

If $f_1 = f_2 = f_3$, then

AFO $\rightarrow y = mx^2$

$$\lim_{(x,y) \rightarrow (0,0)} f(x,y) = \lim_{x \rightarrow 0} f(x, mx^2) = f_y$$

If $f_1 = f_2 = f_3 \neq f_4$, then limit does not exist

||y we take infinite paths $y = mx^n, n \in \mathbb{R}$. $\frac{2}{3}, \frac{3}{4}$
 If in all these paths the limit is same then we say that the limit exists. $y = ax^{5/6}$

\rightarrow check whether the limit of the following functions exist or not.

$$1) \lim_{(x,y) \rightarrow (0,0)} \frac{x^2 y}{x^4 + y^2}$$

$$f_1 = \lim_{x \rightarrow 0} \left[\lim_{y \rightarrow 0} \frac{x^2 y}{x^4 + y^2} \right] = \lim_{x \rightarrow 0} [0] = 0$$

$$f_2 = \lim_{y \rightarrow 0} \left[\lim_{x \rightarrow 0} \frac{x^2 y}{x^4 + y^2} \right] = \lim_{y \rightarrow 0} [0] = 0$$

Along $y = mx$ $f_3 = \lim_{(x,y) \rightarrow (0,0)} \frac{x^2 y}{x^4 + y^2} = \lim_{x \rightarrow 0} \frac{x^2(mx)}{x^4 + m^2 x^2} = \frac{mx^3}{x^2(m^2 + x^2)} = 0$

Along $y = mx^2$ $f_4 = \lim_{(x,y) \rightarrow (0,0)} \frac{x^2 y}{x^4 + y^2} = \lim_{x \rightarrow 0} \frac{x^2 mx^2}{x^4 + m^2 x^4} = \lim_{x \rightarrow 0} \frac{mx^4}{x^4(1+m^2)} = \frac{m}{1+m^2}$

$m=1, y=x^2 \rightarrow \frac{1}{1+1} = \frac{1}{2}$
 $m=2, y=2x^2 \rightarrow \frac{1}{1+4} = \frac{1}{5}$

Along $y = x^2 \rightarrow \frac{1}{2}$
 $y = 2x^2 \rightarrow \frac{1}{5}$

for different values of m we get different limits
 Hence the function does not have limit at $(0,0)$.

- 2) $\lim_{(x,y) \rightarrow (0,0)} \frac{y^2 - x^2}{x^2 + y^2} \rightarrow$ limit does not exist
- 3) $\lim_{(x,y) \rightarrow (0,0)} \frac{x^3 - y^3}{x^2 + y^2} \rightarrow$

$$\lim_{x \rightarrow 0} \frac{x^3 - (mx^3)^3}{x^2 + (mx^3)^2} = \lim_{x \rightarrow 0} \frac{x^3 - m^3 x^9}{x^2 + m^2 x^6} = \lim_{x \rightarrow 0} \frac{(x - m^3 x^6)}{1 + m^2 x^4} = 0$$

Multivariable Calculus Notes

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Multivariable Calculus ALEXEY. KRYUKOV,2017-09-05 This textbook is a set of lecture notes and practical exercises in Multivariable Calculus written for university students It contains all essential definitions and results typically covered in a third semester calculus course presented in a streamlined format The textbook is based on the learning principle of moving from elementary to complex Each topic begins with a straight to the point lecture introducing the main material followed by a set of carefully selected problems which develop an understanding of the material and the ability to use it A separate Solutions Manual complements this minimal yet complete set of resources needed for mastery of Multivariable Calculus by a motivated student

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Calculus 3 Lecture Notes Workbook Blake Thornton,2023-08-03 This workbook covers the third semester of a traditional calculus course Multivariable Calculus The workbook follows the chapters in Stewart s Calculus and can be used as a supplement to Stewart or as a stand alone workbook Topics covered include lines planes graphing curves partial derivatives multiple integrals change of variables vector fields and vector calculus

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Research in Collegiate Mathematics Education IV Ed Dubinsky,2000 This fourth volume of Research in Collegiate Mathematics Education RCME IV reflects the themes of student learning and calculus Included are overviews of calculus reform in France and in the U S and large scale and small scale longitudinal comparisons of students enrolled in first year reform courses and in traditional courses The work continues with detailed studies relating students understanding of calculus and associated topics Direct focus is then placed on instruction and student comprehension of courses other than calculus namely abstract algebra and number theory The volume concludes with a study of a concept that overlaps the areas of focus quantifiers The book clearly reflects the trend towards a growing community of researchers who systematically gather and distill data regarding collegiate mathematics teaching and learning This series is published in cooperation with the Mathematical Association of America Multivariable Calculus from Graphical, Numerical, and Symbolic Points of View Arnold Ostebee,Paul Zorn,1997 The text addresses a general mathematical audience mathematics majors science and engineering majors and non science majors The authors assume little more mathematical maturity than for single variable calculus but the presentation is not rigorous in the sense of mathematical analysis They want students to encounter understand and use the main concepts and methods of multivariable calculus and to see how they extend the simpler objects and ideas of elementary calculus They assume that students have the usual one year single variable calculus preparation but little or nothing more than that About this preliminary ed **Recountings** Joel Segel,2009-01-03 This book traces the history of the MIT Department of Mathematics one of the most important mathematics departments in the world through candid in depth lively conversations with a select and diverse group of its senior members The process reveals much about

the motivation path and impact of research mathematicians in a society that owes so much to them. **Multivariable Calculus**

William G. McCallum, 1997 This innovative book is the product of an NSF funded calculus consortium based at Harvard University and was developed as part of the calculus reform movement It is problem driven and features exceptional exercises based on real world applications The book uses technology as a tool to help readers learn to think

Multivariable Calculus Howard Anton, 1995-10-06 The latest edition of this bestselling textbook uses a clear and rigorous approach to explain multivariate calculus Incorporates the concepts of a vector field emphasizing the major applications of vector analysis to physics and engineering New material includes Jacobians parametric representations of surfaces Kepler's law conics in polar coordinates and integrals with respect to arc length The technological exercises consist of problems that arise in the existing world challenging students to develop a problem solving strategy appropriate for the technology available to them Mathematical Computing David Betounes, Mylan Redfern, 2012-12-06 This book is designed

to teach introductory computer programming using Maple It aims to infuse more mathematically oriented programming exercises and problems than those found in traditional programming courses while reinforcing and applying concepts and techniques of calculus All the important basic elements of computer programming can be easily learned within the interactive and user friendly environment of a Computer Algebra System CAS such as Maple Most chapters feature case studies that provide greater depth on some topics and also serve to illustrate the methodology of analysis and design of code for more complex problems This book is directed at undergraduates in the fields of math science or secondary education

Teach Yourself How to Learn Sandra Yancy McGuire, 2023-07-03 Following up on her acclaimed Teach Students How to Learn that describes teaching strategies to facilitate dramatic improvements in student learning and success Sandra McGuire here presents these secrets direct to students Her message is that Any student can use simple straightforward strategies to start making A's in their courses and enjoy a lifetime of deep effective learning Beginning with explaining how expectations about learning and the study efforts required differ between college and secondary school the author introduces her readers through the concept of metacognition to the importance and powerful consequences of understanding themselves as learners This framework and the recommended strategies that support it are useful for anyone moving on to a more advanced stage of education so this book also has an intended audience of students preparing to go to high school graduate school or professional school In a conversational tone and liberally illustrated by anecdotes of past students the author combines introducing readers to concepts like Bloom's Taxonomy to illuminate the difference between studying and learning fixed and growth mindsets as well as to what brain science has to tell us about rest nutrition and exercise together with such highly specific learning strategies as how to read a textbook manage their time and take tests With engaging exercises and thought provoking reflections this book is an ideal motivational and practical text for study skills and first year experience courses *Teach Students How to Learn* Sandra Yancy McGuire, 2023-07-03 Co published with NISOD Miriam

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