ELECTROMAGNETIC INDUCTION



Magnetic Energy

- · Energy stored in an inductor. $U_m = \frac{1}{2}LI^2$
- · Energy stored to the solenoid,

Lenz's Law

- · The direction of the induced current is such that it opposes the change that has produced it.
- · If a current is induced by an increasing(decreasing) flux, it will weaken (strengthen) the corrigional flux.
- It is a consequence of the law of conservation of energy.

Energy Consideration in Motional emf

- Emf in the wire, a Bel
- Induced current, J =
- · Force exerted on the wire.

$$F = \frac{B^2 l^2 v}{R}$$

· Power required to move the wire, P ... B 22 v It is dissipated as Joule's heat.

Combination of Inductors

- Inductors in series, $L_5 = L_1 + L_2 \pm 2M$
- Inductors in parallel, $L_p = \frac{L_1L_2 M^2}{L_1 + L_2 + 2M}$
- If coils are far away, then M = 0. So, $L_5 = L_1 + L_2$ and $L_p = \frac{L_1L_2}{L_1 + L_2}$

Inductance

- Emf induced in the coil/conductor, $c = -L \frac{dI}{dt}$
- Coefficient of self induction, $I_r = \frac{N}{r} \phi_R = \frac{\kappa}{dt L dt}$
- Self-inductance of a long solenoid, $L = \mu_0 \mu_1 n^2 A I = \frac{\mu_0 \mu_1 N^2 A}{2}$
- Mutual inductance, $M = \frac{N_2b_2}{I_1} = \frac{-\epsilon_2}{(dI_1/dt)} = \frac{-\epsilon_3}{(dI_1/dt)}$
- Mutual inductance of two long coaxial solenoids,

$$M=\mu_0\mu_1\pi x_1^2n_1n_2I=\frac{\mu_0\mu_1N_1N_2A_1}{I}$$

Coefficient of coupling, $k = \frac{M}{\sqrt{L L}}$

For perfect coupling, k = 1 so, $M = \sqrt{L_i L_i}$

Magnetic Flux and Faraday's Law

- Magnetic flux $\phi_B = B \cdot A = BA \cos \theta$
- Faraday's law: Whenever magnetic flux linked with a coil changes, an emf is induced in the coil.
 - Induced emf. $\varepsilon = -N^{\frac{1}{2}} d\phi_n$
 - Induced current, $I = \frac{\kappa}{R} = N \frac{(-d\phi_R / dt)}{R}$
 - Induced charge flow, $\Delta Q = I\Delta t = -N \frac{\Delta \Phi_B}{2}$

Motional emf

- On a straight conducting wire, $\varepsilon = Bvl$
- On a rotating conducting wire about one end, $v = \frac{24col^2}{2}$ Here, B. v(= sarr) and I are perpendicular to each other.

L-R Circuit

- · Current growth in L-R circuit $I = L(1 - e^{-i T t_0})$
- Current decay in L-R circuit,

$$I = I_0(e^{-1/\epsilon_0})$$

Here, $\tau_s = \text{Time constant} = \frac{L}{R}$
 $I_0 = \frac{e}{R}$

Induced Electric Field

. It is produced by change in magnetic field in a region. This is non-conservative in nature.

$$\oint \vec{E} \cdot d\vec{t} = -\frac{d\Phi_B}{dt} = -A \frac{dB}{dt} \neq 0$$

 This is also known as integral form of Faraday's law.

Electric Generator

- · Mechanical energy is converted into electrical energy by virtue of electromagnetic induction.
- Induced end.
 - $E = NABos simost = E_{co} simost$
- Induced current.

$$I = \frac{NBAco}{R} \sin \omega t = I_0 \sin \omega t$$

Conceptual Physics Electromagnetic Induction

John D. Cutnell, Kenneth W. Johnson

Conceptual Physics Electromagnetic Induction:

Developments in Mathematical and Conceptual Physics Harish Parthasarathy, 2020-06-22 This book presents concepts of theoretical physics with engineering applications The topics are of an intense mathematical nature involving tools like probability and random processes ordinary and partial differential equations linear algebra and infinite dimensional operator theory perturbation theory stochastic differential equations and Riemannian geometry These mathematical tools have been applied to study problems in mechanics fluid dynamics quantum mechanics and quantum field theory nonlinear dynamical systems general relativity cosmology and electrodynamics A particularly interesting topic of research interest developed in this book is the design of quantum unitary gates of large size using the Feynman diagrammatic approach to quantum field theory Through this book the reader will be able to observe how basic physics can revolutionize technology and also how diverse branches of mathematical physics like large deviation theory quantum field theory general relativity and electrodynamics have many common issues that provide the starting point for unifying the whole of physics namely in the formulation of Grand Unified Theories GUTS **Conceptual Physics** Paul G. Hewitt, 1990 Instructor's Manual to Accompany Conceptual Physics Paul G. Hewitt, 1977 Conceptual Physics Vol. III years ago Paul Hewitt's best selling book continues to be the benchmark book that two thirds of professors use and by which all others are judged In Conceptual Physics Eleventh Edition Paul Hewitt shows how a compelling book and the most advanced media can be integrated to empower professors as they bring physics to life for non science majors both in and out of class For the Eleventh Edition Hewitt helps readers connect physics to their everyday experiences and the world around them and provides additional help on solving mathematical problems Hewitt's book is famous for engaging readers with analogies and imagery from real world situations that build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics With this strong foundation readers are better equipped to understand the equations and formulas of physics and are motivated to explore the thought provoking exercises and fun projects in each chapter The new edition features a fresh new design content that is more focused on physics applications and updated pedagogical features Key Topics About Science Newton's First Law of Motion Inertia Linear Motion Newton's Second Law of Motion Force and Acceleration Newton's Third Law of Motion Action and Reaction Momentum Energy Rotational Motion Gravity Projectile and Satellite Motion Atomic Nature of Matter Solids Liquids Gases and Plasmas Temperature Heat and Expansion Heat Transfer Change of Phase Thermodynamics Vibrations and Waves Sound Musical Sounds Electrostatics Electric Current Magnetism Electromagnetic Induction Properties of Light Color Reflection and Refraction Light Waves Light Emission Light Quanta The Atom and the Quantum Atomic Nucleus and Radioactivity Nuclear Fission and Fusion Special Theory of Relativity General Theory of Relativity Appendices Market Intended for those interested in learning the basics of

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Visualization in Science Education John K. Gilbert, 2005-07-05 Visualization meaning both the perception of an object that is seen or touched and the mental imagery that is the product of that perception is believed to be a major strategy in all thought It is particularly important in science which seeks causal explanations for phenomena in the world as experienced Visualization must therefore play a major role in science education This book addresses key issues concerning visualization in the teaching and learning of science at any level in educational systems Visualization in Science Education draws on the insights from cognitive psychology science and education by experts from Australia Israel Slovenia UK and USA It unites these with the practice of science education particularly the ever increasing use of computer managed modelling packages especially in chemistry The first section explores the significance and intellectual standing of visualization The second section shows how the skills of visualization have been developed practically in science education This is followed by accounts of how the educational value of visualization has been integrated into university courses in physics genomics and geology The fourth section documents experimental work on the classroom assessment of visualization An endpiece summarises some of the research and development needed if the contribution of this set of universal skills is to be fully exploited at all levels and in Learning Electricity and Electronics with Advanced Educational Technology Michel all science subjects Caillot, 1993-11-03 This volume is based on a NATO Advanced Research Workshop in the Special Programme on Advanced Educational Technology The objective of the workshop was to bring together researchers producing software in the field of electricity education and more generally in physics education and researchers involved in the connection between cognitive science and the learning of a well defined domain such as electricity. The book is divided into five main parts New approaches to teaching electricity research on the teaching of electricity has shown that traditional presentations should be questioned Analogies and models in electricity teaching experiments based on different models of electricity are presented Contextualized electricity a new field of research studies how adults who work with electricity and electronic devices represent electric phenomena and concepts Using computers in electricity teaching studies show how computers can be used for assessing electricity knowledge and student models of electricity Design of learning environments here interactive learning environments some of them specially designed for practical work in electronics are presented Conceptual Physics ,1971 Essentials of Physics John D. Cutnell, Kenneth W. Johnson, 2006 No further information has been provided

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