The Palestine Authority Ministry of Education and Higher Education

The Palestine Authority Palestine-Japan Education Cooperation for Mathematics and Science Curriculum Development

Project Completion Report

October 2018

Japan International Cooperation Agency (JICA)

International Development Center of Japan Incorporated



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Abbreviation Table

AIDA	Association of International Development Agencies
AMIDEAST	Africa-Mideast Educational and Training Services
AQAC	Accreditation and Quality Assurance Commission
BTC	Belgian Development Agency
CDTP	Commission for Developing the Teaching Profession
DAC	Development Assistance Committee
EMIS	Education Management Information System
EUREP	European Union Representative
GDP	Gross Domestic Product
ICT	Information and Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
IT	Information Technology
JFA	Joint Financial Arrangement
JICA	Japan International Cooperation Agency
KfW	Kreditanstalt für Wiederaufbau
NGO	Non-Governmental Organization
NIET	National Institute for Educational Training
OJT	On-the-Job Training
OQR	Office of the Quartet Representative
PCDC	Palestinian Curriculum Development Center
PNGO	Palestinian Non-Governmental Organizations Network
QRC	Queen Rania Center for Educational Technology
SEED	Science Education Enhancement and Development
SPSS	Statistical Package for Social Science
TIMSS	Trends in International Mathematics and Science Study
TMT	Technical Management Team
ТоТ	Training of Trainers
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
UNSCO	Office of the United Nations Special Coordinator for the Middle East Peace Process
USAID	United States Agency for International Development
WFP	World Food Programme

Exchange Rate (October 2018)

USD1.00 = \$113.029

ILS1.00 = ¥31.4141

Chapter 1 Basic Information of the Project

1.1 County

The Palestine Authority

1.2 Title of the Project

The Palestine-Japan Education Cooperation for Mathematics and Science Curriculum Development

1.3 Duration of the Project

From November 2016 to October 2018 (The actual duration was as planned)

1.4 Background

Palestine addresses human resources development as one of the priorities in the process of state-building. Access to education, as the foundation of the human resources development, has reached 95% of the net enrolment rate in primary education as equal level as the average of other Arab nations by the successful implementation of Policy Strategy for Promotion of Primary Education (Grade 1 to 9). JICA also has contributed to improving the access of education by constructing primary schools through the Grand Aid.

On the other hand, quality of education remains as a challenge. World Bank Report in 2006 pointed out the issue of the former curriculum and crammed textbook contents in primary education by the fact that incompletion of textbook contents within allocated teaching hours in each academic year. MOEHE also recognizes that less than 20% of the Palestinian students choose science stream as their career options in Grade 11 despite Ministry's effort in strengthening science education by introducing new science subject "technology "as mandatory subject from Grade 5.

To tackle the issues in quality of education in mathematics and science, the capacity of the personnel concerned in the reform of curriculum, textbooks in primary education for mathematics and science needs to be strengthened.

Based on the situation above, MOEHE requested a Technical Cooperation Project from Government of Japan in August 2013 to upgrade teaching, curriculum, textbooks in science education for primary grades. During the Data Collection Survey in Education Sector in March 2014 and the Detailed Planning Surveys conducted so far, both MOEHE and JICA confirmed the strong and urgent needs for the Technical Cooperation Project in capacity development for the reform of curriculum and textbooks in

primary mathematics and science education as the one of the top priorities in the Education Development Strategic Plan for 2017-2022.

1.5 Overall Goal and Project Purpose

Overall Goal:

Teaching and learning in the classroom are improved.

Project Purpose:

Quality of textbooks and other relevant teaching and learning materials¹ of Mathematics and Science is improved.

1.6 Implementing Agency

Palestine Curriculum Development Center

¹ The other relevant materials mainly include teacher's guide and training material for central training.

Chapter 2 Results of the Project

2.1 Activities of the Project

2.1.1 Input by the Japanese Side

(1) Dispatch of Japanese Experts

Four Japanese Experts and one Arabic - Japanese Interpreter

Name	Position
Koji SATO	Team Leader / Mathematics and Science Education
Izumi NISHITANI	Mathematics Education (Textbook Development)
Masaomi HIROSE	Science Education (Textbook Development)
Takeshi MIWA	Training and Coordination
Nassim JEBARI	Arabic - Japanese Interpreter

The details of planned and actual dispatch of the Japanese Experts are shown in Annex 1.2.

(2) Counterpart Training in Japan

The number of participants: 6 persons

Duration: From September 11th, 2017 - September 21st, 2017

Activities: 1) Visiting Hyogo Industrial Public High School, Hyogo Prefecture

- 2) Visiting Tennoji Primary School attached to Osaka Kyoiku University
- 3) Visiting Tennoji Junior High School attached to Osaka Kyoiku University
- 4) Visiting Kobe City Education Center
- 5) Visiting Shinkoshupan Keirinkan (Textbook publishing company)
- 6) Visiting Suma Aqua-life Park
- 7) Drafting a proposal for next curriculum and textbook development

* The details of the counterpart training are shown in Annex 1.3.

(3) Equipment Supply

Science laboratory instruments for 12 schools in West Bank and 4 schools in Gaza (The list of the supplied science instruments is in Annex 5)

2.1.2 Input by the Palestinian Side

(1) Counterpart personnel and administrative personnel

The total number is 8 persons who mainly worked with the Japanese Experts from the Palestine Curriculum Development Center (PCDC). In addition, these eight (8) persons conveyed the

knowledge and skills that they learned from the Japanese Experts to the sixty seven (67) other mathematics author members and 80 (eighty) other science author members.

(2) Project office space

A suitable project office room with necessary furniture and equipment was provided in the PCDC building.

(3) Other necessary measures by the counterpart

- Necessary arrangement for the preparation of workshops
- The expense of utility and venue costs for conducting the workshops
- Necessary arrangement for the preparation and implementation of the Baseline and End-line Surveys
- The expense of vehicle for visiting schools during the Baseline and End-line Surveys
- Permission of participation in regional textbook formulation meetings and seminars
- Necessary arrangement for school selection and distribution for science experimental equipment provision
- Provision of papers and usage of photocopy machines
- Provision of information on safety of the Japanese Experts such as demonstration and protest activities

2.1.3 Activities

[Activities related to Output 1]

Output 1 Narrative Summary:

Knowledge and skills of the coordinators and authors are enhanced for developing/ revising textbooks and other relevant teaching and learning materials of Mathematics and Science.

The review by the Japanese Experts and discussion with the PCDC authors team of the draft textbooks from Grade 1 to 9 (the textbooks of the first and second semesters) were not able to be done as planned. The tables below show the details. One of the reasons is that the draft textbooks of Grade 1 to 4 were almost completed before the Japanese Experts dispatched. Also, because the actual work was progressing faster than the schedule of drafting textbooks indicated by R/D, only one Japanese Expert in mathematics and science had difficulties to review all the first to ninth grades for a limited period.

]	Mathematic	s Textbooks	8	Mathematics Teacher's Guide			
	1 st Se	mester	2nd Semester		1 st Semester		2nd Semester	
Grade	No. of Units	Reviewed	No. of Units	Reviewed	No. of Units	Reviewed	No. of Units	Reviewed
1	6	0	5	5	6	0	5	0
2	5	0	6	0	5	0	6	0
3	5	0	5	5	5	0	5	0
4	6	0	5	5	6	6	5	5
5	5	0	4	4	5	5	4	1
6	4	0	4	3	4	0	4	0
7	4	4	4	0	4	0	4	0
8	4	1	4	0	4	0	4	0
9	4	0	5	0	4	0	5	0

Table 1.1 Reviewed Draft Mathematics Textbooks and Teacher's Guides

Table 1.2 Reviewed Draft Science Textbooks and Teacher's Guides

		Science T	extbooks		Science Teacher's Guide			
Grade	1st Se	mester	2nd Semester		1 st Semester		2nd Semester	
	No. of Units	Reviewed	No. of Units	Reviewed	No. of Units	Reviewed	No. of Units	Reviewed
1	-	-	-	-	-	-	-	-
2	-	_	-	_	-	_	-	_
3	2	2	2	2	2	0	2	0
4	3	3	3	3	3	1	3	1
5	3	2	3	3	3	0	3	0
6	3	3	4	4	3	0	4	1
7	4	4	3	0	4	0	3	0
8	4	0	3	0	4	0	3	0
9	3	0	3	0	3	0	3	0

The table below shows the activity summary of each Output on PDM. The Plan of Operation (planned and actual) is also attached to Annex 1.4. The main activities of Output 1 are to strengthen the knowledge and skills of the PCDC authors and coordinators involved in the development of mathematics and science textbooks and Teacher's Guides.

Activity 1-1: Make proposal	- The Japanese Science Expert quickly reviewed the Grade 3 draft
by reviewing drafts of	science textbooks.
textbooks of Mathematics	- The Japanese Mathematics Expert quickly reviewed the Grade 1 and
	Grade 3 drafts textbooks.

Table 1.3 Activity Summary of Output 1 on PDM

and Science for Grade 1 to	- Japanese Mathematics and Science Experts mainly reviewed the					
9.	Grade 4 - 7 draft textbooks and made these proposals.					
	- By PCDC's strong request, Japanese Mathematics Expert reviewed					
	the Grade 12 draft textbook and made a proposal.					
Activity 1-2: Conduct	- Jap	anese M	lathemati	cs and Science Ex	perts regularly held	
textbook authors meetings	matl	nematics	and scie	nce draft textbook aut	hor meetings with the	
by referring the proposal	PCE	OC author	team me	embers and discussed t	he proposals.	
made in activity 1-1.	- Japa	nese Sci	ence Exp	pert periodically partic	cipated in the opinion	
	hear	ing conf	erence o	f Grade 5 and 6 dr	aft science textbooks	
	cond	lucted by	the PCL	C science team.	· 1 1 1. 1	
Activity 1-3: Revise the	- The I	PCDC ma	thematic	s and science author te rade 4 . 7 based on the	ams revised and edited	
draft of textbooks.	une (the Ione	DOOK OF G	rade 4 - 7 based off the	metical Crade 12 was	
	also	included)	erts (in case of Mathe	mattes, Grade 12 was	
Activity 1-4: Conduct	- Japa	nese Exp). ert Team	working together with	h PCDC and the JICA	
validation in the validation	Gaz	a Field O	ffice con	ducted the Baseline an	d End-line Surveys as	
schools.	show	vn the tab	ble below	· · · · · · · · · · · · · · · · · · ·		
	D	1: 0		West Bank	Gaza	
	Base	line Surv	vey	February 2017	May 2017	
	End-	line Surv	/ey	January 2018	February 2018	
Activity 1-5: Conduct	- The	Japanese	e Expert	Team conducted wor	kshops four times as	
workshops regularly to	show	vn in the	table bel	OW.		
strengthen the capacity of		Date		Objective/Out	line	
develop the textbooks	1 st	Dec.	The ma	in objectives were 1) S	Sharing strong points	
develop nie textoooks.	WS	13,	and wea	ak points of Palestiniar	n basic education, 2)	
		2016	Introdu	cing changes of Japane	ese curriculum	
			guidelin	nes and 3) Sharing Japa	anese textbook	
			develop	ment procedure and te	extbook	
			characteristics.			
	2^{nd}	Feb.	The ma	The main objectives were 1) How to utilize		
	WS	13,	textboo	ks at primary school ir	a Japan by showing	
		2017	videos,	2) How to use mathem	natics teaching tools	
			in Japai	n and active learning, a	and 3) Sharing	
			challen	ges found by science to	extbook review	
			consult	ation and how to deal w	with them.	
	3 rd	Nov	The Jap	anese Science Expert	became a science	
	WS	26,	teacher	and taught air pressure	e principle by	
		2017	conduc	ting an experiment to g	grade 6 students at a	
			school.	The aim of this open l	esson was to show a	
			concret	e example of active lea	arning with a child	
			center a	pproach.		

	4 th				
	4 ^{ui}	Apr.	Japanese Mathematics Expert became a		
	WS	29,	mathematics teacher and taught "Probability"		
		2018	applying an active learning method to Grade 8		
			students at a school. After the lesson, the Japanese		
			Expert Team had a reflection meeting with PCDC		
			authors. The knowledge and learning obtained at		
			the reflection meeting were applied to the		
			finalization process of mathematics textbooks.		
Activity 1-6: Implement	- The	Japanese	Experts visited several schools and observed lessons		
other related activities for	to u	nderstand	l teaching and learning process once in November and		
textbook development	once	e in Dece	ember 2016 as well as twice in February and once in		
including developing	May	2018.			
teacher's guides and	- The	Japanese	Experts visited two printing companies to confirm the		
developing materials for	printing capacity of school textbooks in January 2017.				
central training	- Japa	nese Expe	erts participated in the regional training of Grade 6 and		
	7 dr	aft textbo	poks of mathematics and science in Jenin, Ramallah		
	and Bethlehem. They gave some comments and advices during the				
	trair	ning.			
	- Japa	nese Scie	ence Expert reviewed DVD reference for the science		
	Tea	cher's Gu	tide of Grade 5. This DVD consists of series of photos		
	and	illustratio	ons related to biology and videos of how to conduct		
	expe	eriments.			
	- Japa	nese Mat	hematics Expert mainly reviewed the Grade 4 and 5		
	draf	t Teache	r's Guides, made proposals and held draft textbook		
	auth	or meet	ings with the PCDC mathematics author team		
	men	nbers.			
	- Japa	nese Scie	ence Expert mainly reviewed the Grade 3 and 4 draft		
	Tea	cher's Gu	ides, made proposals and held draft textbook author		
	mee	tings witl	h the PCDC science author team members.		
	- The	Japanes	se Expert Team interviewed personnel at various		
	dire	ctorates i	n MoEHE and development partners for information		
	gath	ering wh	nich became a reference document for formulating		
	JIC	A's future	e projects.		

[Activities related to Output 2]

Output 2 Narrative Summary:

Reference material for developing/revising textbooks and other relevant teaching and learning materials of Mathematics and Science is developed.

The Japanese Experts and the PCDC authors have recorded consultation minutes of discussion every time during this Project, The Reference Material was developed by using these consultation minutes as

basic resources. Also, in preparing the Reference Material, lessons learned in the counterpart training conducted in September 2017 in Japan are also included.

Activities related to Output 2 of PDM were largely implemented as planned. The following table outlines each activity.

Activity 2-1: Conduct a	- Japanese Expert Team prepared for a counterpart training (CP)
training programme in Japan	program in Japan including the arrangement of visiting places,
for senior officers involved in	development of reference materials and their translation, and other
curriculum/textbook	logistic arrangement.
development.	- Japanese Expert Team conducted the counterpart training in Japan
*	in September 2017. There are 6 participants from PCDC including
	a curriculum coordinator in Gaza.
Activity 2-2: Develop	- The participants of the training in Japan developed a proposal for
proposals for improving the	improving the process of textbook development and teaching and
process of curriculum reform	learning based on what they have learnt in the training. In the
and textbook development	proposal, the following points are noted.
based on what they have	- We would like students themselves to study things by
learnt in the training in Japan.	themselves and incorporate activities in the class that lead the
	results.
	- We introduce more examples through textbooks and guide
	students' way of thinking.
	- We raise the quality of illustrations and inscriptions in
	textbooks.
	- We will further promote the implementation of experiments by
	students.
	- We will ask for Palestinian teachers "higher ability",
	"conscience" and "sense of responsibility" more than ever.
	- We will review and strengthen students' assessment of learning
	and methods of teacher evaluation.
	- We will strengthen school management as well as textbooks.
	- The Director General of PCDC submitted the proposal (as a Report
	of the CP training in Japan) to Deputy Minister of MoEHE.
Activity 2-3: Conduct a	- The Director General of PCDC who participated in the CP in Japan
workshop to share what they	shared experiences and lesson learnt from the CP training with
have learned in Japan to	PCDC authoring members and personnel in various occasions such
improve textbook	as an internal meeting and a seminar where other subject authoring
development and the process	members joined.
of curriculum reform.	
Activity 2-4: Develop a	- The Japanese Expert Team explained to the PCDC Director
reference material to be used	General about the framework of the reference material and got
for the current textbook	consent.
development and future	- The Japanese Expert Team drafted the reference material in
curriculum development plan	Japanese in August 2018 and JICA personnel commented on it in
based on the issues identified,	September 2018.
and comments made in the	- The draft reference material translated in Arabic was submitted to
workshops of activity 1-5 and	PCDC in October 2018. PCDC reviewed it and gave comments.
2-3.	

Table 1	.4 Activity	Summary	of Output 2	c on PDM

- The Japanese Expert Team finalized the reference material in
Arabic and Japanese. The material was officially submitted to
PCDC and JICA.

2.2 Achievement of the Project

2.2.1 Outputs and Indicators

2.2.1.1 Output 1

Knowledge and skills of the coordinators and authors are enhanced for developing/ revising textbooks and other relevant teaching and learning materials of Mathematics and Science.

[Indicator]

Strengthened knowledge and skills of the authors and coordinators reported in the evaluation sheets to be conducted at the end of the reflection workshops.

Verifiable Points of Strengthening Knowledge and Skills of Authors

"Common points of mathematics and science" and "In the Case of Mathematics" shown below are the main verification points for measuring the outcome of Output 1 in mathematics.

[Common points of Mathematics and Science]

Textbook:

- a) Textbooks have contents that take into account the students' understanding and interests
- b) The content of the textbook is one that emphasizes the systematicity between the unit and the grade.
- c) Textbooks are structured in consideration of the cognitive development of students (it is gradually leveling up).
- d) A textbook is made to the content of how to proceed with student's centered activities from teacheroriented teaching approach.
- e) There are few parts in the textbooks that are influenced by the skill and ability of the teacher.

Teacher's Guide:

- f) The teacher's guide has contents that help teaching for new teachers and teachers who are not good at that subject.
- g) The teacher's guide shows concrete examples of various ways of solving questions.
- h) The teacher's guide uses plenty of tables, figures and illustration to support teachers for conducting a lesson.
- i) The teacher's guide shows student's common mistakes and their countermeasures.

[In the Case of Mathematics] Textbook:

- a) The textbook shows the importance of helping people's lives and the significance of learning mathematics.
- b) The textbook asks not only for answers but also for processes and reasons.
- c) The textbook not only asks students to do drill type mathematical calculation, but also helps enhance mathematical thinking ability.
- d) The textbook shows that there are various answering methods, and as students tackle it, it becomes a textbook that will foster a flexible way of thinking.
- e) There are explanations and hints of the problem in the textbook, which has ingenuity to alleviate student's stumbling and find clues to think about.

Teacher's Guide

f) The teacher's guide shows concrete how to proceed active learning.

[Achievement of Output 1 in Mathematics]

As shown in "Table 1.1 Reviewed Draft Mathematics Textbooks and Teacher's Guides" in the previous section, the grades of textbooks and the Teacher's Guides that the Japanese Experts were able to discuss with their reviews are listed in the table.

As one of PDM indicators to measure the achievement of Output 1, it says "to evaluate by the evaluation sheet at the workshop." In the 4th workshop, as a substitute for the evaluation sheet, the Japanese Expert Team held a reflection session after the open class and exchanged opinions what the PCDC participants and the Japanese experts learned in the workshop and evaluated the achievement of Output 1. The PCDC author representatives at the workshop mentioned that they had learned concrete methods for active learning from the Japanese Expert since the Project was launched.

From the beginning of the Project, the Japanese Expert has been guiding teaching methods using examples of Japanese textbooks and Teacher's Guide, which made the PCDC authors easy to incorporate student-centered activities. After a year and a half since the start of this Project, the PCDC authors understood the points and it is confirmed that they were gradually able to express these on their textbooks and Teacher's Guide.

Regarding the textbooks, the draft contents have been improved every time the author meeting was held. For example, there were more explanations and clues on questions, and there is ingenuity to reduce the chances of student's making mistakes compared to the zero draft. Another example, the processes to let students' think have been increased and the textbooks had more questions of asking 'why' instead of just asking answers. Based on the fact of draft textbook improvement, it can clearly say that the knowledge and skills of the mathematics textbook authors were strengthen.

The same phenomenon was occurred during the development of the draft Teacher's Guides. For example, the Japanese Expert had suggested to introduce student's mistakes and their countermeasures, which were actually written in the Teacher's Guides. (e.g. The minutes of discussion on Unit 5 and 6 of G-5 Mathematics, May 8, 2018). Also, the Japanese Mathematics Expert had been giving suggestions on the interest and depth of mathematics such as there are always multiple answers to a single question. Reflecting that, the PCDC author team incorporated it into the Teacher's Guides. (e.g. The minutes of discussion on Unit 4 of G-5 Mathematics, May 8, 2018).

In this way, the PCDC author team has learned what the Japanese Expert suggested in every author meeting and started exerting their strengthened knowledge and skills on the development of textbooks and Teacher's Guides.

Verifiable Points of Strengthening Knowledge and Skills of Authors

"In the Case of Science" shown below is the main verification points for measuring the outcome of Output 1 in science.

[In the Case of Science]

Textbook:

- a) The textbook shows how science is closely related to human life and the significance of learning science.
- b) The textbook shows illustrations, figures, photographs that are easy for students to see and understand.
- c) The textbook emphasizes student's doubts and is written in line with the flow of natural thinking.
- d) The textbook does not have any inaccurate or uncertain description.
- e) The textbook shows safety considerations in experiments and observations.

Teacher's Guide:

- f) The teacher's guide shows experiment activity preparation including aware of danger.
- g) The Teacher's Guide shows examples of how to talk to students and make students think deeply.

[Achievement of Output 1 in Science]

As shown in "Table 1.2 Reviewed Draft Science Textbooks and Teacher's Guides" in the previous section, the grades of textbooks and the Teacher's Guides that the Japanese Experts were able to discuss with their reviews are listed in the table.

From the beginning of the project, the Japanese Science Expert has instructed the PCDC authoring members to eliminate incorrect descriptions, diagrams, photographs and illustrations in the textbooks. When this project has been over a year and a half, the number of misrepresentations in the textbooks

has clearly decreased. This fact shows that the ability of the PCDC author team to edit the textbooks has improved. (e.g. There were 16 editorial mistakes pointed out in the 2nd semester of G4 textbook in the minutes of discussion No.3 dated on December 5, 2016; There were 7 editorial mistakes pointed out in the 2nd semester of G5 textbook in the minutes of discussion No.30 dated on October 29, 2017)

From the early stage of the project, the Japanese Science Expert has instructed and explained that the textbook should have the content according to the developmental stage of the student. However, in the first half of this Project, the PCDC author team did not fully get points and it was partially reflected in the draft textbooks. After a year and a half, however, the Japanese Expert confirmed that the content that does not match ability of the grade has been corrected. (e.g. Unit of Human Spinal Structure, 2nd semester of G5, pp6). This means that the PCDC author team has acquired skills to understand the guidance of the Japanese Expert and to create the textbooks that are in line with students' understanding with their own ability.

In addition, the PCDC author team is learning a lot from Japanese Teacher's Guides under the guidance of the Japanese Expert. As a result, the Japanese Expert confirmed that the PCDC author team is making corrections that incorporate the essence of Japanese type description on multiple pages of their Teacher's Guide. (e.g. Unit 2-3 "Magnet" of G4 Teacher's Guide)

[Evaluation Result of Knowledge and Skills Acquired by PCDC Authors from Japanese Experts] The following is the result of knowledge and skills acquired by PCDC authors from the Japanese Experts. The five PCDC authors who mainly worked with the Japanese Experts filled in the questionnaire. (Likert scale method was applied. "1" means Learnt very less, "2" means Learnt less, "3" means More or less, "4" means Learnt much and "5" means Learnt very much). This evaluation was conducted in September 2018, and an evaluation sheet with the following question (statement) was distributed to the five PCDC authors and asked for the answers.

	Statement	
	Statement	Score
a	Know-how to deepen students' understanding.	3.2
b	Know-how to draw out students' willingness to learn and their interest and learn happily	3.8
с	Know-how to make more important for students' learning by their initiative.	3.2
d	Know-how to make it easier for students to do homework, preparation and review at home.	2.6
e	Know-how to further improve students' thinking power.	4.0
f	Know-how to further improve students' problem-solving skills.	3.6
g	Know-how to make textbooks tied to everyday life.	3.8
h	Know-how to make it a thought type of lesson from a memorization type of lesson.	3.4

i	Know-how to make textbooks that teachers easily teach with them.	3.2
j	Know-how to consider student's cognitive development.	4.0
k	Know-how to make contents that can cope with first learning as well as slow learning students.	3.4
1	Know-how to make experiments and operation activities easier for teachers.	4.0
m	Know-how to be able to see composition of learning contents from Grade 1 to 9 throughout.	2.6
n	Know-how to make textbooks easy to understand, including layouts, fonts, and designs.	4.2
0	Know-how to make textbooks of appropriate quantity (page numbers) for students.	3.6

The statements of "e: Know-how to further improve students' thinking power", "j: Know-how to consider student's cognitive development", "l: Know-how to make experiments and operation activities easier for teachers" and "n: Know-how to make textbooks easy to understand, including layouts, fonts, and designs" give 4.0 or more than 4.0 on average. These four statements are exactly what the Japanese Experts emphasized in their technical assistance. The statements of "b: Know-how to draw out students' willingness to learn and their interest and learn happily" and "g: Know-how to make textbooks tied to everyday life" give 3.8 on average. These are also activities that the Japanese Expert emphasized during the technical assistance.

On the other hand, the statement of "m: Know-how to be able to see composition of learning contents from Grade 1 to 9 throughout" give less than 3 on average. When the Japanese Experts were dispatched, the draft textbooks of Grade 1 to Grade 4 had already been completed. Therefore, It is assumed that this average answer value shows the fact that the technical support through Grade 1 to 9 was not completed.

Taken together, the above results show that the activities of this Project were very effective for achieving the Project objective.

[Degree of Achievement of Output 1]

As shown in the results described above, it can be said that the degree of accomplishment based on the verifiable indicators is generally high, as it is possible for the PCDC authors to reflect on advice and guidance by the Japanese Experts in the draft textbook corrections and edits. However, the part that cannot be achieved is that the Japanese Experts could not directly provide technical knowledge and skills to all PCDC mathematics and science authors.

2.2.1.2 Output 2

Reference material for developing/revising textbooks and other relevant teaching and learning materials of Mathematics and Science is developed.

[Indicator]

Reference material developed during/after the final reflection workshop

[Achievement of Output 2]

The reference material was developed based on all discussion records of the author meetings between the PCDC mathematics and science authors and the Japanese Mathematics and Science Experts. It also extracted important points and results from the series of workshops held four times during this Project. Therefore, this reference material does not discuss educational policy and theory. It is a so-called practical book which is written important points, learning points, lessons learned in the process of actual textbook formulation through the implementation of this Project. In other words, this reference material is a book of technical guidance for preparing new textbooks and Teacher's Guidebooks as well as new curriculum.

In the process of developing this reference material, the overall concept, table of contents, and details of the contents were prepared at each stage by receiving opinions and comments from PCDC.

During the final workshop, the final reference material was distributed to each participant and the Japanese Expert Team collected the last comments. By reflecting these comments, the Team finalized the reference material and submitted to PCDC and JICA. PCDC appreciated the reference material. PCDC committed themselves to make it useful for future curriculum development and textbook development.

[Degree of Achievement of Output 2]

As the results described above, the Reference Material was has undergone almost the expected process, and it was the time when finalization was planned. Therefore, the degree of achievement is high.

2.2.2 Project Purpose and Indicators

[Project Purpose]

Quality of textbooks and other relevant teaching and learning materials² of Mathematics and Science is improved.

[Indicators]

(1) Improvements observed in the final drafts of textbooks by comparing the final drafts with the first drafts

(2) Improvements observed in the final drafts of Teacher's Guides compared with the current versions of teacher's guides.

² The other relevant materials mainly include teacher's guide and training material for central training.

[Textbooks]

From G5 to G9 new textbooks of mathematics and science are clearly improved compared with the first draft, especially from G5 to G8 textbooks which the Japanese Experts reviewed and consulted with the PCDC author team. The following changes are seen.

- In the case of mathematics, explanations, hints, and examples of problems in the textbooks are increasing, and questions to make students think as well as fill-in-the-blank questions are also increasing.
- In the case of science, the number of incorrect descriptions, charts, photographs, and illustrations has been decreased, and contents that are difficult to understand due to the developmental stage of the students are deleted. In addition, consideration to safety was made for experiment and observation.

Example of the change between the first draft and the final draft of the Grade 5th mathematics textbook



[Before]

The first draft shows the way of prime factorization. The figure on the left ('Before') explains the usual way.

[After]

The Japanese Expert always instructed the PCDC author team to show various solutions from a student's standpoint. Here the final draft shows a different way as shown in the right figure ('After'). Also, in the final draft, "prime factors" are emphasized by the 'red font'. The PCDC author team's ingenuity is seen.



The figure on the left is the first draft and the figure on the right is the final draft. Here these textbooks explain the angle and its measurement, but in the first draft there is no explanation showing a protractor. Meanwhile, there was advice from the Japanese Expert, and the final draft shows how to measure concrete angles with the illustration of protractor.

In addition, the Japanese Expert instructed the PCDC author team to pay attention, as an advice to the Teacher's Guide of this unit, by visually pointing an example of a common mistake in using the protractor as shown in the figure on the right.



Example of the change between the first draft and the final draft of the Grade 6th science					
textbook					
Before	After				
	Price Price				
3- مل هذ. الأسسلم كانتلت حية أم غير حية ؟ 	 البيران				

[Before]

In the first draft, there is no definition and suddenly questions about viruses are coming out. (Questions : How to prevent viruses from entering the body?; Is the virus biological?; and Can you see a virus with an optical microscope?)

[After]

In the final draft which received advice from the Japanese Expert, the PCDC author team amended and put the definition which is easy to understand at the first. After that, the questions come out. Also hints to answer the questions are hidden in the definition.



[Before]

In the first draft, the depiction of the blood vessels of the human body is not represented in the head and the hands as shown in the figure. Also, in the explanation of the figure of the heart, there is only a description of the external part.

[After]

In the final draft which received advice from the Japanese Expert, blood vessels are drawn in the head and the hands as shown, and the explanations of the heart of the interior part are additionally written.

[Teacher's Guides]

As for the contents of G4 to G7 mathematics and science Teacher's Guides, clear improvements are made in the final draft compared with the first draft, as with textbooks.

- In mathematics, misunderstandings of students and their countermeasures have been described concretely.
- In science, the PCDC science author team refers to the Japanese Teacher's Guides, and some parts of the format are adopted to their Teacher's Guides.

Therefore, the quality of the final draft of Teacher's Guides has been improved.

[Comparison Result between Baseline and End-line Surveys]

From the comparison result between Baseline and End-line Surveys, it can be seen that students of Grade 5 and 6 have a good impression such as being easy to understand the final draft mathematics and science textbooks compared to the old textbooks. From various data of the comparison result, it can be said that the evaluation of students who are end users of the final draft textbooks is positive. This indicates that the quality of the new textbooks is improving. (Please refer to the End-line Survey Report as well as Section 4.1 Prospects to achieve Overall Goal)

[Degree of Achievement of Project Purpose]

Since the schedule of the PCDC's new textbook and Teacher's Guide formulation was very short and the number of the Japanese Experts was limited, there were limitations on the number of grades that the Japanese Experts can review. Thus, it cannot be said that the textbooks and Teacher's Guides from G5 to G9 have uniformly improved to the same level. However, the Japanese Experts confirmed that the quality of the first draft textbooks and the Teacher's Guides has surely improved in the final draft from Grade 5 to 9, which the Japanese Experts have advised, although there is a difference in degree. The Japanese Experts also confirmed that the core members of the PCDC author teams gained knowledge and skills from the Japanese Experts day by day, they shared the gained knowledge and skills to the other team members, and these other team members made use of them in the development of the textbooks and Teacher's Guides.

From these results, the degree of accomplishment based on the verifiable indicators is generally within the assumption and the degree of achievement is high. The rest that has not been achieved is due to the fact that the Japanese Experts were unable to respond to the same level of technical assistance for all grade textbooks and Teacher's Guides.

2.3 History of PDM Modification

The PDM is attached to Annex 3. During the Project, there was no amendment of PDM including all indicators.

2.4 Others

2.4.1 Results of Environment and Social Consideration

There is no environment and social consideration in this Project.

2.4.2 Results of Considerations on Gender/Peace Building/Poverty Reduction

There are no considerations on gender/peace building/poverty reduction in this Project.

Chapter 3 Results of Joint Review

3.1 Results of Review based on DAC³ Evaluation Criteria

3.1.1 Relevance: High

[Consistency with the Policies of Palestine]

- Under the 4th Education Development Strategic Plan (EDSP4: 2017-2022) by Palestine, there are four policy priorities;
 - 1) Early Education for Children,
 - 2) Improvement of the Quality of Education,
 - 3) Sustained Enrollment and
 - 4) From Education to Employment.

Among them, "2) Improvement of the Quality of Education" is highly relevant to the Project purpose.

- Under "2) Improvement of the Quality of Education", one of the important policies is "to improve and develop educational curricula".
- Under "to improve and develop educational curricula", there are three objectives;
 - 1) Evaluate and develop curriculum for basic stage in a suitable manner to student (f/m) needs,
 - 2) Compose curricula for grades (5-12) by end of 2018, and
 - 3) Develop evaluation and diagnostic methods of all aspects of learning in accordance with curriculum philosophy, training strategy and student-centered learning.
- As it is mentioned above, the Project purpose and its activities are highly relevant to the MOEHE's prioritized policies and objectives.

[Consistency with Japanese Government and JICA's Assistance Policy]

- The Project is consistent with "Learning Strategy for Peace and Growth Achieving Quality Education through Mutual Learning –" by Government of Japan announced in 2015 in which quality learning is one of the priority areas. Also, under "JICA Position Paper in Education Cooperation" of October 2015, quality education for learning improvement is one of JICA's important focus areas. JICA focuses on improving learning comprehensively by strengthening the Learning Cycle.
- This approach provides comprehensive solutions with consistent interventions throughout (1) curriculum, (2) textbooks and teaching and learning materials, (3) lessons, and (4) assessment.
- As mentioned above, the Project purpose and its activities are highly relevant to the Japanese Government's and JICA's assistance policy.

³ Development Assistance Committee (DAC) under the Organization for Economic Co-operation and Development's (OECD).

3.1.2 Effectiveness: High

< Verification: Whether Achievement Output 1 and 2 Achieved Project Purpose >

[Indicator of Project Purpose]

- (1) Improvements observed in the final drafts of textbooks by comparing the final drafts with the first drafts
- (2) Improvements observed in the final drafts of Teacher's Guides compared with the current versions of teacher's guides.

[Result]

- As shown in the section of "2. Achievements of the Project", Output 1 and 2 achieved the Project Purpose. Every time the Japanese Experts reviewed new drafts, they recognized that the contents were obviously improving.
- The quality improvement of some grade textbooks and Teacher's Guides has not been thoroughly verified by the Japanese Expert. Because of the small number of the Japanese Experts and the very tight schedule of textbook and Teacher's Guides development planned by PCDC, the Experts could not provide technical assistance of the same quantity and quality to each PCDC author.
- However, the Japanese Experts transferred sufficient knowledge and skills for textbook and Teacher's Guide development to the PCDC author teams so that the quality of the other grade textbooks and the Teacher's Guides which the Japanese Experts put less input is also improved. The Japanese Experts confirmed it. In other words, the skill transfer was also done among the PCDC authors during the Project period.

3.1.3 Efficiency: High

[Output 1]

- Despite being one Japanese Mathematics Expert and one Japanese Science Expert in this Project, the Japanese Experts confirmed that knowledge and skills of the PCDC author team of developing textbooks and Teacher's Guides have been enhanced compared with the beginning. Therefore, the cost-effectiveness of expert input is high, and the efficiency of this project is high.
- As for the input period of the Japanese Experts, the Japanese Expert Team checked the PCDC textbook and Teacher's Guide formulation schedule from time to time, flexibly dealt with the demand of the PCDC author teams, adapting to the time when the writing work is thriving and so on, in order to improve the efficiency of the operations. (The team decided to avoid traveling during the time of printing of draft textbooks and delivery to schools and the period when the writing work density declined during the time of Ramadan)
- In the case of science, as the writing of Grade 7 Teacher's Guide was delayed, the Japanese Science Expert shifted immediately to the preparation support of Teacher's Guide for another grade and tried

to improve the efficiency of his work.

- Conducting the Baseline Survey and the End-line Survey was efficient. Instead of having a subcontract to a local consultant company, the PCDC author team and the Japanese Expert Team jointly conducted the surveys in West Bank, and the PCDC Gaza office and the JICA Gaza Field Office jointly conducted the surveys in Gaza. The Japanese Expert Team, the PCDC author team and the JICA Gaza Field Office as one team, carried out these two surveys very efficiently from the survey preparation to arrangement of school visits and implementation of the surveys.
- In order to ensure the distribution of laboratory instruments to 16 schools, the Japanese Expert Team decided to respond flexibly and assign two Japanese Experts who initially did not schedule at the time. These Japanese Experts were dispatched to Palestine, checked and confirmed laboratory instruments in June 2018 in consultation with PCDC.

[Output 2]

- To develop an empirical reference material and to improve the efficiency of its creation, the Japanese Expert Team has kept minutes of all consultations with the PCDC author teams. These minutes describe ideas and comments provided by the Japanese Experts and what they discussed and agreed with the PCDC author teams. The Reference Material reorganized these consultation records, combined and edited them for each theme. In this way, the Japanese Expert Team has incorporated the efficient creation process of the Reference Material from the beginning of this Project.

From the above facts, it can be said that the efficiency of this Project is high.

3.1.4 Impact: High (at some level)

[Overall Goal Achievement Prediction]

The Japanese Experts have already observed several lessons where the new textbooks were used. The common fact taken from the observation is that not every class is teaching using the blackboard by the teacher, but learning through group activities and students' experiments is occurring. Also, in the interview with the mathematics and science teachers, they emphasized that the new textbooks put the importance of student centered activities compared to the old textbook. From these results, it can be said that teachers' teaching in the classroom and students' learning are shifting toward increasing ability to think more and emphasis on learning on their own initiative. The result of the End-line Survey also shows positive impact on students.

Having said that, whether the Project results and achievement can lead the achievement of the Overall Goal depends on the quality of in-service training for teachers in near future.

[Causal Relationship between Overall Goal and Project Purpose]

In general, there must be a positive linkage between the quality of the textbooks and other relevant teaching and learning materials and the quality of teaching and learning in a lesson. Therefore, the relationship between the Overall Goal and the Project Purpose is not divergent. Having said that, the factor that strongly links the causal relationship is the quality of each teacher. Improvement of quality of textbooks and other relevant teaching and learning materials is a necessary condition, but not a sufficient condition. Improvement of teaching and learning in the classroom ultimately depends on each teacher's capacity.

[Ripple Effect]

One of ripple effects is the fact that there are many opinions from parents who evaluate or condemn the new textbooks. These opinions may affect the formulation of next Education Development Strategic Plan and the new policy of in-service teacher training.

3.1.5 Sustainability: High

[Policy and Institutional]

One of four policy priorities under Education Development Strategic Plan (EDSP4: 2017-2022) is "To improve and develop educational curricula". Under this, there are three objectives;

- 1) Evaluate and develop curriculum for basic stage in a suitable manner to student (f/m) needs,
- 2) Compose curricula for grades (5-12) by end of 2018, and
- 3) Develop evaluation and diagnostic methods of all aspects of learning in accordance with curriculum philosophy, training strategy and student-centered learning.

This Project provided a technical assistance to achieve "2) Compose curricula for grades (5-12) by end of 2018". PCDC received the technical assistance from the Project Expert Team and successfully accomplished the objective including new textbook and Teacher's Guides development

PCDC will continue to work for "3) Develop evaluation and diagnostic methods of all aspects of learning in accordance with curriculum philosophy, training strategy and student-centered learning". Therefore, the transition activity is continued and developed.

[Structure of Executing Agency]

The organization and structure of the executing agency necessary for sustaining the project effect has been already established. In addition, from the beginning of the Project, the ownership of the executing agency for the Project is sufficiently secured.

Having said that, in the next textbook revision, the Japanese Expert Team recommends PCDC to strengthen the structure of the editorial staff for textbook preparation.

[Technical Capacity of Executing Agency]

The core PCDC author members obtained sufficient knowledge and skills from the Japanese Experts for textbook and Teacher's Guide development. Therefore, there is sufficient technical level of the executing agency necessary for the sustaining project effect.

[Finance of Executing Agency]

During the Project implementation, almost all general work expenses except the supply of the science experimental instruments are covered by PCDC. The Japanese Expert Team never provided or partially covered any budget including printing cost and textbook distribution cost. Therefore, it is highly likely that future resources will be secured for sustaining the effect.

3.2 Key Factors Affecting Implementation and Outcomes

[Textbook Development Schedule]

Because the progress of textbook development and Teacher's Guides by PCDC has been faster than the plan written in R/D between MoEHE and JICA, the Japanese Expert Team has difficulties to review several textbooks simultaneously. As a result, the Japanese Mathematics and Science Experts could not fully review Grade 8 and 9 textbooks. The Japanese Experts also faced the same difficulty on reviewing Teacher's Guides.

[Lesson Observation together with PCDC Authors and JICA Experts]

In order for the Japanese Experts to provide more relevant and useful advice with deeper insights, it is necessary to understand deeply and comprehensively how the new textbooks are implemented in an actual classroom. Observing lessons together with the PCDC officials is more effective for the Japanese Experts to understand the context of Palestinian class teaching and learning. Thus, the JICA Consultation Team recommended that the Japanese Experts and the PCDC authors jointly observe lessons conducted with new textbooks so that they can discuss the lessons together.

3.3 Evaluation on the Results of the Project Risk Management

3.3.1 Result of Risk Management

[Textbook Development Schedule]

In the case of the Japanese Science Expert, he mostly stopped translating units of draft science textbooks.⁴ Instead, he requested PCDC to directly participate in PCDC science authoring internal

⁴ When Japanese Science Expert can receive a draft before the internal meeting, he quickly reviews it and marks important issues.

meetings with Japanese-Arabic interpreter. This is in order to save time on the reviewers. PCDC gave the permission. During these meetings, the expert caught authors' discussion by receiving interpretation, and directly gave comments and ideas to the authors. This was more efficient than translating draft textbooks, reviewing them and holding the author meeting.

In the case of mathematics, previously, the Japanese Expert Team hired one or two translators, but increased it to four at required points and accelerated the translation of the draft mathematics textbooks. By doing this, the Expert could take countermeasures that he could review them faster than before. The PCDC mathematics authoring team also started sending the author who was in charge of the unit writing to the Japanese Expert Office and discussed the content directly with Japanese expert. Earlier, the PCDC mathematics team leader and/or the coordinator came to the Japanese Expert on behalf of the writer of the unit. This change was efficient and provided a valuable opportunity of capacity building for each author.

[Lesson Observation together with PCDC Authors and JICA Experts]

The Japanese Science Expert and the PCDC authors visited a school together and observed a science class. After that, they had a reflection meeting together and discussed how to use the new textbooks and teaching methods.

Through these observations and the reflections with the PCDC authors, the Japanese Experts more understood the context of textbooks utilized by teachers and students. These experiences were relevant and useful for developing textbooks and Teacher's Guides.

After the suggestion from the JICA Consultation Team, the Japanese Expert Team conducted an open lesson, where the Japanese Mathematics Expert became a teacher at a school and the PCDC authors observed the lesson. After the lesson, the Japanese Expert Team and the PCDC authors had a reflection meeting.

3.3.2 Results of Utilizing Lesson Learned

[Lesson Learned by the Fourth Detailed Planning Team of JICA]

The fourth detailed planning team of JICA wrote down "Lessons of previous similar projects and their application to this project" as follows.

(1) In this Project, the Japanese Experts need to visit schools of Palestine as soon as possible after the start of the Project and grasp the teacher's skills and the student's learning situation, so that they are able to provide advices and suggestions on the textbook development based on the current situation of Palestine. (2) It is recommended not only support through advice to the current process on writing activity but also through workshops where the Japanese Experts summarize issues and lessons learned which were analyzed during each dispatch period. They also provide support for the counterparts to systematically understand the textbook revision process.

[Utilization of the Lesson Learned for the Project]

- (1) After the Japanese Experts arriving in Ramallah in the first dispatch period, they visited a nearby school before long with the PCDC authors and observed a science lesson. The Japanese Experts grasped the teacher's skills and the student's learning situation from the observation. One of the Japanese Experts also recorded the lesson by video. Later, the video was edited and utilized during a workshop. The Japanese Experts also kept visiting other schools, observed lessons and interviewed the principals and teachers to understand the school situations in Palestine more deeply.
- (2) The Japanese Expert Team held a workshop four times in total. At each workshop, the agenda was based on the issue and lessons learned which were analyzed during each dispatch period. The themes of each workshop are described below.
 - The 1st Workshop: Confirming the strengths and weaknesses of Palestine basic education, and introduction of the flow of making Japanese textbook development.
 - The 2nd Workshop: Issues of the composition of draft textbooks picked up at the PCDC author meetings and concerning the content of draft textbooks in line with the developmental stages of students, and how to deal with them. In addition, utilization of teaching materials for active learning.
 - The 3rd Workshop: The workshop participants' observation of the student's learning process in an science open lesson with an experiment. Holding a reflection meeting on what the participants observed, what they learned about, and the effects of the experiment.
 - The 4th Workshop: Demonstration of active learning by the Japanese Mathematics Expert using a real class. At the reflection meeting, PCDC authors and the Japanese Experts discuss what they learned from the lesson, how the lesson can be improved, and how to proceed with the lesson study.

3.4 Lesson Learned

[Showing Concrete Example]

To give advice and revision measures to the PCDC authors, it was very effective to show real Japanese textbooks and Teacher's Guides. The Japanese Expert Team brought Grade 1 to 9 Japanese Mathematics

textbooks and Grade 3 to 12 Japanese Science textbooks. They also brought Japanese Teacher's Guides. In the case of mathematics, the English version of the Japanese textbooks was brought.

In addition to this, the Japanese Experts were doing the following thing.

In the Japanese Teacher's Guides, a copy of the textbook is on the spread page. Also, there are commentaries on them and on both sides, making it easier to understand which part of the textbook should be taught. Therefore, in order to explain about this, the Japanese Experts fully translated the facing page of the Japanese mathematics and science Teacher's Guides to Arabic and showed it. It helps the PCDC authors to deeply understand the essential characteristics and details.

[Showing Real Example of Active Learning]

One of the emphasis in Palestinian new curriculum is the introduction of active learning. As a result, the new textbooks differ from the old textbooks in terms of writing style and question contents, and the number of figures and illustrations also increased. This big change is a strong message that teachers must introduce active learning in a lesson.

The first thing the PCDC authors need to do is to understand active learning correctly. To do that, the PCDC authors have to verify not only how to write textbooks but also how active learning is deployed in an actual class. To support this, the participants of the counterpart training in Japan visited a primary school and a junior secondary school, observed active learning lessons and had reflection meetings to discuss the active learning. The Japanese Expert Team also conducted a real lesson of active learning and the PCDC authors observe it. The Japanese Science Expert opened a lesson, "Let's examine the nature of air and water" for Grade 6 students. As the second time, the Japanese Mathematics Expert opened a lesson, "What is probability - the point of contact between mathematics and reality -" for Grade 8 students. Active learning was embedded in these two open lessons and the PCDC authors observed these lessons. What was more important in these occasions was not the observation of the lessons, but the reflection meeting held after the classes. In other words, how the PCDC authors captured active learning, how they observed students' learning process, and how they realized the effect of active learning. Through the discussion, it is significant that they could deeply learn active learning through the field.

[Experienced Experts in Textbook Development]

There are two Japanese Experts in this Project. One is mathematics and the other is science. The Mathematics Expert is a professor at a university and has been an author of mathematics textbooks for more than two decades in Japan. He is a senior author with extensive experience and knowledge.

The Science Expert is a professional in making science textbooks. He has been engaged in textbook development for science in a textbook publishing company for over two decades. He is a person who has know-how from the beginning to the end of making textbooks.

Some of the consultants have experienced former teachers, but these experiences are not sufficient in the project like this one. We need a consultant who has experience in writing textbooks and/or actually publishing textbooks.

Chapter 4 For the Achievement of Overall Goal after the Project Completion

4.1 **Prospects to achieve Overall Goal**

The narrative summary of overall goal is "Teaching and learning in the classroom are improved".

Below is a partial comparison result between the Baseline Survey and the End-line Survey in the student questionnaire as information on achieving the overall goal. The surveys were conducted for students in Grade 5 and 6. During the Baseline Survey, those students were still using the old textbooks, and during the End-line Survey they used the new textbooks.

	Questions for Students	BL	EL	Differ-	Signifi-
	Questions for Students		Ave.	ence	cance
а	Math textbook descriptions are easy to understand.	3.47	3.84	0.37	**
b	Math textbook layout is easy to see.	3.96	4.31	0.35	***
с	Contents of math textbook are substantial.	4.35	4.26	-0.08	
d	Contents of math textbooks are difficult.	2.96	2.67	-0.30	*
e	You feel easy to study using math textbook.	4.15	4.19	0.03	
f	You feel easy to study math if you have a reference book.	3.94	3.88	0.06	
g	Math textbook needs more examples for better understanding.	3.48	3.34	-0.13	
h	Math textbook needs more exercise drills) for better	3.59	3.57	-0.02	
	understanding.				
i	Math textbook needs more figures for better understanding.	4.13	3.75	-0.38	**
j	Math textbook has too many contents.	3.81	3.38	-0.43	***

Table 4.1 Contents of Mathematics Textbook

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

Table 4.2 Contents of Science Textbook

	Questions for Students	BL	EL	Differ-	Signifi-
	Questions for Students	Ave.	Ave.	ence	cance
k	Science textbook descriptions are easy to understand.	3.80	3.98	0.17	
1	Science textbook layout is easy to see.	3.82	4.23	0.40	***
m	Contents of science textbook are substantial.	4.01	4.27	0.26	*
n	Contents of science textbook are difficult.	2.84	2.61	-0.23	
0	You feel easy to study using science textbook.	3.96	4.04	0.07	
р	You feel easy to study science if you have a reference book	4.12	3.94	-0.17	
q	Science textbook needs more examples for better understanding.	3.38	3.18	-0.20	
r	Science textbook needs more exercises (drills) for better understanding.	3.39	3.35	-0.05	
s	Science textbook needs more figures for better understanding.	3.89	3.80	-0.09	
t	Science textbook has too many contents.	3.67	3.14	-0.54	

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

	Questions for Students	BL	EL	Differ-	Signifi-
	Questions for Students	Ave.	Ave.	ence	cance
a	Your math teacher makes you memorize the contents of the textbook.	3.70	3.53	-0.17	
b	Your math teacher makes a class by grouping the students.	2.64	2.97	0.32	*
с	Your math teacher pairs students and gives a lesson.	2.59	3.20	0.60	***
d	Your math teacher incorporates activities where the students discuss.	3.54	3.68	0.14	
e	Your math teacher conducts a class while asking questions to the students.	3.80	4.06	0.26	*
f	Your math teacher helps the students who do not understand the lesson.	4.10	4.35	0.25	*
g	Your math teacher receives questions from students who do not understand the lesson.	4.06	4.32	0.27	*
h	Your math teacher gives students enough time to solve questions.	3.77	4.11	0.34	**
i	Your math teacher gives the students opportunities to present their thoughts.	3.85	4.07	0.21	
j	Your math teacher confirms students' understanding level during class.	3.89	4.18	0.29	*

Table 4.3 Mathematics Teacher's Teaching

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

Table 4.4 Science Teacher's Teaching

	Questions for Students	BL Ave.	EL Ave.	Differ- ence	Signifi- cance
k	Your science teacher makes you memorize the contents of the textbook.	3.76	3.59	-0.18	
1	Your science teacher makes a class by grouping the students.	3.14	2.84	-0.30	*
m	Your science teacher pairs students and gives a lesson.	2.79	3.13	0.34	*
n	Your science teacher incorporates activities where the students discuss.	3.91	3.80	-0.11	
0	Your science teacher conducts a class while asking questions to the students.	3.84	3.75	-0.09	
р	Your science teacher helps the students who do not understand the lesson.	4.07	4.12	0.05	
q	Your science teacher receives questions from students who do not understand the lesson.	4.07	4.14	0.07	
r	Your science teacher gives students enough time to solve questions.	3.75	4.00	0.25	
s	Your science teacher gives the students opportunities to present their thoughts.	3.87	3.99	0.12	
t	Your science teacher confirms students' understanding level during class.	3.94	3.96	0.02	

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

A summary of the comparison results of the Baseline Survey and End-line Survey in the tables above is as follows.

- Students recognized significant changes in the contents of the new mathematics textbook compared to the old one. In case of Science, students feel there are less clear changes in the new science textbook compared to the mathematics textbook.
- Students seem to feel that the new mathematics and science textbooks are easier to see compared to the old ones. However, the students feel that the volume of the content in the new mathematics textbook is too much.
- Students seem to feel that there have been some changes in teaching methods of teachers since the new textbooks were introduced. It can be inferred that the new curriculum influences teacher's way of teaching. For example, students feel that teachers have more use of group learning and pair learning than before.
- Since the introduction of the new textbooks, students started to try hard to understand the contents by themselves more than they did before when they were not sure of mathematics and science questions. Previously, students often asked the answers to their friends when they used the old textbooks.

Below is a partial comparison result between the Baseline Survey and the End-line Survey in the questionnaire targeted for teachers. The surveys were conducted for mathematics and science teachers at school. During the Baseline Survey, those teachers were still using the old textbooks, and during the End-line Survey they used the new textbooks.

	Questions for Students	BL	EL	Differ-	Signifi-
	Questions for Students	Ave.	Ave.	ence	cance
а	You prepare a lesson plan each time.	4.85	4.22	-0.62	*
b	You use a textbook for preparing a lesson plan.	4.85	4.61	-0.24	
с	You use a teacher's guide book for preparing a lesson plan.	3.67	2.47	-1.20	*
d	You use a reference material for preparing a lesson plan.	4.31	3.83	-0.47	
e	You receive advices from your colleague for preparing a lesson plan.	3.38	3.28	-0.11	

Table 4.5 Preparing Lesson Plan

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

Table 4.6 Spending time for Lesson Plan Preparation

	More than 2 hrs	1 - 2 hrs	0.5 - 1 hrs	Less than 30 min.
Baseline Survey	7.7%	7.7%	23.1%	61.5%
End-line Survey	5.6%	27.8%	33.3%	33.3%

Table 4.7 Teachers' Interest in Lessons

	Ouestions for Students	BL	EL	Differ-	Signifi-
	Questions for Students	Ave.	Ave.	ence	cance
a	You are interested in how students learn.	4.54	4.44	-0.09	
b	You are interested in how students are learning with other students during a class.	3.75	4.44	0.58	*
с	You have something to learn from your students.	3.69	4.11	0.42	
d	You are pleased to see the students learning more and more with good scores.	4.92	4.83	-0.09	
e	You are glad to see the slow learning students doing their best.	4.77	4.78	0.01	
f	You think that a student with poor grades is due to his/her poor learning ability.	3.00	3.28	0.28	
g	You like your occupation as a teacher.	4.15	3.94	-0.21	
h	You try hard for teaching students with passion.	4.62	4.28	-0.34	

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

Table 4.8 Contents of Textbooks

	Questions for Students	BL	EL	Differ-	Signifi-
		Ave.	Ave.	ence	cance
a	Textbooks are easy to understand for students.	3.33	2.78	-0.56	
b	Textbook description is easy to understand for students.	3.46	2.61	-0.85	**
с	Textbook layout is easy to see for students.	3.23	2.56	-0.68	*
d	Textbook contents are substantial.	3.46	3.06	-0.41	
e	Textbook contents are carefully selected.	3.00	3.06	0.06	
f	Textbook contents are at the level of the student.	3.17	2.72	-0.44	
g	Array of textbook units is good.	3.23	3.39	0.16	
h	It is easy to teach using textbooks.	3.31	3.00	-0.31	
i	Textbooks need more examples for better understanding.	3.50	3.22	-0.28	
j	Textbooks need more exercises for better understanding.	3.00	3.00	0.00	
k	Textbooks need more figures for better understanding.	4.00	3.13	-0.88	*
1	Textbook contents are too much.	4.08	3.67	-0.41	
m	Textbooks have ingenuity to make students think.	2.69	3.22	0.53	
n	Textbooks are easy to memorize for students.	2.92	2.67	-0.26	

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

Table 4.9 Learning among Teachers

	Questions for Students	BL	EL	Differ-	Signifi-
	Questions for Students	Ave.	Ave.	ence	cance
a	You discuss pedagogy with your colleague.	4.08	4.06	-0.02	
b	Principal encourage you to discuss pedagogy with your colleague.	4.31	3.89	-0.42	
с	You have a chance to observe a lesson of your colleague.	3.85	3.67	-0.18	
d	You open your lesson to your colleague and receive advices.	3.62	3.28	-0.34	

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

	Questions for Students	BL Ave.	EL Ave.	Differ- ence	Signifi- cance
а	You make students memorize the contents of textbooks.	2.92	3.00	0.08	
b	You make students grouped for teaching lessons.	3.31	3.56	0.25	
с	You make students paired and for teaching lessons.	2.77	3.44	0.68	*
d	You incorporate activities to make students have discussion.	3.85	4.06	0.21	
e	You conduct a lesson over asking questions to students.	3.42	3.76	0.35	
f	You help students who do not understand a lesson in your class.	3.85	4.17	0.32	
g	You receive questions from students who don't understand a lesson.	4.25	4.11	-0.14	
h	You give students enough time to solve questions.	4.46	4.56	0.09	
i	You give students an opportunity to present their thoughts.	4.31	4.76	0.46	*
j	You confirm students' understanding level during a lesson.	4.31	4.72	0.41	*
k	You find students' good points and praise them.	4.62	4.83	0.22	
1	You find students' problems and advise them not to do it.	4.54	4.78	0.24	
m	You give students a lot of homework.	3.25	3.39	0.14	

Table 4.10 Teaching Management

*: p<0.05 **: p<0.01 ***: p<0.001

Note : The difference between the two average values and the average values of BL and EL are rounded to three decimal places

The following is a summary of the comparison results of the Baseline Survey and the End-line Survey in the teacher questionnaire.

- Teachers seem to feel difficulty in making lesson plans since the introduction of the new textbooks. Since the introduction of the new textbooks, teachers are taking more time to make lesson plans.
- It seems that teachers have been more interested how a student learn from other students since the introduction of the new textbooks.
- Teachers do not feel that students are deepening their understanding of lessons just because the new textbooks are introduced.
- Even though the new textbooks are introduced, there is no tendency for teachers to discuss more about their teaching methods with their colleagues. They also do not have more opportunities to receive advices from their colleagues for each other's lessons.

From the results of the End-line Survey, it can be said that students are more interested in the new mathematics and science textbooks. It seems that students are ready to use the new textbooks. From this point, it can be said that one condition for achieving the overall goal is in place. Having said that, teachers are still confused by the new textbooks.

The greatest feature of the new textbooks is to incorporate active learning into lessons. In this regard, teachers who participated in the surveys seem to be promoting student-centered approach as can be seen from the data in Table 4-10. (For example, "Question: You give students an opportunity to present their thoughts" and "Question: You confirm students' understanding level during a lesson" shows significant results statistically) However, they do not seem to be ready enough yet because most of questions of

Table 4-10 do not show any significance. From Table 4-10, it can be inferred that teachers are wondering how to conduct classes with the new textbooks. In order to introduce active learning, training with certain practices is necessary. Therefore, whether the overall goal will be achieved or not depends on how much teachers can do active learning in a class in near future. In this regard, it is very important to increase quality of in-service teacher training, especially for active learning.

From the above points, improvement of the quality of each teacher is required to achieve the overall goal in PDM, and class observation becomes necessary to measure it. Thus, the indicator of the overall goal is considered to be appropriate. The means of verification of the overall goal is "Lesson observation sheet". In addition to this, it is recommended that PCDC can utilize the questionnaires of the End-line Survey conducted in this Project and will carry out a small survey. The questionnaires of the End-line Survey include many questions of teaching and learning in a class.

4.2 Plan of Operation and Implementation Structure of the Palestinian side to Achieve Overall Goal

In this Project, improvement of the quality of mathematics and science textbooks and Teacher's Guides was confirmed, and it can be concluded that the project goal was largely achieved. On the other hand, whether the overall goal; "Teaching and learning in the classroom are improved" will be achieved or not is not sure at this moment because it is required to improve the quality of the teacher. Therefore, in order to achieve the overall goal, the Palestinian side is expected to implement the following two activities, which are proposed by the Japanese Expert Team.

1) In-service teacher training for the new mathematics and science textbooks

2) Improvement of the Teacher's Guides and other teaching materials

As mentioned in the previous section, the greatest feature of the new textbooks is to incorporate active learning and child-centered approach into lessons. These teaching methods are new for many teachers, so that some of them are confused in what way they teach. What is the right way to teach? How can they correctly utilize the new textbooks? Many teachers need training that can be learned concretely and used from tomorrow, not on lectures. For example, as the Japanese Expert Team proposes, the training can be at the school using an ordinary class and students. It is not a model lesson with a model teacher who rehearsed the lesson several times before. It should be a lesson study where one teacher opens her/his class and other teachers at the school observe the lesson. After that, they have a reflection meeting. The reflection meeting is the main part of this training. Not criticizing the lesson, but learning from the lesson together.

Another thing is to improve the Teacher's Guide, especially for novice teachers. The Teacher's Guide already includes lesson plans, student work sheets, concrete examples of ways of questioning to students,

additional information and detailed explanation, various evaluation tools, a concrete procedure for an experiment (for science), points to pay attention, an instruction of group work, examples of how to write on the whiteboard, photos and videos in DVD-ROM. However, it is desirable to improve the contents. The Teacher's Guides cane be revised every two years.

[Implementation System]

1) In-service Teacher Training

This activity has two stages. In the first stage, the PCDC author team becomes a trainer and conducts training (ToT) for the officers of the Directorate of the Supervision and Education Qualifying (DSEQ). The ToT provides characteristics and notes of the new curriculum, textbooks and Teacher's Guides and how to utilize them efficiently.

In the second stage, the trained officers of DSEQ which is in charge of in-service teacher training provide training for teachers. For that purpose, DSEQ sets up a technical working group and invite the PCDC author team to make a detailed plan of teacher training for utilization of the new textbooks.

2) Teacher's Guide

PCDC is in charge of this activity. PCDC can set up a technical working group and invite DSEQ officers, university professors, education personnel, school supervisors and teachers from several districts to discuss the contents of the mathematics and science Teacher's Guides as well as work for revision of the contents.

4.3 Recommendation for the Palestinian Side

As mentored in the previous section, it is important that PCDC and DSEQ work together to achieve the Overall Goal.

The followings are necessary steps for the recommendations.

[Working Group for In-service Teacher Training]

- 1) PCDC conducts training (ToT) for DSEQ officers on the new curriculum, the new textbooks and the new Teacher's Guides.
- 2) DSEQ will set up a Working Group (WG) for development of new teacher's training program. PCDC will join the WG.
- 3) The WG visits several schools, observe lessons and study the strength and weakness of the teaching and learning process with the new textbooks.
- 4) Based on the result of the study, the WG will develop a detailed plan of the new teacher's training.

[Working Group for Teacher's Guide]

PCDC will set up a Working Group (WG) to improve and revise the Teacher's Guides. The members are composed of PCDC officers, school supervisors from districts, university professors, educational personnel, teachers and others. Based on the needs and suggestions from teachers and schools, the WG continuously improves and revises Teacher's Guides.

Annex 1 Result of the Project

Annex 1.1 List of Dispatched Experts

The JICA Expert Team consists of the following 5 experts as shown in the table.

Position Name	Name			
Team Leader / Mathematics and	Mr. Koji Sato			
Science Education	International Development Center of Japan			
Mathematics Education	Prof. Izumi Nishitani			
(Textbook Development)	Faculty of Education, Gunma University			
Science Education	Mr. Masaomi Hirose			
(Textbook Development)	Former chief editor of textbook publishing company			
Training and Coordination	Mr. Takeshi Miwa			
	International Development Center of Japan			
Arabic – Japanese Interpreter	Mr. Jebari Nassim			
	International Development Center of Japan			

Table A-1 List of JICA Experts

The following table shows the list of the counterparts.

Table A-2 List of Counterparts

Position Name	Name
Chair (Project Director)	Dr. Basri Saleh
	Deputy Minister of Education and Higher Education
Project Manager	Mr. Tharwat Lutfi Zaid
	Director General of Palestine Curriculum Development Center
	(PCDC)
JCC Member	Dr. Mohammed Matar
	Director General of Assessment, Evaluation and Examination
JCC Member	Dr. Shahnaz I.K. Far
	Director General of Training-Supervision and Educational
	Qualifying
Project Coordinator	Mr. Ahmad Ali Sayaareh
	Director of Science Department, PCDC
Coordinator of Mathematics	Mr. Qais Abdelrahim Shabaneh
Author Team	Director of Mathematics Department, PCDC
Deputy Coordinator of	Ms. Nisreen Hikmat Dweikat
Mathematics Author Team	Mathematics Department, PCDC
Coordinator of Science Author	Ms. Jinan Mahmoud Abo Rahim
Team	Science Department, PCDC
Member of Science Author Team	Ms. Iman Suleiman Awad Al- Badareen
	Science Department, PCDC





 Monitoring Sheets
 △
 Ver.1
 △
 √Ver.2
 △
 √Ver.3

 Others
 Study Report for Future Cooperation △
 △1st JCC
 JICA Consultation Mission △ (2nd JCC)
 Reference Material △ △3rd JCC

A-2

Annex 1.3 Counterpart Training in Japan

Table A-3 List of Participants

	Name	Position
1	Mr. ZAID Tharwat L M	Director General, Palestine Curriculum Development Center
		(PCDC), Ministry of Education and Higher Education (MoEHE)
2	Mr. SAYARA Ahmed A M	Director of Scientific Department, PCDC, MoEHE
3	Mr. SHABANA Qais A I	Head of Mathematics Department, PCDC, MoEHE
4	Ms. ABUERHEM Jenan M M	Administrative Officer of Science Department, PCDC, MoEHE
5	Ms. JABER Nisreen H A	Officer of Mathematics Department, PCDC, MoEHE
6	Dr. ALNAKHALA Somia S S	Curriculum Coordinator, PCDC, MoEHE

Table A-4 Training Program

Date	Program	Place to Visit	Accommo-
			dation
Sep. 11	Arrival at Kansai International Airport		KSIC
(Mon)			
Sep. 12	- Orientation	KSIC	KSIC
(Tue)	- Lecture on Japanese education policy		
	- Points of visiting a textbook publishing company		
	and schools		
Sep. 13	- Understanding of vocational education in Japan	- Hyogo Industrial	KSIC
(Wed)	and class observation	Public High School	
	- Characteristics of science and mathematics	- Keirinkan, Shinko	
	textbooks and learning assessment	Publishing Company	
Sep. 14	- Observation of how textbooks are used at	- Tennoji State	KSIC
(Thu)	elementary schools and child-centered classes	Elementary School	
	- Reflection meeting of the class observation	- KSIC	
Sep. 15	- Observation of how students use mathematics	- Tennoji State Junior	KSIC
(Fri)	and science textbooks at junior high school and	High School	
	students' learning in those classes		
Sep. 16	- Education system in Japan and transition of	KSIC	KSIC
(Sat)	curriculum · textbook development		
	- Reflection meeting of the class observation of		
	the junior high school		
Sep. 17	- Drafting a proposal of curriculum and textbook	KSIC	KSIC
(Sun)	development		
Sep. 18	- Understanding learning methods of experiential	- Suma Aqualife Park	KSIC
(Mon)	science in Japan	Kobe	
	- Drafting a proposal of curriculum and textbook	- KSIC	
	development		

Sep. 19	- In-service teacher training for improvement of	- Kobe City Education	KSIC
(Tue)	teacher's ability	Center	
Sep. 20	- Finalizing a proposal of curriculum and textbook	- KSIC	KSIC
(Wed)	development		
	- Review meeting of the counterpart training		
Sep. 21	- Departure from Kansai International Airport		
(Thu)			

KSIC: JICA Kansai International Center

Annex 1.4 Plan of Operation

	Plan 2016		2017					2018																
Inputs	Actual	[1	0		Т	0]	0		0		0	0		0	Т	0	1	0	0		Remarks
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Team Leader / Mathematics and Science Education	Plan													}		-								
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Arabic - Japanese interpreter	Actual				1					÷.					ļ	į.								
Training in Japan														\square					\square					
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	Actual				1						Į			1	I Î								1	
Activities	Plan				2	016							2017	7					2	018				Responsible Organization
Sub-Activities	Actual	[0			0]	0		0		0	0		0		0		1	0		Japan Palestine
Output 1: Knowledge and skills of the coordinators and authors are enhanced	ced for	dev	elop	oing/r	revi	sing	tex	tbook	s ar	nd othe	er rel	evar	nt tea	ching	g and	lear	ning n	nate	rials	of M	ather	natic	ŝ	
1-1. Make proposal by reviewing drafts of textbooks of Mathematics	Plan	L		\square	ļ	L	Ц												11		L			JICA Expert Team
and Science for Grade 1 to 9.	Actual				ļ		Ц				<u> </u>								L		L			bio/ Expert ream
1-2. Conduct textbook authors meetings by referring the proposal made	Plan				1		Ц							1					11		Ц.		-	JICA Expert Team
In activity 1-1.	Actual	ļ		Ц	1		Ц		_	<u> </u>	<u> </u>			ĻĻ					Ļļ		LL.		Ļ	PCDC
1-3. Revise the draft of textbooks.	Plan			Ц	1		Ц							ĻĻ					Ļļ		LL.		Ļ	JICA Expert Team
	Actual	ļ		Ц	1		Ц		_					ĻĻ					Ļļ		Ц		Ļ	PCDC
1-4. Conduct validation in validation schools.	Plan	Ļ	_		1		ļļ							<u> </u>	ĻĮ				ĻĮ		LL.		-	JICA Expert Team
	Actual		_	\square	-		Ц		_		Ц			ĻĻ	Ļ	-			Ц		Ц.		+	PCDC
1-5. Conduct workshops regularly to strengthen the capacity of	Plan	Ļ			1	\perp	Ļļ					\downarrow		<u> </u>			4		L.		Ļ		_	JICA Expert Team
Coordinators and authors to develop the textbooks.	Actual		_	4	1		Ц					\downarrow		Ц.	ļ			_	Ļļ		Ц.		_	PCDC
including developing teacher's guides and developing materials for	Plan				1		Ц		_ <u>_</u>												Ц		1	JICA Expert Team
central training.	Actual																	~~~~						PCDC
Output 2: Reference material for developing/ revising textbooks and other	relevan	nt tea	achii	ng ar	nd le	earr	ning	mate	rials	s of Ma	them	natic	s an	d Sci	ence i	s de	velop	ed.	. ,					
2-1. Conduct a training programme in Japan for senior officers involved	Plan	Ļ			4		Ц					\downarrow							Ļļ		Ļ			JICA Expert Team
In curriculum/textbook development.	Actual		_		ļ		Ц		-			\downarrow		ļ	ł	4		_	Ļļ		Ц.			PCDC
2-2. Develop proposals for improving the process of curriculum reform and textbook development based on what they have learnt in the	Plan				1																			JICA Expert Team
training in Japan.	Actual																						-	PCDC
2-3. Conduct a workshop to share what they have learned in Japan to	Plan						\square			~~~														JICA Expert Team
improve textbook development and the process of curriculum reform.	Actual				1																			PCDC
2-4. Develop a reference material to be used for the current textbook	Plan																						-	JICA Expert Team
development and tuture curriculum development plan based on the issues identified, and comments made in the workshops of activity 1-5	Actual																							PCDC
										<u> </u>	<u> </u>	•)		<u> </u>								•	-	
Monitoring Plan	Plan	-		-	2	U16		.	•	<u> </u>			2017			_		I	2	:018		- 1		Remarks
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Joint Coordination Committee	Plan	ļ	_		1		1			1							_		11					came and had a discussion with MOEHE in February 2018. This can
	Actual																							be substitute of JCC in February 2018
	Plan	1	1		t	\square	t					11				1	11		Ħ		Ħ			
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Annex 2 List of Products

- 1. Project Implementation Plan, November 2016 (Japanese)
- 2. Work Plan, November 2016 (English Summary and Japanese)
- 3. Monitoring Sheet Version 1, May 2017 (English and Japanese Summary)
- 4. Information Collection Study Report on Future Cooperation, May 2017 (Japanese)
- 5. Monitoring Sheet Version 2, November 2017 (English and Japanese Summary)
- 6. Monitoring Sheet Version 3, May 2018 (English and Japanese Summary)
- 7. Reference Material Collection, October 2018 (Arabic and Japanese)
- 8. Project Completion Report, October 2018 (English and Japanese)

Annex 3 PDM

PROJECT DESIGN MATRIX (PDM) Version 0 (Approved on 22, August, 2016)

Project Title: Palestine-Japan Education Cooperation for Mathematics and Science Curriculum Development (PAJEC)

Duration: 2 years (November 2016 to November 2018)

Direct beneficiary: Textbook authors and coordinators (mainly from Palestine Curriculum Development Center) and senior officials who are involved in curriculum reform and textbook development of Mathematics and Science

Indirect beneficiary: Pupils and Teachers at primary and secondary education level

Target Area: West Bank and Gaza

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
Overall Goal Teaching and learning in the classroom are improved.	Results of lesson observation in Mathematics and Science.	Lesson observation sheet	
Project Purpose Quality of textbooks and other relevant teaching and learning materials ⁵ of Mathematics and Science is improved.	 (1) Improvements observed in the final drafts of textbooks by comparing the final drafts with the first drafts (2) Improvements observed in the final drafts of teacher's guides compared with the current versions of teacher's guides. 	(1) Developed Textbooks(2) Developed Teacher's guides	Developed textbook and other relevant teaching and learning materials are distributed on time and used continuously.
Output 1 Knowledge and skills of the coordinators and authors are enhanced for developing/revising textbooks and other relevant teaching and learning materials of Mathematics and Science. Output 2 Reference material for developing/ revising textbooks and other relevant teaching and learning materials of Mathematics and Science is developed.	Strengthened knowledge and skills of the authors and coordinators reported in the evaluation sheets to be conducted at the end of the reflection workshops. Reference material developed during/ after the final reflection workshop.	Evaluation sheets of the workshops Developed reference material	 (1) There is not a fatal delay in the process of textbook development. (2) The majority of the authors continue to be engaged in authoring the textbooks. (3) Final drafts of the textbooks are completed by the end of project. (4) Final drafts of teacher's guides are completed by the end of project.

⁵ The other relevant materials mainly include teacher's guide and training material for central training.

Activities	Inputs	
Activities Output1: 1-1. Make proposal by reviewing drafts of textbooks of Mathematics and Science for Grade 1 to 9. 1-2. Conduct textbook authors meetings by referring the proposal made in activity 1-1. 1-3. Revise the draft of textbooks. 1-4. Conduct validation in the validation schools. 1-5. Conduct workshops regularly to strengthen the capacity of coordinators and authors to develop the textbooks. 1-6. Implement other related activities for textbook development including developing teacher's guides and developing materials for central training. Output2: 2-1. Conduct a training programme in Japan for senior officers involved in curriculum/textbook	Input s Input from JICA side Dispatch of experts; ➤ Mathematics Education (Textbook Development) ➤ Science Education (Textbook Development) *Having the expertise of Pedagogical Knowledge is desirable. Cost for implementation of the workshops etc. proposed by JICA experts, namely, refreshment, lunch, printing of workshop materials, transportation. Transportation fee will be supplied according to the regulation of the Palestinian Authority; Cost for translation (English – Arabic) when necessary; Educational materials needed to conduct Mathematics and Science lessons in validation schools and model schools; Training in Japan; Input other than indicated above will be determined through mutual consultations between MOEHE and JICA during the implementation of the Project, as necessary.	 (1) Sufficient budgets are secured and disbursed in a timely manner. (2) Other tasks do not adversely affect coordinators' and authors' participation in project activities. (3) Drafts of the textbooks are provided to JICA experts as scheduled.
 development. 2-2. Develop proposals for improving the process of curriculum reform and textbook development based on what they have learnt in the training in Japan. 2-3. Conduct a workshop to share what they have learned in Japan to improve textbook development and the process of curriculum reform. 2-4. Develop a reference material to be used for the current textbook development and future curriculum development plan based on the issues identified, and comments made in the workshops of activity 1-5 and 2-3. 	 Input from Palestinian side Services of MOEHE's counterpart personnel and administrative personnel; Assistance to support JICA experts for office matters; Suitable office space for JICA experts with necessary equipment; Running cost for the implementation of the Project including utility costs and venue costs; Necessary arrangement for the preparation and implementation of the workshops; Data (including educational statistics) and information needed for the implementation of the Project; Input other than indicated above will be determined through mutual consultations between MOEHE and JICA during the implementation of the Project, as necessary. 	Pre-conditions (1) The current curriculum reform policy is maintained. (2) Curriculum reform plan is continuously implemented. (3) Political and/or security conditions are not deteriorated.

Annex 4 Photos of Project Activities





Annex 5 List of Property Lending

			取得価	格 (Purchas	e Price)	检查合格日				事業終了後の
物品名称 (Name of Property)	規格・品番 (Standard, Part Number)	個数 (Quantity)	取得価格 (Purchase Price)	通貨 (Currency)	日本円換算 取得価格 (In Japanese Yen)	(Date of Inspection Passed)	配置場所 (Location)	現況 (Current State)	備考 (Remarks)	取扱い (After Completion of Project: Handover/Return)
Mobile phone	Nokia 105 DS	2	200	ILS	5,450	Nov.21, 2016	PAJEC Office	In operation		Handover to PCDC
Projector	Vivitek DLP Projector DX255	1	1,890	ILS	51,503	Nov.23, 2016	PAJEC Office	In operation		Handover to PCDC
Digital camera	SAMSUNG ST150F	1	540	ILS	14,715	Nov.23, 2016	PAJEC Office	In operation		Handover to PCDC
Laser printer	KYOCERA FS-4100DN	1	348	USD	39,082	Dec.1, 2016	PAJEC Office	In operation		Handover to PCDC
Mobile printer	CANON PIXUS iP110	1	35,313	YEN	35,313	Nov.10, 2016	PAJEC Office	In operation		Handover to PCDC
A set of Japanese science equipment	A microscope, solar panel batteries, Neodym and electromagnet, thermometers and others	1	190,995	YEN	190,995	Nov.11, 2016	PAJEC Office	In operation		Handover to PCDC
A set of Japanese mathematics textbooks for basic education (Japanese)	Gakko Tosho	1	0	YEN	0	Dec.15, 2016	PAJEC Office	In operation		Handover to PCDC
A set of Japanese mathematics textbooks for basic education(English)	Gakko Tosho	2	32,923	YEN	32,923	Dec.15, 2016	PAJEC Office	In operation		Handover to PCDC
A set of Japanese mathematics teacher's guides for Grade 5 to 12 (in Japanese)	Gakko Tosho	1	0	YEN	0	Dec.15, 2016	PAJEC Office	In operation		Handover to PCDC
A set of Japanese science textbooks for basic education (in Japanese)	Kyoiku Shupan	2	0	YEN	0	Dec.15, 2016	PAJEC Office	In operation		Handover to PCDC
A set of Japanese science teacher's guides for basic education (in Japanese)	Kyoiku Shupan	1	176,688	YEN	176,688	Dec.15, 2016	PAJEC Office	In operation		Handover to PCDC
A set of Japanese mathematics learning tools	Showa Mathematics Tool Set	2	5,840	YEN	5,840	Dec.24, 2016	PAJEC Office	In operation		Handover to PCDC
Video camera	Panasonic HC-360MS	1	36,557	YEN	36,557	Jan.3, 2017	PAJEC Office	In operation		Handover to PCDC
Japanese mathematics textbooks for high school	Tokyo Shoseki	1	3,605	YEN	3,605	Dec.21, 2016	PAJEC Office	In operation		Handover to PCDC
Japanese science textbooks for high school	Tokyo Shoseki	1	24,030	YEN	24,030	Dec.26, 2016	PAJEC Office	In operation		Handover to PCDC
Mobile monitor	GeChic ON-LAP 1101	1	22,980	YEN	22,980	Jul.12, 2017	PAJEC Office	In operation		Handover to PCDC
A set of science experiment tools		1	10,697	YEN	10,697	Oct.10, 2017	PAJEC Office	In operation		Handover to PCDC
【以下、JICAから貸与されて	いる物品 (Property Lent by	JICA)			•			•	•	•

Annex 6 List of Supplied Science Instruments

No.	Area	School Name	Sub total (ILS)
1		Al Khansa Girls Elementry School	2,686.7
2		Ain Al- Baidaa Mixed High School	4,845.0
3		Beit Aksa Boys High School	4,993.9
4		Al- Mazraa Al Qabalia Boys Elementry School	5,786.8
5		Al Khas & Noaman Mixed Elementry School/ Bethlehem	3,124.0
6	W. (D. 1	Qiira Mixed Elementry School / Salfeet	1,408.5
7	west Bank	Shoufa Girls High School / Tulkarem	6,810.2
8		Khalil Al Wazeer School/ South Nablus	7,021.9
9		Al Khawarizmy Girls High School	5,975.0
10		Shoroqat Mixed Elementry School	3,343.7
11		Showayka Mixed Elementry School	3,309.6
12		Zeif Elementary School	2,959.7
13		Al - Shaima' Primary Girls School (Gaza)	12,967.2
14		Taha Hussien Primary Boys School (Rafah)	15,367.5
15	Gaza	Kamel Al Agha Primary Boys School (Khanyounes)	12,367.0
16		Bilal Bin Rabah Primary School (Al Westa)	14,708.0
Tota	l in ILS		107,674.7
Tota	l in USD (IL	S 1 = USD 0.27862)	30,000

Summary of Science Equipment Expenses

2	Al Khansa Girls Elementry School										
No.	Experiment Tool	Number	Price / Unit	Total							
1	Glass Flask 250ml	2	7.0	14.0							
2	Bunsen Burner with 190g Cartliage	1	57.0	57.0							
3	Electric Kettle	1	62.0	62.0							
4	Measuring Cylinder	2	11.0	22.0							
5	Glass Beaker 1000ml	2	11.0	22.0							
6	Glass Flask 1000ml	2	13.0	26.0							
7	Plastic tube 1 m	1	3.0	3.0							
8	Balloons	1	1.0	1.0							
9	Lamp 2.5 V	1	1.0	1.0							
10	Crocodile wires	1	2.0	2.0							
10	Battery 1.5 V	1	1.0	1.0							
12	Com	1	1.0	1.0							
13	Bar Magnet	1	8.0	8.0							
15	Thread	1	5.0	1.0							
16	Diastia Daakar 250ml	1	1.0	1.0							
17	Wood piece	1	4.0	4.0							
18	Distilled Water 1 I	1	4.0	4.0							
19	Iron Nail	1	1.0	1.0							
20	Imp Powder 50 g	1	9.0	9.0							
21	Conner wire/1 m	1	2.0	2.0							
22	Plastic Jar 1.5 g	1	3.0	3.0							
23	Tunning Fork	1	9.0	9.0							
24	Hummer Wooden	1	11.0	11.0							
25	Vaccum Vassel	1	183.0	183.0							
26	Alarm (Bell)	1	29.0	29.0							
27	Microscope	1	367.0	367.0							
28	Cork	1	1.0	1.0							
29	Electronic balance	1	114.0	114.0							
30	Magniyifying glass	2	4.0	8.0							
31	Aluminuim Powder 100 g	1	28.0	28.0							
32	Sulpher powder 100g	1	13.0	13.0							
33	Funnel	2	4.0	8.0							
34	Generator	1	78.0	78.0							
35	Solarcell	1	13.0	13.0							
36	electroscope	4	27.0	108.0							
3/	Petris dish	4	1.0	4.0							
20	Dissection plate	1	20.0	20.0							
39	Dissection plate	1	23.0	23.0							
40	Sheen heart	1	57.0	570							
41	Plastic hottle	1	6.0	60							
43	Straw	1	3.0	3.0							
44	Red colored water	1	7.0	7.0							
45	Plastic par	5	5.0	25.0							
46	Battery 9 V	4	3.0	12.0							
47	Extension wires	1	2.0	2.0							
48	Lamp with a socket	1	2.0	2.0							
49	Glass tube U shape	1	5.0	5.0							
50	rubber tube	1	7.0	7.0							
51	Iron ball 3 cm	2	11.0	22.0							
52	Spring Balance	2	8.0	16.0							
53	Three glasses (water, Oil, Alchohol)	3	23.0	69.0							
54	Displacement Flask	2	11.0	22.0							
55	Metal Net	2	3.0	6.0							
56	Bendict's Solution	1	10.0	10.0							
57	lugol's solution	1	10.0	10.0							
58	Copper Solfate Solution 100 ml	1	4.0	4.0							
59	Ethanol	1	15.0	15.0							
60	indopenol solution	1	11.0	11.0							

61	Dropper	1	0.5	0.5
62	Starch solution 2%	1	6.0	6.0
63	Iodin solution	1	10.0	10.0
64	Litmus paper	1	4.0	4.0
65	Bicarbonate sodium	1	2.0	2.0
66	Scissor	1	9.0	9.0
67	Stop Watch	1	11.0	11.0
68	Iron Sulfate Solution II 100 ml	1	13.0	13.0
69	Ammeter	1	19.0	19.0
70	Voltimeter	1	19.0	19.0
71	Multimeter	1	19.0	19.0
72	Carbon Resistors	1	0.2	0.2
73	Lamp 12v-2w lamp 12v-4w	1	11.0	11.0
74	Solar System Model	1	188.0	188.0
75	Prism	1	8.0	8.0
76	Periodic table poster	1	63.0	63.0
77	Sodium Metal 25 g	1	28.0	28.0
78	Potassium metal 25 g	1	40.0	40.0
79	Calcium metal 25 g	1	28.0	28.0
80	Maghnesium tape	1	18.0	18.0
81	Carbon Pars	1	2.0	2.0
82	Galvanometer	1	19.0	19.0
83	Sodium Hydrogen Carbonate	1	4.0	4.0
84	Hydrogen Oxide Liquid 6%	1	17.0	17.0
85	Potassium iodide 50 g	1	25.0	25.0
86	Zinc powder 100 g	1	11.0	11.0
87	Hydrochloric acid 32%	1	13.0	13.0
88	Copper II Sulfate 100 g	1	6.0	6.0
89	Iron II Sulfate 100 g	1	13.0	13.0
90	Silver Nitrate 10 g	1	80.0	80.0
91	Copper Powder 50 g	1	28.0	28.0
92	Glass Flask 100ml	1	6.0	6.0
93	Copper Chloride 100 g	1	28.0	28.0
94	Acetic Acid 99% 1 L	1	28.0	28.0
95	Sodium Carbonate 100 g	1	2.0	2.0
96	Phenolaphthalin	1	5.0	5.0
97	Glass Burette 50 ml	1	23.0	23.0
98	Volumetric flask 50 ml	1	9.0	9.0
99	Zink Plate	1	3.0	3.0
100	Copper Plate	1	3.0	3.0
101	Sodium Sulfate Crystals solid 100 g	1	2.0	2.0
102	Copper Nitrate II 50 g	1	23.0	23.0
103	Iron Plate	1	3.0	3.0
104	Minute 10 and	1	114.0	114.0
100	Minors 10cm	1	4.0	4.0
100	Laser pointer	1	20.0	20.0
107	Convex minor 5 cm	1	4.0	4.0
100	Class and plastic metangle	1	4.0	4.0
110	Curved lens	1	10	10
111	Convex lens	1	4.0	4.0
112	Antimus artificial soil	1	23.0	220
112	Magnifiving glass	1	20.0	23.0
114	Gibberellic acid (nowder)	1	23.0	23.0
115	Onion Sample	1	50	50
116	Plant section sample	1	5.0	5.0
117	Leaf section sample	1	5.0	5.0
	Loui socioli sunpro	1	Total	26867

Ain Al- Baidaa Mixed High School						
No.	Item name	Number	Price/ Unit	Total		
1	Glass Flask 250ml	2	7.0	14.0		
2	Bunsen Burner 190 g Cartliage	3	57.0	171.0		
3	Glass flask 1000ml	5	11.0	55.0		
5	Glass Beaker 1000ml	5	11.0	55.0		
6	Thermometer	3	5.0	15.0		
7	Lamp 2.5 V	1	1.0	1.0		
8	Crocodile wires	1	2.0	2.0		
9	Battery 1.5 V	1	1.0	1.0		
10	Coin Clabs Model	1	1.0	1.0		
12	Globe Model Microscope	1	108.0	108.0		
13	Filter naner	3	9.0	27.0		
14	Electronic Balance	3	114.0	342.0		
15	Aluminium powder 100 g	50	28.0	1400.0		
16	Funnel	2	4.0	8.0		
17	Separation funnel	2	23.0	46.0		
18	Magnisuim tape	1	18.0	18.0		
19	Generator	1	78.0	78.0		
20	Solar Cell 2V	3	13.0	39.0		
22	Switch	10	2.0	20.0		
23	Extension wires	50	2.0	100.0		
24	Petri's dish	1	1.0	1.0		
25	Dissection tools	1	28.0	28.0		
26	Dissection plate	1	23.0	23.0		
27	Gloves	1	16.0	16.0		
28	Sheep heart	1	57.0	57.0		
29	Plastic tube	1	3.0	3.0		
31	Straw	1	3.0	3.0		
32	Glue	1	4.0	4.0		
33	Red color water	1	7.0	7.0		
34	Electroscope	1	27.0	27.0		
35	Wool	3	4.0	12.0		
36	Battery 9 V	10	3.0	30.0		
37	Metal Stand	3	28.0	84.0		
30	Tes Tube Plastic Stand	2	2.0	22.0		
40	Tripoid	2	13.0	26.0		
41	Vaccum vessel	1	183.0	183.0		
42	Ethanol	1	15.0	15.0		
43	Indophenol solution	2	11.0	22.0		
44	Dropper	20	0.5	10.0		
45	Starch solution 2%	1	6.0	6.0		
40	I itmus	1	10.0	10.0		
47	Sodium Bicarbonate 100 g	1	4.0	4.0		
49	Scissors	1	9.0	9.0		
50	Stop watch	1	11.0	11.0		
51	Blood cells slides	1	6.0	6.0		
52	Iron Sulfate Solution II 100 ml	1	13.0	13.0		
53	Ammeter	1	19.0	19.0		
54	Voltimeter	1	19.0	19.0		
56	Carbon Resistors	1	19.0	19.0		
57	Lamp 12y-2w lamp 12y-4w	20	11.0	4.0		
58	Eclipse Model	1	114.0	114.0		
59	Solar System Model	1	188.0	188.0		
60	Prism	2	8.0	16.0		
61	Periodic table poster	1	63.0	63.0		
62	Zinc plate	1	3.0	3.0		
63	Coppert plate	1	3.0	3.0		
65	Conner Nitrate II 50 g	1	2.0	2.0		
66	Gibberellic acid (Powder)	1	23.0	23.0		
67	Onion Sample	1	5.0	5.0		
68	Plant section sample	1	5.0	5.0		
69	Leaf section sample	1	5.0	5.0		
	v		Total	4,845.0		

	Beit Aksa Boys High School						
No.	Item Name	Number	Price/Unit	Total			
1	Glass Flask 250 ml	12	7.0	84.0			
2	Bunsen Burner with 190 cartliage	3	57.0	171.0			
3	Electric Kettle	1	62.0	62.0			
4	Cold Glass Surface	2	13.0	26.0			
5	Even Balance	2	50.0	100.0			
6	Weights	12	28.0	336.0			
7	Spring balance	3	8.0	24.0			
8	Measuring Cylinder	12	11.0	132.0			
9	Glass Flask 1000 ml	12	13.0	156.0			
10	Iron ball and iron ring device	2	16.0	32.0			
11	Thermometer	4	5.0	20.0			
12	Plastic bottle 1 L	2	6.0	12.0			
13	Plastic Tube 1 m	4	3.0	12.0			
14	Lamp 2.5 V	6	1.0	6.0			
15	Crocodile wires	12	2.0	24.0			
16	Battery 1.5 V	12	1.0	12.0			
17	Magnet	12	8.0	96.0			
18	Plastic Stand with needle	2	6.0	12.0			
19	Iron powder	2	9.0	18.0			
20	Copper wire	12	2.0	24.0			
21	Globe model	1	108.0	108.0			
22	Tunning Fork	3	9.0	27.0			
23	Hummer	3	11.0	33.0			
24	Vaccum Vassel	1	183.0	183.0			
25	Alarm	2	29.0	58.0			
26	Microscope	1	367.0	367.0			
27	Cork	3	1.0	3.0			
28	Electronic Balance	2	114.0	228.0			
29	Magnifying Glass	4	4.0	16.0			
30	Aluminium powder 100 g	2	28.0	56.0			
31	Sulpher powder 100 g	2	13.0	26.0			
32	Filter paper 9 Cm	1	9.0	9.0			
33	Funnel Glass 5 cm	3	4.0	12.0			
34	Seperation funnel	2	23.0	46.0			
35	Magnesuim tape 15 meter	12	18.0	216.0			
36	Generator	3	78.0	234.0			
37	Solar cell 2 V	3	13.0	39.0			
38	Fan	3	5.0	15.0			
39	Switch	6	2.0	12.0			
40	Extension wires	12	2.0	24.0			
41	Electroscope	3	27.0	81.0			
42	Petri dish	6	1.0	6.0			
43	Dissection tools	1	28.0	28.0			
44	Dissection plate	2	23.0	46.0			
45	Straws	1	3.0	3.0			
46	Glue	2	4.0	8.0			
47	Plastic par	2	5.0	10.0			
48	Wool	1	4.0	4.0			
49	Lamp with a socket	6	2.0	12.0			
50	Battery 9V	4	3.0	12.0			

51	Class to be U shares		5.0	20.0
51	Glass tube U snape	4	5.0	20.0
52	Metal Stand	2	28.0	56.0
55	Rubber lube	4	7.0	14.0
54	Syning olg	4	2.0	0.0
55	Syring small	4	1.0	4.0
50	Transparent rubber tube	4	2.0	8.0
5/	Pier land Plastic Stand	2	11.0	22.0
58	Displacement flask	4	11.0	44.0
59	Test lube	12	1.0	12.0
60	Inpod	3	13.0	39.0
01	Deadlade as he firm	3	3.0	9.0
62	Bendicts solution	3	10.0	30.0
03	Canada Solution	3	10.0	30.0
04	Copper sulfate solution	1	4.0	4.0
00	Ethanol	1	11.0	15.0
00	Deserver	1	11.0	11.0
6/	Dropper	1	0.5	0.5
08	Starch solution 2%	1	6.0	0.0
09	logine solution	1	10.0	10.0
70	Litmus paper	4	4.0	16.0
70	Soutum ofcarbonate	1	2.0	2.0
72	Scissor Stand watch	3	9.0	27.0
74	Blood collo slides	3	11.0	33.0
74	Blood cells slides	1	6.0	6.0
/5	Iron sulfate solution II 100 ml	1	13.0	13.0
70	Ammeter	1	19.0	19.0
77	Voltimeter	1	19.0	19.0
78	Multimeter	10	19.0	19.0
/9	Carbon Resistors	12	0.2	2.4
00	Tamp 12V-2W Tamp 12V-4W	4	1000	44.0
01	Solar System Model	1	100.0	100.0
02	Prism Daria dia tabla a antar	3	6.0	24.0
0.0	Periodic table poster	1	03.0	03.0
04	Soulum	1	20.0	20.0
00	Calaium	1	40.0	40.0
00	Calcium.	1	20.0	20.0
00	Hudrogen Oxide Liquid 6%	0	170	12.0
90	Potassium Iodina	1	25.0	25.0
00	Zine newder 100g	1	110	20.0
91	Hydrochloric seid	1	130	130
92	Conner Sulfate II	1	60	10.0
93	Iron Sulfate II 100 g	1	130	130
94	Silve nitrate	1	80.0	80.0
95	Conner Powder	1	28.0	28.0
96	Silver	1	28.0	28.0
97	Conner Chloride	1	28.0	28.0
98	Acetic Acid	1	28.0	28.0
99	Sodium Carbonate	1	20	20.0
100	Phenolaphthalin	1	50	5.0
101	Zinc nlate	2	30	6.0
102	Conner plate	2	30	6.0
103	Conner Nitrate II	1	230	23.0
104	Eclinse model	2	1140	228.0
105	Mirrors	4	4.0	160
106	Laser Pointers	2	20.0	40.0
107	Convex mirror	4	40	160
108	Curve mimor	4	4.0	16.0
109	Glass and plastic rectangle	4	110	44.0
110	Curved lens	4	40	160
111	Convex lens	4	4.0	16.0
112	Antimus artificial soil	1	220	23.0
113	Gibberellic acid (nowder)	1	23.0	23.0
114	Onion Sample	2	50	100
115	Plant section sample	2	5.0	10.0
116	Leaf section sample	2	5.0	10.0
	Sour souron sumpro	2	5.0	10.0

No.	Item Name	Number	Price/ Unit	Total
1	Glass Flask 250ml	6	7.0	42.0
2	Bunsen burner with 190g Cartliage	2	57.0	114.0
3	Even Balance	6	50.0	300.0
4	Weights	1	28.0	28.0
5	Spring Balance	3	8.0	24.0
6	Measuring Cylinder	4	11.0	44.0
7	Glass Beaker 1000ml	8	11.0	88.0
8	Glass Flask 1000ml	6	13.0	78.0
9	Iron ball and iron ring device	4	16.0	64.0
10	Thermometer	6	5.0	30.0
11	Lamp 2.5 V	10	1.0	10.0
12	Crocodile wires	10	2.0	20.0
13	Battery 1.5 V	8	1.0	8.0
14	Magnet	4	8.0	32.0
15	Iron Powder	60	9.0	540.0
16	Globe model	1	108.0	108.0
17	Tunning fork	2	9.0	18.0
18	Hummer	1	11.0	11.0
19	Vaccum Vassel	1	183.0	183.0
20	Microscope	6	367.0	2202.0
21	Electronic Balance	2	114.0	228.0
22	Magnifying Glass	2	4.0	8.0
23	Aluminuim Powder	2	28.0	56.0
24	Sulpher powder	2	13.0	26.0
25	Filter paper	1	9.0	9.0
26	Funnel	4	4.0	16.0
27	Seperation funnel	1	23.0	23.0
28	Magnesium tap	1	18.0	18.0
29	Generator	1	78.0	78.0
30	Solarcell 2 V	2	13.0	26.0
31	Switch	4	2.0	8.0
32	Electroscope	2	27.0	54.0
33	Dissection tools	2	28.0	56.0
34	Dissection plate	1	23.0	23.0
35	Plastic par	2	5.0	10.0
36	Wool	1	4.0	4.0
37	Extension wires	10	2.0	20.0
38	Battery 9 V	4	3.0	12.0
39	Lamp with a socket	8	2.0	16.0
40	Glass tube Ushane	3	5.0	15.0

41	Metal stand	4	28.0	112.0
42	Syring (small)	10	1.0	10.0
43	Iron ball	2	11.0	22.0
44	Displacement flask	2	11.0	22.0
45	Test tubes	40	1.0	40.0
46	Dropper	20	0.5	10.0
47	Glass Beaker 250ml	8	5.0	40.0
48	Tripod	2	13.0	26.0
49	Metal net	3	3.0	9.0
50	Bendict's solution	2	10.0	20.0
51	Lugol's solution	2	10.0	20.0
52	Copper Sulfate Solution	1	4.0	4.0
53	Ethanol	2	15.0	30.0
54	Indophenol Solution	2	11.0	22.0
55	Litmus Papers	1	4.0	4.0
56	Sodium Bicarbonate	1	2.0	2.0
57	Stop watch	1	11.0	11.0
58	blood cells slides	4	6.0	24.0
59	Iron Sulfate Solution II 100 ml	2	13.0	26.0
60	Carbon Resistors	4	0.2	0.8
61	Solar System Model	1	188.0	188.0
62	Prism	2	8.0	16.0
63	Periodic table poster	1	63.0	63.0
64	Hydroxide sodium	2	3.0	6.0
65	Copper chloride	2	28.0	56.0
66	Acetic Acid	2	28.0	56.0
67	Phenolaphthalin	2	5.0	10.0
68	Burette	1	23.0	23.0
69	Zinc Plate	3	3.0	9.0
70	Copper Plate	3	3.0	9.0
71	Sodium Sulfate Crystals solid 100 g	3	2.0	6.0
72	Copper Nitrate II	1	23.0	23.0
73	Eclipse model	1	114.0	114.0
74	Mirrors	2	4.0	8.0
75	Laser pointers	1	20.0	20.0
76	Convex mirror	2	4.0	8.0
77	Curve mirror	2	4.0	8.0
78	Glass and plastic rectangle	2	11.0	22.0
79	Curve lens	4	4.0	16.0
80	Convex lens	4	4.0	16.0
81	Plant section sample	1	5.0	5.0
			Total	5786 8

No.	Item Name	Number	Price/ Unit	Total
1	Bunsen Burner	3	57.0	171.0
2	Spring Balance	3	8.0	24.0
3	Vaccum Vassel	3	183.0	549.0
4	Electronic balance	3	114.0	342.0
5	Magnifiving glass	6	4.0	24.0
6	Aluminuim powder	1	28.0	28.0
7	Filter paper	5	9.0	45.0
8	Funnel	6	4.0	24.0
9	Seperation funnel	6	23.0	138.0
10	Generator	3	78.0	234.0
11	Solarcell 2 V	6	13.0	78.0
12	Electroscope	4	27.0	108.0
13	Glass tube U shape	6	5.0	30.0
14	Metal stand	3	28.0	84.0
15	Rubber tube	6	7.0	42.0
16	Tripod	6	13.0	78.0
17	Metal net	6	3.0	18.0
18	Microscope	1	367.0	367.0
19	Solar System Model	1	188.0	188.0
20	Test Tube Plastic Stand	5	11.0	55.0
21	Eclipse model	1	114.0	114.0
22	Sodium	1	28.0	28.0
23	Potassium	1	40.0	40.0
24	Acetic Acid	1	28.0	28.0
25	Phenolaphthalin	1	5.0	5.0
26	Burette	3	23.0	69.0
27	Laser pointers	5	20.0	100.0
28	convex mirror	5	4.0	20.0
29	curve mirror	5	4.0	20.0
30	convex lens	5	4.0	20.0
31	Gibberellic acid (powder)	1	23.0	23.0
32	Onion sample	2	5.0	10.0
33	Plant root section sample	2	5.0	10.0
34	Plant section sample	2	5.0	10.0
2			Total	3,124.0

	Qiira Mixed Elementry School / Salfeet						
No.	Item Name	Number	Price/ Unit	Total			
1	Microscope	1	367.0	367.0			
2	Electronic balance	1	114.0	114.0			
3	Generator	1	78.0	78.0			
4	Electroscope	1	27.0	27.0			
5	Ammeter	1	19.0	19.0			
6	Voltimeter	1	19.0	19.0			
7	Multimeter	1	19.0	19.0			
8	Vaccum vassel	1	183.0	183.0			
9	Bunsen Burner	2	57.0	114.0			
10	Plastic Stand with needle	1	5.0	5.0			
11	Thermometer	3	5.0	15.0			
12	Test Tube Plastic Stand	3	11.0	33.0			
13	Displacement flask	2	11.0	22.0			
14	Tes Tubes	1	1.0	1.0			
15	Measuring Cylinder	5	11.0	55.0			
16	Glass funnel	4	4.0	16.0			
17	Glass Flask 1000ml	2	13.0	26.0			
18	Brutte	1	23.0	23.0			
19	Glass tube U shape	1	5.0	5.0			
20	Volumetric flask one liter	1	11.0	11.0			
21	Water dropper device with equipments	1	0.5	0.5			
22	Eclipse pannel	1	114.0	114.0			
23	plant cell panel	1	5.0	5.0			
24	Indophenol Solution	1	11.0	11.0			
25	Calcium	1	28.0	28.0			
26	Zinc par	10	3.0	30.0			
27	Ethanol Chohol	1	15.0	15.0			
28	Potassium yoride	1	25.0	25.0			
29	Copper Chloride	1	28.0	28.0			
			Total	1,408.5			

No.	Item Name	Number	Price/ Unit	Total
1	Glass Beaker 1000ml	20	11.0	220.
2	Bunsen Burner	20	57.0	1140.
3	Even Balance	20	50.0	1000.
4	Weights	4	28.0	112.
5	Spring balance	10	8.0	80.
6	Measuring Cylinder	20	11.0	220.
7	Glass Flask 1000ml	20	13.0	260.
8	Thermometer (Electronic, Alchool, Mercury, medical)	10	5.0	50.
9	Lamp 2.5 V	20	1.0	20.
10	Crocodile Wires	50	2.0	100.
11	Battery 1.5 V	10	1.0	10.
12	Battery 9 V	10	3.0	30.
13	Magnet	10	8.0	80.
14	Voltimeter	10	19.0	190.
15	Ammeter	10	19.0	190.
16	Galvanometer	10	19.0	190.
17	multimeter	10	19.0	190.
18	Tunning set	2	9.0	18.
19	Globe model	2	108.0	216.
20	Vaccum vassel	2	183.0	366.
21	Electronic balance	1	114.0	114.
22	Aluminium powder	4	28.0	112.
23	Iron powder	4	9.0	36.
24	Filter paper	6	9.0	54.
25	Generators	2	78.0	156.
26	Glass funnel	10	4.0	40
27	Magnesium tap	2	18.0	36.
28	Petri's dish	10	1.0	10
29	Displacement flask	5	11.0	55
30	Dropper	10	0.5	5
31	Metal net	10	3.0	30
32	Microscope	1	367.0	367.
33	Bendict's Solution	1	10.0	10
34	lugol's solution	1	10.0	10
35	Copper Solfate Solution	1	4.0	4
36	Ethanol	1	15.0	15
37	Independ solution	1	11.0	11
38	Starch solution 2%	1	6.0	6
20	Iodin solution	1	10.0	10
39	Tour portion		10.0	10.

41	Bicarbonate sodium	1	2.0	2.0
42	Dissection tools	1	28.0	28.0
43	Scissor	1	9.0	9.0
44	Stop watch	1	11.0	11.0
45	Iron Sulfate Solution II 100 ml	1	13.0	13.0
46	Copper wires	1	2.0	2.0
47	Switch	1	2.0	2.0
48	Carbon Resistors	1	0.2	0.2
49	Lamp 12v-2w lamp 12v-4w	1	11.0	11.0
50	Solar System Model	1	188.0	188.0
51	Prism	1	8.0	8.0
52	Periodic table poster	1	63.0	63.0
53	Sodium	1	28.0	28.0
54	Potassium	1	40.0	40.0
55	Calcium	1	28.0	28.0
56	Carbon Pars	1	2.0	2.0
57	Galvanometer	1	19.0	19.0
58	Hydrogen Oxide Liquid 6%	1	17.0	17.0
59	Potassium iodide	1	25.0	25.0
60	Zinc powder	1	11.0	11.0
61	Hydrochloric acid	1	13.0	13.0
62	Copper Solphate II-	1	6.0	6.0
63	Iron II Sulfate 100 g	1	13.0	13.0
64	Silver Nitrate	1	80.0	80.0
65	Copper Powder	1	28.0	28.0
66	Silve plate	1	28.0	28.0
67	Hydroxide Sodium	1	3.0	3.0
68	Copper Chloride	1	28.0	28.0
69	Acetic Acid	1	28.0	28.0
70	Sodium Carbonate	1	2.0	2.0
71	Phenolaphthalin	1	5.0	5.0
72	Burette	1	23.0	23.0
73	Volumetric flask	1	9.0	9.0
74	Glass Flask 100ml	1	6.0	6.0
75	Zink Plate	1	3.0	3.0
76	Copper Plate	1	3.0	3.0
77	Sodium Sulfate Crystals solid 100 g	1	2.0	2.0
78	Copper Nitrate II	1	23.0	23.0
79	Iron Plate	1	3.0	3.0
80	Eclipse model	1	114.0	114.0
81	Mirrors	1	4.0	4.0
82	Laser pointer	1	20.0	20.0
83	Convex mirror	1	4.0	4.0
84	Curve mirror	1	4.0	4.0
85	Glass and plastic rectangle	1	11.0	11.0
86	Curved lens	1	4.0	4.0
87	Convex lens	1	4.0	4.0
88	Aptimus artificial soil	1	23.0	23.0
89	Magnifying glass	1	4.0	4.0
90	Gibberellic acid (powder)	1	23.0	23.0
91	Onion Sample	1	5.0	5.0
92	Plant section sample	1	5.0	5.0
93	Leaf section sample	1	5.0	5.0
			Total	6.810.2

No. Hem Name Number Prior Unit Total Total Total Constraints 2 10.0 20		Khalil Al Wazeer Scho	ol/ South Na	ablus						
	No.	Item Name	Number	Price/ Unit	Total					
	1	Glass Flask 250ml	2	7.0	14.0	61	Bendict's solution	2	10.0	20.0
3 Decric Kerls 2 6.20 1.24 6.3 Coper Solitis Solution 2 4.0 8.6 4 Cold Class Strate 2 3.0 2.6.0 4.6 Elano 2 1.5.0 3.0.0 5 Weights 2 8.0 5.6.0 6.6 State solution 2 1.6.0 1.2.0 3.0.0 7 Spring Balance 2 8.0 1.6.0 1.0.0 4.0.0 6.6 State solution 2 4.0.0 3.0 8 Messuring CVilader 4 1.1.0 44.0 6.6 Bit Solution 2 4.0 8.0 10 Glates Flask 1000ml 4 1.0.0 4.0 7.0 Sisson 2 9.0 1.0.0 1	2	Bunsen Bumer	2	57.0	114.0	62	Lugol's solution	2	10.0	20.0
4 Cold Glass Surface 2 13.0 2.0.0 64 Halanci 2 15.0 30.0 6 Form Bulance 2 20.0 16.0 10.0 20.0 40.0 20.0 20.0 40.0 20.0 20.0 40.0 20.0 20.0 40.0 20.0 40.0 20.0 </td <td>3</td> <td>Electric Kettle</td> <td>2</td> <td>62.0</td> <td>124.0</td> <td>63</td> <td>Copper Solfate Solution</td> <td>2</td> <td>4.0</td> <td>8.0</td>	3	Electric Kettle	2	62.0	124.0	63	Copper Solfate Solution	2	4.0	8.0
3 10 or Halance 2 30.0 10.0 6.5 Interpretent Solution 2 11.0 24.0 11.0 24.0 11.0 24.0 11.0 24.0 11.0 14.0 15.0	4	Cold Glass Surface	2	13.0	26.0	64	Ethanol	2	15.0	30.0
6 Weights 2 24.0 26.0 Barter Molution $\mathcal{P}_{\mathcal{P}}$ 2 6.0 1.0 1.0 9 Giass Desker 1000ml 4 1.0 4.4.0 68 Birner Supper 2 1.0 2.8 9 10 Giass Desker 1000ml 4 1.0 4.4.0 69 Birner Supper 2 9.0 4.8 10 Ion ball and ring device 4 1.6.0 4.0.0 70 Scissor 2 9.0 1.8 11 Ion ball and ring device 4 1.6.0 2.0.0 70 Scissor 2 9.0 3.8 13 Balloons 10 1.0 1.0 7 2.0.0 7.8 Nullified Solution 11.00 ml 2 1.0 2.2.0 0.4 0.0 2.0.0 7.8 Nullified Solution 2.0 7.6 Multimeter 2 1.0 2.2.0 0.2 0.3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	5	Even Balance	2	50.0	100.0	65	Indopenol solution	2	11.0	22.0
a pring Balance 2 4 10	6	Weights	2	28.0	56.0	60	Starch solution 2%	2	6.0	12.0
a Distribute Lymnoc 4 110 440 100	/	Spring Balance	2	8.0	16.0	69	Litmus paper	2	10.0	20.0
10 Other First Torona 2 90 18 of 10 or 11 terms bins 2 90 18 of 10 or 21 10 10 20 11 21 10	8	Class Declars 1000ml	4	11.0	44.0	60	Bicarbonate Sodium	2	2.0	4.0
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	9	Glass Beaker 1000ml	4	11.0	44.0	70	Scissor	2	9.0	18.0
12 Thermometer universe 10 13 13 10 <t< td=""><td>10</td><td>Iron hall and ring device</td><td>4</td><td>15.0</td><td>52.0</td><td>71</td><td>Stop Watch</td><td>2</td><td>11.0</td><td>22.0</td></t<>	10	Iron hall and ring device	4	15.0	52.0	71	Stop Watch	2	11.0	22.0
13 Balloos 10	12	Thermometer	4	5.0	20.0	72	Iron Sulfate Solution II 100 ml	2	13.0	26.0
	13	Balloons	10	1.0	10.0	73	Ammeter	2	19.0	38.0
is Concodile wires 10 2.0 200 75 Multimeter 2 19.0 38.0 16 Battery 15 Y 2 1.0 72 Caboa Resistors 2 0.0 2.0 0.4 17 Plastic Stand with needle 2 5.0 10.0 77 Lamp 12-24 way 12 V-4w 2 11.0 2.0 0.2 0.4 19 Magnet 4 8.0 32.0 78 Solar Cell Model 2 18.0 376.0 20 Plastic Backer 250ml 4 6.0 24.0 80 16.0 80 Periodic table poster 2 26.0 150.0 21 Distille Water 4 0.0 56.0 82 Calcium 2 2.0 4.0 80.0 82.0 83 Calcium Carbon nets 2 2.0 4.0 80.0 83 Calcium Carbon nets 2 2.0 4.0 80.0 85 Calcium Carbon nets 2 1.0 2.2 1.0 2.2 1.0 2.2 1.0 2.2 1.0 2.2 1.0 2.2	14	Lamp 2.5 V	10	1.0	10.0	74	Voltimeter	2	19.0	38.0
16 Battery 1.5 V 2 10 73 10 76 10 76 10 76 10 76 10 76 10 <td>15</td> <td>Crocodile wires</td> <td>10</td> <td>2.0</td> <td>20.0</td> <td>75</td> <td>Multimeter</td> <td>2</td> <td>19.0</td> <td>38.0</td>	15	Crocodile wires	10	2.0	20.0	75	Multimeter	2	19.0	38.0
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	16	Battery 1.5 V	2	1.0	2.0	76	Carbon Resistors	2	0.2	0.4
	17	Plastic Stand with needle	2	5.0	10.0	77	Lamp 12v-2w lamp 12v-4w	2	11.0	22.0
	18	Thread	2	1.0	2.0	78	Solar Cell Model	2	188.0	376.0
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	19	Magnet	4	8.0	32.0	79	Prism	2	8.0	16.0
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	20	Plastic Beaker 250ml	4	4.0	16.0	80	Periodic table poster	2	63.0	126.0
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	21	Wood piece	4	6.0	24.0	81	Sodium	2	28.0	56.0
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	22	Distilled water	4	4.0	16.0	82	Potassium	2	40.0	80.0
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	23	Iron powder	4	9.0	36.0	83	Calcium	2	28.0	56.0
	24	Copper wire	4	2.0	8.0	84	Carbon Pars	2	2.0	4.0
26 Tunning fork 4 9.0 36.0 36 Produced solution Calbornia, 2 4.0 30 27 Hummer 4 11.0 44.0 87 Hydrogen Oxide Liquid 6% 2 17.0 34.0 28 Vaccum vassel 4 183.0 732.0 88 Potassium iodide 2 25.0 50.0 29 Alami (bell) 4 29.0 116.0 82 Decoder 2 11.0 22.0 50.0 31 Cork 4 1.0 4.0 60.0 91 Copper Solphate II. 2 6.0 12.0 26.0 13.0 22.6.0 13.0 25.0 13.0 25.0 13.0 25.0 13.0 25.0 13.0 25.0 13.0 25.0 15.0 13.0 25.0 15.0 13.0 25.0 15.0 13.0 25.0 15.0 13.0 25.0 15.0 13.0 25.0 15.0 13.0 25.0 15.0 13.0 25.0 15.0 15.0 15.0 15.0 16.0 16.0 10.0 13.0	25	Globe model	4	108.0	432.0	85	Galvanometer	2	19.0	38.0
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	26	Tunning fork	4	9.0	36.0	80	Hydrogen Sodium Carbonate,	2	17.0	24.0
28 Vaccum vassel 4 183.0 732.0 89 Longstructure 2 2.0.0 10.0 20.0 10.0 10.0 20.0 10.0 10.0 20.0 10.0 10.0 20.0 10.0 10.0 20.0 10.0 10.0 20.0 10.0 10.0 20.0 10.0 10.0 20.0 10.0 10.0 20.0 10.	27	Hummer	4	11.0	44.0	0/	Potassium iodide	2	25.0	50.0
29 Alarn (bell) 4 29.0 116.0 22.0 1100 22.0 30 Microscope 4 367.0 1148.0 90 Hiydrochloric acid 2 13.0 26.0 31 Cork 4 1.0 46.0 90 Hiydrochloric acid 2 6.0 12.0 32 Magnifying Glass 4 4.0 16.0 92 Finon II Sulfate 100 g 2 13.0 26.0 12.0 33 Aluminuim powder 4 28.0 112.0 94 Copper powder 2 28.0 56.0 34 Sulpher poweder 4 9.0 36.0 95 Silver Plate 2 28.0 56.0 35 Filter paper 4 0.0 16.0 97 Copper Coloride 2 28.0 56.0 38 Seperation finnel 4 2.30 92.0 98 Acctic Acid 2 28.0 56.0 10.0 39 Magnesium tap 2 18.0 36.0 100 Burete 2 3.0 60.0<	28	Vaccum vassel	4	183.0	732.0	80	Zine nowder	2	11.0	22.0
30 Microscope 4 367.0 14468.0 91 Copper Solphate II. 2 6.0 12.0 31 Cork 4 1.0 4.0 91 Copper Solphate II. 2 6.0 12.0 32 Magnifying Glass 4 4.0 16.0 91 Copper Solphate II. 2 13.0 26.0 33 Aluminuin powder 4 28.0 112.0 92 Iron II Sulfate 100 g 2 13.0 26.0 34 Sulpher poweder 4 9.0 36.0 9 Silver Nitrate 2 28.0 56.0 35 Filter paper 4 9.0 36.0 9 Silver Plate 2 28.0 56.0 36 Funnel 4 6.0 24.0 9 Phenolaphthalin 2 2.0 6.0 9 Solactic Acid 2 28.0 56.0 10.0 9 Solactic Acid 2 2.0 10.0 10.0 Butter 10 2.0 10.0 10.0 10.0 10.0 10.0 10.0 10.0	29	Alarm (bell)	4	29.0	116.0	90	Hydrochloric acid	2	13.0	26.0
31 Cork 4 1.0 4.0 4.0 1.0 4.0 92 Iron II Sulfate 100 g 2 1.50 26.0 32 Magnifying Glass 4 4.0 16.0 93 Silver Nitrate 2 80.0 160.0 33 Sulpher powder 4 13.0 52.0 94 Copper powder 2 28.0 156.0 34 Sulpher powder 4 9.0 36.0 95 Silver Plate 2 28.0 56.0 36 Funnel 4 4.0 16.0 97 Copper Chloride 2 28.0 55.0 37 Bottle 4 23.0 92.0 10.0 99 Phenolaphthalin 2 23.0 46.0 41 Solacell 2 V 4 13.0 52.0 10.0 10.0 Burtet 2 3.0 6.0 10.0 42 Fan 4 5.0 20.0 10.2 Glass flask 100ml 2 6.0 12.0 41 Solacell 2 V 4 13.0 52.0 1	30	Microscope	4	367.0	1468.0	91	Copper Solphate II:	2	6.0	12.0
32Magnifying Glass440.16.0 33 Aluminuim powder428.0112.094Copper powder228.056.0 34 Sulpher powder413.052.095Silver Nitrate228.056.0 35 Filter paper49.036.096Hydroxide Sodium228.056.0 36 Funnel44.0.016.097Copper Powder228.056.0 37 Bottle46.024.098Acetic Acid228.055.0 38 Seperation funnel423.092.098Acetic Acid228.056.0 39 Magnesium tap218.036.0100Burette223.046.0 41 Solarcell 2.V413.052.0100Burette23.06.0 42 Fan45.020.0103Zink Plate23.06.0 44 2.02.02.0105Sodium Sulfate Crystals solid 100 g22.04.0 45 Electroscope42.7.0108Eclipse model2114.028.0 46 Opper Nitrate II22.0.040.0104Copper Nitrate II22.0.04.0 45 Electroscope42.7.0108Eclipse model2114.02.8.0 46 Optic Y stats216.	31	Cork	4	1.0	4.0	92	Iron II Sulfate 100 g	2	13.0	26.0
33Alumnum powder42.8.0112.094Copper powder22.8.056.035Filter paper49.036.095Silver Plate22.8.056.036Funnel44.016.097Copper Chloride22.8.056.037Bottle46.024.098Acetic Acid22.8.056.038Seperation funnel42.3.092.099Phenolaphthalin25.010.039Magnesium tap218.036.0100Burette22.3.046.041Solarcell 2 V413.052.0100Burette23.06.042Fan45.02.0.0101Volumetric Flask29.018.043Switch42.08.0102Glass flask 100ml26.012.044Extension wires102.020.0104Copper Plate23.06.045Electroscope42.08.0104Copper Plate23.06.046Petris dish51.05.0107Iron Plate23.06.047Dissection tools22.8.056.0108Elipse model2114.022.8.048Dissection plate23.06.0106Copper Nitate II22.04.08.0 <td>32</td> <td>Magnifiying Glass</td> <td>4</td> <td>4.0</td> <td>16.0</td> <td>93</td> <td>Silver Nitrate</td> <td>2</td> <td>80.0</td> <td>160.0</td>	32	Magnifiying Glass	4	4.0	16.0	93	Silver Nitrate	2	80.0	160.0
34Sulpher poweder4 13.0 32.0 95 Silver Plate2 28.0 56.0 35 Filter paper4 4.0 16.0 97 Copper Chloride 2 28.0 66.0 37 Bottle4 6.0 24.0 98 Acetic Acid 2 28.0 56.0 38 Seperation funnel4 23.0 92.0 99 Phenolaphthalin 2 28.0 56.0 39 Magnesium tap 2 18.0 36.0 99 Phenolaphthalin 2 23.0 46.0 41 Solarcell 2 V4 13.0 52.0 100 Burette 2 23.0 46.0 41 Solarcell 2 V4 13.0 52.0 102 Glass flask 100ml 2 6.0 12.0 42 Fan 4 2.0 8.0 104 Copper Plate 2 3.0 6.0 44 Extension wires 10 2.0 2.0 20.0 103 Zink Plate 2 3.0 6.0 45 Electroscope 4 2.0 20.0 105 Sodium Suffate Crystals solid 100 g 2 2.0 4.0 46 Petri's dish 5 1.0 5.0 107 Iron Plate 2 3.0 6.0 46 Petri's dish 5 1.0 5.0 107 Iron Plate 2 2.0 40.0 48 Dissection nols 2 2.6 0.0 111 <td>33</td> <td>Aluminuim powder</td> <td>4</td> <td>28.0</td> <td>112.0</td> <td>94</td> <td>Copper powder</td> <td>2</td> <td>28.0</td> <td>56.0</td>	33	Aluminuim powder	4	28.0	112.0	94	Copper powder	2	28.0	56.0
33Filter paper49.0 36.0 96Hydroxide Sodium2 3.0 6.0 37 Bottle4 6.0 24.0 97 Coper Chloride2 28.0 56.0 38 Septration funnel4 23.0 92.0 98 Acetic Acid2 28.0 56.0 38 Septration funnel4 23.0 92.0 98 Acetic Acid2 28.0 56.0 40 Generator2 78.0 156.0 100 Burette2 23.0 46.0 41 Solarcell 2 V4 13.0 52.0 102 Glass flask $100ml$ 2 6.0 12.0 42 Fan4 5.0 20.0 102 Glass flask $100ml$ 2 6.0 12.0 44 Extension wires10 2.0 20.0 104 Copper Plate2 3.0 6.0 45 Electroscope4 27.0 108.0 106 Copper Nitate II2 23.0 46.0 47 Dissection plate2 23.0 46.0 107 Iron Plate2 3.0 6.0 49 Gloves2 16.0 32.0 110 Curve miror2 4.0 8.0 49 Gloves2 16.0 32.0 110 Laser pointer2 20.0 40.0 50 Batter 9 V4 3.0 2.0 110 Laser pointer2 4.0 8.0 <tr<< td=""><td>34</td><td>Sulpher poweder</td><td>4</td><td>13.0</td><td>52.0</td><td>95</td><td>Silver Plate</td><td>2</td><td>28.0</td><td>56.0</td></tr<<>	34	Sulpher poweder	4	13.0	52.0	95	Silver Plate	2	28.0	56.0
30Funda 4 4.0 16.0 97 $Copper Choride$ 2 28.0 56.0 37 Bothe 4 23.0 92.0 98 Acetic Acid 2 28.0 56.0 38 Seperation funnel 4 23.0 92.0 99 Phenolaphthalin 2 28.0 56.0 39 Magnesium tap 2 18.0 36.0 100 Burete 2 23.0 46.0 41 Solarcell 2 V 4 13.0 52.0 100 Volumetric Flask 2 9.0 18.0 42 Fan 4 5.0 20.0 103 Zink Plate 2 3.0 6.0 42 Fan 4 2.0 20.0 104 Copper Plate 2 3.0 6.0 44 Extension wires 10 2.0 20.0 105 Sodium Sulfate Crystals solid 100 g 2 2.0 4.0 45 Electroscope 4 27.0 108.0 106 Copper Plate 2 3.0 6.0 47 Dissection tools 2 28.0 56.0 108 Eclipse model 2 114.0 228.0 49 Gloves 2 16.0 32.0 100 110 Laser pointer 2 20.0 40.0 50 Battery 9 V 4 3.0 12.0 111 $Convex$ mirror 2 4.0 8.0 51 Glass tube U shape 3 2.0 6.0 <	33	Filter paper	4	9.0	36.0	96	Hydroxide Sodium	2	3.0	6.0
37 Bolde 4 0.0 24.0 98 Acetic Acid 2 28.0 56.0 38 Seperation funnel 4 23.0 92.0 99 Phenolaphthalin 2 5.0 10.0 39 Magnesium tap 2 18.0 36.0 99 Phenolaphthalin 2 2.0 04.0 40 Generator 2 78.0 156.0 101 Volumetric Flask 2 9.0 18.0 41 Solarcell 2 V 4 13.0 52.0 102 Class flask 100ml 2 6.0 12.0 42 Fan 4 2.0 8.0 103 Zink Plate 2 3.0 6.0 43 Switch 4 2.0 8.0 104 Copper Plate 2 3.0 6.0 44 Extension wires 10 2.0 105 Sodium Sulfate Crystals solid 100 g 2 2.0 4.0 8.0 45 Electroscope 4 27.0 108.0 107 Iron Plate 2 3.0 6.0	30	Puttle	4	4.0	24.0	97	Copper Chloride	2	28.0	56.0
39Magnesium tap423.092.099Phenolaphthalin25.010.039Magnesium tap218.036.0100Burette223.046.040Generator278.0156.0100Burette223.046.041Solarcell 2 V413.052.0102Glass flask 100ml26.012.042Fan45.020.08.0102Glass flask 100ml26.012.043Switch42.08.0104Copper Plate23.06.044Extension wires102.020.0105Sodium Sulfate Crystals solid 100 g22.04.045Electroscope427.0108.0106Copper Nitrate II223.046.046Petri's dish51.05.0107Iron Plate23.06.048Dissection tools223.046.0108Eclipse model2114.0228.050Battery 9 V43.012.0111Convex mirror24.08.051Glass tube U shape25.0100.0112Curve dlens24.08.054Syringe small31.03.0115Convex lens24.08.055Transparent rubber tube32.06.0114Curved lens2 </td <td>20</td> <td>Senantian funnal</td> <td>4</td> <td>23.0</td> <td>02.0</td> <td>98</td> <td>Acetic Acid</td> <td>2</td> <td>28.0</td> <td>56.0</td>	20	Senantian funnal	4	23.0	02.0	98	Acetic Acid	2	28.0	56.0
30 Generator 2 78.0 156.0 100 Burette 2 23.0 46.0 41 Solarcell 2 V 4 13.0 52.0 101 Volumetric Flask 2 9.0 18.0 42 Fan 4 5.0 20.0 102 Glass flask 100ml 2 6.0 12.0 43 Switch 4 2.0 8.0 102 Glass flask 100ml 2 3.0 6.0 44 Extension wires 10 2.0 20.0 105 Sodium Sulfate Crystals solid 100 g 2 2.0 4.0 45 Electroscope 4 27.0 108.0 106 Copper Nitrate II 2 23.0 46.0 47 Dissection tools 2 28.0 56.0 107 Ion Plate 2 3.0 6.0 48 Dissection plate 2 2.0 40.0 101 Laser pointer 2 2.0.0 40.0 8.0 51 Glass tube U shape 2 5.0 10.0 111 Convex mirror 2	30	Magnesium tan	2	18.0	36.0	99	Phenolaphthalin	2	5.0	10.0
10 <td>40</td> <td>Generator</td> <td>2</td> <td>78.0</td> <td>156.0</td> <td>100</td> <td>Burette</td> <td>2</td> <td>23.0</td> <td>46.0</td>	40	Generator	2	78.0	156.0	100	Burette	2	23.0	46.0
12Fran1120200102Glass Hask Horm26.012.042Fan45.020.010321nk Plate23.06.043Switch42.08.010321nk Plate23.06.044Extension wires102.020.0103Zink Plate23.06.045Electroscope42.7.0108.0106Copper Nitrate II22.04.046Petri's dish51.05.0107Iron Plate23.06.047Dissection tools228.056.0107Iron Plate23.06.048Dissection plate223.046.0109Mirrors24.08.049Gloves216.032.0100111Convex mirror24.08.050Battery 9 V43.012.0113Glass and plastic rectangle211.022.053Syringe Big32.06.0114Curved lens24.08.055Transparent rubber tube31.03.0117Gibserlie caid (powder)223.046.054Syringe Bigs31.03.0117Gibbrellie caid (powder)223.046.057Displacement Flask211.022.0118Onion Sample25.0 <td< td=""><td>41</td><td>Solarcell 2 V</td><td>4</td><td>13.0</td><td>52.0</td><td>101</td><td>Close first 100ml</td><td>2</td><td>9.0</td><td>18.0</td></td<>	41	Solarcell 2 V	4	13.0	52.0	101	Close first 100ml	2	9.0	18.0
43Switch 4 2.0	42	Fan	4	5.0	20.0	102	Glass flask Tooml	2	0.0	12.0
44 Extension wires 10 2.0 20.0 100 20.0 20.0 100 Sodium Sulfate Crystals solid 100 g 2 2.0 4.0 45 Electroscope 4 27.0 108.0 100 Copper Nitrate II 2 2.0 4.0 46 Petri's dish 5 1.0 5.0 100 Sodium Sulfate Crystals solid 100 g 2 2.3.0 46.0 47 Dissection tools 2 28.0 56.0 108 Eclipse model 2 114.0 228.0 48 Dissection plate 2 23.0 46.0 109 Mimors 2 4.0 8.0 49 Gloves 2 16.0 32.0 110 Laser pointer 2 20.0 40.0 51 Glass tube U shape 2 5.0 10.0 112 Curve mirror 2 4.0 8.0 52 Rubber tube 3 2.0 6.0 114 Curve dins 2 4.0 <td>43</td> <td>Switch</td> <td>4</td> <td>2.0</td> <td>8.0</td> <td>103</td> <td>Conner Plate</td> <td>2</td> <td>3.0</td> <td>6.0</td>	43	Switch	4	2.0	8.0	103	Conner Plate	2	3.0	6.0
45 Electroscope 4 27.0 108.0 106 Copper Nitate II 2 23.0 46.0 46 Petri's dish 5 1.0 5.0 106 Copper Nitate II 2 23.0 46.0 47 Dissection tools 2 28.0 56.0 108 Eclipse model 2 114.0 228.0 48 Dissection plate 2 23.0 46.0 109 Mimors 2 4.0 8.0 49 Gloves 2 16.0 32.0 100 110 Laser pointer 2 20.0 40.0 50 Battery 9 V 4 3.0 12.0 111 Curve miror 2 4.0 8.0 51 Glass tube U shape 3 7.0 21.0 113 Glass and plastic rectangle 2 1.0 8.0 53 Syringe Big 3 2.0 6.0 114 Curve dins 2 4.0 8.0 54 Syringe small 3 1.0 3.0 115 Convex lens 2 4.0	44	Extension wires	10	2.0	20.0	104	Sodium Sulfate Crystals solid 100 g	2	2.0	4.0
46 Petri's dish 5 1.0 5.0 100 5.0 100 Form Plate 2 2.00 10.0 47 Dissection tools 2 2.8.0 56.0 100 Iron Plate 2 3.0 6.0 48 Dissection plate 2 2.3.0 46.0 109 Mirrors 2 4.0 8.0 49 Gloves 2 16.0 3.2.0 100 Ill Laser pointer 2 2.0.0 40.0 50 Battery 9 V 4 3.0 12.0 111 Convex miror 2 4.0 8.0 51 Glass tube U shape 2 5.0 10.0 112 Curve miror 2 4.0 8.0 52 Rubber tube 3 2.0 6.0 114 Curve miror 2 4.0 8.0 53 Syringe Big 3 2.0 6.0 114 Curve lens 2 4.0 8.0 55 Transparent rubber tube 3 1.0 3.0 115 Convex lens 2 <t< td=""><td>45</td><td>Electroscope</td><td>4</td><td>27.0</td><td>108.0</td><td>105</td><td>Conner Nitrate II</td><td>2</td><td>23.0</td><td>46.0</td></t<>	45	Electroscope	4	27.0	108.0	105	Conner Nitrate II	2	23.0	46.0
47 Dissection tools 2 28.0 56.0 48 Dissection plate 2 23.0 46.0 49 Gloves 2 16.0 32.0 50 Battery 9 V 4 3.0 12.0 51 Glass tube U shape 2 5.0 10.0 52 Rubber tube 3 7.0 21.0 53 Syringe Big 3 2.0 6.0 54 Syringe small 3 1.0 3.0 55 Transparent rubber tube 3 2.0 6.0 56 Iron ball 3 11.0 33.0 57 Displacement Flask 2 11.0 22.0 58 Test tubes 50 1.0 50.0 118 Onion sample 2 2.0 4.0 8.0 57 Displacement Flask 2 1.0 22.0 4.0 8.0 116 Aptimus artificial soil 2 2.3.0 46.0 58 Test tubes 50 1.0 50.0 1.0 110 1	46	Petri's dish	5	1.0	5.0	107	Iron Plate	2	3.0	6.0
48 Dissection plate 2 23.0 46.0 49 Gloves 2 16.0 32.0 50 Battery 9 V 4 3.0 12.0 51 Glass tube U shape 2 5.0 10.0 52 Rubber tube 3 7.0 21.0 53 Syringe Big 3 2.0 6.0 54 Syringe small 3 1.0 3.0 55 Transparent rubber tube 3 2.0 6.0 56 Iron ball 3 1.0 3.0 57 Displacement Flask 2 11.0 22.0 58 Test tubes 50 1.0 50.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0 58 Test tubes 50 1.0 50.0 119 Plant section sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0	47	Dissection tools	2	28.0	56.0	108	Eclipse model	2	114.0	228.0
49 Gloves 2 16.0 32.0 110 Laser pointer 2 20.0 40.0 50 Battery 9 V 4 3.0 12.0 111 Convex mirror 2 4.0 8.0 51 Glass tube U shape 2 5.0 10.0 112 Curve mirror 2 4.0 8.0 52 Rubber tube 3 7.0 21.0 113 Glass and plastic rectangle 2 11.0 22.0 53 Syringe Big 3 2.0 6.0 114 Curve dlens 2 4.0 8.0 54 Syringe small 3 1.0 3.0 115 Convex lens 2 4.0 8.0 55 Transparent rubber tube 3 2.0 6.0 116 Aptimus artificial soil 2 23.0 46.0 56 Iron ball 3 11.0 32.0 117 Gibberellic acid (powder) 2 23.0 46.0 58 Test tubes 50 1.0 50.0 118 Orion Sample 2 5.0	48	Dissection plate	2	23.0	46.0	109	Mirrors	2	4.0	8.0
50 Battery 9 V 4 3.0 12.0 51 Glass tube U shape 2 5.0 10.0 52 Rubber tube 3 7.0 21.0 53 Syringe Big 3 2.0 6.0 54 Syringe small 3 1.0 3.0 55 Transparent rubber tube 3 2.0 6.0 56 Iron ball 3 1.0 3.0 57 Displacement Flask 2 11.0 22.0 58 Test tubes 50 1.0 32.0 116 58 Test tubes 50 1.0 50.0 118 Giabs extino sample 2 2.0 4.0 8.0 58 Test tubes 50 1.0 50.0 118 Drion sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0 60 110 50.0 1.0 50.0 1.0 50.0 10.0 10.0 120 Lea	49	Gloves	2	16.0	32.0	110	Laser pointer	2	20.0	40.0
51 Glass tube U shape 2 5.0 10.0 112 Curve mirror 2 4.0 8.0 52 Rubber tube 3 7.0 21.0 113 Glass and plastic rectangle 2 11.0 22.0 53 Syringe Big 3 2.0 6.0 114 Curve dens 2 4.0 8.0 54 Syringe small 3 1.0 3.0 3.0 115 Convex lens 2 4.0 8.0 55 Transparent rubber tube 3 2.0 6.0 116 Aptimus artificial soil 2 23.0 46.0 56 Iron ball 3 11.0 33.0 117 Gibberellic acid (powder) 2 23.0 46.0 57 Displacement Flask 2 11.0 22.0 118 Onion Sample 2 5.0 10.0 58 Test tubes 50 1.0 50.0 119 Plant section sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample	50	Battery 9 V	4	3.0	12.0	111	Convex mirror	2	4.0	8.0
52 Rubber tube 3 7.0 21.0 113 Glass and plastic rectangle 2 11.0 22.0 53 Syringe Big 3 2.0 6.0 114 Curved lens 2 4.0 8.0 54 Syringe small 3 1.0 3.0 115 Convex lens 2 4.0 8.0 55 Transparent rubber tube 3 2.0 6.0 116 Aptimus artificial soil 2 2.3.0 46.0 56 Iron ball 3 11.0 23.0 117 Gibberellic acid (powder) 2 23.0 46.0 57 Displacement Flask 2 11.0 22.0 118 Onion Sample 2 5.0 10.0 58 Test tubes 50 1.0 50.0 119 Plant section sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0 60	51	Glass tube U shape	2	5.0	10.0	112	Curve mirror	2	4.0	8.0
53 Syringe Big 3 2.0 6.0 114 Curved lens 2 4.0 8.0 54 Syringe small 3 1.0 3.0 115 Convex lens 2 4.0 8.0 55 Transparent rubber tube 3 2.0 6.0 116 Aptimus artificial soil 2 23.0 46.0 56 Iron ball 3 11.0 33.0 117 Gibberellic acid (powder) 2 23.0 46.0 57 Displacement Flask 2 11.0 22.0 118 Onion Sample 2 5.0 10.0 58 Test tubes 50 1.0 50.0 119 Plant section sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0 60 Victure 2 2.0 6.0 1.0 7.01.0	52	Rubber tube	3	7.0	21.0	113	Glass and plastic rectangle	2	11.0	22.0
54 Syringe small 3 1.0 3.0 115 Convex lens 2 4.0 8.0 55 Transparent rubber tube 3 2.0 6.0 116 Aptimus artificial soil 2 23.0 46.0 56 Iron ball 3 11.0 33.0 117 Gibberellic acid (powder) 2 23.0 46.0 57 Displacement Flask 2 11.0 22.0 118 Onion Sample 2 5.0 10.0 58 Test tubes 50 1.0 50.0 119 Plant section sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0	53	Syringe Big	3	2.0	6.0	114	Curved lens	2	4.0	8.0
55 Transparent nubber tube 3 2.0 6.0 116 Aptimus artificial soil 2 23.0 46.0 56 Iron ball 3 11.0 33.0 117 Gibberllic acid (powder) 2 23.0 46.0 57 Displacement Flask 2 11.0 32.0 117 Gibberllic acid (powder) 2 23.0 46.0 58 Test tubes 50 1.0 22.0 118 Onion Sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0 60 Utstart 2 2.0 6.0 120 Leaf section sample 2 5.0 10.0	54	Syringe small	3	1.0	3.0	115	Convex lens	2	4.0	8.0
56 Iron ball 3 11.0 33.0 117 Gibberellic acid (powder) 2 23.0 46.0 57 Displacement Flask 2 11.0 22.0 118 Onion Sample 2 5.0 10.0 58 Test tubes 50 1.0 50.0 119 Plant section sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0 60 Diright Functional State 2 2.0 1.0	55	Transparent rubber tube	3	2.0	6.0	116	Aptimus artificial soil	2	23.0	46.0
57 Displacement Flask 2 11.0 22.0 118 Onion Sample 2 5.0 10.0 58 Test tubes 50 1.0 50.0 119 Plant section sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0 60 Displacement Flask 2 3.0 5.0 10.0 120 Leaf section sample 2 5.0 10.0	56	Iron ball	3	11.0	33.0	117	Gibberellic acid (powder)	2	23.0	46.0
58 Test tubes 50 1.0 50.0 119 Plant section sample 2 5.0 10.0 59 Dropper 3 0.5 1.5 120 Leaf section sample 2 5.0 10.0 60 Net share 2 5.0 10.0 1.0	57	Displacement Flask	2	11.0	22.0	118	Onion Sample	2	5.0	10.0
Sympositive Sympositive	58	Test tubes	50	1.0	50.0	119	Plant section sample	2	5.0	10.0
	59	Dropper	3	0.5	1.5	120	Lear section sample	2	5.0 Total	10.0

No	Itom Namo	Number	Price/Unit	Total
1		Number	Trice/ Unit	10141
2	Glass Flask 250ml	5	57.0	205.0
2	Bunsen Burner	3	57.0	1961
3	Electric Kettle	3	12.0	180.0
4	Cold Glass Surface	3	13.0	59.
5	Even Balance	1	50.0	50.0
0	Class Flash 1000ml	3	12.0	33.
0	Glass Flask 1000ml	5	13.0	91.
0	Inermometer	10	5.0	23.
9	Lamp 2.5 V	10	2.0	10.0
11	Crocodile wires	10	2.0	20.0
10	Battery 1.5 V	10	1.0	10.0
12	Bar Magnet 5 cm	5	8.0	40.0
13	Plastic stand with needle	5	5.0	25.0
14	Wood piece	5	6.0	30.0
15	Iron Nail	5	1.0	5.0
16	Copper wire	5	2.0	10.
17	Giobe Model	2	108.0	216.0
18	Vaccum Vassel	3	183.0	549.0
19	Alarm or bell	3	29.0	87.0
20	Microscope	2	367.0	734.0
21	Cork	5	1.0	5.0
22	Electronic balance	1	114.0	114.0
23	Magnifying Glass	5	4.0	20.
24	Iron powder	1	9.0	9.
25	Filter paper	1	9.0	9.
26	Funnel	10	4.0	40.0
27	Seperation funnel	5	23.0	115.0
28	Generator	2	78.0	156.0
29	Solarcell 2 V	2	13.0	26.0
30	Fan	3	5.0	15.0
31	Switch	5	2.0	10.0
32	Extension wires	10	2.0	20.0
33	Electroscope	7	27.0	189.0
34	Petri's Dish	5	1.0	5.0
35	Gloves	2	16.0	32.0
36	Plastic par	5	5.0	25.0
37	Wool	5	4.0	20.0
38	Lamp with a socket	10	2.0	20.0
39	Battery 9 V	5	3.0	15.0
40	Glass tube U shape	5	5.0	25.
41	Metal stand	4	28.0	112.0
42	Rubber tube	4	7.0	28.0
43	Syringe (big)	5	2.0	10.
44	Syringe (small)	5	1.0	5.
45	Transparent rubbe tube	5	2.0	10.
46	Test tubes plastic stand	5	11.0	55.
47	Iron ball	7	11.0	77.0
48	Spring balance	5	8.0	40.0
49	Displacement Flask	6	11.0	66.0
50	Dropper	20	0.5	10.0

	4			
51	Test tubes	20	1.0	20.0
52	Tripod	6	13.0	78.0
53	Metal Net	10	3.0	30.0
54	Bendict's Solution	1	10.0	10.0
55	lugol's solution	1	10.0	10.0
56	Copper Solfate Solution	1	4.0	4.0
57	Ethanol	1	15.0	15.0
58	Indopenol solution	1	11.0	11.0
59	Starch solution 2%	1	6.0	6.0
60	Iodin solution	1	10.0	10.0
61	Litmus paper	1	4.0	4.0
62	Bicarbonate Sodium	1	2.0	2.0
63	Dissection tools	1	28.0	28.0
64	Solar Cell Model	3	188.0	564.0
65	Scissor	1	9.0	9.0
60	Stop Watch	4	11.0	44.0
67	Blood cells slides	1	0.0	0.0
60	Iron Sulfate Solution II 100 ml	1	13.0	13.0
70	Ammeter	0	19.0	114.0
70	Voltimeter	0	19.0	114.0
71	Multimeter	10	19.0	114.0
72	Larbon Resistors	10	11.0	2.0
74	Lamp 12v-2w lamp 12v-4w	2	63.0	126.0
75	Se dium		28.0	28.0
76	Botassium	1	40.0	40.0
70	Coloium	1	28.0	28.0
78	Magnagium tana	1	18.0	18.0
79	Carbon Pars	1	2.0	2.0
80	Galvanometer	Î	19.0	19.0
81	Zinc Powder	- î	11.0	11.0
82	Hydrochloric acid	Î	13.0	13.0
83	Copper Solphate II:	i	6.0	6.0
84	Iron II Sulfate 100 g	1	13.0	13.0
85	Silver Nitrate	1	80.0	80.0
86	Copper powder	1	28.0	28.0
87	Silver Plate	1	28.0	28.0
88	Glass Flask 100ml	1	6.0	6.0
89	Hydroxide Sodium	1	3.0	3.0
90	Copper Chloride	1	28.0	28.0
91	Phenolaphthalin	1	5.0	5.0
92	Burette	1	23.0	23.0
93	Volumetric flask	1	9.0	9.0
94	Zink Plate	1	3.0	3.0
95	Copper Plate	1	3.0	3.0
96	Sodium Sulfate Crystals solid 100 g	1	2.0	2.0
97	Copper Nitrate II	1	23.0	23.0
98	Iron Plate	1	3.0	3.0
99	Eclipse model	3	114.0	342.0
100	Mirrors	1	4.0	4.0
101	Laser pointer	1	20.0	20.0
102	Convex mirror	1	4.0	4.0
103	Curve mirror	1	4.0	4.0
104	Glass and plastic rectangle	1	11.0	11.0
105	Gibberellic acid (powder)	1	23.0	23.0
106	Onion Sample	1	5.0	5.0
107	Plant section sample	1	5.0	5.0
108	Leaf section sample	1	5.0	5.0
			Loto	E 177E O

No. Item Name Number Price Unit Total I Glass Flack 250 ml 1 57.0 57.0 3 Kertle 1 62.0 62.0 4 Cold Glass surface 1 13.0 13.0 5 Even Balance 1 28.0 28.0 6 Weights 1 28.0 28.0 7 Spring balance 1 10 11.0 11.0 9 Glass Beaker 1000ral 1 11.0 11.0 11.0 10 Iron ball and ring device 1 6.0 6.0 6.0 11 Thermometer 1 6.0 6.0 6.0 12 Plastic bothe 1 1.0 1.0 1.0 15 Lamp 2.5 V 1 1.0 1.0 1.0 16 Crosodile Wires 1 2.0 2.0 2.0 17 Battery 1.5 V 1 1.0 1.0 1.0 18 Magnet 1 4.0 4.0 4.0 20 Thread 1 1.0 1.0	Shoroqat Mixed Elementry School								
1 Class Flack 250 ml 1 7.0 7.0 2 Burson burner 1 57.0 57.0 3 Kettle 1 62.0 62.0 62.0 4 Cold Glass surface 1 13.0	No.	Item Name	Number	Price/ Unit	Total				
2 Bursen burner 1 57.0	1	Glass Flask 250 ml	1	7.0	7.0				
3 Kettle 62.0 62.0 62.0 3 Even Balance 1 50.0 50.0 6 Weights 1 28.0 28.0 7 Spring balance 1 8.0 8.0 8 Messuring Cylinder 1 11.0 11.0 9 Glass Beaker 1000ml 1 11.0 11.0 10 Iron ball and ring device 1 6.0 6.0 11 Inermometer 1 5.0 5.0 12 Plastic Dotel m 1 1.0 1.0 13 Plastic Tubel m 1 3.0 3.0 14 Balloons 1 1.0 1.0 1.0 15 Lamp 2.5 V 1 1.0 1.0 1.0 15 Lamp 2.5 V 1 1.0 1.0 1.0 1.0 16 Corocodites Wires 1 1.0 1.0 1.0 1.0 1.0 1.0	2	Bunsen bumer	1	57.0	57.0				
4 Cold Uniss stindee 1 1.5.0 1.5.0 5 Even Balance 1 5.0.0 5.0.0 6 Weights 1 28.0 28.0 8 Measuring Cylinder 1 11.0 11.0 9 Glass Backer 1000ml 1 11.0 11.0 10 Inon ball and ring device 1 16.0 16.0 11 Thermometer 1 5.0 5.0 12 Plastic bottle 1 6.0 6.0 13 Plastic Tabe 1 m 1 3.0 3.0 16 Crocodiles Wires 1 1.0 1.0 17 Battery 1.5 V 1 1.0 1.0 1.0 18 Magnet 1 8.0 8.0 8.0 19 Plastic Stand with needle 1 5.0 5.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0	3	Kettle	1	62.0	62.0				
3 Definition of the second secon	4	Even Balance	1	13.0	50.0				
0 Toping balance 1 2.0.0 2.0.0 8 Measuring Cvlinder 1 1.0.0 1.1.0 1.1.0 9 Giass Beaker 1000ml 1 1.1.0 1.1.0 1.1.0 10 Ino ball and ring device 1 1.6.0 1.6.0 1.0.0 11 Thermometer 1 3.0 3.0 3.0 3.0 12 Plastic bottle 1 1.0 1.0 1.0 1.0 14 Balboons 1 1.0 1.0 1.0 1.0 15 Lamp 2.5 1 1.0 1.0 1.0 1.0 16 Crocodiles Wires 1 1.0 1.0 1.0 1.0 20 Dasto Stand with needle 1 5.0 5.0 0.0 21 Plastic Stand with needle 1 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0	6	Weights	1	28.0	28.0				
a Description Description <thdescription< th=""> <thdescr< td=""><td>7</td><td>Spring balance</td><td>1</td><td>8.0</td><td>8.0</td></thdescr<></thdescription<>	7	Spring balance	1	8.0	8.0				
9 Glass Beaker 1000ml 1 11.0 11.0 11.0 10 Iron ball and ring device 1 16.0 16.0 11 Thermometer 1 5.0 5.0 12 Plastic bottle 1 6.0 6.0 13 Plastic Tube 1 1 6.0 6.0 14 Balloons 1 1.0 1.0 1.0 15 Lamp 2.5 V 1 1.0 1.0 1.0 16 Crocodiles Wires 1 2.0 2.0 1.0 1.0 1.0 1.0 17 Battery 1.5 V 1 1.0 <td>8</td> <td>Measuring Cylinder</td> <td>1</td> <td>11.0</td> <td>11.0</td>	8	Measuring Cylinder	1	11.0	11.0				
10 iron ball and ring device 1 16.0 16.0 11 Thermoneter 1 5.0 5.0 12 Plastic bottle 1 6.0 6.0 13 Plastic bottle 1 1.0 1.0 14 Balloons 1 1.0 1.0 15 Lamp 2.5 V 1 1.0 1.0 16 Crocodies Wires 1 2.0 2.0 17 Battery 1.5 V 1 1.0 1.0 18 Magnet 1 8.0 8.0 20 Thread 1 1.0 1.0 21 Plastic beaker 250ml 1 4.0 4.0 22 Wood piece 1 6.0 6.0 23 Distilled water 1 1.0 1.0 24 Iron mail 1 1.0 1.0 2.0 27 Globe model 1 1.08.0 1.08.0 1.0 26	9	Glass Beaker 1000ml	1	11.0	11.0				
11 Thermometer 1 5.0 5.0 12 Plastic Tube 1 1 6.0 6.0 13 Plastic Tube 1 1 1.0 1.0 1.0 14 Balloons 1 1.0 1.0 1.0 1.0 15 Lamp 2.5 V 1 1.1.0 1.0 1.0 1.0 16 Crocodiles Wires 1 2.0 2.0 1.0 1.0 1.0 16 Magnet 1 1.0 1.0 1.0 1.0 1.0 10 Onread 1 1.0 1.0 1.0 1.0 1.0 21 Dono protec 1 4.0 4.0 4.0 4.0 4.0 22 Wood price 1 2.0	10	Iron ball and ring device	1	16.0	16.0				
12 Plastic bottle 1 6.0 6.0 13 Plastic Tube 1 m 1 3.0 3.0 14 Balloons 1 1.0 1.0 15 Lamp 2.5 V 1 1.0 1.0 16 Crocodies Wires 1 2.0 2.0 17 Battery 1.5 V 1 1.0 1.0 1.0 18 Magnet 1 8.0 8.0 19 Plastic Stand with needle 1 5.0 5.0 20 Thread 1 1.0 1.0 1.0 21 Plastic beaker 250ml 1 6.0 6.0 6.0 22 Wood piece 1 6.0 6.0 6.0 6.0 23 Distille water 1 1.0	11	Thermometer	1	5.0	5.0				
13 Plastic Tube 1 m 1 3.0 3.0 14 Balloons 1 1.0 1.0 15 Lamp 2.5 V 1 1.0 1.0 16 Crocodiles Wires 1 2.0 2.0 17 Battery 1.5 V 1 1.0 1.0 1.0 18 Magnet 1 8.0 8.0 20 Thread 1 1.0 1.0 1.0 21 Plastic btacker 250ml 1 4.0 4.0 22 Wood piece 1 4.0 4.0 23 Distilled water 1 4.0 4.0 24 Iron nail 1 1.0 1.0 1.0 25 Iron powder 1 2.0 2.0 2.0 2.0 2.0 27 Globe model 1 108.0 108.0 108.0 108.0 108.0 28 Tunning fork 1 9.0 9.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 <td>12</td> <td>Plastic bottle</td> <td>1</td> <td>6.0</td> <td>6.0</td>	12	Plastic bottle	1	6.0	6.0				
14 Balloons 1 1.0 1.0 15 Lamp 2.5 V 1 1.0 1.0 18 Magnet 1 2.0 2.0 17 Battery 1.5 V 1 1.0 1.0 18 Magnet 1 8.0 8.0 19 Plastic Stand with needle 1 5.0 5.0 20 Thread 1 1.0 1.0 1.0 21 Plastic beaker 250ml 1 4.0 4.0 4.0 22 Wood piece 1 6.0 6.0 6.0 2.0 23 Distilled water 1 4.0 4.0 4.0 4.0 24 Iron nail 1 1.0 1.0 1.0 1.0 25 Iron powder 1 9.0 9.0 9.0 9.0 9.0 26 Copper wire 1 1.0.8.0 10.8.0 18.0 3.0 30 Vaccum Vassel 1 1.0 1.0 1.0 1.0 3.0 31 Alam or be	13	Plastic Tube 1 m	1	3.0	3.0				
15 Lamp 2.5 V 1 1.0 1.0 16 Crocodiles Wires 1 2.0 2.0 17 Battery 1.5 V 1 1.0 1.0 1.0 18 Magnet 1 8.0 8.0 19 Plastic Stand with needle 1 5.0 5.0 20 Thread 1 1.0 1.0 21 Plastic beaker 250ml 1 4.0 4.0 22 Wood piece 1 6.0 6.0 23 Distilled water 1 4.0 4.0 24 Iron nail 1 1.0 1.0 1.0 25 Copper wire 1 2.0 2.0 2.0 26 Copper wire 1 1.0 1.0 1.0 30 Vaccum Vassel 1 18.3.0 183.0 183.0 31 Alarn or bell 1 29.0 29.0 29.0 29.0 29.0 29.0 28.0 28.0 28.0 28.0 28.0 28.0 28.0 28.0	14	Balloons	1	1.0	1.0				
16 Crocodiles Wires 1 2.0 2.0 17 Battery 1.5 V 1 1.0 1.0 1.0 18 Magnet 1 8.0 8.0 19 Plastic Stand with needle 1 5.0 5.0 20 Thread 1 1.0 1.0 1.0 21 Plastic beaker 250ml 1 4.0 4.0 22 Wood piece 1 6.0 6.0 23 Distilled water 1 4.0 4.0 24 Iron nowder 1 9.0 9.0 25 Iron powder 1 9.0 9.0 26 Copper wire 1 1.1.0 11.0 27 Globe model 1 183.0 183.0 28 Hummer 1 1.0 1.0 1.0 30 Vaccum Vassel 1 1.0 1.0 1.0 31 Alam or bell 1.29.0 29.0 29.0 29.0 32 Microscope 1 367.0 367.0	15	Lamp 2.5 V	1	1.0	1.0				
17 Battery 1.5 V 1 1.0 1.0 18 Magnet 1 8.0 8.0 19 Plastic Stand with needle 1 5.0 5.0 20 Thread 1 1.0 1.0 21 Plastic beaker 250ml 1 4.0 4.0 22 Wood piece 1 6.0 6.0 23 Distille water 1 4.0 4.0 24 Iron nail 1 1.0 1.0 25 Copper wire 1 2.0 2.0 26 Copper wire 1 1.0 1.0 27 Globe model 1 108.0 108.0 28 Tunning fork 1 9.0 2.0 29 Hummer 1 1.0 1.0 30 Vaccum Vassel 1 18.3.0 183.0 31 Alam or bell 2.9.0 2.2 Microscope 1 3.67.0 367.0 33 Cork 1 1.0 1.0 1.0 1.0 <	16	Crocodiles Wires	1	2.0	2.0				
18 Nagnet 1 8.0 8.0 19 Plastic Stand with needle 1 5.0 5.0 20 Thread 1 1.0 1.0 21 Plastic beaker 250ml 1 4.0 4.0 22 Wood piece 1 6.0 6.0 23 Distilled water 1 4.0 4.0 24 Iron nail 1 1.0 1.0 25 fron powder 1 9.0 9.0 26 Copper wire 1 2.0 2.0 27 Globe model 1 10.8 0 183.0 28 Tunning fork 1 9.0 9.0 29.0 29 Hummer 1 1.0 1.0 1.0 30 Vaccum Vassel 1 1.6.0 1.0 3.0 31 Alarn or bell 2.9.0 29.0 29.0 33 32 Microscope 1 367.0 36.0 36 38 Sugar 1 4.0 4.0 <t< td=""><td>17</td><td>Battery 1.5 V</td><td>1</td><td>1.0</td><td>1.0</td></t<>	17	Battery 1.5 V	1	1.0	1.0				
19 pixetic Stafft with freque 1 3.0 3.0 20 Thread 1 1.0 1.0 21 Plastic beaker 250ml 1 4.0 4.0 22 Wood piece 1 6.0 6.0 23 Distilled water 1 4.0 4.0 24 Iton nail 1 1.0 1.0 25 Iton powder 1 2.0 2.0 26 Copper wire 1 2.0 2.0 27 Globe model 1 108.0 108.0 28 Tunning fork 1 9.0 9.0 28 Tunning fork 1 9.0 9.0 30 Vaccum Vassel 1 11.0 11.0 31 Alam or bell 1 2.0 2.90 2.90 32 Microscope 1 367.0 367.0 367.0 33 Cork 1 1.0 1.0 1.0 34 Blam or bell 1 2.0 2.0 35 Ston	18	Magnet	1	8.0	8.0				
20 Inteau 1 1.0 1.0 21 Plastic beaker 250ml 1 4.0 4.0 22 Wood piece 1 6.0 6.0 23 Distilled water 1 4.0 4.0 24 Iron nail 1 1.0 1.0 1.0 25 Iron powder 1 9.0 9.0 2.0 26 Copper wire 1 2.0 2.0 2.0 27 Globe model 1 108.0 108.0 108.0 28 Tunning fork 1 9.0 9.0 9.0 9.0 29 Hummer 1 11.0 11.0 11.0 11.0 11.0 30 Vaccum Vassel 1 183.0 183.0 183.0 136.0 367.0 31 Alam or bell 1 2.0 2.7 0.0 367.0 367.0 35 Stone set 1 75.0 75.0 75.0 75.0 75.0 75.0 75.0 75.0 36 38 Sugar	20	Thread	1	5.0	5.0				
1 1 4.0 4.0 21 Wood piece 1 6.0 6.0 23 Distilled water 1 4.0 4.0 24 Iron nail 1 1.0 1.0 24 Iron powder 1 9.0 9.0 27 Globe model 1 108.0 108.0 28 Tunning fork 1 9.0 9.0 29 Hummer 1 11.0 11.0 30 Vaccum Vassel 1 183.0 183.0 31 Alarm or bell 1 29.0 29.0 32 Microscope 1 367.0 367.0 33 Cork 1 1.0 1.0 34 Electronic Balance 1 175.0 75.0 35 Stone set 1 75.0 75.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 1.0	20	Plastic heaker 250ml	1	1.0	1.0				
22 Distilled water 1 4.0 4.0 24 lion nail 1 1.0 1.0 25 lion powder 1 9.0 9.0 26 Copper wire 1 2.0 2.0 27 Globe model 1 108.0 108.0 28 Tunning fork 1 9.0 9.0 28 Tunning nork 1 9.0 9.0 29 Hummer 1 1.0 11.0 30 Vaccum Vassel 1 183.0 183.0 31 Alam or bell 1 29.0 29.0 32 Microscope 1 367.0 367.0 34 Electronic Balance 1 14.0 14.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminuim powder 1 13.0 13.0 38 Sugar 1	22	Wood niece	1	4.0	4.0				
1 1	23	Distilled water	1	4.0	4.0				
25 Iron powder 1 9.0 9.0 26 Copper wire 1 2.0 2.0 27 Globe model 1 108.0 108.0 28 Tunning fork 1 9.0 9.0 29 Hummer 1 11.0 11.0 30 Vaccum Vassel 1 183.0 183.0 31 Alarm or bell 1 29.0 29.0 32 Microscope 1 367.0 367.0 367.0 33 Cork 1 1.0 1.0 1.0 34 Electronic Balance 1 114.0 114.0 144.0 35 Stone set 1 75.0 75.0 36.0 38 Sugar 1 4.0 4.0 4.0 40 Sugar 1 1.0 11.0 11.0 41 Balance 1 1.0 1.0 1.0 42 Funnel 1 <	24	Iron nail	1	1.0	1.0				
26 Copper wire 1 2.0 2.0 27 Globe model 1 108.0 108.0 28 Tunning fork 1 9.0 9.0 29 Hummer 1 11.0 11.0 30 Vaccum Vassel 1 183.0 183.0 31 Alarm or bell 1 29.0 29.0 32 Microscope 1 367.0 367.0 33 Cork 1 1.4 0 14.0 31 Alarmor bell 1 29.0 29.0 33 32 Microscope 1 367.0 367.0 367.0 34 Electronic Balance 1 114.0 114.0 114.0 35 Stone set 1 75.0 75.0 35.0 36 Magnifying Glass 1 4.0 4.0 4.0 4.0 38 Sugar 1 4.0 4.0 4.0 4.0 4.0 <td< td=""><td>25</td><td>Iron powder</td><td>1</td><td>9.0</td><td>9.0</td></td<>	25	Iron powder	1	9.0	9.0				
27 Globe model 1 108.0 108.0 28 Tunning fork 1 9.0 9.0 29 Hummer 1 11.0 11.0 30 Vaccum Vassel 1 183.0 183.0 31 Alarn or bell 1 29.0 29.0 29.0 32 Microscope 1 367.0 367.0 367.0 33 Cork 1 1.0 1.0 1.0 34 Electronic Balance 1 114.0 14.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 42 Funnel 1 23.0 23.0 42 Funnel	26	Copper wire	1	2.0	2.0				
28 Tunning fork 1 9.0 9.0 29 Hummer 1 11.0 11.0 30 Vaccum Vassel 1 183.0 183.0 31 Alam or bell 1 29.0 29.0 32 Microscope 1 367.0 367.0 32 Cork 1 1.0 1.0 34 Electronic Balance 1 114.0 114.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 23.0 23.0 43 Bottle 1 3.0 3.0	27	Globe model	1	108.0	108.0				
29 Hummer 1 11.0 11.0 30 Vaccum Vassel 1 183.0 183.0 31 Alam or bell 1 29.0 29.0 32 Microscope 1 367.0 367.0 33 Cork 1 1.0 1.0 34 Electronic Balance 1 114.0 114.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 33.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Septeration funnel 1 23.0 23.0	28	Tunning fork	1	9.0	9.0				
30 Vaccum Vassel 1 183.0 183.0 31 Alamor bell 1 29.0 29.0 32 Microscope 1 367.0 367.0 33 Cork 1 1.0 1.0 34 Electronic Balance 1 114.0 114.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 31.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 <td>29</td> <td>Hummer</td> <td>1</td> <td>11.0</td> <td>11.0</td>	29	Hummer	1	11.0	11.0				
31 Alarm or bell 1 29.0 29.0 32 Microscope 1 367.0 367.0 33 Cork 1 1.0 1.0 1.0 34 Electronic Balance 1 114.0 114.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 47 Magnesium tape 1 18.0 <t< td=""><td>30</td><td>Vaccum Vassel</td><td>1</td><td>183.0</td><td>183.0</td></t<>	30	Vaccum Vassel	1	183.0	183.0				
32 Microscope 1 367.0 367.0 33 Cork 1 1.0 1.0 34 Electronic Balance 1 114.0 114.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 30.0 30.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 45 Salt 1 3.0 3.0 47 Magnesiuim tape 1 18.0 18.0 48 Generator 1 7.0 27.0	31	Alam or bell	1	29.0	29.0				
33 Cork 1 1.0 1.0 34 Electronic Balance 1 114.0 114.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 3.0 3.0 46 Salt 1 3.0 3.0 47 Magnesiuim tape 1 18.0 18.0 48 Generator 1 78.0 78.0	32	Microscope	1	367.0	367.0				
34 Electronic Balance 1 114.0 114.0 114.0 35 Stone set 1 75.0 75.0 36 Magnifying Glass 1 4.0 4.0 37 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 6.0 6.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 3.0 47 Magnesium tape 1 18.0 18.0 48 Generator 1 78.0 78.0 50 Fan 1 2.0 2.0 51 Switch 1 2.0	24	COIK Floatmaio Balanco	1	114.0	114.0				
35 Born Sympton 1 4.0 4.0 37 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 3.0 47 Magnesium tape 1 18.0 18.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Blocks 1 3.0 3.0	35	Stone set	1	75.0	75.0				
30 Imaginization powder 1 100 110 110 31 Aluminuim powder 1 28.0 28.0 38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 47 Magnesium tape 1 18.0 18.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 2.0 2.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0	36	Magnifying Glass	1	4.0	4.0				
38 Sugar 1 4.0 4.0 39 Rice 1 11.0 11.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 47 Magnesium tape 1 18.0 18.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 2.0 2.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Blectroscope 1 2.0 2.0	37	Aluminuim nowder	1	28.0	28.0				
39 Rice 1 11.0 11.0 40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 46 Salt 1 18.0 18.0 47 Magnesiuim tape 1 18.0 18.0 48 Generator 1 78.0 78.0 50 Fan 1 2.0 2.0 50 Fan 1 2.0 2.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Bocks 1 34.0 34.0 54 S	38	Sugar	1	4.0	4.0				
40 Sulpher powder 1 13.0 13.0 41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 47 Magnesium tape 1 18.0 18.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 2.0 2.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Rocks 1 34.0 34.0 54 Sand 1 5.0 5.0 57 Petris dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 <td< td=""><td>39</td><td>Rice</td><td>1</td><td>11.0</td><td>11.0</td></td<>	39	Rice	1	11.0	11.0				
41 Filter paper 1 9.0 9.0 42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 47 Magnesiuim tape 1 18.0 18.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 2.0 2.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Bocks 1 34.0 34.0 54 Sand 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0	40	Sulpher powder	1	13.0	13.0				
42 Funnel 1 4.0 4.0 43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 47 Magnesiuim tape 1 18.0 18.0 47 Magnesiuim tape 1 18.0 18.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 5.0 5.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0 55 Rocks 1 34.0 34.0 59 Dissection tools 1 28.0 28.0 59 Dissection plate 1 27.0 57.0	41	Filter paper	1	9.0	9.0				
43 Bottle 1 6.0 6.0 44 Olive oil 1 23.0 23.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 23.0 23.0 47 Magnesiuim tape 1 18.0 23.0 48 Generator 1 18.0 18.0 48 Generator 1 78.0 78.0 50 Fan 1 5.0 5.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0	42	Funnel	1	4.0	4.0				
44 Onve on 1 23.0 25.0 25.0 45 Seperation funnel 1 23.0 23.0 46 Salt 1 3.0 3.0 47 Magnesiuim tape 1 18.0 18.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 5.0 5.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0 55 Rocks 1 34.0 34.0 56 Gypsum 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0	43	Bottle	1	6.0	6.0				
45 Seperation funnel 1 23.0 25.0 46 Salt 1 3.0 3.0 47 Magnesiuim tape 1 18.0 18.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 5.0 5.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0 56 Gypsum 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection tools 1 23.0 23.0 50 Gloves 1 16.0 16.0 60 Gloves 1 3.0 3.0 61 Sheep heart 1 3.0 3.0	44	Olive oil	1	23.0	23.0				
46 Salt 1 3.0 3.0 47 Magnesiuim tape 1 18.0 18.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 5.0 5.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0 56 Rocks 1 34.0 34.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 3.0 3.0 62 Plastic tube 1 3.0 3.0 63 Straws 1 3.0 3.0 <t< td=""><td>45</td><td>Seperation funnel</td><td>1</td><td>23.0</td><td>23.0</td></t<>	45	Seperation funnel	1	23.0	23.0				
7. Integretation tape 1 16.0 16.0 48 Generator 1 78.0 78.0 49 Solarcell 2 V 1 13.0 13.0 50 Fan 1 5.0 5.0 51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0 55 Rocks 1 34.0 34.0 56 Gypsum 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 3.0 3.0 63 Straws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 <	40	Magnesium tane	1	18.0	18.0				
1 0 1 1 0 1 1 0 1 1 0	48	Generator	1	78.0	78.0				
1 1	49	Solarcell 2 V	1	13.0	13.0				
51 Switch 1 2.0 2.0 52 Extension wires 1 2.0 2.0 53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0 55 Rocks 1 34.0 34.0 56 Gypsum 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 57.0 57.0 62 Plastic tube 1 3.0 3.0 63 Staws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0	50	Fan	1	5.0	5.0				
52 Extension wires 1 2.0 2.0 53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0 55 Rocks 1 34.0 34.0 56 Gypsum 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 57.0 57.0 62 Plastic tube 1 3.0 3.0 63 Straws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2	51	Switch	1	2.0	2.0				
53 Electroscope 1 27.0 27.0 54 Sand 1 5.0 5.0 55 Rocks 1 34.0 34.0 56 Gypsum 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 57.0 57.0 62 Plastic tube 1 3.0 3.0 63 Straws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 5.0 5.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	52	Extension wires	1	2.0	2.0				
54 Sand 1 5.0 5.0 55 Rocks 1 34.0 34.0 56 Gypsum 1 5.0 5.0 57 Petris dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 3.0 3.0 62 Plastic tube 1 3.0 3.0 63 Straws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 66 Plastic par 1 5.0 5.0 5.0 67 Wool 1 4.0 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 2.0 69 Battery 9 V 1 3.0 3.0 3.0	53	Electroscope	1	27.0	27.0				
55 Rocks 1 34.0 34.0 56 Gypsum 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 57.0 57.0 62 Plastic tube 1 3.0 3.0 63 Straws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 66 Plastic par 1 5.0 5.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	54	Sand	1	5.0	5.0				
56 Gypsum 1 5.0 5.0 57 Petri's dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 57.0 57.0 62 Plastic tube 1 3.0 3.0 63 Straws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	55	Rocks	1	34.0	34.0				
57 Petris dish 1 1.0 1.0 58 Dissection tools 1 28.0 28.0 59 Dissection plate 1 23.0 23.0 60 Gloves 1 16.0 16.0 61 Sheep heart 1 57.0 57.0 62 Plastic tube 1 3.0 3.0 63 Straws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	56	Gypsum	1	5.0	5.0				
28 Dissection tools 1 28.0 28.0 28.0 28.0 59 Dissection plate 1 23.0 3.0	57	Petn's dish	1	1.0	1.0				
39 Dissection plate 1 23.0 61.6 16.0 <th16.0< th=""> 16.0</th16.0<>	50	Dissection tools	1	28.0	28.0				
60 61 Sheep heart 1 10.0 10.0 61 Sheep heart 1 57.0 57.0 62 Plastic tube 1 3.0 3.0 63 Straws 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 66 Plastic par 1 5.0 5.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	59	Gloves	1	23.0	23.0				
Of Direct Plastic 1 3.0 3.0 3.0 62 Plastic tube 1 3.0 3.0 3.0 63 Straws 1 3.0 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 66 Plastic par 1 5.0 5.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	61	Sheen heart	1	57.0	57.0				
Staws 1 3.0 3.0 64 Glue 1 3.0 3.0 64 Glue 1 4.0 4.0 65 Red color water 1 7.0 7.0 66 Plastic par 1 5.0 5.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	62	Plastic tube	1	3.0	30				
Addition	63	Straws	1	3.0	3.0				
65 Red color water 1 7.0 7.0 66 Plastic par 1 5.0 5.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	64	Glue	1	4.0	4.0				
66 Plastic par 1 5.0 5.0 67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	65	Red color water	i	7.0	7.0				
67 Wool 1 4.0 4.0 68 Lamp with a socket 1 2.0 2.0 69 Battery 9 V 1 3.0 3.0	66	Plastic par	1	5.0	5.0				
68 Lamp with a socket 1 2.0 2.0 2.0 69 Battery 9 V 1 3.0	67	Wool	1	4.0	4.0				
69 Battery 9 V 1 3.0 3.0	68	Lamp with a socket	1	2.0	2.0				
	69	Battery 9 V	1	3.0	3.0				
70 Glass transparent tube U shape 1 5.0 5.0	70	Glass transparent tube U shape	1	5.0	5.0				

71 Metal stand 1 28.0 28.0 72 Rubber tube 1 7.0 7.0 7.0 73 Syringe (Signl) 1 1.0 1.0 1.0 75 Transparent rubber tube 1 2.0 2.0 76 Dires glasses (Water, oil, Alchohol) 1 2.0 2.0 77 Displacement Flask 1 1.0 1.0 1.0 71 Test tube 1 0.0 1.0 0.0 0.0 70 Trest glasses (Water, oil, Alchohol) 1 1.0 1.				
12 Rubber tube 1 7.0 7.0 73 Syringe (small) 1 1.0 1.0 74 Syringe (small) 1 1.0 1.0 75 Tensspanent tube 1 1.0 1.0 70 Displacement Flask 1 1.0 1.0 70 Displacement Flask 1 1.0 1.0 1.0 70 Displacement Flask 1 1.0 1.0 1.0 70 Displace 1 1.0 0 0.0 3.0 81 Metal net 1 0.0 0.0 3.0 </td <td>71</td> <td>Metal stand 1</td> <td>28.0</td> <td>28.0</td>	71	Metal stand 1	28.0	28.0
13 Syringe (big) 1 2.0 2.0 74 Syringe (small) 1 1.0 1.0 2.0 75 Transparent ubber tube 1 2.0 2.0 76 Three glasses (Water, oil, Alchohol) 1 2.0 2.0 77 Test tube 1 1.0 1.1.0 1.1.0 78 Test tube 1 1.0 1.0 1.0 1.0 70 Dropper 1 3.0 1.0<	72	Rubber tube 1	7.0	7.0
174 Syringe (small) 1 1.0 1.0 175 Transparent tubbe tube 1 2.0 2.3.0 170 Displacement Flask 1 1.0 1.0 181 Metal net 1 0.0 0.0 182 Bendict's Solution 1 1.0 1.0 1.0 183 Bendict's Solution 1 1.0 1.0 1.0 1.0 184 Indopenol solution 1 1.0 1.0 1.0 1.0 184 Starb Solution 2% 1 6.0 6.0 0.0 1.0 190 Litms paper 1 4.0 4.0 4.0 4.0 191 Bioad Cells Sildes 1 6.0 6.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 <t< td=""><td>73</td><td>Syringe (big) 1</td><td>2.0</td><td>2.0</td></t<>	73	Syringe (big) 1	2.0	2.0
17 Transparent rubber tube 1 2.0 2.0 76 There glasses (Water, oil, Alchohol) 1 2.3.0 2.3.0 77 Tisst tube 1 1.0 1.0 1.0 78 Test tube 1 1.0 1.0 1.0 78 Test tube 1 1.3.0 13.0 13.0 80 Tripod 1 1.0.0 1.0.0 10.0 81 Ingoits Solution 1 1.0.0 10.0 10.0 82 Volumetric flask 1 1.1.0 11.0 11.0 11.0 84 Ingoits Solution 1 1.6.0 6.0<	74	Syringe (small) 1	1.0	1.0
76 Three glasses (Water, oil, Alchohol) 1 23.0 23.0 77 Displacement Flask 1 1.1.0 11.0 11.0 78 Test tube 1 1.0 1.0 1.0 79 Dropper 1 0.5 0.5 0.5 80 Tripod 1 1.0 1.0 1.0 81 Metal net 1 3.0 3.0 3.0 82 Volumetric flask 1 1.0 1.0 1.0 83 Bendic's Solution 1 1.0 1.0 1.0 84 Bendic's Solution 1 1.6 1.6 6.6 85 Indopenol solution 1 1.0 1.0 1.0 1.0 85 Starts solution 2% 1 6.0 6.0 6.0 2.0<	75	Transparent rubber tube 1	2.0	2.0
77 Displacement Plask 1 1.0 1.0 78 Test tube 1 0.5 0.5 80 Tripod 1 3.0 13.0 81 Metal net 1 3.0 13.0 82 Volumetric flask 1 1.0 1.0 82 Volumetric flask 1 1.0 0.0 84 lugol's solution 1 0.0 10.0 85 Copper Solfate Solution 1 4.0 4.0 86 Tindopenol solution 1 1.0 1.0 1.0 87 Indopenol solution 1 1.0 0.0 1.0.0 1.0.0 98 Iodin solution 1 1.0 0.0 0.0 3.0	76	Three glasses (Water, oil, Alchohol) 1	23.0	23.0
78 Test tube 1 1.0 1.0 79 Dropper 1 0.5 0.5 80 Tripod 1 13.0 13.0 81 Metal net 1 3.0 3.0 82 Volumetric flask 1 10.0 10.0 83 Bendist's Solution 1 10.0 10.0 84 Iugol's solution 1 14.0 4.0 85 Ethanol 1 15.0 15.0 86 Ethanol 1 10.0 10.0 86 Indopenol solution 1 10.0 10.0 87 Stork solution 1 10.0 10.0 90 Litms spacer 1 4.0 4.0 91 Bicatonate Sodium 1 2.0 2.0 92 Scissor 1 9.0 9.0 10.0 92 Scissor 1 9.0 9.0 10.0 10.0 94 Blood Cells Sildes 1 6.0 6.0 10.0 10.0	77	Displacement Flask 1	11.0	11.0
1 0.5 0.5 1 1.1.0 1.0.5 0.5 1 1.1.0 1.0.0 1.0.0 1.1.0 1.0.0 1.0.0 1.0.0 1.1.0 1.1.0 1.0.0 1.0.0 1.1.0 1.0.0 1.0.0 1.0.0 1.1.0 1.1.0 1.0.0 1.0.0 1.1.0 1.1.0 1.1.0 1.0.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.0.0 1.0.0 1.1.0 1.1.0 1.0.0	78	Test tube 1	1.0	1.0
80 Tripod 1 13.0 13.0 81 Metal net 1 3.0 13.0 82 Volumetric flask 1 11.0 11.0 83 Bendic's Solution 1 10.0 10.0 84 Bendic's Solution 1 4.0 4.0 85 Copper Solfate Solution 1 15.0 15.0 87 Indopenol solution 1 11.0 11.0 11.0 88 Starts solution 2% 1 6.0 6.0 6.0 88 Starts solution 2% 1 6.0 6.0 6.0 90 Litms spaper 1 4.0 4.0 4.0 4.0 91 Biod Cells Sides 1 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0	79	Dropper 1	0.5	0.5
81 Metal net 1 3.0 3.0 82 Volumetric flask 1 11.0 11.0 10.0 83 Use Solution 1 10.0 10.0 84 lugoi's solution 1 10.0 10.0 85 Copper Solfate Solution 1 11.0 11.0 86 Ethanol 1 15.0 15.0 87 Indopenol solution 1 10.0 10.0 98 Iodin Solution 1 10.0 10.0 10.0 99 Starth solution 2% 1 6.0 6.0 6.0 99 Starth solution 2% 1 6.0 6.0 6.0 90 Starth solution 11.00 10.0 <	80	Tripod 1	13.0	13.0
82 Volumetric fask 1 11.0 11.0 83 Bendic's Solution 1 10.0 10.0 84 Indopenol solution 1 10.0 10.0 85 Copper Solfate Solution 1 4.0 4.0 85 Indopenol solution 1 11.0 11.0 11.0 85 Starts solution 2% 1 6.0 6.0 6.0 89 Iodin solution 1 10.0 10.0 10.0 90 Littus paper 1 4.0 4.0 4.0 91 Bicatonate Sodium 1 2.0 2.0 2.0 92 Scissor 1 9.0<	81	Metal net 1	3.0	3.0
83 Bendict's Solution 1 10.0 10.0 84 lugo's Solution 1 10.0 10.0 85 Copper Solfate Solution 1 4.0 4.0 86 Ethanol 1 11.0 11.0 11.0 88 Starch Solution 2% 1 6.0 6.0 91 Bicathona 2% 1 6.0 6.0 91 Bicathonate Sodium 1.2.0 2.0 2.0 92 Sissor 1 9.0 9.0 9.0 93 Stop watch 1 11.0 11.0 11.0 94 Blood Cells Sildes 1 6.0 6.0 6.0 97 Voltimeter 1 19.0 19.0 19.0 19.0 19.0 98 Multimeter 1 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.0 <td>82</td> <td>Volumetric flask 1</td> <td>11.0</td> <td>11.0</td>	82	Volumetric flask 1	11.0	11.0
84 lugo1's solution 1 10.0 10.0 85 Copper Solfate Solution 1 14.0 4.0 86 Ethanol 1 15.0 15.0 87 Indopenol solution 1 11.0 11.0 88 Starch solution 2% 1 6.0 6.0 89 Iodim solution 1 10.0 10.0 90 Litmus paper 1 4.0 4.0 91 Bicarbonate Sodium 1 2.0 2.0 92 Scissor 1 9.0 9.0 93 Stop watch 1 11.0 11.0 11.0 94 Blood Cells Sildes 1 6.0 6.0 97 Volimeter 1 19.0 19.0 97 Volimeter 1 19.0 19.0 98 Multimeter 1 10.2 0.2 100 Lamp I2v-4w 11.1.0 11.0 11.0 101 <td>83</td> <td>Bendict's Solution 1</td> <td>10.0</td> <td>10.0</td>	83	Bendict's Solution 1	10.0	10.0
88 Copper Solfate Solution 1 4.0 4.0 4.0 86 Ethanol 1 15.0 15.0 87 Indopenol solution 1 11.0 11.0 88 Starch solution 2% 1 6.0 6.0 89 Idoin solution 1 10.0 10.0 90 Bicachonate Sodium 1 2.0 2.0 91 Bicachonate Sodium 1 2.0 2.0 92 Sistor 1 9.0 9.0 93 Stop watch 1 11.0 11.0 94 Multimeter 1 19.0 19.0 95 Iron Sulfate Solution II 100 ml 1 13.0 13.0 104 Bancher 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 98 Multimeter 1 10.2 0.2 0.2 100 Lamp 12-2-2w lamp 12v-4w 11.0 11.0 11.0	84	lugol's solution 1	10.0	10.0
86 Eithanol 1 15.0 15.0 87 Indopenol solution 1 11.0 11.0 88 Iodin solution 2% 1 6.0 6.0 90 Iodin solution 1 10.0 10.0 90 Litrus paper 1 4.0 4.0 91 Bicarborate Sodium 1 2.0 2.0 92 Scissor 1 9.0 9.0 93 Stop watch 1 11.0 11.0 94 Blood Cells Sildes 1 6.0 6.0 95 Ion Sulfate Solution II 100 ml 1 13.0 13.0 96 Ammeter 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 90 Carbon Resistors 1 0.2 0.2 100 Lamp 12v-4w 11.0 11.0 11.0 101 Solar Cell Model 3 188.0 564.0 102	85	Copper Solfate Solution 1	4.0	4.0
87 Indopenol solution 1 11.0 11.0 88 Starch solution 2% 1 6.0 6.0 90 Litmus paper 1 10.0 10.0 91 Litmus paper 1 4.0 4.0 92 Scissor 1 9.0 9.0 93 Stop watch 1 11.0 11.0 94 Blood Cells Sildes 1 6.0 6.0 95 Ion Sulfate Solution II 100 ml 1 13.0 13.0 96 Ammeter 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 98 Carbon Resistors 1 0.2 0.2 100 Lamp I2v-2w lamp 12v-4w 11.1 11.0 11.0 101 Solar Cell Model 3 188.0 564.0 102 Prism 1 2.0 2.0 2.0 104 Sodium, 1 2.0 2.0 2.0 1.0 105 Potassium, 1 2.0 2.0 2.0<	86	Ethanol 1	15.0	15.0
88 Starch solution 1 6.0 6.0 90 Litmus paper 1 4.0 4.0 4.0 91 Bicatronate Sodium 1 2.0 2.0 92 Scissor 1 9.0 9.0 93 Stop watch 1 11.0 11.0 94 Blood Cells Slides 1 6.0 6.0 95 Iron Sulfate Solution II 100 ml 1 13.0 13.0 96 Ammeter 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 90 Carbon Resistors 1 0.2 0.2 100 Lamp 12v-2w lamp 12v-4w 1 1.0 11.0 101 Solat Cell Model 3 188.0 564.0 102 Prism 1 8.0 86.0 103 Periodic table poster 1 63.0 63.0 104 Sodium 1 28.0 28.0	87	Independ solution 1	11.0	11.0
8% 10din Solution 1 10.0 10.0 90 Litmus paper 1 4.0 4.0 91 Bicarbonate Sodium 1 2.0 2.0 92 Scissor 1 9.0 9.0 93 Stop watch 1 11.0 11.0 94 Blood Cells Slides 1 6.0 6.0 95 Ion Sulfate Solution II 100 ml 1 13.0 13.0 96 Ammeter 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 98 Multimeter 1 0.2 0.2 100 Lamp 12v-2w lamp 12v-4w 1 10 10.0 101 Solar Cell Model 3 188.0 564.0 102 Prism 1 8.0 8.0 103 104 Sodium 1 2.0 2.0 108 105 Potassium, 1 4.0 4.0 4.0 </td <td>88</td> <td>Starch solution 2%</td> <td>6.0</td> <td>6.0</td>	88	Starch solution 2%	6.0	6.0
90 Litma's paper 1 4.0 4.0 91 Bicabonate Sodium 1 2.0 2.0 92 Stossor 1 9.0 9.0 93 Stop watch 1 1.0 1.0 94 Blood Cells Slides 1 6.0 6.0 95 Iron Sulfate Solution II 100 ml 1 1.3.0 13.0 96 Ammeter 1 19.0 19.0 19.0 97 Voltimeter 1 19.0 19.0 19.0 98 Multimeter 1 19.0 19.0 19.0 98 Multimeter 1 10.0 11.0 11.0 101 Isolar Cell Model 3 188.0 564.0 102 Prism 1 8.0 8.0 10.0 103 Periodic table poster 1 63.0 63.0 10.0 10.0 10.0 10.0 10.0 10.0 10.0 10.0 10.0 10.0	89	India solution	10.0	10.0
91 Dicarbonization 1 2.0 2.0 92 Scissor 1 9.0 9.0 9.0 93 Stop watch 1 11.0 11.0 94 Blood Cells Sildes 1 6.0 6.0 95 Iron Sulfate Solution II 100 ml 1 13.0 13.0 96 Armeter 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 99 Carbon Resistors 1 0.2 0.2 100 Lamp 12v-2w lamp 12v-4w 1 11.0 11.0 101 Solar Cell Model 3 188.0 564.0 102 Prism 1 8.0 8.0 364.0 104 Sodium, 1 2.0 2.0 2.0 2.0 108 Retasium iodide 1 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0 2.0	90	Litmus paper I	4.0	4.0
92 Stissor 1 9.0 9.0 93 Stop watch 1 1.0 11.0 11.0 94 Blood Cells Slides 1 6.0 6.0 95 Iton Sulfate Solution II 100 ml 1 13.0 13.0 96 Ammeter 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 98 Multimeter 1 19.0 19.0 99 Carbon Resistors 1 0.2 0.2 100 Lamp 12v-2w lamp 12v-4w 1 11.0 11.0 101 Solar Cell Model 3 188.0 564.0 102 Prism 1 8.0 8.0 103 Periodic table poster 1 6.0 6.0 106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 2.0 108 Galvanometer 1 9.0 9.0 111	91	Bicarbonate Sodium	2.0	2.0
2:5:00 watch 1 11.0 11.0 94 Blood Cells Sildes 1 6.0 6.0 6.0 95 Iron Sulfate Solution II 100 ml 1 13.0 13.0 96 Ammeter 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 99 Carbon Resistors 1 0.2 0.2 0.2 100 Lamp 12v-2w lamp 12v-4w 1 11.0 11.0 11.0 101 Solar Cell Model 3 188.0 564.0 103.0 63.0 102 Prism 1 28.0 28.0 28.0 104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 40.0 40.0 40.0 106 Calcium 1 28.0 28.0 28.0 100 Hydrogen Osidu Carbonate, 1 28.0 28.0 10.0 10.0 10.0 10.0 10.0 11.0 11.0 11.0	92	Stan watch	9.0	9.0
27 Droug Cells Studies 1 6.0 6.0 95 Iron Sulfate Solution II 100 ml 1 13.0 13.0 13.0 96 Ammeter 1 19.0 19.0 19.0 97 Voltimeter 1 19.0 19.0 98 Multimeter 1 19.0 19.0 99 Carbon Resistors 1 0.2 0.2 100 Lamp 12v-2w lamp 12v-4w 11.1 11.0 11.0 101 Solar Cell Model 3 188.0 564.0 103 Periodic table poster 1 63.0 63.0 103 Deriodic table poster 1 63.0 63.0 106 Calzyan ometer 1 9.0 40.0 40.0 106 Calzyan ometer 1 9.0 19.0 19.0 106 Calzyan ometer 1 9.0 19.0 19.0 19.0 109 Hydrogen Soluim Carbonate, 1 28.0 28.0	93	Blood Colls Slides	11.0	11.0
Join Sultice Solution 1 100 m 1 13.0 13.0 96 Ammeter 1 19.0 19.0 97 Voltimeter 1 19.0 19.0 98 Multimeter 1 19.0 19.0 99 Carbon Resistors 1 0.2 0.2 0.2 100 Iang Cell Model 3 188.0 564.0 102 Prism 1 8.0 8.0 104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 2.0 2.0 108 Galvanometer 1 19.0 19.0 19.0 109 Hydrogen Oxide Liquid 6% 1 17.0 17.0 17.0 110 Hydrogen Oxide Liquid 6% 1 13.0 13.0 13.0 112 Zinc Powder 1	05	Imp Sulfate Solution II 100 ml	0.0	0.0
Productive 1 19.0 19.0 19.0 97 Vollimeter 1 19.0 19.0 98 Carbon Resistors 1 0.2 0.2 100 Lamp 12v-2w lamp 12v-4w 1 1.1.0 11.0 101 Solar Cell Model 3 188.0 564.0 102 Prism 1 8.0 8.0 103 Periodic table poster 1 63.0 63.0 104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 106 Carbon Pars 1 2.0 2.0 107 Carbon Pars 1 2.0 2.0 108 Galvanometer 1 19.0 19.0 109 Hydrogen Sodium Carbonate, 1 17.0 17.0 111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 1.0 1.0 1.0	95	Ammeter 1	13.0	13.0
98 Multimeter 1 19.0 19.0 98 Multimeter 1 19.0 19.0 98 Multimeter 1 0.2 0.2 100 Lamp 12v-2w lamp 12v-4w 1 11.0 11.0 101 Solar Cell Model 3 188.0 564.0 103 Periodic table poster 1 63.0 63.0 104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 28.0 108 Galvanometer 1 19.0 19.0 109 Hydrogen Sodium Carbonate, 1 28.0 28.0 110 Hutanita 1.0 11.0 11.0 11.0 112 Zinc Powder 1 1.0 11.0 11.0 112 Zinc Powder 1 3.0 3.0 <td>90</td> <td>Valtimeter 1</td> <td>19.0</td> <td>19.0</td>	90	Valtimeter 1	19.0	19.0
Production 1 19.0 19.0 19.0 19.0 19.0 10.0	02	Multimeter 1	19.0	19.0
10 Lamp 12v-2w lamp 12v-4w 1 1.0 1.1.0 100 Lamp 12v-2w lamp 12v-4w 1 1.0 1.1.0 101 Solar Cell Model 3 188.0 564.0 102 Prism 1 8.0 8.0 103 Periodic table poster 1 63.0 63.0 104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 106 Calcon Pars 1 2.0 2.0 107 Carbon Pars 1 2.0 2.0 106 Galvanometer 1 19.0 19.0 19.0 108 Galvanometer 1 19.0 19.0 19.0 108 Galvanometer 1 13.0 13.0 13.0 111 Potassium iodide 1 25.0 25.0 25.0 112 Zine Powder 1 13.0 13.0 13.0 113 Hydrogen Oxide Liquid 6% 1 13.0 13.0 13.0 114 Co	00	Carbon Desistors	19.0	19.0
101 Solar Cell Model 3 11.0 11.0 11.0 101 Solar Cell Model 3 188.0 564.0 102 Prism 1 63.0 63.0 103 Periodic table poster 1 63.0 63.0 104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 2.0 108 Galvanometer 1 19.0 19.0 109 Hydrogen Oxide Liquid 6% 1 17.0 17.0 112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II* 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 116 Silver Nitrate 1 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0	100	Lamp 12y 2w Jamp 12y 4w 1	11.0	11.0
102 Prism 1 8.0 8.0 102 Prism 1 63.0 63.0 104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 2.0 108 Galvanometer 1 19.0 19.0 109 Hydrogen Sodium Carbonate, 1 28.0 28.0 110 Hydrogen Oxide Liquid 6% 1 17.0 17.0 111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 13.0 13.0 113 Hydrogen Solphate II* 1 6.0 6.0 114 Copper Solphate II* 1 80.0 80.0 117 Copper powder 1 28.0 28.0 118 Silver plate 1 2.0 2.0 123	101	Solar Cell Model 3	188.0	564.0
103 Periodic table poster 1 63.0 63.0 103 Periodic table poster 1 63.0 63.0 104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 2.0 108 Galvanometer 1 19.0 19.0 109 Hydrogen Sodium Carbonate, 1 28.0 28.0 110 Hydrogen Oxide Liquid 6% 1 17.0 17.0 111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II+ 1 6.0 6.0 115 Iron II Sulfate 100 g 1 28.0 28.0 118 Silver Nitrate 1 28.0 28.0 </td <td>102</td> <td>Prism 1</td> <td>8.0</td> <td>8.0</td>	102	Prism 1	8.0	8.0
104 Sodium, 1 28.0 28.0 105 Potassium, 1 40.0 40.0 106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 2.0 108 Galvanometer 1 19.0 19.0 109 Hydrogen Sodium Carbonate, 1 28.0 28.0 110 Hydrogen Oxide Liquid 6% 1 17.0 17.0 111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 13.0 114 Copper Solphate II+ 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 13.0 116 Silver Nitrate 1 28.0 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0 120 119 Glass Flask 100ml 1 2.0 2.0 122 120 Hydroxide So	102	Periodic table poster	63.0	63.0
105 Potassium, 1 20.0 20.0 106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 2.0 108 Galvanometer 1 19.0 19.0 109 Hydrogen Sodium Carbonate, 1 28.0 28.0 110 Potassium iodide 1 25.0 25.0 112 Zine Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II* 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 13.0 116 Silver Nitrate 1 28.0 28.0 28.0 118 Silver plate 1 28.0 28.0 122 121 Copper Chloride 1 28.0 28.0 122 122 Acetic Acid 1 20.0 20.0 123 123.0 23.0 <t< td=""><td>104</td><td>Sodium 1</td><td>28.0</td><td>28.0</td></t<>	104	Sodium 1	28.0	28.0
106 Calcium 1 28.0 28.0 107 Carbon Pars 1 2.0 2.0 108 Galvanometer 1 1.9.0 19.0 109 Hydrogen Sodium Carbonate, 1 2.8.0 2.8.0 110 Hydrogen Oxide Liquid 6% 1 17.0 17.0 111 Potassium iodide 1 2.5.0 2.5.0 112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II+ 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 116 Silver Nitrate 1 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0 122 Acetic Acid 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 13 Glass Flask 100ml 1 6.0 6.0	105	Potassium 1	40.0	40.0
107 Carbon Pars 1 2.00 22.0 108 Galvanometer 1 19.0 19.0 109 Hydrogen Sodium Carbonate, 1 28.0 28.0 110 Hydrogen Oxide Liquid 6% 1 17.0 17.0 111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II- 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 13.0 116 Silver Nitrate 1 80.0 80.0 80.0 117 Copper powder 1 28.0 28.0 28.0 120 Hydroxide Sodium 1 3.0 3.0 121 121 Copper powder 1 2.0 2.0 2.0 124 Acetic Acid 1 28.0 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 2.0	106	Calcium	28.0	28.0
108 Galvanometer 1 10.0 19.0 109 Hydrogen Sodium Carbonate, 1 28.0 28.0 110 Hydrogen Oxide Liquid 6% 1 17.0 17.0 111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II. 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 13.0 116 Silver Nitrate 1 28.0 28.0 28.0 118 Silver Plate 1 28.0 28.0 28.0 120 Hydroxide Sodium 1 3.0 3.0 3.0 121 Copper Chloride 1 28.0 28.0 28.0 122 Acetic Acid 1 28.0 28.0 23.0 123 Sodium Carbonate 1 2.0 2.0	107	Carbon Pars 1	2.0	2.0
109 Hydrogen Sodium Carbonate, 1 28.0 28.0 110 Hydrogen Oxide Liquid 6% 1 17.0 17.0 111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 11.0 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 13.0 114 Copper Solphate II 1 6.0 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 13.0 116 Silver Nitrate 1 28.0 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0 6.0 120 Hydroxide Sodium 1 2.0 28.0 28.0 121 Copper Chloride 1 2.0 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 2.0 126 Volumetric flask 1 9.0 9.0 1.0 1.0 1.0	108	Galvanometer 1	19.0	19.0
110 Hydrogen Oxide Liquid 6% 1 17.0 17.0 111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 13.0 114 Copper Solphate II- 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 116 Silver Nitrate 1 28.0 28.0 117 Copper powder 1 28.0 28.0 118 Silver plate 1 3.0 3.0 120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 3.0 3.0	109	Hydrogen Sodium Carbonate.	28.0	28.0
111 Potassium iodide 1 25.0 25.0 112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II. 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 116 Silver Nitrate 1 80.0 80.0 117 Copper powder 1 28.0 28.0 118 Silver plate 1 28.0 28.0 118 Glass Flask 100ml 1 6.0 6.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 2.0 125 Burette 1 2.0 2.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 130 Copp	110	Hydrogen Oxide Liquid 6%	17.0	17.0
112 Zinc Powder 1 11.0 11.0 113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II. 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 13.0 116 Silver Nitrate 1 80.0 80.0 80.0 117 Copper powder 1 28.0 28.0 28.0 118 Silver Plate 1 28.0 28.0 28.0 120 Hydroxide Sodium 1 3.0 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 3.0 3.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 130 Copper Nitrate II	111	Potassium iodide 1	25.0	25.0
113 Hydrochloric acid 1 13.0 13.0 114 Copper Solphate II. 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 116 Silver Nitrate 1 80.0 80.0 117 Copper powder 1 28.0 28.0 118 Silver plate 1 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0 120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 2.0 2.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 3.0 3.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Su	112	Zinc Powder 1	11.0	11.0
114 Copper Solphate II. 1 6.0 6.0 115 Iron II Sulfate 100 g 1 13.0 13.0 116 Silver Nitrate 1 80.0 80.0 117 Copper powder 1 28.0 28.0 118 Silver plate 1 28.0 28.0 120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 127 Zink Plate 1 3.0 3.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 127 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 131 Iron Piece 1 3.0 3.0 132	113	Hydrochloric acid 1	13.0	13.0
115 Iron II Sulfate 100 g 1 13.0 13.0 116 Silver Nitrate 1 80.0 80.0 117 Copper powder 1 28.0 28.0 118 Silver plate 1 28.0 28.0 118 Silver plate 1 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0 120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 23.0 23.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 130 Copper Nitrate II 1 2.0 2.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model<	114	Copper Solphate II: 1	6.0	6.0
116 Silver Nitrate 1 80.0 80.0 117 Copper powder 1 28.0 28.0 118 Silver plate 1 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0 120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 2.0 2.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 21.4.0 4.0 130 Copper Nitrate II 1 23.0 23.0 23.0 </td <td>115</td> <td>Iron II Sulfate 100 g 1</td> <td>13.0</td> <td>13.0</td>	115	Iron II Sulfate 100 g 1	13.0	13.0
117 Copper powder 1 28.0 28.0 118 Silver plate 1 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0 120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 2.0 2.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 2.0 2.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 3.0 3.0 3.0 132 Eclipse model 1 114.0 114.0	116	Silver Nitrate 1	80.0	80.0
118 Silver plate 1 28.0 28.0 119 Glass Flask 100ml 1 6.0 6.0 120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 23.0 23.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 126 Copper Plate 1 3.0 3.0 127 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 131 Ion Piece 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirrors 1 4.0 4.0 133 Guerye mirror 1 4.0 4.0 134 Laser pointer <td>117</td> <td>Copper powder 1</td> <td>28.0</td> <td>28.0</td>	117	Copper powder 1	28.0	28.0
119 Glass Flask 100ml 1 6.0 6.0 120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 23.0 23.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 23.0 23.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model 1 114.0 14.0 133 Mirors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 138 Curve mirr	118	Silver plate 1	28.0	28.0
120 Hydroxide Sodium 1 3.0 3.0 121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 23.0 23.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 23.0 23.0 130 Copper Nitrate II 1 23.0 23.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 137 Glass and plastic rectangle 1 1.0 4.0 138 <	119	Glass Flask 100ml 1	6.0	6.0
121 Copper Chloride 1 28.0 28.0 122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 23.0 23.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 127 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 2.0 2.0 2.0 131 Iron Piece 1 3.0 3.0 3.0 132 Eclipse model 1 114.0 114.0 114.0 133 Mirrors 1 4.0 4.0 4.0 134 Laser pointer 1 20.0 20.0 23.0 135 Convex mirror 1 4.0 4.0 4.0 136 Curve mirror 1 4.0 4.0 4.0 137 Gla	120	Hydroxide Sodium 1	3.0	3.0
122 Acetic Acid 1 28.0 28.0 123 Sodium Carbonate 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 23.0 23.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 23.0 23.0 131 Ion Piece 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirrors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve lens 1 4.0 4.0 137 Glass and plastic rectangle 1 1.0 1.0 138 Curved le	121	Copper Chloride 1	28.0	28.0
124 Phenolaphthalin 1 2.0 2.0 124 Phenolaphthalin 1 5.0 5.0 125 Burette 1 23.0 23.0 23.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 23.0 23.0 23.0 131 Iron Piece 1 3.0 3.0 3.0 132 Eclipse model 1 114.0 14.0 4.0 133 Mirors 1 4.0 4.0 4.0 134 Laser pointer 1 20.0 20.0 20.0 135 Convex mirror 1 4.0 4.0 4.0 136 Curve mirror 1 4.0 4.0 4.0 137 Glass and plastic rectangle 1 1.1.0 11.0 1.0	122	Acetic Acid 1	28.0	28.0
124 Prenotaphthain 1 5.0 5.0 125 Burette 1 23.0 23.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 23.0 23.0 130 Copper Plate 1 3.0 3.0 130 Copper Nitrate II 1 23.0 23.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 135 Convex lens 1 4.0 4.0 138 Curve flens 1 2.0 23.0 140 Aptimus artificial soil <td>123</td> <td>Sodium Carbonate 1</td> <td>2.0</td> <td>2.0</td>	123	Sodium Carbonate 1	2.0	2.0
12.5 Buretie 1 2.5.0 2.3.0 126 Volumetric flask 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 23.0 23.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirrors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curve alens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 140	124	Prenojaphthalin 1	5.0	5.0
127 Zink Plate 1 9.0 9.0 127 Zink Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 23.0 23.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirrors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curve lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 144	123	Burette 1	23.0	23.0
128 Copper Plate 1 3.0 3.0 128 Copper Plate 1 3.0 3.0 129 Sodium Suffate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 2.0 2.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model 1 114.0 144.0 133 Mirrors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curved lens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 130 Convex lens 1 2.0 23.0 1316 Diborellic acid (powder) 1 23.0 23.0 <t< td=""><td>120</td><td>Zink Diete</td><td>9.0</td><td>9.0</td></t<>	120	Zink Diete	9.0	9.0
129 Sodium Sulfate Crystals solid 100 g 1 3.0 3.0 129 Sodium Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 23.0 23.0 23.0 131 Iron Piece 1 3.0 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex miror 1 4.0 4.0 136 Curve miror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curve alens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 144 Leaf section sample 1 5	12/	Conner Plate	3.0	3.0
125 Sodrum Sulfate Crystals solid 100 g 1 2.0 2.0 130 Copper Nitrate II 1 23.0 23.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirrors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curve diens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 <td>120</td> <td></td> <td>5.0</td> <td>3.0</td>	120		5.0	3.0
130 Copper Nitrate II 1 23.0 23.0 131 Iron Piece 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirrors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curve diens 1 4.0 4.0 139 Convex Iens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 144 <td>129</td> <td>Sodium Sultate Crystals solid 100 g 1</td> <td>2.0</td> <td>2.0</td>	129	Sodium Sultate Crystals solid 100 g 1	2.0	2.0
132 Eclipse model 1 3.0 3.0 132 Eclipse model 1 114.0 114.0 133 Mirrors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curve dlens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 139 Convex lens 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0	130	Copper Nitrate II	23.0	23.0
132 Interpret model 1 114.0 114.0 133 Mirrors 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curve alens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0	131	Iron Piece 1	3.0	3.0
134 Laser pointer 1 4.0 4.0 134 Laser pointer 1 20.0 20.0 135 Convex mirror 1 4.0 4.0 136 Curve mirror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 4.0 138 Curve diens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0	132	Lenpse model 1	114.0	114.0
135 Convex miror 1 20.0 20.0 135 Convex miror 1 4.0 4.0 136 Curve miror 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curve diens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0	133	I asar pointar	4.0	4.0
136 Curve minor 1 4.0 4.0 136 Curve minor 1 4.0 4.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curved lens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 143 Conton Sample 1 3.343.7 7	134	Convex mimor	20.0	20.0
137 Glass and plastic rectangle 1 1.0 11.0 137 Glass and plastic rectangle 1 11.0 11.0 138 Curved lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 3.343.7 7	135	Curve mimor 1	4.0	4.0
138 Curved lens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 139 Convex lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 143 Contal Sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 5.0	137	Glass and plastic rectangle	11.0	11.0
139 Convex lens 1 4.0 4.0 140 Aptimus artificial soil 1 23.0 23.0 141 Gibberellic acid (powder) 1 23.0 23.0 142 Onion Sample 1 5.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0 143 Leaf section sample 1 3.0 3.43.7	138	Curved lens 1	4.0	4.0
140 Aptimus artificial soil 1 23.0 23.0 23.0 23.0 1 23.0 23.0 23.0 1 23.0 23.0 1 23.0 23.0 1 23.0 23.0 1 23.0 23.0 1 23.0 23.0 1 23.0 23.0 1 23.0 23.0 1 1 23.0 23.0 1 1 23.0 23.0 1 1 23.0 23.0 1 1 23.0 23.0 1 1 23.0 1 23.0 1 23.0 1 23.0 1 23.0 1 23.0 1 23.0 1 23.0 1 23.0 1 23.0 1 23.0 1 1 23.0 1 <th1< th=""> <th1< th=""> <th1< th=""> <t< td=""><td>139</td><td>Convex lens 1</td><td>4.0</td><td>4.0</td></t<></th1<></th1<></th1<>	139	Convex lens 1	4.0	4.0
141 Gibberellic acid (powder) 1 23.0	140	Antimus artificial soil	23.0	23.0
142 Onion Sample 1 25.0 5.0 143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 5.0 5.0	141	Gibberellic acid (powder)	23.0	23.0
143 Plant section sample 1 5.0 5.0 144 Leaf section sample 1 3.0 3.343.7	142	Onion Sample 1	5.0	5.0
144 Leaf section sample 1 5.0 5.0 Total 3.343.7 3.343.7 3.343.7	143	Plant section sample 1	5.0	5.0
Total 3.343.7	144	Leaf section sample 1	5.0	5.0
			Total	3.343.7

Showayka Mixed Elementry School									
No. Item Name Number Price/ Unit Total									
1	Glass Beaker with scale 1000ml	2	11.0	22.0					
2	Cold Glass Surface	2	13.0	26.0					
3	Bunsen Burner	1	57.0	57.0					
4	Plastic bottle	2	6.0	12.0					
5	Plastic Tube 1 m	2	3.0	6.0					
6	Magnet	2	8.0	16.0					
7	Plastic stand with needle	2	5.0	10.0					
8	Thread	2	1.0	2.0					
9	Vaccum Vassel	2	183.0	366.0					
10	Alarm or bell	2	29.0	58.0					
11	Microscope	2	367.0	734.0					
12	Cork	2	1.0	2.0					
13	Electronic balance	2	114.0	228.0					
14	Aluminuim Powder	1	28.0	28.0					
15	Iron powder	1	9.0	9.0					
16	Sulpher powder	1	13.0	13.0					
17	Funnel	3	4.0	12.0					
18	Seperation funnel	2	23.0	46.0					
19	Glass Flask 1000ml	4	13.0	52.0					
20	Generator	1	78.0	78.0					
21	Electroscope	1	27.0	27.0					
22	Petri's dish	3	1.0	3.0					
23	Plastic Beaker 250ml	2	4.0	8.0					
24	Glass tube U shape	3	5.0	15.0					
25	Metal stand	3	28.0	84.0					
26	Rubber Tube	2	7.0	14.0					
27	Syringe (big)	4	2.0	8.0					
28	Syringe (small)	4	1.0	4.0					
29	Transparent rubber tube	2	2.0	4.0					
30	Iron ball	2	11.0	22.0					
31	Spring balance	2	8.0	16.0					
32	Measuring Cylinder	3	11.0	33.0					
33	Displacement Flask	2	11.0	22.0					
34	Test Tubes	6	1.0	6.0					
35	Dropper	6	0.5	3.0					
36	Tripod	3	13.0	39.0					
37	Metal Net	4	3.0	12.0					
38	Volumetric flask 50 ml	4	9.0	36.0					
39	Volumetric Flask 100 ml	4	11.0	44.0					
40	Dissection tools	2	28.0	56.0					

41	Stop Watch	3	11.0	33.0
42	Blood cells slides	4	6.0	24.0
43	Ammeter	2	19.0	38.0
44	Voltimeter	2	19.0	38.0
45	Multimeter	2	19.0	38.0
46	Carbon Resistors	3	0.2	0.6
47	Lamp 12v-2w lamp 12v-4w	4	11.0	44.0
48	Solar System Model	1	188.0	188.0
49	Prism	2	8.0	16.0
50	Periodic table poster	2	63.0	126.0
51	Sodium	1	28.0	28.0
52	Potassium	1	40.0	40.0
53	Magnesium tape	1	18.0	18.0
54	Calcium	1	28.0	28.0
55	Zinc powder	1	11.0	11.0
56	Hydrochloric acid	1	13.0	13.0
57	Copper Chloride	1	28.0	28.0
58	Burette	1	23.0	23.0
59	Zinc plate	4	3.0	12.0
60	Copper plate	4	3.0	12.0
61	Copper Nitrate	1	23.0	23.0
62	Eclipse model	1	114.0	114.0
63	Laser pointer	3	20.0	60.0
64	Mirrors	4	4.0	16.0
65	Convex Mirror	4	4.0	16.0
66	Curved Mirror	4	4.0	16.0
67	Convex lens	4	4.0	16.0
68	Curve lens	4	4.0	16.0
69	Glass and plastic rectangle	1	11.0	11.0
70	Onion Sample	2	5.0	10.0
71	Plant section sample	2	5.0	10.0
72	Leaf section sample	2	5.0	10.0
			Total	3,309.6

	Zeif Elementar	y School						
No.	Item	Number	Price/ Unit	Total				
1	Glass Flask 250ml	1	7.0	7.0	71	Syringe (big)	1 2.0	2.0
2	Bunsen Burner	1	57.0	57.0	72	Syringe (small)	1 1.0	1.0
3	Kettle	1	62.0	62.0	74	Test tubes Plastic Stand	1 2.0	2.0
5	Even Balance	1	50.0	50.0	75	Three glasses (Water, oil, Alchohol)	1 23.0	23.0
6	Weights	1	28.0	28.0	76	Displacement Flask	1 11.0	11.0
7	Spring balance	1	8.0	8.0	77	Test tube	1 1.0	1.0
8	Measuring Cylinder	1	11.0	11.0	78	Dropper	1 0.5	0.5
9	Glass Flask 1000ml	1	13.0	13.0	80	Tripod	1 11.0	13.0
10	Thermometer	1	16.0	16.0	81	Metal net	1 3.0	3.0
12	Plastic hottle	1	6.0	6.0	82	Volumetric flask	1 11.0	11.0
13	Plastic Tube 1 m	1	3.0	3.0	83	Bendict's Solution	1 10.0	10.0
14	Balloons	1	1.0	1.0	84	lugol's solution	1 10.0	10.0
15	Lamp 2.5 V	1	1.0	1.0	86	Copper Solfate Solution	1 3.0	$\frac{3.0}{4.0}$
16	Crocodile wires	1	2.0	2.0	87	Ethanol	1 15.0	15.0
1/	Magnet	1	1.0	1.0	88	Indopenol solution	1 11.0	11.0
19	Plastic stand with needle	1	5.0	5.0	89	Starch solution 2%	1 6.0	6.0
20	Thread	1	1.0	1.0	90	lodin solution	1 10.0	10.0
21	Plastic Beaker 250ml	1	4.0	4.0	91	Bicarbonate Sodium	1 4.0	$\frac{4.0}{2.0}$
22	Wood piece	1	6.0	6.0	93	Scissor	1 9.0	9.0
23	Distilled water	1	4.0	4.0	94	Stop Watch	1 11.0) 11.0
24	Iron nails	1	1.0	1.0	95	Blood Cells Slides	1 6.0	6.0
25	Conner wire	1	9.0	9.0	96	Iron Sulfate Solution II 100 ml	1 13.0	13.0
27	Globe model	1	108.0	108.0	97	Voltimeter	1 19.0	19.0
28	Tunning fork	1	9.0	9.0	99	Multimeter	1 19.0	19.0
29	Hummer	1	11.0	11.0	10	Carbon Resistors	1 0.2	0.2
30	Vaccum Vassel	1	183.0	183.0	10	Lamp 12v-2w lamp 12v-4w	1 11.0) 11.0
31	Alarm or bell	1	29.0	29.0	10	2 Solar Cell Model	1 188.0	188.0
32	Microscope	1	367.0	367.0	10.	Prism Periodic table poster	1 63.0	63.0
34	COIK Electronic balance	1	114.0	114.0	10	5 Sodium.	1 28.0	28.0
35	Stones set	1	75.0	75.0	10	5 Potassium,	1 40.0	40.0
36	Magnifying Glass	1	4.0	4.0	10	7 Calcium,	1 28.0	28.0
37	Aluminuim powder	1	28.0	28.0	10	Carbon Pars	1 2.0	$\frac{2.0}{10.0}$
38	Sugar	1	4.0	4.0	110	Galvanometer	1 19.0	19.0
39	Rice	1	11.0	11.0	11	Hydrogen Oxide Liquid 6%	1 17.0	17.0
40	Funnel	1	9.0	9.0	112	2 Potassium iodide	1 25.0	25.0
42	Glass Beaker 250ml	1	5.0	5.0	11:	3 Zinc powder	1 11.0	11.0
43	Olive oil	1	23.0	23.0	114	Hydrochloric acid	1 13.0	13.0
44	Seperation funnel	1	23.0	23.0	110	5 Iron II Sulfate 100 g	1 13.0	13.0
45	Salt	1	3.0	3.0	11	7 Silver Nitrate	1 80.0	80.0
46	Magnesium tape	1	18.0	18.0	11	8 Copper	1 28.0	28.0
47	Solamell 2 V	1	13.0	13.0	119	9 Silver plate	1 28.0	28.0
49	Fan	1	5.0	5.0	12	Copper Chloride	1 28.0	28.0
50	Switch	1	2.0	2.0	12	2 Sodium Carbonate	1 28.0	20.0
51	Extension wires	1	2.0	2.0	12:	B Phenolaphthalin	1 5.0	5.0
52	Electroscope	1	27.0	27.0	124	4 Burette	1 23.0	23.0
53	Sand Small Books Sat	1	5.0	24.0	12:	5 Volumetric flask	1 9.0	9.0
55	Gynsum	1	5.0	5.0	12	7 Zink Plate	1 0.0	0.0
56	Petri's dish	1	1.0	1.0	12	B Copper Plate	1 3.0	3.0
57	Dissection tools	1	28.0	28.0	129	Sodium Sulfate Crystals solid 100 g	1 2.0	2.0
58	Dissection plate	1	23.0	23.0	130	Copper Nitrate II	1 23.0	23.0
59	Gloves	1	16.0	16.0	13	l Iron Plate	1 3.0	3.0
60	Sheep heart	1	57.0	57.0	13	Mirrors	1 114.0	114.0
62	Glue	1	3.0	3.0	134	4 Laser pointer	1 20.0	20.0
63	Red color water	1	7.0	7.0	13:	5 Convex mirror	1 4.0	4.0
64	Plastic par	1	5.0	5.0	130	6 Curve mirror	1 4.0	4.0
65	Wool	1	4.0	4.0	13	Glass and plastic rectangle	1 11.0	11.0
66	Lamp with a socket	1	2.0	2.0	13	Convex lens	1 4.0	4.0
67	Battery 9 V	1	3.0	3.0	14	Aptimus artificial soil	1 23.0	23.0
60	Metal stand	1	28.0	28.0	14	Gibberellic acid (powder)	1 23.0	23.0
70	Rubber tube	1	7.0	7.0	142	2 Onion Sample	1 5.0	5.0
					14:	Plant section sample	1 5.0	5.0
					144	+ Lear section sample	I D.U	3.0

	Al - Shaima' Primary Girls S	School (Ga								
No	Experiment Tool	Number	Price/Unit	Total						
1	Glass Flask 250 ml	10	7.0	70.0	8	1 1	Displacement Flask 500 ml	15	11.0	165.0
2	Bunsen Burner with 190g Cartliage	10	57.0	570.0	8	2 1	Test Tubes 15*150 mm	20	1.0	20.0
3	Electric Kettle	5	62.0	310.0	8	3 1	Dropper 3 ml plastic	20	0.5	10.0
4	Cold Glass Surface 20x20 cm	10	13.0	130.0	-	4 (Glass Beaker 250 ml	12	12.0	91.0
6	Even Balance with 200 g masses	5	28.0	140.0	8	6	Metal net (wire Gaure)	7	10	21.0
7	Sering Balance	10	80	80.0	8	7 1	Volumetric Flask 100 ml	15	11.0	165.0
8	Measuring Cylinder class 100 ml	10	11.0	110.0	8	8 1	Dissection Microscope	0	490.0	0.0
9	Glass Beaker with a sclae 1000 ml	10	11.0	110.0	8	9 1	Electronic Microscope	0	630.0	0.0
10	Glass Flask 1000 ml	10	13.0	130.0	9	0 1	Bendict's solution 100 ml	S 1	10.0	10.0
. 11	Iron Ball and Iron ring device	5	16.0	80.0	9	1 1	Lugol's solution 100 ml	8	10.0	10.0
12	Thermometer	20	5.0	100.0	9	2 5	sodium Hudroxide 100 g	1	3.0	3.0
13	lungs Demonstration Model	10	39.0	390.0	9	3 (Copper Sulfate Solution 100 ml	1	4.0	4.0
14	Lamp 2.5V	10	1.0	10.0	10	5 1	Ethanol 70% I liter	2	13.0	15.0
15	Crocodile wires 50 cm	10	2.0	20.0	9	6 4	Indepinenti Solution 100 ml	5	6.0	6.0
10	Battery 1.5V AA	3	1.0	5.0	9	7 1	Indine solution 100 ml	2 1	10.0	10.0
12	Com Des Manuel 5 and	10	1.0	80.0	9	8 1	Litmus Papers	1	4.0	4.0
10	Darf Magnet 5 cm Plastic Stand With Needle	10	6.0	60.0	9	9 5	Sodium Bicarbonate 100 g		2.0	2.0
20	Thread	0	1.0	0.0	10	00 5	Scissors	101	9.0	9.0
21	Plastic Beaker 250 ml	10	4.0	40.0	10	01 5	Stop watch	1	11.0	11.0
22	Wood Piece	10	6.0	60.0	10	02 8	blood cells slides	1	6.0	6.0
23	Distilled water 1 L	0	4.0	0.0	10	03 1	Iron Sulfate Solution 100 ml	¥	13.0	13.0
24	Iron Nail	10	1.0	10.0	1/	04 1	Ammeter	2 1	19.0	19.0
25	Iron powder 50 g	10	9.0	90.0	1	06 1	Volumeter M. Minister	2	10.0	10.0
26	Copper wire / 1 meter	15	2.0	30.0	10	00 1	Munifierer	S	19.0	19.0
27	Plastic Jar 1.5 kg	10	3.0	30.0	10	18	Larbon resistances	2	11.0	110
28	Globe Model 32 cm plastic	3	108.0	540.0	10	09 9	Solar System model	1	188.0	188.0
29	Tunning Fork	20	9.0	180.0	1	10 1	Prism	1	8.0	8.0
11	Hummer wooden Vaccum Vaccal	20	183.0	915.0	1	11 1	Periodic table poster	1	63.0	63.0
12	Ball (Alarm)	15	29.0	435.0	1	12 5	Sodium metal 25 g		28.0	28.0
33	Microscone	5	367.0	1835.0	1	13]	Potassium Metal 2 g	े ।	40.0	40.0
34	Cork	20	1.0	20.0	1	14 (Calcium Metal 25g	3 1	28.0	28.0
35	Electronic Balance balance	5	114.0	570.0	1	15 (Carbon Pars 8 cm		2.0	2.0
36	Stone set	5	75.0	375.0	1	10 0	Galvanometer	20 A	19.0	19.0
37	Magnifying Glass	20	4.0	80.0	1	18 1	Hydrogen Peroxide solution 6% 1 Liter		25.0	25.0
38	Aluminium Powder 100 g	1	28.0	28.0	1	19 2	Zine normdar 100 a	2	11.0	11.0
39	Sugar 1 kg	0	4.0	0.0	13	20 1	hydrochloric acid 22%	1	13.0	13.0
40	Rice	0	11.0	0.0	12	21 (Copper II sulfate 100 g	2	6.0	12.0
41	Sulpher powder 100 g	6	13.0	78.0	12	22 1	Iron II Sulfate 100 g	3 1	13.0	13.0
92	Pater Paper 9 cm	20	9.0	225.0	12	23	Silver Nitrate 10 g	1	80.0	80.0
43	Punnet gass 5 cm Plastic Battle 1 1	10	4.0	10.0	E	24 0	copper powder 50 g	100	28.0	28.0
45	Olive Oil 500 ml	1	23.0	23.0	12	25	Silver plate	<u> </u>	28.0	28.0
46	Seperation Exped 125 ml	10	23.0	230.0	1.	20 (Copper Chloride 100 g	<u>ः व</u>	28.0	28.0
47	salt 1 kg	0	3.0	0.0	12	20 1	Acetic acid 99% 1 L	2	28.0	28.0
48	Magnesium tape 15 meter	0	18.0	0.0	12	79 1	Phanolobihalain 100 ml	1	50	50
49	Generator hand operated	5	78.0	390.0	1	10 0	Glass Burette 50 ml	1	23.0	23.0
50	Solar cell 2 V	10	13.0	130.0	12	31 1	Volumetric Flask 50 ml	1	9.0	9.0
51	Fan with Motor	10	5.0	50.0	12	32 5	glass Flask 100 ml		6.0	6.0
52	Switch	10	2.0	20.0	12	13 2	Zinc Plate	S 1	3.0	3.0
23	Electroscope	7	27.0	189.0	12	34 (Copper Plate	S 1	3.0	3.0
29	Sand 1 kg	0	24.0	0.0	1	35 8	Sodium Sulfate Crystals solid 100 g	1	2.0	2.0
56	Gamerin 1 kg	10	50	50.0	11	17 -	Copper Nitrate (II) 50 g	1	23.0	23.0
57	Patrik Dish 90 mm alactic	25	10	25.0	12	18 1	Folizza Model	1	114.0	114.0
58	Dissection tools set	7	28.0	196.0	17	19	Mirrors 10 cm	1	40	4.0
59	Dissection plate 26*16*2 cm	7	23.0	161.0	1	40 1	Laser Pointers pen	1	20.0	20.0
60	Rubber Gloves box of 100	2	16.0	32.0	1	41 (Covex mirror 5 cm	<u>े</u> 1	4.0	4.0
61	Sheep heart model	5	57.0	285.0	14	42 (Curved mirror 5 cm	S 1	4.0	4.0
62	Plastic tube 1 meter	7	3.0	21.0	14	43 (Glass or plastic rectangle block	1	11.0	11.0
63	Balloon	10	1.0	10.0	14	44 (Concave lens	1	4.0	4.0
64	Straw 50 pcs	10	3.0	30.0	14	45 (Convex lenses	<u> </u>	4.0	4.0
65	Ghue stick	10	4.0	40.0	14	10 1	Arutacial Soil (vermiculite)	S 1	23.0	23.0
67	red color water i liter	0	1.0	50.0	1	18 1	Grippereille acid (Powder 2.5g / bag)	2 8	23.0	23.0
69	Wool ball	10	3.0	40.0	11	49 1	Plant nort sample Slids	0 1	50	5.0
69	Fatension wires / 1 meter	10	2.0	20.0	1	50 1	leaf sample Slides	1	5.0	5.0
70	Lamp with a socket	10	2.0	20.0	1	51	carbon resistor 100 ohm	0	0.2	0.0
71	Battery 9 V	15	3.0	45.0	1:	52 0	carbon resistor 200 ohm	0	0.2	0.0
72	U shape Glass tube	10	5.0	50.0	1:	53 0	carbon resistor 300 ohm	0	0.2	0.0
73	Metal stand	7	28.0	196.0	1	54 0	carbon resistor 1 k ohm	0	0.2	0.0
74	Rubber Tube	10	7.0	70.0	1	55 0	carbon resistor 2 k ohm	0	0.2	0.0
75	Syringe 20 ml	15	2.0	30.0	1	00 (Ghacose 100 g	0	3.0	0.0
76	Syringe 10 ml	15	1.0	15.0	12	59	Sodrum Hydrogen Carbonate 100 g	0	4.0	0.0
77	transparent rubber tube 1 meter	15	2.0	30.0	11	0 0	Sample slides for laight	0	5.0	0.0
78	Test Tube Plastic Stand	10	11.0	110.0	1/	50 4	Sample sides for Protozoa	0	50	0.0
19	Iron ball 3 cm	10	11.0	110.0		-	and the second of the second o		Total	12,967,2
80	Inree Glasses : (Water, Oil, Alchohol)	:10	25.0	230.0		L			1 1 1 1 1 1	

	Taha Hussien Primary Boys School (Rafah)								
No	Experiment Tool	Number	Price/Unit	Total	01	194 B	1		1657
2	Glass Flask 250 ml	20	57.0	285.0	81	Displacement Plask 500 ml Test Tubes 159150 mm	10	1.0	105.0
3	Electric Kettle	5	62.0	310.0	83	Dropper 3 ml plastic	5	0.5	2.5
4	Cold Glass Surface 20x20 cm	20	13.0	260.0	84	Glass Beaker 250 ml	20	5.0	100.0
5	Even Balance with 200 g masses	10	50.0	500.0	85	Tripod stand	10	13.0	130.0
6	weights 200 g (already with the balance)	10	28.0	280.0	87	Metal net (wire Gauze) Volumetric Flask 100 ml	20	11.0	0.0
1	Spring Balance	10	8.0	80.0	88	Dissection Microscope	0	490.0	0.0
0	Measuring Cylinder glass 100 ml	30	11.0	330.0	89	Electronic Microscope	0	630.0	0.0
10	Glass Beater with a scale 1000 ml	10	13.0	390.0	90	Bendict's solution 100 ml	2	10.0	20.0
11	Iron Ball and Iron ring device	20	16.0	320.0	91	Lugol's solution 100 ml	2	10.0	20.0
12	Thermometer	30	5.0	150.0	93	Conner Sulfate Solution 100 ml	2	4.0	8.0
13	lungs Demonstration Model	0	39.0	0.0	94	Ethanol 70% 1 liter	5	15.0	75.0
14	Lamp 2.5V	5	1.0	5.0	95	Indophenol Solution 100 ml	3	11.0	33.0
15	Crocodile wires 50 cm	- 50	2.0	100.0	96	Starch solution 2% 100 ml	5	6.0	30.0
10	Battery 1.5V AA	3	1.0	3.0	97	I dense Denses		40	20.0
18	Lom Bay Masmat Sam	20	80	160.0	99	Sodium Bicarbonate 100 g	5	2.0	10.0
19	Plastic Stand With Needle	10	6.0	60.0	100	Seissors	15	9.0	135.0
20	Thread	5	1.0	5.0	101	Stop watch	10	11.0	110.0
21	Plastic Beaker 250 ml	10	4.0	40.0	102	blood cells slides	3	6.0	18.0
22	Wood Piece	10	6.0	60.0	103	From Sultate Solution 100 ml	10	13.0	190.0
23	Distilled water 1 L	0	4.0	0.0	105	Voltimeter	10	19.0	190.0
24	Iron Nail	5	1.0	5.0	106	Multimeter	10	19.0	190.0
26	From powder 50 g	2	9.0	18.0	107	Carbon resistances	50	0.2	10.0
20	Plactic lar 1.5 kg	25	30	75.0	108	Lamp 12v-2w Lamp 12v-4w	5	11.0	253.0
28	Globe Model 32 cm plastic	5	108.0	540.0	110	Solar system model Driem	4	188.0	132.0
29	Tunning Fork	. 8	9.0	72.0	111	Periodic table poster	1	63.0	63.0
30	Hummer wooden	15	11.0	165.0	112	Sodium metal 25 g	0	28.0	0.0
31	Vaccum Vassel	3	183.0	549.0	113	Potassium Metal 2 g	0	40.0	0.0
32	Bell (Alarm)	10	29.0	290.0	114	Calcium Metal 25g	26	28.0	0.0
33	Microscope	5	367.0	1835.0	116	Carbon Pars 8 cm		190	0.0
34	Cork Electronic Delectronic believe	2 2	114.0	3.0	117	Hydrogen Peroxide solution 6% 1 Liter	5	17.0	85.0
16	Electronic Isalance balance	- 0	75.0	430.0	118	Potassium Iodide 50g	5	25.0	125.0
37	Magnifying Glass	20	4.0	80.0	119	Zine powder 100 g	2	11.0	22.0
38	Aluminium Powder 100 g	2	28.0	56.0	120	hydrochloric acid 32%	2	13.0	19.0
39	Sugar 1 kg	0	4.0	0.0	122	Iron II Sulfate 100 g	1	13.0	39.0
40	Rice	0	11.0	0.0	123	Silver Nitrate 10 g	3	80.0	240.0
41	Sulpher powder 100 g	5	13.0	65.0	124	copper powder 50 g	0	28.0	0.0
42	Falter Paper 9 cm	10	9.0	90.0	125	Silver plate	0	28.0	0.0
43	Pannei glass 5 cm Plastic Boola 1 1	10	60	60.0	120	Copper Chloride 100 g	0	28.0	0.0
45	Olive Oil 500 ml	2	23.0	46.0	128	Sodium carbonate 100 g	0	2.0	0.0
46	Seperation Funnel 125 ml	8	23.0	184.0	129	Phenolphthalein 100 ml	0	5.0	0.0
47	salt l kg	0	3.0	0.0	130	Glass Burette 50 ml	0	23.0	0.0
48	Magnesium tape 15 meter	5	18.0	90.0	131	Volumetric Flask 50 ml	0	9.0	0.0
49	Generator hand operated	5	78.0	390.0	132	giass Pass 100 mi	0	3.0	0.0
50	Solar cell 2 V	15	13.0	195.0	134	Copper Plate	0	3.0	0.0
52	Pan with Motor Codets	20	20	40.0	135	Sodium Sulfate Crystals solid 100 g	0	2.0	0.0
53	Electroscope	10	27.0	270.0	136	Copper Nitrate (II) 50 g	0	23.0	0.0
54	Sand 1 kg	0	5.0	0.0	137	Iron piate Eclinea Modal	0	3.0	0.0
55	small rocks set	0	34.0	0.0	139	Mirrors 10 cm	0	4.0	0.0
56	Gypsum 1 kg	5	5.0	25.0	140	Laser Pointers pen	0	20.0	0.0
57	Petri's Dish 90 mm plastic	25	1.0	25.0	141	Covex mirror 5 cm	0	4.0	0.0
38	Dissection tools set	10	28.0	280.0	142	Curved mirror 5 cm	0	4.0	0.0
60	Rubber Gloves how of 100		16.0	230.0	143	Concave lens	0	40	0.0
61	Sheep heart model	0	57.0	0.0	145	Convex lenses	0	4.0	0.0
62	Plastic tube 1 meter	20	3.0	60.0	146	Artificial Soil (verniculite)	0	23.0	0.0
63	Balloon	ി0	1.0	10.0	147	Gibberellic acid (Powder 2.5g / bag)	0	23.0	0.0
64	Straw 50 pcs	5	3.0	15.0	148	Onion sample Slide	0	5.0	0.0
65	Ghe stick	20	4.0	80.0	150	leaf sample Slides	0	5.0	0.0
66	red color water 1 liter	0	7.0	0.0	151	carbon resistor 100 ohm	0	0.2	0.0
68	Plastic par Wool ball	15	5.0	30.0	152	carbon resistor 200 ohm	0	0.2	0.0
69	Extension wires / 1 meter	10	2.0	20.0	153	carbon resistor 300 ohm	0	0.2	0.0
70	Lamp with a socket	15	2.0	30.0	154	carbon resistor 1 k ohm	0	0.2	0.0
71	Battery 9 V	20	3.0	60.0	156	Glucose 100 g	0	30	0.0
72	U shape Glass tube	15	5.0	75.0	157	Sodium Hydrogen Carbonate 100 g	5	4.0	20.0
73	Metal stand	20	28.0	560.0	158	Sample slides for alga	0	5.0	0.0
74	Rubber Tube	5	7.0	35.0	159	Sample slides for Bacteria	0	5.0	0.0
75	Syringe 20 ml	2	2.0	4.0	160	Sample slides for Protozoa	0	5.0	0.0
70	Syringe 10 ml	2	1.0	10.0	L			1021	15,367.5
78	Tast Toka Blastic Stand	10	11.0	110.0					
79	Iron ball 3 cm	25	11.0	275.0					
80	Three Glasses : (Water, Oil, Alchohol)	20	23.0	460.0					
-		-							

1	Kamel Al Agha Primary Boys School (K	hanyoun	es)						
No	Experiment Tool	Number	Price/Unit	Total					
1	Glass Flask 250 ml	8	7.0	56.0	81	Displacement Flask 500 ml	12		132.0
2	Bunsen Burner with 190g Carthage	10	57.0	570.0	82	Test Tubes 15*150 mm	2	1.0	2.0
	Electric Kettle	0	62.0	0.0	84	Dropper 3 ml plastic	2	5.0	1.0
5	Even Balance with 200 c masses	8	50.0	400.0	85	Tripod stand	8	13.0	104.0
6	weights 200 g (already with the balance)	8	28.0	224.0	86	Metal net (wire Gauze)	12	3.0	36.0
7	Spring Balance	6	8.0	48.0	87	Volumetric Flask 100 ml	0	11.0	0.0
8	Measuring Cylinder glass 100 ml	6	11.0	66.0	88	Dissection Microscope	0	490.0	0.0
9	Glass Beaker with a solae 1000 ml	6	11.0	66.0	90	Bendict's solution 100 ml	0	10.0	0.0
10	Glass Flask 1000 ml	6	13.0	78.0	91	Lugol's solution 100 ml	0	10.0	0.0
12	Iron Ball and Iron ring device	- 8	16.0	128.0	92	sodium Hudroxide 100 g	0	3.0	0.0
13	lungs Demonstration Model	24	19.0	916.0	93	Copper Sulfate Solution 100 mi	0	4.0	0.0
14	Lamp 2.5V	10	1.0	10.0	95	Indophenol Solution 100 ml	0	11.0	0.0
15	Crocodile wires 50 cm	40	2.0	80.0	96	Starch solution 2% 100 ml	0	6.0	0.0
16	Battery 1.5V AA	5	1.0	5.0	97	Iodine solution 100 ml	0	10.0	0.0
17	Coin	0	1.0	0.0	98	Litmus Papers Sodium Dicarbonais 100 c	0	4.0	0.0
18	Bar Magnet 5 cm	10	8.0	80.0	100	Scissors	0	9.0	0.0
19	Plastic Stand with Needle	8	6.0	48.0	101	Stop watch	0	11.0	0.0
21	Plastic Backer 250 ml	8	4.0	12.0	102	blood cells slides	0	6.0	0.0
22	Wood Piece	0	6.0	0.0	103	Iron Sulfate Solution 100 ml	0	13.0	0.0
23	Distilled water 1 L	0	4.0	0.0	105	Voltimeter	0	19.0	0.0
24	Iron Nail	0	1.0	0.0	106	Multimeter	0	19.0	0.0
25	Iron powder 50 g	3	9.0	27.0	107	Carbon resistances	0	0.2	0.0
26	Copper wire / 1 meter	5	2.0	10.0	108	Lamp 12v-2w Lamp 12v-4w	0	11.0	0.0
21	Plastic Jar 1.5 kg	0	3.0	0.0	110	Solar System model Priem	0	188.0	0.0
28	Globe Model 32 cm plastic	8	108.0	854.0	111	Periodic table poster	0	63.0	0.0
30	Hummer wooden	8	11.0	88.0	112	Sodium metal 25 g	0	28.0	0.0
31	Vaccum Vassel	8	183.0	1464.0	113	Potassium Metal 2 g	0	40.0	0.0
32	Bell (Alarm)	8	29.0	232.0	115	Carbon Pars 8 cm	0	20.0	0.0
33	Microscope	8	367.0	2936.0	116	Galvanometer	0	19.0	0.0
34	Cork	0	1.0	0.0	117	Hydrogen Peroxide solution 6% 1 Liter	0	17.0	0.0
35	Electronic Balance balance	8	114.0	912.0	118	Potassium Iodide 50g	0	25.0	0.0
17	Stone set	0	75.0	12.0	120	hydrochlorie acid 32%	0	13.0	0.0
38	A hominium Brauder 100 o	1	28.0	84.0	121	Copper II sulfate 100 g	0	6.0	0.0
39	Sugar 1 kg	0	4.0	0.0	122	Iron II Sulfate 100 g	0	13.0	0.0
40	Rice	0	11.0	0.0	123	Silver Nitrate 10 g	0	80.0	0.0
41	Sulpher powder 100 g	2	13.0	26.0	125	Silver plate	0	28.0	0.0
42	Filter Paper 9 cm	5	9.0	45.0	126	Copper Chloride 100 g	0	28.0	0.0
43	Funnel glass 5 cm	12	4.0	48.0	127	Acetic acid 99% 1 L	0	28.0	0.0
44	Plastic Bottle 1 L	0	6.0	0.0	128	Sodium carbonate 100 g	0	2.0	0.0
46	Separation Rennal 125 ml	8	23.0	184.0	130	Glass Burette 50 ml	0	21.0	0.0
47	salt i ke	0	3.0	0.0	131	Volumetric Flask 50 ml	0	9.0	0.0
48	Magnesium tape 15 meter	5	18.0	90.0	132	glass Flask 100 ml	0	6.0	0.0
49	Generator hand operated	8	78.0	624.0	133	Zinc Plate	0	3.0	0.0
50	Solar cell 2 V	0	13.0	0.0	134	Copper Plate Sodium Sulfate Crystals solid 100 g	0	2.0	0.0
.51	Fan with Motor	8	5.0	40.0	136	Copper Nitrate (II) 50 g	0	23.0	0.0
51	Switch	10	2.0	20.0	137	Iron plate	0	3.0	0.0
54	Sand 1 km	0	27.0	210.0	138	Eclipse Model	0	114.0	0.0
55	small rocks set	0	34.0	0.0	140	Laser Pointers nen	0	20.0	0.0
56	Gypsum I kg	0	5.0	0.0	141	Covex mirror 5 cm	0	4.0	0.0
57	Petri's Dish 90 mm plastic	12	1.0	12.0	142	Curved mirror 5 cm	0	4.0	0.0
58	Dissection tools set	10	28.0	280.0	143	Glass of plastic rectangle block	0	11.0	0.0
59	Dissection plate 26*16*2 cm	8	23.0	184.0	145	Convex lenses	0	4.0	0.0
61	Rubber Gloves box of 100	5	16.0	80.0	146	Artificial Soil (vermiculite)	0	23.0	0.0
62	Diartic toba 1 mater	0	37.0	0.0	147	Gibberellic acid (Powder 2.5g / bag)	0	23.0	0.0
63	Balloon	0	1.0	0.0	148	Onion sample Slide	0	5.0	0.0
64	Straw 50 pcs	0	3.0	0.0	150	leaf sample Sides	0	5.0	0.0
65	Ghie stick	0	4.0	0.0	151	carbon resistor 100 ohm	0	0.2	0.0
66	red color water 1 liter	0	7.0	0.0	152	carbon resistor 200 ohm	0	0.2	0.0
67	Plastic par	12	5.0	60.0	153	carbon resistor 300 ohm	0	0.2	0.0
68	Wool ball	0	4.0	0.0	154	carbon resistor 1 k ohm	0	0.2	0.0
20	Extension wires / 1 meter	0	2.0	0.0	156	Ghucose 100 g	0	3.0	0.0
71	Rattery Q V	0	10	0.0	157	Sodium Hydrogen Carbonate 100 g	0	4.0	0.0
72	U shape Glass tube	12	5.0	60.0	158	Sample slides for alga	0	5.0	0.0
73	Metal stand	8	28.0	224.0	159	Sample slides for Excleria Sample slides for Protozoa	0	5.0	0.0
74	Rubber Tube	0	7.0	0.0		Lower gene different for a management	V	Total	12,367.0
75	Syringe 20 ml	ा	2.0	2.0	å3:				
76	Syringe 10 ml	1	1.0	1.0					
79	Tant Tube Bastic Stand	3	2.0	6.0					
79	Iron ball 3 cm	10	11.0	\$10.0	8				
80	Three Glasses (Water, Oil, Alchohol)	0	23.0	0.0	8				

No. Experiment No. Number Price Not Not Not Not Not 1 Columbia Storm	Bilal Bin Rabah Primary School (Al Westa)									
1 16 10 </th <th>No</th> <th>Experiment Tool</th> <th>Number</th> <th>Price/Unit</th> <th>Total</th> <th></th> <th>•</th> <th></th> <th></th> <th></th>	No	Experiment Tool	Number	Price/Unit	Total		•			
a) b) b)<	1	Glass Flask 250 ml	15	7.0	105.0	81	Displacement Flask 500 ml	10	11.0	110.0
J All	2	Bunsen Burner with 190g Cartliage	0	57.0	0.0	82	Test Tubes 15*150 mm	20	1.0	20.0
1 10 </td <td>4</td> <td>Electric Kettle</td> <td>8</td> <td>13.0</td> <td>130.0</td> <td>84</td> <td>Glass Beaker 250 ml</td> <td>10</td> <td>5.0</td> <td>0.0</td>	4	Electric Kettle	8	13.0	130.0	84	Glass Beaker 250 ml	10	5.0	0.0
6 regin 20 (abrahe with relation) 10 202 Park Mathewith (abrahe) 0 30 0 0 30 11 201 11 201 11 201 11 201 11 201 11 201 11 201 11 201 11 100 11 100 10 10	5	Even Balance with 200 g masses	5	50.0	250.0	85	Tripod stand	10	13.0	130.0
9 Sering, Cheler, San, Olay J. 10 8.0 8.0 10 Watering, Cheler, San, Olay J. 11.1 21.0 10 Basering, Cheler, San, Olay J. 10 11.0 10.0<	6	weights 200 g (already with the balance)	10	28.0	280.0	86	Metal net (wire Gauze)	0	3.0	0.0
8 Max Real and London 200 al 100 110 100 8 Direction Maximum (1) 100	7	Spring Balance	10	8.0	80.0	87	Volumetric Flask 100 ml	2	11.0	22.0
9 One Shakar with a sche 100 ad 00 100 000 </td <td>8</td> <td>Measuring Cylinder glass 100 ml</td> <td>10</td> <td>11.0</td> <td>110.0</td> <td>88</td> <td>Dissection Microscope</td> <td>0</td> <td>490.0</td> <td>0.0</td>	8	Measuring Cylinder glass 100 ml	10	11.0	110.0	88	Dissection Microscope	0	490.0	0.0
00 00<	9	Glass Beaker with a sclae 1000 ml	10	11.0	110.0	00	Electronic Microscope	0	10.0	10.0
10 10<	10	Glass Plask 1000 ml	10	13.0	130.0	91	Lucol's solution 100 ml	1	10.0	10.0
Diss Construction Model Construction Model <td>12</td> <td>The mountain</td> <td>10</td> <td>50</td> <td>50.0</td> <td>92</td> <td>sodium Hudroxide 100 g</td> <td>5</td> <td>3.0</td> <td>15.0</td>	12	The mountain	10	50	50.0	92	sodium Hudroxide 100 g	5	3.0	15.0
14 Large 2 Y 14 Large 2 Y 15 15 25 15	13	lungs Demonstration Model	.0	39.0	0.0	93	Copper Sulfate Solution 100 ml	5	4.0	20.0
13 Coordin wess 50 cm 16 Linkery 1/V AA 11.10<	14	Lamp 2.5V	15	1.0	15.0	94	Ethanol 70% 1 liter	5	15.0	75.0
	15	Crocodile wires 50 cm	30	2.0	60.0	95	Indophenol Solution 100 ml	3	11.0	33.0
10 Cont 60 1.0 0.0 68 Lines Pasts 6 2.0 2.0 20 Drask 6 6.0 60	16	Battery L5V AA	10	1.0	10.0	90	Starch solution 2% 100 ml	3	10.0	30.0
B B Description D Constraint D Solar Rescriptions DO 1 21 Particle 0 10 Solar mathematic Networks 0.0 500 21 Particle Resker 250 ml 0 0.0 10 Solar mathematic Networks 0.0 10.0	17	Coin	0	1.0	0.0	98	Litrus Paners	5	4.0	20.0
10^{-10} Drawf, here have 10^{-10} Col 10^{-10} Second 10^{-10} Second <td>18</td> <td>Bar Magnet 5 cm Bartis Const With Massila</td> <td>10</td> <td>8.0</td> <td>80.0</td> <td>99</td> <td>Sodium Bicarbonate 100 g</td> <td>0</td> <td>2.0</td> <td>0.0</td>	18	Bar Magnet 5 cm Bartis Const With Massila	10	8.0	80.0	99	Sodium Bicarbonate 100 g	0	2.0	0.0
$\frac{1}{20}$ $\frac{1}{200}$	20	Plastic Stand with Needle	10	10	0.0	100	Scissors	10	9.0	90.0
21 Work Res. 20 6.0 100 Res. 20 6.0 100 21 Desilde stages 10 6.0 100	21	Plactic Baakar 250 ml	0	4.0	0.0	101	Stop watch	10	11.0	110.0
31 Desk 100 Add 400 4	22	Wood Piece	0	6.0	0.0	102	blood cells slides	20	6.0	120.0
28 Iono Nall (1) (1	23	Distilled water 1 L	10	4.0	40.0	103	Iron Sulfate Solution 100 ml	3	19.0	39.0
25 Ion prode: $50 \ g$ (a) (b) (b) (c)	24	Iron Nail	0	1.0	0.0	104	Voltimater	5	19.0	95.0
$ \begin{array}{c} b^{1} \operatorname{Core}_{\mathbf{r}} (\operatorname{metr}_{\mathbf{r}}) (\operatorname{metr}_{\mathbf$	25	Iron powder 50 g	1	9.0	9.0	106	Multimeter	5	19.0	95.0
	26	Copper wire / 1 meter	3	2.0	6.0	107	Carbon resistances	10	0.2	2.0
a) 100 Solar System model 7 188.0 111.0 30 Hummin, Markin 100 110 1100 <td>21</td> <td>Plastic Jar 1.5 kg</td> <td>0</td> <td>3.0</td> <td>422.0</td> <td>108</td> <td>Lamp 12v-2w Lamp 12v-4w</td> <td>40</td> <td>11.0</td> <td>440.0</td>	21	Plastic Jar 1.5 kg	0	3.0	422.0	108	Lamp 12v-2w Lamp 12v-4w	40	11.0	440.0
10^{-10} Homma state 10^{-10}	20	Giote Model 32 cm plastic	4	108.0	90.0	109	Solar System model	7	188.0	1316.0
31 Yaccim Yangi	30	Hummer wooden	10	11.0	110.0	110	Prism	10	8.0	80.0
31 Bell Adarmi 5 290 1450 111 Adardament Medial 2 a 1 440 450 33 Microscope 8 3570 2394. 0 114 0 116 0 116 0 0 200 0 0 200 0 200 0 0 200 0	31	Vaccum Vassel	5	183.0	915.0	112	Periodic table poster	2	28.0	28.0
33 Microace 8 307.0 238.0 111 Cakina Meal 25g. 0 280 00 33 Microace 10 10 100 116 Cakina Meal 25g. 0 100 100 33 Microace Balance Balance 0 114 Cakina Meal 25g. 0 119 Cakina Meal 25g. 0 110 110 Cakina Meal 25g. 0 100 00 34 Marinian Meal 25g. 0 4.0 4.00 117 None Sen 0 4.0 00 35 Marinian Meal 25g. 0 4.0 4.00 118 None Sen 0 4.0 00 36 Marinian Meal 25g. 0 4.0 00 110 110 0	32	Bell (Alarm)	5	29.0	145.0	113	Sodium metai 25 g Botansiom Matal 2 g	0. 28	40.0	40.0
M Cock 10	33	Microscope	8	367.0	2936.0	114	Calcium Metal 25g	Ó	28.0	0.0
35 Electronic Balance balance S 1140 3700 116 Cabaconcet 0 190 000 37 Magnifying Class 0 4.0 4.00 117 Hirdsongen Proxide solidon 6%: 11 Ear 2 2 7.0 34.0 38 Magnitarian Movder 100 g 0 4.0 4.00 117 Hirdsongen Proxide solidon 6%: 11 Ear 2 7.0 34.0 39 Magnitarian Movder 100 g 0 1.10 0.00 112 Coper IT sufface 100 g 0 1.13 0.00 41 Radper provder 100 g 0 1.10 0.12 Coper IT sufface 100 g 0 0 1.00 0.00 0 1.00 0.00 0 0 0 0.00 0 0 0.00 0 0 0 0.00 0 0 0 0.00 0 0 0 0.00 0 0 0.00 0 0 0 0.00 0 0 0.00 0 0 0.00 </td <td>34</td> <td>Cork</td> <td>10</td> <td>1.0</td> <td>10.0</td> <td>115</td> <td>Carbon Pars 8 cm</td> <td>10</td> <td>2.0</td> <td>20.0</td>	34	Cork	10	1.0	10.0	115	Carbon Pars 8 cm	10	2.0	20.0
$\frac{1}{20}$ None set. 0 1.5 0.01 1.1 Hirdsogen Provide solution 60; 1. Liter 2 1.7 3.4 38 Magnifying Class 10 4.0 4.0 1.01 1.00 a	35	Electronic Balance balance	5	114.0	570.0	116	Galvanometer	0	19.0	0.0
3.1 Maintrying Utalis (10) 4.0 4.00 (11) Maintrying Utalis (0) 2.00 4.00 (11) Maintrying Utalis (0) 2.00 (11) <	30	Stone set	0	/5.0	10.0	117	Hydrogen Peroxide solution 6% 1 Liter	2	17.0	34,0
$\frac{1}{20}$ $\frac{1}{200}$	18	Magnifying Glass	10	28.0	78.0	118	Potassium Iodide 50g	0	25.0	0.0
10 Res 10 10 100 100 101 100 101 100	19	Shear 1 ke	0	4.0	0.0	120	Zine powder 100 g	10	13.0	65.0
41 Schlar morder 100 g 1 13.0 13.0 13.0 13.0 0.0 42 Fiber Daver 9 cm. 5 9.0 45.0 12.1 fiber Daver 10 g. 0 28.0 0.0 43 Fiber Daver 9 cm. 0 25.0 0.00 12.4 comport booker 50 g. 0 28.0 0.0 44 Pascis Booker 11. 0 25.0 0.00 12.5 Scherr ratio 40.0 1.1 .1 3.2 28.0 0.0 45 Scherr ratio 12.1 10 23.0 20.0 12.4 Accis acid 99.1 1.1 .1 3.2 28.0 0.0 46 Scherr ratio 15 meter 5 13.0 10.0 2.0 <td>40</td> <td>Rice</td> <td>ő</td> <td>11.0</td> <td>0.0</td> <td>121</td> <td>Conner II sulfate 100 g</td> <td>1</td> <td>6.0</td> <td>18.0</td>	40	Rice	ő	11.0	0.0	121	Conner II sulfate 100 g	1	6.0	18.0
42 Filter Paper 9 cm. 5 9.0 45.0 [123 Silver Sintak 10 g. 0 80.0 0.0 44 Finacl Alas 5 cm. 0.0 40.0 0.0 124 silver 50 g. 0 28.0 0.0 44 Pasci Roth 11. 0 6.0 0.0 125 Silver on Silver Palat. 0 28.0 0.0 45 Objer Oliver Silver Palat. 0 28.0 0.0 128 Socian carbonate 10 g. 0 128.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	41	Sulpher powder 100 g	1	13.0	13.0	122	Iron II Sulfate 100 g	0	13.0	0.0
43 Franci glass 5 cm 10 4.0 124 comport provider 50 g 0 28.0 0.0 44 Paski: Borkle 1 L 0 6.0 0.0 125 Shver plate 0 28.0 0.0 45 Olive OB 500 ml 0 23.0 0.00 126 Comport Charins 100 g 0 28.0 0.0 46 Seperation Funcel 15 meter 0 3.0 0.0 128 Description actronate 100 g 1 2.0 2.0 47 aski kg 0 3.0 0.0 128 Description actronate 100 g 1 0.0 2.0 0.0 3.0 0.0 3.0 0.0 3.0 0.0	42	Filter Paper 9 cm	5	9.0	45.0	123	Silver Nitrate 10 g	0	80.0	0.0
44 Parks Rothe 11. 0 6.00 125 Singer plate 0 28.00 0.00 45 Object OS Som 0 23.0 0.01 128 Corport Charisle 100 g 0 28.0 0.0 46 Seperation Funcel 125 ml 0 3.0 0.00 128 Socian carbookate 100 g 1 2.0 0.0 47 Makensian tape 15 meter 5 7.60 9000 129 Reneator 50 ml 10 2.30 2.00 49 Generator Naid operated 5 7.60 9000 130 Glass Barete S 50 ml 10 2.30 9.00	43	Funnel glass 5 cm	10	4.0	40.0	124	copper powder 50 g	0	28.0	0.0
a) One Off S0 min 0 2.50 0.00 120 Loop (250 , 2	44	Plastic Bottle 1 L	0	6.0	0.0	125	Silver plate	0	28.0	0.0
No Deprint on Funder 125 min 10 2.50 125	45	Olive Oil 500 ml	0	23.0	220.0	120	Copper Chloride 100 g	0	28.0	84.0
48 Magnetium tape 15 meter 5 5.0 25.0 46 Generator hand operated 5 78.0 390.0 113 [138] Phenolphihale in 100 ml 5 5.0 25.0 46 Generator hand operated 5 78.0 390.0 113 [138] Glass Barcle 50 ml 10 23.0 230.0 51 Fian with Motor 10 5.0 5.0 10 23.0 230.0 0.0	47	seperation Pannet 125 ma	10	3.0	0.0	128	Sodium carbonate 100 g	1	2.0	2.0
49 Generative hand operated \$ 78.0 3900 [130] [130] [130] [130] [131	48	Magnesium tane 15 meter	5	18.0	90.0	129	Phenolphthalein 100 ml	5	5.0	25.0
50 Solar cell 2 V 10 13.0 1300 1300 131 Volmetric Plack 50 ml 10 9.0 900 52 Switch 10 2.0 200 132 Jakas Plack 100 ml 0 6.0 0.0 53 Electroncope 10 2.0 200 133 Zince Place 0 3.0 0.0 54 Sand 10 2.0 200 135 Scientific Crystals solid 100 g 0 2.0 0.0 55 small rocks set 0 3.4.0 0.0 135 Scientific Crystals solid 100 g 0 2.0 0.0 57 Petris Diab 90 nm plastic 0 1.0 0.0 138 Eclines Model 0 14.0 0.0 58 Dissection tools set 0 2.0 2.00 100 139 Minros 10 cm 2.0 2.00	49	Generator hand operated	5	78.0	390.0	130	Glass Burette 50 ml	10	23.0	230.0
151 Fan with Motor 10 5.0 5.0 5.0 0.0 0.0 0.0 0.0 0.0 153 Electroscope 10 27.0 2700 133 Zhe Pate 0 3.0 0.0 154 Stand 1 kg 0 5.0 0.0 134 Zhe Pate 0 3.0 0.0 155 stand 1 kg 0 3.0 0.0 135 Sodian Sufface Crystals solid 100 g 0 2.0 0.0 15 stand 1 kg 0 3.0 0.0 135 Electroscope 0 2.0 0.0 15 fragmentation of the set of the	50	Solar cell 2 V	10	13.0	130.0	131	Volumetric Flask 50 ml	10	9.0	90.0
22 Switch 100 2.0 200 123 Zhe Pate 00 3.0 0.00 53 Electroscope 100 270 00 134 Coper Plate 0 3.0 0.00 54 Sand 1 kg 0 5.0 0.01 135 Sockins Nalitate Crystals solid 100 g 0 2.0 0.0	51	Fan with Motor	10	5.0	50.0	132	glass Flask 100 ml	0	6.0	0.0
33 Hectroscene 10 21.0 21.0 21.0 21.0 21.0 21.0 20.0	52	Switch	10	2.0	20.0	133	Zinc Plate	0	3.0	0.0
	5.4	Electroscope	10	21.0	2/0.0	135	Sodium Sulfate Crystals solid 100 g	0	2.0	0.0
56 Gypoum 1 kg 0 10 00 137 Iron plate 0 130 000 57 Petrix Disk 90 mm plastic 0 10 00 138 Eclapse Model 0 14.0 0.0 58 Dissection tools set 10 23.0 230.0 140 Laser Pointers pen 10 20.0 4.0 800.0 59 Dissection plate 26*16*2 cm 10 23.0 230.0 140 Laser Pointers pen 10 20.0 4.0 800.0 60 Rubber Gloves box of 100 \$ 16.0 800.0 142 Curvex mirror 5 cm 20 4.0 800.0 61 Steep heart model 0 3.0 0.0 143 Glass or plastic rectangle block 20 4.0 800.0 62 Plastic tabe 1 meter 0 3.0 0.0 145 Convex lenses 20 4.0 800.0 64 Straw 50 pcs 0 3.0 0.0 146 Arific ial Soil (vermiculine) <td>55</td> <td>small tooks set</td> <td>0</td> <td>3.0</td> <td>0.0</td> <td>136</td> <td>Copper Nitrate (II) 50 g</td> <td>0</td> <td>23.0</td> <td>0.0</td>	55	small tooks set	0	3.0	0.0	136	Copper Nitrate (II) 50 g	0	23.0	0.0
57 Petrik Dish 90 mm plastic 0 1.0 0.0 58 Dissection tools set 10 28.0 139 Mirrors 10 cm 20 4.0 80.0 59 Dissection tools set 10 28.0 230.0 140 Laser Pointers pen 10 20.0 200.0 200.0 60 Rubber Gloves box of 100 5 16.0 80.0 141 Covex mirror 5 cm 20 4.0 80.0 61 Sheep heart model 0 57.0 0.0 143 Glass or plastic rectangle block 20 4.0 80.0 62 Plastic tube 1 meter 0 3.0 0.0 144 Concave lens 20 4.0 80.0 63 Balloon 0 0.0 0.0 144 Concave lens 20 4.0 80.0 64 Staw 50 pcs 0 3.0 0.0 144 Concave lens 20 4.0 80.0 65 files tatk 0 7.0 0.0 145 Gridenelia scid (Powder 2.5g / bag) 1 23.0 0.0 146	56	Gypsum 1 kg	1	5.0	5.0	137	Iron plate	0	3.0	0.0
58 Dissection bolk set 10 28.0 2800 139 Mirrors 10 cm 200 4.0 800 59 Dissection plate 26*16*2 cm 10 23.0 230.0 140 Laser Pointers pen 10 20.0 200.0 200.0 60 Rubber Gloves box of 100 5 16.0 800 141 Convex mirror 5 cm 20 4.0 800 62 Plastic tube 1 meter 0 3.0 0.0 142 Curved mitror 5 cm 20 4.0 800 63 Balloon 0 1.0 0.0 144 Convex mirror 5 cm 20 4.0 800 64 Straw 50 pcs 0 3.0 0.0 144 Convex lenses 20 4.0 800 65 Ghue stick 0 4.0 0.0 145 Convex lenses 20 4.0 800 64 Straw 50 pcs 0 7.0 0 144 Arificial Soil (vermiculite) 0 2.0 140	57	Petri's Dish 90 mm plastic	0	1.0	0.0	138	Eclipse Model	0	114.0	0.0
99 Dissection plate 26*16*2 cm 10 23.0 23.0 23.0 149 Laser Ponters pen 10 2.00 4.0 80.0 60 Rubber Gloves box of 100 5 16.0 80.0 142 Correct intro 5 cm 20 4.0 80.0 62 Plastic tube 1 meter 0 3.0 0.0 143 Glass or plastic rectangle block 20 4.0 80.0 64 Braws 90 pcs 0 1.0 0.0 144 Concave lens 20 4.0 80.0 65 Ghue stick 0 3.0 0.0 145 Concave lens 20 4.0 80.0 66 red color water 1 liter 0 7.0 0.0 146 Artificial Soil (vermiculle) 0 23.0 0.0 67 Plastic par 5 5.0 25.0 148 Onion sample Slide 10 5.0 50.0 68 Wool ball 0 4.0 0.0 149 Diano sample Slide 10 5.0 50.0 69 Extension wires / 1 meter 0 2.0	58	Dissection tools set	10	28.0	280.0	139	Mirrors 10 cm	20	4.0	80.0
60 Rabber Gloves box of 100 5 16.0 80.0 61 Sheep heart model 0 57.0 0.0 62 Paskic tube 1 meter 0 30 0.0 63 Balloon 0 1.0 0.0 64 Straw 50 pcs 0 3.0 0.0 65 Ghe stick 0 4.0 80.0 66 red color water 1 liter 0 7.0 0.0 67 Plastic par 5 5.0 25.0 142 Convex lenses 20 4.0 80.0 67 Plastic par 0 7.0 0.0 144 Convex lenses 20 4.0 80.0 68 Wool ball 0 7.0 0.0 147 Gibberellie acid (Powder 2.5g / bag) 1 23.0 23.0 0.0 69 Extension wires / 1 meter 0 2.0 0.0 148 Ohion sample Slide 10 5.0 5.0 5.0 150 leaf sample Slides	59	Dissection plate 26*16*2 cm	10	23.0	230.0	140	Caser Pointers pen	10	20.0	200.0
over phear model 0 57.0 0.00 143 Glass or plastic rotangle block 20 10.0 200 62 Plastic tube 1 meter 0 3.0 0.0 143 Glass or plastic rotangle block 20 4.0 80.0 64 Straw 50 pcs 0 3.0 0.0 144 Concave lens 20 4.0 80.0 65 Ghes stick 0 4.0 0.0 145 Convex lenses 20 4.0 80.0 66 red color water 1 liter 0 7.0 0.0 147 Gibberellic acid (Powder 2.5g / bag) 1 23.0 23.0 67 Plastic par 5 5.0 25.0 148 Onion sample Slide 10 5.0 50.0 68 Wool ball 0 0.4.0 0.0 149 Plant root sample Slide 10 5.0 50.0 70 Lamp with a socket 10 2.0 0.0 151 carbon resistor 100 ohm 10 0.2 2.0	60	Rubber Gloves box of 100	5	16.0	80.0	142	Carved mirror 5 cm	20	4.0	80.0
Instruction 00 3.50 0.00 63 Balloon 0 1.0 0.0 64 Sraw 50 pcs 0 3.0 0.0 65 Ghe stick 0 4.0 0.0 65 Ghe stick 0 4.0 0.0 65 Ghe stick 0 4.0 0.0 65 Ghe stick 0 0.0 1.44 Concave lense 2.0 4.0 80.0 66 red color water 1 liter 0 0.0 1.44 Concave lense 2.0 4.0 80.0 67 Plastic par 5 5.0 25.0 1.44 Concave lense 1.0 5.0 25.0 68 Wool ball 0 4.0 0.0 1.44 Concave lense 1.0 5.0 5.0 70 Lamp with a socket 10 2.0 0.0 1.0 1.0 5.0 2.0 71 Battery 9 V 10 3.0 3.0	63	Sheep neart model Diratic take 1 meter	0	37.0	0.0	143	Glass or plastic rectangle block	20	11.0	220.0
	61	Balloon	0	10	0.0	144	Concave lens	20	4.0	80.0
65 Ghue stick 0 4.0 0.0 66 red color water 1 liter 0 7.0 0.0 147 Gibberellic acid (Powder 2.5g / bag) 1 23.0 23.0 23.0 67 Plastic par 5 5.0 25.0 148 Onion sample Slide 10 5.0 25.0 68 Wool ball 0 4.0 0.0 149 Plant noot sample Slide 10 5.0 50.0 70 Lamp with a socket 10 2.0 0.0 151 carbon resistor 100 ohm 10 0.2 2.0 71 Battery 9 V 100 3.0 30.0 152 carbon resistor 200 ohm 5 0.2 1.0 72 U shape Glass tabe 5 5.0 25.0 153 carbon resistor 300 ohm 10 0.2 2.0 74 Rubber Tube 0 7.0 0.0 154 carbon resistor 2 k ohm 10 0.2 2.0 75 Syringe 20 ml 5	64	Straw 50 pcs	0	3.0	0.0	145	Convex lenses	20	4.0	80.0
66 red color water 1 liter 0 7.0 0.0 67 Plastic par 5 5.0 25.0 148 Onion sample Slide 10 5.0 50.0 68 Wool ball 0 4.0 0.0 149 Planti cot sample Slide 10 5.0 50.0 68 Wool ball 0 2.0 0.0 149 Planti cot sample Slide 10 5.0 50.0 70 Lamp with a socket 10 2.0 2.0 150 leaf sample Slides 10 5.0 2.0 70 Lamp with a socket 10 2.0 2.00 151 carbon resistor 100 ohm 10 0.2 2.0 71 Battery 9 V 10 3.0 30.0 152 carbon resistor 200 ohm 10 0.2 2.0 72 U shape Glass tube 5 5.0 25.0 153 carbon resistor 20 ohm 10 0.2 2.0 74 Rubber Tube 0 7.0 0.0 <td>65</td> <td>Ghie stick</td> <td>0</td> <td>4.0</td> <td>0.0</td> <td>146</td> <td>Artificial Soil (verniculite)</td> <td>0</td> <td>23.0</td> <td>0.0</td>	65	Ghie stick	0	4.0	0.0	146	Artificial Soil (verniculite)	0	23.0	0.0
67 Plastic par 5 5.0 25.0 26.0 Plastic par 10 5.0 50.0 25.0 10 50.0 50.0 50.0 50.0 25.0 10 50.0 50.0 50.0 50.0 50.0 100 50.0 50.0 50.0 100 50.0 50.0 100 50.0 50.0 100 50.0 50.0 100 100 0.0 20.0 100 100 0.0 20.0 100 100 0.0 20.0 100 100 0.0 20.0 100 100 0.0 20.0 100 100 0.0 20.0 100 100 0.0 20.0 100 100 0.0 20.0 100 0.0 20.0 100 0.0 20.0 100 0.0 20.0 100 0.0 20.0 100 0.0 20.0 100 0.0 20.0 100 0.0 20.0 100 0.0 20.0 100 0.0	66	red color water 1 liter	0	7.0	0.0	149	Onion cample Side	1	23.0	50.0
68 Wool ball 0 4.0 0.0 69 Extension wires / I meter 0 2.0 0.0 70 Lamp with a socket 10 2.0 0.0 71 Battery 9 V 10 3.0 30.0 72 U shape Glass tube 5 5.0 25.0 73 Metal stand 5 28.0 140.0 74 Rubber Tube 0 7.0 10 0.2 2.0 75 Syringe 10 ml 5 2.0 100 0.2 2.0 75 Syringe 10 ml 5 2.0 100 0.2 2.0 76 Syringe 10 ml 5 2.0 10.0 10 0.2 2.0 76 Syringe 10 ml 5 2.0 10.0 155 Garbon resistor 1 k ohm 10 0.2 2.0 76 Syringe 10 ml 5 2.0 5.0 10.0 157 Sodium Hydrogen Carbon ate 100 g 1 4.0 4.0 </td <td>67</td> <td>Plastic par</td> <td>5</td> <td>5.0</td> <td>25.0</td> <td>149</td> <td>Plant root sample Side</td> <td>10</td> <td>5.0</td> <td>50.0</td>	67	Plastic par	5	5.0	25.0	149	Plant root sample Side	10	5.0	50.0
09 Extension wires / 1 meter 0 2.0 0.0 70 Lamp with a socket 10 2.0 2.0 10 70 Lamp with a socket 10 2.0 2.0 10 71 Battery 9 V 10 3.0 30.0 151 carbon resistor 200 ohm 5 0.2 1.0 72 U shape Glass tube 5 5.0 250 153 carbon resistor 300 ohm 10 0.2 2.0 73 Metal stand 5 28.0 140.0 155 carbon resistor 1 k ohm 10 0.2 2.0 74 Rubber Tube 0 7.0 0.0 155 carbon resistor 1 k ohm 10 0.2 2.0 75 Syringe 20 ml 5 2.0 10.0 155 Ghacose 100 g 1 4.0 4.0 76 Syringe 10 ml 5 1.0 5.0 157 Sochum Hydrogen Carbonate 100 g 5 0 100.0 78 Tester Tube Plas	68	Wool ball	0	4.0	0.0	150	leaf sample Slides	10	5.0	50.0
10 2.0 2.00 2.00 71 Battery 9 V 10 3.0 30.0 71 Battery 9 V 10 3.0 30.0 72 U shape Glass tube 5 5.0 25.0 73 Metal stand 5 28.0 140.0 74 Rubber Tube 0 7.0 0.0 75 Syringe 20 ml 5 2.0 100 76 Syringe 10 ml 5 10.0 5.0 77 transparent rubber tube 1 meter 25 2.0 50.0 78 Test Tube Plastic Stand 0 11.0 0.0 79 Transparent (Water Oil Alchebel) 5 11.0 50.0 79 Total 14,708.0 0 20.0 0 160 Sample slides for Protozoa 20 5.0 100.0	69	Extension wires / 1 meter	0	2.0	0.0	151	carbon resistor 100 ohm	10	0.2	2.0
100 100 100 100 0.2 2.0 72 U share 7.7 5 5.0 25.0 153 carbon resistor 300 ohm 10 0.2 2.0 73 Metal stand 5 5.0 25.0 140.0 154 carbon resistor 1 k ohm 10 0.2 2.0 74 Rubber Tube 0 7.0 0.0 156 carbon resistor 2 k ohm 10 0.2 2.0 75 Syringe 20 ml 5 2.0 100.0 0.0 156 Glacose 100 g 0 3.0 0.0 76 Syringe 10 ml 5 1.0 5.0 100 158 Sample slides for alga 2.0 5.0 100.0 76 Syringe 10 ml 5 1.0 5.0 100.0 158 Sample slides for alga 2.0 5.0 100.0 78 Test Tube Plastic Stand 0 11.0 0.0 150 Sample slides for Protozoa 2.0 5.0 100.0 160	70	Lamp with a socket	10	2.0	10.0	152	carbon resistor 200 ohm	5	0.2	1.0
73 Metal stand 5 28.0 140.0 154 carbon resistor 1 k ohm 100 0.2 2.0 74 Rubber Tube 0 7.0 0.0 155 carbon resistor 2 k ohm 10 0.2 2.0 75 Syringe 20 ml 5 2.0 10.0 155 Glacoso 100 g 0 3.0 0.0 76 Syringe 10 ml 5 1.0 5.0 157 Sodium Hydrogen Carbonate 100 g 1 4.0 4.0 77 transparent rubber tube 1 meter 2.5 2.0 50.0 158 Sample slides for alga 2.0 5.0 100.0 78 Test Tube Plastic Stand 0 11.0 0.0 159 Sample slides for Bacteria 2.0 5.0 100.0 79 Iron ball 3 cm 5 11.0 55.0 160 Sample slides for Protozoa 2.0 5.0 100.0 80 Tronse Glacost : (Water Oil Alchebed) 0 23.0 0.0 Total 14,708.0	72	II share Glass tibe	10	5.0	25.0	153	carbon resistor 300 ohm	10	0.2	2.0
74 Rubber Tube 0 7.0 0.0 1.55 Carbon resistor 2 k ohm 100 0.2 2.0 75 Syringe 20 ml 5 2.0 10.0 156 Glaccose 100 g 0 3.0 0.0 76 Syringe 10 ml 5 1.0 5.0 157 Sodium Hydrogen Carbonate 100 g 1 4.0 4.0 77 transparent rubber tube 1 meter 225 2.0 50.0 158 Sample slides for alga 20 5.0 100.0 78 Test Tube Plastic Stand 0 11.0 0.0 159 Sample slides for Protozoa 20 5.0 100.0 79 Iron ball 3 cm 5 1.0 5.0 100 50 160 Sample slides for Protozoa 20 5.0 100.0 79 Iron ball 3 cm 5 1.0 5.0 100 70 160 Sample slides for Protozoa 20 5.0 100.0	73	Metal stand	2	28.0	140.0	154	carbon resistor 1 k ohm	10	0.2	2.0
75 Syringe 20 ml 5 2.0 10.0 76 Syringe 10 ml 5 1.0 5.0 76 Syringe 10 ml 5 1.0 5.0 77 transparent rubber tube 1 meter 25 2.0 50.0 78 Test Tube Plastic Stand 0 11.0 0.0 79 Iron ball 3 cm 5 11.0 55.0 79 Toron Charge - (Water Oil Alchebel) 0 23.0 0.0	74	Rubber Tube	0	7.0	0.0	155	Carbon resistor 2 x ohm Chrone 100 c	10	10	2.0
76 Syringe 10 ml 5 1.0 5.0 77 transparent rubber tabe 1 meter 25 2.0 50.0 78 Test Tube Plastic Stand 0 11.0 0.0 79 Iron ball 3 cm 5 1.0 55.0 79 Torn ball 3 cm 5 1.0 55.0 79 Torn ball 3 cm 5 1.0 55.0 70 Torns diageneric (Water Oil Alchebel) 0 23.0 0.0	75	Syringe 20 ml	5	2.0	10.0	157	Sodium Hydrogen Carbonate 100 c	1	4.0	4.0
171 transparent rubber tube 1 meter 25 2.0 50.0 78 Test Tube Plastic Stand 0 11.0 0.0 79 Test Tube Plastic Stand 0 11.0 55.0 79 Test State Plastic Stand 51.0 55.0 70 Test Glassis (Water Oil Alchebel) 0 23.0 0.0	76	Syringe 10 ml	5	1.0	5.0	158	Sample slides for alga	20	5.0	100.0
1% 1est 1ube Phasic Stand 0 11.0 0.0 79 Iron ball 3 cm 5 11.0 55.0 160 Sample slides for Protozoa 20 5.0 100.0 80 Three Glasses (Water Oil Alchobel) 0 23.0 0.0 160	77	transparent rubber tube 1 meter	25	2.0	50.0	159	Sample slides for Bacteria	20	5.0	100.0
Prom Data 3 cm 3 11.0 35.04 Total 14,708.0 20 Trone Ghazas: (Water Oil Al-bobel) 0 23.0 0.0 Total 14,708.0	78	Test Tube Plastic Stand	0	11.0	0.0	160	Sample slides for Protozoa	20	5.0	100.0
	80	Three Glasses - (Water Oil Alchobal)	5	21.0	33.0	L			Total	14,708.0