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55490065 teze d-financiar 1. UNIVERSITETI I TIRANËS FAKULTETI EKONOMIK DEPARTAMENTI I FINANCË-KONTABILITETIT Miratohet: Përgjegjësi i Departamentit Prof. Dr. Halit Xhafa TEZË PROVIMI Lënda: DREJTIM FINANCIAR Dega: FINANCË Kursi: III Koha: 3,5 orë Data: 21.06.2001I.

"How to Write a Thesis can be read with profit by anyone who writes professionally, whether proposals, reports, monographs or a thesis. It is oriented to someone writing a PhD thesis, but has a lot to say about writing in general. It deals with the process of writing rather than detailed content, and is applicable regardless of discipline" SRA "This is the book that all PhD supervisors and their students have been waiting for: the first comprehensive overview of the many different writing practices, and processes, involved in the production of a doctoral thesis. Crammed full of explanations, shortcuts and tips, this book demystifies academic writing in one fell swoop. Everyone who reads it will be massively enabled as a writer." Professor Lynne Pearce, Associate Dean for Postgraduate Teaching, University of Lancaster "Rowena Murray's down-to-earth approach both recognises and relieves some of the agony of writing a PhD. The advice in this book is both practical and motivational; sometimes it's 'PhD-saving' too. By using Rowena Murray's techniques of regular snacking, instead of occasional bingeing, I managed to rescue my PhD from near-death at a time of work overload." Christine Sinclair, Part-time PhD student and lecturer in Educational Development, University of Paisley This book evolved from fifteen years' experience of teaching thesis writing. The contents have been tried and tested with postgraduates and academics. Early

chapters explore the ambiguities and subtleties of thesis writing in detail. Later chapters are more compact, listing steps in the writing process. All chapters provide examples to illustrate techniques and activities to progress writing.

Reveals the formidable organization of intelligence outsourcing that has developed between the U.S. government and private companies since 9/11, in a report that reveals how approximately seventy percent of the nation's funding for top-secret tasks is now being funneled to higher-cost third-party contractors. 35,000 first printing.

This title was first published in 2000: The focus of this analysis is that of moral standards in public service, with special attention to the role(s) of officials. It presents discussion of some of the issues that seem to the contributors to be of pressing importance and that seem to have relevance for public service in the new millennium. It concentrates in particular on public officials, and the constraints imposed on them by the political environment in liberal democracies.

Due to ongoing advancements in technology, new legislation, and other innovations, the field of finance is rapidly changing. Developments in financial markets and investments necessitate that students be exposed to these topics as well as to financial management, the traditional focus of the introductory finance course. Introduction to Finance develops the three components of finance in an interactive framework that is consistent with the responsibilities of all financial professionals, managers, intermediaries, and investors in today's economy. To show the interrelationships between the areas of finance, the text emphasizes how investor activities monitor firms and focuses on the role of financial markets in channeling funds from investors to firms.

English for Business Studies is a course for upper-intermediate and advanced level students who need to understand and discuss business and economic concepts.

This publication sets out the core competences needed by teachers to put democratic citizenship and human rights into practice in the classroom, throughout the school and in the wider community. It is intended for all teachers, not only specialists but teachers in all subject areas, and teacher educators working in higher-education institutions or other settings, both in pre- and in-service training. Some 15 competences are presented and grouped into four clusters. Each cluster of competences corresponds to one chapter, within which the competences are described in detail and exemplified. The reader will find progression grids and suggested developmental activities for each competence: these grids, featuring focusing, developing, established and advanced practice, aim to help teachers and teacher educators determine the level to which their professional practice corresponds, and thus identify specific and practical improvements upon which they can focus.

Contains chapter overview and outline, learning objectives, key concept review, helpful hints, multiple choice questions and problem solving questions

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