

EVALUASI HASIL PENELITIAN KUALITAS
 PELAYANAN MENGENAI CHILD PROTECT
 BUKA TERBUKA KAREY VITRI ELISA



FAKULTAS PEDAGOGIS
 INSTITUT GURU BERTANCA
 JALAN RUTAN METERAN NO. 10 KEDONDONG
 2013

PEACEROLE AND BUREAU OF CHURCHES RESEARCHUM
 BUNYAN LAINA YONGGONALINCTRA BUREAU
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PROGRAM STUDI BUREAU
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B. Journal Article

Translation:

Harapan bahwa (dada) tidak akan dipukul oleh Tuhan

2. Harapan bahwa jika seseorang yang baik dan jujur akan
perilaku dan perilaku yang baik dan jujur akan dipukul oleh
Tuhan



1) **Indikator 2.1** (nilai 1-4) : 4,0 (100%)
Indikator 2.1 ini menunjukkan bahwa seluruh dosen telah melaksanakan kegiatan penelitian dan publikasi ilmiah yang sesuai dengan bidang keahliannya.

2) **Indikator 3** (nilai 1-4) : 4,0 (100%)
Indikator 3 ini menunjukkan bahwa seluruh dosen telah melaksanakan kegiatan penelitian dan publikasi ilmiah yang sesuai dengan bidang keahliannya.

3) **Indikator 4** (nilai 1-4) : 4,0 (100%)
Indikator 4 ini menunjukkan bahwa seluruh dosen telah melaksanakan kegiatan penelitian dan publikasi ilmiah yang sesuai dengan bidang keahliannya.

4) **Indikator 5** (nilai 1-4) : 4,0 (100%)
Indikator 5 ini menunjukkan bahwa seluruh dosen telah melaksanakan kegiatan penelitian dan publikasi ilmiah yang sesuai dengan bidang keahliannya.

5) **Indikator 6** (nilai 1-4) : 4,0 (100%)
Indikator 6 ini menunjukkan bahwa seluruh dosen telah melaksanakan kegiatan penelitian dan publikasi ilmiah yang sesuai dengan bidang keahliannya.

6) **Indikator 7** (nilai 1-4) : 4,0 (100%)

7) **Indikator 8** (nilai 1-4) : 4,0 (100%)

8) **Indikator 9** (nilai 1-4) : 4,0 (100%)

9) **Indikator 10** (nilai 1-4) : 4,0 (100%)

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† *Figure 1 & Additional file 1* provide examples.

NOTES

No.	Topic	Date
1	Introduction to the course	10/10/2023
2	Basic concepts of the course	11/10/2023
3	Advanced concepts of the course	12/10/2023
4	Conclusion of the course	13/10/2023



Other studies have indicated that people with a history of
child sexual abuse often experience difficulties with family
relationships and difficulties finding a suitable partner
(Smith & Gidycz, 1994; Smith & Gidycz, 1995).
The current study aimed to explore the experiences of
women who had been sexually abused in childhood and
who were currently in a relationship. The study was
designed to explore the experiences of women who
had been sexually abused in childhood and who were
currently in a relationship. The study was designed to
explore the experiences of women who had been
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生物學

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 History / Sociology / Economics / Psychology / Health / Education
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According to the 1998 survey, the most common reason for not using the Internet was the lack of access to a computer. The second most common reason was the lack of time to use the Internet. The third most common reason was the lack of knowledge of how to use the Internet. The fourth most common reason was the lack of interest in using the Internet. The fifth most common reason was the lack of money to use the Internet.

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1.1. Review

Below are some review questions to check your understanding.

1. Below is a list of some of the most important results in the theory of elliptic curves. Which of these are true? Which are false? Which are not yet known?

2. Below is a list of some of the most important results in the theory of elliptic curves. Which of these are true? Which are false? Which are not yet known?

3. Below is a list of some of the most important results in the theory of elliptic curves. Which of these are true? Which are false? Which are not yet known?

4. Below is a list of some of the most important results in the theory of elliptic curves. Which of these are true? Which are false? Which are not yet known?

5. Below is a list of some of the most important results in the theory of elliptic curves. Which of these are true? Which are false? Which are not yet known?

6. Below is a list of some of the most important results in the theory of elliptic curves. Which of these are true? Which are false? Which are not yet known?

1.2. Homework

1. Prove that the number of points on an elliptic curve over a finite field is congruent to 1 modulo the characteristic of the field.

2. Prove that the number of points on an elliptic curve over a finite field is congruent to 1 modulo the characteristic of the field.

3. Prove that the number of points on an elliptic curve over a finite field is congruent to 1 modulo the characteristic of the field.

- 3) Berhasil perbaiki hubungan dengan kelompok lain dan tercapainya kesepakatan dengan kelompok lain yang berakibat tercapainya tujuan bersama (seperti 200 siswa berprestasi)

4. Berapa kali secara sukarela memberikan kontribusi ke kelas?

1. Tidak pernah memberikan kontribusi
2. Pernah memberikan kontribusi dengan frekuensi yang rendah
3. Pernah memberikan kontribusi dengan frekuensi yang sedang
4. Pernah memberikan kontribusi dengan frekuensi yang tinggi
5. Pernah memberikan kontribusi dengan frekuensi yang sangat tinggi
6. Pernah memberikan kontribusi dengan frekuensi yang sangat tinggi dan dengan cara yang kreatif
7. Pernah memberikan kontribusi dengan frekuensi yang sangat tinggi dan dengan cara yang kreatif dan inovatif
8. Pernah memberikan kontribusi dengan frekuensi yang sangat tinggi dan dengan cara yang kreatif dan inovatif serta dengan cara yang unik
9. Pernah memberikan kontribusi dengan frekuensi yang sangat tinggi dan dengan cara yang kreatif dan inovatif serta dengan cara yang unik dan dengan cara yang sangat kreatif
10. Pernah memberikan kontribusi dengan frekuensi yang sangat tinggi dan dengan cara yang kreatif dan inovatif serta dengan cara yang unik dan dengan cara yang sangat kreatif dan inovatif

5. Berapa kali secara sukarela memberikan kontribusi ke kelompok?

1. Tidak pernah memberikan kontribusi
2. Pernah memberikan kontribusi dengan frekuensi yang rendah
3. Pernah memberikan kontribusi dengan frekuensi yang sedang
4. Pernah memberikan kontribusi dengan frekuensi yang tinggi

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1. Aggregate income statements include other part of total income and other part of other income.
2. Aggregate income statements are part of total income and other part of other income.
3. Aggregate income statements are part of total income and other part of other income.
4. Aggregate income statements are part of total income and other part of other income.

14. *Journal of Management Education*, 2000, 24(1), 10-17.

4. From each of the above two lines, select one or more segments.

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These results suggest that the impact of the intervention on the use of the 100-hour rule is not statistically significant. However, the results suggest that the intervention may have a positive impact on the use of the 100-hour rule, as the mean number of hours of instruction is higher than the mean number of hours of instruction in the control group. This is a promising result, as it suggests that the intervention may be effective in increasing the use of the 100-hour rule.

[illegible][illegible]

There are also a number of other factors that can affect the results of a study. For example, the way in which the data are collected can have a significant impact on the results. In addition, the way in which the data are analysed can also have a significant impact on the results. Therefore, it is important to be aware of these factors when interpreting the results of a study.

2018-2019 (for the previous reporting period) and
continued to be a positive contributor to the company's
EBITDA. The net result for the period 2018-2019 was
EBITDA of 10.1 million. The net result for the period
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2024-25 Academic Year

40/441/2024

2024



University of North Carolina

LITERATURZITIERUNG

1.1. Welche drei Schritte?

Prüfungsleiter: Wiederholungsfragen (nicht nur, sondern immer über)

1.1.1. Wiederholungsfragen (nicht nur, sondern immer über)

1.1.1.1. Was ist das?

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen (nicht nur, sondern immer über)

1.1.1.2. Wie wird es gemacht?

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen (nicht nur, sondern immer über)

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

Wiederholungsfragen sind Fragen, die in der Vorlesung

14.14.2.2.2

There are three main types of...

1. The first type is...

2. The second type is...

3. The third type is...

4. The fourth type is...

5. The fifth type is...

6. The sixth type is...

7. The seventh type is...

8. The eighth type is...

9. The ninth type is...

10. The tenth type is...

11. The eleventh type is...

12. The twelfth type is...

13. The thirteenth type is...

14. The fourteenth type is...

15. The fifteenth type is...

16. The sixteenth type is...

17. The seventeenth type is...

18. The eighteenth type is...

19. The nineteenth type is...

20. The twentieth type is...

21. The twenty-first type is...

22. The twenty-second type is...

23. The twenty-third type is...

24. The twenty-fourth type is...

25. The twenty-fifth type is...

anything that is a low-priority input to your output.

1. Add time

Step is simple: engineering and Mkt. research processes have been cut across with the other work stream to eliminate cross-functional hand-off.

2. No plan

Customer needs and product requirements are then in the product development phase. The product development team is then responsible for the product development process and the product development team is responsible for the product development process.

3. Customer need

Step 1 is simple: engineering and Mkt. research processes have been cut across with the other work stream to eliminate cross-functional hand-off. The product development team is responsible for the product development process and the product development team is responsible for the product development process.

4. No plan

Step 1 is simple: engineering and Mkt. research processes have been cut across with the other work stream to eliminate cross-functional hand-off. The product development team is responsible for the product development process and the product development team is responsible for the product development process.

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1173 | <https://doi.org/10.1002/anie.202010000>

1. The first step is to identify the problem. In this case, the problem is that the company is not meeting its sales targets.

11.1.1. Latar belakang

Peraturan Menteri Kesehatan No. 128 tahun 2015 tentang Standar Pelayanan Kefarmasian di Apotek, menyatakan bahwa apoteker sebagai tenaga kesehatan yang bertanggung jawab dalam pelayanan kefarmasian di apotek, harus memiliki kompetensi yang meliputi aspek pengetahuan, keterampilan, dan sikap. Salah satu aspek yang harus dikuasai oleh apoteker adalah kemampuan komunikasi, yaitu kemampuan untuk menyampaikan informasi yang akurat dan jelas kepada pasien, keluarga, atau masyarakat. Komunikasi yang efektif dapat meningkatkan kepatuhan pasien dalam mengikuti pengobatan, serta dapat mencegah terjadinya kesalahan penggunaan obat. Oleh karena itu, penting bagi apoteker untuk terus meningkatkan kemampuan komunikasi mereka, baik melalui pelatihan formal maupun informal.

5. DEBATE QUESTION

A. Debate Topic

... ..

B. Debate Question

1.

2.

3.

4.

5.

C. Debate Question

... ..

D. Debate Question

1.

E. Debate Question

1.

2.

3.

4.

1. a) 22.8

1. b) 22.8

2. a) 22.8

2. b) 22.8

3. a) 22.8

3. b) 22.8

3. c) 22.8

3. d) 22.8

3. e) 22.8

3. f) 22.8

3. g) 22.8

3. h) 22.8

3. i) 22.8

3. j) 22.8

3. k) 22.8

3. l) 22.8

3. m) 22.8

3. n) 22.8

3. o) 22.8

4. Results

Table 1 presents the descriptive statistics for the 2011 survey. The average age is 36 years, approximately 60% are male, and the average income is approximately 10,000 US dollars per year.

4.1. Descriptive

Table 2 presents the descriptive statistics for the 2011 survey. The average age is 36 years, approximately 60% are male, and the average income is approximately 10,000 US dollars per year. The average number of children is 2.5, and the average number of children under 18 is 1.5. The average number of children under 18 is 1.5.

4.2. Descriptive

Table 3 presents the descriptive statistics for the 2011 survey. The average age is 36 years, approximately 60% are male, and the average income is approximately 10,000 US dollars per year. The average number of children is 2.5, and the average number of children under 18 is 1.5. The average number of children under 18 is 1.5.

KEMULAIAN PERUSAHAAN

1. Nama Perusahaan



2. Nama Pemilik/Manajemen

3. Deskripsi singkat tentang produk/jasa yang ditawarkan
 4. Analisis pasar, termasuk informasi tentang pelanggan potensial
 5. Analisis keuangan, termasuk proyeksi pendapatan dan biaya
 6. Analisis risiko, termasuk informasi tentang tantangan yang dihadapi
 7. Kesimpulan dan rekomendasi



Figure 1

Figure 1 shows a photograph of a plant growing in a dark, textured soil. The plant has green and yellow leaves, and its roots are visible in the soil. The plant is positioned in the center-left of the frame.

The plant is growing in a dark, textured soil. The soil is dark brown and has a rough, uneven surface. The plant's roots are visible in the soil, and the leaves are green and yellow.

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Figure 1 shows a photograph of a plant growing in a dark, textured soil. The plant has green and yellow leaves, and its roots are visible in the soil. The plant is positioned in the center-left of the frame.

The plant is growing in a dark, textured soil. The soil is dark brown and has a rough, uneven surface. The plant's roots are visible in the soil, and the leaves are green and yellow. The plant is positioned in the center-left of the frame.



Indicate the date of the last visit to the site (in the top right corner)

Indicate the date of the last visit to the site (in the top right corner)

Indicate the date of the last visit to the site



Indicate the date of the last visit to the site

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Indicate the date of the last visit to the site (in the top right corner)

Indicate the date of the last visit to the site

2) $\text{mod}(1000000)$;

3) the number of the paper groups received after the
 10th inspection will show the 10th power of 10. The exact
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ANEXOS

A. Anexos

Indicamos aquí algunos de los principales datos recopilados por el equipo de investigación en relación con el Plan de Mejoramiento de la Calidad Educativa (PMCE) de la Universidad de la Costa, que se han utilizado para la elaboración del presente informe. Los datos se han obtenido de los documentos de trabajo de la Universidad de la Costa, de los resultados de las encuestas y de los datos de los registros de la Universidad de la Costa.

B. Anexos

1. Plan de Mejoramiento de la Calidad Educativa (PMCE) de la Universidad de la Costa.
2. Resultados de las encuestas de opinión de los estudiantes, docentes y personal administrativo de la Universidad de la Costa.
3. Resultados de los registros de la Universidad de la Costa.

Article 5.5. Article 5.201: *Wet op de Arbeidsomstandigheden*
 (Arbeidsomstandighedenwet 2002)

Article 2001: 201: *Wet op de Arbeidsomstandigheden* (Arbeidsomstandighedenwet 2002)

Article 2001: 201: *Wet op de Arbeidsomstandigheden* (Arbeidsomstandighedenwet 2002)

Article 2001: 201: *Wet op de Arbeidsomstandigheden* (Arbeidsomstandighedenwet 2002)

Article 2001: 201: *Wet op de Arbeidsomstandigheden* (Arbeidsomstandighedenwet 2002)

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Article 2001: 201: *Wet op de Arbeidsomstandigheden* (Arbeidsomstandighedenwet 2002)

Article 2001: 201: *Wet op de Arbeidsomstandigheden* (Arbeidsomstandighedenwet 2002)

Journal of Interpersonal Violence 27(16): 3136-3154, 2012. doi:10.1177/0886260512461606
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QUESTION

Example: Determine P_{12}

$$P_{12} = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 0.5$$

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

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

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

$$P_{12} = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 0.5$$

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$$P_{12} = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 0.5$$

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

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

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

$$P_{12} = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 0.5$$

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

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

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

$$P_{12} = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 0.5$$

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

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

$$\lim_{x \rightarrow 0} \frac{1}{x} = \infty \quad \text{or} \quad \lim_{x \rightarrow 0} \frac{1}{x} = -\infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^2} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^3} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^4} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^5} = \infty \quad \text{or} \quad \lim_{x \rightarrow 0} \frac{1}{x^5} = -\infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^6} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^7} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^8} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^9} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{10}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{11}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{12}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{13}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{14}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{15}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{16}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{17}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{18}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{19}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{20}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{21}} = \infty$$

$$\lim_{x \rightarrow 0} \frac{1}{x^{22}} = \infty$$



संस्थापक अध्यक्ष : श्री ए. टी. खन्ना

संस्थापक अध्यक्ष : श्री ए. टी. खन्ना

संस्थापक अध्यक्ष : श्री ए. टी. खन्ना

संस्थापक अध्यक्ष : श्री ए. टी. खन्ना



Figure 1. A person in a blue shirt and white pants, possibly a child, standing in a field of tall grass or reeds.



Figure 2. A person in a blue shirt and white pants, possibly a child, standing in a field of tall grass or reeds.



Figure 3. A person in a blue shirt and white pants, possibly a child, standing in a field of tall grass or reeds.





in the dry season



in the wet season



St. Michael's Church, 1984



[illegible]

010001	010001-1	010001	1	1
010002	010002-1	010002	1	1
010003	010003-1	010003	1	1
010004	010004-1	010004	1	1
010005	010005-1	010005	1	1
010006	010006-1	010006	1	1
010007	010007-1	010007	1	1
010008	010008-1	010008	1	1
010009	010009-1	010009	1	1
010010	010010-1	010010	1	1
010011	010011-1	010011	1	1
010012	010012-1	010012	1	1
010013	010013-1	010013	1	1
010014	010014-1	010014	1	1
010015	010015-1	010015	1	1
010016	010016-1	010016	1	1
010017	010017-1	010017	1	1
010018	010018-1	010018	1	1
010019	010019-1	010019	1	1
010020	010020-1	010020	1	1
010021	010021-1	010021	1	1
010022	010022-1	010022	1	1
010023	010023-1	010023	1	1
010024	010024-1	010024	1	1
010025	010025-1	010025	1	1
010026	010026-1	010026	1	1
010027	010027-1	010027	1	1
010028	010028-1	010028	1	1
010029	010029-1	010029	1	1
010030	010030-1	010030	1	1
010031	010031-1	010031	1	1
010032	010032-1	010032	1	1
010033	010033-1	010033	1	1
010034	010034-1	010034	1	1
010035	010035-1	010035	1	1
010036	010036-1	010036	1	1
010037	010037-1	010037	1	1
010038	010038-1	010038	1	1
010039	010039-1	010039	1	1
010040	010040-1	010040	1	1
010041	010041-1	010041	1	1
010042	010042-1	010042	1	1
010043	010043-1	010043	1	1
010044	010044-1	010044	1	1
010045	010045-1	010045	1	1
010046	010046-1	010046	1	1
010047	010047-1	010047	1	1
010048	010048-1	010048	1	1
010049	010049-1	010049	1	1
010050	010050-1	010050	1	1
010051	010051-1	010051	1	1
010052	010052-1	010052	1	1
010053	010053-1	010053	1	1
010054	010054-1	010054	1	1
010055	010055-1	010055	1	1
010056	010056-1	010056	1	1
010057	010057-1	010057	1	1
010058	010058-1	010058	1	1
010059	010059-1	010059	1	1
010060	010060-1	010060	1	1
010061	010061-1	010061	1	1
010062	010062-1	010062	1	1
010063	010063-1	010063	1	1
010064	010064-1	010064	1	1
010065	010065-1	010065	1	1
010066	010066-1	010066	1	1
010067	010067-1	010067	1	1
010068	010068-1	010068	1	1
010069	010069-1	010069	1	1
010070	010070-1	010070	1	1
010071	010071-1	010071	1	1
010072	010072-1	010072	1	1
010073	010073-1	010073	1	1
010074	010074-1	010074	1	1
010075	010075-1	010075	1	1
010076	010076-1	010076	1	1
010077	010077-1	010077	1	1
010078	010078-1	010078	1	1
010079	010079-1	010079	1	1
010080	010080-1	010080	1	1
010081	010081-1	010081	1	1
010082	010082-1	010082	1	1
010083	010083-1	010083	1	1
010084	010084-1	010084	1	1
010085	010085-1	010085	1	1
010086	010086-1	010086	1	1
010087	010087-1	010087	1	1
010088	010088-1	010088	1	1
010089	010089-1	010089	1	1
010090	010090-1	010090	1	1
010091	010091-1	010091	1	1
010092	010092-1	010092	1	1
010093	010093-1	010093	1	1
010094	010094-1	010094	1	1
010095	010095-1	010095	1	1
010096	010096-1	010096	1	1
010097	010097-1	010097	1	1
010098	010098-1	010098	1	1
010099	010099-1	010099	1	1
010100	010100-1	010100	1	1

1950	150.7	United States	41
1955	157.7	United States	42
1960	162.6	United States	43
1965	169.3	United States	44
1970	175.3	United States	45
1975	180.7	United States	46
1980	186.3	United States	47
1985	191.3	United States	48
1990	196.3	United States	49
1995	200.7	United States	50
2000	205.1	United States	51
2005	209.5	United States	52
2010	213.9	United States	53
2015	218.3	United States	54
2020	222.7	United States	55
2025	227.1	United States	56
2030	231.5	United States	57
2035	235.9	United States	58
2040	240.3	United States	59
2045	244.7	United States	60
2050	249.1	United States	61
2055	253.5	United States	62
2060	257.9	United States	63
2065	262.3	United States	64
2070	266.7	United States	65
2075	271.1	United States	66
2080	275.5	United States	67
2085	279.9	United States	68
2090	284.3	United States	69
2095	288.7	United States	70
2100	293.1	United States	71
2020	1,370.7	China	72
2025	1,415.1	China	73
2030	1,459.5	China	74
2035	1,503.9	China	75
2040	1,548.3	China	76
2045	1,592.7	China	77
2050	1,637.1	China	78
2055	1,681.5	China	79
2060	1,725.9	China	80
2065	1,770.3	China	81
2070	1,814.7	China	82
2075	1,859.1	China	83
2080	1,903.5	China	84
2085	1,947.9	China	85
2090	1,992.3	China	86
2095	2,036.7	China	87
2100	2,081.1	China	88
2020	1,020.7	India	89
2025	1,065.1	India	90
2030	1,109.5	India	91
2035	1,153.9	India	92
2040	1,198.3	India	93
2045	1,242.7	India	94
2050	1,287.1	India	95
2055	1,331.5	India	96
2060	1,375.9	India	97
2065	1,420.3	India	98
2070	1,464.7	India	99
2075	1,509.1	India	100
2080	1,553.5	India	101
2085	1,597.9	India	102
2090	1,642.3	India	103
2095	1,686.7	India	104
2100	1,731.1	India	105
2020	125.7	Japan	106
2025	121.1	Japan	107
2030	116.5	Japan	108
2035	111.9	Japan	109
2040	107.3	Japan	110
2045	102.7	Japan	111
2050	98.1	Japan	112
2055	93.5	Japan	113
2060	88.9	Japan	114
2065	84.3	Japan	115
2070	79.7	Japan	116
2075	75.1	Japan	117
2080	70.5	Japan	118
2085	65.9	Japan	119
2090	61.3	Japan	120
2095	56.7	Japan	121
2100	52.1	Japan	122

[illegible]

