

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

The growing emphasis on practical and industry-relevant knowledge in electrical and electronics engineering has heightened the importance of well-equipped laboratories within educational institutions. These laboratories are no longer just ancillary facilities; they are critical to enabling students to bridge the gap between theoretical concepts and real-world applications. To support the increasing complexity of experiments and technological applications ranging from analog and digital electronics to high-voltage power systems and embedded systems laboratories must be powered by reliable, scalable, and safe electrical infrastructures. Electrification in this context encompasses the provisioning of well-designed power distribution systems, isolated AC/DC supply lines, surge and overload protection mechanisms, and renewable energy sources such as solar photovoltaics to promote operational sustainability.

As technological advancements redefine modern energy infrastructure, laboratory electrification is increasingly influenced by smart grid technologies, IoT-based energy monitoring, and automated safety controls. Smart energy systems enable real-time feedback on voltage, current, energy consumption, and fault detection, which is essential for ensuring equipment longevity and safe user interaction. For example, integrating IoT sensors with laboratory power systems allows for predictive maintenance, anomaly detection, and intelligent load management, thereby minimizing downtime and improving energy efficiency [1]. Moreover, the shift toward sustainability and clean energy integration has made it imperative for laboratories to adopt hybrid power solutions that include solar or wind generation systems alongside conventional grid supplies. These installations not only reduce operational costs but also serve as live educational tools for teaching renewable energy principles.

These modernized lab electrification initiatives also align with global sustainability fram

networks, particularly the United Nations Sustainable Development Goal 7 (SDG 7), which advocates for universal access to affordable, reliable, sustainable, and modern energy [2]. Engineering institutions implementing such laboratory upgrades are not only enhancing technical education but are also contributing to the broader global mission of reducing carbon emissions and promoting green technologies. By incorporating clean energy solutions into their infrastructure, institutions can reduce their carbon footprint and instill in students a mindset geared toward environmental responsibility and innovation in sustainable technologies [3].

## 1.2 Problem Statement

Electrical and electronics engineering education depends on well-equipped laboratories for effective hands-on learning. However, many labs, particularly in developing regions, suffer from unreliable power, outdated infrastructure, and poor safety standards. With the increasing demand for smart technologies and renewable integration, there is an urgent need for a modern, reliable, and safe electrification system that supports diverse power requirements and aligns with international standards.

## 1.3 Aim & Objectives

**Aim:** Electrification of Electronics and Power lab

The Objectives of this project are

- ✓ To install a modern and reliable power supply infrastructure in the electronics and power laboratory.
- ✓ To provide power outlets for both low-voltage electronics and high-power equipment.
- ✓ To integrate a solar energy backup system to reduce grid dependency.

- ✓ To ensure compliance with IEEE and IEC safety standards.
- ✓ To deploy an energy monitoring system for educational and management purposes.

#### **1.4 Scope of the Study**

The project involves:

- ✓ Load analysis and capacity planning.
- ✓ Installation of main distribution boards and circuit protection systems.
- ✓ Provision of standard AC (230V/110V) and DC supply outlets.
- ✓ Renewable energy system (solar PV) installation.
- ✓ Electrical safety measures including grounding, surge protection, and emergency shutdown.
- ✓ Implementation of an Energy Monitoring System (EMS).

#### **1.5 Significance of the Study**

The electrification of the electronics and power laboratory is of paramount importance in fostering academic excellence, technical proficiency, and innovative research within institutions of higher learning. This study holds significant value for the following reasons:

- ✓ Improved Practical Instruction: Electrification enables the effective implementation of hands-on laboratory sessions, allowing students to apply theoretical concepts in real-world scenarios. This practical exposure is essential for understanding complex topics in electrical and electronics engineering, such as circuit

t design, power systems, and instrumentation.

- ✓ **Facilitation of Research and Innovation:** A fully electrified laboratory provides the necessary infrastructure to support advanced research activities in areas including renewable energy, power electronics, control systems, and smart grid technologies. This fosters innovation and contributes to the development of context-specific engineering solutions.
- ✓ **Support for Sustainable Energy Education:** The electrified lab environment facilitates experiments related to sustainable and renewable energy sources, such as solar and wind power systems. This supports global and national efforts toward clean energy adoption and environmental sustainability.
- ✓ **Promotion of Laboratory Safety and Compliance:** Modern electrification incorporates advanced safety measures, reducing the risk of electrical hazards. This ensures a safe environment for students and researchers to conduct experiments involving high-



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction



The electrification of power and electronics laboratories plays a critical role in enhancing the quality and relevance of engineering education in the 21st century. These laboratories serve as a bridge between theoretical knowledge and practical application, enabling students to gain hands-on experience with electrical systems, components, and technologies. As engineering curricula continue to evolve in response to rapid technological advancements, the demand for well-equipped, accessible, and modernized laboratory environments has become more pressing than ever.

Traditionally, power and electronics labs relied heavily on physical equipment and in-person instruction, which, although effective, often imposed significant constraints on scalability, cost, and accessibility particularly in developing countries and underfunded institutions. In recent years, however, the integration of digital tools, remote access technologies, and simulation platforms has begun to transform the landscape of engineering education. These developments have given rise to what is now referred to as the "electrification" or modernization of educational laboratories, where digital infrastructure complements or even replaces traditional setups.

Modern laboratory environments now incorporate virtual laboratories, real-time simulations, Internet of Things (IoT) integration, and machine learning-based control systems to simulate and replicate real-world conditions. These advancements not only make learning more flexible and inclusive but also align educational outcomes with current industry standards. According to recent studies on ResearchGate and other scholarly platforms, such innovations are particularly beneficial for institutions facing physical, economic, or infrastructural limitations, allowing students to access and interact with sophisticated systems remotely.

This chapter provides a comprehensive review of the latest developments in the electrification of power and electronics laboratories. It explores trends in virtual labs, remote learning tools, and the integration of smart technologies, drawing on contemporary literature and case studies. The aim is to underscore the importance of modernized lab environments in preparing students for careers in power engineering, electronics, renewable energy,

and related fields, while also identifying existing challenges and potential solutions for future improvements.

## **2.2 Evolution of Power and Electronics Laboratories**

Power and electronics laboratories have historically played a foundational role in engineering education, serving as critical platforms where theoretical concepts are translated into practical applications. These laboratories facilitate experiential learning by allowing students to design, construct, test, and analyze electrical circuits and systems, thereby deepening their understanding of classroom-taught theories. In traditional laboratory environments, students gain essential competencies in circuit assembly, measurement techniques, fault analysis, and system behavior under various load conditions skills indispensable for careers in electrical and electronic engineering.

However, the conventional model of laboratory-based instruction is increasingly challenged by a variety of logistical, economic, and infrastructural constraints. The initial investment required to establish a fully equipped power or electronics laboratory can be prohibitively high, especially for institutions in developing regions. Ongoing maintenance costs, equipment obsolescence, and the need for continuous updates to align with technological advancements further strain limited educational budgets [4], [5]. Additionally, physical laboratories often suffer from access restrictions caused by limited facility space, equipment availability, and the necessity of on-site presence barriers that disproportionately affect students in remote or underfunded regions.

In light of these limitations, the evolution of power and electronics laboratories has shifted toward more adaptive, scalable, and resource-efficient models. A prominent example of such innovation is the introduction of low-cost educational lab kits developed by Banerjee et al. [6] in partnership with the IEEE Power Electronics Society. These modular kits are specifically designed to function in low-resource environments, offering portability, affordability, and ease of assembly. They allow students to engage directly with core concepts in power engineering such as voltage regulation, energy conversion, and circuit dyna

mics outside the confines of conventional laboratory infrastructure.

The pedagogical impact of such low-cost kits is substantial. By fostering active, hands-on learning, these tools promote a deeper cognitive engagement with experimental tasks. As students are responsible for assembling circuits, conducting measurements, and interpreting results, they develop a stronger conceptual foundation and improved problem-solving skills. Empirical studies have demonstrated that this approach enhances retention rates and supports diverse learning styles, particularly among students with limited prior exposure to technical experimentation [7].

The evolution of laboratory instruction has also been catalyzed by the global transition to remote and hybrid learning models in response to the COVID-19 pandemic. With restrictions on physical access to laboratories, many educational institutions accelerated the deployment of portable lab kits, virtual labs, and simulation platforms as viable alternatives or supplements to traditional setups [8]. These solutions offer flexibility in time and space, allowing students to conduct experiments from home or in distributed learning environments. The integration of software-based simulation tools with physical kits further enriches the learning experience by enabling comparison between theoretical models and real-world behavior.

Collectively, these advancements mark a significant transformation in the delivery of engineering education. The shift from fixed-location, high-cost laboratory setups to portable, accessible, and digitally integrated alternatives represents a paradigm shift toward democratizing access to technical education. As engineering curricula continue to evolve in response to global challenges and technological progress, the ongoing innovation in laboratory design will be central to shaping the next generation of skilled professionals.

### **2.3 Virtual Laboratories and Remote Learning**

The role of virtual laboratories in transforming engineering education is becoming increasingly significant, particularly in disciplines like power and electronics, where students traditionally rely on hands-on experiments. These virtual labs provide flexible, interactive p

platforms that simulate real-world experiments and systems in a digital environment. The integration of cloud-based systems, real-time simulations, and emerging technologies like IoT, VR, and AR is making these virtual labs not only a supplement to traditional teaching but also a crucial tool in modern educational frameworks.

### 2.3.1 Platforms and Tools for Virtual Laboratories

Several platforms and tools have emerged to support the development of virtual laboratories, providing students with access to high-fidelity simulations and enabling them to conduct experiments remotely. Some key platforms include:

- **MATLAB/Simulink:** One of the most widely used platforms for virtual experimentation in engineering, particularly in power systems and electronics. Simulink allows students to model, simulate, and analyze complex systems, such as power grids or circuits, and test their designs in a virtual environment. The platform is highly interactive and integrates seamlessly with hardware, allowing for hybrid experiments that combine virtual simulation with physical hardware.
- **LabVIEW:** A graphical programming environment that supports the design of virtual labs, particularly in the context of control systems, data acquisition, and power electronics. It is frequently used in university labs for simulating and testing various control algorithms and for real-time system modeling. LabVIEW has been utilized for smart grid simulations and allows students to interact with models of power systems and assess their behavior under different scenarios.
- **PSpice:** A simulation tool for designing and analyzing analog and digital circuits. It provides students with a platform to explore circuit behavior and perform simulations to evaluate system performance. PSpice is commonly used in virtual laboratories focusing on power electronics and circuit design.
- **Proteus:** Another simulation platform widely used in educational settings for virtual electronics labs. It offers tools for designing circuits, testing components, and visualizing system behavior. Students can test their designs virtually before creating

g physical prototypes.

These platforms, among others, have become integral components in the evolution of virtual labs, helping students understand and experiment with complex systems without the need for costly physical setups.

### 2.3.2 Case Studies of Virtual Laboratory Implementation

The successful implementation of virtual laboratories has been documented in several studies, demonstrating their potential in enhancing engineering education, especially in resource-constrained settings.

1. **Isaac et al. (Nigeria):** In a study conducted by Isaac et al. [9], the implementation of virtual laboratories in Nigerian universities was thoroughly explored. The researchers found that virtual labs helped bridge the gap in regions with insufficient physical laboratory resources, enabling students to continue their learning remotely or in a hybrid model. In institutions where traditional labs were underfunded, virtual labs became an invaluable tool, allowing students to perform experiments that were otherwise inaccessible. The study revealed that virtual labs were particularly beneficial in subjects like power electronics, where simulations provided a platform to design and test circuits in a safe, controlled environment.
2. **Ponce et al. (Smart Grid Education):** Ponce et al. [10] developed a real-time simulation environment for power electronics and smart grid education, using MATLAB/Simulink and LabVIEW. Their study focused on creating a dynamic learning experience, where students could engage in simulations that mirrored real-world systems, such as power grids and renewable energy setups. The use of these platforms enabled students to analyze and optimize system performance, develop control algorithms, and understand the intricacies of power flow, voltage regulation, and fault detection in smart grid systems. This initiative was particularly valuable for institutions with limited access to expensive physical equipment but which still needed to teach high-level concepts in power engineering.

3. **Cloud-based IoT-enabled Systems (Hamidi et al.):** Another innovative example is the integration of cloud computing and IoT in virtual labs, as demonstrated by Hamidi et al. [12]. The researchers implemented cloud-based systems that allowed for real-time monitoring and control of experiments via the internet. By integrating IoT devices, students could conduct experiments remotely, monitoring sensors, actuators, and data from connected devices in real-time. This approach offered unparalleled flexibility and scalability, allowing multiple students to access the same experiments simultaneously. This setup is especially beneficial for large universities or networks of schools that need to offer remote learning opportunities to students in different geographical locations.

### 2.3.3 Benefits and Challenges of Virtual Laboratories

Virtual laboratories offer several key benefits, particularly in terms of accessibility, flexibility, and cost-efficiency:

- **Accessibility and Equity:** Virtual labs provide students, particularly those in underserved or remote areas, with access to the same high-quality learning resources as those in well-funded institutions. By removing the need for physical infrastructure, virtual labs ensure that every student, regardless of location or financial situation, can participate in practical experimentation.
- **Cost-Effectiveness:** Traditional labs require significant investment in equipment, space, and maintenance. Virtual labs, in contrast, eliminate the need for expensive physical setups, making them a more sustainable solution for many educational institutions. The initial cost of setting up virtual lab platforms is typically lower than that of purchasing physical laboratory equipment.
- **Flexibility and Scalability:** With virtual labs, experiments can be conducted at any time, and students can repeat experiments as many times as needed. Furthermore, virtual labs can be scaled to accommodate large numbers of students without requiring additional physical space or equipment.

However, there are some challenges to be addressed:

- **Technical Barriers:** Not all students have access to the necessary hardware or internet connectivity to fully participate in virtual lab activities. While cloud-based systems can alleviate some of these issues, bandwidth limitations and lack of access to powerful computers may still pose a challenge in some regions.
- **Lack of Hands-on Experience:** While virtual labs replicate real-world experiments, they cannot fully substitute for physical, hands-on experience. Some aspects of learning, such as understanding the physical behavior of materials or troubleshooting real-world issues, may not be fully captured in virtual environments.

#### 2.3.4 Future Directions for Virtual Laboratories

The future of virtual laboratories in engineering education looks promising, especially as technologies such as Virtual Reality (VR) and Augmented Reality (AR) continue to evolve. VR offers an immersive environment where students can interact with three-dimensional models of circuits, power systems, or machinery, providing a more hands-on feel in a virtual setting. AR, on the other hand, can augment physical experiments with real-time data visualizations, guiding students through procedures or offering real-time feedback on their actions.

Furthermore, as 5G and edge computing technologies continue to advance, the potential for remote laboratories becomes even greater. Students could conduct experiments on devices that are physically located in different regions, controlled via the internet, while real-time data is streamed to their devices.

#### 2.4 Integration of Advanced Technologies

The integration of advanced technologies into power and electronics laboratories is reshaping the educational landscape and the functionality of engineering infrastructure. By incorporating innovations such as the Internet of Things (IoT) and machine learning (ML), laboratories can offer dynamic, adaptive, and data-driven learning environments that

mimic real-world industrial settings. These technologies also support the evolution of smart grid systems and intelligent energy management strategies, which are increasingly important in modern power systems.

#### **2.4.1 Role of IoT in Smart Laboratory and Grid Systems**

The Internet of Things (IoT) refers to a networked system of interconnected physical devices ranging from sensors to actuators that communicate and exchange data through the internet or local networks. In the context of power and electronics laboratories, IoT facilitates the automation, monitoring, and remote control of various experimental setups, thereby enhancing safety, efficiency, and interactivity.

Saleem et al. [10] examined the deployment of IoT in smart grid environments, demonstrating that IoT-enabled systems significantly improve real-time decision-making and energy distribution. In educational settings, IoT can be used to collect and analyze experimental data, monitor laboratory conditions (e.g., temperature, voltage levels, power consumption), and remotely manage test benches and instruments. This capability is particularly beneficial for resource-constrained institutions where staff may be limited and manual monitoring is inefficient or impractical.

Moreover, IoT integration supports remote experimentation, allowing students to interact with physical lab equipment via cloud-based platforms. This is especially valuable in blended or distance learning environments, where physical access to laboratories is restricted.

#### **2.4.2 Machine Learning in Power Electronics Optimization**

Machine Learning (ML), a subset of artificial intelligence (AI), involves algorithms that learn from data to make predictions or decisions without explicit programming. In the field of power electronics, ML offers robust solutions for optimizing system performance, predictive maintenance, and fault diagnosis.

Bahrami and Khashroum [14] conducted an extensive review of machine learning applic

ations in power electronics, identifying several key use cases such as:

- **Control Optimization:** ML algorithms can tune control parameters for converters and inverters more efficiently than traditional methods, especially in non-linear and time-varying systems.
- **Fault Detection and Classification:** By training models on historical and real-time data, ML systems can detect anomalies in circuits, power modules, and battery systems with high accuracy.
- **Energy Efficiency:** ML models can forecast load profiles and optimize energy consumption strategies in smart grids and laboratory environments.

In academic laboratories, integrating ML tools allows students to simulate and implement intelligent control systems. They gain hands-on experience with technologies that are increasingly being adopted across industries, from renewable energy systems to electric vehicles.

#### 2.4.3 Educational Impact and Industry Alignment

The convergence of IoT and machine learning in laboratory design has profound implications for engineering education. These technologies foster experiential learning by enabling real-time interaction with data-rich environments, thereby reinforcing theoretical knowledge through practical application. Students develop competencies in data acquisition, programming, systems integration, and AI-driven analytics skills that are in high demand in modern industries.

Furthermore, smart laboratories equipped with IoT and ML components can simulate complex scenarios such as grid faults, energy storage behavior, or dynamic load changes. These simulations expose students to the operational intricacies of intelligent grid systems and power electronics, bridging the gap between academic training and industrial practice.

From an institutional perspective, the adoption of these technologies aligns curricula with

h the needs of Industry 4.0, which emphasizes automation, data exchange, and smart systems. Universities that integrate IoT and ML into their teaching infrastructure position their graduates for success in evolving fields such as renewable energy systems, power quality management, and smart infrastructure development.

## **2.5 Case Studies of Modernized Laboratory Implementations**

### **2.5.1 High Voltage and Power Electronics Laboratory Ohio State University**

The High Voltage and Power Electronics Laboratory (HVPEL) at Ohio State University serves as a prominent example. According to Ferdowsi and Case [15], the lab immerses learners in end-to-end system design, renewable energy, and electric vehicle systems.

### **2.5.2 Applied Power Electronics Laboratory IIT Bombay**

The Applied Power Electronics Laboratory at the Indian Institute of Technology (IIT) Bombay is another exemplary model. As reported by Agarwal and Singh [16], the lab integrates dSPACE and OPAL-RT platforms for hardware-in-the-loop simulations.

## **2.6 Challenges and Recommendations for Laboratory Electrification in Developing Regions**

The development and electrification of power and electronics laboratories in developing regions face a complex array of challenges, ranging from financial limitations to infrastructural deficiencies. These constraints hinder the effective delivery of practical education in engineering programs and compromise the quality of learning outcomes.

### **2.6.1 Key Challenges**

**Limited Funding and Budgetary Constraints:** One of the principal barriers is the inadequate allocation of funds for the procurement and maintenance of laboratory equipment. In many developing countries, educational institutions operate within restricted budgets, where priority is often given to administrative and basic academic functions over the development of technical infrastructure. This financial constraint limits the acquisition of modern laboratory tools, many of which are capital-intensive and require continuous updat

es and maintenance. Okoye and Eze [14] report that insufficient government support has significantly impeded the establishment of up-to-date laboratory facilities in Nigerian universities.

**Infrastructural Deficiencies and Power Instability:** The successful operation of modern laboratories necessitates reliable electricity and broadband internet access. Unfortunately, in many developing regions, these utilities are either inconsistent or altogether unavailable. Frequent power outages and the absence of robust internet connectivity impede the deployment of advanced tools such as virtual laboratories, cloud-based simulations, and IoT-enabled devices. As a result, both teaching and learning are adversely affected, particularly in engineering fields that are heavily dependent on real-time systems.

**Shortage of Skilled Personnel:** Another critical challenge is the lack of adequately trained technical staff and faculty. The UNESCO report [17] emphasizes the widening skills gap between emerging technologies and the capabilities of educators in developing nations. Many instructors are not proficient in using modern simulation software, programmable logic controllers (PLCs), or power electronic hardware, resulting in underutilization of the available resources and poor practical exposure for students.

**Policy and Administrative Barriers:** At the institutional and governmental levels, the absence of coherent policies to guide the integration of technological innovations into curricula further complicates the situation. In several cases, curriculum development does not reflect industry trends, and regulatory frameworks do not support or incentivize partnerships with the private sector. Consequently, laboratory modernization is often relegated to the background in national education reform agendas.

### 2.6.2 Recommendations

**Implementation of Scalable and Cost-Effective Laboratory Solutions:** To address financial limitations, institutions are encouraged to adopt modular and scalable laboratory kits, such as those developed by Banerjee et al. [4], which offer affordable solutions for power electronics education. Open-source simulation tools, including LTspice, Scilab, and O

penModelica, can also serve as effective alternatives to expensive proprietary software, thereby expanding access to practical training.

**Industry-Academic Collaborations:** Forging partnerships with industry stakeholders can provide technical, financial, and training support. Companies in the power and electronics sectors can benefit from such collaborations by gaining access to a pipeline of trained graduates, while academic institutions receive much-needed equipment, internships, and exposure to real-world applications.

**Capacity Building and Faculty Development:** Professional development programs for faculty and technical personnel should be institutionalized. These may include workshops, online certification programs, and academic exchange opportunities focused on modern laboratory technologies, simulation environments, and safety protocols. Bridging the skills gap among educators is essential to improving the quality of engineering education and aligning it with current industry demands.

**Policy Reforms and Strategic Investment in STEM Infrastructure:** National governments and education ministries should allocate greater resources to the development of science, technology, engineering, and mathematics (STEM) infrastructure. Policy reforms should encourage private-sector involvement through incentives and grants, while also establishing clear guidelines for the integration of modern technologies into educational curricula.

**Deployment of Renewable Energy Systems:** In regions with unreliable grid power, standalone renewable energy systems, such as solar photovoltaic installations, should be adopted to ensure uninterrupted laboratory operations. These systems can power critical lab infrastructure, including computers, measuring instruments, and lighting, particularly in rural and off-grid institutions.

### 2.6.3 Strategic Implementation Framework

To effectively implement the aforementioned recommendations, institutions and stakeholders should adopt a phased and strategic approach that includes:

- ✓ A comprehensive assessment of current laboratory conditions and resource gaps;
- ✓ Careful planning for modular upgrades and cost-efficient procurement;
- ✓ Active engagement with development partners and funding agencies;
- ✓ Continuous training to build local capacity and ensure sustainability;
- ✓ Ongoing monitoring and evaluation to measure impact and guide further improvements.

Through these combined efforts, developing regions can overcome the barriers to laboratory electrification and significantly enhance the quality and relevance of engineering education.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter outlines the systematic approach adopted for the electrification of the Electronics and Power Laboratories. The methodology includes site assessment, selection and installation of equipment, wiring and safety planning, calibration, and testing procedures. Emphasis is placed on integrating a range of analog, digital, renewable energy, communication, and measurement systems to provide a functional and future-ready educational environment.

### **3.2 Project Design Framework**

The electrification of the labs was structured into the following major phases:

- i. Needs Assessment and Planning
- ii. Power Design and Load Analysis
- iii. Equipment Categorization and Zoning
- iv. Installation of Electrical Infrastructure
- v. Equipment Integration and Configuration
- vi. Testing, Calibration, and Safety Checks
- vii. Training and Demonstration

### **3.3 Needs Assessment and Planning**

A comprehensive needs assessment was carried out to determine the electrical load requ

irement of each piece of equipment and define zones for practical sessions. Equipment was grouped into functional domains:

- Measurement and Instrumentation
- Energy Systems (Renewable and Conventional)
- Analog and Digital Electronics
- Control and Communication Systems

Each group was assigned a designated lab section to avoid power interference and improve workflow.

### **3.4 Power Design and Load Analysis**

The power design and load analysis are critical components in determining the electrical infrastructure required to support the safe and reliable operation of laboratory equipment. The total power consumption was calculated based on the rated power specifications of all equipment expected to be operated concurrently or intermittently within the laboratory. This evaluation ensures that all electrical installations, including wiring, protective devices, and power sources, are appropriately sized to handle the electrical load without risk of overload, voltage drop, or system failure.

#### **3.4.1 Equipment Inventory and Power Ratings**

The primary equipment considered in the load analysis included the following:

##### **Variable Transformer and Voltmeter**

- Typically rated between 0.5 kVA to 2 kVA, depending on the model.
- Used for regulated voltage output in AC testing applications.

##### **AC Motor Assembly Trainer**

- Comprises single-phase and three-phase motor configurations.

- Power consumption ranges between 1 HP (746 W) and 3 HP (2.24 kW).

### **Wind and Solar Energy Training Systems**

- Includes power electronic converters and small-scale generators.
- Power usage may vary between 300 W to 1.5 kW during simulation and testing.

### **Audio & Digital Hardware Training Boards**

- Operate on low-voltage DC (5V or 12V), with current consumption typically below 2A.
- Total power demand estimated around 60 W per board.

### **Wattmeter, Analog Meter, and Digital Multimeter**

- Individually consume negligible power (<10 W), but collectively accounted for in standby mode.

### **GSM Trainer and Communication Modules (FM Receiver/Transmitter)**

- These modules require stable DC input (typically 12V at 1–2A), amounting to 24 W per module.

### **3.4.2 Load Classification**

The devices were categorized as either **resistive**, **inductive**, or **mixed loads**:

- **Resistive loads:** Measurement equipment and trainers (e.g., wattmeters, digital boards)
- **Inductive loads:** AC motors, transformers, and rotating machines
- **Mixed loads:** Trainers incorporating power electronics and control modules

### **3.4.3 Maximum Demand Estimation**

To estimate the Maximum Demand (MD), both diversity factor and load factor were applied.

ied. Although not all equipment runs simultaneously, the power design was sized to accommodate worst-case conditions.

Formula used:

$$\text{Total load (kW)} = \sum \text{Power Rated} \times \text{Demand Factor}$$

Based on the inventory, the total connected load was approximated at 6.5 kW, and the maximum demand was projected at 5.2 kW after applying a demand factor of 0.8.

#### 3.4.4 Power Design Considerations

Using the calculated maximum demand:

- **Circuit Breaker Rating:** Selected to be 10–32A depending on the sub-circuit, based on expected current draw using:

$$I = \frac{P}{V \cos \phi}$$

Where,  $\cos \phi$  (power factor) is assumed to be 0.85 for inductive loads.

- **Cable Sizing:** Conductors were sized based on load current, length of run, and permissible voltage drop (max 5%). For a 5.2 kW load at 230V:

$$I = \frac{5200}{230 \times 0.85} = 26.6A$$

A 4 mm<sup>2</sup> copper conductor was selected, allowing for safety margin.

- **Socket and Outlet Distribution:** Sockets rated at 13A and 15A were distributed across workstations with individual MCBs for isolation and fault protection.
- **Backup Sizing:** The analysis also guided the sizing of UPS or inverter systems, ensuring support for at least 70% of the total load during power interruptions.