub>2</sub> gas permeation, 2008, Prabhjot Kaur.
- 37. Finite element modeling of bread baking, 2007, Rajat Kumar Singh.
- 38. Artificial neural network modeling for milk fouling during sterilization, 2007, Ashish Chaturvedi.
- 39. Study of heat transfer characteristics of non Newtonian liquid flow in tubes, 2007, Kumar Saurav (DD)
- 40. Study of heat transfer characteristics of non Newtonian liquid, 2006, Rohit Gupta.
- 41. Software development for automatic data acquisition for helical tube heat exchanger, 2004, Jaibeer.
- 42. Use and application of finite element analysis in bread baking, 2002, D. Jaiswal.
- 43.Optimization of performance of helical triple tube heat exchanger, 2002, S. Nimaiyar.
- 44. Application of artificial intelligence in digital image processing, 2001, A. K. S. Jasrotia.
- 45. Computer aided simulation of milk fouling in tubular heat exchangers, 2000, M. Sharma.
- 46. Milk fouling simulation in double tube heat exchanger, 1999, R. Ranjan.
- 47.Design of triple tube spiral heat exchanger for ultra high temperature sterilization of milk, 1998, V. V. V. S. A. Rao.
- 48. Finite difference analysis of bread baking, 1997, L. Sridhar.
- 49. Finite element analysis of milk fouling simulator, 1996, H. Grewal. Infrared drying of mushrooms, 1996, A. Singh.
- 50. Use of finite difference analysis (alternate direction implicit scheme) in modeling transient temperature distribution during bread baking, 1995, S. Alavi.
- 51. Finite element analysis of milk fouling simulator, 1995, A. Kumar.
- 52. Milk fouling simulation in tubular heat exchangers, 1995, V. Ghosh.
- 53. Heat transfer modeling of an inclined scraped surface heat exchanger, 1994, S. Mukherjee.
- 54. Finite element analysis of a milk fouling simulator, 1994, S. K. Puri.

- 55. Computer aided simulation of a packed bed distillation column for essence recovery, 1993, K. Roy.
- 56. Study of fouling in indirect type ultra high temperature milk sterilizer, 1992, S. Singh.
- 57. Comparison of solar and tray drying parameters for grapes, 1992, S. Narayan.
- 58. Performance study of a twin fluid atomizer for spray drying, 1991, K. P. Sandeep.
- 59. Modeling of transient temperature distribution during bread baking by finite difference analysis, 1991, N. Balaji.
- 60. Ultrafiltration in milk processing, 1990, R. R. Vinod.
- 61. Studies in extraction of soybean oil after pretreatment with viscozyme, 1990, L. Pattabiraman.
- 62. Modeling of baking, 1988, S. Sharma.
- 63. Modeling of spray dried wood apple drink, 1988, K. S. Avadhani.
- 64. Dairy waste treatment using a trickle filter, 1987, G. Subrahmanyam.
- 65. Pretreatment characterization of dairy waste, 1987, D. Mukhopadhyay.

#### Patents

A crustless bread baking oven – Indian Patent No. 361933

Continuous RW Dryer – Indian Patent Application No. 202131030701 dated 8/7/21

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			Legal Sta	tus : Ceased			
			Date Of Cessa	tion: 18-06-20	21		
Patent l	Number	:	361933		Date of Patent	:	18/11/2009
Applica	tion Number	:	1369/KOL/2009		Date of Grant	:	18/03/2021
Type of	Application	:	ORDINARY APPL	ICATION	Date of Recordal	:	18/03/2021
Parent	Application Number	:			Appropriate Office	:	KOLKATA
Grant T	itle ·	:	A CRUSTLESS BR	EAD BAKING O	VEN		
SI No	Name of Grantee			Grantee	Address		
1	INDIAN INSTITUTE OF TEO	CHNOLO	GY	KHARAGPUR-721 302, WEST BENGAL, INDIA			
SI No	Name of Patentee		Address of Patentee				
1 INDIAN INSTITUTE OF TECHNOLOGY		KHARAGPUR-721 302, WEST BENGAL, INDIA					

#### **Awards and Recognitions**

- 2012 Arundeep Chinta, Best Project Report, Dual Degree.
- 2011 Sattwika Saha, Best Project Report, Dual Degree.
- 2011 Swati Kadam, Research Scholar, APV Seligman Fellow in Food Engineering, UK.
- 2010 Tushar Gulati, Best Project Report, Dual Degree.
- 2009 Subhasis Deb, DAAD Sandwich M. Tech. Fellow.
- 2008 Konica Gupta, Best Project Report, Dual Degree.
- 2007 P. K. Nema, Ex-Research Scholar, APV Seligman Fellow in Food Engineering, UK.
- 2006 P. K. Sahoo, Ex-Research Scholar, APV Seligman Fellow in Food Engineering, UK.
- 2004 Md. Irfan Ahmed Ansari, Research Scholar, APV Seligman Bursary Awardee in Food Engineering, UK.
- 2000 Manav Sharma, B. Tech. (H), received S. P. Sengupta Memorial Award of IIT Kharagpur for the best project report in application of CAD/CAM in heat transfer.
- 1978 Research Assistantship, Pennsylvania State University, USA.
- 1976 Graduate Assistantship, Rutgers University, USA.
- 1976 Institute Silver Medal, IIT Kharagpur.
- 1971 National Scholar, Ministry of Human Resource Development, Government of India.

#### Former Scholars holding responsible positions:

Dr. Prasun Maity – Reader, West Bengal University of Animal Husbandry and
Fishery Sciences, Mohanpur, Nadia, West Bengal.
Dr. Mukesh Srivastava – Principal Investigator and Research Engineer, AICRP
on PHT, Rajendra Agricultural University, Pusa,
Samastipur, Bihar
Dr. Pradeepta Kumar Sahoo – Professor, Bidhan Chandra Krishi
Vishwavidyalaya, Mohanpur, Nadia, West Bengal.
Dr. Md. Irfan Ansari – Associate Professor, Birsa Agricultural University,
Ranchi
Dr. Prabhat Kumar Nema – Professor, National Institute of Food
Technology Entrepreneurship and Management,
New Delhi.
Dr. Arpita Mondal – Research Fellow, Sheffield Hallam University, UK
Dr. Manuj Kumar Hazarika – Professor,
Department of Food Engineering and Technology,
Tezpur University, Assam.

#### **Other Academic Activities**

Reviewer of International Journals -

Journal of Food Engineering (Elsevier) Biosystems Engineering (UK) International Journal of Agricultural Engineering (USA) Applied Mathematical Modeling (Elsevier) Experimental Thermal and Fluid Sciences (Elsevier) Applied Thermal Engineering (Elsevier) International Communications in Heat and Mass Transfer (Elsevier) Organization of Short Term Courses – **1. Food Process and Preservation Engineering**:

All India Council for Technical Education (AICTE) - June 1 - 12, 1990.

- Thermal Processing of Foods: International Faculty: Dr. K. P. Sandeep, Professor, North Carolina State University, USA International Summer/Winter Terms (ISWT) -June 2 – 13, 2014
- **3. Extrusion Processing in the Food and Feed Industries:** International Faculty: Dr. Sajid Alavi, Professor, Kansas State University, USA Global Initiative for Academic Networks (**GIAN**) – June 6 – 17, 2016

**Editorial Board Member,** International Journal of Dairy Technology **Expert Member, Board of Studies** 

Tezpur University, Assam NERIST, Arunachal Pradesh Doctoral Thesis Examiner : BCKV, Mohanpur Nadia, West Bengal

#### **Outlines of Regular Semester Subjects Taught**

1. INSTRUMENTATION AND CONTROL IN FOOD INDUSTRY Introduction – review of Laplace Transforms; zero, first and second order instruments' responses.

Motion and displacement measurement – strain gages, differential transformers, piezoelectric transducers, nozzle flapper.

Pressure measurement – manometer dynamics, Bourdon tubes, pressure and force balance transducers.

Vacuum measurement – Mcleod, Knudsen, thermal conductivity and Pirani gages. Flow measurement – Pitot static tube, hot wire anemometer, orifice meters, rotameters, turbine flow meters.

 $Temperature\ measurement\ -\ bimetallic,\ pressure\ and\ resistance\ thermometers,\ thermocouples,\ thermistors\ and\ radiation\ thermometry.$ 

Liquid level and humidity measurement.

Intelligent instrumentation for quality analysis of biochemicals – UV/visible spectrophotometry, IR spectrophotometry, atomic absorption spectrometry, Gas/liquid chromatography, mass spectrometry.

Control theories – proportional, integral and derivative controls; transfer functions, feedback control; transient response, stability criterion, Routh test, root locus, frequency response, Bode plots, controller tuning.

Digital control – Sampling and Z transforms, sampled data control.

# 2. TRANSFER PROCESSES IN FOOD ENGINEERING

Momentum transfer (fluid mechanics) – equation of continuity; Navier Stokes equation; force balance in pipe flow, Hagen Poiseuille's equation; compressible gas flow, nozzle flow, sonic velocity; porous media flow, Ergun's equation, fluidized bed flow; non-Newtonian liquid flow in pipes and slits, apparent viscosity, generalized coefficient of viscosity, generalized Reynold's number; principle of extrusion modeling.

Heat transfer – conduction in composite systems, log mean temperature difference, tubular heat exchangers, shell and tube cross flow heat exchangers, effectiveness-NTU relationships, conduction-convection systems, extended surface heat exchangers; natural and forced convection; boiling and condensation; transient state heat conduction – analytical and graphical solution for simple geometry; numerical methods in heat transfer – finite difference and finite element methods.

Mass transfer – molecular diffusion and Fick's law, diffusivity, steady state diffusion, equimolar counterdiffusion, diffusion through varying cross sectional area, Knudsen diffusion, mass transfer coefficients, interdependency of mass transfer coefficients, analogy between momentum, heat and mass transfer.

### 3. DAIRY PROCESS ENGINEERING

Introductory dairy chemistry, functionality of milk constituents.

Cream separation; homogenization, mixing and agitation.

Dairy microbiology, thermal death kinetics, D and Z values, pasteurization, sterilization, aseptic packaging.

Concentration and evaporation – material and energy balance, boiling point elevation, pressure/temperature relationship, Clausius-Clapeyron equation, falling and rising film evaporators, thermocompression.

Spray drying, cyclone separator, instantization.

Butter making, ice cream manufacture, cheese making, indigenous dairy products manufacture.

Dairy plant cleaning and sanitation chemistry and application.

Pollution control and effluent treatment in dairy plant – enzyme kinetics, continuous stirred tank reactor, activated sludge systems, trickle filter.

# 4. FOOD ENGINEERING LABORATORY

Comminution and particle size analysis; viscometry of Newtonian and non-Newtonian liquids,; pressure/temperature relationships in evaporation of solvent and solution; thin layer drying of vegetables; sterilization of food in cans; heat transfer and pressure drop calculations in plate heat exchanger; cream separation in disc bowl centrifuge; study of homogenization; study of modern rice mill; design of ultra high temperature (UHT) milk sterilizer; plate freezing of vegetables; heat transfer study of scraped surface heat exchanger/evaporator, rising film evaporator; infrared drying of vegetables; texture analysis of foods; spray drying of milk; freeze drying of vegetables; differential distillation of ethanol/water mixture; PI and PID control of level, flow and temperature.

#### 5. FOOD ENGINEERING OPERATIONS

Principles of food preservation – water activity, sorption and desorption isotherms, BET and GAB equations.

Psychrometry – absolute and relative humidity, humid volume, wet bulb temperature and adiabatic saturation.

Dehydration – drying theories, constant and falling rates of drying, capillary flow and diffusion, bin, tray, drum and spray drying.

Evaporation – Roult's law, boiling point elevation, single and multiple effect evaporators.

Freezing – freezing point depression due to presence of solutes, types of freezers. Filtration – ultrafiltration and reverse osmosis.

Distillation – equilibrium diagram, design of towers, enthalpy/concentration diagram.

Leaching – equilibrium relation, single and multistage leaching.

#### 6. FOOD PLANT AND EQUIPMENT DESIGN

Steam generation – properties of steam, boiler classification, accessories, heat transfer in fire and water tube boilers, draught, performance analysis, flue gas analysis, water treatment for reduction of hardness.

Water treatment for microbiological safety – chlorination chemistry.

Plant sanitation – chemistry of detergents, optimization of detergents use, CIP cleaning, cleaning cycles for various processes.

Waste water treatment – biochemistry of decomposition, BOD, COD, aerobic and anaerobic decomposition, biochemical reaction kinetics, design of continuous stirred tank reactors, activated sludge systems, trickle filter.

#### 7. FOOD PROCESS MODELING

Tools in mathematical modeling – Student's t-test, Chi-square test, Anderson-Darling test, Analysis of variance, Bartlett's test, Empirical modeling, Completely Randomized Design of Experiment, Randomized Block Design, Latin Square Design, Rotatable Central Composite Design.

Artificial Neural Network (ANN) Modeling, set theory – crisp and fuzzy sets, fuzzy logic based control theory and application, fuzzy logic based sensory evaluation, and control.

Optimization using genetic algorithm.

Digital image processing – Fast Fourier Transforms.

Data mining

	Top Feedback: Laboratory Co	ourses (Category: 25 or More	e Respondents)
SI No	Name of Faculty Member	Title of Course	Course Number
1	Sanghamitra Ray, G&G (jointly)	Applied Paleontology Lab	GG49012
2	Sandeep Saha,AE (jointly)	Flight Testing Laboratory	AE49012
3	Melinda Kumar Bera, G&G	Sedimentology Lab	GG39008
4	Ashis Kumar Datta, AgFE (jointly)	Food Engineering Lab II	AG69008
5	Padmavati, M, RGSoIPL (jointly)	Moot Court	IP69102

Feedback Response For AG60148, INSTRUMENTATION AND CONTROL IN FOOD INDUSTRIES, L-T-P (3-1-0), Credit(4), Session 2020-2021, Semester SPRING Faculty Name: Ashis Kumar Datta

No. of students who have given feedback -11 Average (for teacher's assessment) -4.36			
# Question Text Response			
	. T		
1	Mean	Med	ian
Display			
Teacher's Assesment			
I.1 Knowledge of the teacher in the subject area			
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.73	5.0	Bar
I.2 Stimulation of interest in the subject area			
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.36	4.0	Bar
I.3 Clarity of presentation and ease of understanding			
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	3.73	4.0	Bar
I.4 Pace / speed of teaching			
[1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fa	st] 4.45	5.0	Bar
	-		

I.5 Encouraging and responding to student's questions in the $a = 1$ [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	class 4.45	5.0	Bar
I.6 Quality of tests, assignments and tutorials			
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.27	4.0	Bar
I.7 Quality of evaluation			
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.36	4.0	Bar
I.8 Timely Feedback on student's performance	1.50	1.0	Dui
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.27	4.0	Bar
I.9 Enthusiasm of the teacher towards the subject	4.27	4.0	Dai
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.36	5.0	Bar
	4.30	5.0	Dal
I.10 Friendliness and approachability of the teacher	1 6 1	5.0	Dor
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.64	5.0	Bar
Self Assessment of Students			
I.13 Your effort in studying the course	-	0 = 0	4.0
[1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy	avy]	3.73	4.0
Bar			
I.14 Workload of this course in comparison with other courses			
[1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy	avy]	3.55	3.0
Bar			
Feedback Response For AG60096, FOOD PLANT & EQUIPME 1-0), Credit(4), Session 2020-2021, Semester SPRING Faculty Name: Ashis Kun			
No. of students who have given feedback -6			
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35			
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response			
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display			
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assessment			
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assesment I.1 Knowledge of the teacher in the subject area			Bar
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assessment I.1 Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.50	4.5	Bar
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assesment I.1 Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.2 Stimulation of interest in the subject area	4.50	4.5	
<ul> <li>No. of students who have given feedback -6</li> <li>Average (for teacher's assessment) -4.35</li> <li># Question Text Response</li> <li>Mean Median Display</li> <li>Teacher's Assessment</li> <li>I.1 Knowledge of the teacher in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.2 Stimulation of interest in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> </ul>			Bar Bar
<ul> <li>No. of students who have given feedback -6 Average (for teacher's assessment) -4.35</li> <li># Question Text Response Mean Median Display</li> <li>Teacher's Assessment</li> <li>I.1 Knowledge of the teacher in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.2 Stimulation of interest in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.3 Clarity of presentation and ease of understanding</li> </ul>	4.50 4.50	4.5 4.5	Bar
<ul> <li>No. of students who have given feedback -6</li> <li>Average (for teacher's assessment) -4.35</li> <li># Question Text Response</li> <li>Mean Median Display</li> <li>Teacher's Assessment</li> <li>I.1 Knowledge of the teacher in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.2 Stimulation of interest in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.3 Clarity of presentation and ease of understanding</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> </ul>	4.50	4.5	
<ul> <li>No. of students who have given feedback -6 Average (for teacher's assessment) -4.35</li> <li># Question Text Response Mean Median Display</li> <li>Teacher's Assesment</li> <li>I.1 Knowledge of the teacher in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.2 Stimulation of interest in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.3 Clarity of presentation and ease of understanding</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.4 Pace / speed of teaching</li> </ul>	4.50 4.50 4.33	4.5 4.5 4.0	Bar Bar
<ul> <li>No. of students who have given feedback -6 Average (for teacher's assessment) -4.35</li> <li># Question Text Response Mean Median Display Teacher's Assessment</li> <li>I.1 Knowledge of the teacher in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.2 Stimulation of interest in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.3 Clarity of presentation and ease of understanding</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.4 Pace / speed of teaching</li> <li>[1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast]</li> </ul>	4.50 4.50 4.33 5.00	4.5 4.5	Bar
<ul> <li>No. of students who have given feedback -6</li> <li>Average (for teacher's assessment) -4.35</li> <li># Question Text Response</li> <li>Mean Median Display</li> <li>Teacher's Assessment</li> <li>I.1 Knowledge of the teacher in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.2 Stimulation of interest in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.3 Clarity of presentation and ease of understanding</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.4 Pace / speed of teaching</li> <li>[1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast]</li> <li>I.5 Encouraging and responding to student's questions in the original statements.</li> </ul>	4.50 4.50 4.33 5.00 class	<ul><li>4.5</li><li>4.5</li><li>4.0</li><li>5.0</li></ul>	Bar Bar Bar
<ul> <li>No. of students who have given feedback -6 Average (for teacher's assessment) -4.35</li> <li># Question Text Response Mean Median Display</li> <li>Teacher's Assessment</li> <li>I.1 Knowledge of the teacher in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.2 Stimulation of interest in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.3 Clarity of presentation and ease of understanding</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.4 Pace / speed of teaching</li> <li>[1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast]</li> <li>I.5 Encouraging and responding to student's questions in the of</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> </ul>	4.50 4.50 4.33 5.00	4.5 4.5 4.0	Bar Bar
<ul> <li>No. of students who have given feedback -6</li> <li>Average (for teacher's assessment) -4.35</li> <li># Question Text Response</li> <li>Mean Median Display</li> <li>Teacher's Assessment</li> <li>I.1 Knowledge of the teacher in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.2 Stimulation of interest in the subject area</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.3 Clarity of presentation and ease of understanding</li> <li>[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.4 Pace / speed of teaching</li> <li>[1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast]</li> <li>I.5 Encouraging and responding to student's questions in the of [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]</li> <li>I.6 Quality of tests, assignments and tutorials</li> </ul>	4.50 4.50 4.33 5.00 class 4.00	<ul> <li>4.5</li> <li>4.5</li> <li>4.0</li> <li>5.0</li> <li>4.0</li> </ul>	Bar Bar Bar Bar
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assesment I.1 Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.2 Stimulation of interest in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.3 Clarity of presentation and ease of understanding [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.4 Pace / speed of teaching [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast] I.5 Encouraging and responding to student's questions in the off [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.6 Quality of tests, assignments and tutorials [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.50 4.50 4.33 5.00 class	<ul><li>4.5</li><li>4.5</li><li>4.0</li><li>5.0</li></ul>	Bar Bar Bar
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assesment I.1 Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.2 Stimulation of interest in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.3 Clarity of presentation and ease of understanding [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.4 Pace / speed of teaching [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast] I.5 Encouraging and responding to student's questions in the of [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.6 Quality of tests, assignments and tutorials [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.7 Quality of evaluation	4.50 4.50 4.33 5.00 class 4.00 4.00	<ul> <li>4.5</li> <li>4.5</li> <li>4.0</li> <li>5.0</li> <li>4.0</li> <li>4.0</li> </ul>	Bar Bar Bar Bar Bar
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assesment I.1 Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.2 Stimulation of interest in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.3 Clarity of presentation and ease of understanding [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.4 Pace / speed of teaching [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast] I.5 Encouraging and responding to student's questions in the off [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.6 Quality of tests, assignments and tutorials [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.7 Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.50 4.50 4.33 5.00 class 4.00	<ul> <li>4.5</li> <li>4.5</li> <li>4.0</li> <li>5.0</li> <li>4.0</li> </ul>	Bar Bar Bar Bar
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assesment I.1 Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.2 Stimulation of interest in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.3 Clarity of presentation and ease of understanding [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.4 Pace / speed of teaching [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast] I.5 Encouraging and responding to student's questions in the of [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.6 Quality of tests, assignments and tutorials [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.7 Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.8 Timely Feedback on student's performance	4.50 4.50 4.33 5.00 class 4.00 4.00 4.17	<ol> <li>4.5</li> <li>4.5</li> <li>4.0</li> <li>5.0</li> <li>4.0</li> <li>4.0</li> <li>4.0</li> <li>4.0</li> </ol>	Bar Bar Bar Bar Bar Bar
No. of students who have given feedback -6 Average (for teacher's assessment) -4.35 # Question Text Response Mean Median Display Teacher's Assesment I.1 Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.2 Stimulation of interest in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.3 Clarity of presentation and ease of understanding [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.4 Pace / speed of teaching [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast] I.5 Encouraging and responding to student's questions in the off [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.6 Quality of tests, assignments and tutorials [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.7 Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.50 4.50 4.33 5.00 class 4.00 4.00	<ul> <li>4.5</li> <li>4.5</li> <li>4.0</li> <li>5.0</li> <li>4.0</li> <li>4.0</li> </ul>	Bar Bar Bar Bar Bar

[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.67	5.0	Bar
I.10 Friendliness and approachability of the teacher			
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.17	4.0	Bar
Self Assesment of Students			
I.13 Your effort in studying the course			
[1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heav	3.50	3.0	
Bar			
I.14 Workload of this course in comparison with other courses			
[1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heav	vy]	3.33	3.0
Bar			

27/05/2019

Feedback Response For AG60096, FOOD PLANT & EQUIPMENT DESIGN, L-T-P (3-1-0), Credit(4), Session 2018-2019, Semester SPRING Faculty Name: Ashis Kumar Datta

#### No. of students who have given feedback -20 Average (for teacher's assessment) -4.43

#	Question Text		Respons	e
11	Surana una	Mean	-	
	Teacher's Assesment			
I.1	Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.65	5.0	Bar
I.2	Stimulation of interest in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.65	5.0	Bar
I.3	Clarity of presentation and ease of understanding [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.50	5.0	Bar
I.4	Pace / speed of teaching [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast]	3.60	3.0	Bar
I.5	Encouraging and responding to student's questions in the class [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.55	5.0	Bar
I.6	Quality of tests, assignments and tutorials [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.45	5.0	Bar
I.7	Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.50	5.0	Bar
I.8	Timely Feedback on student's performance [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.50	5.0	Bar
I.9	Enthusiasm of the teacher towards the subject $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]$	4.45	5.0	Bar
I.1	<sup>0</sup> Friendliness and approachability of the teacher [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.45	5.0	Bar
	Self Assesment of Students			
I.1	<sup>3</sup> Your effort in studying the course [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]	3.90	4.0	Bar
I.1	Workload of this course in comparison with other courses [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]	3.85	4.0	Bar
His	stogram Details			

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You are in: Academic (menulist.htm?module_id=16) / Feedback / Feedback Response         Immediate Session Semester: << 2018-2019       AUTUMN         AG31005 PRINCIPLES OF FOOD ENGINEERING LAB.       View Objective Question Responses View Subjective Question Response V	4/04/2019	Welcom	e Ashis Kuma	ar Datt	a to ERP, IIT Kha
AG31005 PRINCIPLES OF FOOD ENGINEERING       View Objective Question Responses       View Subjective Question Responses         AG39005 FOOD ENGINEERING LAB 1       View Objective Question Responses       View Subjective Question Responses         AG69043 FOOD ENGINEERING LAB 1       View Objective Question Responses       View Subjective Question Response         Feedback Response For AG69043, FOOD ENGINEERING LAB 1, L-T-P (0-0-3), Credit(2), Session 2018-2019, Semester AUTUMN Faculty Name: Ashis Kumar Datta         No. of students who have given feedback -29         Average (for teacher's assessment) -4.54         #       Question Text         Teacher's Assestment         1.1       Foor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]         1.2       Contribution of this laboratory in improving overall understanding of the subject         1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]         1.3       Contribution of this laboratory in developing experimental / analytical / programming skills         4.51       1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]         1.4       Encouraging and responding to student's questions in the dass         1.4       Encouraging and responding to student's questions in the dass         1.5       Quality of assignments and experiments         1.6       Quality of assignments         1.7       Timely and helpful feedback	You are in: Academic (menulist.htm?module_	id=16) / Feedback / Feedback Resp	oonse		
AG39005       FOOD ENGINEERING LAB.       View Objective Question Responses       View Subjective Question Responses         AG69043       FOOD ENGINEERING LAB 1       View Objective Question Responses       View Subjective Question Responses         Feedback Response For AG69043, FOOD ENGINEERING LAB 1, L-T-P (0-0-3), Credit(2), Session 2018-2019, Semester AUTUWN Faculty Name: Ashis Kumar Datta         No. of students who have given feedback -29 Average (for teacher's assessment) -4.54       #       Response         #       Question Text       Response         I       Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.79       5.0       Bar         12       Contribution of this laboratory in ingroving overall understanding of the subject [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.52       5.0       Bar         1.4       Encouraging and responding to student's questions in the dass [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.52       5.0       Bar         1.5       Quality of assignments and experiments [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.52       5.0       Bar         1.6       Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.48       5.0       Bar         1.7       Timedy and helpful feedback [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	Print Session Semester: << 2018-2019	AUTUMN >>			
Feedback Response For AG69043, FOOD ENGINEERING LAB 1, L-T-P (0-0-3), Credit(2),         Session 2018-2019, Semester AUTUMN Faculty Name: Ashis Kumar Datta         No. of students who have given feedback - 29         Average (for teacher's assessment) - 4.54         #       Question Text         Response         Mean         Median       Display         Teacher's Assessment         1.1       From Knowledge of the teacher in the subject area       4.79       5.0       Bar         1.2       Contribution of this laboratory in improving overall understanding of the subject       4.66       5.0       Bar         1.3       Contribution of this laboratory in developing experimental / analytical / programming skills       4.52       5.0       Bar         1.3       Contribution of this laboratory in developing experimental / analytical / programming skills       4.52       5.0       Bar         1.3       Contribution of this laboratory in developing experimental / analytical / programming skills       4.52       5.0       Bar         1.4       Encouraging and responding to student's questions in the dass       4.72       5.0       Bar         1.4       Encouraging and experiments       4.52       5.0       Bar         1.5       Quality of evaluation       4.55       5.0       Ba					
Session 2018-2019, Semester AUTUMN Faculty Name: Ashis Kumar Datta         No. of students who have given feedback -29         Average (for teacher's assessment) -4.54         #       Question Text         Response         Mean       Median         Display         Teacher's Assessment         1.1       From Median         Display         Teacher's Assessment         1.2       Contribution of this laboratory in improving overall understanding of the subject         1.2       Contribution of this laboratory in developing experimental / analytical / programming skills         1.1       Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]         1.2       Contribution of this laboratory in developing experimental / analytical / programming skills         1.1       Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]         1.2       Contribution of this laboratory in developing experimental / analytical / programming skills         1.3       Contribution of this laboratory in developing experimental / analytical / programming skills         1.4       Encouraging and responding to student's questions in the dass         1.5       Quality of assignments and experiments         1.6       Quality of evaluation         1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]         1.6       Q	AG69043 FOOD ENGINEERING LAB I	View Objective Question Respons	es View Sub	jective	Question Response
Average (for teacher's assessment) -4.54       Response Median Display         #       Question Text       Response Median Display         Teacher's Assessment         1.1       Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.79       5.0       Bar         1.2       Contribution of this laboratory in improving overall understanding of the subject [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.66       5.0       Bar         1.3       Contribution of this laboratory in developing experimental / analytical / programming skills [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.52       5.0       Bar         1.4       Encouraging and responding to student's questions in the class [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.72       5.0       Bar         1.5       Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.55       5.0       Bar         1.6       Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.48       5.0       Bar         1.7       Timely and helpful feedback [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.45       5.0       Bar         1.6       Guality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.45       5.0       Bar </td <td></td> <td></td> <td>Credit(2),</td> <td></td> <td></td>			Credit(2),		
Mean Median DisplayTeacher's Assessment1.1Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.795.0Bar1.2Contribution of this laboratory in improving overall understanding of the subject [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.665.0Bar1.3Contribution of this laboratory in developing experimental / analytical / programming skills [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.525.0Bar1.4Encouraging and responding to student's questions in the dass [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.525.0Bar1.4Encouraging and responding to student's questions in the dass [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.525.0Bar1.4Encouraging and responding to student's questions in the dass [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.525.0Bar1.5Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.555.0Bar1.6Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.485.0Bar1.7Timely and helpful feedback [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.485.0Bar1.10Facilities available in laboratory for completion of design exercises / experiments [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.174.0BarSelf Assessment of Students1		29			
Teacher's Assessment1.1Knowledge of the teacher in the subject area $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.795.0Bar1.2Contribution of this laboratory in improving overall understanding of the subject[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.665.0Bar1.3Contribution of this laboratory in developing experimental / analytical / programming skills[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.525.0Bar1.4Encouraging and responding to student's questions in the dass[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.525.0Bar1.5Quality of assignments and experiments[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.555.0Bar1.6Quality of evaluation[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.555.0Bar1.6Quality of evaluation[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.555.0Bar1.7Timedly and helpful feedback[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.485.0Bar1.7Timedly and helpful feedback[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.455.0Bar1.10Facilities available in laboratory for completion of design exercises / experiments[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.174.0BarSelf Assessment of StudentsLint Your effort in studying the course[1 = Very Light, 2 = Light, $	# Ques	tion Text		Respon	SE
1.1Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.795.0Bar1.2Contribution of this laboratory in improving overall understanding of the subject [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.665.0Bar1.3Contribution of this laboratory in developing experimental / analytical / programming skills4.525.0Bar1.3Contribution of this laboratory in developing experimental / analytical / programming skills4.525.0Bar1.4Encouraging and responding to student's questions in the dass [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.525.0Bar1.5Quality of assignments and experiments [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.525.0Bar1.6Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.555.0Bar1.7Timely and helpful feedback [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.485.0Bar1.7Timely and helpful feedback [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.485.0Bar1.8Friendliness and approachability of the teacher [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]4.455.0Bar1.10Facilities available in laboratory for completion of design exercises / experiments Self Assessment of Students3.724.0Bar1.11Your effort in studying the course [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy] <td< td=""><td></td><td></td><td>Mean</td><td>Median</td><td>Display</td></td<>			Mean	Median	Display
1.1       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, S = Excellent]       4.79       3.0       Bar         1.2       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, S = Excellent]       4.66       5.0       Bar         1.3       Contribution of this laboratory in developing experimental / analytical / programming skills       4.52       5.0       Bar         1.3       Contribution of this laboratory in developing experimental / analytical / programming skills       4.52       5.0       Bar         1.4       Encouraging and responding to student's questions in the dass       4.72       5.0       Bar         1.4       Encouraging and responding to student's questions in the dass       4.72       5.0       Bar         1.5       Quality of assignments and experiments       4.52       5.0       Bar         1.5       Quality of evaluation       4.52       5.0       Bar         1.6       Quality of evaluation       4.55       5.0       Bar         1.7       Timely and helpful feedback       4.88       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.8       Friendliness and approachability of the teacher       4.					
1-2       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.66       5.0       Bar         1.3       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.52       5.0       Bar         1.4       Encouraging and responding to student's questions in the class       4.72       5.0       Bar         1.4       Encouraging and responding to student's questions in the class       4.72       5.0       Bar         1.5       Quality of assignments and experiments       4.52       5.0       Bar         1.6       Quality of evaluation       4.52       5.0       Bar         1.6       Quality of evaluation       4.55       5.0       Bar         1.7       Timely and helpful feedback       4.55       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.8       Friendliness and approachability of the teacher       4.45       5.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         1.11       Your effort in studying the course       Self Ass	<sup>1.1</sup> [1 = Poor, 2 = Fair, 3 = Good, 4 = Very go	od, 5 = Excellent]	4.79	5.0	Bar
1-3       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.32       3.0       Bar         1.4       Encouraging and responding to student's questions in the class       4.72       5.0       Bar         1.4       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.52       5.0       Bar         1.5       Quality of assignments and experiments       4.52       5.0       Bar         1.6       Quality of evaluation       4.55       5.0       Bar         1.7       Timely and helpful feedback       4.55       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.8       Friendliness and approachability of the teacher       4.45       5.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         1.11       Your effort in studying the course       Self Assesment of Students       1.17       4.0       Bar	1.2 [1 = Poor, 2 = Fair, 3 = Good, 4 = Very go	od, 5 = Excellent]		5.0	Bar
1-4       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, S = Excellent]       4.72       5.0       Bar         1.5       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, S = Excellent]       4.52       5.0       Bar         1.6       Quality of assignments and experiments       4.52       5.0       Bar         1.6       Quality of evaluation       4.55       5.0       Bar         1.7       Timely and helpful feedback       4.55       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.8       Friendliness and approachability of the teacher       4.45       5.0       Bar         1.8       Friendliness and approachability of the teacher       4.45       5.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         Self Assessment of Students         Introduction         Very Workload of this course in comparison with other courses         1.11       Your effort in studying the course       3.72       4.0       Bar         1.12       [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         1.12       Very doo			ng skills 4.52	5.0	Bar
1-5       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.52       5.0       Bar         1-6       Quality of evaluation       4.55       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.7       Friendliness and approachability of the teacher       4.48       5.0       Bar         1.8       Friendliness and approachability of the teacher       4.45       5.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         1.10       Facilities available in studying the course       Self Assessment of Students       3.72       4.0       Bar         1.11       Your effort in studying the course       3.72       4.0       Bar         1.12       Workload of this course in comparison with other courses       3.59       3.0       Bar         1.12       Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         1.13       Knowledge and skills of teaching assitants       4.28			4.72	5.0	Bar
1-b       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.35       5.0       Bar         1.7       Timely and helpful feedback       4.48       5.0       Bar         1.7       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.48       5.0       Bar         1.8       Friendliness and approachability of the teacher       4.45       5.0       Bar         1.8       Friendliness available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         Self Assessment of Students         Introduction of this course in comparison with other courses         Introduction of this course in comparison with other courses         1.11       Your effort in studying the course       3.72       4.0       Bar         1.12       [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         1.12       [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         1.13       Knowledge and skills of teaching assitants       4.28       4.0       Bar         1.13       For, 2 = F		od, 5 = Excellent]	4.52	5.0	Bar
1.7       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, S = Excellent]       4.445       5.0       Bar         1.8       Friendliness and approachability of the teacher       4.45       5.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         1.11       Your effort in studying the course       Self Assessment of Students       3.72       4.0       Bar         1.12       Your effort in studying the course       I = Wery Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         1.12       Workload of this course in comparison with other courses       3.59       3.0       Bar         1.13       Knowledge and skills of teaching assitants       4.28       4.0       Bar         1.13       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.28       4.0       Bar	<sup>1.6</sup> [1 = Poor, 2 = Fair, 3 = Good, 4 = Very go	od, 5 = Excellent]	4.55	5.0	Bar
1.10       [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.45       3.0       Bar         1.10       Facilities available in laboratory for completion of design exercises / experiments       4.17       4.0       Bar         Self Assessment of Students         I.11 Your effort in studying the course         I.11       [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.72       4.0       Bar         I.12       [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         I.13       Knowledge and skills of teaching assitants       4.28       4.0       Bar	<sup>1.7</sup> [1 = Poor, 2 = Fair, 3 = Good, 4 = Very go	-	4.48	5.0	Bar
[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]         Self Assessment of Students         I.11 Your effort in studying the course [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.72       4.0       Bar         I.12 Workload of this course in comparison with other courses [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         I.13 Knowledge and skills of teaching assitants [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]       4.28       4.0       Bar	1.0 [1 = Poor, 2 = Fair, 3 = Good, 4 = Very go	od, 5 = Excellent]	4.45	5.0	Bar
I.11 Your effort in studying the course       3.72       4.0       Bar         I.11 [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.72       4.0       Bar         I.12 [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         I.13 Knowledge and skills of teaching assitants       4.28       4.0       Bar	[1 = Poor, 2 = Fair, 3 = Good, 4 = Very go	od, 5 = Excellent]	4.17	4.0	Bar
I.12       Workload of this course in comparison with other courses       3.59       3.0       Bar         I.12       [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]       3.59       3.0       Bar         I.13       Knowledge and skills of teaching assitants       4.28       4.0       Bar	I.11 Your effort in studying the course $[1, 11]$ Your Effort in studying the course $[1 = \text{Very Light}, 2 = \text{Light}, 3 = \text{Average}, 4$	= Heavy, 5 = Very Heavy]	3.72	4.0	Bar
I.13     Knowledge and skills of teaching assitants     4.28     4.0       I = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]     4.28     4.0	I.12 Workload of this course in comparison with $[1 = \text{Very Light}, 2 = \text{Light}, 3 = \text{Average}, 4$	other courses	3.59	3.0	Bar
	L 13 Knowledge and skills of teaching assitants		4.28	4.0	Bar
Histogram Details	Histogram Details				

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#### Feedback Response For AG69008, FOOD ENGINEERING LAB. II, L-T-P (0-0-3), Credit(2), Session 2017-2018, Semester SPRING Faculty Name: Ashis Kumar Datta

#### No. of students who have given feedback -33 Average (for teacher's assessment) -4.38

#	Question Text		Respons	e
		Mean	Median	Displa
	Teacher's Assesment			
I.1	Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.64	5.0	Bar
I.2	Contribution of this laboratory in improving overall understanding of the subject $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]$	4.45	5.0	Bar
I.3	Contribution of this laboratory in developing experimental / analytical / programming skills $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]$	4.48	5.0	Bar
I.4	Encouraging and responding to student's questions in the class $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]$	4.39	5.0	Bar
I.5	Quality of assignments and experiments [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.39	5.0	Bar
I.6	Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.33	5.0	Bar
I.7	Timely and helpful feedback [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.42	5.0	Bar
I.8	Friendliness and approachability of the teacher [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.27	5.0	Bar
I.10	Facilities available in laboratory for completion of design exercises / experiments [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.00	4.0	Bar
	Self Assesment of Students			
 I.11	Your effort in studying the course [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]	3.18	3.0	Bar
I.12	Workload of this course in comparison with other courses [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]	3.21	3.0	Bar
	Knowledge and skills of teaching assitants [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.03	4.0	Bar
	Details			

#### **Histogram Details**

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Feedback Response For AG60148, INSTRUMENTATION AND CONTROL IN FOOD INDUSTRIES, L-T-P (3-1-0), Credit(4), Session 2017-2018, Semester SPRING Faculty Name: Ashis Kumar Datta

#### No. of students who have given feedback -24 Average (for teacher's assessment) -4.40

* #	Question Text		Respons	ie -	
		Mean	Median	Display	
	Teacher's Assesment				
I.1	Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.63	5.0	Bar	
I.2	Stimulation of interest in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.46	5.0	Bar	
I.3	Clarity of presentation and ease of understanding [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.38	5.0	Bar .	
I.4	Pace / speed of teaching [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast]	4.42	5.0	Bar	
I.5	Encouraging and responding to student's questions in the class $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]$	4.46	5.0	Bar	
I.6	Quality of tests , assignments and tutorials $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]$	4.42	5.0	Bar	
I.7	Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.38	5.0	Bar	
I.8	Timely Feedback on student's performance [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.29	5.0	Bar	
I.9	Enthusiasm of the teacher towards the subject $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]$	4.38	5.0	Bar	
I.10	Friendliness and approachability of the teacher [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.25	5.0	Bar	
	Self Assesment of Students				
I.13	Your effort in studying the course [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]	3.58	3.5	Bar	
	Workload of this course in comparison with other courses [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]	3.46	3.0	Bar	

#### **Histogram Details**

# Feedback Response For AG60096, FOOD PLANT & EQUIPMENT DESIGN, L-T-P (3-1-0), Credit(4), Session 2017-2018, Semester SPRING Faculty Name: Ashis Kumar Datta

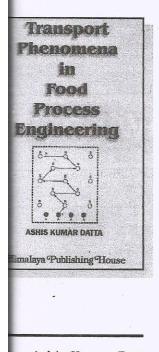
#### No. of students who have given feedback -26 Average (for teacher's assessment) -4.22 # **Question Text** Response Mean Median Display **Teacher's Assesment** Knowledge of the teacher in the subject area T.1 4.38 5.0 Bar [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] Stimulation of interest in the subject area I.2 4.27 5.0 Bar [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]Clarity of presentation and ease of understanding I.3 4.19 5.0 Bar [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] Pace / speed of teaching I.4 4.08 5.0 Bar [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast] I.5 Encouraging and responding to student's questions in the class 4.08 5.0 Bar [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]I.6 Quality of tests , assignments and tutorials 4.27 5.0 Bar [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.7 Quality of evaluation 4.27 5.0 Bar [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] Timely Feedback on student's performance I.8 4.31 5.0 Bar [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.9 Enthusiasm of the teacher towards the subject 4.23 5.0 Bar [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] I.10 Friendliness and approachability of the teacher Bar 4.15 5.0 [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] Self Assesment of Students I.13 Your effort in studying the course 3.0 Bar 3.15 [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy] I.14 Workload of this course in comparison with other courses 3.35 3.0 Bar [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]

#### **Histogram Details**

Cred	back Response For AG60302, ADVANCED THERMAL OPERATION htt(4), sion 2017-2018, Semester SPRING Faculty Name: Ashis Kumar D		OOD PRO	CESSING,	L-T-P (3-1-0),
	of students who have given feedback -35 rage (for teacher's assessment) -4.34				
#	Question Text		Respons	ie	
		Mean	Median	Display	
	Teacher's Assesment				
	Knowledge of the teacher in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.46	5.0	Bar	
	Stimulation of interest in the subject area [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	<b>4.31</b>	5.0	Bar	
	Clarity of presentation and ease of understanding [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.29	5.0	Bar	
	Pace / speed of teaching [1 = Too Slow, 3 = Slow, 5 = Just Right, 3 = Fast, 1 = Too Fast]	4.43	5.0	Bar	
	Encouraging and responding to student's questions in the class $[1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]$	4.31	5.0	Bar	
	Quality of tests , assignments and tutorials [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.31	5.0	Bar	
	Quality of evaluation [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.31	5.0	Bar	
	Timely Feedback on student's performance [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.34	5.0	Bar	
	Enthusiasm of the teacher towards the subject [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent]	4.40	5.0	Bar	
 I.10	Friendliness and approachability of the teacher [1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent] Self Assessment of Students	4.26	5.0	Bar	
I.13	Your effort in studying the course [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]	3.34	3.0	Bar	
	Workload of this course in comparison with other courses [1 = Very Light, 2 = Light, 3 = Average, 4 = Heavy, 5 = Very Heavy]		3.0	Bar	
Hist	ogram Details				

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# OFF THE SHELF



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# **Transport Phenomena in Food Process Engineering**

The book on Transport Phenomena in Food Process Engineering by Dr. Ashis Kumar Datta is an excellent publication on the processes covering the transport of energy in the form of heat, momentum and mass. Dr. Datta needs to be complimented for presenting these complex phenomena in a very simplified and easily understandable manner.

Starting from basics, Dr. Datta systematically develops complex equations without burdening the minds of the readers while keeping their interest intact. In spite of the fact that there are large numbers of complex and lengthy equations, there are very few errors. Though at times the reader gets a feeling of reading classroom notes, yet on the overall, the book is quite comprehensive and covers almost all the important topics. The language is brisk and to the point reflecting the *teaching background* of the author.

The author has been successful in taking the various topics from realm of theory to the reality of professional challenges by giving meaningful and real industrial problems. The author could have given more examples concerned with food processing. This inadequacy is however not a very serious shortcoming.

The chapters on heat transport particularly heat exchangers and numerical methods are well written. The author should be complimented for his analysis of topics on non-Newtonian fluids and forced convection.

The book is reasonably priced and can be an excellent substitute for very expensive imported books. The publisher could have used a better paper and could have provided better get up. Nevertheless the book will help fill the gap created by inadequacy of reasonably priced and easily understandable books in India and other developing countries.

The book will be an excellent introductory book to the science of transport phenomena. Considering the price and simplicity of language, the book would be very useful to the senior undergraduate and graduate students. The book is also recommended to the professionals engaged in designing of equipment or in analysis of complex problems in the area of momentum, heat and mass transport  $\blacklozenge$ 

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College of Agriculture and Life Sciences

DRNFL

Review of "*Transport Phenomena in Food Process Engineering*" by Ashis Kumar Datta, Indian Institute of Technology, Kharagpur, Published by Himalaya Publishing House, Mumbai, India.

Food process engineering is an integral part of Agricultural Engineering and similarly named engineering programs. Although numerous textbooks are written for food process engineering courses in a food science curriculum, textbooks are rare for such courses in an engineering curriculum. Without such textbooks, students are often forced to synthesize material from a number of chemical engineering and food science sources not a very efficient process at the undergraduate level education. This book fills the need by integrating the engineering aspects with food processing applications.

Written as a textbook, the contents are organized around classic transport processes (momentum, heat and mass transfer). This makes the book easily understandable and usable by the largest cross section of engineers in the world. It has a logical progress from chapter to chapter. As a textbook, it can easily become part of curricula such as Agricultural, Food, Chemical and Biological Engineering.

Author has included many worked out examples that the students (and instructors) are often looking for. There are several problems to be worked out at the end of each chapter. Perhaps this can be expanded in the future editions of the book with additional problems that are in the context of food processing in India. The book uses mostly SI units, thus being consistent with other engineering texts in the recent times. Author has included numerical solutions, which are becoming the chosen method to solve realistic problems using computers. The book includes practical information on using the transport processes, such as the heat exchangers. It is also a sourcebook of information as it provides data on transport properties. The compact appearance of the book can make it easy and efficient to use.

The time and energy needed to write a textbook is hard to come by these days considering time commitments to research and teaching. I congratulate the author on being able to complete this textbook for the benefit of the students.

Ashim K. Datta Professor, Cornell University Department of Biological and Environmental Engineering Riley-Robb Hall Ithaca, New York 14853 USA