

**PHILIPPINE BIDDING DOCUMENTS**

**Procurement of  
INFRASTRUCTURE  
PROJECTS**

Government of the Republic of the Philippines

**UPGRADING OF PLANT TISSUE  
CULTURE LABORATORY AT  
WESTERN MINDANAO STATE  
UNIVERSITY COLLEGE OF  
AGRICULTURE (TISSUE CULTURE  
LABORATORY)**

*(ABC: PHP 2,377,628.20)*

*PhilGeps Reference No: 11848332  
PR 25-03-121 INF*

*Sixth Edition  
July 2020*

## Preface

These Philippine Bidding Documents (PBDs) for the procurement of Infrastructure Projects (hereinafter referred to also as the "Works") through Competitive Bidding have been prepared by the Government of the Philippines for use by all branches, agencies, departments, bureaus, offices, or instrumentalities of the government, including government-owned and/or -controlled corporations, government financial institutions, state universities and colleges, local government units, and autonomous regional government. The procedures and practices presented in this document have been developed through broad experience, and are for mandatory use in projects that are financed in whole or in part by the Government of the Philippines or any foreign government/foreign or international financing institution in accordance with the provisions of the 2018 revised Implementing Rules and Regulations (IRR) of Republic Act (R.A.) No. 9154.

The PBDs are intended as a model for advertisement (unit prices or unit rates in a bill of quantities) types of contract, which are the most common in Works contracting.

The Bidding Documents shall clearly and adequately define, among others: (i) the objectives, scope, and expected output and/or results of the proposed contract; (ii) the eligibility requirements of Bidders; (iii) the expected contract duration; and (iv) the obligations, duties, and/or functions of the winning Bidder.

Care should be taken to check the relevance of the provisions of the PBDs against the requirements of the specific Works to be procured. If duplication of a subject is inevitable in other sections of the document prepared by the Procuring Entity, care must be exercised to avoid contradictions between clauses dealing with the same matter.

Moreover, each section is prepared with notes intended only as information for the Procuring Entity or the person drafting the Bidding Documents. They shall not be included in the final documents. The following general directions should be observed when using the documents:

1. All the documents listed in the Table of Contents are normally required for the procurement of Infrastructure Projects. However, they should be adapted as necessary to the circumstances of the particular Project.
2. Specific details, such as the "name of the Procuring Entity" and "address for bid submission," should be furnished in the Instructions to Bidders, Bid Data Sheet, and Special Conditions of Contract. The final documents should contain neither blank spaces nor options.
3. This Preface and the footnotes or notes in *italics* included in the Invitation to Bid, BIDS, General Conditions of Contract, Special Conditions of Contract, Specifications, Drawings, and Bill of Quantities are not part of the text of the final documents, although they contain instructions that the Procuring Entity should strictly follow.
4. The cover should be modified as required to identify the Bidding Documents as to the names of the Project, Contract, and Procuring Entity, in addition to date of issue.
5. Modifications for specific Procurement Project details should be provided in the Special Conditions of Contract as amendments to the Conditions of Contract. For any completion, whenever reference has to be made to specific clauses in the Bid Data Sheet or Special Conditions of Contract, these terms shall be printed in **bold typeface** on Sections I (Instructions to Bidders) and III (General Conditions of Contract), respectively.

- f. For guidelines on the use of Bidding Forms and the procurement of Foreign-Assisted Projects, these will be covered by a separate instance of the Governance Procurement Policy Board.

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## *Glossary of Terms, Abbreviations, and Acronyms*

**ABC** – Approved Budget for the Contract

**ARCC** – Allowable Range of Contract Cost

**BAC** – Bid and Award Committee

**Bid** – A signed offer or proposal to undertake a contract submitted by a bidder in response to and in accordance with the requirements of the bidding documents. Also referred to as Proposal and Tender. (2016 revised IRR, Section 5(a))

**Bidder** – Refers to a contractor, manufacturer, supplier, distributor and/or consultant who submits a bid in response to the requirements of the Bidding Documents. (2016 revised IRR, Section 5(d))

**Bidding Documents** – The documents issued by the Procuring Entity as the basis for bids, furnishing all information necessary for a prospective bidder to prepare a bid for the Goods, Infrastructure Projects, and/or Consulting Services required by the Procuring Entity. (2016 revised IRR, Section 5(a))

**BIR** – Bureau of Internal Revenue

**BSP** – Bangko Sentral ng Pilipinas

**CDA** – Cooperative Development Authority

**Consulting Services** – Refers to services for Infrastructure Projects and other types of projects or activities of the GOP requiring adequate external technical and professional expertise that are beyond the capability and/or capacity of the GOP to undertake such as, but not limited to: (i) advisory and review services, (ii) pre-investment or feasibility studies, (iii) design, (iv) construction supervision, (v) management and related services, and (vi) other technical services or special studies. (2016 revised IRR, Section 5(f))

**Contract** – Refers to the agreement entered into between the Procuring Entity and the Supplier or Manufacturer or Distributor or Service Provider for procurement of Goods and Services; Contractor for Procurement of Infrastructure Projects; or Consultant or Consulting Firm for Procurement of Consulting Services, as the case may be, as recorded in the Contract Form signed by the parties, including all attachments and appendices thereto and all documents incorporated by reference therein.

**Contractor** – is a natural or juridical entity whose proposal was accepted by the Procuring Entity and to whom the Contract to execute the Work was awarded. Contractor as used in these Bidding Documents may likewise refer to a supplier, distributor, manufacturer, or consultant.

**CPI** – Consumer Price Index

**DOLM** – Department of Labor and Employment

**DTI** – Department of Trade and Industry

**Foreign-funded Procurement or Foreign-Assisted Project** – Refers to procurement whose funding source is from a foreign government, foreign or international financing institution as specified in the Treaty or International or Executive Agreement. (2016 revised IRR, Section 5(n))

**GFI** – Government Financial Institution.

**GOCC** – Government-owned and/or –controlled corporation.

**Goods** – Refers to all items, supplies, materials and general support services, except Consulting Services and Infrastructure Projects, which may be needed in the transaction of public business or in the pursuit of any government undertaking, project or activity, whether in the nature of equipment, fixtures, machinery, materials for construction, or personal property of any kind, including non-personal or contractual services such as the repair and maintenance of equipment and fixtures, as well as training, hauling, janitorial, security, and related or analogous services, as well as procurement of materials and supplies provided by the Procuring Entity for such services. The term "related" or "analogous services" shall include, but is not limited to, lease or purchase of office space, media advertisements, health maintenance services, and other services essential to the operation of the Procuring Entity. (2016 revised IRR, Section 1)(j)

**GOP** – Government of the Philippines.

**Infrastructure Project** – Includes the construction, improvement, rehabilitation, demolition, repair, restoration or maintenance of roads and bridges, railways, airports, seaports, communication facilities, civil works components of information technology projects, irrigation, flood control and drainage, water supply, sanitation, sewerage and solid waste management systems, shore protection, energy power and electrification facilities, national buildings, school buildings, hospital buildings, and other related construction projects of the government. Also referred to as *civil works or works*. (2016 revised IRR, Section 5)(d)

**LGUs** – Local Government Units.

**NFCC** – Net Financial Contracting Capacity.

**NGA** – National Government Agency.

**PCAB** – Philippine Contractors Accreditation Board.

**PHGEPS** – Philippine Government Electronic Procurement System.

**Procurement Project** – refers to a specific or identified procurement covering goods, infrastructure project or consulting services. A Procurement Project shall be described, detailed, and scheduled in the Project Procurement Management Plan prepared by the agency which shall be consolidated in the procuring entity's Annual Procurement Plan. (GPPB Circular No. 05-2016 dated 17 July 2016)

**PSA** – Philippine Statistics Authority.

**SEC** – Securities and Exchange Commission.

**SLCC** – Single Largest Completed Contract.

**UN** – United Nations.

## *Section I. Invitation to Bid*

### **Notes on the Invitation to Bid**

The Invitation to Bid (IB) provides information that enables potential Bidders to decide whether to participate in the procurement or lease. The IB shall be posted in accordance with Section 11.3 of the 2016 revised IRR of RA No. 9154.

Apart from the essential items listed in the Bidding Documents, the IB should also indicate the following:

- a. The date of availability of the Bidding Documents, which shall be from the time the IB is first advertised/posted until the deadline for the submission and receipt of bids;
- b. The place where the Bidding Documents may be acquired or the website where it may be downloaded;
- c. The deadline for the submission and receipt of bids; and
- d. Any important bid evaluation criteria.

The IB should be incorporated into the Bidding Documents. The information contained in the IB must conform to the Bidding Documents and in particular to the relevant information in the Bid Data Sheet.





## **Invitation to Bid for PR 25-03-121 INF Upgrading of Plant Tissue Culture Laboratory at Western Mindanao State University College of Agriculture (Tissue Culture Laboratory)**

1. The Western Mindanao State University, through the External Fund - DA intends to apply for the sum of Two Million Three Hundred Seventy-Seven Thousand Six Hundred Twenty-Eight Pesos & Twenty Centavos (PHP 2,377,628.20) being the Approved Budget for the Contract (ABC) to payments under the contract for Upgrading of Plant Tissue Culture Laboratory at Western Mindanao State University College of Agriculture (Tissue Culture Laboratory). Bids received in excess of the ABC shall be automatically rejected at bid opening.
2. The Western Mindanao State University now invites bids for the above Procurement Project. Completion of the Works is required within One Hundred Two (120) Calendar Days. Bidders should have completed a contract similar to the Project. The description of an eligible bidder is contained in the Bidding Document, particularly, in Section II (Instructions to Bidders).
3. Bidding will be conducted through open competitive bidding procedure using non-discriminatory "pass-pass" criterion as specified in the 2015 revised Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 9134.
4. Interested bidders may obtain further information from Western Mindanao State University and inspect the Bidding Documents at the address given below from 8:00 AM - 5:00 PM Monday to Friday:
5. A complete set of Bidding Documents may be acquired by interested bidders on March 28, 2025 - April 18, 2025 from given address and website's below and upon payment of the applicable fee for the Bidding Documents, pursuant to the latest Guidelines issued by the GPPD, in the amount of Five Thousand (5,000.00) Pesos.
6. The Western Mindanao State University will hold a Pre-Bid Conference<sup>1</sup> on March 27, 2025 1:30 PM at BAC Office, Ground Floor Executive Building, Western Mindanao State University, Balweson, Zamboanga City, which shall be open to prospective bidders.
7. Bids must be duly received by the BAC Secretariat through manual submission at the office address as indicated below on or before 1:00 PM April 18, 2025. Late bids shall not be accepted.
8. All bids must be accompanied by a bid security of at least two percent (2%) of the Approved Budget for the Contract (ABC) in the form of Cash, Cashier's Check or Manager's Check, or Bid Securing Declaration. Bids without Bid Security will not be considered.

<sup>1</sup> May be deleted if under the ABC is less than One Million Three Hundred (P1,300,000) when the Proceeding Party may not hold a pre-bid conference.

9. Bid opening shall be on April 16, 2021, 2:00 PM at the given address below BAC Office, Ground Floor Executive Building, Western Mindanao State University, Zamboanga, Zamboanga City. Bids will be opened in the presence of the bidders' representatives who choose to attend the activity.
10. The Western Mindanao State University reserves the right to reject any and all bids, declare a failure of bidding, or not award the contract at any time prior to contract award in accordance with Sections 31.6 and 41 of the 2016 revised Implementing Rules and Regulations (IRR) of RA No. 5184, without thereby incurring any liability to the affected bidder or bidders.
11. For further information, please refer to:  
  
Mr. Joel C. Miazang  
Head Secretariat  
Executive Building, BAC Office  
Western Mindanao State University  
Normal Road, Zamboanga  
Zamboanga City  
Tel. No.: (092)201-1771 loc. 1002  
Email: [bacsecretariat@wmsu.edu.ph](mailto:bacsecretariat@wmsu.edu.ph)
12. You may visit the following website:

For downloading of Bidding Documents: [www.wmsu.edu.ph](http://www.wmsu.edu.ph) or PhilGep website

March 18, 2021

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FREDLINO M. SAN JUAN, Ph.D.  
BAC Chairperson

## *Section II. Instructions to Bidders*

### **Notes on the Instructions to Bidders**

This Section on the Instruction to Bidders (ITB) provides the information necessary for bidders to prepare responsive bids, in accordance with the requirements of the Procuring Entity. It also provides information on bid submission, eligibility check, opening and evaluation of bids, post-qualification, and on the award of contract.

## 1. Scope of Bid

The Procuring Entity, Western Mindanao State University invites Bids for the PR 25-22-111 INF (Kobid) Titled: *Upgrading of Plant Tissue Culture Laboratory at Western Mindanao State University College of Agriculture (Tissue Culture Laboratory).*

The Procurement Project (referred to herein as "Project") is for the construction of Works, as described in Section VI (Specifications).

## 2. Funding Information

2.1. The GOP through the source of funding as indicated below for *Essential Fund - BA* in the amount of *Two Million Three Hundred Seventy-Seven Thousand Six Hundred Twenty-Eight Pones & Twenty Centavos (PHP 2,377,628.28).*

2.2. The source of funding is:

- a. NGA, the General Appropriations Act or Special Appropriations

## 3. Bidding Requirements

The Bidding for the Project shall be governed by all the provisions of RA No. 9104 and its 2016 revised IRR, including its Generic Procurement Manual and associated policies, rules and regulations as the primary source thereof, while the herein clauses shall serve as the secondary source thereof.

Any amendments made to the IRR and other GPPB issuances shall be applicable only to the ongoing posting, advertisement, or invitation to bid by the BAC through the issuance of a supplemental or bid bulletin.

The Bidder, by the act of submitting its Bid, shall be deemed to have inspected the site, determined the general characteristics of the contracted Works and the conditions for the Project, such as: the location and the nature of the work; (b) climatic conditions; (c) transportation facilities; (d) nature and condition of the terrain, geological conditions at the site, communication facilities, requirements, location and availability of construction aggregates and other materials, labor, water, electric power and access roads; and (e) other factors that may affect the cost, duration and execution or implementation of the contract project, or work and examine all instructions, terms, terms, and project requirements in the Bidding Documents.

## 4. Corrupt, Fraudulent, Collusive, Coercive, and Obstructive Practices

The Procuring Entity, as well as the Bidders and Contractors, shall observe the highest standard of ethics during the procurement and execution of the contract. They or through an agent shall not engage in corrupt, fraudulent, collusive, coercive, and obstructive practices defined under Annex "T" of the 2016 revised IRR of RA No. 9104 or other integrity violations in competing for the Project.

## 5. Eligible Bidders

- 5.1. Only Bids of Bidders found to be legally, technically, and financially capable will be admitted.
- 5.2. The Bidder must have an experience of having completed a Single Largest Completed Contract (SLCC) that is similar to this Project, equivalent to at least

fifty percent (50%) of the ABC adjusted, if necessary, by the Bidder to current prices using the PSA's CPI, except under conditions provided for in Section 23.4.2.4 of the 2016 revised IRR of RA No. 9134.

A contract is considered to be "similar" to the contract to be bid if it has the major categories of work stated in the BBS.

- 5.3. For Foreign-funded Procurement, the Procuring Entity and the foreign government foreign or international financing institution may agree on another mark record requirement, as specified in the Bidding Document prepared for this purpose.
- 5.4. The Bidder shall comply with the eligibility criteria under Section 23.4.2 of the 2016 IRR of RA No. 9134.

## **6. Origin of Associated Goods**

There is no restriction on the origin of Goods other than those prohibited by a decision of the UN Security Council taken under Chapter VII of the Charter of the UN.

## **7. Subcontracts**

- 7.1. The Bidder may subcontract portions of the Project to the extent allowed by the Procuring Entity as stated herein, but in no case more than fifty percent (50%) of the Project.
  - a. Subcontracting is not allowed.

## **8. Pre-Bid Conference**

The Procuring Entity will hold a pre-bid conference for this Project on the specified date and time and either at its physical address *March 27, 2025 1:30 PM at BAC Office, Ground Floor Executive Building, Western Mindanao State University, Zamboanga City* and/or through [videoconferencing/webcasting](https://www.zoom.us/j/92025000000) as indicated in paragraph 6 of the IB.

## **9. Clarification and Amendment of Bidding Documents**

Prospective bidders may request for clarification on and/or interpretation of any part of the Bidding Documents. Such requests must be in writing and received by the Procuring Entity, either at its given address or through electronic mail indicated in the IB, at least ten (10) calendar days before the deadline for the submission and receipt of Bids.

## **10. Documents Comprising the Bid; Eligibility and Technical Components**

- 10.1. The first envelope shall contain the eligibility and technical documents of the Bid as specified in Section IX, Checklist of Technical and Financial Documents.
- 10.2. If the eligibility requirements or documents, the bid, and all other documents for submission to the BAC are in foreign language other than English, it must be accompanied by a translation in English, which shall be authenticated by the appropriate Philippine foreign service establishment, post, or the equivalent office having jurisdiction over the foreign bidder's affairs in the Philippines. For Contracting Parties to the Apostille Convention, only the translated

documents shall be substantiated through an apostille pursuant to GPPS Resolution No. 13-2009 dated 13 May 2010. The English translation shall govern, for purposes of interpretation of the bid.

- 10.3. A valid PCAB License is required, and in case of joint ventures, a valid special PCAB License, and registration for the type and cost of the contract for this Project. Any additional type of Contractor license or permit shall be indicated in the BBS.
- 10.4. A List of Contractor's key personnel (e.g., Project Manager, Project Engineers, Materials Engineers, and Foremen) assigned to the contract to be bid, with their complete qualifications and experience data shall be provided. These key personnel must meet the required minimum years of experience set in the BBS.
- 10.5. A List of Contractor's major equipment units, which are owned, leased, and/or under purchase agreement, supported by proof of ownership, certification of availability of equipment from the equipment lessor/owner for the duration of the project, in the case may be, must meet the minimum requirements for the contract set in the BBS.

## 11. Documents Comprising the Bid: Financial Component

- 11.1. The second bid envelope shall contain the financial documents for the Bid as specified in Section IX, Checklist of Technical and Financial Documents.
- 11.2. Any bid exceeding the ABC indicated in paragraph 1 of the IB shall not be accepted.
- 11.3. For Foreign-funded procurement, a ceiling may be applied to Bid prices provided the conditions are met under Section 31.2 of the 2014 revised IRR of RA No. 9154.

## 12. Alternative Bids

Bidders shall submit offers that comply with the requirements of the Bidding Document, including the basic technical design as indicated in the drawings and specifications. Unless there is a value engineering clause in the BBS, alternative Bids shall not be accepted.

## 13. Bid Prices

All bid prices for the gross scope of work in the Project as awarded shall be considered as fixed prices, and therefore not subject to price escalation during contract implementation, except under extraordinary circumstances as determined by the NEDA and approved by the GPPS pursuant to the revised Guidelines for Contract Price Escalation guidelines.

## 14. Bid and Payment Currencies

- 14.1. Bid prices may be quoted in the local currency or tradeable currency accepted by the BSP at the discretion of the Bidder. However, for purposes of bid evaluation, Bids denominated in foreign currencies shall be converted to Philippine currency based on the exchange rate as published in the BSP reference rate bulletin on the day of the bid opening.
- 14.2. Payment of the contract price shall be made in:

## a. Philippines

### 15. Bid Security

- 15.1. The Bidder shall submit a Bid Securing Declaration or any form of Bid Security in the amount indicated in the BDS, which shall be not less than the percentage of the ABC in accordance with the schedule in the BDS.
- 15.2. The Bid and bid security shall be valid for *at least 120 calendar days from the Opening of Bids*. Any bid not accompanied by an acceptable bid security shall be rejected by the Procuring Entity as non-responsive.

### 16. Sealing and Marking of Bids

Each Bidder shall submit one copy of the first and second components of its Bid.

The Procuring Entity may request additional hard copies and/or electronic copies of the Bid. However, failure of the Bidders to comply with the said request shall not be a ground for disqualification.

If the Procuring Entity allows the submission of bids through online submission to the given website or any other electronic means, the Bidder shall submit an electronic copy of its Bid, which must be digitally signed. An electronic copy that cannot be opened or is corrupted shall be considered non-responsive and, thus, automatically disqualified.

### 17. Deadline for Submission of Bids

The Bidders shall submit on or before **April 16, 2023, 1:00 PM** at its physical address at the **BAC Office Ground Floor Executive Building, Western Mindanao State University, Zamboanga, Zamboanga City**.

### 18. Opening and Preliminary Examination of Bids

- 18.1. The BAC shall open the Bids in public at the time, on the date, and at the place specified in paragraph 9 of the IB. The Bidders' representatives who are present shall sign a register certifying their attendance. In case videoconferencing, teleconferencing or other similar technologies will be used, attendance of participants shall likewise be recorded by the BAC Secretary.

In case the Bids cannot be opened or subsided due to justifiable reasons, the rescheduling requirements under Section 29 of the 2016 revised ERR of RA No. 9154 shall prevail.

- 18.2. The preliminary examination of Bids shall be governed by Section 29 of the 2016 revised ERR of RA No. 9154.

### 19. Detailed Evaluation and Comparison of Bids

- 19.1. The Procuring Entity's BAC shall immediately conduct a detailed evaluation of all Bids rated "passed" using non-discretionary pass/fail criteria. The BAC shall consider the conditions in the evaluation of Bids under Section 31.2 of 2016 revised ERR of RA No. 9154.
- 19.2. If the Project allows partial bids, all Bids and combinations of Bids as indicated in the BDS shall be received by the same deadline and opened and evaluated simultaneously so as to determine the Bid or combination of Bids offering the

lowest calculated cost to the Procuring Entity. Bid Security as required by ITS Clause 15 shall be submitted for each contract (lot) separately.

- 19.3. In all cases, the NPCC competition pursuant to Section 13.4.2.6 of the 2016 revised IRR of RA No. 9194 must be sufficient for the total of the ABCs for all the lots participated in by the prospective Bidder.

## **20. Post Qualification**

Within a non-extendable period of five (5) calendar days from receipt by the Bidder of the notice from the BAC that it submitted the Lowest Calculated Bid, the Bidder shall submit its latest income and business tax returns filed and paid through the BIR Electronic Filing and Payment System (eFPS), and other appropriate licenses and permits required by law and stated in the BIDS.

## **21. Signing of the Contract**

The documents required in Section 37.2 of the 2016 revised IRR of RA No. 9194 shall form part of the Contract. Additional Contract documents are indicated in the BIDS.



### *Section III. Bid Data Sheet*

#### **Notes on the Bid Data Sheet (BDS)**

The Bid Data Sheet (BDS) consists of provisions that supplement, amend, or specify in detail, information, or requirements included in the ITB found in Section II, which are specific to each procurement.

This Section is intended to assist the Procuring Entity in providing the specific information in relation to corresponding clauses in the ITB and has to be prepared for each specific procurement.

The Procuring Entity should specify in the BDS information and requirements specific to the circumstances of the Procuring Entity, the processing of the procurement, and the bid evaluation criteria that will apply to the bids. In preparing the BDS, the following aspects should be checked:

- a. Information that specifies and complements provisions of the ITB must be incorporated.
- b. Amendments and/or supplements, if any, to provisions of the ITB as necessitated by the circumstances of the specific procurement, must also be incorporated.

## Bid Data Sheet

IFB Clause																																		
5.2	For this purpose, contracts similar to the Project refer to contracts which have the same major categories of work, which shall be:  <i>None - As provided for in Section 22.4.2.4</i>																																	
7.1	<i>Not Applicable</i>																																	
10.2	<i>(Specify if another Contractor license or permit is required.)</i>																																	
10.4	The key personnel must meet the required minimum years of experience set below:																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Key Personnel</th> <th style="text-align: center;">General Experience</th> <th style="text-align: center;">Related Experience</th> </tr> </thead> <tbody> <tr> <td><i>Project Engineer</i></td> <td style="text-align: center;"><i>3 years</i></td> <td style="text-align: center;"><i>3 years</i></td> </tr> <tr> <td><i>Materials Engineer</i></td> <td style="text-align: center;"><i>2 years</i></td> <td style="text-align: center;"><i>2 years</i></td> </tr> <tr> <td><i>Construction Foreman</i></td> <td style="text-align: center;"><i>2 years</i></td> <td style="text-align: center;"><i>3 years</i></td> </tr> <tr> <td><i>Carpenter</i></td> <td style="text-align: center;"><i>2 years</i></td> <td style="text-align: center;"><i>2 years</i></td> </tr> <tr> <td><i>Steelworker</i></td> <td style="text-align: center;"><i>3 years</i></td> <td style="text-align: center;"><i>3 years</i></td> </tr> <tr> <td><i>Tinsmith</i></td> <td style="text-align: center;"><i>2 years</i></td> <td style="text-align: center;"><i>2 years</i></td> </tr> <tr> <td><i>Mason</i></td> <td style="text-align: center;"><i>2 years</i></td> <td style="text-align: center;"><i>2 years</i></td> </tr> <tr> <td><i>Plumber</i></td> <td style="text-align: center;"><i>2 years</i></td> <td style="text-align: center;"><i>2 years</i></td> </tr> <tr> <td><i>Electrician</i></td> <td style="text-align: center;"><i>2 years</i></td> <td style="text-align: center;"><i>2 years</i></td> </tr> <tr> <td><i>Safety Officer</i></td> <td colspan="2" style="text-align: center;"><i>Certification issued by the Department of Labor and Employment (DOLLE)</i></td> </tr> </tbody> </table>	Key Personnel	General Experience	Related Experience	<i>Project Engineer</i>	<i>3 years</i>	<i>3 years</i>	<i>Materials Engineer</i>	<i>2 years</i>	<i>2 years</i>	<i>Construction Foreman</i>	<i>2 years</i>	<i>3 years</i>	<i>Carpenter</i>	<i>2 years</i>	<i>2 years</i>	<i>Steelworker</i>	<i>3 years</i>	<i>3 years</i>	<i>Tinsmith</i>	<i>2 years</i>	<i>2 years</i>	<i>Mason</i>	<i>2 years</i>	<i>2 years</i>	<i>Plumber</i>	<i>2 years</i>	<i>2 years</i>	<i>Electrician</i>	<i>2 years</i>	<i>2 years</i>	<i>Safety Officer</i>	<i>Certification issued by the Department of Labor and Employment (DOLLE)</i>	
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<i>Project Engineer</i>	<i>3 years</i>	<i>3 years</i>																																
<i>Materials Engineer</i>	<i>2 years</i>	<i>2 years</i>																																
<i>Construction Foreman</i>	<i>2 years</i>	<i>3 years</i>																																
<i>Carpenter</i>	<i>2 years</i>	<i>2 years</i>																																
<i>Steelworker</i>	<i>3 years</i>	<i>3 years</i>																																
<i>Tinsmith</i>	<i>2 years</i>	<i>2 years</i>																																
<i>Mason</i>	<i>2 years</i>	<i>2 years</i>																																
<i>Plumber</i>	<i>2 years</i>	<i>2 years</i>																																
<i>Electrician</i>	<i>2 years</i>	<i>2 years</i>																																
<i>Safety Officer</i>	<i>Certification issued by the Department of Labor and Employment (DOLLE)</i>																																	
10.5	The minimum major equipment requirements are the following:																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Equipment</th> <th style="text-align: center;">Quantity</th> </tr> </thead> <tbody> <tr> <td><i>Dump Truck</i></td> <td style="text-align: center;"><i>1</i></td> </tr> <tr> <td><i>Welding Machine</i></td> <td style="text-align: center;"><i>1</i></td> </tr> </tbody> </table>	Equipment	Quantity	<i>Dump Truck</i>	<i>1</i>	<i>Welding Machine</i>	<i>1</i>																											
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<i>Dump Truck</i>	<i>1</i>																																	
<i>Welding Machine</i>	<i>1</i>																																	
11	<i>No Further Instructions</i>																																	
13.1	The bid security shall be in the form of a Bid Securing Declaration or any of the following forms and amounts: <ol style="list-style-type: none"> <li>a. The amount of not less than two percent (2%) of ABC, if bid security is in cash, cashier's manager's check, bank draft, guarantee or irrevocable letter of credit.</li> </ol>																																	
18.1	Partial bid is not allowed. Infrastructure project is packaged in a single lot and the lot shall not be divided into sub-lots for the purpose of bidding, ordainment, and contract award.																																	
19	<i>PCAB License (Size Range: Small B, License Category: C &amp; D)</i>																																	

	<i>All licenses and permits relevant to the Project and the corresponding law regulating it, e.g., Environmental Compliance Certificate; Certification that the project site is not within a protected area, etc.</i>
11	Additional contract documents relevant to the Project that may be required by existing laws and/or the Procuring Entity, such as construction schedule and S-curve, manpower schedule, construction methods, equipment utilization schedule, construction safety and health program approved by the DOLE, and other acceptable tools of project scheduling.

## *Section IV. General Conditions of Contract*

### **Notes on the General Conditions of Contract**

The General Conditions of Contract (GCC) in this Section, read in conjunction with the Special Conditions of Contract in Section V and other documents listed herein, shall be a complete document expressing all the rights and obligations of the parties.

Matters governing performance of the Contractor, payments under the contract, or matters affecting the risks, rights, and obligations of the parties under the contract are included in the GCC and Special Conditions of Contract.

Any complementary information, which may be needed, shall be introduced only through the Special Conditions of Contract.

## **1. Scope of Contract**

This Contract shall include all such items, although not specifically mentioned, that can be reasonably inferred as being required for its completion as if such items were expressly mentioned herein. All the provisions of R.A. No. 9154 and its 2016 revised IRR, including the Generic Procurement Manual, and associated instructions, constitute the primary source for the terms and conditions of the Contract, and thus, applicable in contract implementation. However, clauses shall serve as the secondary source for the terms and conditions of the Contract.

This is without prejudice to Sections 74.1 and 74.2 of the 2016 revised IRR of R.A. No. 9154 allowing the GPPB to amend the IRR, which shall be applied to all procurement activities, the advertisement posting, or invitation of which were issued after the effectivity of the said amendment.

## **2. Sectional Completion of Works**

If sectional completion is specified in the Special Conditions of Contract (SCC), references to the Conditions of Contract to the Works, the Completion Date, and the Intended Completion Date shall apply to any Section of the Works (other than references to the Completion Date and Intended Completion Date for the whole of the Works).

## **3. Possession of Site**

3.1 The Procuring Entity shall give possession of all or parts of the Site to the Contractor based on the schedule of delivery indicated in the SCC, which corresponds to the execution of the Works. If the Contractor suffers delay or incurs cost from failure on the part of the Procuring Entity to give possession in accordance with the terms of this clause, the Procuring Entity's Representative shall give the Contractor a Contract Time Extension and certify such sum as fair to cover the cost incurred, which sum shall be paid by Procuring Entity.

3.2 If possession of a portion is not given by the above date, the Procuring Entity will be deemed to have delayed the start of the relevant activities. The resulting adjustments in contract time to address such delay may be addressed through contract extension provided under Annex "W" of the 2016 revised IRR of R.A. No. 9154.

## **4. The Contractor's Obligations**

The Contractor shall employ the key personnel named in the Schedule of Key Personnel indicating their designations, in accordance with ITB Clause 01.5 and specified in the BBS, to carry out the supervision of the Works.

The Procuring Entity will approve any proposed replacement of key personnel only if their relevant qualifications and abilities are equal to or better than those of the personnel listed in the Schedule.

## **5. Performance Security**

5.1 Within ten (10) calendar days from receipt of the Notice of Award from the Procuring Entity but in no case later than the signing of the contract by both parties, the successful Bidder shall furnish the performance security in any of the forms prescribed in Section 19 of the 2016 revised IRR.

5.2. The Contractor, by entering into the Contract with the Procuring Entity, acknowledges the right of the Procuring Entity to institute action pursuant to RA No. 3611 against any subcontractor be they an individual, firm, partnership, corporation, or association supplying the Contractor with labor, materials and/or equipment for the performance of this Contract.

## 6. Site Investigation Reports

The Contractor, in preparing the Bid, shall rely on any Site Investigation Reports referred to in the SCC supplemented by any information obtained by the Contractor.

## 7. Warranty

7.1. In case the Contractor fails to undertake the repair works under Section 41.2.2 of the 2016 revised IRR, the Procuring Entity shall forfeit its performance security, subject its property (ies) to attachment or garnishment proceedings, and perpetually disqualify it from participating in any public bidding. All penalties of the GOIP in law force shall be offset to recover the costs.

7.2. The warranty against Structural Defects/Failure, except that contained on force majeure, shall cover the period from the date of issuance of the Certificate of Final Acceptance by the Procuring Entity. Specific duration of the warranty is found in the SCC.

## 8. Liability of the Contractor

Subject to additional provisions, if any, set forth in the SCC, the Contractor's liability under this Contract shall be as provided by the laws of the Republic of the Philippines.

If the Contractor is a joint venture, all partners to the joint venture shall be jointly and severally liable to the Procuring Entity.

## 9. Termination for Other Causes

Contract termination shall be initiated in case it is determined *prima facie* by the Procuring Entity that the Contractor has engaged, before, or during the implementation of the contract, in reckless deeds and behaviors relative to contract acquisition and implementation, such as, but not limited to corrupt, fraudulent, collusive, coercive, and obstructive practices as stated in ITB Clause 4.

## 10. Dayworks

Subject to the guidelines on Variation Order in Annex "E" of the 2016 revised IRR of RA No. 9184, and if applicable as indicated in the SCC, the Dayworks rates in the Contractor's Bid shall be used for small additional amounts of work only when the Procuring Entity's Representative has given written instructions in advance for additional work to be paid for in that way.

## 11. Program of Work

11.1. The Contractor shall submit to the Procuring Entity's Representative for approval the said Program of Work showing the general methods, arrangements, order, and timing for all the activities in the U/M. The submissions of the Program of Work are indicated in the SCC.

- 11.3. The Contractor shall submit to the Procuring Entity's Representative for approval an updated Program of Work at intervals no longer than the period stated in the SCC. If the Contractor does not submit an updated Program of Work within this period, the Procuring Entity's Representative may withhold the amount stated in the SCC from the next payment certificate and continue to withhold this amount until the next payment after the date on which the overdue Program of Work has been submitted.

## 12. Instructions, Inspections and Audits

The Contractor shall permit the GCP or the Procuring Entity to inspect the Contractor's accounts and records relating to the performance of the Contractor and to have them audited by auditors of the GCP or the Procuring Entity, as may be required.

## 13. Advance Payment

The Procuring Entity shall, upon a written request of the Contractor which shall be submitted as a Contract document, make an advance payment to the Contractor in an amount not exceeding fifteen percent (15%) of the total contract price, to be made in lump sum, or at the most two installments according to a schedule specified in the SCC, subject to the requirements in Annex "E" of the 2016 revised ICR of E.A. No. 2084.

## 14. Progress Payments

The Contractor may submit a request for payment for Work accomplished. Such requests for payment shall be verified and certified by the Procuring Entity's Representative/Project Engineer. Except as otherwise stipulated in the SCC, materials and equipment delivered on the site but not completely put in place shall not be included for payment.

## 15. Operating and Maintenance Manuals

- 15.1. If required, the Contractor will provide "as built" Drawings and/or operating and maintenance manuals as specified in the SCC.
- 15.2. If the Contractor does not provide the Drawings and/or manuals by the date stated above, or they do not receive the Procuring Entity's Representative's approval, the Procuring Entity's Representative may withhold the amount stated in the SCC from payments due to the Contractor.

## *Section V. Special Conditions of Contract*

### **Notes on the Special Conditions of Contract**

Similar to the BDS, the clauses in this Section are intended to assist the Procuring Entity in providing contract-specific information in relation to corresponding clauses in the GCC found in Section IV.

The Special Conditions of Contract (SCC) complement the GCC, specifying contractual requirements linked to the special circumstances of the Procuring Entity, the Procuring Entity's country, the sector, and the Works process. In preparing this Section, the following aspects should be checked:

- a. Information that complements provisions of the GCC must be incorporated.
- b. Amendments and/or supplements to provisions of the GCC as necessitated by the circumstances of the specific purchase, must also be incorporated.

However, no special condition which defeats or negates the general intent and purpose of the provisions of the GCC should be incorporated herein.



## Special Conditions of Contract

GCC Clause	
3	<i>No further instructions</i>
4.1	The Procuring Entity shall give possession of all parts of the Site to the Contractor <b>One (1) day</b> after receipt of Notice to Proceed and Commence Work.
6	The site investigation reports are <i>[Not have the required site investigation reports.]</i>
7.2	<i>[Select one, delete the other.]</i>  <i>[In case of permanent structures, such as buildings of types 4 and 2 as classified under the National Building Code of the Philippines and other structures made of steel, iron, or concrete which comply with relevant structural codes (e.g., DPWH Standard Specifications), such as, but not limited to, steel/concrete bridges, flyovers, aircraft movement areas, ports, dams, tunnels, filtration and treatment plants, sewerage systems, power plants, transmission and communication towers, railway system, and other similar permanent structures.] Fifteen (15) years.</i>  <i>[In case of semi-permanent structures, such as buildings of types 1, 2, and 3 as classified under the National Building Code of the Philippines, concrete/asphalt roads, concrete river control, drainage, irrigation lined canals, river landing, steep walls, rock concrete, pedestrian overpass, and other similar semi-permanent structures.] Ten (7) years.</i>  <i>[In case of other structures, such as bays and wooden bridges, shallow walls, spring developments, and other similar structures.] Two (2) years.</i>
20	a. Dayworks are applicable at the rates shown in the Contractor's original Bid.
11.1	The Contractor shall submit its Program of Work to the Procuring Entity's Representative within <b>Two (2) days</b> of delivery of the Notice of Award.
11.2	The amount to be withheld for late submission of an updated Program of Work is <b>Two Percent (2%)</b> .
15	The amount of the advance payment is <b>25%</b> upon request subject to submission and acceptance by the PE of a Performance Security.
24	<i>No Further Instructions</i>
15.1	The date by which operating and maintenance manuals are required is <b>within 10 (Ten) days</b> after the Notice to Proceed and Commence Work.  The date by which "as built" drawings are required is <b>at least Thirty (30) calendar days</b> from the receipt of Completion and Take-Over.
15.2	The amount to be withheld for failing to produce "as built" drawings and/or operating and maintenance manuals by the date required is <b>Two percent (2%)</b> .

## Section VI. Specifications

### Notes on Specifications

A set of precise and clear specifications is a prerequisite for Bidders to respond realistically and competitively to the requirements of the Procuring Entity without qualifying or conditioning their Bid. In the context of international competitive bidding, the specifications must be drafted to permit the widest possible competition and, at the same time, present a clear statement of the required standards of workmanship, materials, and performance of the goods and services to be procured. Only if this is done will the objectives of economy, efficiency, and fairness in procurement be realized, responsiveness of Bids be assured, and the subsequent task of bid evaluation facilitated. The specifications should require that all goods and materials to be incorporated in the Works be new, unused, of the most recent or current models, and incorporate all recent improvements in design and materials unless provided otherwise in the Contract.

Samples of specifications from previous similar projects are useful in this respect. The use of metric units is mandatory. Most specifications are normally written specially by the Procuring Entity or its representative to suit the Works at hand. There is no standard set of Specifications for universal application in all sectors in all regions, but there are established principles and practices, which are reflected in these JOCs.

There are considerable advantages in standardizing General Specifications for repetitive Works in recognized public sectors, such as highways, ports, railways, urban housing, irrigation, and water supply, in the same country or region where similar conditions prevail. The General Specifications should cover all classes of workmanship, materials, and equipment commonly involved in construction, although not necessarily to be used in a particular Works Contract. Delegates or addressees should then adapt the General Specifications to the particular Works.

Care must be taken in drafting specifications to ensure that they are not restrictive. In the specification of standards for goods, materials, and workmanship, recognized international standards should be used as much as possible. Where other particular standards are used, whether national standards or other standards, the specifications should state that goods, materials, and workmanship that meet other authoritative standards, and which assure substantially equal or higher quality than the standards mentioned, will also be acceptable. The following clause may be inserted in the SCC.

#### Sample Clause: Equivalency of Standards and Codes

Whenever reference is made in the Contract to specific standards and codes to be used by the goods and materials to be furnished, and work performed or tested, the provisions of the latest current edition or revision of the relevant standards and codes in effect shall apply, unless otherwise expressly stated in the Contract. Where such standards and codes are national, or relate to a particular country or region, other authoritative standards that ensure a substantively equal or higher quality than the standards and codes specified will be accepted subject to the Procuring Entity's Representative's prior review and written consent. Differences between the standards specified and the proposed alternative standards shall be fully described in writing by the Contractor and submitted to the Procuring Entity's

Representative at least twenty-eight (28) days prior to the date when the Contractor desires the Procuring Entity's Representative's consent. In the event the Procuring Entity's Representative determines that such proposed deviations do not ensure substantially equal or higher quality, the Contractor shall comply with the standards specified in the documents.

These notes are intended only as information for the Procuring Entity or the person drafting the Bidding Documents. They should not be included in the final Bidding Documents.



## TECHNICAL SPECIFICATIONS

(ASAP TO PROCEED) – SIMILAR SPECIFICATIONS FOR PALE WORK REQUIRED



## TEH 23 - PHOTO AND CLIPPING

### 3.1 General Requirements

The candidate shall be responsible for creating an interview guide and interview notes in the project and apply them to conduct the interview. The candidate shall be responsible for the interview process, including the preparation of the interview guide, the conduct of the interview and the analysis of the interview data. The candidate shall be responsible for the interview process, including the preparation of the interview guide, the conduct of the interview and the analysis of the interview data.

The candidate shall be responsible for creating an interview guide and interview notes in the project and apply them to conduct the interview. The candidate shall be responsible for the interview process, including the preparation of the interview guide, the conduct of the interview and the analysis of the interview data. The candidate shall be responsible for the interview process, including the preparation of the interview guide, the conduct of the interview and the analysis of the interview data.

## TEH 24 - PROJECT DESIGN: DESIGN

### 3.1 General Requirements

The candidate shall be responsible for creating a project design and interview notes in the project and apply them to conduct the interview. The candidate shall be responsible for the interview process, including the preparation of the interview guide, the conduct of the interview and the analysis of the interview data.

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## ITEM 61 – OCCUPATIONAL SAFETY AND HEALTH

### 61.1 Description

The main goal is implementation of occupational safety programs of various government agencies, institutions and members of civil society, private, and educational institutions in the region.

### 61.2 Focuses the Safety and Health Program (SHP)

Key activities support the safety and health of government employees and health program (SHP) as required in all projects regardless of areas: training, safety, and health of the workers and the community and the members of the family, especially in the construction sites and health services.

The major SHP tasks include the following:

1. Coordination of the Safety and Health aspects of responses for the year implementation of SHP
2. Conduct safety program activities in coordination with the construction and existing facilities of an agency responsible for conducting training and program activities.
3. Prepare and submit the report of the SHP
4. Prepare, conduct and provide technical training, including the training of workers in the construction SHP and the workers.
5. The main objective should align with the mission.

### 61.3 Deliverables (Safety and Health services)

In the end of the work, the Contractor shall submit workable safety and health services according to the following activities:

#### 1. Project Safety/Health Program

The Contractor shall prepare the Safety and Health Program (SHP) Guidelines, which is based on safety, health and standards of the international OSHA and safety between states and workers.

#### 2. Conduct Safety Program/Plan

The Contractor shall prepare and submit a detailed work plan for a SHP activities, which will be included in the SHP. It includes the information for the SHP and the management of the SHP. Furthermore, preparation of activities in the SHP shall also include the preparation of activities, which will be included in the SHP. It includes the information for the SHP and the management of the SHP. It includes the information for the SHP and the management of the SHP.

#### 3. Health Research

The Contractor shall prepare and submit a detailed work plan for a SHP activities, which will be included in the SHP. It includes the information for the SHP and the management of the SHP. It includes the information for the SHP and the management of the SHP.



#### 4. Entry Examinations

The University shall conduct a trial entry exam for applicants. The exam includes oral and written examinations testing the candidates

Field of Study	Entry Examinations
Education	The Trial Exam includes:
Language	The Trial Exam includes:
Foreign Languages	The Trial Exam includes:
Arabic Language	The Trial Exam includes:
English Language	The Trial Exam includes:
French Language	The Trial Exam includes:
German Language	The Trial Exam includes:
Italian Language	The Trial Exam includes:
Spanish Language	The Trial Exam includes:
Russian Language	The Trial Exam includes:
Japanese Language	The Trial Exam includes:
Chinese Language	The Trial Exam includes:
Other	The Trial Exam includes:

#### 4.12 Examinations: General Information

The examinations shall be held in the examination rooms of the University. The University shall be responsible for the examinations.

#### 4.13 Examinations: Entry and Health Testing

The University shall conduct a trial entry exam for applicants. The exam includes oral and written examinations testing the candidates

The University shall conduct a trial entry exam for applicants. The exam includes oral and written examinations testing the candidates

#### 4.14 Examinations: Entry and Health Testing

The University shall conduct a trial entry exam for applicants. The exam includes oral and written examinations testing the candidates

In case of any emergency situations or major incidents resulting in death or serious health threats, the concerned authority shall initiate the necessary steps to ensure the safety and health of the candidates. The University shall be responsible for the examinations.



### 2.1.1 Personal Protection Equipment (PPE) Use/Action

The purpose of this PPE is to protect the person wearing it from harm or injury. While using PPE, you should always follow the manufacturer's instructions. To learn more about PPE, visit the OSHA website at [www.osha-slc.gov](http://www.osha-slc.gov). You can also find information on the OSHA website at [www.osha-slc.gov](http://www.osha-slc.gov).

OSHA will provide training and assistance with the requirements of the OSHA and other related regulations and standards for the Construction Safety and Health (CSH) program.

The General Contractor (GC) will provide PPE to all workers who are working on any jobsite. GC will provide PPE to all workers who are working on any jobsite. GC will provide PPE to all workers who are working on any jobsite. GC will provide PPE to all workers who are working on any jobsite.

Construction workers who are working for a contractor or subcontractor should be provided with PPE. Construction workers who are working for a contractor or subcontractor should be provided with PPE.

Activity/Task	Required PPE	Notes
1. All workers should wear a hard hat at all times.	1. Hard hat	Minimum 2 inches of penetration resistance.
2. Safety glasses or face shields should be worn at all times.	2. Safety glasses or face shields	Minimum 2 inches of penetration resistance.
3. Safety glasses or face shields should be worn at all times.	3. Safety glasses or face shields	Minimum 2 inches of penetration resistance.
4. Safety glasses or face shields should be worn at all times.	4. Safety glasses or face shields	Minimum 2 inches of penetration resistance.
5. Safety glasses or face shields should be worn at all times.	5. Safety glasses or face shields	Minimum 2 inches of penetration resistance.
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20. Safety glasses or face shields should be worn at all times.	20. Safety glasses or face shields	Minimum 2 inches of penetration resistance.





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17. The ... ..	<ol style="list-style-type: none"> <li>1. ... ..</li> <li>2. ... ..</li> <li>3. ... ..</li> <li>4. ... ..</li> <li>5. ... ..</li> </ol>	
18. The ... ..	<ol style="list-style-type: none"> <li>1. ... ..</li> <li>2. ... ..</li> <li>3. ... ..</li> <li>4. ... ..</li> <li>5. ... ..</li> </ol>	
19. The ... ..	<ol style="list-style-type: none"> <li>1. ... ..</li> <li>2. ... ..</li> <li>3. ... ..</li> <li>4. ... ..</li> <li>5. ... ..</li> </ol>	
20. The ... ..	<ol style="list-style-type: none"> <li>1. ... ..</li> <li>2. ... ..</li> <li>3. ... ..</li> <li>4. ... ..</li> <li>5. ... ..</li> </ol>	



1. Course Name	1. Course Code	1. Course Credit
2. Course Name	2. Course Code	2. Course Credit
3. Course Name	3. Course Code	3. Course Credit

#### 8.1.2. Agreement and Services

The student taking the course will be held responsible as a professional in terms of service and the quality of the service during the course. It is requested that the student in primary positions should conduct and do so as a professional, be in full compliance with the standards of the profession. The student will be held responsible for the quality of the service.

#### 8.1.3. Faculty

The course will be conducted by the following faculty members:

1. Assistant Lecturer / Lecturer / Lecturer
2. Assistant Lecturer / Lecturer / Lecturer
3. Student who will be responsible for service and quality of service
4. Student who will be responsible for service and quality of service. The student of a technical education center, a technical school, a technical high school or a technical school will not be held responsible for service and quality of service. The student who will be responsible for service and quality of service will be held responsible for service and quality of service.

#### 8.1.4. Faculty

The course will be conducted by the following faculty members and will be held responsible for service and quality of service. The student of a technical education center, a technical school, a technical high school or a technical school will not be held responsible for service and quality of service. The student who will be responsible for service and quality of service will be held responsible for service and quality of service.

#### 1. Technical Education Center (TEC)

The TEC will be responsible for the service and quality of service. The student of a technical education center, a technical school, a technical high school or a technical school will not be held responsible for service and quality of service. The student who will be responsible for service and quality of service will be held responsible for service and quality of service.

#### 2. Technical Education Center (TEC)

The TEC will be responsible for the service and quality of service. The student of a technical education center, a technical school, a technical high school or a technical school will not be held responsible for service and quality of service. The student who will be responsible for service and quality of service will be held responsible for service and quality of service.

#### 3. Technical Education Center (TEC)

The TEC will be responsible for the service and quality of service. The student of a technical education center, a technical school, a technical high school or a technical school will not be held responsible for service and quality of service. The student who will be responsible for service and quality of service will be held responsible for service and quality of service.

#### 4. Faculty





responsible for their own expenses. Their proposed skills need to be reviewed when it comes to their own organizations.

## **2. The Operation of the University**

The procedure for financing and implementation of their projects will refer to their participation in the annual financial allocations of the REPOS. These projects are carried out in an efficient manner.

### **2.1.3. Student activities**

The University of Novi Sad is hereby submitting its proposals for the current period according to the points of criteria. The school is complying to various criteria and has achieved first place in 2018 and 2019.

## **TEXT 01 – OBLIGATION TO COMPLY WITH**

### **2.1.1. General Requirements**

Obligations that arise from the project of the project about the Organization's internal organization and its operation are specified in the program and. Changes in the program and internal structure will be first reviewed internal than they allow for completion of the school. The University of Novi Sad supports the projects aimed to improve the internal and external conditions and ensure the completion of the project.

Activities and expenditures need to be carried out according to the program by using the funds in the budgetary resources in the project duration in the program and control budget. Expenditure and implementation will be carried out by the University of Novi Sad and the units that implement it should comply with requirements for implementation and control of the project. It is necessary to ensure the implementation of the project and to ensure the quality of the project.

## **TEXT 02 – TARGETED INVEST**

### **2.1.2. Description**

This section consists of financing, equity, equity and operating costs of financing and investments of the school in accordance with the conditions of the project. The school is submitting its proposals for the current period according to the points of criteria, and has achieved first place in 2018 and 2019.

### **2.1.2.1. Material Expenditures**

#### **2.1.2.1.1. Material Expenditures**

Material expenditures will be carried out in accordance with the conditions of the project. The school is submitting its proposals for the current period according to the points of criteria, and has achieved first place in 2018 and 2019.

#### **2.1.2.1.2. Material Expenditures**



Classroom activities shall be designed to meet the following objectives and to be implemented in the classroom. The activities shall be designed to be implemented in the classroom and to be implemented in the classroom.

#### 3.2.1.1. Classroom Activities

Classroom activities shall be designed to meet the following objectives and to be implemented in the classroom.

#### 3.2.1.1.1. Classroom Activities

Classroom activities shall be designed to meet the following objectives and to be implemented in the classroom.

#### 3.2.1.1.2. Classroom Activities

Classroom activities shall be designed to meet the following objectives and to be implemented in the classroom.

#### 3.2.1.1.3. Classroom Activities

Classroom activities shall be designed to meet the following objectives and to be implemented in the classroom.

#### 3.2.1.1.4. Classroom Activities

Classroom activities shall be designed to meet the following objectives and to be implemented in the classroom.

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These tasks are intended to be completed by the students in their own time. The tasks are intended to be completed by the students in their own time. The tasks are intended to be completed by the students in their own time. The tasks are intended to be completed by the students in their own time.

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### 1. Task 1: Introduction to the course

The first task is intended to be completed by the students in their own time.

The first task is intended to be completed by the students in their own time. The first task is intended to be completed by the students in their own time. The first task is intended to be completed by the students in their own time. The first task is intended to be completed by the students in their own time.

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### 2. Task 2: Introduction to the course

The second task is intended to be completed by the students in their own time.

The second task is intended to be completed by the students in their own time.

The second task is intended to be completed by the students in their own time.

The second task is intended to be completed by the students in their own time.

### 3. Task 3: Introduction to the course

The third task is intended to be completed by the students in their own time.

The third task is intended to be completed by the students in their own time. The third task is intended to be completed by the students in their own time. The third task is intended to be completed by the students in their own time. The third task is intended to be completed by the students in their own time.



#### 4. Test paper

The Candidate shall understand from pages of foreign written examination in the Plant and in the written form of answers to the questions. Candidate from pages will receive the answers to the questions according to the number of the question.

### YOUR ANSWERS TO TEST QUESTIONS – CLEANING AND WRITING

#### 001 Description

The test paper consists of reading, writing, listening and speaking of English and there is 40 questions to the answer. Candidate must always read an explanation to each question in order to understand it completely with other languages of the specification. The test material which the candidate will receive consists of 40 questions independent items.

#### 002 Candidate Requirements

##### 002.1 Reading

The passage is translated by one of the most authoritative of news, science, professional and foreign papers. The Candidate shall understand the article completely and to know. The main part of it is given in order to have a detailed knowledge of the article as an example whether you understand completely the text or not.

##### 002.2 Writing and Reading

At the end of each of the text, several tasks are given according to the text. The candidate shall understand the text and give the answers according to the questions.

1. Read the following text and answer the questions with short answers (a maximum of 100 words). The answer should be given in order of the questions.
2. A translation of the passage from Azerbaijani into English and vice versa is given. The candidate shall understand the text and give the answers to the questions.
3. It is given to the candidate a list of the text and the candidate shall give an answer with a short answer to the questions.
4. Candidate must understand the passage and answer with a short answer to the questions according to the passage.

Each of the questions is answered, the candidate shall give the answer according to the questions and shall be satisfied with the answer according to the questions.

The candidate shall understand the text and give the answers according to the questions and shall be satisfied with the answer according to the questions. The candidate shall understand the text and give the answers according to the questions.

The candidate shall understand the text and give the answers according to the questions and shall be satisfied with the answer according to the questions. The candidate shall understand the text and give the answers according to the questions.



Yükseköğretim Kurulu ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bu belgeyi okuyunuz.

Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir.

Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir.

Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir.

Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir.

Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir.

#### **Millî Eğitim Bakanlığı'nun Görevleri**

Millî Eğitim Bakanlığı'nun görevleri, Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir.

#### **Yükseköğretim Kurulu ve Millî Eğitim Bakanlığı'nun Birlikte Çalıştığı Alanlar İçin Hazırlanan Belge**

##### **1.1) Giriş**

Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir.

##### **1.2) İçerik ve Kapsam**

Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir. Bu belge, üniversite öğrencileri ve Millî Eğitim Bakanlığı'nun bir arada çalıştığı alanlar için hazırlanan bir belge olarak kabul edilir.







## ÖN BİLGİ – DERSİN ÖZETİ

### ÖN BİLGİ Özetleri

Özetler, dersin içeriğiyle ilgili konuların değerlendirilmesini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar. Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.

Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.

Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.

### ÖN BİLGİ Özetleri

#### ÖN BİLGİ Özetleri

Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.

#### Özetler

1. Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.

Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.

Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.

2. Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.

Özetler, öğrencilerin dersle ilgili konuları öğrenmelerini sağlar ve öğrencilerin dersle ilgili konuları öğrenmelerini sağlar.



The Candidate should fill all a parts of answer booklet as directed by the question. The Candidate shall indicate the questions correctly with marks with general guidelines. The Candidate fill out an answer and completed in 10 min 15 second before go to the next question. After Candidate fill an card, the candidate of answer should be completed before the close of time and not giving a candidate fill out to time after the close of time. After the close of completion of time the applicant candidate shall be allowed, unless a result declared a score for being.

- The Candidate fill out of the given form; that be written by hand and copy of the form of the candidate fill out of the form and send to the office.

When each Candidate, a photo identity should be attached to the answer booklet. The Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the card. The Candidate should attach the photo to the answer booklet of the candidate before the close of the time. The Candidate fill out the answer and fill a card 10 mm of it for the top of the answer booklet of the Candidate. The Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet. The Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet.

When a Candidate is not allowed to the question, the Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet. The Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet. The Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet.

The Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet. The Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet.

When the Candidate fill out to the question, the Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet. The Candidate should give a photo of 35 mm size and to use 10 mm of it for the top of the answer booklet.

#### 60.2 Eligibility of Candidate Member

An individual candidate, as far as possible, shall be elected as member or member. The member should be a person of 18 years of age and shall not be a member of any other political party or organization of the district. A candidate should be a member of any of the following political organizations.

#### 60.3 Candidates

Candidate and member should be a person of 18 years of age and shall not be a member of any other political party or organization of the district. A candidate should be a member of any of the following political organizations.

Candidate and member should be a person of 18 years of age and shall not be a member of any other political party or organization of the district. A candidate should be a member of any of the following political organizations.



Students will be able to explain the processes for the creation of various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning effectively.

When writing an assessment tool, as described by the degree, candidates are expected to consider what students will be doing, the degree to which the assessment is a complex learning activity and the amount of time, cognitive resources, and other resources it will require. Candidates will be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same.

Candidates will be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same.

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Candidates will be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same.

#### EDUC 60000 - Assessment and Learning

Candidates will be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same.

#### EDUC 60000 - Assessment and Learning in Practice

Candidates will be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same.

Candidates will be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same.

Candidates will be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same. Candidates will also be able to explain the reasons for using and designing various types of assessment for learning, and to apply various types of the same.



All instruments placed in operation shall be inspected in writing upon and returned in accordance with the WQI usage protocol upon return to the school. In the event of an incident involving the use of an instrument by a student, the school will be notified and the instrument will be returned to the school. The school will be notified of any incident involving the use of an instrument by a student, the school will be notified and the instrument will be returned to the school. The school will be notified of any incident involving the use of an instrument by a student, the school will be notified and the instrument will be returned to the school.

Water quality control and the general of the school is a subject that is not to be used in the field.

#### WQI Testing, Results, and Assessment for the Future

Testing, Results, and Assessment for the Future will be done in accordance with the WQI, the General of the School.

### TEST 20 – CONCLUSION

#### WQI Summary

The overall results of the assessment of the water quality control and the general of the school is a subject that is not to be used in the field.

#### WQI Summary Requirements

The overall results of the assessment of the water quality control and the general of the school is a subject that is not to be used in the field.

1. Testing Results: (Water quality control and the general of the school is a subject that is not to be used in the field.)
2. Assessment of Results: (Water quality control and the general of the school is a subject that is not to be used in the field.)
3. Overall Results: (Water quality control and the general of the school is a subject that is not to be used in the field.)

#### WQI Summary Requirements

#### WQI Summary

The overall results of the assessment of the water quality control and the general of the school is a subject that is not to be used in the field.



It is intended to provide the students of secondary schools and vocational schools with the necessary information about the points to be taken into consideration in the field of education for healthy life. In order to increase the general level of health, some other health issues have been included in the book, such as the importance of healthy living, the importance of eating, the importance of drinking water, etc.

The book is intended to be used as a reference book for teachers and students in the field of health education. It is also intended to be used as a reference book for parents and other people who are interested in the field of health.

When drawing the book, the Ministry of National Education, the Ministry of Health and the Ministry of Environment, Urbanization and Climate Change have been consulted.

The book is published in the Turkish and English languages in the context of the Ministry of National Education, in order to provide a reference book for foreign students.

#### Book 1 National Curriculum

The book is intended to be used as a reference book for the students of the Ministry of National Education in the field of health education. It is also intended to be used as a reference book for parents and other people who are interested in the field of health education.

The book is intended to be used as a reference book for the students of the Ministry of National Education in the field of health education. It is also intended to be used as a reference book for parents and other people who are interested in the field of health education.

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The book is intended to be used as a reference book for the students of the Ministry of National Education in the field of health education. It is also intended to be used as a reference book for parents and other people who are interested in the field of health education.



that he signed freely. Several other staffs in connection with service in prison, being dead, or the whereabouts of his dependents.

After retirement from military service he went back to his old home in the city of Manila after having spent his service years in the United States and Canada in carrying out assignments for the intelligence and the Police departments during his stay in the United States and Canada.

After his retirement from military service he has been in the United States and Canada for several years and has spent a large part of his leisure time in visiting his family in the United States and Canada and in carrying out his duties as a member of the Philippine community in the United States and Canada.

From 1948 to 1950 he was in the United States and Canada in connection with his military service. He was in the United States and Canada in connection with his military service from 1948 to 1950. He was in the United States and Canada in connection with his military service from 1948 to 1950. He was in the United States and Canada in connection with his military service from 1948 to 1950. He was in the United States and Canada in connection with his military service from 1948 to 1950.

Having been in the United States and Canada in connection with his military service, he has been in the United States and Canada in connection with his military service.

Having been in the United States and Canada in connection with his military service, he has been in the United States and Canada in connection with his military service.

#### WITNESSES

##### Witnesses

The following are the names of witnesses who have been interviewed in connection with the case of the accused. The names of witnesses who have been interviewed in connection with the case of the accused are listed below. The names of witnesses who have been interviewed in connection with the case of the accused are listed below. The names of witnesses who have been interviewed in connection with the case of the accused are listed below.

The names of witnesses who have been interviewed in connection with the case of the accused are listed below. The names of witnesses who have been interviewed in connection with the case of the accused are listed below.

##### END

The following are the names of witnesses who have been interviewed in connection with the case of the accused. The names of witnesses who have been interviewed in connection with the case of the accused are listed below. The names of witnesses who have been interviewed in connection with the case of the accused are listed below.



Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
BEOGRAD, Republika Srbija

Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
BEOGRAD, Republika Srbija

Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
BEOGRAD, Republika Srbija

#### **Ustav**

Ustav Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
BEOGRAD, Republika Srbija

Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
BEOGRAD, Republika Srbija

#### **Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000**

Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
BEOGRAD, Republika Srbija

#### **Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000**

Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
BEOGRAD, Republika Srbija

#### **Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000**

Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
BEOGRAD, Republika Srbija

Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000  
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#### **Ustavni sud Republike Srbije, ulica Kralja Petra Prvog, Beograd, 11000**

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BEOGRAD, Republika Srbija





Design, testing, or repair, safety, or other services of work shall be performed in accordance to provide a thorough assessment and proposed to be a fully written report of work or be filed in a separate file folder.

All work items shall be left until approved without fee and no reasonable value, without any reasonable cost, and it should only be left only for the use of the written report of work. There is a liability to the Engineer, and a recommendation to be fully responsible and complete for the work.

#### **16.1.1 Service Items**

There shall be a separate performance report, which shall be filed in a separate file folder and shall be filed in a separate file folder. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work.

#### **16.1.2 Safety Items**

The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work.

#### **16.1.3 Construction**

The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work.

#### **16.1.4 Inspection Items**

The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work.

### **FORM 100 - FILL THE BAZILL**

#### **100.1.1 General**

The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work.

The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work.

The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work. The Engineer shall be responsible for the design and construction of the work.



Students are encouraged to use the degree of freedom to select electives that are most relevant to their interests and to the career or discipline they wish to pursue.

## ITER 100 – THEORY COURSE WORK

### PH 101/Concept

Students are encouraged to select appropriate elective course work to complement the general science course required to satisfy the BS degree.

### PH 102/Concept

Students are encouraged to select electives that are relevant to the careers they are considering. An important area of consideration is preparation for health care. The Institute for the Education of the Future has an excellent resource.

#### 1. Health Care Preparation

The basic sciences must be completed in sequence and should be completed at an early stage. The appropriate electives should be chosen with care to be consistent with the requirements for the field of study or as required by the Institution.

#### 2. Health Care Preparation

Students are encouraged to select electives that are relevant to the careers they are considering. An important area of consideration is preparation for health care.

#### 3. Health Care Preparation

The basic sciences must be completed in sequence and should be completed at an early stage. The appropriate electives should be chosen with care to be consistent with the requirements for the field of study or as required by the Institution.

### PH 103/Concept

Students are encouraged to select electives that are relevant to the careers they are considering. An important area of consideration is preparation for health care.

The College will provide all other students with the degree of freedom to select electives that are most relevant to their interests and to the career or discipline they wish to pursue.

### PH 104/Concept

Students are encouraged to select electives that are relevant to the careers they are considering.

#### 1. Health Care Preparation

The basic sciences must be completed in sequence and should be completed at an early stage. The appropriate electives should be chosen with care to be consistent with the requirements for the field of study or as required by the Institution.

#### 2. Health Care Preparation





intensity through and thereby may be reduced within 25% depending on the quality of control, which is carried out by the agency.

Based on information regarding the 2016 calendar year, the maximum size of the supply of educational services for students of the Azerbaijan Technical University at the end of the semester for each discipline and for each faculty has been determined. It is required that, during the control activities, up to 5% of the total number of students be examined.

#### 20.1.1.2. Approach Tests

Students of the first and second semesters are to be examined by subjects of 1st and 2nd years for several hours in the form of an approach test. The results of the approach test are to be used for the selection of the students to be examined in the course or discipline of approach to and the highest achieved score is used as the maximum number of points for the test.

In approach tests, students are to be examined on the basis of 10% of the total number of students, in which the examination activity will be given the priority.

#### 20.1.2. Exam

Exam questions covering general and specific facts are prepared for students of 11-12 years with 100% of the number of students to be examined.

#### 20.1.2.1. Exam Performance

Students are to be examined in the examination of the following disciplines:

General (1 Year) Education Exam for second semester	151 963 110
Exam for General Education	289 919 814
General Exam - National Exam	
Exam for General Education	2 728 144
General Exam - State Exam	
Exam for General Education	2 228 741

Students are to be examined from AET and Science and Technology for students with disabilities and students.

Students with disabilities and students	1 234 510
Exam for Students with Disabilities	2 276 114
General Examination	1 546 744
Individual examination	7 724 114
Students with disabilities	143 274 144

Exam for the students of the State Agency for Higher Education Development of Azerbaijan and the students of the State Agency for Higher Education Development of Azerbaijan.

Total exam to be conducted	1 272 814
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Read the text about the first meeting of the cabinet. Then select the correct answer in the space provided. Write the number in the box provided.

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The implementation of the activities (control, approval, etc.) sets in motion the process and is led by one of the following entities, but their main activity shall not be applied to activities, with the following exceptions:

**Article 1. Control activities:**

These activities shall not be carried out in order to the activity shall not have placed the water object into a state of high pollution and shall not exceed the value of class 1 (class 1) and the water resources shall be placed into class 2 (class 2) and the water shall be placed in the high pollution category or water in other risk, from the point of the water object category, all waters for water resources shall not be placed in a state of high pollution.

**Article 2. The activities of control, approval, etc. in the water resources:**

The activities of control, approval, etc. shall be carried out in order to the activity shall not have placed the water object into a state of high pollution and shall not exceed the value of class 1 (class 1) and the water resources shall be placed into class 2 (class 2) and the water shall be placed in the high pollution category or water in other risk, from the point of the water object category, all waters for water resources shall not be placed in a state of high pollution.

These activities shall not be carried out in order to the activity shall not have placed the water object into a state of high pollution and shall not exceed the value of class 1 (class 1) and the water resources shall be placed into class 2 (class 2) and the water shall be placed in the high pollution category or water in other risk, from the point of the water object category, all waters for water resources shall not be placed in a state of high pollution.

The water object shall be placed in a state of high pollution in order to the activity shall not have placed the water object into a state of high pollution and shall not exceed the value of class 1 (class 1) and the water resources shall be placed into class 2 (class 2) and the water shall be placed in the high pollution category or water in other risk, from the point of the water object category, all waters for water resources shall not be placed in a state of high pollution.

These activities shall not be carried out in order to the activity shall not have placed the water object into a state of high pollution and shall not exceed the value of class 1 (class 1) and the water resources shall be placed into class 2 (class 2) and the water shall be placed in the high pollution category or water in other risk, from the point of the water object category, all waters for water resources shall not be placed in a state of high pollution.

**Table 2.2. WATER RESOURCES WITH HIGH POLLUTION IN THE STATE OF HIGH POLLUTION**

Classified category	Water resources with pollution			
	In a state of high pollution		In a state of high pollution	
	1.1. 1st class	1.2. 2nd class	1.3. 3rd class	1.4. 4th class
1.1. 1st class	117, 13, 13, 13	117, 13, 13, 13	117, 13, 13, 13	117, 13, 13, 13
1.2. 2nd class	117	117	117	117



300	0.5	0.50	0.5	0.00
300	0.5	0.10	0.0	0.50
400	1	0.40	0	0.00

#### HE 14 Learning Support and Learning

The institution of support is meant to give students and faculty members a comprehensive and well-structured plan for courses and quality of the learning process and to ensure that the student of learning experience in the study and to help them in the process of learning and to help them in the process of learning. The institution of learning support is meant to help them in the process of learning and to help them in the process of learning.

#### HE 14.1 Learning and Teaching of the Course

The institution of learning support is meant to help them in the process of learning and to help them in the process of learning. The institution of learning support is meant to help them in the process of learning and to help them in the process of learning.

#### HE 14.2 Learning

The institution of learning support is meant to help them in the process of learning and to help them in the process of learning. The institution of learning support is meant to help them in the process of learning and to help them in the process of learning.

#### HE 14.3 Through the Courses

The institution of learning support is meant to help them in the process of learning and to help them in the process of learning. The institution of learning support is meant to help them in the process of learning and to help them in the process of learning.

The institution of learning support is meant to help them in the process of learning and to help them in the process of learning. The institution of learning support is meant to help them in the process of learning and to help them in the process of learning.



TECHNICAL AND VOCATIONAL EDUCATION CURRICULUM FRAMEWORK DOCUMENT FOR THE COURSE OF MECHANICAL DRAWING

#### Number of the development of the course

1. To ensure that the course is developed in line with the current developments in the field of technical drawing and to ensure that the course is developed in line with the current developments in the field of technical drawing.
2. To ensure that the course is developed in line with the current developments in the field of technical drawing and to ensure that the course is developed in line with the current developments in the field of technical drawing.

When it comes to the Ministry's current plans and policies in the area of technical drawing, the course should be developed in line with the current developments in the field of technical drawing and to ensure that the course is developed in line with the current developments in the field of technical drawing. The course should be developed in line with the current developments in the field of technical drawing and to ensure that the course is developed in line with the current developments in the field of technical drawing.

#### What is the main aim of the course?

The main aim of the course is to provide the students with the necessary knowledge and skills to be able to draw technical drawings.

1. To ensure that the course is developed in line with the current developments in the field of technical drawing and to ensure that the course is developed in line with the current developments in the field of technical drawing.
2. To ensure that the course is developed in line with the current developments in the field of technical drawing and to ensure that the course is developed in line with the current developments in the field of technical drawing.

The aim of the course is to provide the students with the necessary knowledge and skills to be able to draw technical drawings.

The aim of the course is to provide the students with the necessary knowledge and skills to be able to draw technical drawings.

#### What is the course?

The course is a technical drawing course for students in the field of technical drawing.

The course is a technical drawing course for students in the field of technical drawing.

1. To ensure that the course is developed in line with the current developments in the field of technical drawing and to ensure that the course is developed in line with the current developments in the field of technical drawing.





After setting of both pumps is complete, fill bucket to a level of water and be used for test of control system for control is applied, all full control shall be history, or an approved safety device. The full control safety device shall be properly tested and used in a normal working condition. The following shall full control is applied then the safety device will shut down in a proper function and will be subject to a test run.

Approval of safety and working condition is given by the client.

#### 2. Test

Test may be conducted after the system is complete. The process of testing the test results will be subject to the client's approval.

#### 3. Approval

Approval of equipment shall be in accordance with Schedule 1 of the contract. All equipment shall be tested by the client and shall be approved by the client. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results.

#### 4. Site and Work

The client shall provide the site and work area for the equipment. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results.

The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results.

#### 5. Safety

The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results.

The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results.

#### 6. Warranty

The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results.

The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results.

#### APPENDIX A: Safety and Safety

The client shall be notified in writing of the test results. The client shall be notified in writing of the test results. The client shall be notified in writing of the test results.



Students may be asked to provide a written reflection on their learning and development, and to provide feedback on their own learning and development. The focus and format of reports that have been discussed with the supervisor throughout the course. The focus and format of reports that have been discussed with the supervisor throughout the course. The focus and format of reports that have been discussed with the supervisor throughout the course. The focus and format of reports that have been discussed with the supervisor throughout the course.

A completed assignment or other assessment may be submitted for consideration by the student. It may be submitted for consideration by the student. It may be submitted for consideration by the student. It may be submitted for consideration by the student.

Students may be asked to provide a written reflection on their learning and development, and to provide feedback on their own learning and development.

The final report of the student will be written by the student, and will be a reflection on their learning and development. The final report of the student will be written by the student, and will be a reflection on their learning and development. The final report of the student will be written by the student, and will be a reflection on their learning and development. The final report of the student will be written by the student, and will be a reflection on their learning and development.

The student will be asked to provide a written reflection on their learning and development, and to provide feedback on their own learning and development.

The final report of the student will be written by the student, and will be a reflection on their learning and development. The final report of the student will be written by the student, and will be a reflection on their learning and development. The final report of the student will be written by the student, and will be a reflection on their learning and development.

Students may be asked to provide a written reflection on their learning and development, and to provide feedback on their own learning and development.

#### 4. Writing Course Report

Students may be asked to provide a written reflection on their learning and development, and to provide feedback on their own learning and development.

A completed assignment or other assessment may be submitted for consideration by the student. It may be submitted for consideration by the student. It may be submitted for consideration by the student. It may be submitted for consideration by the student.



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equipment, or any of the kind of equipment.



Went and to consider with or without being advised as to costs by the witness. The law firm is not acting as legal counsel and is not intended that having been advised in law the witness will be required to do anything for the witness.

The law firm is not acting as legal counsel to the witness and is not intended that having been advised in law the witness will be required to do anything for the witness.

#### 1. **Went to see the witness.**

Went to see the witness and to consider with or without being advised as to costs by the witness.

#### 2. **Went to see the witness.**

Went to see the witness and to consider with or without being advised as to costs by the witness. The law firm is not acting as legal counsel and is not intended that having been advised in law the witness will be required to do anything for the witness.

The witness is not acting as legal counsel to the witness and is not intended that having been advised in law the witness will be required to do anything for the witness.

Went to see the witness and to consider with or without being advised as to costs by the witness. The law firm is not acting as legal counsel and is not intended that having been advised in law the witness will be required to do anything for the witness.

Went to see the witness and to consider with or without being advised as to costs by the witness. The law firm is not acting as legal counsel and is not intended that having been advised in law the witness will be required to do anything for the witness.

#### 3. **Went to see the witness.**

Went to see the witness and to consider with or without being advised as to costs by the witness. The law firm is not acting as legal counsel and is not intended that having been advised in law the witness will be required to do anything for the witness.

The witness is not acting as legal counsel to the witness and is not intended that having been advised in law the witness will be required to do anything for the witness.

Went to see the witness and to consider with or without being advised as to costs by the witness. The law firm is not acting as legal counsel and is not intended that having been advised in law the witness will be required to do anything for the witness.



Levels of tolerance or other constraints that are a result of agreement will be considered by the approval status of the product or the design itself as well as the associated facilities.

Where a full design is required to meet a functional constraint the following points must be met as a minimum with the use of proven QFD methods. If the design is simple, it should cover but also the distribution of the results be appropriate. If the distribution is not a good fit, it may be the product is not fit for the purpose of the customer's QFD, or more a fit for the customer that will be required.

#### 6. Tolerancing Method Details

The customer will have indicated their accuracy and dimensional requirements to their specification setting it for the product. The rate of tolerance of accuracy using tolerance analysis will be used as a guide by the design team, usually set within 10% margin. The general factor that the customer have indicated will be used as a guide. The design team ability and leading to a reduction of tolerance will be the subject of the design capability.

##### 6.1. General Tolerance Tolerancing System

The steel has a dimensional tolerance of  $\pm 0.15$  mm (dimension).

##### 6.2. Design Tolerance (plus or minus 10%)

##### 6.3. Treatment of Tolerances

Tolerance analysis will be done using a worst fit fit range of 10% margin against an overall target to ensure the quality enough and as defined per the fit tolerance for quality enough to ensure 75%.

Tolerance analysis will be done using a worst fit fit range of 10% margin against an overall target to ensure the quality enough and as defined per the fit tolerance for quality enough to ensure 75%.

Tolerance analysis will be done using a worst fit fit range of 10% margin against an overall target to ensure the quality enough and as defined per the fit tolerance for quality enough to ensure 75%.

## STEEL – SUPPLYING STEEL

### 6.1. Summary

The steel will be used for building, mainly for the steel structure of the building. The steel will be used for building, mainly for the steel structure of the building. The steel will be used for building, mainly for the steel structure of the building.

### 6.2. Design Requirements

The design will be used for the purpose of the steel structure of the building.

### 6.3. Design and Requirements

### 6.4. Design



Students will be aware of their role and need to improve their performance in the classroom as required by the program. The program is aimed at helping students by the teacher to be in the best position for the development of responsibility for the achievement of their own and others' key points needed for the success of various students in accordance with their own and others' needs that contribute to their development in the classroom.

#### 30.1.2 Presentation of New Skills

New knowledge that is related to the content of the subject are defined, such as what is defined as well as explained so to understand the knowledge that are being emphasized in order to emphasize learning and what should be the main emphasized need for the use of, retention and transfer, such as the role of, or other things required. The main emphasis is to be able to apply what is learned and emphasize their performance, when opportunities are given and not by using the content of the subject to account, when necessary and if needed to use the content of the subject to account for the development of the subject in the classroom.

#### 30.1.3 Testing

All activities have specific knowledge that is related to the development of the program and the program. This and the assessment is related to testing the following statement: It is a choice in the content of the program.

Number of items: 1 unit	For testing (%)
10 to 15	5
15 to 20	10
20 and greater	15

Check and discuss it, always in the best position for the development of the program for assessment.

#### 30.1.4 Planning and Monitoring

All activities have specific knowledge that is related to the development of the program and the program. This and the assessment is related to testing the following statement: It is a choice in the content of the program.

Students will be aware of their role and need to improve their performance in the classroom as required by the program. The program is aimed at helping students by the teacher to be in the best position for the development of responsibility for the achievement of their own and others' key points needed for the success of various students in accordance with their own and others' needs that contribute to their development in the classroom.

#### 30.1.5 Testing



All institutions shall be licensed to the following categories in the first table, taking into account the number of the first table and the number of the second table of the Engineer, taking into account the number of the first table and the number of the second table of the Engineer, for each institution. It is necessary to select the most appropriate level of education in the first table.

It is also necessary to select the first table and the second table of the Engineer.

Level Type	Grade III	Grade II	Grade I
Grade	20 per cent	20 per cent	20 per cent
Corporate	20 per cent	20 per cent	20 per cent

It is also necessary to select the first table and the second table of the Engineer, taking into account the number of the first table and the number of the second table of the Engineer, for each institution. It is necessary to select the most appropriate level of education in the first table.

#### 14.11 (ii) (B) (ii) (B) (ii)

It is also necessary to select the first table and the second table of the Engineer, taking into account the number of the first table and the number of the second table of the Engineer, for each institution. It is necessary to select the most appropriate level of education in the first table.

### 14.12 (ii) (B) (ii) (B) (ii)

#### 14.12 (ii) (B) (ii) (B) (ii)

It is also necessary to select the first table and the second table of the Engineer, taking into account the number of the first table and the number of the second table of the Engineer, for each institution. It is necessary to select the most appropriate level of education in the first table.

#### 14.12 (ii) (B) (ii) (B) (ii)

#### 14.12 (ii) (B) (ii) (B) (ii)

It is also necessary to select the first table and the second table of the Engineer, taking into account the number of the first table and the number of the second table of the Engineer, for each institution. It is necessary to select the most appropriate level of education in the first table.

#### 14.12 (ii) (B) (ii) (B) (ii)

#### 14.12 (ii) (B) (ii) (B) (ii) (B) (ii) (B) (ii)

It is also necessary to select the first table and the second table of the Engineer, taking into account the number of the first table and the number of the second table of the Engineer, for each institution. It is necessary to select the most appropriate level of education in the first table.



#### WHO 10

Draw and indicate in the appropriate compartment of Indicator 10.1.1 (Area: Clinical, Reference, Update)

#### WHO 11 (Outbreak Data)

##### WHO 11.1 Outbreak Data for Influenza (Influenza) and COVID-19

Outbreak data and update in the appropriate compartment of WHO 11.1 (Outbreak Data)

##### WHO 11.2 Outbreak Data for Influenza (Influenza) and COVID-19

Update and draw outbreak data in the appropriate compartment of WHO 11.2 (Influenza and COVID-19 Outbreak Data) for the National Influenza and COVID-19 Working Group (National Influenza and COVID-19 Working Group)

##### WHO 11.3 Update for Influenza (Influenza) and COVID-19

Update and draw outbreak data and update in the appropriate compartment of WHO 11.3 (Influenza and COVID-19 Update) for the National Influenza and COVID-19 Working Group (National Influenza and COVID-19 Working Group)

##### WHO 11.4 Update for Influenza (Influenza) and COVID-19

Update and draw outbreak data and update in the appropriate compartment of WHO 11.4 (Influenza and COVID-19 Update) for the National Influenza and COVID-19 Working Group (National Influenza and COVID-19 Working Group)

##### WHO 11.5 Update for Influenza (Influenza) and COVID-19

Update and draw outbreak data and update in the appropriate compartment of WHO 11.5 (Influenza and COVID-19 Update) for the National Influenza and COVID-19 Working Group (National Influenza and COVID-19 Working Group)

##### WHO 11.6 Update for Influenza (Influenza) and COVID-19

Update and draw outbreak data and update in the appropriate compartment of WHO 11.6 (Influenza and COVID-19 Update) for the National Influenza and COVID-19 Working Group (National Influenza and COVID-19 Working Group)

##### WHO 11.7 Update for Influenza (Influenza) and COVID-19

Update and draw outbreak data and update in the appropriate compartment of WHO 11.7 (Influenza and COVID-19 Update) for the National Influenza and COVID-19 Working Group (National Influenza and COVID-19 Working Group)

##### WHO 11.8 Update for Influenza (Influenza) and COVID-19

Update and draw outbreak data and update in the appropriate compartment of WHO 11.8 (Influenza and COVID-19 Update) for the National Influenza and COVID-19 Working Group (National Influenza and COVID-19 Working Group)

##### WHO 11.9 Update for Influenza (Influenza) and COVID-19

Update and draw outbreak data and update in the appropriate compartment of WHO 11.9 (Influenza and COVID-19 Update) for the National Influenza and COVID-19 Working Group (National Influenza and COVID-19 Working Group)

##### WHO 11.10 Update for Influenza (Influenza) and COVID-19





List funding sources below and enter 1 in the original treatment of the Table 1001 and 2001 associated to 007000. Number distributions for each funding source below.

Table 1001 - Treatment of New Budgeted Funds

Original Table (00 1000, etc)	Original Table Start Treatment (01 000)	Original Table Ends, etc	Original Table Treatment (007000, 0)
00 1000			007000
00 1000			007000
00 1000			007000

Table 2001 - Details about the new funding classification treatment

Funding Classification	Class Number of Account	Original Table Treatment (007000)	Original Table Treatment (007000)	Original Table Treatment (007000)	Original Table Treatment (007000)
00 1000	0000	007000	007000	007000	007000
00 1000	0000	007000	007000	007000	007000
00 1000	0000	007000	007000	007000	007000
00 1000	0000	007000	007000	007000	007000

#### 000711 - Funding Source - Funding Source - Funding Source

The following example table below and to show, added to table that can be used for

1. Type 1 - Budgeted source table - table that can be used for treatment of Table 1001 and 2001.
2. Type 2 - Budgeted source table - table that can be used for treatment of the treatment of Table 1001.

Table 1001 - Budget Classification

Budget Classification	Original Table (00 1000)
00 1000	007000
00 1000	007000
00 1000	007000

Table 2001 - Budget Classification

Budget Classification	Original Table (00 1000)
00 1000	007000
00 1000	007000
00 1000	007000

Table 1001 - Budget Classification - Budget Classification

Budget Classification	Original Table (00 1000)	Original Table (00 1000)	Original Table (00 1000)
00 1000	007000	007000	007000
00 1000	007000	007000	007000
00 1000	007000	007000	007000

Table 2001 - Budget Classification - Budget Classification

Budget Classification	Original Table (00 1000)	Original Table (00 1000)	Original Table (00 1000)
00 1000	007000	007000	007000
00 1000	007000	007000	007000
00 1000	007000	007000	007000



**Table 3004 - Weight Distribution**

Weight class	Number of fish caught, N <sub>ij</sub>	Density relative to total	
		Lower class, p <sub>ij</sub>	Upper class, q <sub>ij</sub>
W<1	50	0.1	0.05
W<2	100	0.2	0.1
W<3	150	0.3	0.15
W<4	200	0.4	0.2
W<5	250	0.5	0.25

**Table 3007 - Weight Measurements**

Weight class	Mean measurement (Sample Mean)
W<1	10.0g
W<2	20.0g
W<3	30.0g

**Table 3010 - Average Group Relative Measurement**

Weight class	Average relative measurement
W<1	0.025
W<2	0.05
W<3	0.075

**W0101 Population Ecology (Lecture 18)**

What are density, growth, range, carrying capacity, reproductive rate, and net growth rate? In this lecture, we will discuss these concepts and how they relate to the logistic growth model. We will also discuss the role of density in population growth and how it affects the carrying capacity of a population.

**W0102 How do populations change in size and structure over time?**

Population growth is the change in the number of individuals in a population over time. This can be measured in terms of the number of individuals added to the population, or as a percentage of the initial population. We will discuss the factors that influence population growth and how they can be used to predict future population size.

**W0103 Competition**

**W0104 Density and Growth Rate**

**W0105 Key**

This lecture covers the relationship between density and growth rate. We will discuss how density affects growth rate and how this can be used to predict population growth. We will also discuss the role of carrying capacity in population growth and how it affects the growth rate of a population.

**W0106 Key**

This lecture covers the relationship between density and growth rate. We will discuss how density affects growth rate and how this can be used to predict population growth. We will also discuss the role of carrying capacity in population growth and how it affects the growth rate of a population.



work to ensure. Supervisory control of personnel and to ensure activities are the best possible for the group. Final checks and approvals of final job and plans. Check in the various events, being in the field and for the safety of the work and also with equipment.

#### MS2.12.1 Jobing

The study observed that the work of the various teams (MS2) was done. There was a clear understanding of the work and the activities assigned to it and how to do it in the field. The work was done by gradually getting familiar with the work and the activities in the field.

#### MS2.12.2 Jobing

1. The study observed that the work of the various teams (MS2) was done. There was a clear understanding of the work and the activities assigned to it and how to do it in the field. The work was done by gradually getting familiar with the work and the activities in the field.
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7. The study observed that the work of the various teams (MS2) was done. There was a clear understanding of the work and the activities assigned to it and how to do it in the field. The work was done by gradually getting familiar with the work and the activities in the field.
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#### MS2.12.3 Jobing and Experience

The study observed that the work of the various teams (MS2) was done. There was a clear understanding of the work and the activities assigned to it and how to do it in the field. The work was done by gradually getting familiar with the work and the activities in the field.

#### MS2.12.4 Jobing and Experience

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3. The curriculum is subject to amendments by the author. The author reserves the right to request a price reduction from the publisher, provided that a decision has not yet been made on the reprinting of the curriculum and other products.

4. The author is not responsible for the 20 years of use, including those who are not included in the curriculum of the subject.

#### WB12.11 Working with Texts by the Domestic Publishers and Authors

##### Author's Working to Study Texts by the Author

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#### WB12.12 Working with Texts by the Domestic Publishers

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#### WB12.13 Authors

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## 1999-1001 - CONCRETE PLASTER FINISH

### 1999-1001-1 Description

This item shall include everything of concrete plaster materials, labor, and equipment necessary to do the work shown, unless noted to the Plans and Specifications with the exception.

### 1999-1001-2 Material Requirements

Manufacturer's samples shall be obtained in the quantities, colors, textures, finishes or conditions which will be required for the installation of work on the job.

### 1999-1001-3 Labor

Follow current local practices with the exception of methods for O&M specified herein.

### 1999-1001-4 Equipment Items

Equipment for this contract will be provided by the contractor.

### 1999-1001-5 Price Application

The contractor shall be deemed to have accepted the unit price for all the quantities in the contract specifications. The contractor shall include in the unit price the cost of all the materials necessary for the work shown, unless noted to the Plans and Specifications with the exception specified.

### 1999-1001-6 Installation Requirements

#### 1999-1001-6.1 Work

1. Work includes to finish and shall be neatly prepared and uniformly applied in accordance to items of the said Plastering Contract. Item (2) work shall include both (1) and (2) work on this item.
2. The contractor shall be responsible to obtain proper material samples for the requirements of this (1), (2) and (3) items and shall submit the approved samples to the client.

#### 1999-1001-6.2 Safety Provisions

1. All workers of temporary nature on the job shall wear and be equipped in approved safety or protective clothing.
2. Safety provisions shall include but not limited to all personnel, both those working on the job and those in the vicinity of the work, shall wear and be equipped in approved safety or protective clothing and shall be equipped in approved safety or protective clothing.

#### 1999-1001-6.3 Supplies

1. Items including but not limited to supplies shall be provided by the contractor for the work shown in the contract specifications. The contractor shall be responsible for the cost of all the materials necessary for the work shown, unless noted to the Plans and Specifications with the exception specified.
2. The contractor shall be deemed to have accepted the unit price for all the quantities in the contract specifications and shall be responsible for the cost of all the materials necessary for the work shown, unless noted to the Plans and Specifications with the exception specified.



Under the guidance of the Department, the members of committees that are created, appointed and created under the Act, and/or the Board shall be subject to the provisions of the Act. These provisions shall be subject to the provisions of the Act, and shall be subject to the provisions of the Act, and shall be subject to the provisions of the Act.

Where provided in the Act, the "Appointed and Created" shall be subject to the provisions of the Act, and shall be subject to the provisions of the Act, and shall be subject to the provisions of the Act.

- a. The provisions of the Act shall be subject to the provisions of the Act;
- b. The provisions of the Act shall be subject to the provisions of the Act.

**SEC. 12. Membership.**

The members of committees shall be appointed or created from among and from among the members of the Department, and shall be subject to the provisions of the Act, and shall be subject to the provisions of the Act.

**THE HIGHER - PROVISIONS REGARDING**

**SEC. 13. Membership.**

The members of committees shall be appointed or created from among and from among the members of the Department, and shall be subject to the provisions of the Act, and shall be subject to the provisions of the Act.

**SEC. 14. Election Procedures.**

**SEC. 15. Terms.**

The members of committees shall be appointed or created from among and from among the members of the Department, and shall be subject to the provisions of the Act, and shall be subject to the provisions of the Act.

**SEC. 16. Rules of Operation and Scope.**

1. The provisions of the Act shall be subject to the provisions of the Act;  
The provisions of the Act shall be subject to the provisions of the Act;  
The provisions of the Act shall be subject to the provisions of the Act.
2. The provisions of the Act shall be subject to the provisions of the Act;  
The provisions of the Act shall be subject to the provisions of the Act;  
The provisions of the Act shall be subject to the provisions of the Act.
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The provisions of the Act shall be subject to the provisions of the Act;  
The provisions of the Act shall be subject to the provisions of the Act.



8. Content area codes are provided right across the page that it is a benefit of virtual resources, which content related code, text, etc. are located from all your activities in the course and available to you.

Course goals listed below are to help students to get practice, using digital tools.

#### MOE.1.1 Content Goals of Group

Students are called to be able to identify common goals and their own activities

1. They can create a virtual resource that is used in the course (e.g. lesson, etc.) and understand its content and its use in the course.
2. They can create a virtual resource that is used in the course (e.g. lesson, etc.) and understand its content and its use in the course.
3. They can create a virtual resource that is used in the course (e.g. lesson, etc.) and understand its content and its use in the course.
4. They can create a virtual resource that is used in the course (e.g. lesson, etc.) and understand its content and its use in the course.
5. They can create a virtual resource that is used in the course (e.g. lesson, etc.) and understand its content and its use in the course.
6. They can create a virtual resource that is used in the course (e.g. lesson, etc.) and understand its content and its use in the course.

#### MOE.1.2 (Student Goals)

Students are to identify and create virtual resources that are used in the course and understand its content and its use in the course.

#### MOE.1.3 (Student Goals)

Students are to identify and create virtual resources that are used in the course and understand its content and its use in the course.

#### MOE.1.4 (Student)

Students are to identify and create virtual resources that are used in the course and understand its content and its use in the course.

#### MOE.1.5 (Student)

Students are to identify and create virtual resources that are used in the course and understand its content and its use in the course.





Quality of life refers to a person's level of well-being. The assessment will be done in the school level. The objective is to determine if the school environment is safe for the students and staff. The data will be used to improve the quality of the school environment. The data will be used to improve the quality of the school environment. The data will be used to improve the quality of the school environment.

#### III.1.1.1.1.1.1

Quality of life refers to a person's level of well-being. The assessment will be done in the school level. The data will be used to improve the quality of the school environment. The data will be used to improve the quality of the school environment.

#### III.1.1.1.1.1.2

#### III.1.1.1.1.1.3

Quality of life refers to a person's level of well-being. The assessment will be done in the school level. The data will be used to improve the quality of the school environment. The data will be used to improve the quality of the school environment.

#### III.1.1.1.1.1.4

Quality of life refers to a person's level of well-being. The assessment will be done in the school level. The data will be used to improve the quality of the school environment. The data will be used to improve the quality of the school environment.

#### III.1.1.1.1.1.5

Quality of life refers to a person's level of well-being. The assessment will be done in the school level. The data will be used to improve the quality of the school environment. The data will be used to improve the quality of the school environment.

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#### III.1.1.1.1.1.6

#### III.1.1.1.1.1.7

Quality of life refers to a person's level of well-being. The assessment will be done in the school level. The data will be used to improve the quality of the school environment. The data will be used to improve the quality of the school environment.

#### III.1.1.1.1.1.8



These regulations are issued in accordance with the provisions of the Law on the Organization and Functioning of the Ministry of National Education and the Law on the Organization and Functioning of the Ministry of National Education, Youth and Sports of the Republic of Turkey.

#### Article 10 - The Ministry

The Ministry of National Education, Youth and Sports is the central authority in the field of national education and youth and sports. It is the central authority in the field of national education and youth and sports.

#### Article 11 - The Ministry's Tasks

The Ministry of National Education, Youth and Sports has the following tasks:

1. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
2. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
3. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
4. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
5. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
6. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.

#### Article 12 - The Ministry's Powers

The Ministry of National Education, Youth and Sports has the following powers:

1. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
2. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
3. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
4. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.
5. To study and to develop a national education system in accordance with the principles of the Constitution of the Republic of Turkey.



1. Transportul și depozitarea în condiții adecvate și sigure a reziduurilor și a produselor rezultate din activitatea de gestionare a deșeurilor și a activității de gestionare a deșeurilor, în conformitate cu cerințele stabilite în legislația în vigoare privind protecția mediului.
2. Transportul și depozitarea în condiții adecvate și sigure a reziduurilor și a produselor rezultate din activitatea de gestionare a deșeurilor și a activității de gestionare a deșeurilor, în conformitate cu cerințele stabilite în legislația în vigoare privind protecția mediului.
3. Transportul și depozitarea în condiții adecvate și sigure a reziduurilor și a produselor rezultate din activitatea de gestionare a deșeurilor și a activității de gestionare a deșeurilor, în conformitate cu cerințele stabilite în legislația în vigoare privind protecția mediului.

## TEHNIQUE – WOODEN FURNACE FOR BIRCH – WOODEN PALE FOR

### TECH Description

The main objective of the study is to develop a technical project for the construction of a wooden furnace for the production of wood charcoal and wood chips, as well as to determine the technical requirements for the construction of the furnace, taking into account the following specifications and general requirements for the furnace: Capacity and energy efficiency.

### TECH Safety Requirements

### TECH Capacity

The furnace must be able to process up to 100 kg of wood per hour, and the energy efficiency must be at least 80%. The furnace must be able to process up to 100 kg of wood per hour, and the energy efficiency must be at least 80%.

### TECH Project

The project must include a detailed technical drawing of the furnace, showing the main components and the flow of wood and charcoal. The project must also include a list of materials and a bill of materials.

### TECH Materials

- The materials must be made of high-quality wood, such as birch.

### TECH Model

The model must be made of wood and must be able to process up to 100 kg of wood per hour, and the energy efficiency must be at least 80%.

The model must be made of wood and must be able to process up to 100 kg of wood per hour, and the energy efficiency must be at least 80%.

### TECH Services

- The services must be provided by a qualified technician.

### TECH Technical Requirements



#### **WELL-BEING**

Students have the authority, including a power held by the school in accordance with the degree of responsibility in the Plan. The following sections outline the various authority levels on the Plan during a response.

##### **1. Emergency Response Activities**

Each year, school emergency and/or disaster drills are held. When the fire and safety staff receive a report concerning a fire or other emergency, they will follow the fire and safety plan to address the situation.

The school will try to evacuate students to a safe area as soon as possible. If the fire is not under control, the school will follow the fire and safety plan to ensure that all students are safely evacuated to a safe area.

The school will try to evacuate students to a safe area as soon as possible. If the fire is not under control, the school will follow the fire and safety plan to ensure that all students are safely evacuated to a safe area.

##### **2. Non-Emergency Response Activities**

Each year, school emergency and/or disaster drills are held. When the fire and safety staff receive a report concerning a fire or other emergency, they will follow the fire and safety plan to address the situation. The school will try to evacuate students to a safe area as soon as possible. If the fire is not under control, the school will follow the fire and safety plan to ensure that all students are safely evacuated to a safe area.

##### **3. Fire Drills**

The school will try to evacuate students to a safe area as soon as possible. If the fire is not under control, the school will follow the fire and safety plan to ensure that all students are safely evacuated to a safe area.

Each year, school emergency and/or disaster drills are held. When the fire and safety staff receive a report concerning a fire or other emergency, they will follow the fire and safety plan to address the situation. The school will try to evacuate students to a safe area as soon as possible. If the fire is not under control, the school will follow the fire and safety plan to ensure that all students are safely evacuated to a safe area.

##### **4. Fire Drills and Evacuation Plans in Public Places**

The school will try to evacuate students to a safe area as soon as possible. If the fire is not under control, the school will follow the fire and safety plan to ensure that all students are safely evacuated to a safe area.

##### **5. Evacuation Plans in Public Places**



Öğrencülerimiz için hazırladığımız bu kitap, 2023-2024 eğitim öğretim yılında ortaokul öğrencilerimiz için hazırlanmıştır. Bu kitap, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir. Bu kitap, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir.

Bu kitap, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir. Bu kitap, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir.

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#### 1. Ünite: Temel Kavramlar

Bu ünite, öğrencilerimizin temel kavramları öğrenmelerine yardımcı olacaktır. Bu ünite, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir. Bu ünite, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir.

#### 2. Ünite: Temel Kavramlar

Bu ünite, öğrencilerimizin temel kavramları öğrenmelerine yardımcı olacaktır. Bu ünite, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir. Bu ünite, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir.

#### 3. Ünite: Temel Kavramlar

Bu ünite, öğrencilerimizin temel kavramları öğrenmelerine yardımcı olacaktır. Bu ünite, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir. Bu ünite, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir.

#### 4. Ünite: Temel Kavramlar

Bu ünite, öğrencilerimizin temel kavramları öğrenmelerine yardımcı olacaktır. Bu ünite, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir. Bu ünite, öğrencilerimizin öğrenme süreçlerinde yardımcı olacak ve onların öğrenme süreçlerini destekleyecektir.

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İşletme ve işletmelerde kullanılan araçların kullanılması, işletmelerin faaliyetlerini sürdürmelerini sağlar. İşletmelerin faaliyetlerini sürdürmelerini sağlar.

#### 2. İşletmeler

İşletmeler, belirli bir amaçla faaliyet gösteren ve belirli bir süre için kurulmuş, belirli bir süre için faaliyet gösteren ve belirli bir süre için faaliyet gösteren işletmelerdir. İşletmelerin faaliyetlerini sürdürmelerini sağlar. İşletmelerin faaliyetlerini sürdürmelerini sağlar.

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#### 5. İşletmelerin İşletmeleri

İşletmelerin işletmeleri, işletmelerin faaliyetlerini sürdürmelerini sağlar. İşletmelerin işletmeleri, işletmelerin faaliyetlerini sürdürmelerini sağlar. İşletmelerin işletmeleri, işletmelerin faaliyetlerini sürdürmelerini sağlar.

#### 6. İşletmelerin İşletmeleri

İşletmelerin işletmeleri, işletmelerin faaliyetlerini sürdürmelerini sağlar. İşletmelerin işletmeleri, işletmelerin faaliyetlerini sürdürmelerini sağlar. İşletmelerin işletmeleri, işletmelerin faaliyetlerini sürdürmelerini sağlar.



Proposal for the Regulation on the conditions for the use of the term "organic" for the production and marketing of agricultural products, and the conditions for the use of the term "organic" for the production and marketing of agricultural products.

#### 1. Name of the Regulation

Proposal for the Regulation on the conditions for the use of the term "organic" for the production and marketing of agricultural products.

### TEN 101 - ROLLING UP POINTS

#### 101.1. Description

The law on the use of the term "organic" for the production and marketing of agricultural products.

#### 101.2. Objectives

Rolling up points into a single point for the production and marketing of agricultural products.

1. To ensure the use of the term "organic" for the production and marketing of agricultural products, and the conditions for the use of the term "organic" for the production and marketing of agricultural products.

101.2.1. Objectives

1. To ensure the use of the term "organic" for the production and marketing of agricultural products, and the conditions for the use of the term "organic" for the production and marketing of agricultural products.

2. To ensure the use of the term "organic" for the production and marketing of agricultural products, and the conditions for the use of the term "organic" for the production and marketing of agricultural products.

101.2.2. Objectives

1. To ensure the use of the term "organic" for the production and marketing of agricultural products, and the conditions for the use of the term "organic" for the production and marketing of agricultural products.

2. To ensure the use of the term "organic" for the production and marketing of agricultural products, and the conditions for the use of the term "organic" for the production and marketing of agricultural products.

3. To ensure the use of the term "organic" for the production and marketing of agricultural products, and the conditions for the use of the term "organic" for the production and marketing of agricultural products.

4. To ensure the use of the term "organic" for the production and marketing of agricultural products, and the conditions for the use of the term "organic" for the production and marketing of agricultural products.



1. During the stay abroad the participant is responsible for the security of their property and assets. Insurance should be taken against any accidents. Inland and air travel insurance is compulsory. When traveling you are aware of the risk and accept the responsibility in advance in case of an accident.

#### 09.11. Specific Requirements

The applicant is personally responsible and will provide for such conditions to make it possible to travel and to ensure a rapid return to the address of residence of the participant's family and to care for them.

#### 09.12. Technicalities

1. To participate in the program you must hold a valid passport, which must be valid for at least one month after the completion of the program.
2. When the applicant returns abroad he is exempted from any penalties and is exempted from the obligation of payment of taxes.
3. Research salary of those in scientific and technical services is exempted from all additional taxes during the stay.
4. It is necessary to bring the money and the necessary cash for the stay abroad.

#### 09.13. Living Abroad

The applicant is responsible for all expenses that are other than wages and salaries and other charges of living expenses while abroad (rent, telephone, travel and medical expenses).

#### 09.14. Housing

The applicant and his/her host institution of the recipient, the Institute that hosts the applicant, must ensure a comfortable and safe living conditions abroad and expenses during the stay. The recipient has to provide a letter of invitation from the Ministry of Education and Higher Education for the applicant to ensure the necessary conditions during the stay and to provide a letter of invitation to the Institute of the recipient and a letter of invitation to the Ministry.

## 10.00 - ADMINISTRATION

#### 10.01. Overview

The term and results of working of persons given service, salaries, social security and pension in accordance with the requirements of the Law of the Azerbaijan Republic on Pension Insurance.

#### 10.02. Basic Definitions

10.02.1. These are the persons who are included in the service of public bodies that employ them. These include all persons who are employed in the public sector of the economy of the country. The term public bodies include state and private enterprises, institutions and other organizations.

10.02.2. These are the persons, who work under the conditions of working parties and to work of the public bodies and are not included in their list.

10.02.3. Personnel in long and safety service that are listed in relation to the service without which are established the special terms of service.





USP 101. The procedure shall be followed until the animal is free of disease and is free of all other infectious agents.

USP 102. The animal shall be euthanized according to USP 100.

USP 103. The animal shall be disposed of in accordance with the University of the Pacific policy.

#### USP 11. Containment Requirements

USP 11.1. The animal shall be contained in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility until it is no longer infectious.

#### USP 12. Animal Care

USP 12.1. The animal shall be kept in a secure facility.

USP 12.2. The animal shall be kept in a secure facility.

USP 12.3. The animal shall be kept in a secure facility and shall be kept in a secure facility.

USP 12.4. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility.

USP 12.5. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility.

USP 12.6. The animal shall be kept in a secure facility.

USP 12.7. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility.

#### USP 13. Reporting

USP 13.1. The animal shall be kept in a secure facility and shall be kept in a secure facility.

#### USP 14. Facilities

USP 14.1. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility.

#### USP 15. Funding

USP 15.1. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility.

USP 15.2. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility. The animal shall be kept in a secure facility and shall be kept in a secure facility.



2024/25 Financial and Operational Performance Report

**ITEM 1001 – CLASS 1227/1001 – UNCLASSIFIED**

**1001 Description:**

The fee-free service is provided to ensure that appropriate materials and an adequate quantity thereof are available to support the current business operation and for the use thereof in the future.

**1001 Contract description:**

**1001.1 Contract description:**

All material to be provided in support of the operations of the Department of Education is provided by the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education.

**1001.1.1 Contract description:**

The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education.

**1001.1.2 Contract description:**

The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education.

**1001.1.3 Contract description:**

The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education.

**1001.1.4 Contract description:**

The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education.

**1001.1.5 Contract description:**

The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education.

**1001.1.6 Contract description:**

The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education. The Department of Education is responsible for the provision of all the material to be provided in support of the operations of the Department of Education.

**1001.1.7 Contract description:**



1999-2004 National Curriculum Framework for Technical and Vocational Education and Training  
Level: 8th Grade

#### 1999-2004 National Curriculum Framework

The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.

#### 1999-2004 National Curriculum Framework

1. The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.
2. The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.

#### 1999-2004 National Curriculum Framework

1999-2004 National Curriculum Framework for Technical and Vocational Education and Training

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1999-2004 National Curriculum Framework for Technical and Vocational Education and Training

#### 1999-2004 National Curriculum Framework

1. The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.

#### 1999-2004 National Curriculum Framework

2. The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.

3. The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.

4. The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.

5. The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.

6. The aim of this framework is to provide a common basis for the development of the national curriculum for technical and vocational education and training.

#### 1999-2004 National Curriculum Framework



1. The school is a public school and the school is situated in a locality of town by having a public road. The school was started in the year 1950 and is situated in the locality of town.
2. The school is situated in a locality of town and is situated in a locality of town by having a public road.
3. The school is situated in a locality of town and is situated in a locality of town by having a public road.
4. The school is situated in a locality of town and is situated in a locality of town by having a public road.
5. The school is situated in a locality of town and is situated in a locality of town by having a public road.
6. The school is situated in a locality of town and is situated in a locality of town by having a public road.

#### 20122 Teaching and Planning

201221 The school is situated in a locality of town and is situated in a locality of town by having a public road.

201222 The school is situated in a locality of town and is situated in a locality of town by having a public road.

#### 20123 Planning

1. The school is situated in a locality of town and is situated in a locality of town by having a public road.
2. The school is situated in a locality of town and is situated in a locality of town by having a public road.
3. The school is situated in a locality of town and is situated in a locality of town by having a public road.
4. The school is situated in a locality of town and is situated in a locality of town by having a public road.

#### 20124 Planning and Evaluation

1. The school is situated in a locality of town and is situated in a locality of town by having a public road.
2. The school is situated in a locality of town and is situated in a locality of town by having a public road.
3. The school is situated in a locality of town and is situated in a locality of town by having a public road.

#### 20125 CURRICULAR PLANNING

##### 201251 Introduction



The second course of Learning of communication skills, also also equipped student's ability to solve problem in a dynamic and flexible in accordance with the business.

#### 007.01.01.01.01.01.01.01.01

Additional course and is offered to its students who obtain package of course after its course until all its curriculum is completed.

#### 007.01.01.01.01.01.01.02

Student course planning and its experience in education (70.01.01.01.01.01.01.02)

#### 007.01.01.01.01.01.01.03

Student course learning and its experience in education (70.01.01.01.01.01.01.03)

#### 007.01.01.01.01.01.01.04

The specialty and the study, which does not exist within the ITS, they signed within the business activities. It is offered for students (graduate) to study only for one year for student (graduate) who receive the diploma to attend the business activities in an international region.

#### 007.01.01.01.01.01.01.05

#### 007.01.01.01.01.01.01.06

1. After receive the curriculum the faculty receive and collect data for preparing course structure. The development of the course and will use the IT and soft skill.
2. The faculty can use the course (which receive already) given according order and priority of the ITS. Faculty should use related the order to give the according and priority.

#### 007.01.01.01.01.01.01.07

4. After receive the curriculum and the course is also will be supported by open online learning course.
5. Because in course content (which) did by focus of all activities that have within given soft skill and priority. Following activities of the course can be used as well as the use to be obtained and to make through with their own to make course the most suitable.

#### 007.01.01.01.01.01.01.08

4. After use the course the student will receive a course ability to get the use of the software in the preparation of course structure to know the the development of the course and use the soft skill. Because use the software to improve communication skills and soft skill in an international region.
5. The faculty should prepare with the the course and use software of the course that the number resources have been used by the students in making the use software. It is better for application of the course and the use of software of the course is made with suitable area. The faculty should be able to use the software, for example to create the use of the software is possible to be used, before making the course.



Each of the four main subject areas is designed to develop the child's knowledge, skills and attitudes. It covers a wide range of topics and is designed to be relevant to the child's life.

Students learn to be curious, to explore, to discover, to think, to create and to communicate. They learn to work with others, to respect differences, to be responsible and to be active citizens.

1. To develop a positive attitude towards learning and to be motivated.
2. To have fun while learning and to be confident.

#### OKUL ÖZEL DEĞERLERİ

Each of the four main subject areas is designed to develop the child's knowledge, skills and attitudes. It covers a wide range of topics and is designed to be relevant to the child's life.

### OKUL ÖZEL DEĞERLERİ VE DEĞERLERİ KURULUŞU - OKUL ÖZEL DEĞERLERİ

#### OKUL ÖZEL DEĞERLERİ

The learning process of students in the national curriculum also includes the development of their attitudes and values. The national curriculum is designed to develop the child's knowledge, skills and attitudes. It covers a wide range of topics and is designed to be relevant to the child's life.

#### OKUL ÖZEL DEĞERLERİ

Students learn to be curious, to explore, to discover, to think, to create and to communicate. They learn to work with others, to respect differences, to be responsible and to be active citizens.

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Students learn to be curious, to explore, to discover, to think, to create and to communicate. They learn to work with others, to respect differences, to be responsible and to be active citizens.

#### OKUL ÖZEL DEĞERLERİ



1) Her yıl bir kez değerlendirme yapılır. Değerlendirme, her yıl bir kez yapılır. Değerlendirme, her yıl bir kez yapılır. Değerlendirme, her yıl bir kez yapılır.

#### 1) Kurum Yeterliliği

1) Kurum yeterliliği, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi.

#### 2) Kurum Yeterliliği

2) Kurum yeterliliği, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi.

#### 3) Kurum Yeterliliği

3) Kurum yeterliliği, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi.

#### 4) Kurum Yeterliliği

4) Kurum yeterliliği, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi.

#### 5) Kurum Yeterliliği

5) Kurum yeterliliği, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi, kurumun eğitim ve öğretim faaliyetlerini düzenli olarak yürütmesi, öğrencilerin öğrenme ve öğretme süreçlerini etkin olarak yönetmesi.

#### 6) Kurum Yeterliliği

Kurum	Değerlendirme Kriterleri
1) Kurum yeterliliği	1) Kurum yeterliliği
2) Kurum yeterliliği	2) Kurum yeterliliği
3) Kurum yeterliliği	3) Kurum yeterliliği
4) Kurum yeterliliği	4) Kurum yeterliliği
5) Kurum yeterliliği	5) Kurum yeterliliği
6) Kurum yeterliliği	6) Kurum yeterliliği
7) Kurum yeterliliği	7) Kurum yeterliliği
8) Kurum yeterliliği	8) Kurum yeterliliği
9) Kurum yeterliliği	9) Kurum yeterliliği
10) Kurum yeterliliği	10) Kurum yeterliliği



Game	Target Age Group
1) Paper airplane	5-7 years old
2) Paper boat	5-7 years old
3) Paper airplane game	5-7 years old
4) Paper airplane game	5-7 years old
5) Paper airplane game	5-7 years old
6) Paper airplane game	5-7 years old
7) Paper airplane game	5-7 years old
8) Paper airplane game	5-7 years old
9) Paper airplane game	5-7 years old
10) Paper airplane game	5-7 years old
11) Paper airplane game	5-7 years old
12) Paper airplane game	5-7 years old
13) Paper airplane game	5-7 years old
14) Paper airplane game	5-7 years old
15) Paper airplane game	5-7 years old
16) Paper airplane game	5-7 years old
17) Paper airplane game	5-7 years old
18) Paper airplane game	5-7 years old
19) Paper airplane game	5-7 years old
20) Paper airplane game	5-7 years old

#### 1022 Creative Requirements

The teacher will be responsible for creating, organizing and evaluating the activities and games that will be used in the classroom to support the learning objectives of the lesson, learning and assessment.

#### 1023 Safety Precautions

All activities and games should be designed to be safe and fun for all students. The teacher should be responsible for ensuring that all activities and games are safe and fun for all students.

All activities and games should be designed to be safe and fun for all students. The teacher should be responsible for ensuring that all activities and games are safe and fun for all students. The teacher should be responsible for ensuring that all activities and games are safe and fun for all students.





After this course, you will be able to understand, explain or present one of the concepts, draw, explain phenomena and solving of the problems by the. When needed to understand what you did your course you need to approve by the Expector.

#### **1) Explain the concepts and phenomena in physics**

- 1) Mass, weight, force etc. can be explained with proper quality method and become familiar with scientific methods.
- 2) Newton's laws of motion can be explained and the application of the motion in different.
- 3) The required learning paths that are based on understanding of the force of an object.
- 4) How geometric methods can be applied in physics method.
- 5) How to explain and draw the phenomena in connected with modelling and representing models.

#### **2) Use Applications**

From your experience about what you have learned, you should be able to understand the effect and what effect it will have on the phenomena of nature.

From your own experience by other than the course you can find the scientific ideas that will be applied in the real life. You can explain the phenomena of the natural properties of the world.

#### **3) Use Modeling and Modeling**

All the time of your course you will draw the idea of the phenomena. That you can draw the ideas, explain and apply it in various conditions, being simplified. Models of different conditions which will be used. When drawing is completed, the results that are obtained are applied in the conditions and the results are compared, but not only that, you can explain the results of the course.

#### **4) Use Research**

All the time of your course you will draw the idea of the phenomena. That you can draw the ideas, explain and apply it in various conditions, being simplified. Models of different conditions which will be used. When drawing is completed, the results that are obtained are applied in the conditions and the results are compared, but not only that, you can explain the results of the course.

#### **5) Use Drawing**

All the time of your course you will draw the idea of the phenomena. That you can draw the ideas, explain and apply it in various conditions, being simplified. Models of different conditions which will be used. When drawing is completed, the results that are obtained are applied in the conditions and the results are compared, but not only that, you can explain the results of the course.

#### **6) Use Evaluation in the Course**

- 1) If you can understand about the course you can explain the results of the course and the results of the course.
- 2) If you can explain the results of the course you can explain the results of the course.



1. When articles are of the same or similar subject matter, place in the order of work according to the number of the subject matter and the subject matter to be done should be added to indicate the order of work when only one is to be done.
2. When the order is not a paper number to make the work, the number shall be called sequentially from the beginning of the work and all the work should be completed in the order.
3. Moreover, lightly hand out the order items that are arranged in priority order to the work, and the order should be completed and the order should be given to the work.

#### MS.27 Procedure for Service Order

1. Prepare work plan for the work and work order list.
2. Assign priority work.
3. Apply the order of material input work.
4. Check the order of work and work order list with the work order.
5. Apply the order of the work and the order of the work order list.
6. Check the work order list.
7. Check the work order list.

#### MS.28 Procedure for Service Order

1. Check the work order list.
2. Check the work order list and the work order list.
3. Check the work order list.
4. Check the work order list.
5. Check the work order list.
6. Check the work order list.
7. Check the work order list.
8. Check the work order list.

#### MS.29 Procedure for Order Plan

1. Check the work order list.
2. Check the work order list.



1. Applikation der Theorie in der Praxis, wobei die Studierenden in der Lage sein müssen, komplexe Probleme zu lösen (Berufsprüfung)
2. Applikation der Theorie in der Praxis, wobei die Studierenden in der Lage sein müssen, komplexe Probleme zu lösen (Berufsprüfung)
3. Applikation der Theorie in der Praxis, wobei die Studierenden in der Lage sein müssen, komplexe Probleme zu lösen (Berufsprüfung)

## FOR 991 - RETAIL STRUCTURE

### FOR 11 Overview

The main aim of this course is to provide students with the necessary knowledge and skills to understand the retail structure and its impact on the business performance of the company.

The course covers the following topics: Retail structure, Retail strategy, Retail operations, Retail marketing, Retail finance, Retail law, Retail ethics, Retail innovation, Retail sustainability, Retail technology, Retail analytics, Retail customer experience, Retail supply chain, Retail logistics, Retail distribution, Retail procurement, Retail HR, Retail training, Retail development, Retail innovation, Retail sustainability, Retail technology, Retail analytics, Retail customer experience, Retail supply chain, Retail logistics, Retail distribution, Retail procurement, Retail HR, Retail training, Retail development.

### FOR 12 Retail Structure

Students will learn the structure of the retail industry, the different types of retail organizations, and the factors that influence the retail structure.

### FOR 13 Customer Segments

### FOR 14 Segments

The course will explore the different segments of the retail market, the factors that influence the retail structure, and the factors that influence the retail structure.

The course will explore the different segments of the retail market, the factors that influence the retail structure, and the factors that influence the retail structure.

The course will explore the different segments of the retail market, the factors that influence the retail structure, and the factors that influence the retail structure.

The course will explore the different segments of the retail market, the factors that influence the retail structure, and the factors that influence the retail structure.

### FOR 15 Retail Marketing Control



When an incident in the classroom occurs, teachers should be prepared to respond to the incident (reported or detected or suspected). Detailed rubric is provided with specific criteria identified as being very good, good, fair, needs improvement, or poor. It is not intended to be used as a checklist. It is intended to be used as a guide to assess the quality of the practice. When the classroom visit is completed, the Department will be able to identify the strengths of each teacher. It is not intended to be used as a checklist to assess the quality of the practice. It is intended to be used as a guide to assess the quality of the practice. When the classroom visit is completed, the Department will be able to identify the strengths of each teacher. It is not intended to be used as a checklist to assess the quality of the practice. It is intended to be used as a guide to assess the quality of the practice.

In the case of classroom visits, the Department will be able to identify the strengths of each teacher.

Each visit will consist of a pre-visit, a visit, and a post-visit. The pre-visit will be conducted by the Department and will be for the purpose of:

• Obtain information about the school, such as the school's vision, mission, and goals, and the school's policies and procedures.

#### Visit 1: Pre-visit

The pre-visit will be conducted by the Department and will be for the purpose of:

• Obtain information about the school, such as the school's vision, mission, and goals, and the school's policies and procedures.

• Obtain information about the school, such as the school's vision, mission, and goals, and the school's policies and procedures.

• Obtain information about the school, such as the school's vision, mission, and goals, and the school's policies and procedures.

• Obtain information about the school, such as the school's vision, mission, and goals, and the school's policies and procedures.

#### Visit 2: Post-visit

The post-visit will be conducted by the Department and will be for the purpose of:

##### 1. Pre-visit

• Obtain information about the school, such as the school's vision, mission, and goals, and the school's policies and procedures.

##### 2. Post-visit

• Obtain information about the school, such as the school's vision, mission, and goals, and the school's policies and procedures.



Raw Data	440.10
Preparation of product solution in water	440.105
Final preparation of standard solution, volume and flow	440.108
Initial preparation of standard solution, volume and flow (using clean vial volume)	440.109
Final of process	440.110
Other results	440.111

#### 1. Safety Data

Control with comprehensive knowledge of product design, and if there are serious threats, authorities should be notified through the nearest fire-fighting office (phone no. 102), the police and ambulance (103).

#### 2. Environmental Impact

This means release and pollution levels and prevention of the need to report to the fire-fighting office if it is possible (especially a spill of the substance) (see section 3.1.4) that substances are toxic. An immediate notification to the nearest police station for the spill should be made (see section 3.1.4.1).

#### 3. Safety Data

The risk of a spillage from the well should be taken into account.

#### 4. Features of Storage

These substances should be stored in a cool, dry place in well-ventilated areas. They should be kept away from fire, heat, sparks, open flames, hot surfaces and oxidizing agents. They should be stored in a cool, dry place in well-ventilated areas. They should be kept away from fire, heat, sparks, open flames, hot surfaces and oxidizing agents.

It should be stored in a cool, dry place in well-ventilated areas.

#### 5. Health Hazards of Storage

In general, these substances should be stored in a cool, dry place in well-ventilated areas. They should be kept away from fire, heat, sparks, open flames, hot surfaces and oxidizing agents. They should be stored in a cool, dry place in well-ventilated areas. They should be kept away from fire, heat, sparks, open flames, hot surfaces and oxidizing agents.

Attention should be given to the safety of the storage and use of these substances.

In this report, the data are taken from the data of the public and the secret (S) data. The information of the secret data of the secret data and the secret (S) data.



#### 4. Methods

The research design followed individual level in the family.

- The study was done for the study done for the first time in the study region in the district of Mopani, Limpopo province. The study was done for the first time in the district of Mopani, Limpopo province.
- The study was done for the first time in the study region in the district of Mopani, Limpopo province.

Age Group	SEXES				
	Male	Female	Male	Female	Total
15-19	10	10	0	0	20
20-24	20	20	0	0	40
25-29	30	30	0	0	60
30-34	40	40	0	0	80
35-39	50	50	0	0	100
40-44	60	60	0	0	120
45-49	70	70	0	0	140
50-54	80	80	0	0	160
55-59	90	90	0	0	180
60-64	100	100	0	0	200
65-69	110	110	0	0	220
70-74	120	120	0	0	240
75-79	130	130	0	0	260
80-84	140	140	0	0	280
85-89	150	150	0	0	300
90-94	160	160	0	0	320
95-99	170	170	0	0	340
100-104	180	180	0	0	360
105-109	190	190	0	0	380
110-114	200	200	0	0	400
115-119	210	210	0	0	420
120-124	220	220	0	0	440
125-129	230	230	0	0	460
130-134	240	240	0	0	480
135-139	250	250	0	0	500
140-144	260	260	0	0	520
145-149	270	270	0	0	540
150-154	280	280	0	0	560
155-159	290	290	0	0	580
160-164	300	300	0	0	600
165-169	310	310	0	0	620
170-174	320	320	0	0	640
175-179	330	330	0	0	660
180-184	340	340	0	0	680
185-189	350	350	0	0	700
190-194	360	360	0	0	720
195-199	370	370	0	0	740
200-204	380	380	0	0	760
205-209	390	390	0	0	780
210-214	400	400	0	0	800
215-219	410	410	0	0	820
220-224	420	420	0	0	840
225-229	430	430	0	0	860
230-234	440	440	0	0	880
235-239	450	450	0	0	900
240-244	460	460	0	0	920
245-249	470	470	0	0	940
250-254	480	480	0	0	960
255-259	490	490	0	0	980
260-264	500	500	0	0	1000

- The research design followed individual level in the family.
- The research design followed individual level in the family.



4. When using the content of this plan to assist in a visit to a site, the principal objective of the visit should be to:

4.1. Visit objectives

Successful visits and effective use of site reports to commission work depend on the quality of the visit, given in its entirety, and on the quality of the site report. The visit should be planned in the light of the objectives of the visit. The objectives of the visit should be agreed with the client and the site report should be agreed with the client. It is likely that a visit will be planned with the client and the site report will be agreed with the client. It is likely that a visit will be planned with the client and the site report will be agreed with the client.

It will be possible to use the site report to assist in the visit to the site. It will be possible to use the site report to assist in the visit to the site. It will be possible to use the site report to assist in the visit to the site.

4.2. Objectives

The objectives of the visit should be agreed with the client and the site report should be agreed with the client. It is likely that a visit will be planned with the client and the site report will be agreed with the client. It is likely that a visit will be planned with the client and the site report will be agreed with the client.

The objectives of the visit should be agreed with the client and the site report should be agreed with the client. It is likely that a visit will be planned with the client and the site report will be agreed with the client.

4.3. Planning and Site Visits

The objectives of the visit should be agreed with the client and the site report should be agreed with the client. It is likely that a visit will be planned with the client and the site report will be agreed with the client.

The objectives of the visit should be agreed with the client and the site report should be agreed with the client. It is likely that a visit will be planned with the client and the site report will be agreed with the client.

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The objectives of the visit should be agreed with the client and the site report should be agreed with the client. It is likely that a visit will be planned with the client and the site report will be agreed with the client.

4.4. 100









## 1. Opis i opisivanje projekta

Projekat je realizovan kroz nekoliko godina i odvijao se kroz nekoliko faza. Prva faza projekta bila je osnivanje i organizovanje Centra za razvoj i promociju projekata u oblasti obrazovanja, nauke i tehnologije. U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.

U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.

U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.

## 2. Opis rezultata

U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.

U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.

U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.

U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.

1. U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.
2. U okviru ovog projekta realizovane su brojne aktivnosti, uključujući organizovanje radionica, konferencija i drugih događaja koji su doprineli razvoju obrazovnog sistema u Srbiji.



3. The Chief Executive Officer or any of his/her representatives, subject to the provisions of sub-rule (1) or sub-rule (2) shall, in respect of each case, be at least 10 days before the date of the meeting of the Board of Directors, for the purpose of providing to the Board the necessary information and making it available to the members of the Board. The Chief Executive Officer shall also provide to the Board a copy of the minutes of the meeting of the Board, together with a copy of the minutes of the meeting of the Board of Directors, in which the Board has taken any decision in respect of the case, and a copy of the minutes of the meeting of the Board of Directors, in which the Board has taken any decision in respect of the case, and a copy of the minutes of the meeting of the Board of Directors, in which the Board has taken any decision in respect of the case.
  4. The Board shall have the authority to take any decision in respect of any case which may be referred to it by the Board of Directors, and to do so, the Board may refer any case to any of its committees or sub-committees.
  5. The Board shall have the authority to take any decision in respect of any case which may be referred to it by the Board of Directors, and to do so, the Board may refer any case to any of its committees or sub-committees.
  6. The Board shall have the authority to take any decision in respect of any case which may be referred to it by the Board of Directors, and to do so, the Board may refer any case to any of its committees or sub-committees.
10. If the Board of Directors is of the opinion that the Board of Directors is not able to discharge its functions, it may, subject to the provisions of sub-rule (1) or sub-rule (2), refer the Board of Directors to any of its committees or sub-committees, and the Board of Directors shall, in respect of any case referred to it by the Board of Directors, be deemed to be the Board of Directors.
- The Board of Directors shall have the authority to take any decision in respect of any case which may be referred to it by the Board of Directors, and to do so, the Board may refer any case to any of its committees or sub-committees.
- The Board of Directors shall have the authority to take any decision in respect of any case which may be referred to it by the Board of Directors, and to do so, the Board may refer any case to any of its committees or sub-committees.
- The Board of Directors shall have the authority to take any decision in respect of any case which may be referred to it by the Board of Directors, and to do so, the Board may refer any case to any of its committees or sub-committees.





only intended as a guide to help you find the information you need. Please do not rely solely on this guide. A more detailed manual can be found at:

#### 4. Description

The study of the Bible can be an exciting and rich learning experience. The 66 books of the Bible encompass a rich history of the world and the lives of its people. Some books are more popular than others.

Understanding the Bible is an important part of your education. It is a source of wisdom and inspiration. The Bible is a book that has inspired people for centuries. It is a book that has shaped the world. It is a book that has given us a sense of purpose and meaning. It is a book that has helped us to understand ourselves and the world around us. It is a book that has helped us to live better lives. It is a book that has helped us to find hope and faith. It is a book that has helped us to overcome our fears and doubts. It is a book that has helped us to become better people. It is a book that has helped us to make a difference in the world. It is a book that has helped us to live our lives to the fullest. It is a book that has helped us to find our true selves. It is a book that has helped us to discover our purpose in life. It is a book that has helped us to find our place in the world. It is a book that has helped us to become the best that we can be. It is a book that has helped us to live our lives with meaning and purpose. It is a book that has helped us to find our true selves. It is a book that has helped us to discover our purpose in life. It is a book that has helped us to find our place in the world. It is a book that has helped us to become the best that we can be. It is a book that has helped us to live our lives with meaning and purpose.

### WPI's Bible Curriculum (High Points Through Bible)

#### 1. Bible

The Bible is the foundation of the Christian faith. It is a book that has inspired people for centuries. It is a book that has shaped the world. It is a book that has given us a sense of purpose and meaning. It is a book that has helped us to understand ourselves and the world around us. It is a book that has helped us to live better lives. It is a book that has helped us to find hope and faith. It is a book that has helped us to overcome our fears and doubts. It is a book that has helped us to become better people. It is a book that has helped us to make a difference in the world. It is a book that has helped us to live our lives to the fullest. It is a book that has helped us to find our true selves. It is a book that has helped us to discover our purpose in life. It is a book that has helped us to find our place in the world. It is a book that has helped us to become the best that we can be. It is a book that has helped us to live our lives with meaning and purpose. It is a book that has helped us to find our true selves. It is a book that has helped us to discover our purpose in life. It is a book that has helped us to find our place in the world. It is a book that has helped us to become the best that we can be. It is a book that has helped us to live our lives with meaning and purpose.

Table WPI.1 - High Point Values

Year (2000)	% students earned high point through Bible
91	77
92	82
93	84
94	84
95	87
96	91
97	92





Physical models, forces, and fluid elements are used, and students acquire skills in problem solving and applying a model to a given situation.

Students will understand and apply the concept of stress and strain, and will be able to use the stress-strain relationship to determine the behavior of materials under various conditions. They will also be able to use the concept of stress and strain to determine the behavior of materials under various conditions.

3. Students will understand the concept of stress and strain, and will be able to use the stress-strain relationship to determine the behavior of materials under various conditions. They will also be able to use the concept of stress and strain to determine the behavior of materials under various conditions.

Strain (%)	Stress (N/m <sup>2</sup> )	
	Stress (N/m <sup>2</sup> )	Stress (N/m <sup>2</sup> )
0	0	0
10	100	100
20	200	200
30	300	300
40	400	400
50	500	500
60	600	600
70	700	700
80	800	800
90	900	900
100	1000	1000

Figure 1: Stress-strain relationship for a material. The stress increases linearly with strain up to 100 N/m<sup>2</sup>, after which it levels off. The material is considered to be elastic up to 100 N/m<sup>2</sup>.

4. Students will understand the concept of stress and strain, and will be able to use the stress-strain relationship to determine the behavior of materials under various conditions. They will also be able to use the concept of stress and strain to determine the behavior of materials under various conditions.



di hadapan. Walau bagaimanapun, maklumat ini tidak sepatutnya digunakan sebagai satu-satunya faktor untuk membuat keputusan mengenai kualiti atau kecekapan mana-mana individu atau organisasi.

- 7. **Kecekapan Pengajaran:** Merujuk kepada kecekapan dan keberkesanan guru dalam melaksanakan tugas mereka sebagai pendidik. Kecekapan ini diukur berdasarkan kriteria yang ditetapkan dalam Rangka Kerja Kualiti Pendidikan Malaysia (RKQP) dan Rangka Kerja Kualiti Pendidikan Malaysia (RKQPM). Kecekapan ini diukur berdasarkan kriteria yang ditetapkan dalam Rangka Kerja Kualiti Pendidikan Malaysia (RKQP) dan Rangka Kerja Kualiti Pendidikan Malaysia (RKQPM).

Kecekapan ini diukur berdasarkan kriteria yang ditetapkan dalam Rangka Kerja Kualiti Pendidikan Malaysia (RKQP) dan Rangka Kerja Kualiti Pendidikan Malaysia (RKQPM). Kecekapan ini diukur berdasarkan kriteria yang ditetapkan dalam Rangka Kerja Kualiti Pendidikan Malaysia (RKQP) dan Rangka Kerja Kualiti Pendidikan Malaysia (RKQPM).

- 8. **Kecekapan Kerja:** Merujuk kepada kecekapan dan keberkesanan guru dalam melaksanakan tugas mereka sebagai pendidik. Kecekapan ini diukur berdasarkan kriteria yang ditetapkan dalam Rangka Kerja Kualiti Pendidikan Malaysia (RKQP) dan Rangka Kerja Kualiti Pendidikan Malaysia (RKQPM).

Tabel 10.1: Kecekapan Kerja Pengajaran

Kategori	Kecekapan Kerja Pengajaran		
	Kecekapan Kerja Pengajaran	Kecekapan Kerja Pengajaran	Kecekapan Kerja Pengajaran
Kecekapan Kerja Pengajaran	0.0000	0.0000	0.0000
Kecekapan Kerja Pengajaran	0.0000	0.0000	0.0000
Kecekapan Kerja Pengajaran	0.0000	0.0000	0.0000
Kecekapan Kerja Pengajaran	0.0000	0.0000	0.0000





The student is responsible for the preparation of the answers to the following questions. The student should be able to explain the process of the production of the following products and to describe the production process of the following products.

The student is responsible for the preparation of the answers to the following questions. The student should be able to explain the process of the production of the following products and to describe the production process of the following products.

#### 4. Exercise

The figure shows a cross-section of a cylindrical component. The diameter of the cylinder is  $d = 100 \text{ mm}$ . The length of the cylinder is  $L = 200 \text{ mm}$ . The component is made of a material with a density of  $\rho = 7.8 \text{ g/cm}^3$ .

The figure shows a cross-section of a cylindrical component. The diameter of the cylinder is  $d = 100 \text{ mm}$ . The length of the cylinder is  $L = 200 \text{ mm}$ . The component is made of a material with a density of  $\rho = 7.8 \text{ g/cm}^3$ .

1. Calculate the mass of the component.
2. Calculate the volume of the component.
3. Calculate the surface area of the component.
4. Calculate the moment of inertia of the component.
5. Calculate the moment of inertia of the component.
6. Calculate the moment of inertia of the component.



Working with the state is an obligation. We are working to achieve the educational objectives of the Ministry and teaching by the Ministry General Supervisorate of Teaching & Curriculum Development

#### MOET 2019/2020

##### 1. Vision

The Curriculum Development Department and its units, authorities and agencies create effective and efficient study environments for the qualitative education of the student and implement the approach, set by the National Curriculum, and its all work in accordance with the educational objectives of the Ministry and the General Supervisorate of Teaching & Curriculum Development.

It works to create a good learning environment for the student and implement the curriculum in the study and in the community and help the student to reach his educational objectives.

##### MOET 2019/2020 Learning Objectives

Qualified to be able to deal with the student in a flexible manner, to meet his learning and project needs. Curriculum is formed and implemented through decisions, which involve all the concerned parties. It may be required to make certain decisions through the curriculum development process. The Curriculum Development Unit, the Directorates of Education, the National Curriculum and the study materials and guide materials is working on developing a flexible curriculum. It will be responsible for the total and overall learning process, a flexible environment to create the best learning environment.

##### MOET 2019/2020

The first section of the projects, financial and relationship development will be included in the study plans and curriculum. The Curriculum Development Department is working to create a learning environment and working on developing of the plans in a learning plan. It will be working on the study plan and working on the study plan.

##### MOET 2019/2020 Curriculum Development

After taking into account the curriculum development and curriculum development in the field of study. The curriculum development and curriculum development will be included in the study plans and curriculum. The Curriculum Development Department is working to create a learning environment and working on developing of the plans in a learning plan. It will be working on the study plan and working on the study plan.

##### MOET 2019/2020 Supporting Staff Members

The curriculum development, projects, the curriculum development, curriculum development in the field of study. The curriculum development and curriculum development will be included in the study plans and curriculum. The Curriculum Development Department is working to create a learning environment and working on developing of the plans in a learning plan. It will be working on the study plan and working on the study plan.



Read the following text and answer the questions by choosing the correct response from the alternatives given.

Following the discovery of a neutron bomb, its status of the world had to be re-evaluated by the nations of the world.

**MCQ 11: Identifying facts**

The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. Before its invention, however, when all cities in total are destroyed by nuclear war, the cities will be destroyed by the neutron bomb. The neutron bomb was developed by the nations of the world. Following the discovery of a neutron bomb, its status of the world had to be re-evaluated by the nations of the world. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. Before its invention, however, when all cities in total are destroyed by nuclear war, the cities will be destroyed by the neutron bomb. The neutron bomb was developed by the nations of the world. Following the discovery of a neutron bomb, its status of the world had to be re-evaluated by the nations of the world.

Which of the following is a fact? (Choose the correct answer from the alternatives given.)

**MCQ 12: Meaning**

Read the text and answer the questions by choosing the correct answer from the alternatives given.

The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt.

The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt.

**MCQ 13: Pro-connection**

The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt.

**MCQ 14: Finding Evidence**

The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt. The neutron bomb was developed in order to be suitable to use in urban areas and to follow the military strategy that no one will be hurt.



### 3. SORU

“Nispetiye’de bulunan bir okulda bulunan öğretmenler, her hafta okullarında öğrencilerin 45-55 yaş aralığında olan öğretmenlerin katılımıyla bir araya gelmektedirler. Bu toplantılarda öğretmenler, okullarında karşılaştıkları sorunları paylaşmakta, sorunları tartışmakta ve çözüm önerileri üzerinde çalışmaktadır. Bu toplantıların düzenlenmesine ilişkin olarak aşağıdaki sorulara yanıt veriniz.”

- Okullarda öğretmenlerin katılımının önemi nedir?
- Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.)
- Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.)

### 4. SORU

“Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.)” sorusuna yanıt veriniz. Yanıtınızı aşağıdaki sorulara yanıt veriniz. Yanıtınızı aşağıdaki sorulara yanıt veriniz.

Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.)

#### ÖSYM Sorularına Yanıt Verme Yöntemi

Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.) sorusuna yanıt veriniz. Yanıtınızı aşağıdaki sorulara yanıt veriniz.

Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.) sorusuna yanıt veriniz. Yanıtınızı aşağıdaki sorulara yanıt veriniz.

Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.) sorusuna yanıt veriniz. Yanıtınızı aşağıdaki sorulara yanıt veriniz.

- ÖSYM Sorularına Yanıt Verme Yöntemi
- ÖSYM Sorularına Yanıt Verme Yöntemi
- ÖSYM Sorularına Yanıt Verme Yöntemi
- ÖSYM Sorularına Yanıt Verme Yöntemi

Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.) sorusuna yanıt veriniz. Yanıtınızı aşağıdaki sorulara yanıt veriniz.

Okullarda öğretmenlerin katılımının artırılması için hangi önlemler alınmalıdır? (En az üç örnek veriniz.) sorusuna yanıt veriniz. Yanıtınızı aşağıdaki sorulara yanıt veriniz.



What are the main aims of the Natural Plant Proverbs Service? How do you think it will be used in the future? (10 marks)

#### Part 1: The Service

The main aim of the service is to provide a free and accessible online resource for the public to use.

#### Part 2: The Service

##### 1. The Service

The service is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use.

The service is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use.

##### 2. The Service

The service is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use.

The service is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use.

The service is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use.

##### 3. The Service

The service is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use.

The service is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use.

The service is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use. It is a free online resource for the public to use.

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are a clear priority. The Board will be consulted in due time in relation to the matters which should be included in the next cycle of reviews and the process for carrying them out. The current cycle of work that is expected to be completed with the next cycle, is underpinned by the new approach to maintenance and performance. The focus of the review will be on the current approach. This process will be undertaken with a view to the next cycle, which will be brought back to the Board when and as agreed in the next cycle of work and reviewed for completion.

The Board will also be kept informed of the progress of the review and any other matters that may arise during the process. The Board will also be kept informed of any other matters that may arise during the process and any other matters that may arise during the process.

The Board will also be kept informed of the progress of the review and any other matters that may arise during the process. The Board will also be kept informed of any other matters that may arise during the process and any other matters that may arise during the process.

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Table M013 - Performance

	Performance					
	1	2	3	4	5	6
High Performance (Overhead)						
Other						

Notes:

1. High Performance (Overhead) - This is the highest level of performance.
2. Other - This is the lowest level of performance.

All data is based on the data provided to the Board for the reporting period. The figures shown in this table are for the reporting period of the Board.

The Board will also be kept informed of the progress of the review and any other matters that may arise during the process. The Board will also be kept informed of any other matters that may arise during the process and any other matters that may arise during the process.



Coating Technique	Specifications	Rate Est./Sq. M
<b>Spone 1 - Hot Paint System</b>		
Hot Paint System (Hot) Spones 1-10 (Hot Paint)	100% (1)	111
	100% (2)	110 - 110
	100% (3)	110 - 110
	100% (4)	110 - 110
	100% (5)	110 - 110
	100% (6)	110 - 110
<b>Spone 2 - Epoxy Resin System</b>		
Epoxy Resin System (Hot) Spones 1-10 (Epoxy Resin)	100% (1)	111
	100% (2)	110
	100% (3)	110 - 110
	100% (4)	110 - 110
*The Rate and specification is subject to change		

Coating Technique	Specifications	Rate Est./Sq. M
<b>Spone 1 - Hot Paint System</b>		
Hot Paint System (Hot) Spones 1-10 (Hot Paint)	100% (1)	111
	100% (2)	110 - 110
	100% (3)	110 - 110
	100% (4)	110 - 110
	100% (5)	110 - 110
	100% (6)	110 - 110
<b>Spone 2 - Epoxy Resin System</b>		



ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ.
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ.
	ಮಾ. ೨೨	ಮಾ. ೨೨
	ಮಾ. ೨೨ (೨೨)	ಮಾ. ೨೨ ೨೨
*The first year can be referred to old studies		

ಲೇಖನ ಸಂಖ್ಯೆ	ವಿವರಣೆ	ಮಾ. ೨೨
System 1 - Regular (2022) Study Scheme		
ಪದಕಾರ್ಯ		(1) ೨೨ ೨೨ ಮಾ. ೨೨
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨ (೨೨) ೨೨	ಮಾ. ೨೨
ಮಾ.	ಮಾ. ೨೨	ಮಾ. ೨೨
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ. ೨೨ (೨೨) ೨೨
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨ (೨೨) ೨೨	ಮಾ. ೨೨ (೨೨) ೨೨
System - 2022 (2022) Study Scheme		
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ. ೨೨
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨ (೨೨) ೨೨	ಮಾ. ೨೨
*The first year can be referred to old studies or refer to the old studies with the introduction of 2022		
System 3 - Regular (2022) Study Scheme		
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ. ೨೨ (೨೨) ೨೨
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ. ೨೨ (೨೨) ೨೨
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ. ೨೨ (೨೨) ೨೨
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ. ೨೨ (೨೨) ೨೨
ಪದಕಾರ್ಯದ ವಿವರ	ಮಾ. ೨೨	ಮಾ. ೨೨ (೨೨) ೨೨





#### 4. Academic Post

##### 4.1 Thesis

The student must submit the thesis in a form that is applicable to digital printing to a verification of their authorship. Student ID number may be used only if the student is entitled to some exclusive copyright or other special status. In any case, it has to be clearly visible and only after scientific approval. It also may be covered in accordance with the requirements mentioned.

Open access is needed unless otherwise necessary unless an open access will be realized with other means, to which applicant must follow the current agreement of JyU's system.

The student is required to give his/her name, all surnames and given names. That name will be mentioned in the thesis even if it is not the name in the registration. The name in the registration is the name in the thesis. In case of a full name, the first name is given. It is required to have the actual name in the registration, not the name in the application that refers to the registration. A full name listing in the registration will be necessary in case of the name.

The student is required to give a short, clear and concise abstract when the thesis is submitted to the library. The abstract will appear in the library's database.

When other work has appeared in case of the student, the student is required to give a list of articles, or abstracts or full-text articles, or to mention all the work done in a conference or symposium. The student is also required to mention the work done in other ways, such as in a conference or symposium, or in a journal or magazine, or in a book, or in a newspaper.

The student is required to mention the work done in a journal or magazine, or in a book, or in a newspaper, or in a conference or symposium, or in a conference or symposium, or in a conference or symposium, or in a conference or symposium.

If the student is a member of the Finnish Association of Physicists, the student is required to mention the work done in a journal or magazine, or in a book, or in a newspaper, or in a conference or symposium, or in a conference or symposium, or in a conference or symposium, or in a conference or symposium.

The student is required to mention the work done in a journal or magazine, or in a book, or in a newspaper, or in a conference or symposium, or in a conference or symposium, or in a conference or symposium, or in a conference or symposium.

##### 4.2 Work materials

The student is required to mention the work done in a journal or magazine, or in a book, or in a newspaper, or in a conference or symposium, or in a conference or symposium, or in a conference or symposium, or in a conference or symposium.



#### 3. Daily Experiment 10: Plant

The experiment will be a self-explanatory if you read it carefully. In this experiment, another example of property describing the plant will be used to describe the entire system: response and growth. The air, soil, sunlight, and humidity that we found in our environment are the environment of the organisms of the natural being system. The experiment will be led in laboratory conditions with proper adjustments in terms of natural light and temperature, although under natural conditions in the field. As you read it, we will use plant as example. Thus, a hypothesis that we provide to answer all the other parts of the experiment is: "There is an interrelationship between the natural and human systems in being organisms." This is the basic concept of the experiment for reference in this experiment.

In this experiment, the first part is to describe the natural and human systems. The second part is to describe the natural and human systems together in the laboratory conditions. The purpose of the experiment is to see if the natural and human systems are interrelated in laboratory conditions.

The purpose of the experiment is to describe the natural and human systems in laboratory conditions. The purpose of the experiment is to see if the natural and human systems are interrelated in laboratory conditions. The purpose of the experiment is to see if the natural and human systems are interrelated in laboratory conditions.

There are several things that we need to know in this experiment. The first thing is to know the natural and human systems. The second thing is to know the natural and human systems together in the laboratory conditions. The purpose of the experiment is to see if the natural and human systems are interrelated in laboratory conditions.

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#### 4. Discussion

There are several things that we need to know in this experiment. The first thing is to know the natural and human systems. The second thing is to know the natural and human systems together in the laboratory conditions. The purpose of the experiment is to see if the natural and human systems are interrelated in laboratory conditions.

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There are several things that we need to know in this experiment. The first thing is to know the natural and human systems. The second thing is to know the natural and human systems together in the laboratory conditions. The purpose of the experiment is to see if the natural and human systems are interrelated in laboratory conditions.



the soil water content of the soil before sowing. Ploughing and harrowing are necessary to break up the clods or lumps of soil for sowing.

Inter-cultivation with weeding of the soil is necessary to kill the weeds growing in the soil. Weeding is done by hand or by using a hoe or a plow. The weeding should be done regularly for good results.

Harrows and ploughs are used to break up the soil into small particles (soil particles) for sowing.

#### 4. Fertilizing

Use of fertilizers in the soil is necessary for the growth of the plants.

There are two types of fertilizers: organic and inorganic. Organic fertilizers are those which are made up of animal or plant matter. Inorganic fertilizers are those which are made up of chemical compounds. Organic fertilizers are better than inorganic fertilizers because they are rich in humus and they are easy to decompose.

Organic fertilizers are those which are made up of animal or plant matter. Inorganic fertilizers are those which are made up of chemical compounds.

Fertilizers are those substances which are added to the soil to increase the fertility of the soil. They are used to supply the plants with the nutrients which they need for growth. There are two types of fertilizers: organic and inorganic.

The soil must be tested before fertilizing to know what kind of fertilizer should be used. The soil should be tested for the amount of nitrogen, phosphorus, and potassium in it.

#### 1. Using of Fertilizer

The amount of fertilizer to be used should be decided by the farmer according to the nature of the soil and the crop to be grown. The soil should be tested before fertilizing to know what kind of fertilizer should be used. The soil should be tested for the amount of nitrogen, phosphorus, and potassium in it.

#### 2. Using of Fertilizer

Fertilizers should be used in the soil in the form of granules or in the form of liquid. The granules should be mixed with the soil before sowing and the liquid should be poured over the soil.

The amount of fertilizer to be used should be decided by the farmer according to the nature of the soil and the crop to be grown. The soil should be tested before fertilizing to know what kind of fertilizer should be used.

Fertilizers should be used in the soil in the form of granules or in the form of liquid.

Fertilizers should be used in the soil in the form of granules or in the form of liquid.

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The National Curriculum Framework for Science, along with other national curriculum documents, is used as the guiding reference in the development of the science curriculum for the elementary level. It is consistent with the National Science Curriculum Framework for the Philippines.

#### MS12 Science Requirements

All elementary school science teachers, science educators, and curriculum developers are required to include the MS12 in their curriculum and lesson plans.

#### MS12 Content and Page and Usage

1. **Flowchart, table and icons** will be provided to guide the requirements detailed in MS12 in Table 1. Examples of icons and photos of the devices are being provided.
2. **Capacitor** – An object that stores energy in the electric field between two conductive surfaces. They store energy in the form of electric charge and voltage and are used in many electronic devices. They are used in a wide variety of electronic devices.
3. **Energy** – The ability to do work or to cause the motion of an object. Energy is often measured in joules. It is stored in many different forms, such as chemical, electrical, mechanical, and thermal energy.
4. **Insulator** – An object that does not allow heat energy to pass through it easily. It is used to prevent heat from being lost to the surroundings. They are used in many different forms, such as electrical, mechanical, and thermal energy.
5. **Resistor** – An object that opposes the flow of electric current. They are used in many different forms, such as electrical, mechanical, and thermal energy. They are used in many different forms, such as electrical, mechanical, and thermal energy.
6. **Series** – A circuit in which the components are connected one after another. The current is the same in all parts of the circuit.
7. **Using the concept of energy** to explain the operation of simple devices related to MS12.02.
8. **Using the concept of energy** to explain the operation of simple devices related to MS12.03.

#### MS12 More Science Page and Usage

1. **Flowchart, table and icons** will be provided to guide the requirements detailed in MS12 in Table 1. Examples of icons and photos of the devices are being provided.  
**Using the concept of energy** to explain the operation of simple devices related to MS12.02.
2. **Other**  
**Examples** of other simple devices that can be used to explain the operation of simple devices related to MS12.02 and MS12.03 are provided. These examples are provided to guide the development of lesson plans and activities related to MS12.02 and MS12.03. These examples are provided to guide the development of lesson plans and activities related to MS12.02 and MS12.03.



4. **Other**

Describe other special features or standards that are included in:

4. **Standards**

Identify other rules related to performance in the Standards that are not listed and approved by PAAHP.

**401.1.1 Expected Minimum Program Steps**

Identify all steps in order of priority over four or greater classes that are a general learning objective for the program (PFA).

Identify all steps used to meet a high-level learning objective. Requirements include: ACCU, Licensure and PRC (if applicable). Steps may be not applicable for certain classes and courses to meet the objective. They should be clearly listed.

**401.1.2 Tools**

The activities that are provided in this section are used to guide the work and steps. The actual activities include: self or external review, self-audit system, or the continuing track of the organization. The activities should include a clear list of the National Standards Tool.

**401.1.3 Program Policies and Steps**

Identify all policies for tools that are implemented and include clear steps. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools.

1. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools.
2. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools.
3. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools.

**401.1.4 Review and Tools Evaluation**

1. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools.
2. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools. Identify all steps in order of priority for the tools.



1. They have had no work of maintenance within the university campus, and present the detailed budget under current budgeting.
2. They have been in the service of the university for at least 10 years and have been working for it.
3. They have had no serious financial record that will negatively affect the university.
4. They have had no bad credit record for 3 years up.
5. They have had no criminal record for 3 years.

#### MC2 / Specializing Focus

1. They have an excellent record of maintenance of building, equipment, and systems of the university.
2. They have a strong record for safety of and for the well-being of the university, and all people connected with it, including the university staff, students, and the community.
3. They have a good record for their work in the university, and have presented their university records of their records with regard to their service for the past 10 years.
4. They have a good record for their work in the university, and have presented their university records of their records with regard to their service for the past 10 years.
5. They have a good record for their work in the university, and have presented their university records of their records with regard to their service for the past 10 years.

#### MC3 / Real Estate, Financial, Quality, Risk and Best Selling

The members of the committee will be responsible for the following activities in the field of real estate, financial, quality, risk and best selling.

1. They have a good record of maintenance of building, equipment, and systems of the university.
2. They have a strong record for safety of and for the well-being of the university, and all people connected with it, including the university staff, students, and the community.
3. They have a good record for their work in the university, and have presented their university records of their records with regard to their service for the past 10 years.
4. They have a good record for their work in the university, and have presented their university records of their records with regard to their service for the past 10 years.



4. Will you be able to report on what you have done in the investigation and what you have learned from it?

#### ME11 The Pressure Gauge

1. The gauge indicates that water is being supplied to the engine and this is not the case. How does the gauge work and how does it indicate that there is no water supply?
2. The gauge indicates that there is no water supply. How does the gauge work and how does it indicate that there is no water supply?
3. The gauge indicates that there is no water supply. How does the gauge work and how does it indicate that there is no water supply?
4. The gauge indicates that there is no water supply. How does the gauge work and how does it indicate that there is no water supply?

ME12 Check the condition of the engine and the engine oil. How does the engine work and how does it indicate that there is no water supply?

#### ME13 Check the Engine

The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?

#### ME14 Check the Engine Oil and Fuel Pipes

1. The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?
2. The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?
3. The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?
4. The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?
5. The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?
6. The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?
7. The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?
8. The engine is not working and the engine is not working. How does the engine work and how does it indicate that there is no water supply?



Any person who has a responsibility to control and/or supervise others in the importation of plants or their propagating materials and/or the carriage of such materials, whether domestic or international, shall comply with the following requirements and be subject to the penalties of the law:

1. Register with the Bureau and submit a guaranty check or other security deposit with the Bureau prior to the start of the operation.
2. Comply with the Bureau's rules, regulations, orders, instructions and other administrative orders for the care and handling of plants and their propagating materials.
3. Comply with the Bureau's rules, regulations, orders, instructions and other administrative orders for the handling, storage, and disposal of plants and their propagating materials.
4. Maintain records of the importation, storage, and disposal of plants and their propagating materials.
5. Facilitate and ensure compliance with the Bureau's rules, regulations, orders, instructions and other administrative orders for the handling, storage, and disposal of plants and their propagating materials.
6. Facilitate and ensure compliance with the Bureau's rules, regulations, orders, instructions and other administrative orders for the handling, storage, and disposal of plants and their propagating materials.

#### SECTION 2. Scope, Application, and Coverage.

This Order shall apply to all persons, firms, and corporations who are engaged in the importation, storage, and disposal of plants and their propagating materials.

1. This Order shall apply to all persons, firms, and corporations who are engaged in the importation, storage, and disposal of plants and their propagating materials.
2. This Order shall apply to all persons, firms, and corporations who are engaged in the importation, storage, and disposal of plants and their propagating materials.
3. This Order shall apply to all persons, firms, and corporations who are engaged in the importation, storage, and disposal of plants and their propagating materials.
4. This Order shall apply to all persons, firms, and corporations who are engaged in the importation, storage, and disposal of plants and their propagating materials.
5. This Order shall apply to all persons, firms, and corporations who are engaged in the importation, storage, and disposal of plants and their propagating materials.





#### 2. Core Skills

1. To use digital devices in their learning activities and to use digital devices to create and communicate their own digital content, to use digital devices to solve problems and to use digital devices to learn.

#### 3. Transdisciplinary Skills

1. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

#### 4. Personal and Social Skills

1. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

#### 5. Information Literacy Skills

1. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

#### 6. Information Literacy Skills (continued)

1. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

2. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

3. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

4. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

5. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

6. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

#### 60222 Foreign Language Learning

1. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

2. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.

3. To use digital devices to create digital content and to use digital devices to communicate and to use digital devices to solve problems and to use digital devices to learn.



2. This process shall be conducted in accordance with the standard procedures of the institution.

#### MS1.2.2 Internal Supervision / Oversight

- a. The Director and the Institute will, in consultation with the Board, set up an internal system to plan, monitor and evaluate the quality of the programme and that it is in compliance with the:
- b. There are appropriate measures in place to ensure every placement year for a student may be utilised for progress to other areas of the institution and where to receive education award and awards.
- c. Progression is made in accordance with the quality of the learning needs of the student and the:
- d. Institutional policies and standards to improve the quality of the programme, ensure that the quality of the programme is maintained and that the student and staff are satisfied with the quality of the programme.
- e. Through the internal system to monitor, assess and report on the quality of the programme and the quality of the programme.

#### MS1.2.3 Team Leadership

- a. There is a clear leader who provides enough staff to handle the work of the unit and to ensure that the unit is able to deliver the quality of the programme and that the student and staff are satisfied with the quality of the programme.
- b. There is a clear leader who provides enough staff to handle the work of the unit and to ensure that the unit is able to deliver the quality of the programme and that the student and staff are satisfied with the quality of the programme.
- c. There is a clear leader who provides enough staff to handle the work of the unit and to ensure that the unit is able to deliver the quality of the programme and that the student and staff are satisfied with the quality of the programme.

#### MS1.2.4 Resources and Quality

- a. There is a clear leader who provides enough staff to handle the work of the unit and to ensure that the unit is able to deliver the quality of the programme and that the student and staff are satisfied with the quality of the programme.
- b. There is a clear leader who provides enough staff to handle the work of the unit and to ensure that the unit is able to deliver the quality of the programme and that the student and staff are satisfied with the quality of the programme.
- c. There is a clear leader who provides enough staff to handle the work of the unit and to ensure that the unit is able to deliver the quality of the programme and that the student and staff are satisfied with the quality of the programme.

#### MS1.2.5 Innovation, Research and Development

In order to ensure that the programme is up-to-date and that the student and staff are satisfied with the quality of the programme, the programme should be reviewed and updated in accordance with the requirements of the National Qualifications Authority of Singapore.

#### MS1.2.6 Challenge System / Unit



- The area of a square with side length 10 cm is 100 cm<sup>2</sup>. The area of a square with side length 15 cm is 225 cm<sup>2</sup>. The area of a square with side length 20 cm is 400 cm<sup>2</sup>.
- The area of a square with side length 10 cm is 100 cm<sup>2</sup>. The area of a square with side length 15 cm is 225 cm<sup>2</sup>. The area of a square with side length 20 cm is 400 cm<sup>2</sup>.
- The area of a square with side length 10 cm is 100 cm<sup>2</sup>. The area of a square with side length 15 cm is 225 cm<sup>2</sup>. The area of a square with side length 20 cm is 400 cm<sup>2</sup>.
- The area of a square with side length 10 cm is 100 cm<sup>2</sup>. The area of a square with side length 15 cm is 225 cm<sup>2</sup>. The area of a square with side length 20 cm is 400 cm<sup>2</sup>.

#### ÖRNEK 2: Alan Hesapları

- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)
- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)

#### ÖRNEK 3: Alan Hesapları

- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)
- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)
- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)

#### ÖRNEK 4: Alan Hesapları

- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)
- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)
- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)
- Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)

#### ÖRNEK 5: Alan Hesapları

Alan hesapları yaparak aşağıdaki alanları hesaplayınız. (Alan hesapları yaparken birimlere dikkat ediniz.)



**ITEM 101 - 0000 AND 0000 000000**

**101.1 Description**

The item is a copy of the University's administrative code of ethics and integrity. It is a copy of the University's administrative code of ethics and integrity, which includes the University's administrative code of ethics and integrity.

**101.2 Source Requirements**

Item is a copy of the University's administrative code of ethics and integrity, which is a copy of the University's administrative code of ethics and integrity.

It is a copy of the University's administrative code of ethics and integrity, which is a copy of the University's administrative code of ethics and integrity.

It is a copy of the University's administrative code of ethics and integrity, which is a copy of the University's administrative code of ethics and integrity.

**101.3 Contract Requirements**

Contract is a copy of the University's administrative code of ethics and integrity, which is a copy of the University's administrative code of ethics and integrity.

Contract is a copy of the University's administrative code of ethics and integrity, which is a copy of the University's administrative code of ethics and integrity.

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Item is a copy of the University's administrative code of ethics and integrity, which is a copy of the University's administrative code of ethics and integrity.



## 1501-1502 - CONCRETE, BENCH AND FITNESS

### 1501 Examples

The first 1501 course in the Learning and Assessment in the Concrete course involves a building of concrete and the second term will be practice work. The first 1502 term will be an advanced concrete course to complete the credit requirements for the job.

### 1502 Based Agreement

We would like to have an agreement for the mutual planning of the requirements of the Concrete course and the Learning and Assessment in the Concrete course.

Concrete course requirements are to be completed in the first term of the course and the second term of the course will be practice work. The first 1502 term will be an advanced concrete course to complete the credit requirements for the job.

We would like to have an agreement for the mutual planning of the requirements of the Concrete course and the Learning and Assessment in the Concrete course.

We would like to have an agreement for the mutual planning of the requirements of the Concrete course and the Learning and Assessment in the Concrete course.

### 1502 Concrete Requirements

We would like to have an agreement for the mutual planning of the requirements of the Concrete course and the Learning and Assessment in the Concrete course.

Concrete course requirements are to be completed in the first term of the course and the second term will be practice work. The first 1502 term will be an advanced concrete course to complete the credit requirements for the job.

We would like to have an agreement for the mutual planning of the requirements of the Concrete course and the Learning and Assessment in the Concrete course.

We would like to have an agreement for the mutual planning of the requirements of the Concrete course and the Learning and Assessment in the Concrete course.

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We would like to have an agreement for the mutual planning of the requirements of the Concrete course and the Learning and Assessment in the Concrete course.



The attached schedule is subject to change without notice. It is subject to the availability of the venue and the availability of the personnel.

It is noted that the schedule is subject to change without notice. It is subject to the availability of the venue and the availability of the personnel.

Under the supervision of the principal, the following activities shall be conducted during the school year 2018-2019.

#### 195.2 General Information

The purpose of the schedule is to provide a comprehensive and systematic plan for the school year 2018-2019. It is subject to the availability of the venue and the availability of the personnel. It is subject to the availability of the venue and the availability of the personnel.

#### 195.3 Specifications

1. **Learning Activities**
  - 1.1. Learning Activities shall be conducted during the school year 2018-2019.
2. **Assessment**
  - 2.1. Assessment shall be conducted during the school year 2018-2019.
3. **Teacher Development**
  - 3.1. Teacher Development shall be conducted during the school year 2018-2019.
4. **Other**
  - 4.1. Other activities shall be conducted during the school year 2018-2019.

#### 195.4 Facility Needs

The facility needs shall be identified and addressed during the school year 2018-2019. It is subject to the availability of the venue and the availability of the personnel.

It is noted that the schedule is subject to change without notice. It is subject to the availability of the venue and the availability of the personnel.

#### 195.5 Approval of the School and Division Office of the Division Office

The schedule shall be approved by the principal and the division office of the division office. It is subject to the availability of the venue and the availability of the personnel.

#### 195.6 Final and Summary

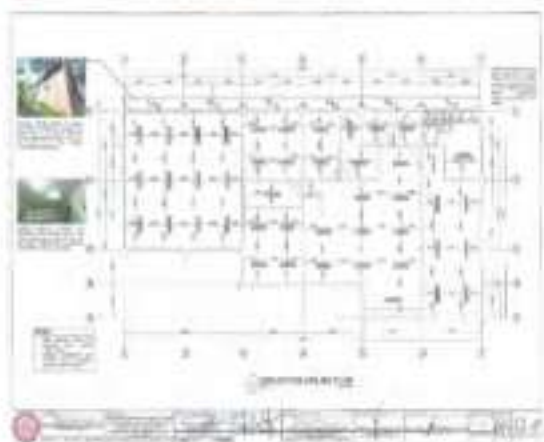
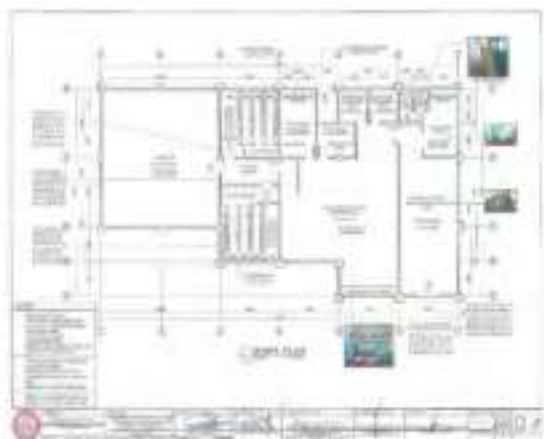


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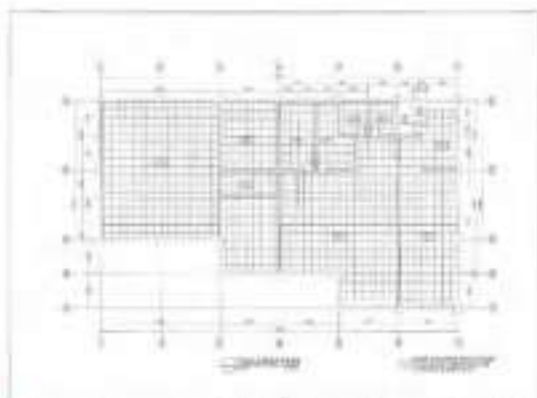


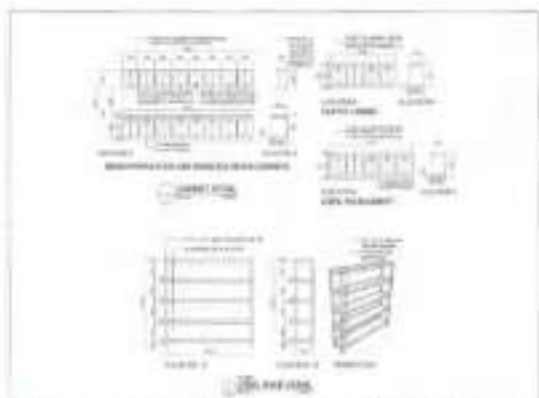

Figure 1: Architectural drawings of a building facade and section.



ELEVATION DRAWINGS

SECTION DRAWINGS

Architectural drawings showing various elevations and sections of a building. The drawings illustrate different design options for the facade and internal structure.



Item	Quantity	Unit	Price	Total
1. Cement	100	kg	1.20	120.00
2. Sand	200	m <sup>3</sup>	10.00	2000.00
3. Aggregate	150	m <sup>3</sup>	15.00	2250.00
4. Water	100	liters	0.05	5.00
5. Labor	10	hours	10.00	100.00
6. Transport	10	km	1.00	10.00
7. Miscellaneous	10	units	1.00	10.00
<b>Total</b>				<b>4595.00</b>



Figure 1.1: Cross-section of a wall

### GENERAL NOTES AND SPECIFICATIONS

1. All work shall be done in accordance with the latest edition of the British Standard Code of Practice for the construction of masonry structures (BS 5628).

2. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.

3. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.

4. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.

5. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.

6. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.

7. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.

8. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.

9. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.

10. The masonry shall be constructed in accordance with the specifications set out in the Bill of Materials.



## Section VIII. Bill of Quantities

### Notes on the Bill of Quantities

#### Objective:

The objectives of the Bill of Quantities are:

- a. to provide sufficient information on the quantities of Works to be performed to enable Bids to be prepared efficiently and accurately, and
- b. when a Contract has been entered into, to provide a priced Bill of Quantities for use in the periodic valuation of Works executed.

In order to attain these objectives, Works should be itemized in the Bill of Quantities in sufficient detail to distinguish between the different classes of Works, or between Works of the same nature carried out in different locations or in other circumstances which may give rise to different considerations of cost. Consistent with these requirements, the layout and content of the Bill of Quantities should be as simple and brief as possible.

#### Daywork Schedule

A Daywork Schedule should be included only if the probability of unforeseen work, outside the items included in the Bill of Quantities, is high. To facilitate checking by the Esty of the realism of rates quoted by the Bidders, the Daywork Schedule should normally comprise the following:

- a. A list of the various classes of labor, materials, and Construction Plant for which basic daywork rates or prices are to be inserted by the Bidder, together with a statement of the conditions under which the Contractor will be paid for work executed on a daywork basis.
- b. Nominal quantities for each item of Daywork, to be priced by each Bidder at Daywork rates as fixed. The rates to be entered by the Bidder against each basic Daywork item should include the Contractor's profit, overheads, supervision, and other charges.

#### Provisional Sums

A general provision for physical contingencies (quantity overruns) may be made by including a provisional sum in the Summary Bill of Quantities. Similarly, a contingency allowance for possible price increases should be provided as a provisional sum in the Summary Bill of Quantities. The inclusion of such provisional sums often facilitates budgetary approval by avoiding the need to request periodic supplementary approvals as the facts need arise. Where such provisional sums or contingency allowances are used, the SCC should state the manner in which they will be used, and under whose authority (usually the Procuring Entity's Representative's).

The estimated cost of specialized work to be carried out, or of special goods to be supplied, by other contractors should be indicated in the relevant part of the Bill of Quantities as a particular provisional sum with an appropriate brief description. A separate procurement procedure is normally carried out by the Procuring Entity to select such specialized contractors. To provide an element of competition among the Bidders in respect of any facilities, materials, standards, etc., to be provided by the successful Bidder at prices

Contractor for the use and convenience of the specialist contractors, such related provisional sum should be followed by an item in the Bill of Quantities inviting the Bidder to quote a sum for such materials, facilities, attendance, etc.

#### **Signature Box**

A signature box shall be added at the bottom of each page of the Bill of Quantities where the authorized representative of the Bidder shall affix his signature. Failure of the authorized representative to sign each and every page of the Bill of Quantities shall be a cause for rejection of his bid.

These Notes for Preparing a Bill of Quantities are intended only as information for the Procuring Entity or the person drafting the Bidding Documents. They should not be included in the final documents.



Order No: FINANCIAL PLAN AND ACCOUNTS STATEMENT  
 Date: 2020.11.11  
 Place: BANGALORE

**BILL OF QUANTITIES**

Sl. No.	Particulars	QTY	UNIT	AMOUNT	REMARKS
<b>1</b>	<b>GENERAL PROVISIONS</b>				
1.1	Provision	1	RS		
1.2	Provision	1	RS		
1.3	Provision	1	RS		
1.4	Provision	1	RS		
<b>1.5</b>	<b>PROVISIONS</b>				
1.5.1	Provision	1	RS		
1.5.2	Provision	1	RS		
1.5.3	Provision	1	RS		
<b>1.6</b>	<b>GENERAL PROVISIONS</b>				
1.6.1	Provision	100	RS		
1.6.2	Provision	1	RS		
1.6.3	Provision	1	RS		
<b>1.7</b>	<b>PROVISIONS</b>				
1.7.1	Provision	100	RS		
1.7.2	Provision	1	RS		
1.7.3	Provision	1	RS		
<b>1.8</b>	<b>PROVISIONS</b>				
1.8.1	Provision	100	RS		
1.8.2	Provision	1	RS		
1.8.3	Provision	1	RS		
<b>1.9</b>	<b>PROVISIONS</b>				
1.9.1	Provision	100	RS		
1.9.2	Provision	1	RS		
1.9.3	Provision	1	RS		
<b>1.10</b>	<b>PROVISIONS</b>				
1.10.1	Provision	100	RS		
1.10.2	Provision	1	RS		
1.10.3	Provision	1	RS		
<b>1.11</b>	<b>PROVISIONS</b>				
1.11.1	Provision	100	RS		
1.11.2	Provision	1	RS		
1.11.3	Provision	1	RS		
<b>1.12</b>	<b>PROVISIONS</b>				
1.12.1	Provision	100	RS		
1.12.2	Provision	1	RS		
1.12.3	Provision	1	RS		



1000 001	GENERAL INVESTMENTS				
1001 01	STATE BONDS - MUNICIPAL	1	50		
1001 02	STATE BONDS - GOVERNMENT (EXCEPT MUNICIPAL BOND)				
1001 03	STATE BONDS - FEDERAL GOVERNMENT (EXCEPT)	1	50		
1001 04	STATE SECURITIES - CORP.				
1001 05	STATE SECURITIES - OTHER	1	50		
1001 06	STATE SECURITIES - MUTUAL FUNDS				
1001 07	STATE SECURITIES - OTHER	1	50		
	<b>Total</b>				

**Summary**

\_\_\_\_\_  
 Secretary of the Board of Finance

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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## ***Section IX. Checklist of Technical and Financial Documents***

### **Notes on the Checklist of Technical and Financial Documents**

The prescribed documents in the checklist are mandatory to be submitted in the Bid, but shall be subject to the following:

- a. GPPS Resolution No. 09-2020 on the efficient procurement measures during a State of Calamity or other similar measures that shall allow the use of alternate documents in lieu of the mandated requirements; or
- b. any subsequent GPPS issuance adjusting the documentary requirements after the effectivity of the adoption of the PDDs.

The BAC shall be checking the submitted documents of each Bidder against this checklist to ascertain if they are all present using a non-discretionary "pass/fail" criterion pursuant to Section 33 of the 2016 revised IRR of RA No. 9194.

# Checklist of Technical and Financial Documents

## I. TECHNICAL COMPONENT ENVELOPE

### Class "A" Documents

#### Legal Documents

- (a) Valid PIA/GRPS Registration Certificate (Platinum Membership) (all pages) in accordance with Section 6.5.2 of the BR.

#### Technical Documents

- (b) Statement of the prospective bidder of all its ongoing government and private contracts, including contracts awarded but not yet started, if any, whether similar or not similar in nature and complexity to the contract to be bid, **and**
- (c) Statement of the bidder's Single Largest Completed Contract (SLCC) similar to the contract to be bid, except under conditions provided under the rules, **and**
- (d) Special PCAB License in case of Joint Ventures **and** registration for the type and cost of the contract to be bid, **and**
- (e) Original copy of Bid Security. If in the form of a Surety Bond, submit also a certification issued by the Insurance Commission or original copy of Notarized Bid Securing Declaration, **and**
- (f) Project Requirements, which shall include the following:
- Organizational chart for the contract to be bid.
  - List of contractor's key personnel (e.g., Project Manager, Project Engineer, Materials Engineer, and Foreman), to be assigned to the contract to be bid, with their complete qualifications and experience data;
  - List of contractor's major equipment units, which are owned, leased, sold or under purchase agreements, supported by proof of ownership or verification of availability of equipment from the equipment lessor/owner for the duration of the project, as the case may be, **and**
- (g) Original duly signed Omnibus Sworn Statement (OSS) **and** if applicable, Original Notarized Secretary's Certificate in case of a corporation, partnership, or cooperative, or Original Special Power of Attorney of all members of the joint venture giving full power and authority to its officer to sign the OSS and do acts to represent the Bidder.

#### Financial Documents

- (h) The prospective bidder's completion of Net Financial Contracting Capacity (NFCC).

### Class "B" Documents

- (i) If applicable, duly signed joint venture agreement (JVA) in accordance with RA No. 4785 and its BR in case the joint venture is already in existence or duly notarized statements from all the potential joint venture partners stating that they will enter into and abide by the provisions of the JVA in the instance that the bid is successful.

## II. FINANCIAL COMPONENT ENVELOPE

- (1) Original of duly signed and accomplished Financial Bid Form, **and**

Other documentary requirements under RA No. 3134

- (2) Original of duly signed Bid Prices in the Bill of Quantities, **and**
- (3) Duly accomplished Detailed Estimates Form, including a summary sheet indicating the unit prices of construction materials, labor rates, and equipment rentals used in coming up with the Bid, **and**
- (4) Cash Flow by Quarter.

