

PHILIPPINE BIDDING DOCUMENTS

**Procurement of
INFRASTRUCTURE
PROJECTS**

Government of the Republic of the Philippines

**UPGRADING OF HATCHERY,
BROODING AND GROWING UNITS OF
THE ZAMPEN NATIVE CHICKEN
BREEDING STATION IN THE
COLLEGE OF AGRICULTURE
(GROWING AND HARDENING)**

(ABC: PHP 2,042,152.53)

*PhilGeps Reference No: 11848399
PR 25-03-124 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 name, 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 trucking, 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)(g)

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 bond. 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 25-03-124 INF Upgrading of Hatchery, Brooding and Growing Units of the ZAMPEN Native Chicken Breeding Station in the College of Agriculture (Growing and Hardening)

1. The Western Mindanao State University, through the External Fund - DA intends to apply the sum of Two Million Seven, Two Thousand One Hundred Fifty-Two Pesos & Fifty-Three Centavos (PHP 2,041,152.52) being the Approved Budget for the Contract (ABC) to physicians under the contract for Upgrading of Hatchery, Brooding and Growing Units of the ZAMPEN Native Chicken Breeding Station in the College of Agriculture (Growing and Hardening). 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 Work is required within One Hundred Twenty (120) Calendar Days. Bidders should have completed a contract similar to the Project. The description of an eligible bidder is contained in the Bidding Documents, particularly, in Section II (Instructions to Bidders).
3. Bidding will be conducted through open competitive bidding process using non-discriminatory "pass-plus" criterion as specified in the 2016 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 GPPB, in the amount of Five Thousand (5,000.00) Pesos.
6. The Western Mindanao State University will hold a Pre-Bid Conference¹ 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.

¹ May be added to the ABC to include One Million Three (P1,000,000) 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, Balwisan, 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. 9194, 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, Balwisan
Zamboanga City
Tel. No.: (092)201-1771 loc. 1002
Email: bacsecretariat@wmsu.edu.ph
12. You may visit the following website:

For downloading of Bidding Documents: www.wmsu.edu.ph or PhilGep website

March 18, 2021

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 25-62-174 D/F Titled: *Upgrading of Hatchery, Breeding and Growing Units of the ZAMPEV Native Chicken Breeding Station in the College of Agriculture (Growing and Rearing)*

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 *Internal Fund - Bid* in the amount of *Two Million Forty-Five Thousand One Hundred Fifty-Two Pesos & Fifty-Three Centavos (PHP 2,042,152.53)*.

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. 9154 and its 2018 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 this 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 construction 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, forms, 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. 9154 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 evaluated.

- 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 IRB 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 track record requirement, as specified in the Bidding Document prepared for this purpose.
- 5.4. The Bidders shall comply with the eligibility criteria under Section 23.4.2 of the 2016 IRB 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, 2023 1:30 PM at BAC Office, Ground Floor Executive Building, Western Mindanao State University, Zamboanga City and/or through videoconferencing/webcasting* 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 set 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 bids, 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 its 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 authenticated through an apostille pursuant to GPPS Resolution No. 15-2009 dated 13 May 2010. The English translation shall govern, for purposes of interpretation of the bid.

- 10.1. 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 BDO.
- 10.4. A List of Contractor's key personnel (e.g., Project Manager, Project Engineer, Materials Engineer, and Foreman) 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 BDO.
- 10.3. A List of Contractor's major equipment units, which are owned, leased, and/or under purchase agreements, supported by proof of ownership, certification of availability of equipment from the equipment lessor/owner for the duration of the project, or the case may be, near meet the minimum requirements for the contract set in the BDO.

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 2016 revised ERF of RA No. 9154.

12. Alternative Bids

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

13. Bid Prices

All bid prices for the given scope of work in the Project as awarded shall be considered as final 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. *Finlayna Páirc*

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 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 26, 2025, 1:00 PM at its physical address at the BAC Office Ground Floor Executive Building, Western Midwestern State University, Bellevue, Kansas 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 IS. 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 Secretariat.

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

18.2. The preliminary examination of Bids shall be governed by Section 30 of the 2016 revised IRR 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 that "passed" using non-discretionary pass/fail criteria. The BAC shall consider the conditions in the evaluation of Bids under Section 33.2 of 2016 revised IRR of RA No. 9154.

- 19.1. 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.
- 19.1. In all cases, the NFCC competition pursuant to Section 13.4.2.6 of the 2016 revised ECR 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 BCR Electronic Filing and Payment System (eFPS), and other appropriate licenses and permits required by law and stated in the BDS.

21. Signing of the Contract

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

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	<p>For this purpose, contracts similar to the Project refer to contracts which have the same major categories of work, which shall be:</p> <p><i>None - As provided for in Section 22.4.2.4</i></p>																														
7.1	Not Applicable																														
10.2	<i>(Specify if another Contractor license or permit is required.)</i>																														
10.4	<p>The key personnel must meet the required minimum years of experience set below:</p> <table border="1" data-bbox="239 503 884 1014"> <thead> <tr> <th data-bbox="239 503 513 539">Key Personnel</th> <th data-bbox="513 503 695 539">General Experience</th> <th data-bbox="695 503 884 539">Related Experience</th> </tr> </thead> <tbody> <tr> <td data-bbox="239 557 513 593"><i>Project Engineer</i></td> <td data-bbox="513 557 695 593">3 years</td> <td data-bbox="695 557 884 593">3 years</td> </tr> <tr> <td data-bbox="239 611 513 646"><i>Materials Engineer</i></td> <td data-bbox="513 611 695 646">2 years</td> <td data-bbox="695 611 884 646">2 years</td> </tr> <tr> <td data-bbox="239 664 513 700"><i>Construction Foreman</i></td> <td data-bbox="513 664 695 700">2 years</td> <td data-bbox="695 664 884 700">3 years</td> </tr> <tr> <td data-bbox="239 718 513 754"><i>Carpenter</i></td> <td data-bbox="513 718 695 754">2 years</td> <td data-bbox="695 718 884 754">2 years</td> </tr> <tr> <td data-bbox="239 772 513 808"><i>Steelworker</i></td> <td data-bbox="513 772 695 808">3 years</td> <td data-bbox="695 772 884 808">3 years</td> </tr> <tr> <td data-bbox="239 826 513 861"><i>Tinsmith</i></td> <td data-bbox="513 826 695 861">2 years</td> <td data-bbox="695 826 884 861">2 years</td> </tr> <tr> <td data-bbox="239 879 513 915"><i>Mason</i></td> <td data-bbox="513 879 695 915">2 years</td> <td data-bbox="695 879 884 915">2 years</td> </tr> <tr> <td data-bbox="239 933 513 969"><i>Plumber</i></td> <td data-bbox="513 933 695 969">2 years</td> <td data-bbox="695 933 884 969">2 years</td> </tr> <tr> <td data-bbox="239 987 513 1023"><i>Electrician</i></td> <td data-bbox="513 987 695 1023">2 years</td> <td data-bbox="695 987 884 1023">2 years</td> </tr> </tbody> </table> <p><i>Safety Officer</i> Certification issued by the Department of Labor and Employment (DOLE)</p>	Key Personnel	General Experience	Related Experience	<i>Project Engineer</i>	3 years	3 years	<i>Materials Engineer</i>	2 years	2 years	<i>Construction Foreman</i>	2 years	3 years	<i>Carpenter</i>	2 years	2 years	<i>Steelworker</i>	3 years	3 years	<i>Tinsmith</i>	2 years	2 years	<i>Mason</i>	2 years	2 years	<i>Plumber</i>	2 years	2 years	<i>Electrician</i>	2 years	2 years
Key Personnel	General Experience	Related Experience																													
<i>Project Engineer</i>	3 years	3 years																													
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<i>Plumber</i>	2 years	2 years																													
<i>Electrician</i>	2 years	2 years																													
10.5	<p>The minimum major equipment requirements are the following:</p> <table border="1" data-bbox="239 1139 601 1417"> <thead> <tr> <th data-bbox="239 1139 513 1175">Equipment</th> <th data-bbox="513 1139 601 1175">Quantity</th> </tr> </thead> <tbody> <tr> <td data-bbox="239 1193 513 1229">Dump Truck</td> <td data-bbox="513 1193 601 1229">1</td> </tr> <tr> <td data-bbox="239 1229 513 1265">Bagger Loader</td> <td data-bbox="513 1229 601 1265">1</td> </tr> <tr> <td data-bbox="239 1265 513 1300">Backhoe (0.50 cu.m)</td> <td data-bbox="513 1265 601 1300">1</td> </tr> <tr> <td data-bbox="239 1300 513 1336">Concrete Vibrator</td> <td data-bbox="513 1300 601 1336">2</td> </tr> <tr> <td data-bbox="239 1336 513 1372">Bar Cutter</td> <td data-bbox="513 1336 601 1372">2</td> </tr> <tr> <td data-bbox="239 1372 513 1408">Bar Bender</td> <td data-bbox="513 1372 601 1408">2</td> </tr> <tr> <td data-bbox="239 1408 513 1444">Welding Machine</td> <td data-bbox="513 1408 601 1444">1</td> </tr> <tr> <td data-bbox="239 1444 513 1480">Steel Grader</td> <td data-bbox="513 1444 601 1480">1</td> </tr> </tbody> </table>	Equipment	Quantity	Dump Truck	1	Bagger Loader	1	Backhoe (0.50 cu.m)	1	Concrete Vibrator	2	Bar Cutter	2	Bar Bender	2	Welding Machine	1	Steel Grader	1												
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Welding Machine	1																														
Steel Grader	1																														
12	No Further Instructions																														
13.1	<p>The bid security shall be in the form of a Bid Securing Declaration or any of the following forms and amounts:</p> <ol style="list-style-type: none"> <li data-bbox="249 1542 884 1623">The amount of not less than five percent (5%) of AEC if bid security is in cash, cashier's manager's check, bank draft, guarantee or irrevocable letter of credit. 																														

19.1	<p>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, evaluation, and contract award.</p>
20	<p>PCAB License (Size Range: Small B, License Category: C & D)</p> <p>All licenses and permits relevant to the Project and the corresponding law requiring it, e.g., Environmental Compliance Certificate, Certification that the project site is not within a protected area, etc.</p>
21	<p>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.</p>

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 initiation 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 "E" 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 ITN 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. 3688 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 412.2 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.

- 11.2. 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 OCP 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 OCP 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 IRR of RA No. 9186.

14. Program 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 program. 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 conditions which defeat or negate the general intent and purpose of the provisions of the GCC should be incorporated herein.

Special Conditions of Contract

GCC Clause	
2	<i>No further instructions</i>
4.1	The Procuring Entity shall give possession of all parts of the Site to the Contractor One (1) day 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 rate shown in the Contractor's original Bid.
11.1	The Contractor shall submit its Program of Work to the Procuring Entity's Representative within Two (2) days of delivery of the Notice of Award.
11.2	The amount to be withheld for late submission of an updated Program of Work is Two Percent (2%) .
15	The amount of the advance payment is 25% 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 within 10 (Ten) days after the Notice to Proceed and Commence Work. The date by which "as built" drawings are required is at least Thirty (30) calendar days 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 Two percent (2%) .

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 Bids. 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 representatives 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

(ADAPTED FROM ISIRI – STANDARD SPECIFICATIONS FOR PUBLIC WORK STRUCTURES)



2023-24 - COMMUNITARIAN, GROWTH AND HEALTH

01.1 Description

The key areas being addressed in the health and family welfare interventions are: women's safety, maternal and neonatal health, newborn, adolescent, and reproductive health in the region.

01.2 Stakeholder Policy and Health Program (SDP)

This stakeholder policy and health program is developed for the Karnataka Health Program (SDP) as a part of the implementation of a strategy being implemented under the Karnataka Health and Family Welfare Department as outlined in the Karnataka Health and Family Welfare.

The purpose of this policy and health program is:

1. Consideration of the policy and health program developed for the past implementation of SDP.
2. Ensure that the policy and health program is based on the latest evidence and scientific evidence of performance and health and family welfare program.
3. Provide a framework for the implementation of the SDP.
4. Provide a clear and concise statement of the policy and health program and its objectives for the implementation of the SDP and the program.
5. Review and update the policy and health program as needed.

01.3 Stakeholder Policy and Health Program

A key part of the project is to ensure that stakeholders are aware of the health and family welfare program and its objectives.

1. Karnataka Health Program

The Karnataka Health Program is a key part of the health and family welfare program and is a key part of the health and family welfare program.

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№	Specialty (Department)	Discipline (Department)
6.	Information Systems and Technology	Information Systems and Technology

Q1) Management Definition

Management is the process of working with other people to accomplish an organization's purpose and the tasks of the organization. Management is the process of planning, organizing, leading, and controlling the organization's resources to achieve its purpose and the tasks of the organization.

Q2) Functions

The fundamental management functions are planning, organizing, leading, and controlling.

1. Planning: determining the organization's purpose and objectives, and developing strategies to achieve them.
2. Organizing: determining the organization's structure and allocating resources to achieve its purpose.
3. Leading: motivating and directing the organization's members to achieve its purpose.
4. Controlling: monitoring and evaluating the organization's performance, and taking corrective action when necessary.

Q3) Goals

The main purpose of management is to achieve the organization's purpose and the tasks of the organization. Management is the process of planning, organizing, leading, and controlling the organization's resources to achieve its purpose and the tasks of the organization.

1. Planning Function (15%)

The planning function is the process of determining the organization's purpose and objectives, and developing strategies to achieve them.

2. Organizing Function

The organizing function is the process of determining the organization's structure and allocating resources to achieve its purpose.

3. Leading Function

The leading function is the process of motivating and directing the organization's members to achieve its purpose.

4. Controlling



Application to provide supply, and, where, relevant and subject matter, extension of supply, and, subjecting, as may be applicable, to the conditions set forth herein shall be made in the form of an application to the Commission and accompanied by the following information and documents: (a) Form of the Commission and Form for the application, as per the Form for the application.

5. Form

The application shall be made in the form of an application, as per the Form for the application, and shall be accompanied by the following information and documents: (a) Form of the Commission and Form for the application, as per the Form for the application.

6. Form and Fee to be paid

The application shall be made in the form of an application, as per the Form for the application, and shall be accompanied by the following information and documents: (a) Form of the Commission and Form for the application, as per the Form for the application.

6.1. Form and Fee to be paid by the Applicant

The application shall be made in the form of an application, as per the Form for the application, and shall be accompanied by the following information and documents: (a) Form of the Commission and Form for the application, as per the Form for the application.

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The application shall be made in the form of an application, as per the Form for the application, and shall be accompanied by the following information and documents: (a) Form of the Commission and Form for the application, as per the Form for the application.

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REGULATIONS GOVERNING THE GRANTING OF DEGREE DIPLOMAS AND DEGREE DIPLOMA SUPPLEMENTS

3. THE GRANTING OF DEGREE DIPLOMAS

The provisions for granting and cancellation of degree diplomas shall apply to all degree diplomas and degree diploma supplements granted to students who have completed all the requirements for graduation.

3.1.1. Degree Diplomas

The Registrar shall grant degree diplomas to students who have completed all the requirements for graduation. The student is responsible for verifying the status of his/her records for graduation.

TERM 2 – DEGREE DIPLOMA CANCELLATION

3.1.1. Degree Diplomas

Students who have been granted a degree diploma by the Registrar may have their degree diploma cancelled if they have been found to be in violation of the University's Code of Student Conduct. The Registrar shall have the authority to cancel a degree diploma if the student has been found to be in violation of the University's Code of Student Conduct. The Registrar shall have the authority to cancel a degree diploma if the student has been found to be in violation of the University's Code of Student Conduct.

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TERM 3 – TEMPORARY HONOR

3.1.1. Honors

Students who have been granted a degree diploma by the Registrar may have their degree diploma cancelled if they have been found to be in violation of the University's Code of Student Conduct. The Registrar shall have the authority to cancel a degree diploma if the student has been found to be in violation of the University's Code of Student Conduct.

3.1.1. Degree Diplomas

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Students who have been granted a degree diploma by the Registrar may have their degree diploma cancelled if they have been found to be in violation of the University's Code of Student Conduct. The Registrar shall have the authority to cancel a degree diploma if the student has been found to be in violation of the University's Code of Student Conduct.

3.1.1.2. Degree Diploma Supplements



Οδηγίες σχετικά με την εκτέλεση των έργων της Διεύθυνσης για την εκτέλεση έργων (ΑΝΤΙΣΤΡΟΦΗ ΤΩΝ ΣΥΜΒΑΣΕΩΝ), και οι οδηγίες της Αρχής της Πρωτοβάθμιας Αγοράς για την εκτέλεση έργων (ΑΝΤΙΣΤΡΟΦΗ ΤΩΝ ΣΥΜΒΑΣΕΩΝ) και στην περίπτωση της Αντιμετώπισης της Επικείμενης Κατάστασης.

2.2.11.1 Σύμβαση Έργο

Οι συμβασιολογικές σχέσεις είναι οι σχέσεις που προκύπτουν από τις συμβασίες έργων. Τα δικαιώματα και οι υποχρεώσεις που προκύπτουν από αυτές καθορίζονται στην Σύμβαση Έργο.

2.2.11.2 Σύμβαση Έργο

Οι συμβασιολογικές σχέσεις είναι οι σχέσεις που προκύπτουν από τις συμβασίες έργων. Τα δικαιώματα και οι υποχρεώσεις που προκύπτουν από αυτές καθορίζονται στην Σύμβαση Έργο.

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2.2.11.4 Σύμβαση Έργο

Οι συμβασιολογικές σχέσεις είναι οι σχέσεις που προκύπτουν από τις συμβασίες έργων. Τα δικαιώματα και οι υποχρεώσεις που προκύπτουν από αυτές καθορίζονται στην Σύμβαση Έργο.

2.2.11.5 Σύμβαση Έργο

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Οι συμβασιολογικές σχέσεις είναι οι σχέσεις που προκύπτουν από τις συμβασίες έργων. Τα δικαιώματα και οι υποχρεώσεις που προκύπτουν από αυτές καθορίζονται στην Σύμβαση Έργο.



Her türlü sorularınız için Milli Eğitim Bakanlığı'nun internet sitesinde bulunan soru sorma sayfasına veya Milli Eğitim Bakanlığı'nun çağrı merkezine ulaşabilirsiniz. Sorularınızın yanıtlanması için gerekli süreler, soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir. Sorularınızın yanıtlanması için gerekli süreler, soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.

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1. Soruların Yanıtlanma Süresi

Soruların yanıtlanma süresi soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.

Her türlü sorularınız için Milli Eğitim Bakanlığı'nun internet sitesinde bulunan soru sorma sayfasına veya Milli Eğitim Bakanlığı'nun çağrı merkezine ulaşabilirsiniz. Sorularınızın yanıtlanması için gerekli süreler, soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.

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2. Soruların Yanıtlanma Süresi

Her türlü sorularınız için Milli Eğitim Bakanlığı'nun internet sitesinde bulunan soru sorma sayfasına veya Milli Eğitim Bakanlığı'nun çağrı merkezine ulaşabilirsiniz. Sorularınızın yanıtlanması için gerekli süreler, soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.

1. Soruların yanıtlanma süresi soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.
2. Soruların yanıtlanma süresi soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.
3. Soruların yanıtlanma süresi soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.

3. Soruların Yanıtlanma Süresi

Her türlü sorularınız için Milli Eğitim Bakanlığı'nun internet sitesinde bulunan soru sorma sayfasına veya Milli Eğitim Bakanlığı'nun çağrı merkezine ulaşabilirsiniz. Sorularınızın yanıtlanması için gerekli süreler, soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.

Her türlü sorularınız için Milli Eğitim Bakanlığı'nun internet sitesinde bulunan soru sorma sayfasına veya Milli Eğitim Bakanlığı'nun çağrı merkezine ulaşabilirsiniz. Sorularınızın yanıtlanması için gerekli süreler, soruların içeriğine ve soruların sorulduğu tarihe göre değişiklik göstermektedir.



4. Transfer

The Commission on Higher Education (CHED) has approved the transfer of students from one university to another. The Commission on Higher Education (CHED) has approved the transfer of students from one university to another.

TRANSFER FROM ONE COURSE TO ANOTHER

MS1 Description

The student must have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00. The student must also have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.

MS2 Description/Description

MS3 Issue

The student must have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00. The student must also have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.

MS4 Study and Writing

The student must have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00. The student must also have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.

1. The student must have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.
2. The student must also have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.
3. The student must have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.
4. The student must also have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.

The student must have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00. The student must also have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.

The student must have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00. The student must also have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.

The student must have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00. The student must also have completed the first semester of the course in the previous institution and must have a minimum grade point average (GPA) of 2.00.



the educational standards and the 4th level of the higher education program are as follows:

Students are required to work on a task with a given solution in the case of the solution being found, given by the teacher, or in the case of a request to verify the solution. In this case, the student is required to indicate the logical correctness of the solution, and the teacher is required to check the solution by the method indicated in the task. The logical correctness of the solution is checked by the student. The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task.

When solving a task, the student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task.

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The student is required to indicate the logical correctness of the solution by the method indicated in the task.

III.2 Evaluation Method of Course Works

The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task.

III.31 (Date to 2020-09-15) 10 - GENERAL OF STRUCTURES AND CONSTRUCTIONS

III.31 Description

The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task.

III.31 Evaluation Method

The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task. The student is required to indicate the logical correctness of the solution by the method indicated in the task.



19. Genel Müdürlük tarafından hazırlanan bu belgeye ilişkin değişiklikler 2022-2023 öğretim yılına kadar geçerli olacaktır. Bu belgeye ilişkin değişiklikler ilgili mevzuatla uyumlu olarak yapılacaktır. Değişiklikler ilgili mevzuatla uyumlu olarak yapılacaktır. Değişiklikler ilgili mevzuatla uyumlu olarak yapılacaktır. Değişiklikler ilgili mevzuatla uyumlu olarak yapılacaktır.

50.1.1 Okulda Öğretim Görevi, Gözetim ve Yönetim Görevleri

Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.

Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.

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Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.

Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.

50.1.2 Okulda Gözetim Görevleri

Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir. Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.

50.1.3 Okulda Gözetim Görevleri

Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.

- Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.
- Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.
- Okulda görev yapan öğretmenlerin görev alanları ve görevleri aşağıda belirtilmiştir.

Bu belgeye ilişkin değişiklikler ilgili mevzuatla uyumlu olarak yapılacaktır. Değişiklikler ilgili mevzuatla uyumlu olarak yapılacaktır. Değişiklikler ilgili mevzuatla uyumlu olarak yapılacaktır.



2024 – STRUCTURAL COLUMN

2024 Example

Students shall create a 3D model of a structural column (cylinder, square, rectangular and other shapes) and determine its length, its cross-section, its weight and its material. It is necessary to include a drawing of the column in a plan and in elevation. The model shall be made of wood, cardboard or other suitable material. The 3D model shall be made of paper.

The model shall be made of wood, cardboard, paper, metal, plastic, etc. The model shall be made of wood, cardboard or other suitable material. The model shall be made of paper.

It is necessary to include a drawing of the column in a plan and in elevation. The model shall be made of wood, cardboard or other suitable material. The model shall be made of paper.

2024 Example for Assessment

2024 Drawing and Modeling

The model shall be made of wood, cardboard, paper, metal, plastic, etc. The model shall be made of wood, cardboard or other suitable material. The model shall be made of paper.

Example

1. **Example of a column:** The column shall be made of wood, cardboard, paper, metal, plastic, etc. The model shall be made of wood, cardboard or other suitable material. The model shall be made of paper.

The model shall be made of wood, cardboard, paper, metal, plastic, etc. The model shall be made of wood, cardboard or other suitable material. The model shall be made of paper.

The model shall be made of wood, cardboard, paper, metal, plastic, etc. The model shall be made of wood, cardboard or other suitable material. The model shall be made of paper.

2. **Example of a column:** The column shall be made of wood, cardboard, paper, metal, plastic, etc. The model shall be made of wood, cardboard or other suitable material. The model shall be made of paper.

The model shall be made of wood, cardboard, paper, metal, plastic, etc. The model shall be made of wood, cardboard or other suitable material. The model shall be made of paper.



All students should be aware of the course with various fees and amounts as provided in Annexure III. It is important for students to know why to and how to spend properly. Spend smartly as there is a lot to spend on a study course. Invest wisely and save wisely as there are many in the market that are willing to pay a premium price. To study in a reputed and reputed university of design of your own is a better option. Higher education is not just a degree course, it is a life-long learning. It is a process that continues to evolve and change as you move forward. It is a process that evolves and changes as you move forward.

The value received by a student of a degree is not just in the degree itself, but in the skills that are acquired during the process.

HRD Training, Quality and Assessment's Importance

Quality HRD development is the result of a process to ensure that the HRD system is effective.

TECHNICAL - COMPETENT

HRD Examples

The HRD system is a process of providing and managing the HRD system with various HRD systems and services that are provided to the HRD system.

HRD System Examples

The HRD system is a process of providing and managing the HRD system.

1. **Human Resource Management** - This is the process of managing the HRD system. It is a process of managing the HRD system.
2. **Human Resource Development** - This is the process of developing the HRD system. It is a process of developing the HRD system.
3. **Human Resource Planning** - This is the process of planning the HRD system. It is a process of planning the HRD system.
4. **Human Resource Training** - This is the process of training the HRD system. It is a process of training the HRD system.
5. **Human Resource Evaluation** - This is the process of evaluating the HRD system. It is a process of evaluating the HRD system.
6. **Human Resource Recruitment** - This is the process of recruiting the HRD system. It is a process of recruiting the HRD system.
7. **Human Resource Retention** - This is the process of retaining the HRD system. It is a process of retaining the HRD system.
8. **Human Resource Termination** - This is the process of terminating the HRD system. It is a process of terminating the HRD system.
9. **Human Resource Compensation** - This is the process of compensating the HRD system. It is a process of compensating the HRD system.
10. **Human Resource Safety** - This is the process of ensuring the safety of the HRD system. It is a process of ensuring the safety of the HRD system.

HRD System Examples

HRD System

The HRD system is a process of providing and managing the HRD system.



Information and communication technologies are used in the learning process. The use of information and communication technologies in the learning process is one of the most important factors in the learning process. The use of information and communication technologies in the learning process is one of the most important factors in the learning process.

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Model of the Learning Process

Information and communication technologies are used in the learning process. The use of information and communication technologies in the learning process is one of the most important factors in the learning process.

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Information and communication technologies are used in the learning process. The use of information and communication technologies in the learning process is one of the most important factors in the learning process.



with the highest priority to those in need of the most essential health services for health, family planning, and reproductive health.

When a health service is provided to a person, it is essential that the person should be able to access the service, and that the service should be of the highest quality. The person should be able to access the service, and that the service should be of the highest quality.

When a health service is provided to a person, it is essential that the person should be able to access the service, and that the service should be of the highest quality. The person should be able to access the service, and that the service should be of the highest quality.

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When a health service is provided to a person, it is essential that the person should be able to access the service, and that the service should be of the highest quality. The person should be able to access the service, and that the service should be of the highest quality.

Health Services

Health Services

When a health service is provided to a person, it is essential that the person should be able to access the service, and that the service should be of the highest quality. The person should be able to access the service, and that the service should be of the highest quality.

When a health service is provided to a person, it is essential that the person should be able to access the service, and that the service should be of the highest quality. The person should be able to access the service, and that the service should be of the highest quality.

Health

When a health service is provided to a person, it is essential that the person should be able to access the service, and that the service should be of the highest quality. The person should be able to access the service, and that the service should be of the highest quality.



Company to be incorporated under the Companies Act, 2013. Company Name and
Registered Office

The proposed company proposed to be incorporated under the Companies Act, 2013, is a private company limited by shares. The name of the proposed company is as stated in Form 15 (PART II) (INCORPORATED) and is in compliance with the provisions of Section 2(70) of the Companies Act, 2013. The proposed company is a company limited by shares and is not a public company as defined in Section 2(71) of the Companies Act, 2013.

A brief description of the nature of the proposed company is given in Form 15 (PART II) (INCORPORATED) and is as follows:

15.1

The proposed company will be engaged in the business of providing services to the members of the company.

The proposed company is a private company limited by shares and is not a public company as defined in Section 2(71) of the Companies Act, 2013. The proposed company is a company limited by shares and is not a public company as defined in Section 2(71) of the Companies Act, 2013. The proposed company is a company limited by shares and is not a public company as defined in Section 2(71) of the Companies Act, 2013.

15.2 Particulars of the proposed company

Being the members of the company, the members of the company are requested to fill up the following details in the proposed company name and address as stated in Form 15 (PART II) (INCORPORATED).

15.3 Particulars of the members

The proposed company is a private company limited by shares and is not a public company as defined in Section 2(71) of the Companies Act, 2013. The proposed company is a company limited by shares and is not a public company as defined in Section 2(71) of the Companies Act, 2013. The proposed company is a company limited by shares and is not a public company as defined in Section 2(71) of the Companies Act, 2013.

15.4 Banking and Banking Details

Being the members of the company, the members of the company are requested to fill up the following details in the proposed company name and address as stated in Form 15 (PART II) (INCORPORATED).

Being the members of the company, the members of the company are requested to fill up the following details in the proposed company name and address as stated in Form 15 (PART II) (INCORPORATED).

15.5 Banking and Banking Details

Being the members of the company, the members of the company are requested to fill up the following details in the proposed company name and address as stated in Form 15 (PART II) (INCORPORATED).



working slowly, carefully adding it drop by drop until the solution is just a suspension in water. The precipitate is collected on a filter and dried in a desiccator in the laboratory used by the student.

It will also be well to let an impure solution of sodium carbonate solution, either one made up, or a sample from a local dealer for the purpose of determining its purity, or its purity as determined by the student, be analyzed in the laboratory.

W-11 Ammonium Chloride

Take about a quarter of a pound of very pure ammonium chloride and 100 cc. of water and dissolve in the water in the laboratory or a small amount of the same in the laboratory. The solution is then evaporated in a water bath until it is just a suspension in water. The precipitate is collected on a filter and dried in a desiccator in the laboratory.

W-12 Potassium Chloride

Take about a quarter of a pound of very pure potassium chloride and 100 cc. of water and dissolve in the water in the laboratory or a small amount of the same in the laboratory. The solution is then evaporated in a water bath until it is just a suspension in water. The precipitate is collected on a filter and dried in a desiccator in the laboratory.

W-13 Sodium Chloride

Take about a quarter of a pound of very pure sodium chloride and 100 cc. of water and dissolve in the water in the laboratory or a small amount of the same in the laboratory. The solution is then evaporated in a water bath until it is just a suspension in water. The precipitate is collected on a filter and dried in a desiccator in the laboratory.

W-14 Sodium Chloride

Take about a quarter of a pound of very pure sodium chloride and 100 cc. of water and dissolve in the water in the laboratory or a small amount of the same in the laboratory. The solution is then evaporated in a water bath until it is just a suspension in water. The precipitate is collected on a filter and dried in a desiccator in the laboratory.

PHYSICS - PLY AND SALT

PH-1 Sodium Chloride

Take about a quarter of a pound of very pure sodium chloride and 100 cc. of water and dissolve in the water in the laboratory or a small amount of the same in the laboratory.

Take about a quarter of a pound of very pure sodium chloride and 100 cc. of water and dissolve in the water in the laboratory or a small amount of the same in the laboratory.

Take about a quarter of a pound of very pure sodium chloride and 100 cc. of water and dissolve in the water in the laboratory or a small amount of the same in the laboratory.



CEP 100- TERMS CONTROL WORK

MCQ Concepts

Types of feedback in biology are giving answers, answers being given to answer and then asking and answering questions in response.

MCQ Multiple Requirements

Feedback can be given in different ways. Give an example of each type of feedback in response to the following questions. The answer can be given in the following ways only.

1. Type of Feedback Questions

Types of feedback questions are given in the form of questions of proper setting. The answers are given in the form of answers in the form of 1. list of requirements and 2. list of answers in response to the questions.

2. Type of Feedback Requirements

Types of feedback questions are given in the form of questions and answers in the form of questions and answers in the form of 1. list of requirements and 2. list of answers in response to the questions.

3. Type of Feedback

Types of feedback questions are given in the form of questions and answers in the form of questions and answers in the form of 1. list of requirements and 2. list of answers in response to the questions.

MCQ Objective Requirements

Types of feedback questions are given in the form of questions and answers in the form of questions and answers in the form of 1. list of requirements and 2. list of answers in response to the questions.

The answers are given in the form of questions and answers in the form of questions and answers in the form of 1. list of requirements and 2. list of answers in response to the questions.

MCQ Test Planning

Types of feedback questions are given in the form of questions and answers in the form of questions and answers in the form of 1. list of requirements and 2. list of answers in response to the questions.

1. Planning

Types of feedback questions are given in the form of questions and answers in the form of questions and answers in the form of 1. list of requirements and 2. list of answers in response to the questions.

2. Planning



This is a document intended for the use of the competent authorities. The issuing body shall be responsible for the use of the information in this document in the manner specified. The Federal Bureau is not liable for any damage or loss of information resulting from the use of this document.

302.12 Application

All forms intended for use in the Republic of Serbia shall be issued in Serbian and shall be available in electronic form. The forms shall be issued in a format that is suitable for use in the electronic form.

The form of the application for the registration of a medicinal product shall be issued in a format that is suitable for use in the electronic form. The application shall be issued in a format that is suitable for use in the electronic form.

The form of the application for the registration of a medicinal product shall be issued in a format that is suitable for use in the electronic form. The application shall be issued in a format that is suitable for use in the electronic form.

1. The form of the application for the registration of a medicinal product shall be issued in a format that is suitable for use in the electronic form. The application shall be issued in a format that is suitable for use in the electronic form.
2. The form of the application for the registration of a medicinal product shall be issued in a format that is suitable for use in the electronic form. The application shall be issued in a format that is suitable for use in the electronic form.

302.13 Read Provisions

All forms intended for use in the Republic of Serbia shall be issued in Serbian and shall be available in electronic form. The forms shall be issued in a format that is suitable for use in the electronic form.

The form of the application for the registration of a medicinal product shall be issued in a format that is suitable for use in the electronic form. The application shall be issued in a format that is suitable for use in the electronic form.

302.14 - 302.15 (302.14) 302.15

302.14 Article

The form of the application for the registration of a medicinal product shall be issued in a format that is suitable for use in the electronic form. The application shall be issued in a format that is suitable for use in the electronic form.

302.15 Article

302.15 Article

The form of the application for the registration of a medicinal product shall be issued in a format that is suitable for use in the electronic form.

302.15 Article

The form of the application for the registration of a medicinal product shall be issued in a format that is suitable for use in the electronic form. The application shall be issued in a format that is suitable for use in the electronic form.



Yatırım Menkul Değerler A.Ş. (YMD) tarafından hazırlanmıştır. Herhangi bir şekilde değiştirilmeden ve ekler olmadan kullanılmalıdır.

Bu raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur. Raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur. Raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur.

9.2.1.1. Başlıca Riskler

Bu raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur. Raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur. Raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur.

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9.2.1.2. Riskler

Bu raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur. Raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur.

9.2.1.3. Özet Tablo

Bu raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur.

Bu raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur.

Bu raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur.

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Bu raporun hazırlanmasında kullanılan verilerin doğruluğu ve eksiksizliği konusunda YMD'nin herhangi bir sorumluluğu yoktur.



Survey

2024/2025

Goal: To study the effect of publicizing the use of drugs and other medical devices in the rural communities in a tropical and hilly area of public health.

Top 10 sampling methods for your study population are listed below for your consideration. After you have decided the best method for your study, please explain your choice.

Simple random	100%
Systematic	100%
Stratified random	100%
Cluster	100%
Convenience	100%
Quota	100%
Voluntary response	100%
Accidental	100%
Judgment	100%
Referral	100%

MCQ Questions

1. In simple random sampling, each individual has a 1/1000 chance

of being selected. This means that each individual has an equal chance of being selected. True or False? (100%)

MCQ Design of Studies

1. Which of the following is not a characteristic of a cohort study? (100%)

MCQ Descriptive Research

1. Which of the following is not a characteristic of a descriptive study?

It is a cross-sectional study.

It is a study of the prevalence of a disease in a community.

MCQ Control Study

1. Which of the following is not a characteristic of a control study? (100%)

Control study is a type of study in which the subjects are divided into two groups: one group is exposed to the treatment and the other group is not exposed to the treatment.

MCQ Methods of Sampling by Probability of Choice



The respondents of the survey do not agree, disagree, and only to some extent disagree and to some extent agree with the following methods, so their responses can only be regarded as estimates – all the words in quotes.

Method: Survey questionnaire

These primary methods of the research do not fit the research design that has been planned for the research and to a certain extent it is not clear how the data obtained from the survey will be analyzed. The survey questionnaire is not a good method for the research design that has been planned for the research and to a certain extent it is not clear how the data obtained from the survey will be analyzed.

Method: The collection of data through the Internet and its analysis by the system

The collection of data through the Internet and its analysis by the system is not a good method for the research design that has been planned for the research and to a certain extent it is not clear how the data obtained from the survey will be analyzed.

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Table 1. The results of the research on the use of the Internet in the research design

Method interview	The results of the research			
	No. of respondents		Percentage of respondents	
Sample size 100, 100%	100, 100%	100, 100%	100, 100%	100, 100%
	100, 100%	100, 100%	100, 100%	100, 100%
100	100	100	100	100



300	8%	238	8%	140
301	8%	690	8%	230
400	3	640	4	100

20.13 Expenditure Provisions and Contingencies

The expenditure provision is made at the year-end on the basis of an estimate of expenditure which will be incurred for the current and subsequent financial years. It is determined after taking into account the expected changes in the nature of the business and the expected changes in the prices of the assets and liabilities which are expected to be realized or incurred during the period of the provision.

20.14 Development Fund of the Government

The development fund is a fund established by the Government of the Federal Government. It is a fund established for the purpose of financing the development of the Government.

20.15 Borrowing

The Government has borrowed from various sources. The borrowings are made for the purpose of financing the development of the Government. The borrowings are made for the purpose of financing the development of the Government.

20.16 Budget Surplus or Deficit

The budget surplus or deficit is determined on the basis of the budget estimates. The budget surplus or deficit is determined on the basis of the budget estimates. The budget surplus or deficit is determined on the basis of the budget estimates.

The budget surplus or deficit is determined on the basis of the budget estimates. The budget surplus or deficit is determined on the basis of the budget estimates.



Okulda öğrenim gören öğrencilerin öğrenim gördüğü okulun akademi kalitesinin de bir göstergesi sayılmaktadır.

Okulda öğrenim görenlerin Yeterleri

1. En azından bir yabancı dilde okuma ve yazma becerisine sahip olmak ve bu beceriye bir ölçüde hakim olmak. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir:
2. En azından bir yabancı dilde okuma ve yazma becerisine sahip olmak ve bu beceriye bir ölçüde hakim olmak. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir:

Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir.

Okulda öğrenim görenlerin Yeterleri

Okulda öğrenim görenlerin Yeterleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir.

1. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir.
2. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir.

Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir.

Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir.

Okulda öğrenim görenlerin Yeterleri

Okulda öğrenim görenlerin Yeterleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir.

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1. Okulda öğrenim görenlerin yabancı dilde okuma ve yazma becerilerine ilişkin yeterlikleri, en azından aşağıdaki ölçütleri karşılamaları gerekmektedir.



The purpose of the course is to ensure that students have a solid foundation in the field of computer graphics. The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics. The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics. The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics.

The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics.

2. Goal

The goal of the course is to ensure that students have a solid foundation in the field of computer graphics.

3. Objectives

The objectives of the course are to ensure that students have a solid foundation in the field of computer graphics. The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics. The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics.

4. Content

The content of the course is to ensure that students have a solid foundation in the field of computer graphics. The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics.

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5. Methodology

The methodology of the course is to ensure that students have a solid foundation in the field of computer graphics. The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics.

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6. Assessment

The assessment of the course is to ensure that students have a solid foundation in the field of computer graphics. The course will be organized in a way that ensures that students have a solid foundation in the field of computer graphics.

The assessment of the course is to ensure that students have a solid foundation in the field of computer graphics.

7. Bibliography

The bibliography of the course is to ensure that students have a solid foundation in the field of computer graphics.



Students are allowed to finish the exam at 10:00 AM and it is prohibited to continue with the exam if they continue to sit in the exam hall. The allowed time of writing the final answers will be 15 minutes. Students are allowed to use the calculator for the final answers of the exam. The use of the calculator is not allowed for the final answers of the exam. The use of the calculator is not allowed for the final answers of the exam. The use of the calculator is not allowed for the final answers of the exam.

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According to the rules, students are not allowed to use the calculator for the final answers of the exam.

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According to the rules, students are not allowed to use the calculator for the final answers of the exam.

4. Other Rules

Students are not allowed to use the calculator for the final answers of the exam.

It is prohibited to use the calculator for the final answers of the exam. The use of the calculator is not allowed for the final answers of the exam. The use of the calculator is not allowed for the final answers of the exam.



Support being a student with a disability or impairment does not mean that you cannot succeed. Being successful is a matter of finding the right course and resources.

Support is available to help you. The support provided to help you to succeed will depend on the nature of your disability or impairment. The nature of all existing barriers could be reduced through the use of accessible resources and services. It may also be possible to provide support that is specific to the nature of the support. Study and learning strategies that help to reduce the nature of the barriers to learning are available to help you to succeed in your studies.

Support is available to help you to succeed in your studies. It is important to find the right support for you. This is the only way to ensure that you are able to succeed in your studies. The support provided to help you to succeed in your studies is available to help you to succeed in your studies. It is important to find the right support for you.

4. Study Strategies

There are many ways to succeed in your studies. It is important to find the right support for you. This is the only way to ensure that you are able to succeed in your studies. The support provided to help you to succeed in your studies is available to help you to succeed in your studies. It is important to find the right support for you.

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These items provide a list of activities that students can do outside the lesson. The list does not include a specific date in the year. Finding an appropriate number of items will depend on the specific needs of the school.

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6. Supplementary activities

Supplementary activities should be designed to support the learning process.

6.1. Supplementary activities

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The aim of the present curriculum framework is to provide a guide for the development of the curriculum of middle schools in Turkey.

This curriculum framework is a guide for the development of the curriculum of middle schools in Turkey. It is a guide for the development of the curriculum of middle schools in Turkey. It is a guide for the development of the curriculum of middle schools in Turkey.

6. Learning Objectives

The objectives of the curriculum framework are to provide a guide for the development of the curriculum of middle schools in Turkey. It is a guide for the development of the curriculum of middle schools in Turkey. It is a guide for the development of the curriculum of middle schools in Turkey.

6.1. Learning Objectives

The objectives of the curriculum framework are to provide a guide for the development of the curriculum of middle schools in Turkey.

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6.1.1.1.1. Learning Objectives

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6.1.1.1.1.2. Learning Objectives

The objectives of the curriculum framework are to provide a guide for the development of the curriculum of middle schools in Turkey.

6.1.1.1.1.3. Learning Objectives

6.1.1.1.1.3.1. Learning Objectives



Öğrencilerin öğrenim hayatları boyunca edindikleri bilgilerin ve becerilerin değerlendirilmesi amacıyla hazırlanan bu belge, öğrencilerin öğrenim hayatları boyunca edindikleri bilgilerin ve becerilerin değerlendirilmesi amacıyla hazırlanmıştır. Bu belge, öğrencilerin öğrenim hayatları boyunca edindikleri bilgilerin ve becerilerin değerlendirilmesi amacıyla hazırlanmıştır.

MİLLÎ Eğitim Bakanlığı

Öğrencilerin öğrenim hayatları boyunca edindikleri bilgilerin ve becerilerin değerlendirilmesi amacıyla hazırlanan bu belge, öğrencilerin öğrenim hayatları boyunca edindikleri bilgilerin ve becerilerin değerlendirilmesi amacıyla hazırlanmıştır. Bu belge, öğrencilerin öğrenim hayatları boyunca edindikleri bilgilerin ve becerilerin değerlendirilmesi amacıyla hazırlanmıştır.

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Öğrencilerin Öğrenim Hayatları Boyunca Edindikleri Bilgilerin ve Becerilerin Değerlendirilmesi	Öğrencilerin Öğrenim Hayatları Boyunca Edindikleri Bilgilerin ve Becerilerin Değerlendirilmesi
1000	1000
2000	2000
3000	3000

Öğrencilerin öğrenim hayatları boyunca edindikleri bilgilerin ve becerilerin değerlendirilmesi amacıyla hazırlanan bu belge, öğrencilerin öğrenim hayatları boyunca edindikleri bilgilerin ve becerilerin değerlendirilmesi amacıyla hazırlanmıştır.

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MİLLÎ Eğitim Bakanlığı



All information and/or content of this syllabus should be the final. Any change, amendment or deletion of any part of the syllabus should be notified to the student. Hence, it is suggested for the student to refer to all the regulations and syllabus of the Institute. For further information, contact the department of Petroleum Engineering, Methu College, Medianagar.

Minimum number of the Theory hours to be taught in the semester

Course Type	Week-1	Week-2	Per centage (%)
Theory	24 hours/week	24 hours/week	20%
Computer	24 hours/week	24 hours/week	20%

In regard to the, the total for practical, computer and assignments, project/thesis will be in percentage of the total of the semester. The student is advised to refer to the syllabus of the course for further information. The student is advised to refer to the syllabus of the course for further information. The student is advised to refer to the syllabus of the course for further information.

MO-1 Computer for MO

Study of the use of the computer in the design and the analysis of the system. A student should be able to use the computer in the design and the analysis of the system.

TOPIC: - BASIC WORDS

MO-1 Introduction

The student should be able to identify the basic words and the meaning of the words. The student should be able to identify the basic words and the meaning of the words.

MO-2 Basic Requirements

MO-3 Hydraulic Circuit

Study of the basic hydraulic circuit with the help of the MO-1, MO-2, MO-3, MO-4, MO-5, MO-6, MO-7, MO-8, MO-9, MO-10, MO-11, MO-12, MO-13, MO-14, MO-15, MO-16, MO-17, MO-18, MO-19, MO-20, MO-21, MO-22, MO-23, MO-24, MO-25, MO-26, MO-27, MO-28, MO-29, MO-30, MO-31, MO-32, MO-33, MO-34, MO-35, MO-36, MO-37, MO-38, MO-39, MO-40, MO-41, MO-42, MO-43, MO-44, MO-45, MO-46, MO-47, MO-48, MO-49, MO-50, MO-51, MO-52, MO-53, MO-54, MO-55, MO-56, MO-57, MO-58, MO-59, MO-60, MO-61, MO-62, MO-63, MO-64, MO-65, MO-66, MO-67, MO-68, MO-69, MO-70, MO-71, MO-72, MO-73, MO-74, MO-75, MO-76, MO-77, MO-78, MO-79, MO-80, MO-81, MO-82, MO-83, MO-84, MO-85, MO-86, MO-87, MO-88, MO-89, MO-90, MO-91, MO-92, MO-93, MO-94, MO-95, MO-96, MO-97, MO-98, MO-99, MO-100, MO-101, MO-102, MO-103, MO-104, MO-105, MO-106, MO-107, MO-108, MO-109, MO-110, MO-111, MO-112, MO-113, MO-114, MO-115, MO-116, MO-117, MO-118, MO-119, MO-120, MO-121, MO-122, MO-123, MO-124, MO-125, MO-126, MO-127, MO-128, MO-129, MO-130, MO-131, 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MO-4 Applications

MO-5 Applications in the field of the MO-1 and MO-2.

The student should be able to identify the basic words and the meaning of the words. The student should be able to identify the basic words and the meaning of the words. The student should be able to identify the basic words and the meaning of the words. The student should be able to identify the basic words and the meaning of the words.



W01.11.10

Open and online 21st-century applications (e.g. e-books) (W01.11.10.1) (Open and Online 21st-century Applications)

W01.11.11

W01.11.11.1 **Working for the Environment (W01.11.11.1)**

Working for the Environment (W01.11.11.1.1) (Working for the Environment)

W01.11.11.2 **Working for the Environment (W01.11.11.2)**

Working for the Environment (W01.11.11.2.1) (Working for the Environment)

W01.11.11.3 **Working for the Environment (W01.11.11.3)**

Working for the Environment (W01.11.11.3.1) (Working for the Environment)

W01.11.11.4 **Working for the Environment (W01.11.11.4)**

Working for the Environment (W01.11.11.4.1) (Working for the Environment)

W01.11.11.5 **Working for the Environment (W01.11.11.5)**

Working for the Environment (W01.11.11.5.1) (Working for the Environment)

W01.11.11.6 **Working for the Environment (W01.11.11.6)**

Working for the Environment (W01.11.11.6.1) (Working for the Environment)

W01.11.11.7 **Working for the Environment (W01.11.11.7)**

Working for the Environment (W01.11.11.7.1) (Working for the Environment)

W01.11.11.8 **Working for the Environment (W01.11.11.8)**

Working for the Environment (W01.11.11.8.1) (Working for the Environment)

W01.11.11.9 **Working for the Environment (W01.11.11.9)**

Working for the Environment (W01.11.11.9.1) (Working for the Environment)

W01.11.11.10 **Working for the Environment (W01.11.11.10)**



Continuing to use the same form for all cases is the requirement of the Table 1001 and 1002 as reported to ITD/IDR. Report the results of continuing to use the same form.

Table 1001 - Number of New Physical Tests

Physical Tests (% of total tests)	Number New Physical Tests	
	Q1-16	Q1-17
0% - 10%	0	0
10% - 20%	0	0
20% - 30%	0	0

Table 1002 - Overall, Average, and Family Effectiveness Measurements

Overall Effectiveness	Average of Overall Effectiveness	Average of Family Effectiveness	
		Q1-16	Q1-17
0.00 - 0.20	0.00	0.00	0.00
0.20 - 0.40	0.20	0.20	0.20
0.40 - 0.60	0.40	0.40	0.40
0.60 - 0.80	0.60	0.60	0.60
0.80 - 1.00	0.80	0.80	0.80

Table 1003 - Overall Family Effectiveness Measurements

Continuing to use the same form for all cases is the requirement of the Table 1001 and 1002 as reported to ITD/IDR. Report the results of continuing to use the same form.

1. Total number of cases - Total number of cases reported in Table 1001 and 1002.
2. Total number of cases - Total number of cases reported in Table 1001 and 1002.

Table 1004 - Overall Effectiveness

Overall Effectiveness	Overall Effectiveness
0.00 - 0.20	0.00
0.20 - 0.40	0.20
0.40 - 0.60	0.40
0.60 - 0.80	0.60
0.80 - 1.00	0.80

Table 1005 - Overall Effectiveness

Overall Effectiveness	Overall Effectiveness
0.00 - 0.20	0.00
0.20 - 0.40	0.20
0.40 - 0.60	0.40
0.60 - 0.80	0.60
0.80 - 1.00	0.80

Table 1006 - Overall Effectiveness

Overall Effectiveness	Overall Effectiveness
0.00 - 0.20	0.00
0.20 - 0.40	0.20
0.40 - 0.60	0.40
0.60 - 0.80	0.60
0.80 - 1.00	0.80

Table 1007 - Overall Effectiveness

Overall Effectiveness	Overall Effectiveness
0.00 - 0.20	0.00
0.20 - 0.40	0.20
0.40 - 0.60	0.40
0.60 - 0.80	0.60
0.80 - 1.00	0.80



Table 2007.1: Weight Distribution

Weight class	Number of Males/Females kg/ML	Number of Males/Females	
		Number of Males	Number of Females
400-5	100	100	100
400-1	100	100	100
400-1	100	100	100
400-1	100	100	100
400-1	100	100	100

Table 2007.1: Weight Distribution

Weight class	Number of Males/Females
400-5	100/100
400-1	100/100
400-1	100/100

Table 2007.1: Weight Distribution

Weight class	Number of Males/Females
400-5	100/100
400-1	100/100
400-1	100/100

2007.1.1: Weight Distribution

The weight distribution of the population is shown in the following table. The weight distribution of the population is shown in the following table. The weight distribution of the population is shown in the following table.

2007.1.2: Weight Distribution

The weight distribution of the population is shown in the following table. The weight distribution of the population is shown in the following table. The weight distribution of the population is shown in the following table.

2007.1.3: Weight Distribution

2007.1.4: Weight Distribution

2007.1.5: Weight Distribution

The weight distribution of the population is shown in the following table. The weight distribution of the population is shown in the following table. The weight distribution of the population is shown in the following table.

2007.1.6: Weight Distribution

The weight distribution of the population is shown in the following table. The weight distribution of the population is shown in the following table. The weight distribution of the population is shown in the following table.



Dear Candidate, We are pleased to inform you that you have successfully completed the exam. We would like to inform you that the exam results will be published on the www.ogtm.gov.tr website. We would like to inform you that the exam results will be published on the www.ogtm.gov.tr website. We would like to inform you that the exam results will be published on the www.ogtm.gov.tr website.

ÖSYM Kurumu

We are pleased to inform you that you have successfully completed the exam. We would like to inform you that the exam results will be published on the www.ogtm.gov.tr website. We would like to inform you that the exam results will be published on the www.ogtm.gov.tr website. We would like to inform you that the exam results will be published on the www.ogtm.gov.tr website.

ÖSYM Kurumu

1. ÖSYM Kurumu tarafından düzenlenen sınavın sonuçları www.ogtm.gov.tr adresinde yayımlanacaktır.
2. Sınav sonuçları yayımlandıktan sonra adayların sınav sonuçlarına ilişkin sorularını ÖSYM Kurumuna yazarak sorabilirler.
3. ÖSYM Kurumuna yazılan soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.
4. ÖSYM Kurumunun internet sitesinde yayımlanan soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.
5. ÖSYM Kurumunun internet sitesinde yayımlanan soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.
6. ÖSYM Kurumunun internet sitesinde yayımlanan soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.
7. ÖSYM Kurumunun internet sitesinde yayımlanan soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.
8. ÖSYM Kurumunun internet sitesinde yayımlanan soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.

ÖSYM Kurumuna Sorular Sorulabilir

ÖSYM Kurumuna sorular sorulabilir. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.

ÖSYM Kurumuna Sorular Sorulabilir

1. ÖSYM Kurumuna sorular sorulabilir. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.
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3. ÖSYM Kurumuna sorular sorulabilir. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır. Soruların cevapları ÖSYM Kurumunun internet sitesinde yayımlanacaktır.



4. Repeat item 3) for n greater, and a similar result of 100% can be found when the sample size is increased. The procedure for finding n and D when the confidence level and margin of error is given is given in the following.
5. The confidence interval of n for n greater, and the confidence interval can be calculated.
6. The width of the confidence interval, if it is to be estimated for other applying the relation to a confidence interval for n greater.
7. Some interesting examples are given.

984121 Statistical Inference

1. All cells of the n row and the m column of the table are filled with the same number of the probability of the event. The probability of the event is given. The probability of the event is given. The probability of the event is given. The probability of the event is given.
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984121 Sampling and Testing

Method of Sampling in Finite Population

1. The finite population is given. The finite population is given.
2. The finite population is given. The finite population is given. The finite population is given. The finite population is given.

(The finite population is given. The finite population is given. The finite population is given. The finite population is given.)

984121 Design and Sampling of Survey Tools

The finite population is given. The finite population is given. The finite population is given. The finite population is given. The finite population is given. The finite population is given. The finite population is given. The finite population is given.



ITEM 401 - CONCRETE PAVEMENT

401.1 Description

Provide and complete laying of concrete pavement including sub preparation of subgrade and reinforcement of concrete as per the specifications.

401.1.1 General Requirements

Contractor shall be bound to the contractor's specifications and conditions of contract unless otherwise stated in the Bill of Materials for the work.

401.1.1.1 General

Contractor shall submit a detailed program of work for the project.

401.1.1.2 Subgrade

Subgrade shall be prepared as per the specifications for the work.

401.1.1.3 Reinforcement

Reinforcement shall be provided as per the specifications and conditions of contract unless otherwise stated in the Bill of Materials for the work.

401.1.1.4 Concrete

401.1.1.4.1 Material

1. Water shall be free water, freshly drawn and ordinary water as specified in the Bill of Materials for the work.
2. The concrete shall be placed in the formwork as per the specifications and conditions of contract unless otherwise stated in the Bill of Materials for the work.

401.1.1.4.2 Subgrade Preparation

1. The subgrade shall be prepared as per the specifications and conditions of contract unless otherwise stated in the Bill of Materials for the work.
2. The subgrade shall be prepared as per the specifications and conditions of contract unless otherwise stated in the Bill of Materials for the work.

401.1.1.4.3 Subgrade

1. The subgrade shall be prepared as per the specifications and conditions of contract unless otherwise stated in the Bill of Materials for the work.
2. The subgrade shall be prepared as per the specifications and conditions of contract unless otherwise stated in the Bill of Materials for the work.



Refer to the **Marking Scheme** for the relevant question to ensure that you have understood the marking criteria. The **Marking Scheme** is available on the Department of Education website. The **Marking Scheme** is available on the Department of Education website. The **Marking Scheme** is available on the Department of Education website. The **Marking Scheme** is available on the Department of Education website.

When referring to this is for "Should Not Test Paper" in the table shall mean that the paper is not to be used for the purpose of the test. The table shall mean that the paper is not to be used for the purpose of the test.

1. The paper is not to be used for the purpose of the test.
2. The paper is not to be used for the purpose of the test.

MCQ: Memory

Copy the text and fill in the missing parts. The text is of all the words and parts of the text and fill in the missing parts. The text is of all the words and parts of the text and fill in the missing parts.

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MCQ: Examples

The text is of all the words and parts of the text and fill in the missing parts. The text is of all the words and parts of the text and fill in the missing parts.

MCQ: Short Questions

MCQ: Essay

The text is of all the words and parts of the text and fill in the missing parts. The text is of all the words and parts of the text and fill in the missing parts.

MCQ: Order of Lines and Lines

1. The text is of all the words and parts of the text and fill in the missing parts. The text is of all the words and parts of the text and fill in the missing parts.
2. The text is of all the words and parts of the text and fill in the missing parts. The text is of all the words and parts of the text and fill in the missing parts.
3. The text is of all the words and parts of the text and fill in the missing parts. The text is of all the words and parts of the text and fill in the missing parts.



4. To ensure the quality of the work, the following measures should be taken:

– ensure the quality of the work, the following measures should be taken:

4.1. To ensure the quality of the work

– ensure the quality of the work, the following measures should be taken:

1. To ensure the quality of the work, the following measures should be taken:
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4.2. To ensure the quality of the work

– ensure the quality of the work, the following measures should be taken:

4.3. To ensure the quality of the work

– ensure the quality of the work, the following measures should be taken:

4.4. To ensure the quality of the work

– ensure the quality of the work, the following measures should be taken:

4.5. To ensure the quality of the work

– ensure the quality of the work, the following measures should be taken:



having a right to a common or special school. The school shall be open to the most disadvantaged. There shall be no barriers to the admission of children with special educational needs. Children with special educational needs shall have the right to be educated in the general school, and to be educated in a special school or in a special section of a school, where that is necessary for their socialisation and to ensure their access to the labour market.

90.11.1 General

Every child has the right to free first, language or other compulsory education, including education for children with special educational needs.

90.11.2 Access to the first school

90.11.2.1 Public School

Every child has the right to be enrolled in a public school where free education is provided. A child will pass to the public school system where there is no place and because there is no place in the school or in a special school to go to.

90.11.2.2 Fee

There shall be no school fees for children of legal age, but for children who attend a school where there is no place for the child. For a person who is a child with special educational needs, there shall be no school fees.

90.11.2.3 Payment

There shall be no school fees for children with special educational needs who attend a school where there is no place for a child with special educational needs.

1. School fees shall be paid by parents or guardians, other than compulsory.
2. School fees shall be paid by parents or guardians of children with special educational needs.
3. The school shall be open to children with special educational needs, and to children with special educational needs who attend a school where there is no place for a child with special educational needs.
4. There shall be no school fees for children of legal age. There shall be no school fees for children with special educational needs who attend a school where there is no place for a child with special educational needs.
5. There shall be no school fees for children with special educational needs who attend a school where there is no place for a child with special educational needs.

90.11.3 Secondary Education

90.11.3.1 Quality of Education

It is the duty of the Ministry of Education, Youth and Sports to ensure the quality of education. The Ministry shall ensure that the quality of education is the highest in the region.

90.11.3.2 Storage and Payment of Materials



Uputstvo za upotrebu uređaja za odobrenje CE tipa uređaja, koji uključuje, ali ne ograničava se na, listu odobrenih modela. Uputstvo treba održavati dostupno korisnicima uređaja. Uputstvo treba biti dostupno u srpskom jeziku. CE marku, odobrenje i odobreni model treba održavati dostupno korisnicima.

MS12: Masa baterija

Uputstvo je kompletno i nedeljivo i treba ga čuvati dostupno, u potpunosti ili u delovima, u svakom slučaju, zajedno sa svim drugim, kako bi korisnici mogli pravilno postaviti baterije.

MS13: Režim čuvanja

Režim čuvanja uređaja treba odabrati prilikom izlaska iz režima aktivnog korišćenja.

1. Uputstvo treba biti dostupno korisnicima uređaja za svaki model uređaja.
2. Režim čuvanja treba biti isključivo za korišćenje i treba biti odmah vidljiv korisnicima uređaja.
3. Uputstvo treba biti dostupno korisnicima, kako u slučaju izlaska iz režima aktivnog korišćenja uređaja.
4. Uputstvo, posebno u slučaju izlaska iz režima čuvanja, treba biti dostupno korisnicima uređaja.
5. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja, posebno u slučaju izlaska iz režima čuvanja uređaja. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja.
6. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja, posebno u slučaju izlaska iz režima čuvanja uređaja. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja.

MS14: Režim čuvanja

Uputstvo je kompletno i nedeljivo i treba ga čuvati dostupno, u potpunosti ili u delovima, u svakom slučaju, zajedno sa svim drugim, kako bi korisnici mogli pravilno postaviti baterije.

1. Uputstvo treba biti dostupno korisnicima uređaja za svaki model uređaja.
2. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja, posebno u slučaju izlaska iz režima čuvanja uređaja. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja.
3. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja, posebno u slučaju izlaska iz režima čuvanja uređaja. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja.
4. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja, posebno u slučaju izlaska iz režima čuvanja uređaja. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja.
5. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja, posebno u slučaju izlaska iz režima čuvanja uređaja. Uputstvo treba biti dostupno korisnicima uređaja u slučaju izlaska iz režima aktivnog korišćenja uređaja.



6. The student body of public and private schools in the division office will undergo the assessment. The assessment will be conducted in a systematic and organized manner. The assessment will be conducted in a systematic and organized manner. The assessment will be conducted in a systematic and organized manner.
7. The assessment will be conducted in a systematic and organized manner. The assessment will be conducted in a systematic and organized manner. The assessment will be conducted in a systematic and organized manner.
8. The assessment will be conducted in a systematic and organized manner. The assessment will be conducted in a systematic and organized manner. The assessment will be conducted in a systematic and organized manner.

2019 Strategy – Vision, Mission, Goals, Objectives, and Key Results – 2020

2019 Strategy

The Department of Education (DepEd) is committed to providing quality education for all students. The Department of Education (DepEd) is committed to providing quality education for all students. The Department of Education (DepEd) is committed to providing quality education for all students.

2019 Vision Statement

2019 Mission

Provide quality education for all students. Provide quality education for all students. Provide quality education for all students.

2019 Objectives

Improve the quality of education. Improve the quality of education. Improve the quality of education.

2019 Key Results

Improve the quality of education. Improve the quality of education. Improve the quality of education.

2019 Goals

Improve the quality of education. Improve the quality of education. Improve the quality of education.

Improve the quality of education. Improve the quality of education. Improve the quality of education.

2019 Objectives

Improve the quality of education. Improve the quality of education. Improve the quality of education.

2019 Key Results



MSL Preparation

These items are prepared using the procedure laid down in accordance with the requirements of the Rules for the use of medicinal products in the Republic of Serbia for the preparation of MSL.

1. Final preparation instructions

Final preparation instructions should be prepared for each MSL and they should include the following information: 1) name of the MSL, 2) name of the MSL, 3) name of the MSL, 4) name of the MSL, 5) name of the MSL.

The MSL should be prepared in accordance with the requirements of the Rules for the use of medicinal products in the Republic of Serbia for the preparation of MSL.

The MSL should be prepared in accordance with the requirements of the Rules for the use of medicinal products in the Republic of Serbia for the preparation of MSL.

2. Final preparation instructions

Final preparation instructions should be prepared for each MSL and they should include the following information: 1) name of the MSL, 2) name of the MSL, 3) name of the MSL, 4) name of the MSL, 5) name of the MSL.

3. Final preparation instructions

The MSL should be prepared in accordance with the requirements of the Rules for the use of medicinal products in the Republic of Serbia for the preparation of MSL.

The MSL should be prepared in accordance with the requirements of the Rules for the use of medicinal products in the Republic of Serbia for the preparation of MSL.

4. Final preparation instructions

The MSL should be prepared in accordance with the requirements of the Rules for the use of medicinal products in the Republic of Serbia for the preparation of MSL.

5. Final preparation instructions



Millî Eğitim Bakanlığı'nın yayınladığı bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.

Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.

Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.

4. Millî Eğitim Bakanlığı

Millî Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.

5. Millî Eğitim Bakanlığı

Millî Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.

6. Millî Eğitim Bakanlığı

Millî Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.

7. Millî Eğitim Bakanlığı

Millî Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.

MILLÎ EĞİTİM BAKANLIĞI

1. Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.

Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir. Bu kitap, Milli Eğitim Bakanlığı'nın yayınladığı kitapların biridir.



There are 3 levels of tasks and 30 questions. The tasks follow the same order as the 30 questions. The order of questions is the same as in the original document.

2. Questions

1. The first question is a multiple choice question with 4 options and only one correct answer. The question is about the number of students in a class. The question is: "The number of students in a class is 20. How many students are there in the class?" The options are: A) 10, B) 15, C) 20, D) 25. The correct answer is C) 20.

2. The second question is a multiple choice question with 4 options and only one correct answer. The question is about the number of students in a class. The question is: "The number of students in a class is 20. How many students are there in the class?" The options are: A) 10, B) 15, C) 20, D) 25. The correct answer is C) 20.

3. The third question is a multiple choice question with 4 options and only one correct answer. The question is about the number of students in a class. The question is: "The number of students in a class is 20. How many students are there in the class?" The options are: A) 10, B) 15, C) 20, D) 25. The correct answer is C) 20.

3. Reflection

1. The first reflection question is a multiple choice question with 4 options and only one correct answer. The question is about the number of students in a class. The question is: "The number of students in a class is 20. How many students are there in the class?" The options are: A) 10, B) 15, C) 20, D) 25. The correct answer is C) 20.

2. The second reflection question is a multiple choice question with 4 options and only one correct answer. The question is about the number of students in a class. The question is: "The number of students in a class is 20. How many students are there in the class?" The options are: A) 10, B) 15, C) 20, D) 25. The correct answer is C) 20.

4. Conclusion

1. The first conclusion question is a multiple choice question with 4 options and only one correct answer. The question is about the number of students in a class. The question is: "The number of students in a class is 20. How many students are there in the class?" The options are: A) 10, B) 15, C) 20, D) 25. The correct answer is C) 20.

5. Using Type Reflections

1. The first reflection question is a multiple choice question with 4 options and only one correct answer. The question is about the number of students in a class. The question is: "The number of students in a class is 20. How many students are there in the class?" The options are: A) 10, B) 15, C) 20, D) 25. The correct answer is C) 20.

6. Using Type Reflections

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5. **Table 1** shall be followed for the purpose of defining the sequence of components and topics. However, emphasis shall be given to the sequence of topics. Emphasis shall be given to the sequence of topics of the following nature which shall be placed in the first two or three sub-sections of the paper.

WE11: Content Requirements

Content shall be exclusively concerned with problems in real context. It should facilitate learners to make the following connections of the concepts taught in the unit.

WE11.1: Sub-domain-wise

1. Areas related to solving word problems, algebraic expressions, and equations and relations on a number line.
2. Area of related figures of similar figures, similarity, similarity transformations, congruence and similarity in triangles.
3. Areas related to circles or sectors of a circle, and the combination of various figures like triangles, rectangles, squares, circles, etc.
4. All areas and solids (cylinder, cone, sphere, hemisphere, etc.) in terms of nets.

WE11.2: Learning Objectives

Content shall be taught in such a way that the learners can make all the appropriate connections and apply them in their own situations in real life.

WE11.3: Themes

Topic selection and order shall be done in such a way that the learners shall learn the **Maths** through a real world context. The order in the syllabus shall be such that the learners can make connections between the topics. The priority shall be to give a real life context for the learning of the concepts. The order of the chapters shall be such that the learners can make connections between the chapters.

UNIT 10 – ALGEBRA (CLASSIFICATION)

WE10: Overview

The key and main objective of this unit is to give the learners a real life context for the learning of the concepts. The order in the syllabus shall be such that the learners can make connections between the topics.

WE10.1: Content Requirements

WE10.1.1: The unit shall be such that the learners can make connections between the topics. The order in the syllabus shall be such that the learners can make connections between the topics.

WE10.1.2: The unit shall be such that the learners can make connections between the topics. The order in the syllabus shall be such that the learners can make connections between the topics.

WE10.1.3: The unit shall be such that the learners can make connections between the topics. The order in the syllabus shall be such that the learners can make connections between the topics.



20211. The teacher shall be held liable for any damage caused by using the software and related materials in the classroom.

202112. Using the software in the classroom shall be free.

202113. The teacher shall be held liable for any damage caused by using the software in the classroom.

20212. Copyright Requirements

202121. The teacher shall be held liable for any damage caused by using the software and related materials in the classroom.

20213. Installation Procedure

202131. The teacher shall be held liable for any damage caused by using the software in the classroom.

202132. The teacher shall be held liable for any damage caused by using the software in the classroom.

202133. The teacher shall be held liable for any damage caused by using the software in the classroom.

202134. The teacher shall be held liable for any damage caused by using the software in the classroom.

202135. The teacher shall be held liable for any damage caused by using the software in the classroom.

202136. The teacher shall be held liable for any damage caused by using the software in the classroom.

202137. The teacher shall be held liable for any damage caused by using the software in the classroom.

20214. Usage Rules

202141. The teacher shall be held liable for any damage caused by using the software in the classroom.

20215. Support

202151. The teacher shall be held liable for any damage caused by using the software in the classroom.

20216. Training

202161. The teacher shall be held liable for any damage caused by using the software in the classroom.

202162. The teacher shall be held liable for any damage caused by using the software in the classroom.



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2012 Curriculum Framework

The aim of the curriculum is to provide a solid foundation for the further development of the child's cognitive, social and physical development.

2012 Curriculum Framework

1. The curriculum is designed to provide a solid foundation for the further development of the child's cognitive, social and physical development.
2. The curriculum is designed to provide a solid foundation for the further development of the child's cognitive, social and physical development.

2012 Curriculum Framework

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6. The curriculum is designed to provide a solid foundation for the further development of the child's cognitive, social and physical development.
7. The curriculum is designed to provide a solid foundation for the further development of the child's cognitive, social and physical development.
8. The curriculum is designed to provide a solid foundation for the further development of the child's cognitive, social and physical development.

2012 Curriculum Framework



1. Explain the importance of the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
2. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
3. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
4. Explain the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
5. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.

2022 Learning and Teaching

2022.1. The student will be able to describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.

2022.2. The student will be able to describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.

2022 Learning

1. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
2. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
3. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
4. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.

2022 Performance Standard (PS)

1. Explain the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
2. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.
3. Describe the role of the teacher in the development of the child's personality and the role of the parent in the child's development.

2022 CORE PLACES PAPER

2022 (Revised)



The following order of activities must be strictly followed, with any changes made to existing procedures to be made only by the Ministry of Education.

MD 21/2018 - Introduction

Multiple-choice tests are designed to be the student's right address judge of competence and achievement in their studies in order to fulfill:

MD 21/2018 - Objectives

These general objectives are expressed in accordance with the CE 2014/39/UE:

MD 21/2018 - Subjects

Subjects tested under this regulation are all subjects of the CE 2014/39/UE.

MD 21/2018 - Organization

The organization of the tests will be done in accordance with the CE 2014/39/UE, regarding the content of the tests, the number of questions and the number of options for each question. The organization of the tests will be done in accordance with the CE 2014/39/UE.

MD 21/2018 - Implementation

MD 21/2018 - Objectives

1. To assess the knowledge and skills of the student in a specific subject, in order to be able to use them in their studies, in the CE 2014/39/UE and in the CE 2014/39/UE.
2. To assess the student's ability to apply their knowledge in a specific subject, in order to be able to use them in their studies, in the CE 2014/39/UE and in the CE 2014/39/UE.

MD 21/2018 - Subjects

1. The subjects of the tests will be all subjects of the CE 2014/39/UE, in order to be able to use them in their studies, in the CE 2014/39/UE and in the CE 2014/39/UE.
2. The tests will be organized in a way that allows the student to use their knowledge in a specific subject, in order to be able to use them in their studies, in the CE 2014/39/UE and in the CE 2014/39/UE.

MD 21/2018 - Organization

1. The organization of the tests will be done in accordance with the CE 2014/39/UE, regarding the content of the tests, the number of questions and the number of options for each question.
2. The tests will be organized in a way that allows the student to use their knowledge in a specific subject, in order to be able to use them in their studies, in the CE 2014/39/UE and in the CE 2014/39/UE.



Yatay Geçiş Sınavı, Türkiye Cumhuriyeti Millî Eğitim Bakanlığı tarafından gerçekleştirilmekte olup, bu sınavın amacı, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır. Sınavın amacı, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.

Sınavın Amacı

Sınavın amacı, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır. Sınavın amacı, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.

Sınavın İçeriği

Sınavın içeriği, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır. Sınavın içeriği, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.

Sınavın Şekli

Sınavın şekli, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır. Sınavın şekli, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.

Sınavın Süresi

Sınavın süresi, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır. Sınavın süresi, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.

Sınavın Başvuru Şartları

Sınavın başvuru şartları, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır. Sınavın başvuru şartları, üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.

Sınavın Sonuçları

Sınavın Amacı	Üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.
Sınavın İçeriği	Üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.
Sınavın Şekli	Üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.
Sınavın Süresi	Üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.
Sınavın Başvuru Şartları	Üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.
Sınavın Sonuçları	Üniversite eğitimi alan öğrencilerin, üniversite eğitimi alan diğer öğrencilerle eşitlikte değerlendirilmesini sağlamaktır.



ವಿಷಯ	ಪಾಠ್ಯಪುಸ್ತಕ
ಅ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಆ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಇ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಈ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಊ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಋ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ೠ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಋ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ೠ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಋ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ೠ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಋ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ೠ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಋ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ೠ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ಋ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ
ೠ) ಪಾಠ್ಯಪುಸ್ತಕ	ಪಾಠ್ಯಪುಸ್ತಕ

೧೧೩೩ ಪಾಠ್ಯಪುಸ್ತಕ

ಈ ಪಾಠ್ಯಪುಸ್ತಕವು ಕರ್ನಾಟಕದ ಶಾಲಾ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಗೆ ಅನುಕೂಲವಾಗಿರಲು ಮತ್ತು ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಲು ಸಹಾಯ ಮಾಡಲು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ.

೧೧೩೪ ಪಾಠ್ಯಪುಸ್ತಕ

ಈ ಪಾಠ್ಯಪುಸ್ತಕವು ಕರ್ನಾಟಕದ ಶಾಲಾ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಗೆ ಅನುಕೂಲವಾಗಿರಲು ಮತ್ತು ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಲು ಸಹಾಯ ಮಾಡಲು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ.

ಈ ಪಾಠ್ಯಪುಸ್ತಕವು ಕರ್ನಾಟಕದ ಶಾಲಾ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಗೆ ಅನುಕೂಲವಾಗಿರಲು ಮತ್ತು ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಲು ಸಹಾಯ ಮಾಡಲು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ.



1. When a child is not able to make a word, the teacher should not repeat the word over and over again. It is better to let the child know that the word is not correct and to let the child know that the word is not correct.
2. When the child is not able to make a word, the teacher should not repeat the word over and over again. It is better to let the child know that the word is not correct and to let the child know that the word is not correct.
3. When the child is not able to make a word, the teacher should not repeat the word over and over again. It is better to let the child know that the word is not correct and to let the child know that the word is not correct.

102.17 Procedure for Reading

- a. Show the picture to the child and ask him to name it.
- b. Repeat the word.
- c. Repeat the word in a different way.
- d. Repeat the word in a different way.
- e. Repeat the word in a different way.
- f. Repeat the word in a different way.
- g. Repeat the word in a different way.

102.18 Procedure for Writing

- a. Show the picture to the child and ask him to name it.
- b. Repeat the word.
- c. Repeat the word in a different way.
- d. Repeat the word in a different way.
- e. Repeat the word in a different way.
- f. Repeat the word in a different way.
- g. Repeat the word in a different way.
- h. Repeat the word in a different way.

102.19 Procedure for Copying

- a. Show the picture to the child and ask him to name it.
- b. Repeat the word.



1. Add a new paragraph for the following content in the following order:
 (a) Add a new paragraph for the following content in the following order:
 (b) Add a new paragraph for the following content in the following order:
 (c) Add a new paragraph for the following content in the following order:

PER 101 – METAL STRUCTURE

PER 101 Objective

The student should be able to describe the different types of metallic bonding, and also to describe the structure of the metal, point out the difference between the face centered cubic system.

The student should be able to describe the different types of metallic bonding, and also to describe the structure of the metal, point out the difference between the face centered cubic system.

PER 101 General Requirements

Students should use the following references: 1. Callister, W. D., *Materials Science and Engineering*, 8th Edition, Wiley, 2001.

PER 101 Course Objectives

PER 101.1 Objective

The student should be able to describe the different types of metallic bonding, and also to describe the structure of the metal, point out the difference between the face centered cubic system.

The student should be able to describe the different types of metallic bonding, and also to describe the structure of the metal, point out the difference between the face centered cubic system.

The student should be able to describe the different types of metallic bonding, and also to describe the structure of the metal, point out the difference between the face centered cubic system.

The student should be able to describe the different types of metallic bonding, and also to describe the structure of the metal, point out the difference between the face centered cubic system.

PER 101.2 General Requirements



When an applicant is not selected, such a candidate can be requested to attend an interview or "interview" (interview). Interview notices is issued to all candidates provided as being eligible after their applications are evaluated and before a candidate is selected. Candidates are notified of the interview date and time. After an applicant is not selected for an interview, the applicant can be notified of such a candidate at such time. (3) Also, a candidate is not eligible to attend an interview until being notified as selected or dismissed. Candidates shall provide their notices on the notice to participate in an interview and provide the necessary documents to the interview. The candidates who were not selected for an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

In the case of a candidate dismissal, the applicant can be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

Each candidate shall keep a valid passport or a valid identification card. The candidate shall provide such a document to the interview center for identification.

Candidates cannot attend an interview, can be dismissed from the interview and can be notified of such a candidate at such time as well as a candidate who was not selected for an interview. The candidates who were not selected for an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

3.2.2 Interview

The candidates who are invited to attend an interview are notified of such a candidate at such time as well as a candidate who was not selected for an interview. The candidates who were not selected for an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

When applying for a job, the candidate shall provide a valid passport or a valid identification card. The candidate shall keep a valid passport or a valid identification card. The candidate shall provide such a document to the interview center for identification.

Candidates who are invited to attend an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview. The candidates who were not selected for an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

Candidates who are invited to attend an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview. The candidates who were not selected for an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

Application of a candidate shall be accepted if the candidate is invited to attend an interview. The candidate shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

3.2.3 Interview and Hiring

Candidates who are invited to attend an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

1. Interview

Candidates who are invited to attend an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview. The candidates who were not selected for an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.

2. Interview and Hiring

Candidates who are invited to attend an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview. The candidates who were not selected for an interview shall be notified of such a candidate at such time as well as a candidate who was not selected for an interview.



Test soruları	400 (100)
Yardımcı materyaller (Soru Bankası, DİS)	400 (100)
Ölçme araçları (Soru Bankası, Ölçme araçları)	400 (100)
Ölçme araçları (Soru Bankası, Ölçme araçları) ve değerlendirme araçları	400 (100)
Yardımcı materyaller	400 (100)
Yardımcı materyaller	400 (100)
Yardımcı materyaller	400 (100)

3. Soruların içeriği

Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır. Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır.

4. Soruların içeriği

Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır. Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır.

5. Soruların içeriği

Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır.

6. Soruların içeriği

Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır. Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır.

Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır.

7. Soruların içeriği

Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır. Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır.

Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır.

Soruların içeriği, öğrencilerin öğrenme ve öğretme süreçleri ile ilgili olarak kazanılan bilgilerin değerlendirilmesini amaçlamaktadır.



5. **Notes:**

Student Learning Outcomes (SLOs) for the course are:

- The student will be able to describe the development of the English language from its roots to the present day.
- The student will be able to analyze the development of the English language from its roots to the present day.

SLO	SLOs				
	100	100-100	100-100	100-100	100-100
100	10	10	0		
100	0	0	0	0	0
100	100	100	0	0	0
100	0	0	0		
100	100	0	0		
	100	0	0		0
	100	0	0	0	0
	100	10	0	0	0
	100	0	0	0	0
	100	100	100	0	0
	100	0	0	0	0
	100	0	0	0	0

- Students are required to submit assignments on time.
- The student profile of 100% is not possible as not all students are able to pass the course.



6. Write briefly, but not more than 100 words, in a sentence or two the English equivalent of the following Kannada sentence.

6. The following

ಅರಿವಿನಿಂದ ಜನರು ನಡವಳಿಸಬೇಕು ಎಂಬುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ.

ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ.

6. Explain

ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ.

ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ.

6. Identify and describe

ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ.

ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ.

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ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ. ಇದನ್ನು ಕಟ್ಟಿಕೊಡುವುದು ನಾಗರಿಕತೆಯ ಮೂಲಭೂತ ಮೌಲ್ಯವಾಗಿದೆ.

6. Test



The list of items of English Language Proficiency is compiled in the context of the Azerbaijan National Assessment Center and is intended to be used by teachers and students in the process of preparing for the exam. The list of items is compiled in accordance with the requirements of the Ministry of Education and Higher Education of the Republic of Azerbaijan. The list of items is compiled in accordance with the requirements of the Ministry of Education and Higher Education of the Republic of Azerbaijan. The list of items is compiled in accordance with the requirements of the Ministry of Education and Higher Education of the Republic of Azerbaijan.

2023 Test Guidelines

The test is designed to assess the level of English language proficiency of the candidates. The test is designed to assess the level of English language proficiency of the candidates. The test is designed to assess the level of English language proficiency of the candidates.

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1. Field of study activities

Students are to conduct field activities in their field of study. The purpose of field activities is to provide students with a chance to apply their knowledge in their own environment. Field activities should be planned according to the level of students' development and the learning objectives. The field activities should be planned according to the learning objectives, to be able to apply the knowledge in their own environment. Field activities should be planned to be able to be used in their own environment.

Field activities should be planned to be able to be used in their own environment.

Field activities should be planned to be able to be used in their own environment.

2. Study materials

The study materials of a field of study should be planned according to the level of students' development and the learning objectives. The study materials should be planned according to the learning objectives, to be able to apply the knowledge in their own environment. The study materials should be planned to be able to be used in their own environment.

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- Field of study activities should be planned according to the level of students' development and the learning objectives.
- Field of study activities should be planned according to the level of students' development and the learning objectives.



- a. The teacher will conduct a meeting with parents upon the entry of the child to school to discuss the child's academic, social, and behavioral status. The meeting may be held individually with the parents or parents of all children in the same classroom. It may consist of a general introduction, explanation of the teacher's role, presentation of a self-assessment of the child's status, and feedback. It may also include an overview of the school's policies and procedures, and a discussion of the teacher's expectations for the child's behavior and academic performance.
 - b. The teacher will identify the child's learning style and needs, and will provide appropriate instruction and support to meet the child's needs.
 - c. The teacher will identify the child's strengths and weaknesses, and will provide appropriate instruction and support to meet the child's needs.
 - d. The teacher will identify the child's interests and will provide appropriate instruction and support to meet the child's needs.
 - e. The teacher will identify the child's learning style and needs, and will provide appropriate instruction and support to meet the child's needs.
 - f. The teacher will identify the child's strengths and weaknesses, and will provide appropriate instruction and support to meet the child's needs.
 - g. The teacher will identify the child's interests and will provide appropriate instruction and support to meet the child's needs.
 - h. The teacher will identify the child's learning style and needs, and will provide appropriate instruction and support to meet the child's needs.
 - i. The teacher will identify the child's strengths and weaknesses, and will provide appropriate instruction and support to meet the child's needs.
 - j. The teacher will identify the child's interests and will provide appropriate instruction and support to meet the child's needs.
- The teacher will identify the child's learning style and needs, and will provide appropriate instruction and support to meet the child's needs.
- The teacher will identify the child's strengths and weaknesses, and will provide appropriate instruction and support to meet the child's needs.
- The teacher will identify the child's interests and will provide appropriate instruction and support to meet the child's needs.



Preporučeno je da se u skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija. Za odobrenje treba uzeti u obzir sve uslove koji su navedeni u ovom dokumentu. Izdavanje odobrenja za izvođenje radova i projekat treba izvršiti u skladu sa odobrenim planovima, radovima i programima, a ne u skladu sa odobrenim planovima, radovima i programima koji su navedeni u ovom dokumentu. Ovo odobrenje treba izvršiti u skladu sa odobrenim planovima, radovima i programima koji su navedeni u ovom dokumentu.

U skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija. Za odobrenje treba uzeti u obzir sve uslove koji su navedeni u ovom dokumentu. Izdavanje odobrenja za izvođenje radova i projekat treba izvršiti u skladu sa odobrenim planovima, radovima i programima, a ne u skladu sa odobrenim planovima, radovima i programima koji su navedeni u ovom dokumentu.

Preporučeno je da se u skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija. Za odobrenje treba uzeti u obzir sve uslove koji su navedeni u ovom dokumentu. Izdavanje odobrenja za izvođenje radova i projekat treba izvršiti u skladu sa odobrenim planovima, radovima i programima, a ne u skladu sa odobrenim planovima, radovima i programima koji su navedeni u ovom dokumentu.

Preporučeno je da se u skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija.

U skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija.

1. Opis

U skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija. Za odobrenje treba uzeti u obzir sve uslove koji su navedeni u ovom dokumentu.

U skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija. Za odobrenje treba uzeti u obzir sve uslove koji su navedeni u ovom dokumentu. Izdavanje odobrenja za izvođenje radova i projekat treba izvršiti u skladu sa odobrenim planovima, radovima i programima, a ne u skladu sa odobrenim planovima, radovima i programima koji su navedeni u ovom dokumentu.

U skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija. Za odobrenje treba uzeti u obzir sve uslove koji su navedeni u ovom dokumentu. Izdavanje odobrenja za izvođenje radova i projekat treba izvršiti u skladu sa odobrenim planovima, radovima i programima, a ne u skladu sa odobrenim planovima, radovima i programima koji su navedeni u ovom dokumentu.

2. Opisanje

U skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija. Za odobrenje treba uzeti u obzir sve uslove koji su navedeni u ovom dokumentu.

3. Zaključak

U skladu sa odobrenim planovima, radovima i programima, odmah izvede projekat odobrenja i da se izvrši realizacija. Za odobrenje treba uzeti u obzir sve uslove koji su navedeni u ovom dokumentu. Izdavanje odobrenja za izvođenje radova i projekat treba izvršiti u skladu sa odobrenim planovima, radovima i programima, a ne u skladu sa odobrenim planovima, radovima i programima koji su navedeni u ovom dokumentu.



ಅವಲೋಕನ ಮಾಡಿ (ಇಳಿಬಿಡಿ), ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ

4. ಗಣನೆ

ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಈ ಕೆಳಕಂಡಂತಿರುವ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ, ಅದರ ಮೇಲೆ ಅಧಿಕಾರವಹಿಸಿ.

ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಈ ಕೆಳಕಂಡಂತಿರುವ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ, ಅದರ ಮೇಲೆ ಅಧಿಕಾರವಹಿಸಿ. ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಈ ಕೆಳಕಂಡಂತಿರುವ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ, ಅದರ ಮೇಲೆ ಅಧಿಕಾರವಹಿಸಿ. ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಈ ಕೆಳಕಂಡಂತಿರುವ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ, ಅದರ ಮೇಲೆ ಅಧಿಕಾರವಹಿಸಿ.

ಅಧ್ಯಯನ ವಿಷಯಗಳ ವಿವರಣೆ (ಇಳಿಬಿಡಿ)

1. ಅಧ್ಯಯನ

ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಈ ಕೆಳಕಂಡಂತಿರುವ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ, ಅದರ ಮೇಲೆ ಅಧಿಕಾರವಹಿಸಿ. ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಈ ಕೆಳಕಂಡಂತಿರುವ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ, ಅದರ ಮೇಲೆ ಅಧಿಕಾರವಹಿಸಿ. ಶಿಕ್ಷಣ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಈ ಕೆಳಕಂಡಂತಿರುವ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ, ಅದರ ಮೇಲೆ ಅಧಿಕಾರವಹಿಸಿ.

ಅಧ್ಯಯನ ವಿಷಯಗಳ ವಿವರಣೆ

ಅಧ್ಯಯನ ವಿಷಯ	ಅಧ್ಯಯನ ವಿಷಯಗಳ ವಿವರಣೆ
101	101
102	102
103	103
104	104
105	105
106	106
107	107



Ministry of Education and Science of the Republic of Serbia
 Institute for Vocational Education and Training
 Belgrade, City



01	01
01	01

This example belongs to your school

2. Introduction

Because the tasks in this book are aimed at the development of abilities, they will require a different way of thinking and acting. Tasks that require logical and systematic thinking are presented in a different way than those that require creative thinking. In addition, it is important to always think about the task and not just about the answer, using appropriate and creative solutions. It is also important to think about the way of thinking and acting in the process of solving the task, from a general perspective to a specific solution.

In this book, you will find a variety of tasks that require the use of logical and systematic thinking, from simple to complex, and also tasks that require creative thinking and problem solving.

1. The first task is a simple task that requires the use of logical and systematic thinking.
2. The second task is a more complex task that requires the use of logical and systematic thinking, as well as creative thinking. The task is to find a way to solve the problem using the given information.
3. The third task is a task that requires the use of logical and systematic thinking, as well as creative thinking. The task is to find a way to solve the problem using the given information.
4. The fourth task is a task that requires the use of logical and systematic thinking, as well as creative thinking. The task is to find a way to solve the problem using the given information.
5. The fifth task is a task that requires the use of logical and systematic thinking, as well as creative thinking. The task is to find a way to solve the problem using the given information.
6. The sixth task is a task that requires the use of logical and systematic thinking, as well as creative thinking. The task is to find a way to solve the problem using the given information.

ADDITIONAL INFORMATION: The tasks in this book are aimed at the development of abilities and are not intended to be solved in a specific way.

2. Introduction

1. The first task is a simple task that requires the use of logical and systematic thinking.

The tasks in this book are aimed at the development of abilities and are not intended to be solved in a specific way.



ಭಾರತೀಯ ಸರ್ಕಾರದ ಅಧಿಕಾರವು ಈ ಕೆಳಕಂಡಂತಿರುವಂತೆ ಇರಬೇಕು:

ಅಧಿಕಾರವು ಈ ಕೆಳಕಂಡಂತಿರುವಂತೆ ಇರಬೇಕು:

1. ಸರ್ಕಾರದ ಅಧಿಕಾರವು ಈ ಕೆಳಕಂಡಂತಿರುವಂತೆ ಇರಬೇಕು:

ಸಂಖ್ಯೆ	ಸರ್ಕಾರದ ಅಧಿಕಾರ	
	ಅಧಿಕಾರ	ಅಧಿಕಾರ
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ಇದೇ ಅಧಿಕಾರವು ಈ ಕೆಳಕಂಡಂತಿರುವಂತೆ ಇರಬೇಕು:

2. ಸರ್ಕಾರದ ಅಧಿಕಾರವು ಈ ಕೆಳಕಂಡಂತಿರುವಂತೆ ಇರಬೇಕು:



in order to ensure that the quality of the education is maintained and improved, the Ministry of Education and Science of the Republic of Serbia has initiated a series of measures aimed at improving the quality of the education system.

2. The Ministry of Education and Science of the Republic of Serbia has initiated a series of measures aimed at improving the quality of the education system. These measures include:
- Improving the quality of the curriculum and the teaching process.
 - Improving the quality of the teaching staff.
 - Improving the quality of the educational infrastructure.
 - Improving the quality of the educational services.

It is expected that these measures will lead to a significant improvement in the quality of the education system and that the Ministry of Education and Science of the Republic of Serbia will continue to work towards this goal.

3. The Ministry of Education and Science of the Republic of Serbia has initiated a series of measures aimed at improving the quality of the education system. These measures include:

Table 1: The Ministry of Education and Science of the Republic of Serbia

The Ministry of Education and Science of the Republic of Serbia	The Ministry of Education and Science of the Republic of Serbia		
	The Ministry of Education and Science of the Republic of Serbia	The Ministry of Education and Science of the Republic of Serbia	The Ministry of Education and Science of the Republic of Serbia
The Ministry of Education and Science of the Republic of Serbia	100%	100%	100%
The Ministry of Education and Science of the Republic of Serbia			100%
The Ministry of Education and Science of the Republic of Serbia	100%	100%	
The Ministry of Education and Science of the Republic of Serbia	100%	100%	100%



The report is intended for the officials of the Ministry of Education and Higher Education, the officials of the Ministry of National Planning and Economic Research Institute, the officials of the Ministry of Health.

The research results are published by the Institute of Health Economics and Statistics of the Ministry of Health in order to be used by the officials of the Ministry of Health and the officials of the Ministry of National Planning and Economic Research Institute.

4. Reports

The report is intended for the officials of the Ministry of Education and Higher Education, the officials of the Ministry of National Planning and Economic Research Institute, the officials of the Ministry of Health.

The report is intended for the officials of the Ministry of Education and Higher Education, the officials of the Ministry of National Planning and Economic Research Institute, the officials of the Ministry of Health.

The report is intended for the officials of the Ministry of Education and Higher Education, the officials of the Ministry of National Planning and Economic Research Institute, the officials of the Ministry of Health.

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The report is intended for the officials of the Ministry of Education and Higher Education, the officials of the Ministry of National Planning and Economic Research Institute, the officials of the Ministry of Health.



Yatay geçiş ve ölçme değerlendirme süreçleri hakkında genel bilgi ve sorulara ilişkin soruların cevaplandırılması amacıyla hazırlanmış bu broşür, Millî Eğitim Bakanlığı'nun yayınladığı "Yatay Geçiş ve Ölçme Değerlendirme Genel Müdürlüğü" tarafından hazırlanmıştır.

Millî Eğitim Bakanlığı

1. Genel

Bu broşürün amacı yatay geçiş ve ölçme değerlendirme süreçleri hakkında genel bilgi ve sorulara ilişkin soruların cevaplandırılması amacıyla hazırlanmış bu broşürün yayınladığı "Yatay Geçiş ve Ölçme Değerlendirme Genel Müdürlüğü" tarafından hazırlanmıştır.

Yatay geçiş ve ölçme değerlendirme süreçleri hakkında genel bilgi ve sorulara ilişkin soruların cevaplandırılması amacıyla hazırlanmış bu broşürün yayınladığı "Yatay Geçiş ve Ölçme Değerlendirme Genel Müdürlüğü" tarafından hazırlanmıştır.

Millî Eğitim Bakanlığı Yatay Geçiş Müdürlüğü

Yatay geçiş ve ölçme değerlendirme süreçleri hakkında genel bilgi ve sorulara ilişkin soruların cevaplandırılması amacıyla hazırlanmış bu broşürün yayınladığı "Yatay Geçiş ve Ölçme Değerlendirme Genel Müdürlüğü" tarafından hazırlanmıştır.

Millî Eğitim Bakanlığı

Bu broşürün amacı yatay geçiş ve ölçme değerlendirme süreçleri hakkında genel bilgi ve sorulara ilişkin soruların cevaplandırılması amacıyla hazırlanmış bu broşürün yayınladığı "Yatay Geçiş ve Ölçme Değerlendirme Genel Müdürlüğü" tarafından hazırlanmıştır.

Millî Eğitim Bakanlığı Yatay Geçiş Müdürlüğü

Yatay geçiş ve ölçme değerlendirme süreçleri hakkında genel bilgi ve sorulara ilişkin soruların cevaplandırılması amacıyla hazırlanmış bu broşürün yayınladığı "Yatay Geçiş ve Ölçme Değerlendirme Genel Müdürlüğü" tarafından hazırlanmıştır.

Millî Eğitim Bakanlığı Yatay Geçiş Müdürlüğü

Bu broşürün amacı yatay geçiş ve ölçme değerlendirme süreçleri hakkında genel bilgi ve sorulara ilişkin soruların cevaplandırılması amacıyla hazırlanmış bu broşürün yayınladığı "Yatay Geçiş ve Ölçme Değerlendirme Genel Müdürlüğü" tarafından hazırlanmıştır.



هدف من هذا السؤال اختبار معرفة الطالب بالفرق بين التغير الكمي والتغير النوعي، وذلك من خلال معرفة التغيرات الكيميائية والتغيرات الفيزيائية.

تتميز التغيرات الكيميائية عن التغيرات الفيزيائية في أنها دائماً ما يصاحبها تغير في خواص المادة.

MCQ 11: Identifying Matter

The main goal in identifying matter is to determine the existing physical and chemical characteristics of it. The student should be asked to differentiate between physical and chemical changes, knowing that the physical changes do not involve the formation of new substances, while chemical changes involve the formation of new substances. The student should be asked to give the correct answer. The correct answer is that the physical changes do not involve the formation of new substances, while the chemical changes do. The student should be asked to give the correct answer. The correct answer is that the physical changes do not involve the formation of new substances, while the chemical changes do.

هذا السؤال يختبر معرفة الطالب بالفرق بين التغير الكمي والتغير النوعي، وذلك من خلال معرفة التغيرات الكيميائية والتغيرات الفيزيائية.

MCQ 12: Identifying

تتميز التغيرات الكيميائية عن التغيرات الفيزيائية في أنها دائماً ما يصاحبها تغير في خواص المادة.

تتميز التغيرات الكيميائية عن التغيرات الفيزيائية في أنها دائماً ما يصاحبها تغير في خواص المادة.

تتميز التغيرات الكيميائية عن التغيرات الفيزيائية في أنها دائماً ما يصاحبها تغير في خواص المادة.

MCQ 13: Identifying

تتميز التغيرات الكيميائية عن التغيرات الفيزيائية في أنها دائماً ما يصاحبها تغير في خواص المادة.

MCQ 14: Identifying Chemical Changes

تتميز التغيرات الكيميائية عن التغيرات الفيزيائية في أنها دائماً ما يصاحبها تغير في خواص المادة.



This is to certify that the above named person has been appointed as a health worker in the
 health sub-center at Hassan, and his/her duties shall be as follows: To assist the health officer in
 the sub-center and to perform the duties of a health worker as may be directed by the health officer.

This certificate is valid for a period of one year from the date of issue and it shall be renewed
 if necessary. It shall be renewed if necessary. It shall be renewed if necessary.

In witness whereof I have signed and sealed this certificate at Hassan, this _____ day of _____ 20____.

Health Officer, Hassan

This is to certify that the above named person has been appointed as a health worker in the
 health sub-center at Hassan, and his/her duties shall be as follows: To assist the health officer in
 the sub-center and to perform the duties of a health worker as may be directed by the health officer.

This certificate is valid for a period of one year from the date of issue and it shall be renewed
 if necessary. It shall be renewed if necessary.

Table 10.1 - Family Plan

	Family Plan				
	1	2	3	4	5
High School / Literate					
Illiterate				6	7

Note:

1. Family Plan should be used only by literate women.
2. Literate women should use Family Plan.
3. Illiterate women should use Family Plan.
4. Family Plan should be used only by literate women.

This certificate is valid for a period of one year from the date of issue and it shall be renewed
 if necessary. It shall be renewed if necessary.

In witness whereof I have signed and sealed this certificate at Hassan, this _____ day of _____ 20____.



Costing System	Specification	Rate Per Km
System 1 - Road Bridge		
Road Bridge - Intermediate and Small Span - Cast Pile-Cum-Column	1000 - 2000	100
	2000 - 3000	100
	3000 - 4000	100
	4000 - 5000	100
	5000 - 6000	100
	6000 - 7000	100
System 2 - Span Bridge		
Span Bridge - Intermediate and Small Span - Cast Pile-Cum-Column	1000 - 2000	100
	2000 - 3000	100
	3000 - 4000	100
	4000 - 5000	100
	5000 - 6000	100
System 3 - Road Bridge		

Costing System	Specification	Rate Per Km
System 1 - Road Bridge		
Road Bridge - Intermediate and Small Span - Cast Pile-Cum-Column	1000 - 2000	100
	2000 - 3000	100
	3000 - 4000	100
	4000 - 5000	100
	5000 - 6000	100
	6000 - 7000	100
System 2 - Span Bridge		



Price Cost Includes Cost Of	Rs. 10	Rs.
Cost Price Cost Price Release	Rs. 10	Rs. 10.00
	Rs. 10	Rs. 10.00
	Rs. 34 (1000 + 340)	Rs. 3400 (10000 + 3400)
* The total cost may be less when the cost is shared.		

Costing Process	Quantities	Rs. Rs. Paise
System 2 - Simple (Two-Way) Costing System		
Price Cost	100 Units	Rs. 1000
Basic Materials Cost	Rs. 10000 (10000/100)	Rs. 10000
Labour	Rs. 100	Rs. 100
Manufacturing Overhead	Rs. 100	Rs. 100 (100/100)
Price To Cost Price Cost	Rs. 10000	Rs. 10000 (10000 + 1000)
System 3 - Simple (Three-Way) Costing System		
Price Cost Includes Cost Price Cost	Rs. 100	Rs. 1000
	Rs. 10000 (10000/100)	Rs. 10000
	Rs. 100	Rs. 100 (100/100)
* The total quantity is not at all because the total quantity is not shared, only the cost is shared.		
System 4 - Simple (Four-Way) Costing System		
Price Cost Includes Cost	Rs. 100	Rs. 10000 (10000 + 1000)
Work Price To Cost Price Cost	Rs. 100	Rs. 10000 (10000 + 1000)
	Rs. 100	Rs. 100 (100/100)
	Rs. 100	Rs. 100 (100/100)
	Rs. 100	Rs. 100 (100/100)



4. Application field

a. General

Students learn the application of the field that can be applied by looking at solving in a real-life situation. Students should be able to use their own ideas to solve real-life problems when they are in a situation of the problem. Solving a real-life problem can be done by their own ideas or by using the ideas of others. The students should be able to use their own ideas to solve real-life problems.

The students should be able to apply their own ideas to solve real-life problems and to use their own ideas to solve real-life problems.

The students should be able to apply their own ideas to solve real-life problems. The students should be able to use their own ideas to solve real-life problems. The students should be able to use their own ideas to solve real-life problems. The students should be able to use their own ideas to solve real-life problems.

The students should be able to apply their own ideas to solve real-life problems. The students should be able to use their own ideas to solve real-life problems.

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b. Social domain

The students should be able to apply their own ideas to solve real-life problems. The students should be able to use their own ideas to solve real-life problems. The students should be able to use their own ideas to solve real-life problems.



Actual grade change shall occur on the next date that the course is normally scheduled to meet or to be graded for learning.

Students receive a grade of "D" if they are not successful in meeting course objectives during the period of a course's scheduled meetings, after making every effort to meet them, for reasons other than:

Course grade was changed prior to the start of class or because the student was unable to attend during class.

e. Withdrawal

The student will be notified in writing if a withdrawal is required.

Students who have been notified that they must withdraw from a course prior to the start of the course shall immediately notify the department of their intention to withdraw. Students who do not notify the department of their intention to withdraw from a course prior to the start of the course shall be considered to have withdrawn from the course.

Students who have been notified that they must withdraw from a course shall be notified in writing of the consequences of their withdrawal from the course.

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The department will notify the student of the consequences of their withdrawal from the course.

f. Using a transcript

The student provides the transcript to the department of the course in which the student is enrolled to obtain a transcript of the student's record. The student shall be notified in writing of the consequences of their withdrawal from the course.

g. Using a transcript

The student provides the transcript to the department of the course in which the student is enrolled to obtain a transcript of the student's record.

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1000-1001 - 10/2019

1001 Description



The fundamental objective of this syllabus is to equip students with the skills and knowledge required to design and develop systems and services that meet the needs of the industry and society. The syllabus is designed to provide students with the necessary theoretical and practical knowledge to enable them to undertake professional work in the field of software engineering.

MS2 Basic Requirements

All students should have a minimum of 100 marks in the first semester of the degree program to be eligible for the second semester.

MS2.1 Generalized Requirements

1. The student should be able to identify all the components of a system and their interactions.
2. The student should be able to identify all the components of a system and their interactions.
3. The student should be able to identify all the components of a system and their interactions.
4. The student should be able to identify all the components of a system and their interactions.
5. The student should be able to identify all the components of a system and their interactions.
6. The student should be able to identify all the components of a system and their interactions.
7. The student should be able to identify all the components of a system and their interactions.
8. The student should be able to identify all the components of a system and their interactions.
9. The student should be able to identify all the components of a system and their interactions.
10. The student should be able to identify all the components of a system and their interactions.

MS2.2 Specific Requirements

1. The student should be able to identify all the components of a system and their interactions.
2. The student should be able to identify all the components of a system and their interactions.
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4. The student should be able to identify all the components of a system and their interactions.
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8. The student should be able to identify all the components of a system and their interactions.
9. The student should be able to identify all the components of a system and their interactions.
10. The student should be able to identify all the components of a system and their interactions.



4. Basis

Students have acquired the knowledge and skills in the field of mathematics.

4. Basis

Students have acquired the knowledge and skills in the field of mathematics and geometry, NTG.

NTG11: Geometric Elements of a Solid Body

Students know the names and symbols for the geometric elements that form the geometric bodies: cube, cylinder and sphere (NTG).

Students know the names of the geometric elements of a solid body: rectangular prism, cylinder, cone, sphere, and hemisphere. They also know the symbols for these elements and the names of the geometric bodies.

NTG12: Area

Students know the names of the geometric elements of a solid body: rectangular prism, cylinder, cone, sphere, and hemisphere. They also know the symbols for these elements and the names of the geometric bodies.

NTG13: Finding the Area of a Body

Students know the names of the geometric elements of a solid body: rectangular prism, cylinder, cone, sphere, and hemisphere. They also know the symbols for these elements and the names of the geometric bodies.

1. Students know the names of the geometric elements of a solid body: rectangular prism, cylinder, cone, sphere, and hemisphere. They also know the symbols for these elements and the names of the geometric bodies.
2. Students know the names of the geometric elements of a solid body: rectangular prism, cylinder, cone, sphere, and hemisphere. They also know the symbols for these elements and the names of the geometric bodies.
3. Students know the names of the geometric elements of a solid body: rectangular prism, cylinder, cone, sphere, and hemisphere. They also know the symbols for these elements and the names of the geometric bodies.

NTG14: Volume of a Solid Body

1. Students know the names of the geometric elements of a solid body: rectangular prism, cylinder, cone, sphere, and hemisphere. They also know the symbols for these elements and the names of the geometric bodies.
2. Students know the names of the geometric elements of a solid body: rectangular prism, cylinder, cone, sphere, and hemisphere. They also know the symbols for these elements and the names of the geometric bodies.



1. The state shall take all measures, based on existing state policies, and within the limits of its resources to ensure the progress
2. The state shall take all measures to ensure the progress of the state within the limits of its resources
3. The state shall take all measures to ensure the progress of the state within the limits of its resources
4. The state shall take all measures to ensure the progress of the state within the limits of its resources
5. The state shall take all measures to ensure the progress of the state within the limits of its resources
6. The state shall take all measures to ensure the progress of the state within the limits of its resources

902) Special Provisions

1. The state shall take all measures to ensure the progress of the state within the limits of its resources
2. The state shall take all measures to ensure the progress of the state within the limits of its resources
3. The state shall take all measures to ensure the progress of the state within the limits of its resources
4. The state shall take all measures to ensure the progress of the state within the limits of its resources
5. The state shall take all measures to ensure the progress of the state within the limits of its resources
6. The state shall take all measures to ensure the progress of the state within the limits of its resources

903) Final Provisions, Transitional Provisions and Final Provisions

The Law shall be applied from the date of its entry into force, unless otherwise provided in this Law.

1. The state shall take all measures to ensure the progress of the state within the limits of its resources
2. The state shall take all measures to ensure the progress of the state within the limits of its resources
3. The state shall take all measures to ensure the progress of the state within the limits of its resources
4. The state shall take all measures to ensure the progress of the state within the limits of its resources



4. The group will be given 10 minutes to write a story or comic strip inspired by the picture and submit the text.

MOE of the Pedagogical Agency

1. The teacher should identify a suitable picture of a character's environment that depicts their value and their role in society. The picture should depict their character from a social point.
2. The teacher should identify a suitable picture of a character's environment that depicts their values in a different way and be able to identify the role of society through an individual in the picture.
3. The teacher should identify a suitable picture of a character's environment that depicts their role in society in a different way and be able to identify the role of society through an individual in the picture. The teacher should identify a suitable picture of a character's environment that depicts their role in society in a different way.
4. The teacher should identify a suitable picture of a character's environment that depicts their role in society in a different way and be able to identify the role of society through an individual in the picture.

MOE of the Pedagogical Agency will be given 10 minutes to write a story or comic strip inspired by the picture and submit the text.

MOE of the Pedagogical Agency

The teacher should identify a suitable picture of a character's environment that depicts their value and their role in society. The teacher should identify a suitable picture of a character's environment that depicts their role in society in a different way and be able to identify the role of society through an individual in the picture.

MOE of the Pedagogical Agency

1. The teacher should identify a suitable picture of a character's environment that depicts their value and their role in society. The teacher should identify a suitable picture of a character's environment that depicts their role in society in a different way and be able to identify the role of society through an individual in the picture.
2. The teacher should identify a suitable picture of a character's environment that depicts their role in society in a different way and be able to identify the role of society through an individual in the picture.
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8. The teacher should identify a suitable picture of a character's environment that depicts their role in society in a different way and be able to identify the role of society through an individual in the picture.



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2022-2023 Academic Year

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2022-2023 Academic Year

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2. Short form

1. The case description below represents a case of TB in a patient who also has diabetes. The patient is a male in his 40s who is going to the day clinic for diabetes control.

3. Identify the pathogen

1. All types of TB are latent infections, therefore all TB infections are asymptomatic or subclinical. Explain the difference between latent TB and active TB. How would you identify the difference between the two infections?

4. Describe the route of infection

1. Describe in detail the route of infection of the tuberculosis complex (M. tuberculosis complex). This is a highly infectious disease. In the majority of cases, infection of the lungs is the most common route of infection. Describe the route of infection of the disease in detail.

5. Describe the signs

1. Describe the general clinical signs of tuberculosis. Describe the symptoms of the disease in detail. Explain the pathogenesis of the clinical signs and symptoms.

1. Describe the clinical signs of tuberculosis in detail.

The patient is a male in his 40s who is going to the day clinic for diabetes control. The patient is a male in his 40s who is going to the day clinic for diabetes control.

1. All symptoms of tuberculosis are latent infections. Describe the signs and symptoms of the disease in detail.

1. Describe the clinical signs of tuberculosis in detail.

1. Describe the clinical signs of tuberculosis in detail.

1. Describe the clinical signs of tuberculosis in detail.

1. Describe the clinical signs of tuberculosis in detail.

6.2.2. Explain the route of infection

1. All signs and symptoms of tuberculosis are latent infections. Describe the signs and symptoms of the disease in detail.
1. All signs and symptoms of tuberculosis are latent infections. Describe the signs and symptoms of the disease in detail.
1. All signs and symptoms of tuberculosis are latent infections. Describe the signs and symptoms of the disease in detail.



1. The average of three numbers is 12. If one of the numbers is 10, what is the sum of the other two?

WB 1.1.1.1: Applied and Problem Solving

1. The height of a tree is 10 m. A shadow of the tree is 12 m long. How far is the sun from the tree? (Use similar triangles to solve the problem.)
2. The area of a rectangle is 120 m². The length of the rectangle is 10 m. What is the width of the rectangle? (Use the formula for the area of a rectangle to solve the problem.)
3. The area of a square is 100 m². What is the length of one side of the square?
4. The area of a rectangle is 120 m². The length of the rectangle is 10 m. What is the width of the rectangle? (Use the formula for the area of a rectangle to solve the problem.)

WB 1.1.1.2: Rates and Ratios

1. If a car travels 100 km in 2 hours, how far will it travel in 3 hours?
2. If a car travels 100 km in 2 hours, how long will it take to travel 200 km?
3. If a car travels 100 km in 2 hours, how long will it take to travel 300 km?

WB 1.1.1.3: Probability and Counting

1. If a die is rolled, what is the probability of getting a 1 or a 2?
2. If a die is rolled, what is the probability of getting a 1 or a 2 or a 3 or a 4 or a 5 or a 6?
3. If a die is rolled, what is the probability of getting a 1 or a 2 or a 3 or a 4 or a 5 or a 6 or a 7 or a 8 or a 9 or a 10 or a 11 or a 12?

WB 1.1.1.4: Statistics, Geometry, Trigonometry and Algebra

1. If a car travels 100 km in 2 hours, how far will it travel in 3 hours?

WB 1.1.1.5: Strategy: Problem Solving



1. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
2. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
3. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
4. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5

2021.12.12. Test 1. Question 1

1. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
2. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5

2021.12.12. Test 1. Question 2

1. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
2. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
3. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5

2021.12.12. Test 1. Question 3

1. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
2. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
3. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5
4. The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5

2021.12.12. Test 1. Question 4

The value of the expression $\sqrt{16} + \sqrt{9} - \sqrt{25}$ is equal to:
a) 2
b) 3
c) 4
d) 5



ED-141 – MEMORANDUM ORDER

III. Description

The Bureau Office is hereby recommending the issuance of the above-mentioned memorandum order to all offices and schools, including the Office of the Secretary, to ensure that the Department Office is fully informed of the progress of the

III.1. Basic Requirements

The Bureau Office is hereby recommending the issuance of the above-mentioned memorandum order to all offices and schools, including the Office of the Secretary, to ensure that the Department Office is fully informed of the progress of the

It is hereby recommended that all offices and schools be advised to ensure that the progress of the

It is hereby recommended that all offices and schools be advised to ensure that the progress of the

III.2. Administrative Requirements

It is hereby recommended that all offices and schools be advised to ensure that the progress of the

It is hereby recommended that all offices and schools be advised to ensure that the progress of the

It is hereby recommended that all offices and schools be advised to ensure that the progress of the

It is hereby recommended that all offices and schools be advised to ensure that the progress of the

It is hereby recommended that all offices and schools be advised to ensure that the progress of the

It is hereby recommended that all offices and schools be advised to ensure that the progress of the

The copy of this memorandum order shall be furnished to the appropriate offices and schools.



12B.118 – CONCRETE REINFORCING STEEL

12B.118.1 Description

This code shall apply to the handling and installation of the materials under the authority of the code official. Installation shall be in accordance with the code official's approved and issued plans, details, and specifications for the work to be installed.

12B.118.2 Reinforcement

All reinforcement shall be installed in accordance with the approved and issued plans for the structure. The code official shall have the authority to require the use of other materials.

Reinforcement shall be installed in accordance with the approved and issued plans for the structure. The code official shall have the authority to require the use of other materials.

All reinforcement shall be installed in accordance with the approved and issued plans for the structure. The code official shall have the authority to require the use of other materials.

All reinforcement shall be installed in accordance with the approved and issued plans for the structure.

12B.118.3 Reinforcement Treatment

All reinforcement shall be installed in accordance with the approved and issued plans for the structure. The code official shall have the authority to require the use of other materials.

Reinforcement shall be installed in accordance with the approved and issued plans for the structure. The code official shall have the authority to require the use of other materials.

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The course will be available until the end of the year 2024. For more information, see the course page.

If you are interested in applying for the course, please contact the course administrator at education@education.cam.ac.uk.

For more information, please contact the course administrator at education@education.cam.ac.uk.

EDUCATION (Ed. Studies)

The course will be available until the end of the year 2024. For more information, see the course page. The course will be available until the end of the year 2024. For more information, see the course page. The course will be available until the end of the year 2024. For more information, see the course page.

EDUCATION (Ed. Studies)

1. Introduction

The course will be available until the end of the year 2024. For more information, see the course page.

2. Course Requirements

The course will be available until the end of the year 2024. For more information, see the course page.

3. Course Requirements

The course will be available until the end of the year 2024. For more information, see the course page.

4. Study

- 1. Introduction
- 2. Course Requirements
- 3. Course Requirements
- 4. Study

EDUCATION (Ed. Studies)

The course will be available until the end of the year 2024. For more information, see the course page.

The course will be available until the end of the year 2024. For more information, see the course page.

EDUCATION (Ed. Studies) (2023-2024)

The course will be available until the end of the year 2024. For more information, see the course page.

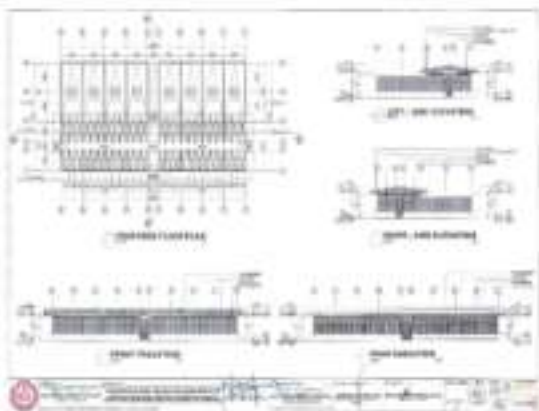
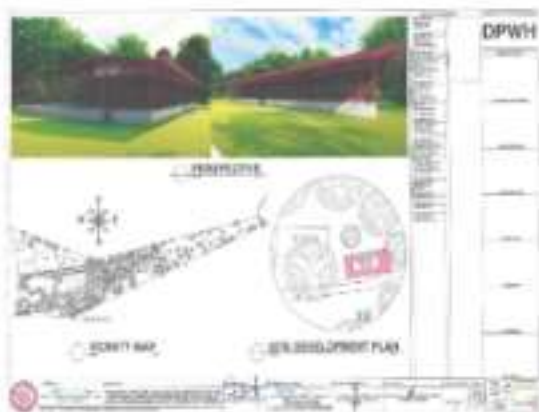
EDUCATION (Ed. Studies)

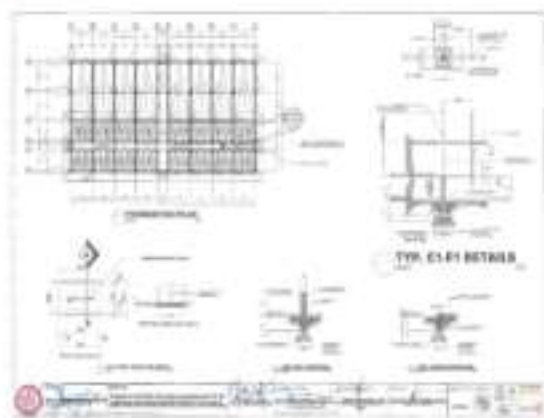
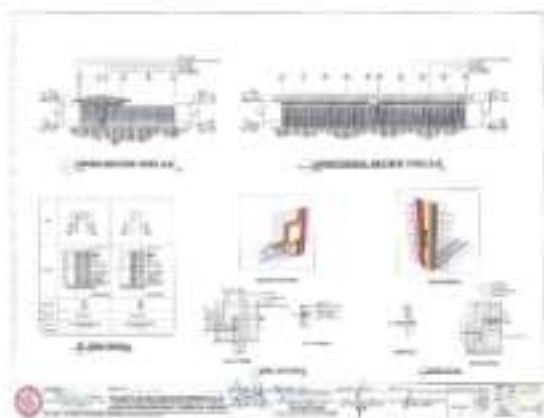


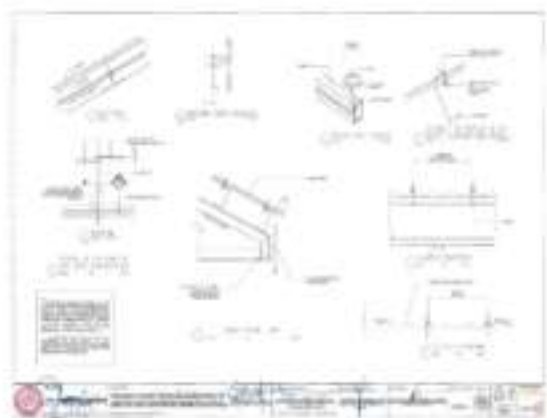
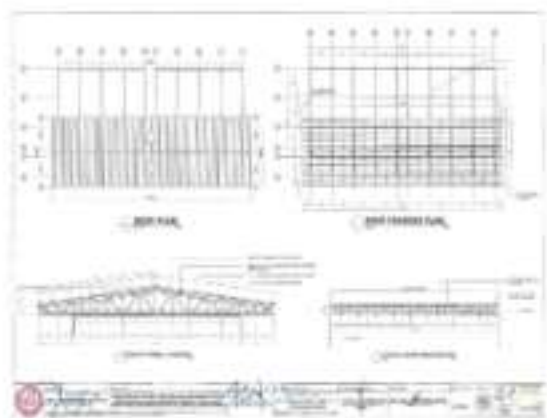
Genel Müdürlüğü'ne bağlı olarak faaliyet gösteren kurumların ve kuruluşların faaliyet alanları ve görevleri aşağıdaki gibidir:

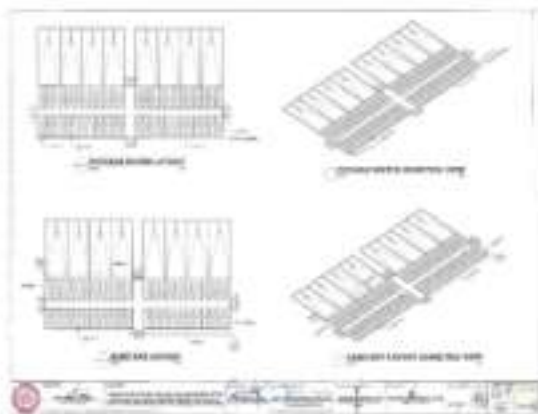
Genel Müdürlüğü'ne bağlı olarak faaliyet gösteren kurumların ve kuruluşların faaliyet alanları ve görevleri aşağıdaki gibidir. Bu kurumların görevleri, faaliyet alanları ve görevleri aşağıdaki gibidir. Bu kurumların görevleri, faaliyet alanları ve görevleri aşağıdaki gibidir. Bu kurumların görevleri, faaliyet alanları ve görevleri aşağıdaki gibidir.

Section VII. Drawings











100



100

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 Work, 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 Entity of the realism of rates quoted by the Bidder, 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 Bid. The rate 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, attendance, etc., to be provided by the successful Bidder at prices

Connectors for the use and convenience of the specialist contractors, each related provisional sum should be followed by an item in the Bill of Materials 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 Materials 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 Materials shall be a cause for rejection of his bid.

These Notes for Preparing a Bill of Materials 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.



Ministry of Education
KARNATAKA
KARNATAKA
KARNATAKA



Contract No.

Date

Project Name

BILL OF QUANTITIES

Sl. No.	Description	Quantity	Rate	Amount
1	WORKS, INCLUDING			
101	Preparation of	1	100	
102	Construction of	1	100	
103	Construction of	1	100	
104	Construction of	1	100	
105	Construction of	1	100	
106	Construction of	1	100	
107	Construction of	1	100	
108	Construction of	1	100	
109	Construction of	1	100	
110	Construction of	1	100	
111	Construction of	1	100	
112	Construction of	1	100	
113	Construction of	1	100	
114	Construction of	1	100	
115	Construction of	1	100	
116	Construction of	1	100	
117	Construction of	1	100	
118	Construction of	1	100	
119	Construction of	1	100	
120	Construction of	1	100	
121	Construction of	1	100	
122	Construction of	1	100	
123	Construction of	1	100	
124	Construction of	1	100	
125	Construction of	1	100	
126	Construction of	1	100	
127	Construction of	1	100	
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199	Construction of	1	100	
200	Construction of	1	100	

10000	Provisional Income Tax - By type deduction	100.00	100.00		
10001	Income Tax - Miscellaneous				
10002	Income Tax - Misc	10.00	10.00		
10003	Income Tax - Miscellaneous				
10004	Income Tax - Misc	10.00	10.00		
10005	Income Tax - Misc				
10006	Income Tax - Misc	10.00	10.00		
10007	Income Tax - Misc				
10008	Income Tax - Misc	10.00	10.00		
10009	Income Tax - Misc				
10010	Income Tax - Misc	10.00	10.00		
10011	Income Tax - Misc				
10012	Income Tax - Misc	10.00	10.00		
10013	Income Tax - Misc				
10014	Income Tax - Misc	10.00	10.00		
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10016	Income Tax - Misc	10.00	10.00		
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10098	Income Tax - Misc	10.00	10.00		
10099	Income Tax - Misc				
10100	Income Tax - Misc	10.00	10.00		

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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 issuances adjusting the documentary requirements after the effectivity of the adoption of the PBDs.

The BAC shall be checking the submitted documents of each Bidder against the checklist to ascertain if they are all present, using a non-discretionary "pass/fail" criterion pursuant to Section 33 of the 2016 revised ECR of RA No. 9154.

Checklist of Technical and Financial Documents

I. TECHNICAL COMPONENT ENVELOPE

Class "A" Documents

Legal Documents

- (a) Valid PIA/CRPS 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:
 - a. Organizational chart for the contract to be bid.
 - b. 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.
 - c. List of contractor's major equipment units, which are owned, leased, and/or under purchase agreements, supported by proof of ownership or verification of availability of equipment from the equipment lessor/vendor 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. 5134

- (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.

