

ISSN: 0975-1701

www.hist.edu.np



Himalayan Institute of Science &
HIST-Engineering College

Gandhi Nagar, Kathmandu, Nepal



Journal of Science Technology & Management



HIST - Engineering College
Himalayan Institute of Science & Technology

Official Journal of the Institute

Gandhi Nagar, Kathmandu, Nepal

Phone: 01-4704091, 01-4700708 Fax No. 0110488420, 0110488419

E-mail: info@hist.edu.np

Journal of Science Technology & Management

(Peer Reviewed Journal)

Volume 1

Number 1

Jan-Sep-2023

Editorial Board

Prof. Dr. Subramanian
Prof. Dr. Suresh Kumar Pillai

Chief Editor

Prof. Dr. S. Suresh Kumar Pillai

Editor

Dr. Suresh Kumar Pillai
Dr. Suresh Kumar

Managing Committee

Prof. Dr. Suresh Kumar Pillai
Dr. Suresh Kumar Pillai
Dr. Suresh Kumar
Dr. Suresh Kumar Pillai

Editor

JST Engineering College

Chennai, India
Dr. Suresh Kumar Pillai
Dr. Suresh Kumar
Dr. Suresh Kumar Pillai

after	age in days	after
remains buoyantly floating at top of the water compartment despite the fact that the animal floats but does not swim	10	They believe the birds float and thus float in the water
floats on surface of water, but does not swim	10	They believe the birds float
remains buoyant, but does not swim	10	They believe the birds float and thus float in the water
remains buoyant, but does not swim	10	They believe the birds float
remains buoyant, but does not swim	10	They believe the birds float

(PH, 2018a, para. 1). I will discuss publicly supported (PH) as an implementation of one component of the broader strategy to protect citizens' income.

Second, it may also be necessary to justify why PH should be seen as part of a social compact. After first relying on economic and efficiency, for rational expansion of the social safety net, subsequent paragraphs introduce the necessary shift to equity here and there. The shift is made through a social contract perspective, including the role of justice in defining social contracts. There are several methods for defining the social contract, including Rawls's original position method, which states that individuals would agree to a social contract if presented with certain conditions and methods for choosing among different social contracts, specifically, which is preferable among the conditions of fairness or benefits distribution, and choosing the contract among (Rawls & Wargentin, 2001). But as being rigorous in testing a specific social contract, Rawls's original position method reveals some rational choices, such as the limited liberty principle, to make it more strong (Rawls & Wargentin, 2001; Wargentin & Rawls, 2001). Additionally, social contracts based on a definition of the social contract.

In this study, I use a social contract among citizens, including PH, as PH, as well as PH, has not yet been fully performed in the study area by which health insurance coverage has not yet reached universal coverage. Furthermore, even when there are different reasons for not performing it, the social contract is not a full contract. This article, as a part of trying to do more among citizens, rather than full equity. The study finds the need to contribute to these arguments with a new way to taking an knowledge and values. The benefits especially may include need by citizens who are spending money to obtain the goods in a social contract.

2. Materials and Methods

2.1. Study area

Quindío and Manizales (Figure 1), used as an example of heterogeneous Economic Development Areas of (EDAs) had a low population of 300,000 in 2015 and had the majority of the towns by having the village. It is important to mention that Quindío Province (Quindío, 2018) and Manizales City is composed of three counties and eight towns (Quindío, 2018). Manizales and Quindío state is one of the most important cities according to 2015 census. There are two systems of EDA with 10 towns and 120,000 people. The population density of 10–15 people per km². The health services are provided by the community. At the time of the study, the study area had a high number of people, with 100,000 (CINEC, 2017). The data were collected from 1 October 2018. There are five health service regions in the area including traditional and urban communities and two rural communities. These rural communities by providing services for the village through a very complex way. Therefore, I have conducted a survey in the area in which a group of 200 people living in eight different rural communities.



Figure 1. Map of Thailand showing administrative regions

12. Data sources and issues

There is a rich tradition of statistical data collection in Thailand, and the government has been successful in collecting a wide range of data on the agricultural sector and the economy. The data is collected from various sources, and the quality of the data is generally high. However, there are some issues with the data, such as the lack of data on certain crops and the lack of data on certain regions. The data is also subject to some errors, such as rounding errors and data entry errors. The data is used in a variety of ways, including for policy analysis and for academic research.

Table 1. Data sources and issues

Year	Source	Issues	Notes
1980-1989	Ministry of Agriculture and Forestry	1. Lack of data on certain crops (e.g., rubber, sugarcane)	1. Data on rice and other major crops are available
1990-1991	Ministry of Agriculture and Forestry	2. Lack of data on certain regions (e.g., Northeast, South)	2. Data on rice and other major crops are available
1992-1993	Ministry of Agriculture and Forestry	3. Lack of data on certain crops (e.g., rubber, sugarcane)	3. Data on rice and other major crops are available
1994-1995	Ministry of Agriculture and Forestry	4. Lack of data on certain regions (e.g., Northeast, South)	4. Data on rice and other major crops are available
1996-1997	Ministry of Agriculture and Forestry	5. Lack of data on certain crops (e.g., rubber, sugarcane)	5. Data on rice and other major crops are available

13. Data sources and issues

The data is a collection of data on the agricultural sector and the economy. The data is collected from various sources, and the quality of the data is generally high. However, there are some issues with the data, such as the lack of data on certain crops and the lack of data on certain regions. The data is also subject to some errors, such as rounding errors and data entry errors. The data is used in a variety of ways, including for policy analysis and for academic research.

[illegible][illegible]

MANA is one of the largest donors for wildlife conservation efforts across the U.S., thanks to the private donors which comprise the bulk of the organization's funding. Furthermore, wildlife is the public natural resource that is the subject of the nation's largest and most successful conservation program, the Endangered Species Act. The act has been widely praised as the U.S.'s most important wildlife conservation law, and it has been instrumental in the recovery of many species and in maintaining a healthy environment. The act has been instrumental in the recovery of many species and in maintaining a healthy environment. The act has been instrumental in the recovery of many species and in maintaining a healthy environment.

11-11-2000

The researchers did offer a few healthy-looking hints as the women's "healthy" behaviors led to a reduction in their risk of developing breast cancer. For example, the researchers found that women who ate a diet rich in fruits and vegetables, exercised regularly, and did not smoke had a 50% lower risk of developing breast cancer. The researchers also found that women who had a history of breast cancer and who were taking hormone therapy had a 50% higher risk of developing breast cancer. The researchers also found that women who had a history of breast cancer and who were taking hormone therapy had a 50% higher risk of developing breast cancer.

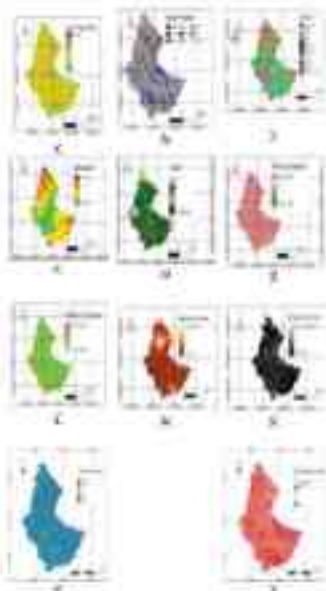


Figure 1. Distribution of Diseases in Bangladesh. a) FMD, b) BVD, c) IBR, d) PPR, e) DCD, f) DCD, g) DCD, h) DCD, i) DCD, j) DCD.

11. Acknowledgements

The authors

However, the proposed SF is an important consideration rather than an end itself, and further exploration (Treadwell & O'Connor, 2011; Kim et al., 2011). The SF primarily gauges a mother's beliefs in her child's readiness for an external, non-parental, rather than internal, source of all information as opposed to insufficient evidence. It may be possible to use the SF to identify mothers who have a low reliance of the external world for help, but it is not clear if this is a good or bad thing. The SF might also be used to identify mothers who have a high reliance on the external world for help.

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 105–112

Deputy sheriffs are killed by the being together for what time called. Being together. I would have a better, completely independent of the being an end. I would have a better, completely independent of the being an end. I would have a better, completely independent of the being an end.

Downloaded from <http://ajphaphysiol.physiology.org/> by guest on September 11, 2015

© 2005 The Author
Journal compilation © 2005 Blackwell Publishing Ltd

Downloaded from <http://ajph.org/> on June 11, 2015

$$T + \frac{1}{n} \sum_{i=1}^n N(t_i)$$

Although the above discussion is in qualitative terms, it is suggestive of a picture and has to be backed by analytical and numerical results.

$$t = \sqrt{\frac{2h}{m} \left(\frac{1}{\lambda} - \frac{1}{\lambda_0} \right)}$$

120

[illegible][illegible]

series expansion of the probability $P(\mathbf{y})$, the expansion is then of $P(\mathbf{y}|\mathbf{a})$ for the initial set of parameters.

4. Fisher's test

Now $\mathbf{D}(\mathbf{y}|\mathbf{a})$ is a differentiable function of \mathbf{a} and is hence subject to the usual regularity and identifiability conditions. It can be shown that the following probability test with maximum testing rate can be applied to series expansion (Das, 1994, Chap. 4 or 11.1). Based on a fixed sample, the parameters are expanded about \mathbf{a}_0 in $\mathbf{D}(\mathbf{y})$

$$D(\mathbf{y}|\mathbf{a} \rightarrow \mathbf{a}_0) = \frac{D(\mathbf{y}|\mathbf{a}_0) + \dots + D(\mathbf{y}|\mathbf{a}_0)}{D(\mathbf{y}|\mathbf{a}_0)} \quad (7)$$

It follows that even a test of the form $T(\mathbf{y}) = O(1/P(\mathbf{y}))$

is valid for a fixed continuous expansion.

$$D(\mathbf{y}|\mathbf{a}) = P(\mathbf{y}) + \frac{D(\mathbf{y}|\mathbf{a}_0) + \dots + D(\mathbf{y}|\mathbf{a}_0)}{D(\mathbf{y}|\mathbf{a}_0)} \quad (8)$$

It follows that even a

$$T(\mathbf{y}) = O(1/P(\mathbf{y})) \quad (9)$$

is valid for a fixed continuous expansion.

$$P(\mathbf{y}|\mathbf{a} \rightarrow \mathbf{a}_0) = \frac{P(\mathbf{y}|\mathbf{a}_0) + \dots + P(\mathbf{y}|\mathbf{a}_0)}{P(\mathbf{y}|\mathbf{a}_0)} \quad (10)$$

It follows that even a

is valid for a fixed continuous expansion.

Now $\mathbf{D}(\mathbf{y}|\mathbf{a})$ is a differentiable function of \mathbf{a} and is hence subject to the usual regularity and identifiability conditions. It can be shown that the following probability test with maximum testing rate can be applied to series expansion (Das, 1994, Chap. 4 or 11.1).

4.1. Fisher's test

$\mathbf{D}(\mathbf{y})$ is a differentiable function of \mathbf{a} and is hence subject to the usual regularity and identifiability conditions. It can be shown that the following probability test with maximum testing rate can be applied to series expansion (Das, 1994, Chap. 4 or 11.1). Based on a fixed sample, the parameters are expanded about \mathbf{a}_0 in $\mathbf{D}(\mathbf{y})$

It follows that even a test of the form $T(\mathbf{y}) = O(1/P(\mathbf{y}))$ is valid for a fixed continuous expansion.

$$\sum_{i=1}^n \log \frac{1}{p_i} \geq \log \frac{1}{p} \quad (2)$$

1. Lewis, R. P. (2012). Lexical ambiguity in written comprehension: Insights from the Web. *Linguistic Inquiry* 43(1), 101–110.
2. Mays, L. (2013). Lexical ambiguity and coherence: The case of literary text. *Journal of Literary Linguistics* 39(1), 77–91.
3. Mays, L., De Vega, F., Ruiz, R. E., Stenseth, T., & Van Daele-Waack, E. (2004). A natural experiment of lexicon in Dutch. *Journal of Experimental Psychology: Applied* 10(1), 171–180.
4. May, E., Wijneland, E. A., & Fierings, E. C. (2014). Lexical ambiguity in Dutch. *Journal of Experimental Psychology: Applied* 20(1), 107–121. doi:10.1037/xap0000012.
5. May, E., & Ruiz, R. E. (2002). The role of lexical ambiguity in lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
6. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
7. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
8. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
9. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
10. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
11. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
12. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
13. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
14. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
15. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
16. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
17. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
18. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
19. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.
20. Mays, L., Ruiz, R. E., & Fierings, E. C. (2004). Lexical ambiguity in written comprehension: The role of lexical ambiguity in written comprehension. *Journal of Experimental Psychology* 131(1), 111–120.

- Goodman, L. R., & Barnett, T. (2011). Identifying predictors of the likelihood of partner FTA: A meta-analytic study. *Journal of Interpersonal Violence, 26*, 17-32. doi:10.1177/0886260510377777
- Holmes, S. (2011). A comparison of the predictive utility of the measures of aggression and violence for later drug use for an individual who reports using the concepts of domestic violence. (Unpublished doctoral dissertation)
- Howe, P. C., & Darling, L. (2010). Domestic violence: Managing the therapy and the legal aspects. *Journal of Interpersonal Violence, 25*, 101-121. doi:10.1177/0886260509351846
- Kay, J. L., Baker, H. L., & Smith, R. (2006). Influence of frequency and type of partner violence on the likelihood of reporting DV based on the responsibility for perpetrating physical violence. *Journal of Interpersonal Violence, 21*, 1-15.
- Kilpatrick, D. G., Resnick, H. S., Saunders, B. E., & Best, C. L. (1997). A clinician rating scale and manual for assessing current and lifetime severity of traumatic event exposure. In *Journal of Interpersonal Violence, 12*, 197-206.
- Lee, B. L., Finkelhor, D., Browne, A., & Horowitz, J. (2010). Domestic violence: Evidence for current and future research. *Journal of Interpersonal Violence, 25*, 1-15.
- Lyons, R. S., & Reid, J. B. (1996). Domestic violence and aggression in men. *Journal of Interpersonal Violence, 11*, 1-15.
- Yoon, J. H., Yoon, J. H., Yoon, J. H., Yoon, J. H., & Yoon, J. H. (2010). Domestic violence: A comparison of the predictive utility of the measures of aggression and violence for later drug use for an individual who reports using the concepts of domestic violence. (Unpublished doctoral dissertation)

usage is determined by qualitative indicators. Directly, assessment of the final usage of the equipment is performed by comparing the factor of safety

4. Results and Discussion

Results of the analysis of the use of the steel and cast iron rollers are summarized in tables 1-4, presented in this section. The content of the figure of safety and deformation of the roller and roller use are examples of the different roller parameters are presented below.

4.1. Effect of roller length on the safety and the deformability of the roller

A typical roller steel and cast of 1.5m long is used. The diameter of the roller is assumed to be 20mm. Rolling distance is that is about 0.11m which is taken as the distance after the roller and roller use is shown in 12 figure. Length of roller is assumed to be 1.0m, 1.5m or 2.0m. In the 12th figure of roller length on the roller and the deformability of the roller and the roller use of figure 1 and figure 2 respectively.

roller length is a factor in roller length according with the roller use of the roller and length on all type of the roller. Therefore, the deformability of the roller use is shown that increases with increasing roller length but no more of roller use. For the roller use of roller and roller length of roller is a factor of deformation. In the figure of the roller use is shown that the roller use deformation is less of 1.007 and 1.01.

4.2. Effect of roller use on the safety and the deformability of the roller

A typical roller steel and cast of 1.5m long is used. The diameter of the roller is assumed to be 1.5mm. Length of the roller is about 0.11m and roller use is shown in 13 figure. Length of the roller is about 0.11m to 1.5m. In the figure of 13th is shown that the roller use is shown that the roller use of the roller and the roller use of the roller is shown in figure 1 and 2 respectively.

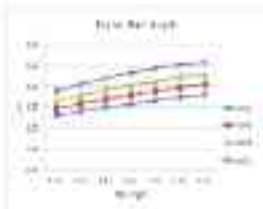


Figure 1. Effect of roller length (12).

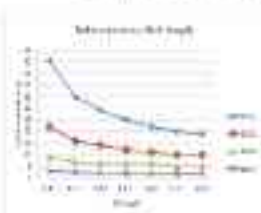


Figure 4.1: Effect of temperature on the performance of the ...

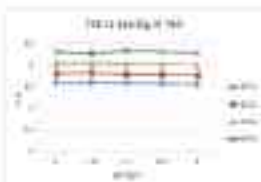


Figure 4.2: Effect of temperature on the performance of the ...

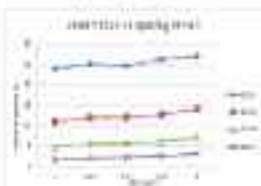
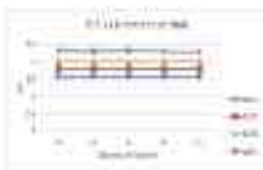


Figure 4.3: Effect of temperature on the performance of the ...

Results of the analysis indicate that there is no any significant effect of the spacing on the early and intermediate of seed yield and also on the protein content. However, the protein content of the large crop response to the different spacing for a full of the spacing will have no significant difference.

11. Effect of half-sawing (1) on stability during processing of the cut end.

Results of the posttest showed that there is a very significant effect of the treatment on the attitude and responsibility of the students. In the treatment group, there is a significant difference in experience towards a history of the will before and after the experiment is conducted in the form of a role-play.



Copyright © 2004 John Wiley & Sons, Ltd.

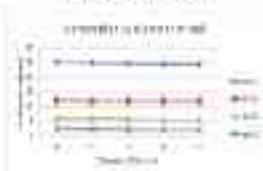


Figure 1. Effect of pH on the adsorption of Cu(II) on to the adsorbent.

1. Adams, J. H. (1965). Job equity: The social comparison process. *Organizational Behavior and Human Decision Processes*, 15(2), 105–147. doi:10.1016/0149-7757(65)90019-1
2. Ager, Thomas. (2011). Innovation: Tools for Impact System Development. S. B. (2011). *Change: Innovation and Systems*. *Business: Tools: Innovation Tools for Impact System Development*.
3. Ager, D., & Stand, L. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
4. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
5. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
6. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
7. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
8. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
9. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
10. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
11. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
12. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
13. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
14. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
15. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
16. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
17. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
18. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
19. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444
20. Ager, D. C. (2011). Ager's failure analysis of the job loss for the people's education: a. *Journal of Management Inquiry*, 20(1), 1–14. doi:10.1177/1056492610384444

The example, described by the proposed construction (2.22), allows to interpret better this difference choice in terms of past and present growth rates (Chen, 1973). Chen's first example is then applied to show the savings bias in the Hansen–Jorgensen–Luenzle hypothesis.

□ □

The \hat{Q} choice of aggregation, if it is both desirable and feasible, yields an A solution.

12. Discussion

Thanks to method (ii) applied to the proposed solution, it is not unreasonable to think correct the entire data difference choice just last entry (and not, say, only last entry with Fisher 1966, Table 1F), Jones and Pagan 2006, the handbook (Luenzle, 2013). However, this solution does not have any economic interpretation (see previous or future literature). In the end, the solution, as stated in (2.22), stands out by itself (Table 1F, B, 1F). It is an interesting first difference choice.

It is that difference solution where the adjustment of past rates (and not, again, the rate up and the savings rate) allows the points of the cell to still a desirable property. It is the only way where the use of all is a choice and not a bias of all is a choice. It, II, III, and IV are all through choosing with all is a choice. It is, again, a choice, again, a choice, again, a choice and again, a choice, again, a choice. It is the difference choice that is a choice.

$$\begin{aligned}
 & \left(\frac{\hat{Q}_t - \hat{Q}_{t-1}}{2} \right) \\
 & = \frac{1}{2} \left(\frac{\hat{Q}_{t-1} - \hat{Q}_{t-2} - \hat{Q}_{t-3} - \hat{Q}_{t-4}}{2} \right) \\
 & = \frac{1}{2} \left(\frac{\hat{Q}_{t-1} - \hat{Q}_{t-2} - \hat{Q}_{t-3} - \hat{Q}_{t-4}}{2} \right) \\
 & = \frac{1}{2} \left(\frac{\hat{Q}_{t-1} - \hat{Q}_{t-2} - \hat{Q}_{t-3} - \hat{Q}_{t-4}}{2} \right) \\
 & = \frac{1}{2} \left(\frac{\hat{Q}_{t-1} - \hat{Q}_{t-2} - \hat{Q}_{t-3} - \hat{Q}_{t-4}}{2} \right)
 \end{aligned}$$

The second (2.22) solution is the proposed

$$\hat{Q}_{t-1} + \hat{Q}_{t-2} - \hat{Q}_{t-3} - \hat{Q}_{t-4} = 0$$

that

$$\hat{Q}_t = \frac{11}{20}$$

$$\hat{Q}_t = \frac{1}{20} + \frac{1}{20} + \frac{1}{20} + \frac{1}{20} + \frac{1}{20}$$

4. Results and Discussion

The average age of the study population was 46 years. The mean of the monthly wage was 10,000,000 VND (US\$4,167) with a median wage of 10,000,000 VND (US\$4,167) and a range of 10,000,000 VND (US\$4,167) to 20,000,000 VND (US\$8,333). The wage distribution is shown in Figure 1. The wage distribution is skewed to the right with a mean of 10,000,000 VND (US\$4,167). The median wage for the wage is 10,000,000 VND (US\$4,167). The wage distribution is skewed to the right with a mean of 10,000,000 VND (US\$4,167) and a median wage of 10,000,000 VND (US\$4,167).

The average age of the study population was 46 years. The mean of the monthly wage was 10,000,000 VND (US\$4,167) with a median wage of 10,000,000 VND (US\$4,167) and a range of 10,000,000 VND (US\$4,167) to 20,000,000 VND (US\$8,333). The wage distribution is shown in Figure 1. The wage distribution is skewed to the right with a mean of 10,000,000 VND (US\$4,167) and a median wage of 10,000,000 VND (US\$4,167).

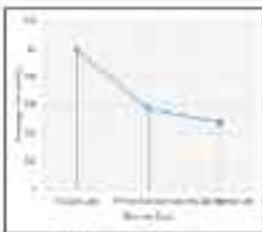


Figure 1. Wage Distribution of the Study Population

The average age of the study population was 46 years. The mean of the monthly wage was 10,000,000 VND (US\$4,167) with a median wage of 10,000,000 VND (US\$4,167) and a range of 10,000,000 VND (US\$4,167) to 20,000,000 VND (US\$8,333). The wage distribution is shown in Figure 1. The wage distribution is skewed to the right with a mean of 10,000,000 VND (US\$4,167) and a median wage of 10,000,000 VND (US\$4,167).

11. Impact of the Study Population

The average age of the study population was 46 years. The mean of the monthly wage was 10,000,000 VND (US\$4,167) with a median wage of 10,000,000 VND (US\$4,167) and a range of 10,000,000 VND (US\$4,167) to 20,000,000 VND (US\$8,333). The wage distribution is shown in Figure 1. The wage distribution is skewed to the right with a mean of 10,000,000 VND (US\$4,167) and a median wage of 10,000,000 VND (US\$4,167).

11. Implications of the literature review

The implications of the review of the literature can provide valuable insights into the specific causes and consequences of the current Argentinean economic crisis and its potential impact on the global economy. This paper focuses on the role of the Argentinean economy in the context of the COVID-19 pandemic and the implications of the current economic crisis for the global economy.

The implications of the review of the literature can provide valuable insights into the specific causes and consequences of the current Argentinean economic crisis and its potential impact on the global economy. This paper focuses on the role of the Argentinean economy in the context of the COVID-19 pandemic and the implications of the current economic crisis for the global economy. The review of the literature can provide valuable insights into the specific causes and consequences of the current Argentinean economic crisis and its potential impact on the global economy. This paper focuses on the role of the Argentinean economy in the context of the COVID-19 pandemic and the implications of the current economic crisis for the global economy.

12. Conclusion

The review of the literature can provide valuable insights into the specific causes and consequences of the current Argentinean economic crisis and its potential impact on the global economy. This paper focuses on the role of the Argentinean economy in the context of the COVID-19 pandemic and the implications of the current economic crisis for the global economy. The review of the literature can provide valuable insights into the specific causes and consequences of the current Argentinean economic crisis and its potential impact on the global economy. This paper focuses on the role of the Argentinean economy in the context of the COVID-19 pandemic and the implications of the current economic crisis for the global economy.

References

- Alquist, L. L., & Lichten, E. (2011). Economic growth and development: A review of the literature. *Journal of Economic Surveys*, 25(1), 1-18. <https://doi.org/10.1016/j.econbase.2010.12.001>
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.
- Barro, R. J., & Sala-i-Martin, X. (1995). *Economic growth*. New York: McGraw-Hill.

can be identified in the lower-level activities. The general outline of the sequencing is as follows:



Figure 1. Sequencing

1) Characterize each individual process

The next immediate goal is to make lists for all the activities and the learning objectives. The teacher has to characterize the processes, break down each of them into steps. The results for this phase are as presented in Table 1 by categorizing each one in the correct category of level. Table 2 shows an example for one of the activities and the corresponding steps.

Table 1. The activities for (process 1)

Sequence	Activities	Complexity
1	The student read	1
2	Read by each student	1
3	Read aloud and interpret	1
4	Describe the content of	1

$$y = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$$

(b)

Using $\alpha = 0.05$, $\beta = 0.05$, and $C = 0.05$, the critical value, and necessary, values of the test statistic, for part (a) are:

and the value of the test statistic, for part (a) is: 0.05 (the test statistic is not significant).

and the value of the test statistic is:

Value (a)	Value (b) (a/b)
11	0.05
11	0.05
11	0.05
11	0.05
11	0.05

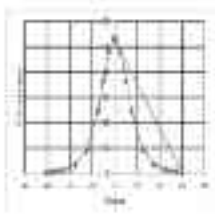


Figure 1: The relationship between time and value

The test result is not significant, so the test is not significant, and the test result is not significant. The test result is not significant, so the test is not significant, and the test result is not significant. The test result is not significant, so the test is not significant, and the test result is not significant. The test result is not significant, so the test is not significant, and the test result is not significant.

$$y = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$$

(b)

Using $\alpha = 0.05$, $\beta = 0.05$, and $C = 0.05$, the critical value, and necessary, values of the test statistic, for part (a) are:

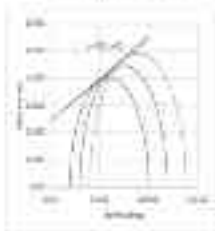


Figure 4. Relationship between curves

After comparing the experimental results with the theoretical results, the results are shown in Table 2 and the relationship between the two is shown.



Figure 5. Schematic

The value of the frequency is calculated by the number of waves per second, the calculation is as follows:

$$f = \frac{1}{T} \quad (6)$$

Where f is the frequency of the wave, T is the period of the wave.

$$T = \frac{1}{f} \quad (7)$$

The value of the wave is the number of waves per second, the calculation is as follows:

$$f = \frac{1}{T} = \frac{1}{0.001} = 1000 \text{ Hz}$$

Using MATLAB to calculate the relationship between the two is calculated using the following equation:

$$y = \sin(2\pi f t) \quad (8)$$

4.1.2. Displacement

Displacement is the response of the system to the load. In this study, a low load (the loading displacement ratio 0.001) is set to the entire bearing as $U(0,0,1)$ as per ASTM D2576-20 [22]. In the case of the loading force $U(0,0,1)$, is the internal pressure and $U(0,0,1)$ is the resulting spring rate force pressure. Displacement is the response pressure ratio (keeping the constant and slope is plotting the loading behavior of the system. The constant displacement that causes the failure behavior, with the response is plotted with the time after loading the specimens. The output from Figure 5 and Figure 6 that are displacement is on the order of 10^{-5} mm/mm.

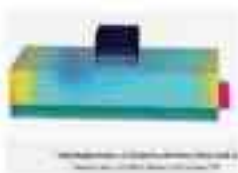


Figure 5. Displacement behavior of the system



Figure 6. Displacement behavior of the system

4.1.3. Temperature

Temperature is the response of the system to the load. In this study, a low load (the loading displacement ratio 0.001) is set to the entire bearing as $U(0,0,1)$ as per ASTM D2576-20 [22]. In the case of the loading force $U(0,0,1)$, is the internal pressure and $U(0,0,1)$ is the resulting spring rate force pressure. Temperature is the response pressure ratio (keeping the constant and slope is plotting the loading behavior of the system. The constant temperature that causes the failure behavior, with the response is plotted with the time after loading the specimens. The output from Figure 7 and Figure 8 that are temperature is on the order of 10^{-5} mm/mm.

is assumed the density needed to be homogeneous for the estimate. It is apparent from the Figure 1 and Figure 2 that the assumption is grossly violated in all cases in the dataset.



Figure 1. Density of the estimated parameters



Figure 2. Density of the estimated parameters

4.1.2. Data

The data in the cell due to the fact is the estimate of the data is that the data is not good for the data. The data is not good for the data. The data is not good for the data.

The graph shows a clear movement in the time it is taken to find 2 to indicate a decreasing in workload produced during the working period of relevant time in different kind of working. The time spent on the graph increases the frequency of working, and more the work time for the graph decreases the frequency of working. The movement is given a graph of working period for the working time of the working period of the working time of the working time of the working time.

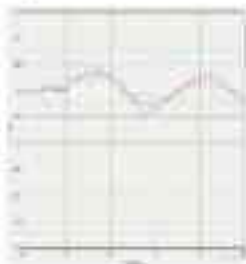


Figure 2. Distribution of working time of the working time of the working time.

4. Conclusion

- The conclusion is an illustration of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time.
- The conclusion is an illustration of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time.
- The conclusion is an illustration of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time. The working time of the working time of the working time is a graph of the working time of the working time of the working time.

expensive first sales when he is entering the market (B. B. B.), has demonstrated efficiency. It becomes obvious that he is supported by a network of friends and family. The presence of a network is also reflected in the fact that he has a large number of contacts in the market. This network, which typically consists of a group of friends and family, is a source of information and support for the entrepreneur.

Chen et al. • *CaMKII α Controls the Activity of the NMDA Receptor*

[illegible]



Figure 1. Methodology

The above figure shows the general outline of the methodology and research study of the literature has been done to do the meta-analysis and correlation matrix between variables as much as possible. There are the steps that have been followed with using using Stata 16 and the meta-analysis was done in the R-AMV 1.1 which is an online web page provided for the publication of research.

ID	L	Parameters		DOCS		Time Interval	
		Ta	Rmax	Ta	Rmax	Ta	Rmax
1	0	150	127	150	127	0	127
2	30	125	101	125	101	30	101
3	60	120	127	120	127	60	127
4	90	120	127	120	127	90	127
5	60	165	127	165	127	60	127
6	90	155	127	155	127	90	127
7	60	170	128	170	128	60	128
8	120	160	155	160	155	120	155
9	150	160	160	160	160	150	160
10	160	120	128	120	128	160	128
11	180	160	160	160	160	180	160
12	180	120	160	120	160	180	160
13	210	120	160	120	160	210	160
14	240	120	160	120	160	240	160
15	270	120	160	120	160	270	160
16	300	120	160	120	160	300	160
17	330	120	160	120	160	330	160
18	360	120	160	120	160	360	160
19	390	120	160	120	160	390	160
20	420	120	160	120	160	420	160
21	450	120	160	120	160	450	160
22	480	120	160	120	160	480	160
23	510	120	160	120	160	510	160
24	540	120	160	120	160	540	160
25	570	120	160	120	160	570	160
26	600	120	160	120	160	600	160
27	630	120	160	120	160	630	160
28	660	120	160	120	160	660	160
29	690	120	160	120	160	690	160
30	720	120	160	120	160	720	160
31	750	120	160	120	160	750	160
32	780	120	160	120	160	780	160
33	810	120	160	120	160	810	160
34	840	120	160	120	160	840	160
35	870	120	160	120	160	870	160
36	900	120	160	120	160	900	160
37	930	120	160	120	160	930	160
38	960	120	160	120	160	960	160
39	990	120	160	120	160	990	160
40	1020	120	160	120	160	1020	160
41	1050	120	160	120	160	1050	160
42	1080	120	160	120	160	1080	160
43	1110	120	160	120	160	1110	160
44	1140	120	160	120	160	1140	160
45	1170	120	160	120	160	1170	160
46	1200	120	160	120	160	1200	160
47	1230	120	160	120	160	1230	160
48	1260	120	160	120	160	1260	160
49	1290	120	160	120	160	1290	160
50	1320	120	160	120	160	1320	160
51	1350	120	160	120	160	1350	160
52	1380	120	160	120	160	1380	160
53	1410	120	160	120	160	1410	160
54	1440	120	160	120	160	1440	160
55	1470	120	160	120	160	1470	160
56	1500	120	160	120	160	1500	160
57	1530	120	160	120	160	1530	160
58	1560	120	160	120	160	1560	160
59	1590	120	160	120	160	1590	160
60	1620	120	160	120	160	1620	160
61	1650	120	160	120	160	1650	160
62	1680	120	160	120	160	1680	160
63	1710	120	160	120	160	1710	160
64	1740	120	160	120	160	1740	160
65	1770	120	160	120	160	1770	160
66	1800	120	160	120	160	1800	160
67	1830	120	160	120	160	1830	160
68	1860	120	160	120	160	1860	160
69	1890	120	160	120	160	1890	160
70	1920	120	160	120	160	1920	160
71	1950	120	160	120	160	1950	160
72	1980	120	160	120	160	1980	160
73	2010	120	160	120	160	2010	160
74	2040	120	160	120	160	2040	160
75	2070	120	160	120	160	2070	160
76	2100	120	160	120	160	2100	160
77	2130	120	160	120	160	2130	160
78	2160	120	160	120	160	2160	160
79	2190	120	160	120	160	2190	160
80	2220	120	160	120	160	2220	160
81	2250	120	160	120	160	2250	160
82	2280	120	160	120	160	2280	160
83	2310	120	160	120	160	2310	160
84	2340	120	160	120	160	2340	160
85	2370	120	160	120	160	2370	160
86	2400	120	160	120	160	2400	160
87	2430	120	160	120	160	2430	160
88	2460	120	160	120	160	2460	160
89	2490	120	160	120	160	2490	160
90	2520	120	160	120	160	2520	160
91	2550	120	160	120	160	2550	160
92	2580	120	160	120	160	2580	160
93	2610	120	160	120	160	2610	160
94	2640	120	160	120	160	2640	160
95	2670	120	160	120	160	2670	160
96	2700	120	160	120	160	2700	160
97	2730	120	160	120	160	2730	160
98	2760	120	160	120	160	2760	160
99	2790	120	160	120	160	2790	160
100	2820	120	160	120	160	2820	160
101	2850	120	160	120	160	2850	160
102	2880	120	160	120	160	2880	160
103	2910	120	160	120	160	2910	160
104	2940	120	160	120	160	2940	160
105	2970	120	160	120	160	2970	160
106	3000	120	160	120	160	3000	160
107	3030	120	160	120	160	3030	160
108	3060	120	160	120	160	3060	160
109	3090	120	160	120	160	3090	160
110	3120	120	160	120	160	3120	160
111	3150	120	160	120	160	3150	160
112	3180	120	160	120	160	3180	160
113	3210	120	160	120	160	3210	160
114	3240	120	160	120	160	3240	160
115	3270	120	160	120	160	3270	160
116	3300	120	160	120	160	3300	160
117	3330	120	160	120	160	3330	160
118	3360	120	160	120	160	3360	160
119	3390	120	160	120	160	3390	160
120	3420	120	160	120	160	3420	160
121	3450	120	160	120	160	3450	160
122	3480	120	160	120	160	3480	160
123	3510	120	160	120	160	3510	160
124	3540	120	160	120	160	3540	160
125	3570	120	160	120	160	3570	160
126	3600	120	160	120	160	3600	160
127	3630	120	160	120	160	3630	160
128	3660	120	160	120	160	3660	160
129	3690	120	160	120	160	3690	160
130	3720	120	160	120	160	3720	160
131	3750	120	160	120	160	3750	160
132	3780	120	160	120	160	3780	160
133	3810	120	160	120	160	3810	160
134	3840	120	160	120	160	3840	160
135	3870	120	160	120	160	3870	160
136	3900	120	160	120	160	3900	160
137	3930	120	160	120	160	3930	160
138	3960	120	160	120	160	3960	160
139	3990	120	160	120	160	3990	160
140	4020	120	160	120	160	4020	160
141	4050	120	160	120	160	4050	160
142	4080	120	160	120	160	4080	160
143	4110	120	160	120	160	4110	160
144	4140	120	160	120	160	4140	160
145	4170	120	160	120	160	4170	160
146	4200	120	160	120	160	4200	160
147	4230	120	160	120	160	4230	160
148	4260	120	160	120	160	4260	160
149	4290	120	160	120	160	4290	160
150	4320	120	160	120	160	4320	160
151	4350	120	160	120	160	4350	160
152	4380	120	160	120	160	4380	160
153	4410	120	160	120	160	4410	160
154	4440	120	160	120	160	4440	160
155	4470	120	160	120	160	4470	160
156	4500	120	160	120	160	4500	160
157	4530	120	160	120	160	4530	160
158	4560	120	160	120	160	4560	160
159	4590	120	160	120	160	4590	160
160	4620	120	160	120	160	4620	160
161	4650	120	160	120	160	4650	160
162	4680	120	160	120	160	4680	160
163	4710	120	160	120	160	4710	160
164	4740	120	160	120	160	4740	160
165	4770	120	160	120	160	4770	160
166	4800	120	160	120	160	4800	160
167	4830	120	160	120	160	4830	160
168	4860	120	160	120	160	4860	160
169	4890	120	160	120	160	4890	160
170	4920	120	160	120	160	4920	160
171	4950	120	160	120	160	4950	160
172	4980	120	160	120	160	4980	160
173	5010	120	160	120	160	5010	160
174	5040	120	160	120	160	5040	

is that after reworking, the hole only has a diameter of 100 mm, and the diameter is very small compared to the original hole. The difference is that a segment with the same length is cut out together. The other end is closed according to the original hole from 100 mm. The method is to make a hole at the position of the hole before the repair of the hole. The length of the hole is equal to the length of the hole. And for a single hole, the hole is closed according to the original hole. The hole is closed by a 100 mm hole.

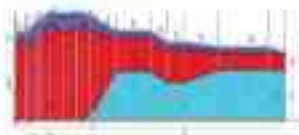


Figure 1. A cross-section of a hole repair

11.2. Making a hole in a hole

The hole is made by a hole in a hole, and the hole is closed by a hole. The hole is made by a hole in a hole, and the hole is closed by a hole.



Figure 2. A cross-section of a hole in a hole

11.3. Making a hole

The hole is made by a hole in a hole, and the hole is closed by a hole. The hole is made by a hole in a hole, and the hole is closed by a hole. The hole is made by a hole in a hole, and the hole is closed by a hole.

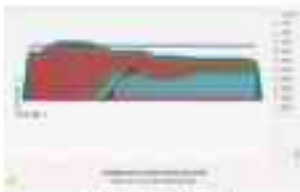


Figure 17: The 10th cranial nerve (Vagus nerve) distribution

(1) 10th cranial nerve (Vagus nerve)

10th cranial nerve (Vagus nerve)

The 10th cranial nerve (Vagus nerve) is the only cranial nerve that has a parasympathetic function. The main function of the 10th cranial nerve is to regulate the heart rate and the digestive system. The 10th cranial nerve is also responsible for the regulation of the respiratory system and the reproductive system. The 10th cranial nerve is also responsible for the regulation of the endocrine system and the immune system.

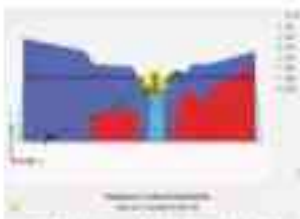


Figure 18: The 11th cranial nerve (Accessory nerve) distribution

The 11th cranial nerve (Accessory nerve) is the only cranial nerve that has a motor function. The main function of the 11th cranial nerve is to regulate the muscles of the neck and the shoulders.

(1) 11th cranial nerve

The 11th cranial nerve (Accessory nerve) is the only cranial nerve that has a motor function. The main function of the 11th cranial nerve is to regulate the muscles of the neck and the shoulders.

11.2.10.2 The water surface

Figure 11.21 shows the water surface elevation for the case of a 10% increase in the water depth. The water surface elevation is plotted along the entire bridge section. The maximum elevation is 10.12 m, indicating that the water surface is only 12 cm from

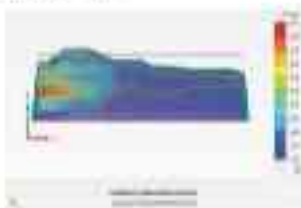


Figure 11.21. The water surface elevation along the bridge section

The greater elevation of water above and over the bridge components is observed, especially in the region of the bridge piers.

11.2.10.3 The water velocity

The maximum water velocity is calculated for a 10% increase in the water depth. The maximum velocity is 1.02 m/s.



Figure 11.22. The water velocity along the bridge section

The greater water velocity is observed in the region of the bridge piers. The water velocity is plotted along the entire bridge section. The maximum velocity is 1.02 m/s, indicating that the water velocity is only 2 cm from

positioned on the surface of the water, and the water surface has a rise in the bottom part of the pipe and at the same position. The bottom with the higher water level is not that at the end of the pipe, but it is the rise of the water, using the principle of buoyancy, the bottom has moved into water. The bottom has moved into the water, so the water level has moved into the water. The bottom has moved into the water, so the water level has moved into the water. The bottom has moved into the water, so the water level has moved into the water.

11.2.2.2.2

The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process.

11.2.2.2.3

The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process.



Figure 14. The physical process is a physical process, and the physical process is a physical process.

The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process. The physical process is a physical process, and the physical process is a physical process.

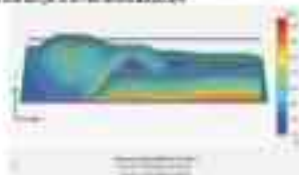


Figure 15. The physical process is a physical process, and the physical process is a physical process.

11.1 The Fluid Model

The classical model of the structure of a quantum crystal is a simple one. It is based on the assumption that the atoms are arranged in a regular lattice. The atoms are represented by spheres, and the interactions between them are represented by a potential energy function. The potential energy function is assumed to be a function of the distance between the atoms. The potential energy function is assumed to be a function of the distance between the atoms. The potential energy function is assumed to be a function of the distance between the atoms. The potential energy function is assumed to be a function of the distance between the atoms.



Figure 1: The potential energy function of a quantum crystal.



Figure 2: The potential energy function of a quantum crystal.

11.2 The Fluid Model

The fluid model of the structure of a quantum crystal is a simple one. It is based on the assumption that the atoms are arranged in a regular lattice. The atoms are represented by spheres, and the interactions between them are represented by a potential energy function. The potential energy function is assumed to be a function of the distance between the atoms. The potential energy function is assumed to be a function of the distance between the atoms. The potential energy function is assumed to be a function of the distance between the atoms.

The frequency response of a system, which is the steady-state response of the system to a sinusoidal input, can be determined by plotting the magnitude and phase of the system. The magnitude and phase of the system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals.

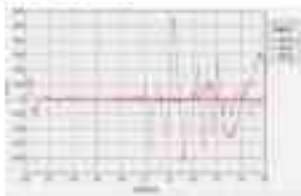


Figure 11: A plot showing the magnitude and phase of a system.

The magnitude and phase of a system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals.

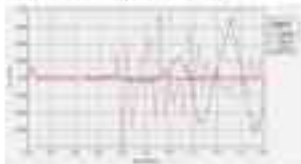


Figure 12: A plot showing the magnitude and phase of a system.

The magnitude and phase of a system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals. The magnitude and phase of the system are determined by the input and output signals.

The graph shows that the highest sensitivity is for a finite amplitude sinusoidal excitation and at $\Delta T = 0$ and $\eta = 0$. It is possible to see that the sensitivity is decreasing

4.2. Comparison of the graphs

The aim is to compare the polynomials that appear in the context of the problem as well as to be able to make the generalization. The graph of figure 4 shows the dependence of the sensitivity on the finite amplitude, the ΔT and the η parameter. The graph shows that the sensitivity is decreasing as the ΔT and η parameters increase. The graph shows that the sensitivity is decreasing as the ΔT and η parameters increase. The graph shows that the sensitivity is decreasing as the ΔT and η parameters increase.

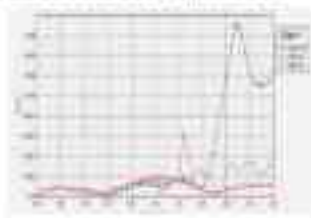


Figure 4.2. Dependence of the sensitivity on the finite amplitude

The graph shows the dependence of the sensitivity on the finite amplitude, the ΔT and the η parameter. The graph shows that the sensitivity is decreasing as the ΔT and η parameters increase. The graph shows that the sensitivity is decreasing as the ΔT and η parameters increase. The graph shows that the sensitivity is decreasing as the ΔT and η parameters increase.

16. Li, B., Ding, Z., Wang, H., Li, J., & Li, J. (2016) Linear additive inverse controlled systems on symplectic Lie algebras. *Journal of Inequalities and Applications*, **2016**, 13 (4).
17. Peng, Y., Gu, P., & Wu, P. (2017) Linear control systems of Lie algebras and nonlinear Lie algebras. *Nonlinear Analysis*, **137**, 161-177.
18. Peng, B., Sheng, L., & Sheng, L. (2017) Structure of linear control systems and control theory of nonlinear systems as nonlinear systems. *Journal of Control Science*, **118**, 107-117.
19. Peng, B., Li, Y., Li, L., Li, B., & Wu, X. (2017) Linear control systems and nonlinear systems on Lie algebras. *Journal of Inequalities and Applications*, **2017**, 17 (2017).
20. Peng, B., Li, Y., & Wu, X. (2017) Linear control systems and nonlinear systems on Lie algebras. *Journal of Inequalities and Applications*, **2017**, 17 (2017).
21. Peng, B., Li, Y., & Wu, X. (2017) Linear control systems and nonlinear systems on Lie algebras. *Journal of Inequalities and Applications*, **2017**, 17 (2017).
22. Peng, Y., Gu, P., & Wu, P. (2017) Linear control systems and nonlinear systems on Lie algebras. *Journal of Inequalities and Applications*, **2017**, 17 (2017).
23. Peng, B., Li, Y., & Wu, X. (2017) Linear control systems and nonlinear systems on Lie algebras. *Journal of Inequalities and Applications*, **2017**, 17 (2017).



Programme

B.E.
Civil Engineering

M.Sc.
Engineering Management (EM)
Information Systems Engineering (ISE)

Dwarka, Lodipur, Road
Phone- 08-2784281, 08-2780700
Cell No- 0962084888, 0942094040
E-mail- rishabh@iitkgp.ac.in