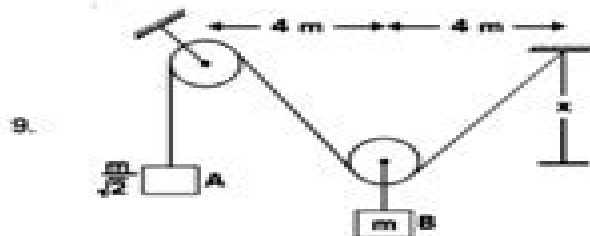


7. A small sphere of mass $m = 1\text{kg}$ is moving with a velocity $(4\hat{i} - \hat{j})\text{ m/s}$. It hits a fixed smooth wall and rebound with velocity $(\hat{i} + 3\hat{j})\text{ m/s}$. The coefficient of restitution between the sphere and the wall is $\frac{n}{16}$. Find the value of n .

- (1) 3 (2) 6
(3) 9 (4) 15

8. A particle moving in a straight line is acted upon by a force which performs work at a constant rate and changes its velocity from u to v over a distance x . Find the time of the motion

- (1) $\frac{3}{2} \left[\frac{lu + v^2x}{u^2 + v^2 + uv} \right]$ (2) $\frac{1}{2} \left[\frac{lu + v^2x}{u^2 + v^2 + uv} \right]$
(3) $\frac{1}{2} \left[\frac{lu - v^2x}{u^2 + v^2 + uv} \right]$ (4) $\frac{3}{2} \left[\frac{lu + v^2x}{u^2 + v^2 - uv} \right]$



The system of masses A and B shown in the figure is released from rest with $x = 0$. If the velocity of mass B and $x = 3\text{m}$ is ' v ' and its maximum displacement is x_{max} , then choose the correct option

- (1) $v = 5\text{ m/s}$ (2) $v = 10\text{ m/s}$
(3) $x_{\text{max}} = 8\sqrt{2}\text{ m}$ (4) $x_{\text{max}} = 8\text{ m}$

10. A man of mass ' m ' on an initially stationary boat gets off of the boat by leaping to the left in an exactly horizontal direction. Immediately after the leap, the boat, of mass M , is observed to be moving to the right at speed v .

- (1) Work done by man on boat $\frac{1}{2} (m)v^2$
(2) Total work done by man is $\frac{1}{2} \left(\frac{M^2}{m} + M \right) v^2$
(3) Velocity of centre of mass of system is v
(4) Work done by man on himself $\frac{1}{2} \frac{M^2}{m} v^2$

11. The potential energy function of a particle moving in the one dimension is $U = kx^2 e^{-x^2/a^2}$ where a and k are constant then
(1) equilibrium exists at $x = \pm a$
(2) equilibrium is stable at $x = 0$

- (3) both (1) & (2)

- (4) equilibrium does not exist

12. A heavy particle hanging from a string of length L is projected horizontally with speed $\sqrt{gL}$. Speed of the particle at the point where tension in the string equals weight of the particle will be

- (1) $\sqrt{gL}$ (2) $\sqrt{2gL}$
(3) $\sqrt{\frac{gL}{3}}$ (4) $\sqrt{\frac{2gL}{3}}$

13. A particle moves with deceleration along the circle of radius R so that at any moment of time its tangential and normal accelerations are equal in moduli. At the initial moment the angular speed is ω_0 , then angular speed of particle after one revolution will be

- (1) ω_0 (2) $\omega_0 e^{2\pi}$
(3) $\omega_0 e^{-2\pi}$ (4) zero

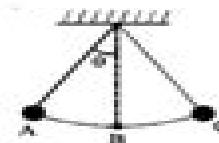
- 14.



A trick cyclist rides his bike around a well of death in the form of a vertical cylinder (see figure). The maximum frictional force parallel to the surface of the cylinder is equal to a fraction μ of the normal force exerted by the wall. At what minimum constant speed must the cyclist go to avoid slipping down? (Assume that size of motorcycle is very small as compared to cylinder).

- (1) $\left[\frac{2gr \cos \theta}{\mu} \right]^{1/2}$ (2) $\left[\frac{gr \sin \theta}{2\mu} \right]^{1/2}$
(3) $\left(\frac{gr}{\mu} \right)^{1/2}$ (4) $\left(\frac{2gr}{\mu} \right)^{1/2}$

- 15.



On the figure shown, a stone tied to a light string is oscillating between extreme points A and C in a vertical plane. Acceleration of stone has magnitude a_A , a_B and a_C at the respective points then (Given: $\sin \theta = 4/5$)

- (1) $a_A = a_B$ (2) $a_B = 2a_A$
(3) $2a_B = a_A + a_C$ (4) $a_A = a_C$

Physics Questions For Formstudy

Paul W. Huber, Paul B. Gooderum



Physics Questions For Formstudy:

Facilities for Study and Research University of Cambridge,1918 **University of Cambridge Facilities for Study and Research** University of Cambridge,1922 *Applied Business Ethics: Foundations For Study And Daily Practice* Mathias Schuz,2019-06-14 What has ethics got to do with my job How can I take on ethical responsibility and help to make my company more successful at the same time Although ethical responsibility has become something of a catchphrase these days most people only have a vague idea what it means and how it can be demonstrated in actual practice Disasters like the Volkswagen s emission scandal the oil spill in the Gulf of Mexico the nuclear meltdown of Fukushima the global financial crisis and countless lesser known cases of damage to human beings and the environment are the result of unethically irresponsible business practices Efforts to maximize profits frequently lead to reckless behavior as those in charge focus on short term benefits and ignore social and environmental risks Their actions have negative consequences not only for the victims but in many cases for the perpetrators themselves too Aggrieved interest groups or disadvantaged stakeholders may react with strikes public protests or boycotts jeopardizing their reputation and profitability This textbook *Applied Business Ethics* is the result of many years of research work and lecturing and is an attempt to present the most important principles and the latest approaches in business ethics to students teachers and business practitioners alike and help them to make business decisions that everyone concerned will benefit from rather than just a few fortunate stakeholders The author illustrates his theoretical subject matter with practical examples of real life situations and provides numerous exercises to help the reader grasp complex issues moral dilemmas and business risks better In clear accessible and easily understandable terms he demonstrates how ways of finding satisfactory solutions can be found in a systematic way thanks to interdisciplinary research and philosophical reflection **College Entrance Requirements in English, 1901-1905 (for Study and Practice).** ,1895 *An Approach for Study of Traffic Congestion Problem Using Fuzzy Cognitive Maps and Neutrosophic Cognitive Maps - the Case of Indian Traffic* Sujatha Ramalingam,Kuppuswami Govindan,W.B. Vasantha Kandasamy,Said Broumi, The aim of this paper is to find the reasons for traffic congestion problem and its solution using Neutrosophic Cognitive Maps NCMs and Fuzzy Cognitive Maps FCMs **Motivation, Emotion, and Cognition** David Yun Dai,Robert J. Sternberg,2004-07-13 The central argument of this book is that cognition is not the whole story in understanding intellectual functioning and development To account for inter individual intra individual and developmental variability in actual intellectual performance it is necessary to treat cognition emotion and motivation as inextricably related *Motivation Emotion and Cognition Integrative Perspectives on Intellectual Functioning and Development* represents a new direction in theory and research on intellectual functioning and development portrays human intelligence as fundamentally constrained by biology and adaptive needs but modulated by social and cultural forces and encompasses and integrates a broad range of scientific findings and advances from cognitive and affective neurosciences to cultural psychology addressing fundamental

issues of individual differences developmental variability and cross cultural differences with respect to intellectual functioning and development By presenting current knowledge regarding integrated understanding of intellectual functioning and development this volume promotes exchanges among researchers concerned with provoking new ideas for research and provides educators and other practitioners with a framework that will enrich understanding and guide practice

A Short Guide to Learning English for Study and Professional Purposes Damian Johnstone, 2020-07-30 Is English a second or foreign language for you Do you need to improve your English language skills for your current studies or work Or do you wish to develop your knowledge of English in order to enhance your future academic or career opportunities Perhaps you are keen to work on your English independently but are not sure how best to do this Or maybe you lead a busy life and therefore need to ensure that you target your learning time and efforts carefully and effectively This booklet written by an experienced teacher of English as a second language has been produced to help you It will show you how by following some easy to understand principles and implementing a small number of practices and habits you will be able to see sustained improvement in your English skills It will show you how your vision to become a more competent and confident user of English can become a reality *A Short Guide to Learning English for Study and Professional Purposes* is suitable for all readers with a current level of English of Intermediate or above Written with readers who want or need to work on their English independently especially in mind it will also be useful to those who are attending English classes Another intended use of this booklet is as a training tool for people who are not English language specialists but work with students or employees who want or need to develop their English Language skills Thus it would be of interest to a wide range of personnel who work in a multilingual context where English is used as a link language or language of instruction This would include for example lecturers tutors in company trainers and their managers Topics covered include What there is to learn How to make principles of language learning and memory work for you How to achieve balance in your learning How to exploit texts most effectively How to handle vocabulary phrases and grammar How to use word frequency information to help you prioritise How to use web based tools to enhance your learning How to set motivating and realistic plans and goals What habits to develop in order to make sustained progress toward your goals If you are serious about developing your English skills for study or work purposes or helping other people to do so buying and using this book would be a good investment of your time and money Damian Johnstone has a background in ESOL teaching in the UK He now works primarily in training and teacher education with a particular focus on language awareness for teachers and the learning of English as a second language

Experiments with Plasmas Produced by Potassium-seeded Cyanogen Oxygen Flames for Study of Radio Transmission at Simulated Reentry Vehicle Plasma Conditions Paul W. Huber, Paul B. Gooderum, 1961

Introduction to Social Research Tonell Calhoun, 2018-05-28 The present book of basics for the social researcher provides a sound and well structured framework for the pursuit of serious and result oriented research It reiterates in ordered and logical sequence the

steps that are required to be taken by the researcher so that he successfully plans conducts implements and concludes a plan of action for the study he decides on From a discussion of the key concepts the book guides the reader into the intricacies of the sociological methods and subsequently the hypothesis the research design and the sociological data It explains in clear terms the methods of data collection namely the questionnaire the interview the sample poll etc The author has not merely collected them from various sources and arranged them systematically but has also enlivened them with his interesting style of writing The book is intended for the research scholar and academician in social sciences and will prove to be of great assistance in the methodology of research Learning and Understanding National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools, 2002-09-06 This book takes a fresh look at programs for advanced studies for high school students in the United States with a particular focus on the Advanced Placement and the International Baccalaureate programs and asks how advanced studies can be significantly improved in general It also examines two of the core issues surrounding these programs they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs this report provides teachers parents curriculum developers administrators college science and mathematics faculty and the educational research community with a detailed assessment that can be used to guide change within advanced study programs

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