Naval architecture as a subject for the proposed marine engineering course at the University of Moratuwa

M. J. A. Miran Perera

WMU

Follow this and additional works at: https://commons.wmu.se/all_dissertations

Recommended Citation
Perera, M. J. A. Miran, "Naval architecture as a subject for the proposed marine engineering course at the University of Moratuwa" (1988). World Maritime University Dissertations. 1004.
https://commons.wmu.se/all_dissertations/1004

This Dissertation is brought to you courtesy of Maritime Commons. Open Access items may be downloaded for non-commercial, fair use academic purposes. No items may be hosted on another server or web site without express written permission from the World Maritime University. For more information, please contact library@wmu.se.
NAVAL ARCHITECTURE AS A SUBJECT FOR THE PROPOSED MARINE ENGINEERING DEGREE COURSE AT THE UNIVERSITY OF MORATUWA

M J A MIRAN PERERA
SRI LANKA

A paper submitted to the Faculty of the WORLD MARITIME UNIVERSITY in partial satisfaction of the requirement for the award of a

MASTER OF SCIENCE DEGREE
in
MARITIME EDUCATION AND TRAINING
(Marine Engineering)

The contents of this paper reflect my own personal views and are not necessarily endorsed by the university.

Signature: M J A Miran
Date: November 20, 1988

Supervised and assessed by:
Prof. Charles E Mathieu
World Maritime University

Co-assessed by:
Dr. T A Piyasiri
Lecturer in Marine Engineering
University of Moratuwa
Sri Lanka.
The marine engineer who is concerned with the design or operation of machinery in ships requires some knowledge of certain aspects of naval architecture and it will be found that naval architecture is included in most courses leading to a degree or some other qualification in marine engineering.

The University of Moratuwa, Sri Lanka wishes to establish a degree course in marine engineering and to have it accredited by the Institute of Marine Engineers in the United Kingdom.

It is the feeling of the governing body of the University of Moratuwa to include naval architecture as one of the subjects in the proposed degree course.

The thesis studies the importance of the naval architecture in the proposed marine engineering degree course and its relevance to the maritime industry in Sri Lanka.
All thanks belong to Almighty God, who participates in and oversees all the human endeavour.

I wish to express my esteemed thanks to Professor Charles E. Mathieu for his kindness and promptness throughout my study period in Malmo.

My deepest gratitude to Dr. T. A. Piyasiri for his invaluable advice and guidance for completion of this paper.

Special thanks are due to my parents, to my brothers, Milan and Mithan, and to my relatives in Sri Lanka for their love, encouragement, patience, forgiveness and prayers.

Finally, I am greatly indebted to United Nations Development Programme for sponsoring my study period and the University of Moratuwa, Sri Lanka who gave me the opportunity to study at World Maritime University.
CONTENTS

Page

Abstract ................................................. 1
Acknowledgement ................................. ii

CHAPTER 1

1.1 Introduction ................................. 1

CHAPTER 2

2.1 General Education in Sri Lanka ............ 3
2.2 University of Moratuwa and Engineer Training . 5
2.3 Marine Engineering Education and Training
  Courses in Sri Lanka .......................... 12
2.4 Mechanical Engineering Degree Course .... 16

CHAPTER 3

3.1 Needs of the Maritime Education in Sri Lanka . 18
3.2 Proposed Marine Engineering Degree Course .. 21
  3.2.1 Course structure ......................... 22
  3.2.2 Justification of the course ............. 24

CHAPTER 4

4.1 Importance of Naval Architecture in the
  Proposed Course ............................... 26
  4.1.1 Relevance to the industry .......... 30
CHAPTER 5

5.1 Conclusion and Recommendation

5.1.1 Follow up by the University of Moratuwa

APPENDIX I

Course Structure of Mechanical Engineering Programme

APPENDIX II

Complementary Computer Programmes for the Proposed Assignments

APPENDIX III

Bibliography
1.1 INTRODUCTION

If you are interested in creative work, and in the possibilities offered by the profession of engineering, you might like to consider working in the marine field, and in naval architecture in particular.

-Professor J B Caldwell

Considerable reductions in manning have been brought about by the reorganizing of shipboard operation, reduced maintenance arising from better design and improved materials, and changes in the 'hotel' arrangements on board ship. Fuel is now the major cost in the shipping operation, with manning cost being second. It is not proposed to consider fuel saving but the changes in manning and their effects will be examined in detail.

The manning of a ship has been considered in three areas; deck, engine, and catering. Any reductions in deck and engine room areas will also result in reduction in the catering staff. The introduction of self serving facilities, microwave cooking of aeroplane type frozen meals, and similar innovation could significantly reduce or eliminate the catering department, which will not be considered further.

The deck and engine departments continue to be viewed by many as separate entities, with deck officers and
engineers seemingly evolved from different species of human beings. The training scheme for each are vastly different; deck officer cadets learn something about engineering, while engineer cadets learn nothing about navigation, seamanship, or cargo work. It is nevertheless a fact that both deck and engineer officers are becoming increasingly reliant upon machines to do their work.

Does their basic training need to be much different? Specialization could occur much later in the career and dual-licensing could be practiced at least up to second engineer and second officer level. These are not new ideas. They have been tried and once again being considered and implemented. Dual licensed offers have reduced the manning of a ship to about 14. Some obstacles to further development are statutory requirements, concern about safety, the reliability of equipment and the changes needed in the education and training organisation.

The government of Sri Lanka has given a high priority for the general education and in particular for the higher education by allocating a significant budget. With the assistant of International Maritime Organisation (IMO), the Ministry of Shipping and Trading of Sri Lanka has already secured a project at the University of Moratuwa for deck and engineer officer training courses at diploma level. In addition, the university has initiated an individual plan for a marine engineering degree course, which is scheduled to commence on January 1990.

The purpose of this paper is to provide with a feasible study of Naval Architecture, as the one of the subjects in the proposed marine engineering degree course.
The youngsters in Sri Lanka begin their education at the age of six in grade one and progress through to grade five in primary schools. All the students are accepted into secondary schools in the sixth grade and progress through to grade ten. The instruction media is either Sinhalese or Tamil according to their domain, family situation and religion. On completion of the academic work in grade ten, the students are prepared for the Sri Lanka General Certificate of Education (GCE) Ordinary Level examination.

The successful candidates with a minimum of six passes including at least three credits at the GCE (Ordinary Level) examination are permitted further studies in colleges for a period of two years. Followed by that is the island's most competitive, (university entrance) the GCE (Advanced Level) examination.

Annually, there are about 140,000 candidates waiting to sit for the GCE (Advanced Level) examination. The minimum entry requirement for the universities as stipulated by the University Grant Commission is four passes at the GCE (Advanced Level) examination. Of that, about 5000 students are selected on merit basis or on district basis to pursue studies in the disciplines of; engineering, medicine, accounting, law, art etc. at the following universities:
Admissions to an university is through fierce competition. At least two A grade and two B grade passes are required at the GCE (Advanced Level) examination to be accepted as an engineering undergraduate or as a medical student.

\[
\begin{align*}
75 & \leq \text{Grade A} \\
65 & \leq \text{Grade B} < 75 \\
50 & \leq \text{Grade C} < 65 \\
40 & \leq \text{Grade S}
\end{align*}
\]

In addition, the Open University of Sri Lanka offers variety of courses including certain disciplines of engineering. Formal entry qualifications are not required here and the employees of the government and the private sector are encouraged to pursue these courses.
The University of Moratuwa, as it is now known, has its origins in the Ceylon Technical College, Maradana as early as 1893.

The Technician courses conducted at this college were transferred to the newly established Institute of Practical Technology (occupying the present site of the University of Moratuwa) in 1960. This Institute was found with the aid of the Canadian Government to provide full-time courses for Architects, Junior Technical Officers, Surveyors and Levellers, and Draughtman Apprentices. In addition to these, a number of part-time courses were also provided.

The "Commission of Inquiry on Technical Education" (July 1963) recommended the expansion of facilities for professional engineering education. Since only the Faculty of Engineering of the University of Ceylon, Peradeniya provided such courses at the time, it was decided to establish the Ceylon College of Technology at Katubedda utilising the resources of the Institute of Practical Technology. Assistance for this project was provided by the United Nations Development Programme through UNESCO.

Consequently, a new courses at professional level was started at this College of Technology in 1966. The existing courses (both full-time and part-time) at former Institute were also continued by the new College. The Engineering degree and Technician programmes were
designed to have an industrial bias with the inclusion of a compulsory period of in-plant training. The University of Ceylon was instituted on the 15th February 1972 by the University of Ceylon Act No. 1 of 1972 in incorporating all the existing universities in Sri Lanka and the Ceylon College of Technology at Katubeda. The Ceylon College of Technology was named University of Ceylon, Katubeda Campus.

With Ceylon becoming a Republic, later in 1972, the University was redesignated the University of Sri Lanka. The Katubeda Campus of the University of Sri Lanka provided undergraduate courses in Engineering, Architecture and Applied Science. Facilities for post-graduate studies are provided in Town and Country Planning, Engineering, Architecture. In addition, the Campus conducts full-time and part-time courses for middle grade engineering personnel.

Further expansion took place in the 70's and in 1978 the Katubeda Campus became independent as the University of Moratuwa with three faculties:

i) Faculty of Engineering
ii) Faculty of Architecture and Town and Country Planning
iii) Faculty of Physical and Applied Science

2.2.1 Faculty of Engineering

In 1981 the Faculty of Physical and Applied Science merged with the Faculty of Engineering, whose ten departments now offer four years' duration B.Sc engineering degree courses in:
i) Civil Engineering  
ii) Electrical Engineering  
iii) Electronics and Telecommunication Engineering  
iv) Mechanical Engineering  
v) Chemical Engineering  
vi) Materials and Mining Engineering  
vii) Mineral Engineering  
viii) Computer Engineering  
ix) Textile and Clothing Technology

Admission to the Engineering courses is based on the results of the GCE (Advanced Level) examination, where passes in Chemistry, Physics, Pure Mathematics and Applied Mathematics are required, together with pre-requisites. They are a minimum of six passes including at least three credit passes, obtained at GCE (Ordinary Level) Examination.

There are only 250 vacancies for engineering undergraduates at the University of Moratuwa each year. Prior to their engineering course, attendance to a three month, orientation programme and an intensive English programme are compulsory to all accepted candidates. All degree courses have a common first year programme and the instruction media is English from the first year for all courses offered by the University of Moratuwa.

The undergraduate courses in Engineering are honours courses. Students are selected for the different fields of specialisation after the first year examination. From second year onwards the undergraduates are mainly following lectures in the major streams. They are expected to complete specified number of laboratory classes streamlined with lectures, and to undertake a
total of six months in-plant training with local industry. The award of the degree is upon satisfactory completion of all the examinations, a six month in-plant training with the local industry and the final year project, which is also industrially biased.

2.2.2 Engineering Technician Division

The Engineering Technician division is also under the auspices of the Faculty of Engineering of the University of Moratuwa. It conducts the following courses for the National Diploma in Technology which is in line with the Higher National Diploma (HND) in the UK:

i) Chemical Engineering
ii) Civil Engineering
iii) Electrical Engineering
iv) Electronics and Telecommunication Engineering
v) Mechanical Engineering (both Automobile and Production)
vi) Marine Engineering
vii) Nautical Studies
viii) Polymer Technology
ix) Textile Technology

The entry requirements to the diploma programme is three passes in the GCE (Advanced level) examination and the applicants are required to appear for an entrance examination.

The NDT Course is a three-year full-time course comprising two years of academic work in the University of Moratuwa and one year in-plant training for middle-grade technical personnel. The National Diploma in Technology certificate
is awarded on successful completion of the course. The third year is devoted to in-plant training, in government as well as in private industrial establishments, and is managed by the National Apprentice Board.

2.2.3 The Computer Centre

The University of Moratuwa Computer Centre provides a general computing service to all students irrespective of their courses at any time of the office hours. The centre provides computing facilities for about 100 students at a time on Comorde 64, IBM PC, Radio-shack etc. And also provides occasional courses in computer appreciation, programming and systems analysis. Further, it extends its service to other universities, and to few organizations.

2.2.4 The University Library

The university library aims to provide reading material on a wide basis as feasible. It contains some 27,000 volumes mainly relating to Science, Technology and Management. In addition, a representative selection of reading material suitable for general education and recreation is also available.

More than 200 periodicals are being currently subscribed to, including major abstracting journals. Books, Periodicals, etc., not available within the university library can be borrowed through the medium of various inter-library loan service; Such as the British library, including its overseas photocopy service.
2.2.5 Training and Employment Centre

The Training and Employment Centre of the University of Moratuwa, is responsible for organisation, supervision and assessment of in-plant training of National Diploma in Technology students and Engineering undergraduates, along with the National Apprentice Board. It also extends its service to find employments, wherever possible.

The training standards for both NDT students and engineering undergraduates are being prepared by committees with representatives from the industry, the NAB and the Ministry of Education. The Institute of Engineers, Sri Lanka gives recognition for the in-plant training provided to engineering undergraduates when they apply for Corporate Membership as part of the employment experience.

2.2.6 The UNDP Project

"Merchant Marine Training" SRL/84/039/A/01/19

The University of Moratuwa with the assistance of International Maritime Organisation (IMO) and the Ministry of Trade and Shipping established the above two year project in January, 1987. The primary objective of the project is to establish the merchant marine training facilities in theoretical and practical training for deck officers, and its secondary objective is to upgrade the facilities for the existing marine engineering diploma course. The overall aim is to conform the standards of the courses to comply with the International Conventions of Standard Training, Certification and Watch Keeping for Seafarers (STCW 1978), and to improve productivity in national merchant marine sector by providing high quality
skilled manpower.

Support is in two parts: US$ 1,040,000 from United Nations Development Programme (UNDP) to provide nautical and marine engineering training advisers, fellowship for the Sri Lankans to study abroad and training equipment for use in the deck officer and marine engineering officer training. The second part is a contribution by the Government of Sri Lanka and the University of Rs 14.6 million to provide new buildings, service, consumables, equipment maintenance, operating costs and the supply of technician staff.
2.3 MARINE ENGINEERING EDUCATION AND TRAINING COURSES IN SRI LANKA

The present official training system for seamen in Sri Lanka is under the administration of the National Apprentice Board (NAB) and the University of Moratuwa (UM).

<table>
<thead>
<tr>
<th>Seamen</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>Apprentice Courses</td>
</tr>
<tr>
<td>(NAB)</td>
</tr>
</tbody>
</table>

2.3.1 NAB Apprentice Course

The apprentices are accepted by the NAB in the following two major streams; the craft apprentices are trained as ratings, whereas the special apprentices are trained as officers. Other training facilities are provided by some shipping companies for their own purposes and requirements but these are not mainly recognised by the Ministry of Trade and Shipping.

The admission requirements are six passes in General Certificate of Education (GCE) ordinary level examination. These include science, mathematics and Sinhalese language at grade C level or above and English at grade D level or above. Only male Sri Lankan residents are considered.
English is the language used in both training and examination. Since most of the applicants to the marine apprentice course are from general education standards with inadequate knowledge of English, the students may sometimes encounter difficulties.

The NAB special apprentice course is a four year sandwich programme. The first two years of it consist of full time attendance at heavy engineering workshops assigned by the NAB. In the third and fourth years the special apprentice have both full time tuition, advanced workshop training, and some amount of managerial training. Followed by this is the NAB final examination. Over the four year period, an apprentice must complete a guided study programme and enter the tasks undertaken in a book of the history of employment.

A cadet, after completion of the scheme, may embark upon a career at sea and progress through various levels of Certificate of Competency. This involves periods at sea, periods ashore undertaking preparatory courses, and subsequently end up with at Chief Engineer level.

2.3.2 The Marine Engineering Diploma Course at the University of Moratuwa

The department of Marine Engineering of the University of Moratuwa was found in 1977 to conduct Diploma courses in
marine engineering. It is a sub-department of mechanical engineering, and provides most of the nation's marine engineers. Candidates from the diploma course receive a diploma in marine engineering and progress their career in a variety of ways.

On completion of the National Diploma in Technology (NDT) course in marine engineering, candidates wishing to go to sea undergo nine months sea training as engineering cadets usually on board vessels owned by the Ceylon Shipping Corporation. Thereafter, they take prescribed courses, accumulate sea experience and progress from Fifth Engineer to Chief Engineer. This sea training programme is recognised by Department of Transport, UK.
TYPICAL ROUTE TO CHIEF ENGINEER
WITH THE NDT COURSE
2.4 Mechanical Engineering Degree Course

The undergraduates assigned to the mechanical engineering department on the performance of the first year examination, and they are permitted to pursue in from second year in the major field of mechanical engineering. Thereafter, they are supposed to attend classes according to the curriculum as in the Appendix i. It is envisaged that from the second year to the forth year the subjects offered are more convergent towards in mechanical engineering.

It is envisaged in appendix i that the mechanical engineering undergraduates are exposed to some amount of managerial experience by taking the subjects in Industrial Economics & Managements, and Industrial Engineering. On choosing the career the graduates have the opportunity of employing not only as Engineers for industries but also as Managers for enterprises, due to the overall background.

Much more emphasis also given to production engineering and automobile engineering which make our graduate to accept any mechanical engineering position irrespective of the optional subjects studied in the final year. (Appendix i)

Perhaps one of the most important features of the courses is the technical visits for about eight to ten local industries in the final year. As part of the curriculum, the students have to undertake a six month of in-plant training with the local industry after completion of
their second and third years academic work. The purpose being to provide useful practical training for each individual in order to make sure that the theoretical studies at the university are properly coupled with practical training.

The third term of the fourth year of the course, is mainly devoted to the preparation of a written report on a selected topic that is also industrially bias, but interwoven with the theoretical knowledge gained over the four years.
3.1 NEEDS OF THE MARITIME EDUCATION IN SRI LANKA

Over the past decade, the government of Sri Lanka has invested heavily in port development, ship building and ship repair facilities. The port of Colombo has become one of the major trans-shipment ports in the region, and the government of Sri Lanka wishes to expand its maritime industry.

A Marine Engineer who complete his recognised pre-sea training either in Sri Lanka or elsewhere embarks upon a career at sea and progress through various level of certificates of competencies. Once holding a class 1 certificate and promoted as a Chief Engineer, this officer will enjoy reasonable rewards for his efforts while remain at sea.

If however, a lifetime at sea is not that appealing, the move ashore usually results in a considerable drop in status and remuneration, and possibly even a period of unemployment. The traditional certificate of competency, while important at sea, receive little recognition of its academic and practical contents for the job ashore.

A qualified class 1 certificate holder is trained as a 'ship operator' which ensures his retention within the industry. This has resulted in mariners being ship operators with little knowledge of their industry and overemphasis on skills to the detriment of education in an academic scene.
Because the objective of the ship-officer training in Sri Lanka sea going personnel are train for the shipping companies only. There has been no formal or consistent training course in the shipping business in Sri Lanka since 1977, like charting, broking, insurance etc, which can be provided for the officers who wish to change to ashore job. The effect of the absence of these training courses will be felt in the long term rather than in the short term.

Changes have occurred to improve the academic standard of certificates of competency. Much more needs to be done. A highly qualified well trained engineer need not be lost to his industry. He may be lost to the sea but his work in a suitable post ashore will no doubt benefit the industry and probably those at sea. If the career offered more opportunities for transfer ashore with status and appropriate remuneration, then many sea going officers might well remain at sea longer, secure in the knowledge that they can come ashore when circumstances suit them.

The question of professional registration has assumed, and will continue to assume, greater importance since the Finniston inquiry into the engineering profession in 1980. Following Finniston, the engineering council was created, with a charter which empowers it to establish and maintain qualifications appropriate to the three levels of:

i) Chartered Engineer

ii) Technician Engineer

iii) Engineering Technician

For each level, registration depends upon satisfying the
appropriate academic requirements, training requirements, and a period of time in a position of responsibility.

On completion of the diploma course at the University of Moratuwa or the apprentice course conducted by the NAB, the engineers hopefully end up as a Chief Engineer with a First Class Certificate of Competency. The Certificate of Competency are not, however, academic qualifications. The academic requirements for chartered status is a degree which has been accredited by an Engineering Institution (acting on the behalf of the Engineering Council). The NAB apprentice course with the certificate of competency, or the NOT course, with or without certificate of competency, is only sufficient for registration at Technician Engineer level. This means that without a degree he cannot register at the full professional level of chartered engineer with a professional institute (in this case the Institute of Marine Engineers) which, quite apart from being the cause of intense frustration, limits his career prospects ashore. It also follows that there are relatively few graduate marine engineers compared with other branches of engineering.

At the same time there has been increased opportunities for seafarers in the ashore side of the industry. Indeed, one result of the technology advanced has been to induce a transfer of jobs from ship to ashore, eg, port control or vessels traffic services. It is true that chief engineer certificates and associated experience have traditionally been the pre-requisites for the many technical positions in the port and marine authorities; but more is now required in the way of specialist knowledge and this is also influencing the direction of maritime education.
Primary reasons for the establishment of marine engineering undergraduate course is for the supply of highly academically trained personnel to fulfill the needs of the maritime industry as described in chapter 3.1. A mechanical engineering undergraduate will have the option to choose his career as a mechanical or as a marine engineer. On this proposed marine engineering degree course, the governing body of the University of Moratuwa decided to offer only one subject in the third year, and three subjects in the fourth year as optionals (in chapter 3.2.1) within the existing mechanical engineering programme, and the curriculum would be kept under review for the needs of the maritime industry.

The aim of the University of Moratuwa is to have accredited the proposed marine engineering degree course by the Institute of Marine Engineers, UK and to cater the highest qualified chartered status engineers to the maritime industry in Sri Lanka.

In the accreditation process the course must be satisfy the following:
- relevant to the needs of industry and contain inputs from it
- be taught with application bias
- be formulated after discussion with industry
- contain element of administration and management practice
- contain element, involving practical experience in the fabrication, properties and use of materials
3.2.1 COURSE STRUCTURE

WEEKLY LOADING HOURS: An academic year has 35 weeks

FIRST YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dept</th>
<th>Lec</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics I</td>
<td>MA</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics II</td>
<td>MA</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Physics</td>
<td>EE</td>
<td>3</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Engineering Chemistry</td>
<td>CH</td>
<td>3</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Building Construction</td>
<td>CE</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Surveying</td>
<td>CE</td>
<td>1</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>Engineering Drawing</td>
<td>ME</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Workshop Technology</td>
<td>ME</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>EN</td>
<td>2</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

SECOND YEAR (PART I)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dept</th>
<th>Lec</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MA</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Strength of Materials</td>
<td>CE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Fluid Mechanics</td>
<td>CE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Theory of Electricity</td>
<td>EE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Applied Thermodynamics</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Engineering Mechanics</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Production Technology</td>
<td>ME</td>
<td>2</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>Machine Element and Design</td>
<td>ME</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

*Key to the department codes are in appendix i*
### THIRD YEAR (PART II)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dept</th>
<th>Lect</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MA</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Industrial Economics and Management</td>
<td>ME</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Strength of Materials</td>
<td>CE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Fluid Mechanics</td>
<td>CE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Applied Thermodynamics</td>
<td>ME</td>
<td>2</td>
<td>0.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>EE</td>
<td>2</td>
<td>0.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Machine of Mechanics &amp; Control Systems</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Naval Architecture I and Marine Engineering I</td>
<td>MR</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Design of Machine Elements</td>
<td>ME</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

### FOURTH YEAR (PART III)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Dept</th>
<th>Lect</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Economics and Management</td>
<td>ME</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Marine Structures</td>
<td>MR</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Naval Architecture II</td>
<td>MR</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Marine Engineering II</td>
<td>MR</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

and ONE of the following options

<table>
<thead>
<tr>
<th>Options</th>
<th>Dept</th>
<th>Lect</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Thermodynamics</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Fluid and lubrication</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>
3.2.2 Justification of the Course

Ships are becoming more automated and computerised. They can not be operated and maintained with untrained personnel without proper understanding of technology. Therefore, it is a timely and far-sighted decision to establish a marine engineering degree programme at the University of Moratuwa.

Shore based jobs are becoming more available. They have to be employed with personnel with suitable educational and technical background. Over the past mariners have been trained from the scratch called the hose piped system. It has become a burden to the maritime industry with the fast development of the technology. The existing mariners cannot specify the situation. It is the hope of the Ministry of Shipping, the industries and the University of Moratuwa that the proposed marine engineering programme will cater the undergraduates with adequate qualification.

Looking at the foreseeable future, it is controversial statement among the mariners, whether these graduates will fulfil the demands of the maritime industry, and whether all the successful graduates can be absorbed by the existing maritime based industries. As primary objectives, the governing body of the University of Moratuwa already agreed to offer a marine engineering programme bias with the existing mechanical engineering programme. The proposed programme will be updated according to the needs of the industry, and the marine engineering graduates will have the opportunity to choose their career as a mechanical engineer or as a marine engineer.
The guidance and advice are always obtained by recognised universities such as The University of New Castle, UK. The University of Moratuwa is having close link with the maritime industry. The assistance is received from the industry as visiting lectures. The permanent staff members have doctoral degrees from the University of New Castle, and are qualified enough to carry out the proposed course.

As the By-Laws of the University of Moratuwa, and to have in-line with other degree courses, the marine engineering undergraduates should undertake a six month in-plant training with the local industry given in chapter 4.5. This training period also will count as work experience (chapter 5.1.1) when they apply for the corporate membership at the Institute of Marine Engineers.

The mechanical engineering degree from the University of Moratuwa is well accepted by the local industry. The subjects, Industrial Engineering and Industrial Economics and Managements will put our graduates at better position not only as engineers but also as managers. One of the requirements of the IMarE for corporate membership is to engage in managerial position, that will be supported by these subjects to carry-out their managerial work with a sound knowledge.
4.1 IMPORTANCE OF NAVAL ARCHITECTURE IN THE PROPOSED DEGREE COURSE

Ships are used for the purpose of carrying men, material, and/or weapons upon the sea. In order to accomplish its mission, a ship must possess several basic characteristics. It must float in a stable upright position, move with sufficient speed, be able to maneuver at sea and its restricted waters, and be strong enough to withstand the rigors of heavy weather and wave impact. To maneuver a ship with these features, the marine engineer must have an understanding of ship dynamics.

With a simple knowledge of hydrostatics a marine engineer can maneuver a ship that will float upright in calm waters. However, ships rarely sail in calm water. Waves, which are the main source of ship motions in a seaway, affect the performance of a ship considerably and the success of a voyage depends ultimately on its performance in seaway. Unfortunately, however, the prediction of a ship motions, resistance and power, and structural loads in an actual seaway is such a complex problem that the marine engineer is usually forced to select on the basis of calm water performance without much consideration of the sea and weather conditions prevailing over the route on which the ship is to operate.

In the maneuvering of ships, speed is an important factor. However, there is a loss of speed while a vessel
is an under way in a sea, because of the increase in the motion resistance and loss of propellant efficiency. This results in higher fuel consumptions and thereby reduce the cruising range. The heavier the seaway, the greater is the loss of speed. To overcome this loss it is often necessary to improve the resistance and propulsion characteristics of the vessels, as well as to select the machinery plant for adequate reserve power. The model tests can predict with reasonable accuracy the still water resistance and propulsion performance of a ship.

The relative importance of various aspects of ship performance in a sea way vary from ship to ship, depending on the what the operators require of the ship. The following general items must be investigated when maneuvering the ship seaworthy.

a) Excessive motions, which are undesirable since they may impair stability and cause discomfort to the crew and passengers. Also in warships, most weapon systems require a stable platform for proper functioning.

b) Additional stresses caused by the ship’s bending or by wave impact in a seaway.

c) Internal forces causing damages to the equipment, armament structures, and so forth

d) Shipping and spraying of green water, causing equipment breakdown and degradation of the liability.

e) Slamming

f) Speed reduction and the conditions under which the propeller will start racing, thereby overloading the propeller machinery and hence increasing the fuel consumption or dropping off the cruising range.
The various problems encountered in regard to ship motion may be investigated in four different ways:

1. Analytically, that is on a theoretical basis
2. Experimentally, by means of model tests in controlled environments
3. Empirically, through statistical observations
4. Directly, as with trials of ships after they are built

Both theoretical and experimental studies help the marine engineers to determine the influences of various ship features on seakeeping characteristic, knowledge that is extremely valuable in manoeuvring a ship. Therefore one of the most important study in naval architecture is the investigation of ship performance in rough water. Both merchant and naval vessels must maintain a high degree of seakeeping quality in many different types of weather and still attain their mission - the merchant ship in the commercial point of view, and the naval vessel with regard to the optimum operational ability. Theoretical studies, model results, and full scale data are all necessary to provide reliable criteria.

In recent years, research on ship motion has made considerable advances in the area of theoretical development, as well as in experimental facilities. However no quantitative index has yet been found to compare the seakeeping quantities of ship, as if possible in comparing the resistance or propulsion characteristics of hull form with another, by means of simple coefficient.

The introduction of advanced marine vehicles, such as planing crafts, hydrofoil boats, and air cushion vehicles
has necessitated further studies in seakeeping in order to achieve the maximum results from the special vehicles. Intensive investigation are now underway to determine experimentally the effects of parameteric variations in motions, bottom pressures, and power requirements on models of planning boats, surface effects ships (SESs), and so on. In addition, scale effect studies on high performance vessels are being looked into to correlate test results from models of different scale and full scale trials.

With the knowledge of naval architecture a marine engineer would be able to engage in the development of technology for measuring, predicting, and improving the various quantities that governs ship dynamics. This also includes the application of this technology to specific design, the identifications of design faults, and correction and improvement of such designs. The specific will depend on the particular design, but it is essential that the marine engineer have some means of judging the expected formance.
4.1.1 Relevance to the Maritime Industry

The development of the industry is from sail boats to motor ship as other maritime nations. Presently the Port of Colombo has become the major trans-shipment port in the region, serving ports in India, Bangladesh, Burma, Thailand and Malaysia. The fleet strength of Sri Lanka is growing larger, and the private establishments are getting into the business at a good pace. The vessels approaching the Port of Colombo are versatile, from bulk carries to newly built reefer container ships.

The government of Sri Lanka has eight container ships under the administration of Ceylon Shipping Corporation that dominates the island owned vessels.

<table>
<thead>
<tr>
<th>NAME OF VESSEL</th>
<th>DWT</th>
<th>YEAR BUILT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. M V Lanka Siri</td>
<td>3831</td>
<td>1981</td>
</tr>
<tr>
<td>3. M V Lanka Srimathi</td>
<td>9700</td>
<td>1982</td>
</tr>
<tr>
<td>4. M V Lanka Srimani</td>
<td>9700</td>
<td>1982</td>
</tr>
<tr>
<td>5. M V Lanka Muditha</td>
<td>3000</td>
<td>1982</td>
</tr>
<tr>
<td>7. M V Lanka Athula</td>
<td>10600</td>
<td>1983</td>
</tr>
<tr>
<td>8. M V Lanka Ajitha</td>
<td>10600</td>
<td>1985</td>
</tr>
</tbody>
</table>

Apart from the vessels owned by the Sri Lankan enterprises, there are 62 foreign vessels under the Sri Lankan shipping registry. It is agreed with the foreign shipping owners to recruit fifty percent of the Sri Lankan crew for their vessels. The proposed marine engineering course will be able to satisfy the demands of
the foreign vessels aside from the local need, offering a sound theoretical and technical knowledge to the graduates. This hopefully will pave the way to the our graduates to employ on foreign vessels with higher remuneration.

In view of the new container terminal at the Port of Colombo, it is enlightening that the expansion is taking place in berthing facilities as well as in warehouses. A numerious offshore container freight station are operated by various private sector organisation that handle all inland container transpotation.

Colombo Dockyard Limited, the island largest docking facility is capable of offering its service to any type of ship under 100,000 dwt that approaching the Port of Colombo. With the knowledge of naval architecture, the graduate will complement to enhance the facilities and efficiecy, and more of the small craft could be able to built at the Colombo Dock Yard.

Sri Lankan Navy has taken steps to enhance the naval strength. To make it reality, expansion in the petroal craft ought to be done, and technically qualified personnel have to be recruited. all the academic and technical reuirements for the navy could be satisfied by the proposed course.

The governtment of Sri Lanka has given a high priority to the fishing industry. The Ministry of Fishing is taking care of the local fishermen who are dominating the costal area. The fishing boat building is one of the small scale developing industies in Sri Lanka. Unfortunately, this industry is heavily depend on the foreign advice due to
the very fact of unqualified personnel.
It is the intention of the University of Moratuwa, with
the inclusion of naval architecture to the proposed
course to cater the industry by supplying well qualified
personnel to this fastly developing fishing world.
4.2 PROPOSED SYLLABUS OF THE MARINE ENGINEERING UNDERGRADUATE COURSE

4.2.1 PROPOSED SYLLABUS FOR THE THIRD YEAR

1. Basics of Naval Architecture
   1.1 Ship and Naval Architecture
   1.2 Hull form, lines, fairing

2. Hydrostatics
   2.1 Coefficients
   2.2 Flotation, stability, metacentre
   2.3 GM, GZ, righting moments
   2.4 KG, weight transactions
   2.5 Small angle heel, inclining experiment
   2.6 Suspended weights, free surface
   2.7 Form and initial stability

3. Stability
   3.1 Stability at large angle of heel
   3.2 Cross curves, statical stability curve
   3.3 Heeling moments, weights, wind, turning
   3.4 Criteria of adequate stability
   3.5 Longitudinal stability and trim
      3.5.1 Movement of small masses
      3.5.2 Use of MCTC
   3.6 Cargo handling effects on trim
   3.7 Large weight trim effects
   3.8 Stability curves and trim

4. Flooding
   4.1 Flooding and subdivision
4.2 Calculation of draught after damage
   4.2.1 Lost buoyancy method
   4.2.2 added weight method
4.3 Damaged stability
4.4 Probability of survival
4.5 Curves of floodable length
4.6 Permeability
1. RESISTANCE

1.1 Introduction
1.2 Composition of Resistance
1.3 Frictional Resistance
   1.3.1 Frictional resistance formula for a flat plate
   1.3.2 Density and kinematic viscosity
   1.3.3 Wetted surface area
   1.3.4 Equivalent flat plate
   1.3.5 Comment on frictional resistance
1.4 Residual Resistance
   1.4.1 The Froude's similarity law
   1.4.2 Viscous pressure resistance
1.5 Tank Test
   1.5.1 Analysis of the test
   1.5.2 frictional resistance
   1.5.3 Roughness correction
1.6 Estimation of Residual Resistance
   1.6.1 Taylor charts
   1.6.2 Yamagata charts
1.7 Effective Horse Power EHP

2. PROPULSION

2.1 Propeller
   2.1.1 Structure and geometry
2.2 Performance Characteristics
   2.2.1 Generation of force by propeller
   2.2.2 Propeller characteristics
2.3 Interaction of Propeller with Hull
   2.3.1 Wake
   2.3.2 Thrust deduction
2.3.3 Relative rotative efficiency

2.4 Estimation Methods of Self-Propulsion Factors
2.4.1 Self-propulsion test
2.4.2 Approximate method
2.4.3 Scale effect

3. POWERING
3.1 Powers
3.2 Powering
3.2.1 Summary of efficiencies
3.2.2 Variation of BHP
3.2.3 Power curve
3.2.4 Sea margin

4. DESIGN OF PROPELLER
4.1 Propeller Design
4.2 Change of Power due to the Propeller Diameter
4.3 Propeller Design Chart
4.3.1 Usage of the chart

5. CAVITATION
5.1 Cavitation Phenomenon
5.1.1 Physical explanation
5.1.2 Cavitation Tunnel
5.2 Effect and Prevention of Cavitation
5.2.1 Effect of cavitation
5.3 Prediction of Cavitation
5.3.1 Cavitation number
5.3.2 Prediction method
4.2.3 Justification of the Syllabus

The work of the proposed marine engineering degree programme with Naval architecture as one of the subjects will be directed towards the preparation of undergraduates for a career involving ships and shipping, or other marine activities. The common theme in all this work are the sea and the ways in which naval architecture can be used for the marine purposes. The proposed undergraduate course recognises that this general area of interest embraces a variety of professional work:

1. design of ships or other marine vehicles
2. construction involving modern management and production methods
3. operation both of fleets and individuals units
4. Research involving scientific investigation of problems in all these areas.

With the inclusion of naval architecture as a subject in the proposed degree course, the undergraduates will be able to achieve the following:

i) A knowledge that is concerns with the design and operation of machinery in ships

ii) A knowledge about ship resistance and propulsion which is the main interest of marine engineering

iii) A knowledge about ship design and calculation of stability and trim, ship motion and structural strength with emphasis on computerized application of such applicable
4.3 LIBRARY FACILITIES

4.3.1 List of Recommended Periodicals

1. Journal of Ship Research  
2. Royal Institute of Naval Architects  
3. Marine Engineers Review  
4. Holland Ship Building  
5. Institution of Engineers and Shipbuilders  
6. International Shipbuilding Progress  
7. Society of Naval Architecture  
8. Journal of Sound and Vibration  
9. North East Coast Institute of Engineers & Shipbuilders  
10. Society of Naval Architecture  
11. Naval Engineers  
12. Shipyard Bulletin  
13. Shipyard Weekly  
14. Naval Engineers  
15. New Construction (shipbuilding)  
16. Ship & Boat Builders

USA  
UK  
UK  
Netherlands  
Scotland  
USA  
Korea  
UK  
UK  
Japan  
USA  
USA  
USA  
UK  
UK  
UK
4.3.2 List of Recommended Books

Principles of Naval Architecture
Naval Architecture for Marine Engineers
Practical Solution of Torsional Vibration Problems, 5 vols
Speed and Power of Ships
Open Water Tests Series with Modern Propeller forms
Three Bladed Propellers
Two and Five Bladed Propellers
Development in Propeller Design and manufacture for merchant ships
The effect of cavitation on the intera.
propeller and ship's hull
Resistance of flat surfaces moving through a fluid
Ship wave resistance
Theory of ship waves and resistance
Dynamics of Marine Engineering Vehicles
Hydro Elasticity
What is a Classification Society
Mechanics of marine Vehicles
Introduction to Naval Architecture
Element of Ship Design
Basic Ship Theory
Ship Design and Construction
Know your own ship
Dictionary of Ship types

J P Coestock
W Muckle
W Ker Wilson
D W Taylor
L Troost
L Troost
L Troost
L C Burrill
J D Van Manen
K E Schoenhee
W C S Wigley
T H Havelock
R Bhattacharyya
R E D Bishop
Bureau Veritas
B R Clayton
T C Gillmer
R Munro-Smith
K J Rawson
The Soc. Nav Arch & Mar Eng.
W Thomas
A Dudsuzu
4.4 PROPOSED ASSIGNMENTS, EXPERIMENTS AND PROJECTS

4.4.1 ASSIGNMENTS (Complementary programmes are in Appendix ii)

1. Storing of Ship Data on a file
2. Calculations of Water Plane Area and Centre of Flotation
3. Calculation of Cross Section Area and Immersed Volume
4. Plotting on the Computer Screen
   i) Water Planes
   ii) Cross Sections
5. Usage of Plotter for
   i) Water Planes
   ii) Cross Sections

4.4.2 Laboratory Experiments

1. Theory of model testing
2. Hull form and standard series
3. Resistants experiments comparing actual tests with standards series (60)
4. Selections of Propellers

4.4.3 Final Year Project

For the fulfilment of the course it is necessary to write a thesis with collaboration with a local industry to their requirements.
4.5 INDUSTRIAL TRAINING

As the policies of the University of Moratuwa, it is a requirement to undergo a six month in-plant training at a recognised heavy engineering workshop. It is followed by at the end of second and third years' academic work.

The following workshops are already agreed to give their support and facilities to train our undergraduates.

a. Ceylon Shipping Corporation now already provides the training facilities for the NDT diplomates and the mechanical engineering undergraduates, supported to extend their facilities to the proposed marine engineering course.

b. Ports Authority of Sri Lanka is under the expansion in their container handling facilities for the two years. It is also agreed to provide the training facilities and to support our undergraduates to train in their own staff training institute which is meant for training at all levels in port operation and managements.

c. Ceylon Dock Yard Ltd. is also already agreed to offer the training facilities to our graduates with much more emphasis on heavy engineering workshops.
The Marine Engineering division is a sub-department within the present Mechanical Engineering Department at the University of Moratuwa.

The staff members are required to hold a postgraduate degree achieved by at least two years of research for promotion from the assistant lecturer to the lecturer grade. Assistance lecturers are provided the facility to pursue their postgraduate work mostly in overseas universities.

Presently, marine engineering division is under the supervision of two lecturers who hold doctorial degrees from the University of Newcastle and three assistant lecturers who are now at the following universities, expecting to complete their studies:

i. Oregon State Univ., USA Oct, 88
ii. World Maritime Univ., Sweden Dec, 88
iii. Univ. of Newcastle, UK Sep, 89

Marine engineering division is offering diploma courses in marine engineering and nautical sciences. In certain areas expertise will not be available in Moratuwa for some years pending the return of seconded staff. To avoid this situation, the university is presently employed a few visiting lectures from Ceylon Shipping Cooperation and other marine oriented establishments.

It is envisaged that marine engineering division is sufficient with marine engineering lectures though it
does not have a qualified staff member in Naval Architecture. It is also proposed that at least one staff member should attain a doctoral degree in Naval Architecture.

The course is constantly being reviewed and revalidated in-line with the university policy and the needs of the maritime industry. Staff maintain close link with industry and many undertake industrial attachments to remain abreast of changes. Staff are either former sea-going officers who hold First Class certificates, or academics who hold doctoral degrees. The subject material is constantly updated, laboratory work deals with the latest equipment, projects are sometimes research related and often embrace the industry rather than simply theoretical orientated. The development in the other countries is observed and drawn upon to improve what is done in Sri Lanka.
4.7 ROLE OF THE GRADUATE IN INDUSTRY

The maritime industry is developing as fast as electronics. It is appreciated that in order to remain competitive, new technology must be used to modernise the design and to manufacture the process and has sustained a healthy demand for well-qualified and innovative mariners.

It is already time for Agents, acting on the behalf of the Classification Societies to recruit directly from universities because their traditional source of industry trained surveyors has dried up. There is chronic shortage of well qualified personnel in the maritime industry with a sound educational background and with a few years of relevant experience.

With the inclusion of naval architecture as one of the subjects in the proposed degree course, our graduates will have the opportunity to embark upon a well paid interesting jobs. For example:

1. The Colombo Dock Yard Ltd. will employs graduates on design (as naval architects), or in production or management.

2. The maritime related industries associated with the design, construction and operation of marine craft and structures.

3. Shipping companies for technical and operational departments.
4. There are good opportunities for surveyors or research work with Agents for Classification Societies or the Ministry of Trade and Shipping that are concerned with the safety and integrity of ships and other marine systems.

5. Ministry of Defence is already willing to employ graduates for their design, technical and management work.

6. A small number of graduates will take teaching as their career with the intention to further education and research work.
5.1 CONCLUSIONS AND RECOMMENDATIONS

The initiative by the University of Moratuwa to establish a degree course in marine engineering is timely and far-sighted. The focus of ship building and marine engineering is moving to the developing world in the Far East and the establishment of this course will provide professional calibre engineers in a field in which the Government of Sri Lanka anticipates expansion to become a regional centre.

As the need for the subject of the naval Architecture in the proposed marine engineering course in the University of Moratuwa is clearly defined in this research on the chapter 4.1.1, 4.2.1 and 4.7. The author can therefore conclude that there is a strong need for it and its inclusion in the syllabus. Such inclusion will further enrich the course content for the benefit of the high quality of instruction, which in turn benefit the students in particular, and the Sri Lankan industry.

5.1.1 Follow up by the University of Moratuwa

a. The Author recommends that the inclusion of the subject Naval Architecture to be approved and supported by the policy making body of the University of Moratuwa.

b. A letter of intent to prepare a course for submission through I.Mar.E. to satisfy stage 1 requirement for registration at the Charted level should be sent to
Professor J C Levy, OBE, Director of Engineering Profession, The Engineering Council, 10 Maltravers St, London, WC 2R 3ER, UK.

c. Continue the necessary action with IMarE to give recognition for the in-plant training undertaken by the engineering undergraduates, when they apply for cooperative membership.

d. Proceed with the syllabus design and submission for accreditation along guidelines as discussed, with a target date of January 1990 for the course to be offered as a third year option.

e. Certain areas of expertise will not be available in Moratuwa for some years pending the return of seconded staff, in which case the secondment of Newcastle staff for teaching or as consultants in the installation and commissioning of the ship model towing tank, would be desirable.

f. It is also required that the staff member should attain a Ph.D in Naval Architecture, as other staff members having their doctorial in marine engineering.

g. Make necessary arrangements with the University of Peradeniya to use their towing tank for experiments of our undergraduates.
Appendix 1

MECHANICAL ENGINEERING PROGRAMME: WEEKLY LOADING HOURS

Each academic year consists of 35 working weeks

FIRST YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dept</th>
<th>Loc</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics I</td>
<td>MA</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics II</td>
<td>MA</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Physics</td>
<td>EE</td>
<td>3</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Engineering Chemistry</td>
<td>CH</td>
<td>3</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Building Construction</td>
<td>CE</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Surveying</td>
<td>CE</td>
<td>1</td>
<td>-</td>
<td>1.5</td>
</tr>
<tr>
<td>Engineering Drawing</td>
<td>ME</td>
<td>1</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Workshop Technology</td>
<td>ME</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>EN</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

SECOND YEAR (PART I)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dept</th>
<th>Loc</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MA</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Strength of Materials</td>
<td>CE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Fluid Mechanics</td>
<td>CE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Theory of Electricity</td>
<td>EE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Applied Thermodynamics</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Engineering Mechanics</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Production Technology</td>
<td>ME</td>
<td>2</td>
<td>-</td>
<td>1.5</td>
</tr>
<tr>
<td>Machine Element and Design</td>
<td>ME</td>
<td>2</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>
### THIRD YEAR (PART II)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dept</th>
<th>Loc</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MA</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Industrial Economics and Management</td>
<td>ME</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Strength of Materials</td>
<td>CE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Fluid Mechanics</td>
<td>CE</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Applied Thermodynamics</td>
<td>ME</td>
<td>2</td>
<td>0.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>EE</td>
<td>2</td>
<td>0.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Machine of Mechanics &amp; Control Systems</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Production Engineering</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Design of Machine Elements</td>
<td>ME</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

### FOURTH YEAR (PART III)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Dept</th>
<th>Loc</th>
<th>Tut</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Economics and Management</td>
<td>ME</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Mechanics of Solids</td>
<td>ME</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

and THREE of the following options

| Mathematics                                  | ME   | 3   | 1   | -   |
| Applied Thermodynamics                        | ME   | 2   | 1   | 3   |
| Automobile Engineering                        | ME   | 2   | 1   | 3   |
| Fluid and lubrication                         | ME   | 2   | 1   | 1.5 |
KEY TO THE DEPARTMENT CODES

MA - Mathematics
EN - English
CH - Chemical Engineering
EE - Electrical Engineering
CE - Civil Engineering
ME - Mechanical Engineering
MR - Marine Engineering
5 CLS
10 REM EXAMPLE 01
20 REM STORING OFFSETS
30 DIM H(7,13)
40 OPEN "E01.DAT" FOR OUTPUT AS #1
50 FOR I=1 TO 7
60 FOR J=1 TO 13
70 READ H(I,J)
80 PRINT #1,H(I,J)
90 PRINT
100 NEXT J
110 NEXT I
120 CLOSE
125 CLS
130 OPEN "E01.DAT" FOR INPUT AS #1
140 FOR I=1 TO 7
150 FOR J=1 TO 13
160 INPUT #1,H(I,J)
165 PRINT USING "##.###";H(I,J);
170 NEXT J
175 PRINT :PRINT
190 NEXT I
190 CLOSE
270 DATA 0, 0, 0, 1.111, 3.392, 6.224, 7.110, 5.331,
2.291, 0.580, 0, 0, 0
280 DATA 0, 0.691, 1.520, 3.762, 6.782, 8.672, 9.062, 8.311,
6.022, 3.411, 1.711, 1.111, 0.760
290 DATA 0, 0.642, 1.942, 4.823, 7.814, 9.271, 9.463, 8.922,
6.902, 4.192, 1.990, 1.200, 0.671
300 DATA 0, 1.071, 2.482, 6.544, 8.923, 9.500, 9.500, 9.291,
7.711, 4.942, 2.122, 1.000, 0.250
310 DATA 0, 2.172, 4.523, 7.945, 9.364, 9.500, 9.500, 9.412,
8.172, 5.460, 2.311, 1.000, 0.060
320 DATA 2.132, 4.464, 6.434, 8.911, 9.491, 9.500, 9.500, 9.462,
8.510, 6.040, 2.762, 1.200, 0.111
8.811, 6.741, 3.580, 1.900, 0.432

1. STORING SHIP DATA ON A FILE
2. CALCULATION OF WATER PLANE AREA AND CENTRE OF FLOTATION
REM example 03
REM CALCULATION OF CROSS SECTION AREA
REM IMMERSED VOLUME
DIM H(7,13)
DIM B(13)
L=150
OPEN "E01.DAT" FOR INPUT AS #1
FOR I=1 TO 7
FOR J=1 TO 13
INPUT #1,H(I,J)
NEXT J
NEXT I
CLOSE
FOR J=1 TO 13
LET S(J)=4/3*(5*H(1,J)+2*H(2,J)+8*H(5,J)+
X*H(3,J)+4*H(4,J)+H(6,J)+H(7,J))
NEXT J
LET MA=(L/10)^2/3*(2.5*(S(1)-S(12))+9*(S(2)-S(13))+
6*(S(3)-S(11))+12*(S(4)-S(10))+4*(S(5)+S(6)-S(8)-S(9))
LET V=2*L/30*(.5*(S(1)+S(13))+2*(S(2)+S(5)+S(7)+S(9)+S(12))+
1.5*(S(3)+S(12))+4*(S(4)+S(6)+S(8)+S(10)))
CLS
PRINT
FOR J=1 TO 13
B=J
IF J=1 THEN B=0
IF J=2 THEN B=.5
IF J=12 THEN B=9.5
IF J=13 THEN B=10
PRINT USING "SA(##.##) = ";B;
PRINT USING "###.###";S(J)
NEXT J
PRINT
PRINT "VOLUME = ";INT(V)
PRINT TAB(30)
PRINT USING "L C B = ###.###";MA/V

3. CALCULATION OF CROSS SECTION AREA AND IMMERSED VOLUME
4.1 WATER PLANE CURVES ON THE SCREEN
REM EX06
REM CROSS SECTION CURVES ON THE SCREEN
DIM H(7,13)
OPEN "E01.DAT" FOR INPUT AS #1
FOR I = 1 TO 7
FOR J = 1 TO 13
INPUT #1,H(I,J)
NEXT J
NEXT I
CLOSE
CLS
SCREEN 9,0
FOR I=1 TO 7
FOR J=1 TO 11 STEP 2
IF J=1 OR J=11 THEN F=.5 ELSE F=1
IF J=11 THEN A=9;E=A+1;GOTO 190
IF J=1 THEN A=0;E=A+1;GOTO 190
A=J-2;E=A+2
P=(H(I,J+2)-2*H(I,J+1)+H(I,J))/2/F/F
Q=(H(I,J+2)-H(I,J))/2/F
R=H(I,J+1)
C=(A+E)/2
FOR X= A TO E STEP .1
Z=X+.1
J1=P*(X-C)^2+Q*(X-C)+R
J2=P*(Z-C)^2+Q*(Z-C)+R
LINE (50*X,200-10*J1)-(50*Z,200-10*J2)
NEXT
NEXT
NEXT
NEXT

4.11 CROSS SECTION CURVES ON THE SCREEN
10 REM EXAMPLE P110
20 REM USAGE OF PLOTTER FOR THE WATER PLANES
30 DIM H(7,13)
40 OPEN "EO1.DAT" FOR INPUT AS #1
50 GOSUB 460
60 FOR I=1 TO 7
70 FOR J=1 TO 13
80 INPUT #1,H(I,J)
90 NEXT J
100 NEXT I
110 CLOSE #1
120 CLS
130 SCREEN 9,0
140 LINE (320,0)-(320,320)
150 FOR J=1 TO 13
160 FOR I=1 TO 5 STEP 2
170 IF I=1 THEN F=1 ELSE F=2
180 P=(H(I+2,J)-2*H(I+1,J)+H(I,J))/2/F/F
190 Q=(H(I+2,J)-H(I,J))/2/F
200 R=H(I+1,J)
210 IF I=5 THEN I=7
220 IF I=1 THEN B=I-1 ELSE E=I+3
230 IF I>1 THEN B=E-4 ELSE E=I+1
240 C=(B+E)/2
250 FOR Y=B TO E STEP .1
260 Z=Y+.1
270 J1=P*(Y-C)^2+Q*(Y-C)+R
280 J2=P*(Z-C)^2+Q*(Z-C)+R
290 IF J>7 THEN X1=5500-500*J1 ELSE X1=5500+500*J1
300 Y1=1000+500*Y
310 IF J>7 THEN X2=5500-500*J2 ELSE X2=5500+500*J2
320 Y2=1000+500*Y
330 IF J>7 GOTO 350
340 LINE (320+20*J1,300-20*Y)-(320+20*J2,300-20*Y)
350 LINE (320-20*J1,300-20*Y)-(320-20*J2,300-20*Y)
360 GOSUB 460
370 NEXT J
380 NEXT I
390 NEXT
400 REM p1test4
410 OPEN "COM1:2400,S,7,1,RS,CS65535,DS,CD" AS #2
420 PRINT #2,"IN;SP;PA0,0,"
430 RETURN
440 END
450 REM PLOT SUB.
460 PRINT #2,"PU",X1,Y1,"PD",X2,Y2,"PU;"
470 RETURN

5.1 USAGE OF PLOTTER FOR THE WATER PLANES
5.11 USAGE OF PLOTTER FOR THE CROSSECTIONS
BIBLIOGRAPHY

1. The Naval Architecture, June 1988 E202 - E206
2. Shipping World, June 1987 Page 115
3. Prospectus, Kattubedda Campus, University of Sri Lanka
4. Naval Architecture, W Muckle
5. The First 5 Years, The World Maritime University
6. Report on a Visit to the University of Moratuwa, Dr. Graeme Armstrong
7. The Prospectus Naval Architect, The University of Newcastle
8. Handouts by Professor H Adachi