**BRAC UNIVERSITY**
Dept. of Computer Science and Engineering

**CSE250L**
Circuits and Electronics Laboratory

Inspiring Excellence

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### Experiment No. 1

# Introduction to Series and Parallel Circuit Connections

## Objective

This experiment aims to acquaint students with series and parallel circuit connections and to properly identify them on a breadboard or from a schematic diagram.

## Theory

An electrical circuit is a continuous path through which electrical current flows. Amongst various circuit combinations, two prominent ones are called "Series" and "Parallel". For a connection to be called "**Series**", it must fulfill the following criteria:

- ➢ All the components must be connected *one after the other.*
- ➢ The *same current* must flow through all the components.

For instance, we have N resistors in the following circuit: $R_1$, $R_2$, $R_3$, ..., $R_N$ connected one after another, and the same current $I$ is flowing through them. All of these series resistors can be combined into just one equivalent resistance,

$$R_{eq} = R_1 + R_2 + R_3 ... + R_N = \sum_{i}^{N} R_i$$

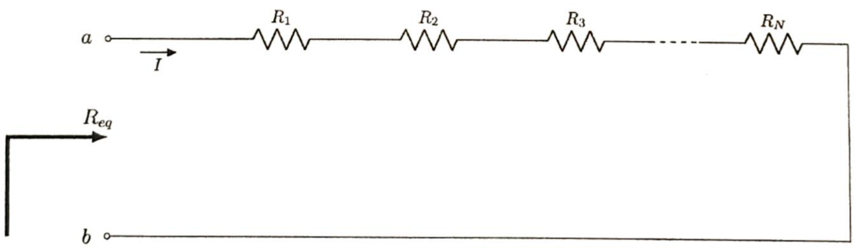



Figure: A series connection

Similarly, in a "**Parallel**" connection,

- ➢ All the components must be connected between the *same two nodes*
- ➢ The *same potential (voltage) drop* should exist across all the components.

For example, in the following figure, we have $N$ resistors with resistances: $R_1$, $R_2$, $R_3$, ..., $R_N$ connected at the same two nodes $a$ and $b$. And therefore, the voltage drop across all the resistors is, $\Delta V = V_a - V_b$. Hence, we conclude that the resistors are connected in parallel. The equivalent resistance of these resistors is $R_{eq}$ where,

$$\frac{1}{R_{eq}} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3} \dots + \frac{1}{R_N} = \sum_{i}^{N} \frac{1}{R_i}$$

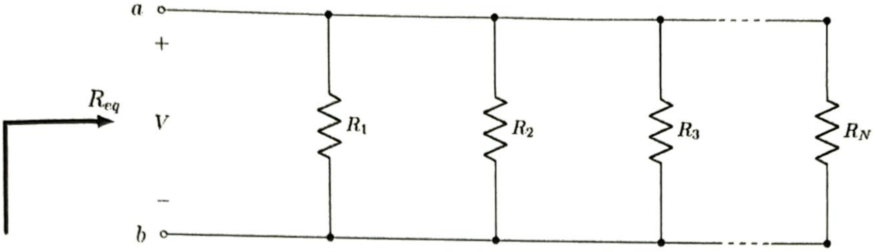



Figure: A parallel connection

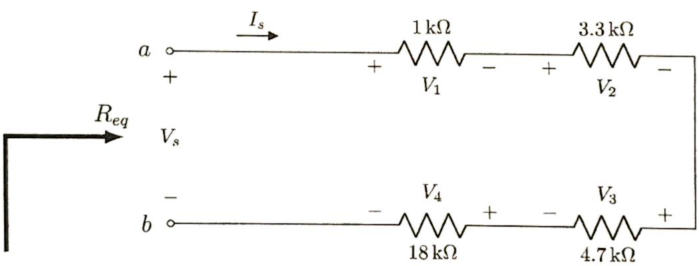
In this experiment, we will learn how to connect circuits on breadboards and how to identify series and parallel connections,

## Apparatus

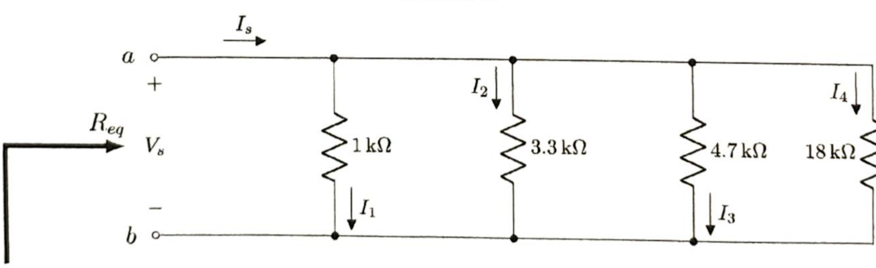
- Multimeter
- Resistors
- DC power supply
- Breadboard
- Jumper wires

## Procedures

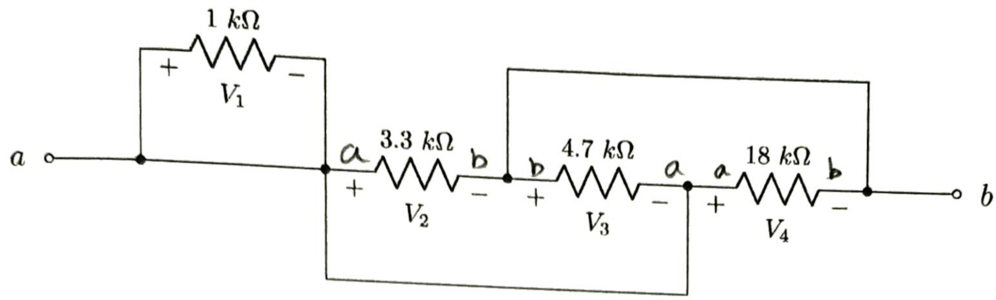
- Measure the resistances of the provided resistors and fill up the data table.
- Construct the following circuits on a breadboard. Try to use as less number of jumper wires as possible.




**Circuit 1**




**Circuit 2**




**Circuit 3**

- Measure the equivalent resistance using a multimeter. **To do this, disconnect the power supply (if any) and connect the multimeter across the open terminals.**
- Apply **6 V** potential drop across the terminals $a$ and $b$. Use the DC power supply to connect the positive terminal to node $a$ and the negative terminal to terminal $b$.
- Measure the voltage and current across each resistor. Use multimeter to measure the voltage and use Ohm's law to calculate the current through each resistor. Fill up the data tables.

## Data Tables

**Signature of Lab Faculty:**      **Date:**

** ***For all the data tables, take data up to three decimal places, round to two, then enter into the table.***

### Table 0: Resistance Data

For all your future calculations, please use the observed values only **(even for theoretical calculations)**.

| Notation | Expected Resistance | Observed Resistance (kΩ) |
|---|---|---|
| $R_1$ | 1 kΩ | 0.97 KΩ |
| $R_2$ | 3.3 kΩ | 3.2 KΩ |
| $R_3$ | 4.7 kΩ | 4.59 KΩ |
| $R_4$ | 18 kΩ | 17.61 KΩ |

## Table 1: Data from Circuit 1

In the following table, $V_1$ is the voltage drop across the resistor $R_1$ and $I_1$ is the current through it. A similar syntax applies to remaining resistors. **For theoretical calculations, please note that, in a series connection, the supplied voltage will be divided proportionally to the resistances.** The voltage supplied to the complete circuit is denoted by $V_s$ and the current being supplied to the whole network is denoted as $I_s$. Also, calculate the percentage of error between experimental and theoretical values of $R_{eq}$.

| Observation | $R_{eq}$ (kΩ) | $V_s$ (V) (from dc power supply) | $V_s$ (V) (using multimeter) | $I_s = \frac{V_s}{R_{eq}}$ (mA) | $V_1$ (V) | $I_1 = \frac{V_1}{R_1}$ (mA) | $V_2$ (V) | $I_2 = \frac{V_2}{R_2}$ (mA) | $V_3$ (V) | $I_3 = \frac{V_3}{R_3}$ (mA) | $V_4$ (V) | $I_4 = \frac{V_4}{R_4}$ (mA) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Experimental | 26.5 | 5 | 5.02 | 0.19 | 0.185 | 0.19 | 0.61 | 0.19 | 0.884 | 0.19 | 3.335 | 0.19 |
| Theoretical | 26.37 | | | 0.19 | 0.184 | 0.189 | 0.608 | 0.19 | 0.872 | 0.189 | 3.345 | 0.189 |

$$\text{Percentage of error} = \left|\frac{Experimental - Theoretical}{Theoretical}\right| \times 100\%$$

Here, Percentage of error in $R_{eq}$ calculation = 0.492 %

## Table 2: Data from Circuit 2

In a parallel connection, all the voltage drops are the same across the components. Hence, we only need the supply voltage $V_s$. **However, the current across each component is inversely proportional to the resistance values.**

| Observation | $R_{eq}$ (kΩ) | $V_s$ (V) (from dc power supply) | $V_s$ (V) (using multimeter) | $I_s = \frac{V_s}{R_{eq}}$ (mA) | $I_1 = \frac{V_s}{R_1}$ (mA) | $I_2 = \frac{V_s}{R_2}$ (mA) | $I_3 = \frac{V_s}{R_3}$ (mA) | $I_4 = \frac{V_s}{R_4}$ (mA) |
|---|---|---|---|---|---|---|---|---|
| Experimental | 0.62 | 5 | 4.97 | 8.01 | 5.12 | 1.55 | 1.08 | 0.28 |
| Theoretical | 0.618 | | | 8.09 | 5.15 | 1.56 | 1.08 | 0.28 |

Here, Percentage of error in $R_{eq}$ calculation = 0.323 %

**Table 3: Data from Circuit 3**

Collect the following data.

| Observation | $R_{ab}$ (kΩ) | $V_s$ (V) (from dc power supply) | $V_s$ (V) (using multimeter) | $I_s = \frac{V_s}{R_{eq}}$ (mA) | $V_1$ (V) | $I_1 = \frac{V_1}{R_1}$ (mA) | $V_2$ (V) | $I_2 = \frac{V_2}{R_2}$ (mA) | $V_3$ (V) | $I_3 = \frac{V_3}{R_3}$ (mA) | $V_4$ (V) | $I_4 = \frac{V_4}{R_4}$ (mA) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Experimental | 1.72 | 6 | 6 | 3.48 | 0.001 | $1.03 \times 10^{-3}$ | 5.99 | 1.87 | -5.99 | -1.3 | 5.99 | 0.34 |
| Theoretical | 1.7 | | | 3.52 | 0 | 0 | 6 | 1.87 | -6 | -1.3 | 6 | 0.34 |

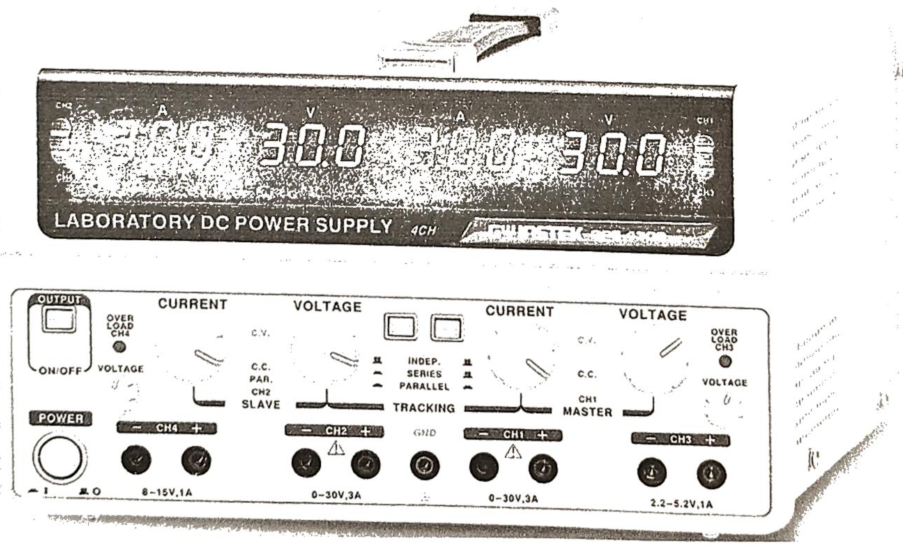
Here, Percentage of error in $R_{eq}$ calculation = 1.17 %

How are the resistors in circuit 3 connected? Justify your answer.

first resistor is short circuited. Rest has 2 same nodes. So they will be at parallel

## Questions

1. Refer to the following illustration of the **Linear DC Power Supply** you used in the laboratory to answer the following questions–




(a) Which of the operational modes of the power supply did you use for this experiment?

☑ Constant Voltage (C.V.) ☐ Constant Current (C.C.)

(b) Maximum, how many voltages can we take from the power supply?

☐ 1 ☐ 2 ☐ 3 ☑ 4

(c) If you are to take a voltage equal to 7 $V$, which of the channels can you use? Select all that apply–

☑ CH1 ☑ CH2 ☐ CH3 ☐ CH4

(d) Which of the following is the voltage range for channel 3 (CH3)?

☐ $1 - 30\ V$

☐ $0 - 30\ V$

☑ $2.2 - 5.5\ V$

☐ $8 - 15\ V$

(e) Which of the following is the voltage range for channel 4 (CH4)?

☐ $1 - 30\ V$

☐ $0 - 30\ V$

☐ $2.2 - 5.5\ V$

☑ $8 - 15\ V$

(f) What are the maximum current limits for CH1 and CH2, respectively?

☐ $1\ A,\ 3\ A$

☐ $2\ A,\ 3\ A$

☑ $3\ A$ for both

☐ $1\ A$ for both

(g) What are the maximum current limits for CH3 and CH4, respectively?

☐ $1\ A,\ 3\ A$

☐ $2\ A,\ 3\ A$

☐ $3\ A$ for both

☑ $1\ A$ for both

(h) Based on the functionality of the *Channel Selector Buttons*, voltages for which pair of channels are we unable to display simultaneously? Select all that apply–

☑ CH1 & CH2 ☐ CH1 & CH3 ☐ CH1 & CH4

☑ CH2 & CH4 ☐ CH3 & CH4 ☑ CH2 & CH3

(i) If we want to set negative voltages to nodes with respect to a reference node (often called ground), can we do this using the power supply?

☑ Yes ☐ No

If yes, how?

Let, The voltag I want to be negative is $CH_2$. I will put $CH_1$ and $CH_2$ in series and ~~ono~~ $CH_1$ will act as positive $CH_2$ negative. Add $CH_1$ (+) to bread board and (−) to ground opposite for $CH_2$.

(j) Check the squares adjacent to each of the following statements to indicate whether it is true or false:

I. The bigger voltage and current knobs correspond to CH1 and CH2.

☑ True ☐ False

II. The smaller voltage knobs are used to set voltages for CH3 and CH4.

☑ True ☐ False

III. The current knobs are used to set maximum limits of current.

☑ True ☐ False

IV. The display shows the voltage-current for CH1 and CH2 only.

☐ True ☑ False

V. Current values on the screen indicate the maximum current limit set in CH1 and CH2.

☐ True ☑ False

VI. Only the maximum current limits for CH1 and CH2 are tunable.

☑ True ☐ False

VII. The power supply doesn't provide any voltage for a channel if its current limit is set 0.

☑ True ☐ False

VIII. Can this source be a constant current for applications such as recharging a battery?

☑ Yes ☐ No

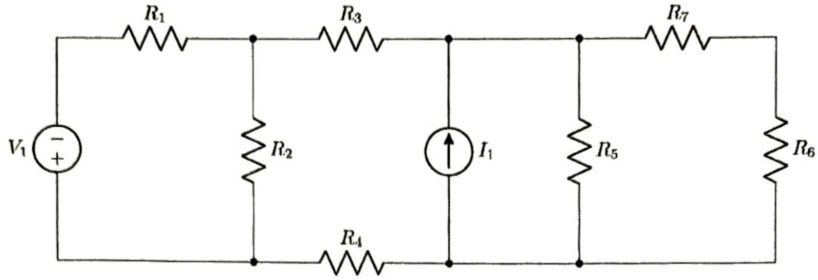
IX. Connecting CH1 and CH2 in series is a feature of the source.

☑ True ☐ False

X. Pressing the "Output On" button makes the current values displayed equal to 0. It means the source is not supplying any current to the circuit connected to it.

☐ True ☑ False

**2.**




(a) After taking voltage and current measurements in a laboratory for the circuit shown above, the currents through the $R_4$ and $R_7$ resistors are found to be equal. Are $R_4$ and $R_7$ in series?

☐ Yes ☑ No

Justify your choice.

Equal current doesn't mean series connection. the components have to be connected one after one and have same current

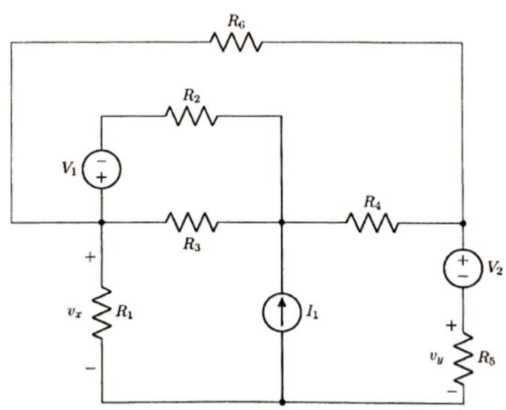
(b) $R_1$, $R_2$, and, $R_3$ are connected in

☐ Series ☐ Parallel ☑ Neither series nor parallel ☐ Cannot be predicted

Explain your choice.

The current is not same in them so not series. Not connected in same two nodes so not parallel.

**3.**



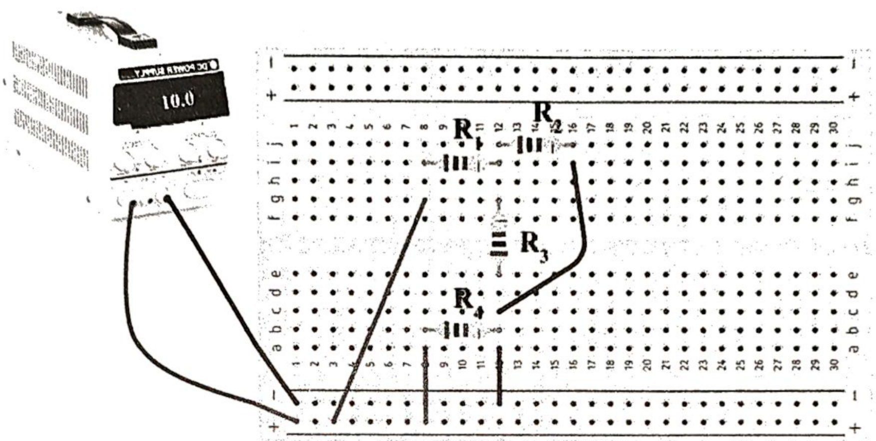
(a) If the voltages $v_x$ and $v_y$ are equal, are $R_1$ and $R_5$ in parallel?

☐ Yes ☑ No

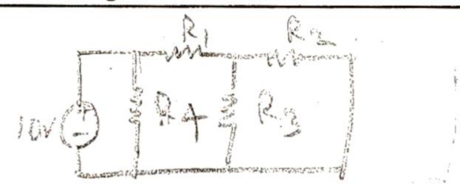
Justify your answer.

They don't have the same two nodes.

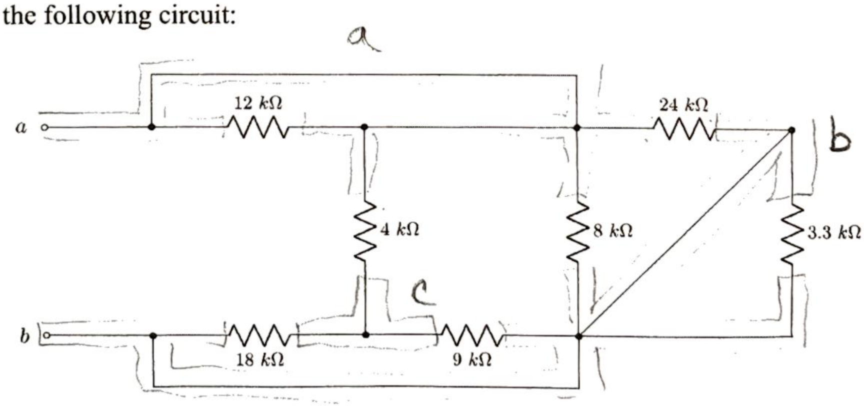
**4.**




Draw a circuit diagram of the circuit constructed on the breadboard above.




**5.** For the following circuit:



(a) How many nodes are there? Mark and label all the nodes in the circuit diagram.

3 (a,b,c)

(b) Using the node labels in (a) fill out the table below by inputting the starting and ending nodes for each row that are connected to the corresponding circuit element.

| Circuit Element | Starting/Ending Node | Ending/Starting Node |
|---|---|---|
| 12 kΩ Resistor | a | a |
| 4 kΩ Resistor | a | c |
| 18 kΩ Resistor | b | c |
| 9 kΩ Resistor | c | b |
| 8 kΩ Resistor | a | b |
| 24 kΩ Resistor | a | b |
| 3.3 kΩ Resistor | b | b |

(c) Based on the table in (b), draw a simplified version of the circuit using the labeled/identified nodes.


(d) Determine the equivalent resistance between terminals a and b from the reduced circuit drawn in (c).

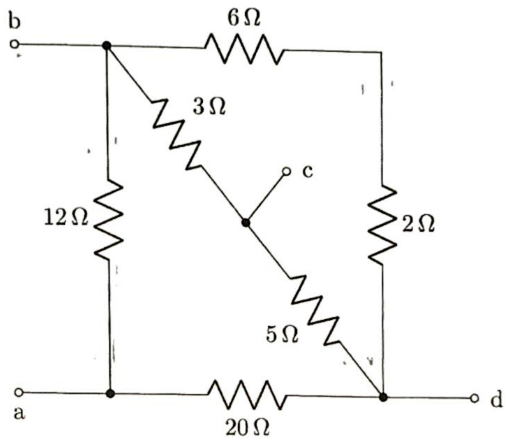
$R_{P_1} = \left(\frac{1}{9} + \frac{1}{18}\right)^{-1} = 6k\Omega$

$R_{P_2} = \left(\frac{1}{24} + \frac{1}{8}\right)^{-1} = 6k\Omega$

$\therefore R_{eq} = 4+6+6 = 16k\Omega$

**6.** For the following circuit, determine $R_{ab}$, $R_{ad}$, $R_{bd}$ and $R_{bc}$. Use logical operators to indicate the series-parallel combinations. For example, the following equation of $R_{xy}$ means, two 10 Ω resistors are in parallel, their combination is in series with a 5 Ω resistor, and the total is again parallel with a 20 Ω resistor.

$$R_{xy} = \{(10 \,||\, 10) + 5\} \,||\, 20$$




| | |
|---|---|
| $R_{ab} = \cancel{20+5+2+3+12+6}$<br>$= \cancel{[illegible]}\ \{(5+3) \,||\, (2+6) + 20\} \,||\, 12$<br>$= 8\ \Omega$ | $R_{ad} = \{(5+3) \,||\, (6+2) + 12\} \,||\, 20$<br>$= 8.88\ \Omega$ |
| $R_{bd} = \{(3+5) \,||\, (6+2)\} \,||\, (12+20)$<br>$= 3.55\ \Omega$ | $R_{bc} = \cancel{5+3}\ \{(6+2) \,||\, (12+20)\} + 5\} \,||\, 3$<br>$= 2.37\ \Omega$ |

## Report

1. Fill up the theoretical parts of all the data tables.
2. Answers to the questions.
3. Discussion *[your overall experience, accuracy of the measured data, difficulties experienced, and your thoughts on those]*.

## Discussion

This experiment was about constructing and analyzing series and parallel circuits using a breadboard.

The resistors given was close to expected values. Also the voltage and current found were generally close to the theoretical values.

We were not used to using multimeter and breadboards. So our team had to do the experiments multiple times to make sure we were doing right.

Overall experience was good. First time building circuits felt nice. The first two circuits were simple series and parallel circuit. Last one was bit complex. We learned how to measure resistance and voltage using multimeter.