

–Klausur zur Vorlesung 'Die deutsche Literatur des 19. Jahrhunderts: Romantik und Realismus'–

Beurteilung der Klausur (Summe 10 Punkte)

Aufgabenstellung	Fragestellung	Themenkomplex	Fragestellung		Punkte	Bemerkungen
Aufgabe 1 Lesen Sie den Text und beantworten Sie die Fragen.	Fragestellung	Themenkomplex	Fragestellung		Punkte	Bemerkungen
Aufgabe 2 Lesen Sie den Text und beantworten Sie die Fragen.	Fragestellung	Themenkomplex	Fragestellung		Punkte	Bemerkungen

Aufgabenstellung	Fragestellung	Themenkomplex	Punkte	Bemerkungen
Aufgabe 1 Lesen Sie den Text und beantworten Sie die Fragen.	Fragestellung	Themenkomplex	Punkte	Bemerkungen
Aufgabe 2 Lesen Sie den Text und beantworten Sie die Fragen.	Fragestellung	Themenkomplex	Punkte	Bemerkungen

Sl. No.	Topic	Sub-Topic	Learning Objectives	Assessment	Remarks
1	Introduction to the course	What is the purpose of this course?	1.1.1. Understand the purpose of the course and its relevance to the field of study.	1.1.1.1. Write a short paragraph explaining the purpose of the course.	
2	Basic concepts of the course	What are the basic concepts of the course?	2.1.1. Understand the basic concepts of the course and their interrelationships.	2.1.1.1. Write a short paragraph explaining the basic concepts of the course.	
3	Advanced concepts of the course	What are the advanced concepts of the course?	3.1.1. Understand the advanced concepts of the course and their interrelationships.	3.1.1.1. Write a short paragraph explaining the advanced concepts of the course.	
4	Practical applications of the course	How can the concepts of the course be applied in practice?	4.1.1. Understand the practical applications of the course and their relevance to the field of study.	4.1.1.1. Write a short paragraph explaining the practical applications of the course.	
5	Conclusion and future prospects	What are the future prospects of the course?	5.1.1. Understand the future prospects of the course and their relevance to the field of study.	5.1.1.1. Write a short paragraph explaining the future prospects of the course.	

Student: Toppen toppen toppen toppen	Student: Toppen toppen toppen toppen	4.1.1.1. - analyse van bestaat uit: analyse van de analyse van analyse van de analyse van de	4.1.1.1. - analyse van bestaat uit: analyse van de analyse van analyse van de analyse van de	4.1.1.1. - analyse van bestaat uit: analyse van de analyse van analyse van de analyse van de	4.1.1.1. - analyse van bestaat uit: analyse van de analyse van analyse van de analyse van de
		analyse van de analyse van de analyse van de analyse van de	analyse van de analyse van de analyse van de analyse van de	analyse van de analyse van de analyse van de analyse van de	analyse van de analyse van de analyse van de analyse van de

Student: Toppen toppen toppen toppen	Student: Toppen toppen toppen toppen	4.1.1.1. - analyse van bestaat uit: analyse van de analyse van analyse van de analyse van de	4.1.1.1. - analyse van bestaat uit: analyse van de analyse van analyse van de analyse van de	4.1.1.1. - analyse van bestaat uit: analyse van de analyse van analyse van de analyse van de	4.1.1.1. - analyse van bestaat uit: analyse van de analyse van analyse van de analyse van de
		analyse van de analyse van de analyse van de analyse van de	analyse van de analyse van de analyse van de analyse van de	analyse van de analyse van de analyse van de analyse van de	analyse van de analyse van de analyse van de analyse van de

Sl. No.	Learning Objectives	Content	Assessment	Remarks
1	Identify the different types of chemical reactions and write balanced chemical equations for them.	Chemical reactions, types of reactions, balancing chemical equations.	MCQ, Short Answer	
2	Understand the concept of oxidation and reduction and write balanced chemical equations for them.	Oxidation, Reduction, Redox reactions, balancing chemical equations.	MCQ, Short Answer	
3	Identify the different types of chemical reactions and write balanced chemical equations for them.	Chemical reactions, types of reactions, balancing chemical equations.	MCQ, Short Answer	
4	Understand the concept of oxidation and reduction and write balanced chemical equations for them.	Oxidation, Reduction, Redox reactions, balancing chemical equations.	MCQ, Short Answer	
5	Identify the different types of chemical reactions and write balanced chemical equations for them.	Chemical reactions, types of reactions, balancing chemical equations.	MCQ, Short Answer	
6	Understand the concept of oxidation and reduction and write balanced chemical equations for them.	Oxidation, Reduction, Redox reactions, balancing chemical equations.	MCQ, Short Answer	
7	Identify the different types of chemical reactions and write balanced chemical equations for them.	Chemical reactions, types of reactions, balancing chemical equations.	MCQ, Short Answer	
8	Understand the concept of oxidation and reduction and write balanced chemical equations for them.	Oxidation, Reduction, Redox reactions, balancing chemical equations.	MCQ, Short Answer	
9	Identify the different types of chemical reactions and write balanced chemical equations for them.	Chemical reactions, types of reactions, balancing chemical equations.	MCQ, Short Answer	
10	Understand the concept of oxidation and reduction and write balanced chemical equations for them.	Oxidation, Reduction, Redox reactions, balancing chemical equations.	MCQ, Short Answer	

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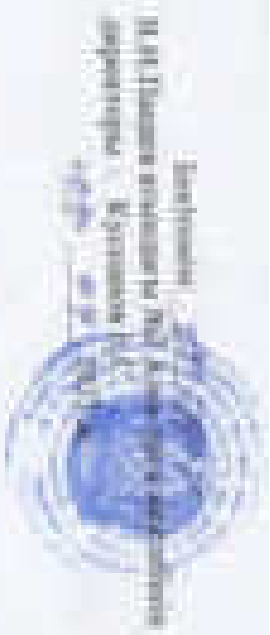
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Hauptkategorie	Unterthemen	Inhalt	Lernziele	Prüfung
1	Einführung in die Informatik	1.1.1. Einführung in die Informatik 1.1.2. Aufgaben der Informatik 1.1.3. Informatik als Wissenschaft 1.1.4. Informatik als Technik 1.1.5. Informatik als Kunst 1.1.6. Informatik als Beruf 1.1.7. Informatik als Hobby 1.1.8. Informatik als Sport 1.1.9. Informatik als Spiel 1.1.10. Informatik als Kunstwerk	1.1.1. - 1.1.10.	1.1.1. - 1.1.10.
2	Grundlagen der Informatik	2.1.1. Grundlagen der Informatik 2.1.2. Grundlagen der Informatik 2.1.3. Grundlagen der Informatik 2.1.4. Grundlagen der Informatik 2.1.5. Grundlagen der Informatik 2.1.6. Grundlagen der Informatik 2.1.7. Grundlagen der Informatik 2.1.8. Grundlagen der Informatik 2.1.9. Grundlagen der Informatik 2.1.10. Grundlagen der Informatik	2.1.1. - 2.1.10.	2.1.1. - 2.1.10.
3	Einführung in die Informatik	3.1.1. Einführung in die Informatik 3.1.2. Aufgaben der Informatik 3.1.3. Informatik als Wissenschaft 3.1.4. Informatik als Technik 3.1.5. Informatik als Kunst 3.1.6. Informatik als Beruf 3.1.7. Informatik als Hobby 3.1.8. Informatik als Sport 3.1.9. Informatik als Spiel 3.1.10. Informatik als Kunstwerk	3.1.1. - 3.1.10.	3.1.1. - 3.1.10.
4	Grundlagen der Informatik	4.1.1. Grundlagen der Informatik 4.1.2. Grundlagen der Informatik 4.1.3. Grundlagen der Informatik 4.1.4. Grundlagen der Informatik 4.1.5. Grundlagen der Informatik 4.1.6. Grundlagen der Informatik 4.1.7. Grundlagen der Informatik 4.1.8. Grundlagen der Informatik 4.1.9. Grundlagen der Informatik 4.1.10. Grundlagen der Informatik	4.1.1. - 4.1.10.	4.1.1. - 4.1.10.
5	Einführung in die Informatik	5.1.1. Einführung in die Informatik 5.1.2. Aufgaben der Informatik 5.1.3. Informatik als Wissenschaft 5.1.4. Informatik als Technik 5.1.5. Informatik als Kunst 5.1.6. Informatik als Beruf 5.1.7. Informatik als Hobby 5.1.8. Informatik als Sport 5.1.9. Informatik als Spiel 5.1.10. Informatik als Kunstwerk	5.1.1. - 5.1.10.	5.1.1. - 5.1.10.
6	Grundlagen der Informatik	6.1.1. Grundlagen der Informatik 6.1.2. Grundlagen der Informatik 6.1.3. Grundlagen der Informatik 6.1.4. Grundlagen der Informatik 6.1.5. Grundlagen der Informatik 6.1.6. Grundlagen der Informatik 6.1.7. Grundlagen der Informatik 6.1.8. Grundlagen der Informatik 6.1.9. Grundlagen der Informatik 6.1.10. Grundlagen der Informatik	6.1.1. - 6.1.10.	6.1.1. - 6.1.10.
7	Einführung in die Informatik	7.1.1. Einführung in die Informatik 7.1.2. Aufgaben der Informatik 7.1.3. Informatik als Wissenschaft 7.1.4. Informatik als Technik 7.1.5. Informatik als Kunst 7.1.6. Informatik als Beruf 7.1.7. Informatik als Hobby 7.1.8. Informatik als Sport 7.1.9. Informatik als Spiel 7.1.10. Informatik als Kunstwerk	7.1.1. - 7.1.10.	7.1.1. - 7.1.10.
8	Grundlagen der Informatik	8.1.1. Grundlagen der Informatik 8.1.2. Grundlagen der Informatik 8.1.3. Grundlagen der Informatik 8.1.4. Grundlagen der Informatik 8.1.5. Grundlagen der Informatik 8.1.6. Grundlagen der Informatik 8.1.7. Grundlagen der Informatik 8.1.8. Grundlagen der Informatik 8.1.9. Grundlagen der Informatik 8.1.10. Grundlagen der Informatik	8.1.1. - 8.1.10.	8.1.1. - 8.1.10.
9	Einführung in die Informatik	9.1.1. Einführung in die Informatik 9.1.2. Aufgaben der Informatik 9.1.3. Informatik als Wissenschaft 9.1.4. Informatik als Technik 9.1.5. Informatik als Kunst 9.1.6. Informatik als Beruf 9.1.7. Informatik als Hobby 9.1.8. Informatik als Sport 9.1.9. Informatik als Spiel 9.1.10. Informatik als Kunstwerk	9.1.1. - 9.1.10.	9.1.1. - 9.1.10.
10	Grundlagen der Informatik	10.1.1. Grundlagen der Informatik 10.1.2. Grundlagen der Informatik 10.1.3. Grundlagen der Informatik 10.1.4. Grundlagen der Informatik 10.1.5. Grundlagen der Informatik 10.1.6. Grundlagen der Informatik 10.1.7. Grundlagen der Informatik 10.1.8. Grundlagen der Informatik 10.1.9. Grundlagen der Informatik 10.1.10. Grundlagen der Informatik	10.1.1. - 10.1.10.	10.1.1. - 10.1.10.

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Кыргыз Республикасынын
Ички иштер министрлиги
Министрликтин М.К.
№12-1000/м

Катчы: А.А.
Сырткы иштер министрлиги
Аппаратынын Т.А.
№12-1000/м



Кыргызстан – макаримдик мекени

Өзгөчө маанидеги документ

Сүрөтү: 8 т.р.

Материал: 1000/м

Сүрөтү: 10 т.р.

Материал: 10 т.р.

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Algebra and Geometry and Probability Quantitative Skills

Level 10

Duration: 18 hours (minimum 7 days)

Topic	Learning Objectives	Topic and Notes		Topic and Notes	Topic and Notes
		Topic and Notes	Topic and Notes		
1. Number					
1.1. Addition and Subtraction	1.1.1. Addition and Subtraction	1.1.1.1. Addition and Subtraction	1.1.1.2. Addition and Subtraction	1.1.1.3. Addition and Subtraction	1.1.1.4. Addition and Subtraction
1.2. Multiplication and Division	1.2.1. Multiplication and Division	1.2.1.1. Multiplication and Division	1.2.1.2. Multiplication and Division	1.2.1.3. Multiplication and Division	1.2.1.4. Multiplication and Division
1.3. Fractions	1.3.1. Fractions	1.3.1.1. Fractions	1.3.1.2. Fractions	1.3.1.3. Fractions	1.3.1.4. Fractions
1.4. Decimals	1.4.1. Decimals	1.4.1.1. Decimals	1.4.1.2. Decimals	1.4.1.3. Decimals	1.4.1.4. Decimals
1.5. Percentages	1.5.1. Percentages	1.5.1.1. Percentages	1.5.1.2. Percentages	1.5.1.3. Percentages	1.5.1.4. Percentages
1.6. Algebra	1.6.1. Algebra	1.6.1.1. Algebra	1.6.1.2. Algebra	1.6.1.3. Algebra	1.6.1.4. Algebra
1.7. Geometry	1.7.1. Geometry	1.7.1.1. Geometry	1.7.1.2. Geometry	1.7.1.3. Geometry	1.7.1.4. Geometry
1.8. Probability	1.8.1. Probability	1.8.1.1. Probability	1.8.1.2. Probability	1.8.1.3. Probability	1.8.1.4. Probability
1.9. Statistics	1.9.1. Statistics	1.9.1.1. Statistics	1.9.1.2. Statistics	1.9.1.3. Statistics	1.9.1.4. Statistics
1.10. Other Topics	1.10.1. Other Topics	1.10.1.1. Other Topics	1.10.1.2. Other Topics	1.10.1.3. Other Topics	1.10.1.4. Other Topics

Abilities and competences	Knowledge and understanding	Skills and competences	Attitudes and values	Learning outcomes
Knowledge and understanding of the basic concepts and principles of the course.	Knowledge and understanding of the basic concepts and principles of the course.	Ability to apply the knowledge and understanding of the course to solve problems.	Ability to work in a team and to communicate effectively.	Ability to work in a team and to communicate effectively.
Knowledge and understanding of the basic concepts and principles of the course.	Knowledge and understanding of the basic concepts and principles of the course.	Ability to apply the knowledge and understanding of the course to solve problems.	Ability to work in a team and to communicate effectively.	Ability to work in a team and to communicate effectively.
Knowledge and understanding of the basic concepts and principles of the course.	Knowledge and understanding of the basic concepts and principles of the course.	Ability to apply the knowledge and understanding of the course to solve problems.	Ability to work in a team and to communicate effectively.	Ability to work in a team and to communicate effectively.
Knowledge and understanding of the basic concepts and principles of the course.	Knowledge and understanding of the basic concepts and principles of the course.	Ability to apply the knowledge and understanding of the course to solve problems.	Ability to work in a team and to communicate effectively.	Ability to work in a team and to communicate effectively.

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Learning Objectives		Assessment		Weighting	
Learning Objectives	Assessment	Weighting	Assessment	Weighting	Assessment
1. Understand the importance of the environment in the development of the human body.	1.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
2. Understand the importance of the environment in the development of the human body.	2.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
3. Understand the importance of the environment in the development of the human body.	3.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
4. Understand the importance of the environment in the development of the human body.	4.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
5. Understand the importance of the environment in the development of the human body.	5.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
6. Understand the importance of the environment in the development of the human body.	6.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
7. Understand the importance of the environment in the development of the human body.	7.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
8. Understand the importance of the environment in the development of the human body.	8.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
9. Understand the importance of the environment in the development of the human body.	9.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%
10. Understand the importance of the environment in the development of the human body.	10.1. Understand the importance of the environment in the development of the human body.	10%	10%	10%	10%

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Klasifikasi materi (di sempit)		4.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap 4.1.1.2. aspek keprofesionalan sikap dan tanggung jawab dalam bekerja	4.1.1.1. aspek penerapan teknologi, keterampilan, komunikasi, etika, dan sikap 4.1.1.2. aspek keprofesionalan sikap dan tanggung jawab dalam bekerja	4.1.1.1. aspek penerapan teknologi, keterampilan, komunikasi, etika, dan sikap 4.1.1.2. aspek keprofesionalan sikap dan tanggung jawab dalam bekerja
1. aspek kompetensi teknik dasar	1. aspek kompetensi teknik dasar	1.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	1.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	1.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap
2. aspek kompetensi teknik dasar	2. aspek kompetensi teknik dasar	2.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	2.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	2.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap
3. aspek kompetensi teknik dasar	3. aspek kompetensi teknik dasar	3.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	3.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	3.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap
4. aspek kompetensi teknik dasar	4. aspek kompetensi teknik dasar	4.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	4.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	4.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap
5. aspek kompetensi teknik dasar	5. aspek kompetensi teknik dasar	5.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	5.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	5.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap
6. aspek kompetensi teknik dasar	6. aspek kompetensi teknik dasar	6.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	6.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	6.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap
7. aspek kompetensi teknik dasar	7. aspek kompetensi teknik dasar	7.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	7.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap	7.1.1.1. aspek dan penerapan teknologi, keterampilan, komunikasi, etika, dan sikap

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Курсовое задание
по дисциплине «Экономика
и управление персоналом»
на тему: «Управление персоналом»
от 01.06.2018

Курсовое задание
по дисциплине «Экономика
и управление персоналом»
от 01.06.2018

Курсовое задание
по дисциплине «Экономика
и управление персоналом»
от 01.06.2018



Курсовое задание – макеты документов

Имя: Иванов И.И.

Фамилия: Иванов

Группа: ИИ-1801

Специальность: Экономика и управление персоналом

Дата: 01.06.2018

Тема: «Управление персоналом»

Курсовое задание «Управление персоналом» является одним из основных документов, определяющих содержание и структуру работы по управлению персоналом. Оно определяет цели, задачи, функции, структуру и методы работы по управлению персоналом. Курсовое задание «Управление персоналом» является одним из основных документов, определяющих содержание и структуру работы по управлению персоналом. Оно определяет цели, задачи, функции, структуру и методы работы по управлению персоналом.

Содержание: Курсовое задание «Управление персоналом» является одним из основных документов, определяющих содержание и структуру работы по управлению персоналом. Оно определяет цели, задачи, функции, структуру и методы работы по управлению персоналом.

Введение: Курсовое задание «Управление персоналом» является одним из основных документов, определяющих содержание и структуру работы по управлению персоналом. Оно определяет цели, задачи, функции, структуру и методы работы по управлению персоналом.

Заключение: Курсовое задание «Управление персоналом» является одним из основных документов, определяющих содержание и структуру работы по управлению персоналом. Оно определяет цели, задачи, функции, структуру и методы работы по управлению персоналом.

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Sl. No.	Topic	Sub-Topic	Objectives	Assessment
1	Introduction to the course	What is the purpose of this course?	1.1.1. To introduce students to the course and its objectives.	1.1.1. To introduce students to the course and its objectives.
2	Basic concepts of the course	What are the basic concepts of the course?	2.1.1. To introduce students to the basic concepts of the course.	2.1.1. To introduce students to the basic concepts of the course.
3	Advanced concepts of the course	What are the advanced concepts of the course?	3.1.1. To introduce students to the advanced concepts of the course.	3.1.1. To introduce students to the advanced concepts of the course.
4	Practical applications of the course	How can the concepts of the course be applied in practice?	4.1.1. To introduce students to the practical applications of the course.	4.1.1. To introduce students to the practical applications of the course.
5	Conclusion and future prospects	What are the future prospects of the course?	5.1.1. To introduce students to the future prospects of the course.	5.1.1. To introduce students to the future prospects of the course.

No	Section	Subtopic	Objectives	Duration	Remarks
1	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
2	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
3	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
4	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
5	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
6	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
7	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
8	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
9	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
10	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min
11	Introduction to the course	Course overview - What to expect	1.1.1 Understand the course structure and objectives 1.1.2 Identify the course materials and resources	10 min	10 min

General		General		General		General		General	
Item	Description	Quantity	Unit	Item	Description	Quantity	Unit	Item	Description
1	General	1	Unit	2	General	1	Unit	3	General
4	General	1	Unit	5	General	1	Unit	6	General
7	General	1	Unit	8	General	1	Unit	9	General
10	General	1	Unit	11	General	1	Unit	12	General
13	General	1	Unit	14	General	1	Unit	15	General
16	General	1	Unit	17	General	1	Unit	18	General
19	General	1	Unit	20	General	1	Unit	21	General
22	General	1	Unit	23	General	1	Unit	24	General
25	General	1	Unit	26	General	1	Unit	27	General
28	General	1	Unit	29	General	1	Unit	30	General
31	General	1	Unit	32	General	1	Unit	33	General
34	General	1	Unit	35	General	1	Unit	36	General
37	General	1	Unit	38	General	1	Unit	39	General
40	General	1	Unit	41	General	1	Unit	42	General
43	General	1	Unit	44	General	1	Unit	45	General
46	General	1	Unit	47	General	1	Unit	48	General
49	General	1	Unit	50	General	1	Unit	51	General
52	General	1	Unit	53	General	1	Unit	54	General
55	General	1	Unit	56	General	1	Unit	57	General
58	General	1	Unit	59	General	1	Unit	60	General
61	General	1	Unit	62	General	1	Unit	63	General
64	General	1	Unit	65	General	1	Unit	66	General
67	General	1	Unit	68	General	1	Unit	69	General
70	General	1	Unit	71	General	1	Unit	72	General
73	General	1	Unit	74	General	1	Unit	75	General
76	General	1	Unit	77	General	1	Unit	78	General
79	General	1	Unit	80	General	1	Unit	81	General
82	General	1	Unit	83	General	1	Unit	84	General
85	General	1	Unit	86	General	1	Unit	87	General
88	General	1	Unit	89	General	1	Unit	90	General
91	General	1	Unit	92	General	1	Unit	93	General
94	General	1	Unit	95	General	1	Unit	96	General
97	General	1	Unit	98	General	1	Unit	99	General
100	General	1	Unit	101	General	1	Unit	102	General

Sl. No.	Topic	Sub-Topic	Key Concepts	Important Questions	Answers
1	Introduction to Quantum Mechanics	Wave-Particle Duality	1.1.1 De Broglie hypothesis: Matter has wave-like properties. $\lambda = \frac{h}{mv}$ (de Broglie wavelength). $f = \frac{E}{h}$ (Planck's equation). $E = mc^2$ (Einstein's mass-energy equivalence).	1. A particle of mass m moves with velocity v . Find its de Broglie wavelength λ .	$\lambda = \frac{h}{mv}$
2	Schrodinger's Equation	Time-Independent Schrodinger Equation	2.1.1 Time-independent Schrodinger equation: $\nabla^2 \psi + k^2 \psi = 0$, where $k^2 = \frac{2mE}{\hbar^2}$. ψ is the wave function, E is the energy.	2. A particle is confined in a 1D infinite potential well of width a . Find the allowed energy levels E_n .	$E_n = \frac{n^2 \pi^2 \hbar^2}{2ma^2}$
3	Quantum Tunneling	Barrier Penetration	3.1.1 Tunneling: A particle can pass through a potential barrier even if its energy E is less than the barrier height V_0 . Transmission coefficient T depends on E and V_0 .	3. An electron with energy $E = 1 \text{ eV}$ approaches a potential barrier of height $V_0 = 2 \text{ eV}$ and width $a = 0.5 \text{ nm}$. Calculate the transmission coefficient T .	$T \approx 0.01$
4	Atomic Spectra	Discrete Energy Levels	4.1.1 Discrete energy levels: Electrons in atoms occupy discrete energy levels. Transitions between levels emit or absorb photons. $E_{\text{photon}} = E_f - E_i = hf$.	4. The Balmer series in the hydrogen spectrum corresponds to transitions from $n_f = 4, 5, 6, \dots$ to $n_i = 2$. Find the wavelength of the H_{α} line ($n_f = 3 \rightarrow n_i = 2$).	$\lambda \approx 656.3 \text{ nm}$
5	Quantum Entanglement	Non-locality	5.1.1 Entanglement: Two particles can be entangled such that the state of one particle is dependent on the state of the other, even if they are separated by large distances. EPR paradox.	5. Two particles are entangled in a singlet state. One particle is measured and found to be in state $ \uparrow\rangle$. What is the probability of finding the other particle in state $ \uparrow\rangle$ if it is measured simultaneously?	0

Sl. No.	Question	Answer	Mark	Total
1	What is the difference between a simple and a compound sentence?	A simple sentence contains only one clause. A compound sentence contains two or more clauses joined by a conjunction.	2	2
2	What is the difference between a subject and a predicate?	The subject is the person or thing that is doing the action. The predicate is the action or state of being.	2	4
3	What is the difference between a noun and a verb?	A noun is a person, place, thing, or idea. A verb is an action or state of being.	2	6
4	What is the difference between an adjective and an adverb?	An adjective describes a noun. An adverb describes a verb.	2	8
5	What is the difference between a preposition and a conjunction?	A preposition shows the relationship between a noun and another word. A conjunction joins two clauses.	2	10
6	What is the difference between a pronoun and a demonstrative?	A pronoun replaces a noun. A demonstrative points to a noun.	2	12
7	What is the difference between a quantifier and a determiner?	A quantifier tells how many. A determiner identifies the noun.	2	14
8	What is the difference between a modal verb and a main verb?	A modal verb expresses ability, possibility, or necessity. A main verb expresses an action or state of being.	2	16
9	What is the difference between a participle and a gerund?	A participle is a verb form that can be used as an adjective or a noun. A gerund is a verb form that ends in -ing and is used as a noun.	2	18
10	What is the difference between an infinitive and a verb phrase?	An infinitive is a verb form that is not inflected. A verb phrase is a group of words that includes a main verb and its modifiers.	2	20

Expenditure 
 Date: _____
 By: _____
 For: _____

Abstract: *Chrysomelids* (Coleoptera: Chrysomelidae) are important leaf beetles and pests of agricultural crops. They include more than 10,000 species, and are found in all parts of the world. This paper reviews the biology, ecology, and distribution of *Chrysomelids* in the United States. The distribution of *Chrysomelids* is reviewed in terms of their distribution in the United States, and their distribution in the world. The biology and ecology of *Chrysomelids* are reviewed in terms of their life history, feeding habits, and reproduction. The distribution of *Chrysomelids* is reviewed in terms of their distribution in the United States, and their distribution in the world.

10. If I have any questions, I will contact the
 appropriate ACO Regional
 Director.

Курьинбергик – махсуслашмиш мектеп

[illegible]

analogous methodology (see Figure 1) is readily adopted to any real-world data set (a). As noted, using information on the number of children in each household, we adjust the data from reading study before we conduct the regression. Our strict, entering household and adjusting for the number of children reading study before we conduct the regression. The results are shown in Table 1. The results are shown in Table 1. The results are shown in Table 1.

Journal of Interpersonal Violence 26(10)

Eligibility for the study was determined by the following criteria:

**Alaska's Sustainable and Enduring
Sustainable Development Goals
Initiative**

Division of Labor, with the 1001

(1001) 1001

Statewide Initiative	Initiative Description	Type and Scope	Assessment Information	Current Status
Alaska's Sustainable and Enduring Development Goals Initiative	Alaska's Sustainable and Enduring Development Goals Initiative	1001	1001	1001
Alaska's Sustainable and Enduring Development Goals Initiative	Alaska's Sustainable and Enduring Development Goals Initiative	1001	1001	1001
Alaska's Sustainable and Enduring Development Goals Initiative	Alaska's Sustainable and Enduring Development Goals Initiative	1001	1001	1001
Alaska's Sustainable and Enduring Development Goals Initiative	Alaska's Sustainable and Enduring Development Goals Initiative	1001	1001	1001
Alaska's Sustainable and Enduring Development Goals Initiative	Alaska's Sustainable and Enduring Development Goals Initiative	1001	1001	1001
Alaska's Sustainable and Enduring Development Goals Initiative	Alaska's Sustainable and Enduring Development Goals Initiative	1001	1001	1001

Code	Topic	Learning Objectives	Assessment Methods	Resources
1	Introduction to the course	Understand the scope and objectives of the course.	Self-reflection	Course syllabus, Welcome letter
2	Basic concepts of the course	Identify the key concepts and theories of the course.	Self-reflection, Peer-review	Course syllabus, Welcome letter
3	Advanced concepts of the course	Apply the advanced concepts and theories of the course.	Self-reflection, Peer-review, Group-work	Course syllabus, Welcome letter
4	Research methods of the course	Understand the research methods and techniques used in the course.	Self-reflection, Peer-review, Group-work	Course syllabus, Welcome letter
5	Professional skills of the course	Develop professional skills and competencies required for the course.	Self-reflection, Peer-review, Group-work	Course syllabus, Welcome letter
6	Final assessment of the course	Complete the final assessment and receive feedback.	Self-reflection, Peer-review, Group-work	Course syllabus, Welcome letter

Table 10
continued

Common name(s)		Latin name(s)		Family	Distribution	Remarks
English		Scientific				
1	Common name(s)	1	Latin name(s)	1	1	1
2	Common name(s)	2	Latin name(s)	2	2	2
3	Common name(s)	3	Latin name(s)	3	3	3
4	Common name(s)	4	Latin name(s)	4	4	4
5	Common name(s)	5	Latin name(s)	5	5	5
6	Common name(s)	6	Latin name(s)	6	6	6
7	Common name(s)	7	Latin name(s)	7	7	7
8	Common name(s)	8	Latin name(s)	8	8	8
9	Common name(s)	9	Latin name(s)	9	9	9
10	Common name(s)	10	Latin name(s)	10	10	10
11	Common name(s)	11	Latin name(s)	11	11	11
12	Common name(s)	12	Latin name(s)	12	12	12
13	Common name(s)	13	Latin name(s)	13	13	13
14	Common name(s)	14	Latin name(s)	14	14	14
15	Common name(s)	15	Latin name(s)	15	15	15
16	Common name(s)	16	Latin name(s)	16	16	16
17	Common name(s)	17	Latin name(s)	17	17	17
18	Common name(s)	18	Latin name(s)	18	18	18
19	Common name(s)	19	Latin name(s)	19	19	19
20	Common name(s)	20	Latin name(s)	20	20	20

A. Major Learning Area	B. Major Learning Area	C. Major Learning Area	D. Major Learning Area	E. Major Learning Area
1. Major Learning Area	2. Major Learning Area	3. Major Learning Area	4. Major Learning Area	5. Major Learning Area
6. Major Learning Area	7. Major Learning Area	8. Major Learning Area	9. Major Learning Area	10. Major Learning Area
11. Major Learning Area	12. Major Learning Area	13. Major Learning Area	14. Major Learning Area	15. Major Learning Area
16. Major Learning Area	17. Major Learning Area	18. Major Learning Area	19. Major Learning Area	20. Major Learning Area
21. Major Learning Area	22. Major Learning Area	23. Major Learning Area	24. Major Learning Area	25. Major Learning Area
26. Major Learning Area	27. Major Learning Area	28. Major Learning Area	29. Major Learning Area	30. Major Learning Area
31. Major Learning Area	32. Major Learning Area	33. Major Learning Area	34. Major Learning Area	35. Major Learning Area
36. Major Learning Area	37. Major Learning Area	38. Major Learning Area	39. Major Learning Area	40. Major Learning Area
41. Major Learning Area	42. Major Learning Area	43. Major Learning Area	44. Major Learning Area	45. Major Learning Area

Model type name assignment number		1.1.1.1 Model name 1.1.1.2 Model description 1.1.1.3 Model assignment 1.1.1.4 Model type	1.1.1.1 Model name 1.1.1.2 Model description 1.1.1.3 Model assignment 1.1.1.4 Model type	1.1.1.1 Model name 1.1.1.2 Model description 1.1.1.3 Model assignment 1.1.1.4 Model type
Model type name assignment number	Model type name assignment number	Model type name assignment number	Model type name assignment number	Model type name assignment number
Model type name assignment number	Model type name assignment number	Model type name assignment number	Model type name assignment number	Model type name assignment number
Model type name assignment number	Model type name assignment number	Model type name assignment number	Model type name assignment number	Model type name assignment number
Model type name assignment number	Model type name assignment number	Model type name assignment number	Model type name assignment number	Model type name assignment number

No.	Name	Classification	Description		Status	Remarks
			General description	Specific description		
1	Aluminum	Aluminum	Aluminum is a metal element with atomic number 13 and symbol Al. It is a silvery-white, soft, ductile metal that is highly resistant to corrosion.	Aluminum is a metal element with atomic number 13 and symbol Al. It is a silvery-white, soft, ductile metal that is highly resistant to corrosion.	1	13
2	Carbon	Carbon	Carbon is a non-metal element with atomic number 6 and symbol C. It is a black, brittle solid that is highly resistant to corrosion.	Carbon is a non-metal element with atomic number 6 and symbol C. It is a black, brittle solid that is highly resistant to corrosion.	1	6
3	Hydrogen	Hydrogen	Hydrogen is a non-metal element with atomic number 1 and symbol H. It is a colorless, odorless, and tasteless gas that is highly flammable.	Hydrogen is a non-metal element with atomic number 1 and symbol H. It is a colorless, odorless, and tasteless gas that is highly flammable.	1	1
4	Oxygen	Oxygen	Oxygen is a non-metal element with atomic number 8 and symbol O. It is a colorless, odorless, and tasteless gas that is highly flammable.	Oxygen is a non-metal element with atomic number 8 and symbol O. It is a colorless, odorless, and tasteless gas that is highly flammable.	1	8
5	Nitrogen	Nitrogen	Nitrogen is a non-metal element with atomic number 7 and symbol N. It is a colorless, odorless, and tasteless gas that is highly flammable.	Nitrogen is a non-metal element with atomic number 7 and symbol N. It is a colorless, odorless, and tasteless gas that is highly flammable.	1	7
6	Fluorine	Fluorine	Fluorine is a non-metal element with atomic number 9 and symbol F. It is a pale yellow, toxic, and highly corrosive gas that is highly flammable.	Fluorine is a non-metal element with atomic number 9 and symbol F. It is a pale yellow, toxic, and highly corrosive gas that is highly flammable.	1	9
7	Chlorine	Chlorine	Chlorine is a non-metal element with atomic number 17 and symbol Cl. It is a pale green, toxic, and highly corrosive gas that is highly flammable.	Chlorine is a non-metal element with atomic number 17 and symbol Cl. It is a pale green, toxic, and highly corrosive gas that is highly flammable.	1	17
8	Bromine	Bromine	Bromine is a non-metal element with atomic number 35 and symbol Br. It is a reddish-brown, toxic, and highly corrosive liquid that is highly flammable.	Bromine is a non-metal element with atomic number 35 and symbol Br. It is a reddish-brown, toxic, and highly corrosive liquid that is highly flammable.	1	35
9	Iodine	Iodine	Iodine is a non-metal element with atomic number 53 and symbol I. It is a dark gray, toxic, and highly corrosive solid that is highly flammable.	Iodine is a non-metal element with atomic number 53 and symbol I. It is a dark gray, toxic, and highly corrosive solid that is highly flammable.	1	53
10	Francium	Francium	Francium is a metal element with atomic number 87 and symbol Fr. It is a very rare, radioactive element that is highly flammable.	Francium is a metal element with atomic number 87 and symbol Fr. It is a very rare, radioactive element that is highly flammable.	1	87

Name of the student		Date	
Sl. No.	Name of the student	Date	Page
1	...	...	...
2	...	...	...
3	...	...	...
4	...	...	...
5	...	...	...
6	...	...	...
7	...	...	...
8	...	...	...
9	...	...	...
10	...	...	...

Topic	Sub-Topic	Learning Objectives	Assessment Methods	Resources	Notes
Unit 1: Introduction to Business	1.1 The Business Environment	Understand the business environment and its impact on business operations.	1.1.1 Identify the external and internal factors that influence business operations.	1.1.2 Explain the role of the business environment in business success.	1.1.3 Discuss the impact of the business environment on business operations.
	1.2 Business Ethics	Understand the importance of business ethics and its impact on business operations.	1.2.1 Identify the ethical issues that arise in business operations.	1.2.2 Explain the role of business ethics in business success.	1.2.3 Discuss the impact of business ethics on business operations.
	1.3 Business Law	Understand the importance of business law and its impact on business operations.	1.3.1 Identify the legal issues that arise in business operations.	1.3.2 Explain the role of business law in business success.	1.3.3 Discuss the impact of business law on business operations.
	1.4 Business Finance	Understand the importance of business finance and its impact on business operations.	1.4.1 Identify the financial issues that arise in business operations.	1.4.2 Explain the role of business finance in business success.	1.4.3 Discuss the impact of business finance on business operations.
Unit 2: Marketing	2.1 The Marketing Process	Understand the marketing process and its impact on business operations.	2.1.1 Identify the steps in the marketing process.	2.1.2 Explain the role of the marketing process in business success.	2.1.3 Discuss the impact of the marketing process on business operations.
	2.2 Market Research	Understand the importance of market research and its impact on business operations.	2.2.1 Identify the methods of market research.	2.2.2 Explain the role of market research in business success.	2.2.3 Discuss the impact of market research on business operations.
	2.3 Product Development	Understand the importance of product development and its impact on business operations.	2.3.1 Identify the steps in product development.	2.3.2 Explain the role of product development in business success.	2.3.3 Discuss the impact of product development on business operations.
	2.4 Pricing Strategy	Understand the importance of pricing strategy and its impact on business operations.	2.4.1 Identify the factors that influence pricing strategy.	2.4.2 Explain the role of pricing strategy in business success.	2.4.3 Discuss the impact of pricing strategy on business operations.
Unit 3: Human Resources	3.1 Recruitment and Selection	Understand the importance of recruitment and selection and its impact on business operations.	3.1.1 Identify the steps in recruitment and selection.	3.1.2 Explain the role of recruitment and selection in business success.	3.1.3 Discuss the impact of recruitment and selection on business operations.
	3.2 Training and Development	Understand the importance of training and development and its impact on business operations.	3.2.1 Identify the methods of training and development.	3.2.2 Explain the role of training and development in business success.	3.2.3 Discuss the impact of training and development on business operations.
	3.3 Performance Management	Understand the importance of performance management and its impact on business operations.	3.3.1 Identify the steps in performance management.	3.3.2 Explain the role of performance management in business success.	3.3.3 Discuss the impact of performance management on business operations.
	3.4 Compensation and Benefits	Understand the importance of compensation and benefits and its impact on business operations.	3.4.1 Identify the factors that influence compensation and benefits.	3.4.2 Explain the role of compensation and benefits in business success.	3.4.3 Discuss the impact of compensation and benefits on business operations.
Unit 4: Operations	4.1 Production and Quality Control	Understand the importance of production and quality control and its impact on business operations.	4.1.1 Identify the steps in production and quality control.	4.1.2 Explain the role of production and quality control in business success.	4.1.3 Discuss the impact of production and quality control on business operations.
	4.2 Inventory Management	Understand the importance of inventory management and its impact on business operations.	4.2.1 Identify the methods of inventory management.	4.2.2 Explain the role of inventory management in business success.	4.2.3 Discuss the impact of inventory management on business operations.
	4.3 Logistics and Distribution	Understand the importance of logistics and distribution and its impact on business operations.	4.3.1 Identify the steps in logistics and distribution.	4.3.2 Explain the role of logistics and distribution in business success.	4.3.3 Discuss the impact of logistics and distribution on business operations.
	4.4 Project Management	Understand the importance of project management and its impact on business operations.	4.4.1 Identify the steps in project management.	4.4.2 Explain the role of project management in business success.	4.4.3 Discuss the impact of project management on business operations.

Abstracts submitted to the Society will receive abstracts and full-text versions of the abstracts. Abstracts will be published in the *Journal of the American Society of Human Genetics*.

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There are two key elements to the success of the program. First, the program is designed to be a long-term effort, with a focus on building a sustainable infrastructure for the future. This is achieved through a combination of public and private investment, as well as a strong commitment to the program from the local government. Second, the program is designed to be a community-driven effort, with a focus on building a strong relationship between the local government and the community. This is achieved through a combination of public and private investment, as well as a strong commitment to the program from the local government.

Because of the demonstrable effects on lung and upper respiratory tract and on the central nervous system, the following table lists the various symptoms and signs which are observed in the various stages of the disease. The symptoms and signs are listed in the order in which they are observed in the various stages of the disease.

Symptoms and signs	Stage I (Prodromal)		Stage II (Acute)		Stage III (Convalescent)	
	Duration	Frequency	Duration	Frequency	Duration	Frequency
Headache	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Malaise	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Fatigue	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of appetite	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of weight	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of sleep	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of interest in life	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to work	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to study	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to play	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to exercise	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to think	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to feel	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to act	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to react	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to adapt	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily
Loss of ability to survive	1-2 days	1-2 times daily	1-2 days	1-2 times daily	1-2 days	1-2 times daily

Ref	Category	Sub-category	Item	Quantity	Unit	Value	Remarks
1	Material	Concrete	Concrete for foundation	100	m ³	100	
2	Material	Concrete	Concrete for walls	200	m ³	200	
3	Material	Concrete	Concrete for roof	150	m ³	150	
4	Material	Concrete	Concrete for floor	100	m ³	100	
5	Material	Concrete	Concrete for stairs	50	m ³	50	
6	Material	Concrete	Concrete for columns	30	m ³	30	
7	Material	Concrete	Concrete for beams	40	m ³	40	
8	Material	Concrete	Concrete for slabs	60	m ³	60	
9	Material	Concrete	Concrete for foundations	80	m ³	80	
10	Material	Concrete	Concrete for walls	120	m ³	120	
11	Material	Concrete	Concrete for roof	90	m ³	90	
12	Material	Concrete	Concrete for floor	70	m ³	70	
13	Material	Concrete	Concrete for stairs	40	m ³	40	
14	Material	Concrete	Concrete for columns	20	m ³	20	
15	Material	Concrete	Concrete for beams	30	m ³	30	
16	Material	Concrete	Concrete for slabs	50	m ³	50	
17	Material	Concrete	Concrete for foundations	60	m ³	60	
18	Material	Concrete	Concrete for walls	80	m ³	80	
19	Material	Concrete	Concrete for roof	100	m ³	100	
20	Material	Concrete	Concrete for floor	120	m ³	120	
21	Material	Concrete	Concrete for stairs	140	m ³	140	
22	Material	Concrete	Concrete for columns	160	m ³	160	
23	Material	Concrete	Concrete for beams	180	m ³	180	
24	Material	Concrete	Concrete for slabs	200	m ³	200	
25	Material	Concrete	Concrete for foundations	220	m ³	220	
26	Material	Concrete	Concrete for walls	240	m ³	240	
27	Material	Concrete	Concrete for roof	260	m ³	260	
28	Material	Concrete	Concrete for floor	280	m ³	280	
29	Material	Concrete	Concrete for stairs	300	m ³	300	
30	Material	Concrete	Concrete for columns	320	m ³	320	
31	Material	Concrete	Concrete for beams	340	m ³	340	
32	Material	Concrete	Concrete for slabs	360	m ³	360	
33	Material	Concrete	Concrete for foundations	380	m ³	380	
34	Material	Concrete	Concrete for walls	400	m ³	400	
35	Material	Concrete	Concrete for roof	420	m ³	420	
36	Material	Concrete	Concrete for floor	440	m ³	440	
37	Material	Concrete	Concrete for stairs	460	m ³	460	
38	Material	Concrete	Concrete for columns	480	m ³	480	
39	Material	Concrete	Concrete for beams	500	m ³	500	
40	Material	Concrete	Concrete for slabs	520	m ³	520	
41	Material	Concrete	Concrete for foundations	540	m ³	540	
42	Material	Concrete	Concrete for walls	560	m ³	560	
43	Material	Concrete	Concrete for roof	580	m ³	580	
44	Material	Concrete	Concrete for floor	600	m ³	600	
45	Material	Concrete	Concrete for stairs	620	m ³	620	
46	Material	Concrete	Concrete for columns	640	m ³	640	
47	Material	Concrete	Concrete for beams	660	m ³	660	
48	Material	Concrete	Concrete for slabs	680	m ³	680	
49	Material	Concrete	Concrete for foundations	700	m ³	700	
50	Material	Concrete	Concrete for walls	720	m ³	720	
51	Material	Concrete	Concrete for roof	740	m ³	740	
52	Material	Concrete	Concrete for floor	760	m ³	760	
53	Material	Concrete	Concrete for stairs	780	m ³	780	
54	Material	Concrete	Concrete for columns	800	m ³	800	
55	Material	Concrete	Concrete for beams	820	m ³	820	
56	Material	Concrete	Concrete for sl				

Keywords: *adolescents, adolescents' perceptions, adolescents' views, adolescents' experiences, adolescents' opinions, adolescents' attitudes, adolescents' beliefs, adolescents' values, adolescents' interests, adolescents' needs, adolescents' wishes, adolescents' desires, adolescents' preferences, adolescents' choices, adolescents' decisions, adolescents' actions, adolescents' behaviors, adolescents' emotions, adolescents' feelings, adolescents' thoughts, adolescents' beliefs, adolescents' values, adolescents' attitudes, adolescents' opinions, adolescents' views, adolescents' perceptions, adolescents' experiences, adolescents' interests, adolescents' needs, adolescents' wishes, adolescents' desires, adolescents' preferences, adolescents' choices, adolescents' decisions, adolescents' actions, adolescents' behaviors, adolescents' emotions, adolescents' feelings, adolescents' thoughts*

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Category	Item	Quantity	Unit	Remarks
Material	1. Cement	1000	kg	For concrete work
	2. Sand	2000	kg	For concrete work
Labour	3. Mason	10	man	For concrete work
	4. Helper	20	man	For concrete work
Equipment	5. Concrete pump	1	unit	For concrete work
	6. Wheelbarrow	10	unit	For concrete work
Other	7. Water	1000	litre	For concrete work
	8. Formwork	10	sqm	For concrete work

IV. Summary of report				
Section number	Section title	Section description	Section number	Section title
1	Introduction	1.1.1. Introduction to the project 1.1.2. Objectives of the project 1.1.3. Scope of the project 1.1.4. Methodology of the project 1.1.5. Organization of the project	1	Introduction
2	Background	2.1.1. Background information 2.1.2. Previous work in the field 2.1.3. Current state of the field 2.1.4. Justification for the project 2.1.5. Expected outcomes of the project	2	Background
3	Methodology	3.1.1. Methodology overview 3.1.2. Data collection methods 3.1.3. Data analysis methods 3.1.4. Validation methods 3.1.5. Reporting methods	3	Methodology
4	Results	4.1.1. Results overview 4.1.2. Data presentation 4.1.3. Data analysis results 4.1.4. Validation results 4.1.5. Reporting results	4	Results
5	Conclusion	5.1.1. Conclusion overview 5.1.2. Summary of findings 5.1.3. Implications of findings 5.1.4. Recommendations for future work 5.1.5. Acknowledgments	5	Conclusion

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 2013



Крыніцёвіч – мадэліравальны мост

(Тэма: Клас задач)

Час: 1 год

Мэтрал: Матэматыка, Фізіка, Хімія

Склад: 10 клас

1. Агульны характарыстыкі

2. Агульны характарыстыкі

3. Агульны характарыстыкі

4. Агульны характарыстыкі

5. Агульны характарыстыкі

Класіфікацыя: Матэматыка, Фізіка, Хімія
Тэма: Клас задач
Час: 1 год
Мэтрал: Матэматыка, Фізіка, Хімія
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Час: 1 год
Мэтрал: Матэматыка, Фізіка, Хімія
Склад: 10 клас

Класіфікацыя: Матэматыка, Фізіка, Хімія

Sl. No.	Topic	Sub-Topic	Learning Objectives	Assessment Method	Weightage
1	Introduction to the course	Course Overview	Understand the course structure and objectives.	Self-reflection	5%
2	Mathematical Foundations	Calculus	Apply calculus to solve problems related to motion.	Homework	15%
3	Physics of Motion	Kinematics	Understand the concepts of displacement, velocity, and acceleration.	Classroom Test	15%
4	Newton's Laws of Motion	Newton's Laws	Apply Newton's laws to solve problems involving forces and motion.	Classroom Test	15%
5	Energy and Work	Work and Energy	Understand the concepts of work, energy, and power.	Classroom Test	15%
6	Momentum and Collisions	Momentum	Understand the conservation of momentum and its application in collisions.	Classroom Test	15%
7	Rotational Motion	Rotation	Understand the concepts of angular displacement, velocity, and acceleration.	Classroom Test	15%
8	Gravitation	Gravity	Understand the laws of gravitation and their application in celestial mechanics.	Classroom Test	15%
9	Fluid Mechanics	Fluids	Understand the properties of fluids and the principles of fluid mechanics.	Classroom Test	15%
10	Thermodynamics	Heat and Temperature	Understand the concepts of heat, temperature, and the laws of thermodynamics.	Classroom Test	15%
11	Electromagnetism	Electricity and Magnetism	Understand the concepts of electric and magnetic fields and their interactions.	Classroom Test	15%
12	Optics	Light	Understand the properties of light and the principles of optics.	Classroom Test	15%
13	Modern Physics	Atomic and Nuclear Physics	Understand the concepts of atomic structure, radioactivity, and nuclear energy.	Classroom Test	15%
14	Relativity	Special Relativity	Understand the principles of special relativity and its implications.	Classroom Test	15%
15	Quantum Mechanics	Quantum Theory	Understand the basic principles of quantum mechanics.	Classroom Test	15%

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1.1		Thematic objectives (Energy, Environment, Transport, Innovation, Regional Development)	Specific objective (Energy)	Indicator (Energy)	Value	Unit	Target
1.2							