

DIPLOMA IN ELECTRICAL ENGINEERING

PART A : BASIC

1. Fundamental Of Electrical Engineering
2. Electrical Circuit And Network

PART B : MACHINES

1. D.C Machine & Transformers
2. A.C Machines
3. Testing & Maintenance Of Electrical Machines

PART C : POWER SYSTEM

1. Electrical Power Generation
2. Transmission & Distribution Of Electric Power
3. Switchgear and Protection

PART D : ELECTRONICS

1. Basic Electronics
2. Applied Electronics
3. Power Electronics And Drives
4. Microprocessor and Microcontroller

PART E : EXTRA

1. Electrical Measurements
2. Instrumentation
3. Electric Traction
4. Electrical Estimation & Costing
5. Utilisation Of Electrical Energy
6. Energy Conservation And Audit

PART F : OTHER

1. Heating, Ventilation And Air Conditioning
2. Management

SECTION : PRACTICAL

1. Fundamentals Of Electrical Engineering
2. Electrical Workshop Lab
3. Electrical Circuit and Network Lab
4. Electrical Engineering
5. DC Machine and Transformers Lab
6. AC Machines Lab
7. Testing & Maintenance of Electrical Machines

Diploma In Electrical Engineering Syllabus

**EARNEST, JOSHUA, GUPTA, SHASHI
KANT**

Diploma In Electrical Engineering Syllabus:

, **Proceedings** Institution of Radio and Electronics Engineers, Australia, 1972 **Electrical Engineering**, 1909
The Electrical Review, 1928 **OUTCOME-BASED CURRICULUM IN ENGINEERING EDUCATION** EARNEST, JOSHUA, GUPTA, SHASHI KANT, 2021-11-02 Engineering Education has emerged as a fast developing discipline in itself with universities across the world opening up exclusive Departments of Engineering Education which is also impacting the socio economic system in India. Most of the engineering institutions in India are part of the hub and spoke university education system unique to India. Scientifically developing the Outcome based Curriculum OBC uniformly across India has been a daunting task due to the dearth of an authentic book on OBC addressing the need of the Indian Engineering Education System. This being the first book of its kind in India and with OBC serving as the Constitution of Outcome based Education OBE it will go a long way to address this need. The unique feature of this book is that it is replete with examples to explain the various concepts of planning, designing and implementing the OBC in engineering institutions. Different aspects of Outcome based Teaching Learning OBTL and Outcome based Assessment OBA are also discussed vividly. Apart from the examples weaved into the lucidly written seven chapters additional examples and important formats are provided in the Annexures another unique feature of this book. Every engineering UG PG or Diploma teacher would be happy to possess a personal copy of this book for 24x7 access which will help to clear their doubts as it arises then and there. TARGET AUDIENCE Technical Instruction Technical Teacher Trainers Curriculum Specialists Instructional Designers Education Policy Makers. What the reviewers say The technical education has to adopt Outcome Based Curriculum and there was a dire need of authentic literature which would serve as a base document for scientifically developing OBC. The book reflects the expertise of both the authors who have more than 30 years of experience in industry and academics in designing and implementing different variants of OBC for various technical education programmes. Such a book will serve as a reference for future generations to avoid re inventing the wheel again and again. Dr M P Poonia Vice Chairman AICTE National Institute of Technical Teacher Training and Research NITTTR Bhopal has been spearheading different forms of OBC for the last five decades in which the authors have contributed substantially. Care has been taken such that this book will not only benefit the Indian engineering education system but also the engineering teaching fraternity at the international context. Dr C Thangaraj Director NITTTR Bhopal *The Electrical Journal*, 1904 *Electrical Engineer*, 1911 Evidence and documents: general memoranda and oral evidence India. Calcutta University Commission, 1919 *The Telegraphic Journal and Electrical Review*, 1886 **Calendar of the University of Queensland** University of Queensland, 1921 **French University Degrees, Doctorates and Other Diplomas** Comité de Patronage des Étudiants Étrangers, Paris, 1910 **Himachal Pradesh, Development Report**, 2005 The Himachal Pradesh Development Report Review S The State S Development Experience And Highlights Issues Critical For Its Future Progress The State S Latent Potential In Hydel Power Tourism Bio Business And Its

Transformation In Social Sectors Is Well Documented In The Report The Report Is Expected To Serve As A Useful Reference And Stimulate Informed Debate On The Policy Issues Facing A Hill State *The Electrician* ,1904 **Telegraphic Journal and Monthly Illustrated Review of Electrical Science** ,1886 **Report: Evidence and documents: general memoranda and oral evidence** India. Calcutta University Commission,1919 **The Electrical Journal** ,1958 Report of the Minister of Education for the Year ... Victoria. Education Dept,1925 **Nature** ,1898 **Parliamentary Papers** Great Britain. Parliament. House of Commons,1911 *Calendar* University of Adelaide,1922

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Table of Contents Diploma In Electrical Engineering Syllabus

1. Understanding the eBook Diploma In Electrical Engineering Syllabus
 - The Rise of Digital Reading Diploma In Electrical Engineering Syllabus
 - Advantages of eBooks Over Traditional Books
2. Identifying Diploma In Electrical Engineering Syllabus
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Diploma In Electrical Engineering Syllabus
 - User-Friendly Interface
4. Exploring eBook Recommendations from Diploma In Electrical Engineering Syllabus
 - Personalized Recommendations
 - Diploma In Electrical Engineering Syllabus User Reviews and Ratings
 - Diploma In Electrical Engineering Syllabus and Bestseller Lists

5. Accessing Diploma In Electrical Engineering Syllabus Free and Paid eBooks
 - Diploma In Electrical Engineering Syllabus Public Domain eBooks
 - Diploma In Electrical Engineering Syllabus eBook Subscription Services
 - Diploma In Electrical Engineering Syllabus Budget-Friendly Options
6. Navigating Diploma In Electrical Engineering Syllabus eBook Formats
 - ePUB, PDF, MOBI, and More
 - Diploma In Electrical Engineering Syllabus Compatibility with Devices
 - Diploma In Electrical Engineering Syllabus Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Diploma In Electrical Engineering Syllabus
 - Highlighting and Note-Taking Diploma In Electrical Engineering Syllabus
 - Interactive Elements Diploma In Electrical Engineering Syllabus
8. Staying Engaged with Diploma In Electrical Engineering Syllabus
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Diploma In Electrical Engineering Syllabus
9. Balancing eBooks and Physical Books Diploma In Electrical Engineering Syllabus
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Diploma In Electrical Engineering Syllabus
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Diploma In Electrical Engineering Syllabus
 - Setting Reading Goals Diploma In Electrical Engineering Syllabus
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Diploma In Electrical Engineering Syllabus
 - Fact-Checking eBook Content of Diploma In Electrical Engineering Syllabus
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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