If $f_1 = f_2 = f_3$, and,

$\underset{AFO}{\longrightarrow}$ $y = mx^2$

$$\underset{(x,y)\to(0,0)}{\lim} f(x,y) = \underset{x\to 0}{\lim} f(x,mx^2) = f_y$$

If $f_1 = f_2 = f_3 \neq f_y$, then limit does not exists

||y we take infinite paths $y = mx^n$, $n \in \mathbb{R}$. $\frac{2}{3}$ $\frac{3}{4}$

If on all these paths the limit is same $y = 2x^{5/6}$

then we say that the limit exists

$\to$ check whether the limit of the following functions exists or not.

1) $\underset{(x,y)\to(0,0)}{\lim} \dfrac{x^2 y}{x^2 + y^2}$

sol $f_1 = \underset{x\to 0}{\lim}\left[\underset{y\to 0}{\lim}\dfrac{x^2 y}{x^2 + y^2}\right] = \underset{x\to 0}{\lim}\left[0\right] = 0$

$f_2 = \underset{y\to 0}{\lim}\left[\underset{x\to 0}{\lim}\dfrac{x^2 y}{x^2 + y^2}\right] = \underset{y\to 0}{\lim}\left[0\right] = 0$

Along $y = mx$ $f_3 = \underset{(x,y)\to(0,0)}{\lim}\dfrac{x^2 y}{x^4 + y^2} = \underset{x\to 0}{\lim}\dfrac{x^2(mx)}{x^4 + m^2 x^2} = \dfrac{mx^6}{x^2(x^2+m^2)}$

$= 0$

Along $\boxed{y = mx^2}$ $f_y = \underset{(x,y)\to(0,0)}{\lim}\dfrac{x^2 y}{x^2 + y^2} = \underset{x\to 0}{\lim}\dfrac{x^2 \cdot mx^2}{x^2 + m^2 x^4} = \underset{x\to 0}{\lim}\dfrac{mx^4}{x^2(1 + m^2 x^2)}$

$= \underset{x\to 0}{\lim}\dfrac{m}{1 + m^2} = \dfrac{m}{1 + m^2}$ ✓

$m = 1, y = x^2$ ———— $\dfrac{1}{1+1} = \dfrac{1}{2}$ Along $y = x^2$ ——— $\dfrac{1}{2}$

$m = 2, y = 2x^2$ ———— $\dfrac{1}{1+4} = \dfrac{1}{5}$ $y = 2x^2$ ——— $\dfrac{1}{5}$

for different values of m we get different limits

Hence the functions does not have limit at $(0,0)$

2) $\underset{(x,y)\to(0,0)}{\lim}\dfrac{y^2 - x^2}{x^2 + y^2}$ $\to$ limit does not exists

3) $\underset{(x,y)\to(0,0)}{\lim}\dfrac{x^3 - y^3}{x^2 + y^2}$ $\to$

$\underset{x\to 0}{\lim}\dfrac{x^3 - (mx^{2/3})^3}{x^2 + (mx^{2/3})^2} = \underset{x\to 0}{\lim}\dfrac{x^3 - m^3 x^2}{x^2 + m^2 x^{4/3}}$

$\underset{x\to 0}{\lim}\dfrac{(x - m^3)}{1 + m^2 x^{4/3}}$

$= 0$

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Multivariable Calculus Notes:

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   Teach Students How to Learn Saundra Yancy McGuire,2023-07-03 Co published with NISOD Miriam a freshman Calculus

student at Louisiana State University made 37 5% on her first exam but 83% and 93% on the next two Matt a first year General Chemistry student at the University of Utah scored 65% and 55% on his first two exams and 95% on his third These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book What is preventing your students from performing according to expectations Saundra McGuire offers a simple but profound answer If you teach students how to learn and give them simple straightforward strategies to use they can significantly increase their learning and performance For over a decade Saundra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success This book encapsulates the model and ideas she has developed in the past fifteen years ideas that are being adopted by an increasing number of faculty with considerable effect The methods she proposes do not require restructuring courses or an inordinate amount of time to teach They can often be accomplished in a single session transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning Saundra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement First she demonstrates how introducing students to metacognition and Bloom s Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth Next she presents a specific study system that can quickly empower students to maximize their learning Then she addresses the importance of dealing with emotion attitudes and motivation by suggesting ways to change students mindsets about ability and by providing a range of strategies to boost motivation and learning finally she offers guidance to faculty on partnering with campus learning centers She pays particular attention to academically unprepared students noting that the strategies she offers for this particular population are equally beneficial for all students While stressing that there are many ways to teach effectively and that readers can be flexible in picking and choosing among the strategies she presents Saundra McGuire offers the reader a step by step process for delivering the key messages of the book to students in as little as 50 minutes Free online supplements provide three slide sets and a sample video lecture This book is written primarily for faculty but will be equally useful for TAs tutors and learning center professionals For readers with no background in education or cognitive psychology the book avoids jargon and esoteric theory *CRM Proceedings & Lecture Notes* ,1999 **Calculus from Graphical, Numerical, and Symbolic Points of View** Arnold Ostebee,1997 **MASTERING VEDIC MATHEMATICS SPEED CALCULATION TRICKS** Mr Sanjay Jeswani,2026-01-29 Chapter 1 Introduction To Vedic Mathematics Chapter 2 Ekadhikena Purvena The Sutra For Squaring Numbers Ending In 5 Chapter 3 Nikhilam Sutra Base Method For Fast Multiplication Chapter 4 Urdhva Tiryagbhyam Sutra Vertical And Crosswise Multiplication Chapter 5 Vinculum Method Simplifying Complex Numbers In Vedic Mathematics Chapter 6 Dwandwa Yoga Sum Of Products Of Pairs In Vedic

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