

LET A BE THE FIRST DIGITS OF YOUR STUDENT ID DIVIDED BY 10, B BE THE HIGHEST DIGIT IN YOUR STUDENT ID

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UNDERSTANDING THE SIGNIFICANCE OF STUDENT ID DIGITS

IN EDUCATIONAL INSTITUTIONS WORLDWIDE, STUDENT IDENTIFICATION NUMBERS SERVE AS UNIQUE IDENTIFIERS THAT CARRY MORE THAN JUST DIGITS. THEY OFTEN ENCODE VITAL INFORMATION SUCH AS ENROLLMENT YEAR, DEPARTMENT CODE, BATCH NUMBER, AND EVEN SPECIFIC CAMPUS DETAILS. ANALYZING THE DIGITS WITHIN A STUDENT ID CAN REVEAL INTERESTING INSIGHTS ABOUT THE STUDENT'S ACADEMIC PROFILE, THE INSTITUTION'S ORGANIZATIONAL STRUCTURE, AND EVEN FACILITATE CERTAIN CALCULATIONS OR CATEGORIZATIONS.

IN THIS ARTICLE, WE EXPLORE A SPECIFIC APPROACH TO UNDERSTANDING STUDENT IDs THROUGH TWO KEY VARIABLES:

- A: THE FIRST DIGITS OF YOUR STUDENT ID DIVIDED BY 10
- B: THE HIGHEST DIGIT WITHIN YOUR STUDENT ID

BY EXAMINING THESE VARIABLES, STUDENTS AND ADMINISTRATORS CAN GAIN A DEEPER UNDERSTANDING OF THE STRUCTURE OF STUDENT IDs, AS WELL AS LEVERAGE THESE INSIGHTS FOR ACADEMIC, ADMINISTRATIVE, OR ANALYTICAL PURPOSES.

DECODING STUDENT IDs: THE VARIABLES A AND B

WHAT IS VARIABLE A?

VARIABLE A IS DERIVED FROM THE INITIAL DIGITS OF YOUR STUDENT ID. SPECIFICALLY:

- TAKE THE FIRST ONE OR MORE DIGITS OF YOUR STUDENT ID (DEPENDING ON YOUR INSTITUTION'S ID FORMAT).
- CONVERT THESE DIGITS INTO A NUMBER.
- DIVIDE THIS NUMBER BY 10.

EXAMPLE:

IF YOUR STUDENT ID IS 202312345, THEN:

- THE FIRST DIGITS (SAY, THE FIRST 4 DIGITS) ARE 2023.
- DIVIDE 2023 BY 10:
 $2023 \div 10 = 202.3$

THUS, $A = 202.3$.

NOTE: THE NUMBER OF INITIAL DIGITS CONSIDERED CAN VARY BASED ON YOUR INSTITUTION'S ID FORMAT. FOR SIMPLICITY, WE'LL ASSUME IT'S THE FIRST 4 DIGITS, BUT THE CONCEPT APPLIES UNIVERSALLY.

WHAT IS VARIABLE B?

VARIABLE B IS THE HIGHEST DIGIT WITHIN YOUR STUDENT ID.

EXAMPLE:

USING THE SAME STUDENT ID 202312345:

DIGITS ARE: 2, 0, 2, 3, 1, 2, 3, 4, 5

THE HIGHEST DIGIT IS 5.

THUS, $B = 5$.

SIGNIFICANCE:

THE HIGHEST DIGIT CAN SOMETIMES INDICATE THE LEVEL, BATCH, OR CATEGORY OF THE STUDENT, DEPENDING ON HOW THE IDs ARE STRUCTURED.

THE IMPORTANCE OF VARIABLES A AND B IN STUDENT ID ANALYSIS

UNDERSTANDING AND CALCULATING VARIABLES A AND B CAN SERVE MULTIPLE PURPOSES, INCLUDING:

- CATEGORIZING STUDENTS BASED ON THEIR ID COMPONENTS.
- ANALYZING TRENDS IN STUDENT DATA, SUCH AS IDENTIFYING BATCHES OR ENROLLMENT PERIODS.
- AUTOMATING ADMINISTRATIVE TASKS BY APPLYING SIMPLE ALGORITHMS BASED ON ID STRUCTURE.
- ENHANCING DATA SECURITY BY UNDERSTANDING THE ENCODING WITHIN IDs.
- FACILITATING ACADEMIC ANALYTICS TO PREDICT PERFORMANCE OR ENGAGEMENT BASED ON ID ATTRIBUTES.

PRACTICAL APPLICATIONS OF THE VARIABLES A AND B

1. BATCH AND YEAR IDENTIFICATION

MANY STUDENT IDs ENCODE THE YEAR OF ENROLLMENT IN THE INITIAL DIGITS. BY EXTRACTING AND MANIPULATING THESE DIGITS, INSTITUTIONS CAN:

- DETERMINE THE BATCH OR YEAR OF ENTRY.
- SEGMENT STUDENTS FOR TARGETED COMMUNICATIONS OR EVENTS.

EXAMPLE:

IF THE FIRST FOUR DIGITS ARE 2019, DIVIDING 2019 BY 10 YIELDS 201.9, WHICH CAN BE USED IN ALGORITHMS TO CATEGORIZE STUDENTS ENROLLED IN 2019.

2. DEPARTMENT OR CAMPUS CODING

SOME IDS INCLUDE DEPARTMENT OR CAMPUS CODES IN SPECIFIC DIGIT POSITIONS. EXTRACTING THESE CAN HELP:

- AUTOMATE DEPARTMENT-SPECIFIC ANNOUNCEMENTS.
- GENERATE DEPARTMENT-WISE REPORTS.
- STREAMLINE RESOURCE ALLOCATION.

3. STUDENT PERFORMANCE AND ENGAGEMENT ANALYTICS

BY ANALYZING THE HIGHEST DIGIT (B), ADMINISTRATORS CAN:

- IDENTIFY STUDENTS WITH IDS CONTAINING CERTAIN DIGIT PATTERNS.
- PERFORM CORRELATION STUDIES BETWEEN ID DIGITS AND ACADEMIC PERFORMANCE.
- DETECT ANOMALIES OR IRREGULARITIES IN ID ASSIGNMENT.

STEP-BY-STEP GUIDE TO CALCULATING VARIABLES A AND B

TO EFFECTIVELY UTILIZE THESE VARIABLES, FOLLOW THESE STEPS:

STEP 1: OBTAIN YOUR STUDENT ID

ENSURE YOU HAVE YOUR COMPLETE STUDENT ID HANDY. CONFIRM THE FORMAT, ESPECIALLY THE NUMBER OF DIGITS AT THE BEGINNING THAT REPRESENT ENROLLMENT YEAR OR BATCH.

STEP 2: EXTRACT THE RELEVANT DIGITS FOR A

- IDENTIFY THE FIRST FEW DIGITS BASED ON YOUR INSTITUTION'S ID STRUCTURE.
- CONVERT THESE DIGITS INTO A NUMBER.

- DIVIDE THIS NUMBER BY 10 TO OBTAIN A.

EXAMPLE:

ID: 201912345

FIRST FOUR DIGITS: 2019

CALCULATE: $2019 \div 10 = 201.9$

So, $A = 201.9$.

STEP 3: FIND THE HIGHEST DIGIT FOR B

- BREAK DOWN YOUR ENTIRE STUDENT ID INTO INDIVIDUAL DIGITS.
- IDENTIFY THE MAXIMUM DIGIT.

EXAMPLE:

ID: 201912345

DIGITS: 2, 0, 1, 9, 1, 2, 3, 4, 5

HIGHEST DIGIT: 9

THUS, $B = 9$.

IMPLICATIONS AND INSIGHTS DERIVED FROM A AND B

UNDERSTANDING THE NUMERICAL RELATIONSHIPS BETWEEN A AND B CAN LEAD TO INTERESTING INSIGHTS:

- HIGH A VALUES MIGHT INDICATE A LATER BATCH OR NEWER ENROLLMENT.
- HIGH B DIGITS COULD SUGGEST CERTAIN CATEGORIZATION, SUCH AS STUDENTS IN ADVANCED PROGRAMS IF THE ID SYSTEM ENCODES SUCH INFORMATION.
- COMBINED ANALYSIS OF A AND B CAN HELP IN SEGMENTING STUDENTS FOR RESEARCH OR ADMINISTRATIVE PURPOSES.

LIMITATIONS AND CONSIDERATIONS

WHILE THE APPROACH OF ANALYZING STUDENT ID DIGITS IS INSIGHTFUL, THERE ARE LIMITATIONS:

- ID FORMAT VARIABILITY: DIFFERENT INSTITUTIONS MAY USE VARYING ID STRUCTURES, MAKING UNIVERSAL APPLICATION CHALLENGING.
- DATA PRIVACY: ALWAYS ENSURE PRIVACY REGULATIONS ARE FOLLOWED WHEN HANDLING STUDENT IDs.
- MISINTERPRETATION RISKS: OVER-RELIANCE ON DIGIT ANALYSIS WITHOUT UNDERSTANDING THE ENCODING SCHEME MAY LEAD TO INACCURATE CONCLUSIONS.

CONCLUSION: LEVERAGING A AND B FOR BETTER ACADEMIC MANAGEMENT

DECIPHERING STUDENT IDS THROUGH VARIABLES LIKE A (FIRST DIGITS DIVIDED BY 10) AND B (HIGHEST DIGIT) OFFERS A SIMPLE YET POWERFUL WAY TO ANALYZE AND CATEGORIZE STUDENT DATA. WHETHER YOU'RE AN ADMINISTRATOR AIMING TO STREAMLINE RECORD MANAGEMENT OR A STUDENT CURIOUS ABOUT YOUR ID'S STRUCTURE, UNDERSTANDING THESE VARIABLES PROVIDES VALUABLE INSIGHTS.

BY FOLLOWING THE OUTLINED STEPS AND CONSIDERATIONS, YOU CAN UNLOCK PATTERNS WITHIN STUDENT IDS, AIDING IN DATA-DRIVEN DECISION-MAKING, ENHANCING COMMUNICATION STRATEGIES, AND FOSTERING A MORE ORGANIZED ACADEMIC ENVIRONMENT.

REMEMBER: ALWAYS TAILOR YOUR ANALYSIS TO YOUR INSTITUTION'S SPECIFIC ID FORMAT AND ENSURE COMPLIANCE WITH DATA PRIVACY STANDARDS.

KEYWORDS FOR SEO OPTIMIZATION:

STUDENT ID ANALYSIS, VARIABLES A AND B IN STUDENT IDS, DECODE STUDENT ID DIGITS, STUDENT ID STRUCTURE, ACADEMIC DATA ANALYSIS, STUDENT BATCH IDENTIFICATION, ID DIGIT SIGNIFICANCE, STUDENT MANAGEMENT TIPS, EDUCATIONAL

FREQUENTLY ASKED QUESTIONS

HOW DO I CALCULATE THE VALUE OF A IF IT REPRESENTS THE FIRST DIGITS OF MY STUDENT ID DIVIDED BY 10?

FIRST, TAKE THE INITIAL DIGITS OF YOUR STUDENT ID (FOR EXAMPLE, IF YOUR ID IS 123456, THE FIRST DIGITS ARE 12). THEN, DIVIDE THAT NUMBER BY 10 TO GET A (12 DIVIDED BY 10 EQUALS 1.2).

WHAT DOES B REPRESENT IF IT IS THE HIGHEST DIGIT IN MY STUDENT ID?

B IS THE LARGEST SINGLE DIGIT FOUND ANYWHERE IN YOUR STUDENT ID. FOR EXAMPLE, IF YOUR ID IS 987654, THEN B IS 9.

CAN A BE A DECIMAL NUMBER, AND HOW DOES THAT AFFECT CALCULATIONS INVOLVING A ?

YES, SINCE A IS OBTAINED BY DIVIDING THE FIRST DIGITS BY 10, IT CAN BE A DECIMAL. THIS IS USEFUL FOR PRECISE CALCULATIONS OR SCALING, ESPECIALLY WHEN INVOLVING RATIOS OR PERCENTAGES.

WHY MIGHT THE VALUES OF A AND B BE IMPORTANT IN ANALYZING STUDENT IDS?

THESE VALUES CAN BE USED FOR PATTERN RECOGNITION, CATEGORIZATION, OR CREATING UNIQUE IDENTIFIERS BASED ON THE STRUCTURE OF STUDENT IDS, WHICH CAN AID IN DATA SORTING OR SECURITY MEASURES.

IF MY STUDENT ID IS 205031, WHAT ARE THE VALUES OF A AND B ?

A IS THE FIRST DIGITS (20) DIVIDED BY 10, SO $A = 20 / 10 = 2.0$. B IS THE HIGHEST

DIGIT IN THE ID, WHICH IS 5.

ADDITIONAL RESOURCES

MATHEMATICAL INSIGHTS INTO STUDENT ID VARIABLES: UNLOCKING THE POTENTIAL OF DIGIT-BASED CALCULATIONS

IN THE REALM OF STUDENT IDENTIFICATION SYSTEMS, UNIQUE IDENTIFIERS OFTEN CARRY MORE THAN JUST A SEQUENCE OF NUMBERS—THEY CAN SERVE AS A GATEWAY TO UNDERSTANDING DATA PATTERNS, CREATING PERSONALIZED ALGORITHMS, OR EVEN DEVELOPING ENGAGING EDUCATIONAL TOOLS. TODAY, WE DELVE INTO A FASCINATING EXPLORATION CENTERED AROUND TWO SPECIFIC VARIABLES DERIVED FROM A STUDENT ID: A AND B. THESE VARIABLES ARE DEFINED AS FOLLOWS:

- A: THE FIRST DIGIT(S) OF YOUR STUDENT ID DIVIDED BY 10
- B: THE HIGHEST DIGIT PRESENT IN YOUR STUDENT ID

THIS ANALYSIS AIMS TO DISSECT THESE VARIABLES COMPREHENSIVELY, EXAMINING THEIR MATHEMATICAL PROPERTIES, PRACTICAL APPLICATIONS, AND POTENTIAL FOR EDUCATIONAL ENGAGEMENT. WHETHER YOU'RE A STUDENT, EDUCATOR, OR DATA ENTHUSIAST, UNDERSTANDING THESE CONSTRUCTS CAN OPEN NEW AVENUES FOR DATA INTERPRETATION AND PERSONALIZED LEARNING EXPERIENCES.

UNDERSTANDING THE VARIABLES: A CLOSER LOOK AT A AND B

BEFORE DIVING INTO CALCULATIONS OR APPLICATIONS, IT'S CRUCIAL TO CLARIFY WHAT THESE VARIABLES REPRESENT AND HOW TO DETERMINE THEM ACCURATELY.

DEFINING VARIABLE A: THE FIRST DIGITS DIVIDED BY 10

WHAT IS A?

- A IS DERIVED FROM THE INITIAL PART OF YOUR STUDENT ID. SPECIFICALLY, IT INVOLVES TAKING THE FIRST DIGIT OR DIGITS OF YOUR ID AND DIVIDING THAT NUMBER BY 10.

HOW TO DETERMINE A:

1. IDENTIFY THE FIRST DIGIT(S) OF YOUR STUDENT ID.
 - FOR EXAMPLE, IF YOUR STUDENT ID IS 123456, THE FIRST DIGIT IS 1.
 - IF YOUR ID IS 987654, THE FIRST DIGIT IS 9.
 - IF YOUR ID BEGINS WITH MULTIPLE DIGITS, SUCH AS 102345, THEN THE FIRST TWO DIGITS ARE 10.
2. DIVIDE THIS NUMBER BY 10.
 - FOR A SINGLE DIGIT, $A = \text{FIRST DIGIT} / 10$.
 - FOR MULTIPLE DIGITS, $A = \text{FIRST TWO DIGITS} / 10$.

IMPLICATIONS OF A:

- THIS VARIABLE ESSENTIALLY NORMALIZES THE INITIAL PART OF YOUR ID TO A DECIMAL VALUE BETWEEN 0 AND 1.
- FOR EXAMPLE, IF THE FIRST DIGIT IS 5, THEN $A = 5/10 = 0.5$.
- IF THE FIRST TWO DIGITS ARE 12, THEN $A = 12/10 = 1.2$.

NOTE:

- THE DIVISION BY 10 MAY SOMETIMES RESULT IN VALUES GREATER THAN 1 IF MULTIPLE DIGITS ARE CONSIDERED, WHICH CAN BE USEFUL FOR CERTAIN NORMALIZATION OR SCALING PURPOSES.

DEFINING VARIABLE B: THE HIGHEST DIGIT IN YOUR STUDENT ID

WHAT IS B?

- B IS THE MAXIMUM DIGIT FOUND ANYWHERE WITHIN YOUR STUDENT ID.

HOW TO DETERMINE B:

1. SCAN THROUGH ALL DIGITS OF YOUR STUDENT ID.
2. IDENTIFY THE HIGHEST DIGIT AMONG THEM.

EXAMPLES:

- STUDENT ID: 123456 [B] HIGHEST DIGIT 6
- STUDENT ID: 987654 [B] HIGHEST DIGIT 9
- STUDENT ID: 102345 [B] HIGHEST DIGIT 5

PROPERTIES OF B:

- IT ALWAYS RANGES FROM 0 TO 9.
- IT PROVIDES A QUICK MEASURE OF THE MAXIMUM NUMERICAL VALUE PRESENT IN THE ID, WHICH CAN BE USEFUL FOR PATTERN ANALYSIS OR CATEGORIZATION.

MATHEMATICAL AND PRACTICAL SIGNIFICANCE OF A AND B

UNDERSTANDING HOW A AND B INTERACT AND WHAT THEY REVEAL ABOUT THE STUDENT ID CAN UNLOCK VARIOUS ANALYTICAL AND EDUCATIONAL OPPORTUNITIES.

THE ROLE OF A IN DATA NORMALIZATION AND SCALING

SINCE A IS ESSENTIALLY THE FIRST DIGIT(S) DIVIDED BY 10, IT ACTS AS A NORMALIZATION FACTOR:

- RANGE OF A:
 - IF THE FIRST DIGIT IS A SINGLE DIGIT (1-9): A RANGES FROM 0.1 TO 0.9.
 - IF MULTIPLE DIGITS ARE INVOLVED, A MAY EXCEED 1, INDICATING A LARGER INITIAL SEGMENT.
- APPLICATIONS:
 - SCALING FEATURES: IN DATA ANALYTICS, DIVIDING BY 10 STANDARDIZES THE INITIAL DIGIT, MAKING IT COMPARABLE ACROSS IDs.
 - PROBABILITY MODELING: IF STUDENT IDS ARE ASSIGNED SEQUENTIALLY OR SYSTEMATICALLY, A CAN MODEL THE LIKELIHOOD OF CERTAIN STARTING PATTERNS.
- EDUCATIONAL USE:
 - STUDENTS CAN EXPERIMENT WITH DIFFERENT ID FORMATS TO SEE HOW THE VALUE OF

A CHANGES.

- TEACHERS CAN USE THIS TO ILLUSTRATE CONCEPTS OF NORMALIZATION AND DECIMAL REPRESENTATION.

THE SIGNIFICANCE OF B IN PATTERN RECOGNITION AND CATEGORIZATION

THE HIGHEST DIGIT IN AN ID (B) OFTEN REVEALS CERTAIN PATTERNS:

- RANGE OF B: ALWAYS FROM 0 (IF ID CONTAINS ONLY ZEROS) TO 9 (IF 9 APPEARS SOMEWHERE).
- APPLICATIONS:
 - CATEGORIZING IDs: IDs WITH HIGHER B VALUES MIGHT BE ASSOCIATED WITH CERTAIN DEPARTMENTS, LEVELS, OR REGIONS IF IDs ARE ASSIGNED SYSTEMATICALLY.
 - PATTERN DETECTION: REPEATED ANALYSIS OF B ACROSS DATASETS COULD REVEAL TRENDS OR ANOMALIES.
- EDUCATIONAL USE:
 - ANALYZING THE DISTRIBUTION OF B ACROSS A STUDENT POPULATION CAN INTRODUCE STATISTICAL CONCEPTS.
 - STUDENTS CAN EXPLORE HOW MAXIMUM DIGIT VALUES CORRELATE WITH OTHER ID FEATURES.

COMBINING A AND B: POTENTIAL ANALYSES AND INSIGHTS

THE INTERPLAY BETWEEN A AND B OPENS UP FASCINATING AVENUES FOR ANALYSIS.

CORRELATION AND PATTERN DISCOVERY

- HYPOTHESES:
 - IDs WITH A HIGH B (CLOSE TO 9) MAY TEND TO HAVE A CERTAIN A VALUE, PERHAPS

INDICATING SYSTEMATIC ASSIGNMENT.

- IDs WITH A SMALL A MIGHT CORRELATE WITH LOWER STARTING DIGITS, POSSIBLY REFLECTING ENROLLMENT SEQUENCES.
- ANALYTICAL METHODS:
 - PLOTTING A AGAINST B FOR A LARGE DATASET TO IDENTIFY CLUSTERS OR TRENDS.
 - USING STATISTICAL MEASURES (CORRELATION COEFFICIENTS) TO QUANTIFY RELATIONSHIPS.

PRACTICAL APPLICATIONS IN DATA SEGMENTATION

- SEGMENTING STUDENTS:
 - BASED ON THEIR ID FEATURES, STUDENTS CAN BE GROUPED FOR TARGETED MESSAGING, SCHOLARSHIP ELIGIBILITY, OR RESOURCE ALLOCATION.
- EDUCATIONAL TOOLS:
 - DEVELOPING QUIZZES OR GAMES WHERE STUDENTS GUESS OR ANALYZE THEIR A AND B VALUES TO LEARN ABOUT NUMBERS, DIGITS, AND DATA ANALYSIS.

LIMITATIONS AND CONSIDERATIONS

WHILE THE CONCEPTS ARE INTRIGUING, SEVERAL FACTORS SHOULD BE TAKEN INTO ACCOUNT:

- ID FORMATTING VARIABILITY:
 - NOT ALL IDs FOLLOW THE SAME PATTERN; SOME MAY HAVE LEADING ZEROS OR VARYING LENGTHS.
 - CLARIFY ID FORMATTING BEFORE ANALYSIS.
- SYSTEMATIC ASSIGNMENTS:
 - IF IDs ARE ASSIGNED RANDOMLY OR SYSTEMATICALLY, THE VARIABLES MAY HAVE LIMITED PREDICTIVE POWER.
- DATA PRIVACY:
 - WHEN WORKING WITH ACTUAL STUDENT IDs, ENSURE COMPLIANCE WITH PRIVACY

REGULATIONS.

CONCLUSION: UNLOCKING HIDDEN PATTERNS THROUGH SIMPLE DIGIT ANALYSIS

THE EXPLORATION OF A (FIRST DIGITS DIVIDED BY 10) AND B (HIGHEST DIGIT) DEMONSTRATES HOW SIMPLE MATHEMATICAL OPERATIONS ON STUDENT IDs CAN UNCOVER MEANINGFUL PATTERNS, FACILITATE DATA NORMALIZATION, AND SERVE AS ENGAGING EDUCATIONAL TOOLS. THESE VARIABLES ACT AS GATEWAYS TO UNDERSTANDING NUMBER PROPERTIES, DATA CATEGORIZATION, AND PATTERN RECOGNITION.

WHETHER USED IN ACADEMIC RESEARCH, DATA ANALYSIS PROJECTS, OR CLASSROOM ACTIVITIES, THE CONCEPTS OF DIGIT-BASED VARIABLES UNDERSCORE THE BEAUTY OF NUMBERS AND THEIR POTENTIAL TO REVEAL INSIGHTS BEYOND THEIR FACE VALUE. EMBRACING SUCH APPROACHES ENCOURAGES CURIOSITY, ANALYTICAL THINKING, AND A DEEPER APPRECIATION FOR THE HIDDEN STRUCTURES WITHIN EVERYDAY DATA.

IN ESSENCE, BY DISSECTING STUDENT IDs THROUGH THE LENS OF A AND B, WE NOT ONLY ENHANCE OUR UNDERSTANDING OF NUMERICAL PROPERTIES BUT ALSO FOSTER A DATA-DRIVEN MINDSET THAT CAN BE APPLIED ACROSS NUMEROUS FIELDS AND DISCIPLINES.

LET A BE THE FIRST DIGITS OF YOUR STUDENT ID DIVIDED BY 10 B BE THE HIGHEST DIGIT IN YOUR STUDENT ID

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RELATED ARTICLES

- REGARDLESS OF THE DEVICE BEING USED, SOFTWARE TYPICALLY FALLS INTO FOUR BASIC CATEGORIES OF SOFTWARE:
- LIST PRECONDITIONS AND POSTCONDITIONS, BASE CASE, INDUCTIVE

HYPOTHESIS, NEED TO SHOW, PROOF. ALGORITHM

- ORGANIZE THESE BY 1 BEING THE MOST AND 16 BEING THE LEAST THING AND BY NEED IF YOU WERE STRANDED ON A

BACK TO HOME