

# Problem Set 1.1

$$\underline{1.} \quad y' + 2 \sin 2\pi x = 0$$

$$y = \frac{\cos 2\pi x}{-2\pi} + C$$

$$\underline{2.} \quad y' + x e^{-x^2/2} = 0$$

$$y = e^{-x^2/2} + C$$

$$\underline{3.} \quad y' = y$$

$$y = e^x + C$$

$$\underline{4.} \quad y' = -1.5y$$

$$y = e^{-1.5x} + C$$

$$\underline{5.} \quad y' = 4e^{-x} \cos x$$

$$y = 2e^{-x} (\sin x - \cos x)$$

$$\underline{6.} \quad y'' = -y$$

$$y = \sin x + C$$

$$\underline{7.} \quad y' = \cosh 5.13x$$

$$y' = \frac{e^{5.13x} + e^{-5.13x}}{2}$$

$$y = \frac{1}{10.26} \left[ e^{5.13x} - e^{-5.13x} \right]$$

$$\underline{8.} \quad y''' = e^{-0.2x}$$

$$y = \frac{-1}{0.2 \times 0.2 \times 0.2} e^{-0.2x}$$

$$y = \frac{-1}{0.008} e^{-0.2x}$$

$$\underline{9.} \quad (a) \quad y' + 4y = 1.4 \quad \text{--- (i)}$$

$$y = ce^{-4x} + 0.35, \quad y(0) = 2 \quad \text{--- (ii)}$$

put (ii) in (i)

$$-4ce^{-4x} + 4ce^{-4x} + 1.40 = 1.4$$

$$\Rightarrow \text{L.H.S} = \text{R.H.S}$$

$\therefore y$  is the solution of the ODE

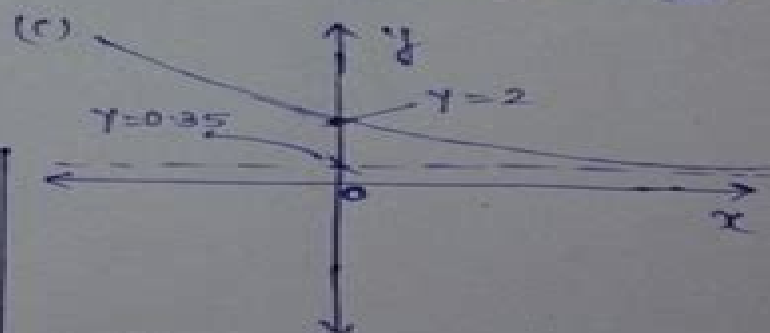
(b) put (ii) in (i)

$$2 = ce^{-0} + 0.35$$

$$\Rightarrow c = 1.65$$

$$\Rightarrow y = 1.65 e^{-4x} + 0.35$$

↓  
particular soln.



$$\text{at } x = 0 \Rightarrow y = 2$$

$$\text{at } x \rightarrow \infty \Rightarrow y \rightarrow 0.35$$

# Mech 200 Advanced Engineering Mathematics I Websyllabus

**Agricultural and Mechanical College of  
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Parliamentary Papers Great Britain. Parliament. House of Commons, 1902     **Sessional Papers** Great Britain. Parliament. House of Commons, 1902     Catalogue United States Naval Academy, 1983     **Annapolis, the United States Naval Academy Catalog** United States Naval Academy, 1973     *The Electrical Journal*, 1910     **The Chartered Mechanical Engineer**, 1963     **The Electrician**, 1903     **United States Air Force Academy** United States Air Force Academy, 1968     **General Register** University of Michigan, 1927 Announcements for the following year included in some vols     **University of Michigan Official Publication**, 1944     *Catalogue and Circular of the Agricultural and Mechanical College of Alabama* Agricultural and Mechanical College of Alabama, Auburn University at Montgomery. Division of Continuing Education, 1963     **Announcement** University of Michigan. College of Engineering, 1962     **Education and Professional Employment in the U.S.S.R.** Nicholas De Witt, National Science Foundation (U.S.), 1961     The University of Virginia Record University of Virginia, 1925     **Engineering Education** John Heywood, 2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author s first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum s internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the

fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation     *The Tool Engineer* ,1955     *Calendar of the University of Manitoba ... --*. University of Manitoba,1917     **Aerospace Engineering Education During the First Century of Flight** Barnes Warnock McCormick,Conrad F. Newberry,Eric Jumper,2004 On 17 December 1903 at Kitty Hawk NC the Wright brothers succeeded in achieving controlled flight in a heavier than air machine This feat was accomplished by them only after meticulous experiments and a study of the work of others before them like Sir George Cayley Otto Lilienthal and Samuel Langley The first evidence of the academic community becoming interested in human flight is found in 1883 when Professor J J Montgomery of Santa Clara College conducted a series of glider tests Seven years later in 1890 Octave Chanute presented a number of lectures to students of Sibley College Cornell University entitled Aerial Navigation This book is a collection of papers solicited from U S universities or institutions with a history of programs in Aerospace Aeronautical engineering There are 69 institutions covered in the 71 chapters This collection of papers represents an authoritative story of the development of educational programs in the nation that were devoted to human flight Most of these programs are still in existence but there are a few papers covering the history of programs that are no longer in operation documented in Part I as well as the rapid expansion of educational programs relating to aeronautical engineering that took place in the 1940s Part II is devoted to the four schools that were pioneers in establishing formal programs Part III describes the activities of the Guggenheim Foundation that spurred much of the development of programs in aeronautical engineering Part IV covers the 48 colleges and universities that were formally established in the mid 1930s to the present The military institutions are grouped together in the Part V and Part VI presents the histories of those programs that evolved from proprietary institutions

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