

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

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

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

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

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

Along $y = mx$ $f_3 = \lim_{(x,y) \rightarrow (0,0)} \frac{x^2 y}{x^4 + y^2} = \lim_{x \rightarrow 0} \frac{x^2(mx)}{x^4 + m^2 x^2} = \frac{m x^3}{x^2(1+m^2)} = 0$

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

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

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) $\lim_{(x,y) \rightarrow (0,0)} \frac{x^3 - y^3}{x^2 + y^2} \rightarrow$

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

Multivariable Calculus Notes

C Cleary



Multivariable Calculus Notes:

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assume that students have the usual one year single variable calculus preparation but little or nothing more than that About this preliminary ed **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

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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

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