

# গণপূর্ত অধিদপ্তর



২০১৪ পর্যায়ের অধিদপ্তর  
সেবা প্রোফাইল

District Level Offices'  
Service Profile

# গণপূর্ত অধিদপ্তর

জেলা পর্যায়ে অফিসের  
সেবা প্রোফাইল  
District Level Offices'  
Service Profile

আইসিটি বিভাগ  
গণপূর্ত অধিদপ্তর  
গুয়াহাটী, অসমসংসদীয় অঞ্চল

সহকারী সচিব (আইসিটি) | গণপূর্ত অধিদপ্তর  
সিনিয়র সিস্টেম এনালিস্ট | আইসিটি প্রোগ্রামিং বিভাগ























## पुस्तक

### भाग 1

1. कविता (कविता) / Poem (Poem) - Introduction	1
1.1. कविता क्या है ?	1
1.2. कविता - परिभाषा	1
1.3. कविता - प्रकार	1
1.4. कविता - भाव	1
1.5. कविता - शक्ति	1
1.6. कविता - शक्ति का प्रभाव	1
1.7. कविता - शक्ति का प्रभाव	1
1.8. कविता - शक्ति का प्रभाव	1
1.9. कविता - शक्ति का प्रभाव	1
1.10. कविता - शक्ति का प्रभाव	1
1.11. कविता - शक्ति का प्रभाव	1
1.12. कविता - शक्ति का प्रभाव	1
1.13. कविता - शक्ति का प्रभाव	1
1.14. कविता - शक्ति का प्रभाव	1
1.15. कविता - शक्ति का प्रभाव	1
1.16. कविता - शक्ति का प्रभाव	1
1.17. कविता - शक्ति का प्रभाव	1
1.18. कविता - शक्ति का प्रभाव	1
1.19. कविता - शक्ति का प्रभाव	1
1.20. कविता - शक्ति का प्रभाव	1

### भाग 2

1. कविता (कविता) / Poem (Poem) - Introduction	1
1.1. कविता क्या है ?	1
1.2. कविता - परिभाषा	1
1.3. कविता - प्रकार	1

### भाग 3

1. कविता (कविता) / Poem (Poem) - Introduction	1
1.1. कविता क्या है ?	1
1.2. कविता - परिभाषा	1
1.3. कविता - प्रकार	1
1.4. कविता - भाव	1
1.5. कविता - शक्ति	1
1.6. कविता - शक्ति का प्रभाव	1
1.7. कविता - शक्ति का प्रभाव	1
1.8. कविता - शक्ति का प्रभाव	1
1.9. कविता - शक्ति का प्रभाव	1
1.10. कविता - शक्ति का प्रभाव	1
1.11. कविता - शक्ति का प्रभाव	1
1.12. कविता - शक्ति का प्रभाव	1
1.13. कविता - शक्ति का प्रभाव	1
1.14. कविता - शक्ति का प्रभाव	1
1.15. कविता - शक्ति का प्रभाव	1
1.16. कविता - शक्ति का प्रभाव	1
1.17. कविता - शक्ति का प्रभाव	1
1.18. कविता - शक्ति का प्रभाव	1
1.19. कविता - शक्ति का प्रभाव	1
1.20. कविता - शक्ति का प्रभाव	1





# অধ্যায় ১

## সম্পূর্ণ অধিকার প্রোফাইল

- ১. সম্পূর্ণ অধিকারের পরিচিতি
- ২. সম্পূর্ণ অধিকারের সার্ভিসিং
- ৩. সম্পূর্ণ অধিকারের আর্থনমিক ব্যক্তিগত









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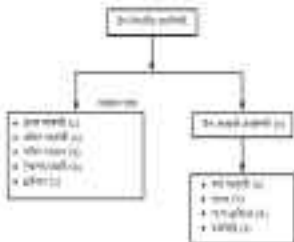






1.11 Database table		
PK	PK1	Primary key, 1st PK
	PK2	Primary key, 2nd PK
	PK3	Primary key, 3rd PK
FK		Foreign key
PK		Primary key
FK		Foreign key

1.12 Database table relationships





## অধ্যায় ২

### মাসিক সেবার তথ্যাবলি

- ১. মাসিক সেবার হারসিদ্ধ
- ২. মাসিক সেবার মত খ্যাতি (Callin Service Information Map-CSIM)



### ૩. સારી- યોગ્ય જવાબો

૧) સારી યોગ્ય સારી પુસ્તકો/વિડીયો/સાહીત્યો વગેરે વાંચો.

ક્રમ નં	વસ્તુ	સાલ માટે કાર્યકાર્ય/કાર્યકાર્યક્રમો
૧	વિદ્યા, આરોગ્ય અને સુવિધા આપણે જીવવા માટેની જરૂર છે.	આ બધું સુવિધા આપણે
૨	સાચા યોગ્ય સારી જાણવાથી જીવન સારું થાય છે અને તે સુખી અને સ્વચ્છ બને છે.	સાચા યોગ્ય, સ્વચ્છ અને સુવિધા આપણે
૩	સાચા યોગ્ય સારી જાણવાથી જીવન સારું થાય છે.	સાચા યોગ્ય આપણે
૪	વિદ્યા, આરોગ્ય અને સુવિધા આપણે જીવવા માટેની જરૂર છે.	આ બધું સુવિધા આપણે
૫	સાચા યોગ્ય સારી જાણવાથી જીવન સારું થાય છે અને તે સુખી અને સ્વચ્છ બને છે.	સાચા યોગ્ય, સ્વચ્છ અને સુવિધા આપણે
૬	સાચા યોગ્ય સારી જાણવાથી જીવન સારું થાય છે.	સાચા યોગ્ય આપણે
૭	વિદ્યા, આરોગ્ય અને સુવિધા આપણે જીવવા માટેની જરૂર છે.	આ બધું સુવિધા આપણે
૮	વિદ્યા, આરોગ્ય અને સુવિધા આપણે જીવવા માટેની જરૂર છે.	આ બધું સુવિધા આપણે
૯	વિદ્યા, આરોગ્ય અને સુવિધા આપણે જીવવા માટેની જરૂર છે.	આ બધું સુવિધા આપણે
૧૦	સાચા યોગ્ય સારી જાણવાથી જીવન સારું થાય છે અને તે સુખી અને સ્વચ્છ બને છે. ૧. સુખી ૨. સ્વચ્છ ૩. સુવિધા	૧. સુખી, સ્વચ્છ ૨. સુવિધા આપણે ૩. આ બધું સુવિધા આપણે
૧૧	વિદ્યા, આરોગ્ય અને સુવિધા આપણે જીવવા માટેની જરૂર છે.	આ બધું સુવિધા આપણે



Unit 10: The World of Work

Activity	Objectives	Materials	Procedure	Assessment	Resources	Notes
1. Warm-up - Ask students to think of a job they would like to do in the future. - Write their answers on the board.	1. To activate students' prior knowledge about jobs. 2. To introduce the topic of the unit.	None	1. Teacher asks students to think of a job they would like to do in the future. 2. Students write their answers on the board. 3. Teacher reads the answers and discusses them.	1. Teacher observes students' participation in the activity. 2. Teacher checks students' understanding of the topic.	None	None
2. Reading - Read the text about the different jobs. - Answer the questions.	1. To read the text about the different jobs. 2. To understand the main idea of the text. 3. To answer the questions.	Textbook	1. Teacher reads the text about the different jobs. 2. Students read the text and answer the questions. 3. Teacher discusses the text with students.	1. Teacher checks students' understanding of the text. 2. Teacher asks students to explain the main idea of the text.	Textbook	None
3. Writing - Write a short paragraph about a job you would like to do in the future. - Use the words in the box.	1. To write a short paragraph about a job you would like to do in the future. 2. To use the words in the box.	None	1. Teacher asks students to write a short paragraph about a job they would like to do in the future. 2. Students write their paragraphs. 3. Teacher reads the paragraphs and discusses them.	1. Teacher checks students' writing skills. 2. Teacher asks students to explain their paragraphs.	None	None







**Unit 10: The Great Wall of China**

Order	Objectives	Content	Activities	Resources	Assessment	Notes
1	<ul style="list-style-type: none"> <li>Identify the location of the Great Wall of China.</li> <li>Describe the history and significance of the Great Wall of China.</li> <li>Explain the purpose of the Great Wall of China.</li> <li>Discuss the construction of the Great Wall of China.</li> <li>Identify the major sections of the Great Wall of China.</li> </ul>	<p>The Great Wall of China is a series of walls and fortifications built by the Chinese dynasties to protect their borders from nomadic invasions. It is one of the most famous landmarks in the world.</p> <p>The wall was built over several centuries, starting from the 7th century BC. The most famous section is the Great Wall of Ming, which was built between 1368 and 1644.</p> <p>The wall is made of brick and stone, and it stretches for over 21,000 kilometers across the northern part of China.</p> <p>The wall is a symbol of Chinese culture and history, and it is a UNESCO World Heritage Site.</p>	<ul style="list-style-type: none"> <li>Reading: Textbook, articles, and websites.</li> <li>Listening: Audio recordings of the Great Wall of China.</li> <li>Watching: Videos of the Great Wall of China.</li> <li>Map work: Locating the Great Wall of China on a map of China.</li> <li>Group discussion: Discussing the history and significance of the Great Wall of China.</li> <li>Role-play: Acting out a scene from the Great Wall of China.</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Audio recordings</li> <li>Videos</li> <li>Map of China</li> </ul>	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Listening comprehension</li> <li>Watching comprehension</li> <li>Map work</li> <li>Group discussion</li> <li>Role-play</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Audio recordings</li> <li>Videos</li> <li>Map of China</li> </ul>
2	<ul style="list-style-type: none"> <li>Identify the major sections of the Great Wall of China.</li> <li>Describe the construction of the Great Wall of China.</li> <li>Explain the purpose of the Great Wall of China.</li> <li>Discuss the history and significance of the Great Wall of China.</li> <li>Identify the major sections of the Great Wall of China.</li> </ul>	<p>The Great Wall of China is a series of walls and fortifications built by the Chinese dynasties to protect their borders from nomadic invasions. It is one of the most famous landmarks in the world.</p> <p>The wall was built over several centuries, starting from the 7th century BC. The most famous section is the Great Wall of Ming, which was built between 1368 and 1644.</p> <p>The wall is made of brick and stone, and it stretches for over 21,000 kilometers across the northern part of China.</p> <p>The wall is a symbol of Chinese culture and history, and it is a UNESCO World Heritage Site.</p>	<ul style="list-style-type: none"> <li>Reading: Textbook, articles, and websites.</li> <li>Listening: Audio recordings of the Great Wall of China.</li> <li>Watching: Videos of the Great Wall of China.</li> <li>Map work: Locating the Great Wall of China on a map of China.</li> <li>Group discussion: Discussing the history and significance of the Great Wall of China.</li> <li>Role-play: Acting out a scene from the Great Wall of China.</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Audio recordings</li> <li>Videos</li> <li>Map of China</li> </ul>	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Listening comprehension</li> <li>Watching comprehension</li> <li>Map work</li> <li>Group discussion</li> <li>Role-play</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Audio recordings</li> <li>Videos</li> <li>Map of China</li> </ul>



## অধ্যায় ৩

মাসিক সেবার বিবরণ-সংকলিত গোলকীয় ও গ্রন্থমালা

- ১. সেবা গোলকীয়- সেবা গ্রহণের জন্য প্রাপ্য করা মাসিক গোলকীয়
- ২. গ্রন্থমালা- সেবা গ্রহণের ক্ষেত্রে প্রাপ্য মাসিক গ্রন্থমালা

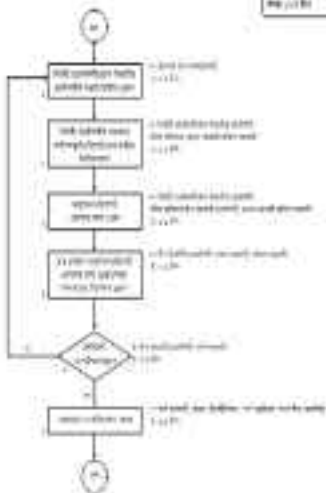




### QUESTION

Write a flowchart to show the steps in the process of recycling paper.

Answer:  
Flowchart to show the steps in the process of recycling paper.









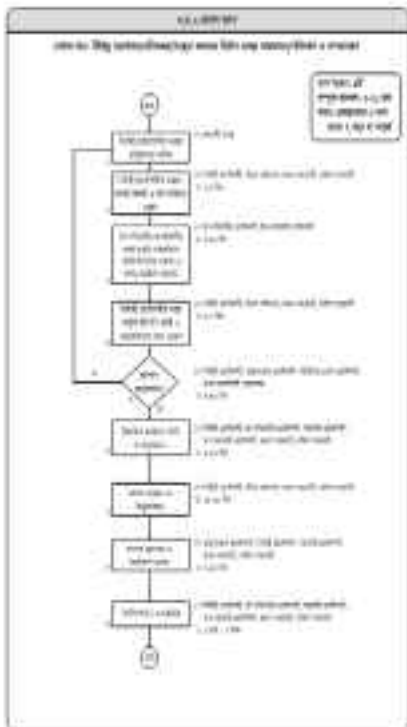
### ALGORITHM

Handwritten title for the algorithm, possibly describing a sorting process.

Handwritten text in a box, possibly a note or a specific instruction.











### Unit 10

Unit 10: The water cycle

Unit 10  
The water cycle  
Page 10









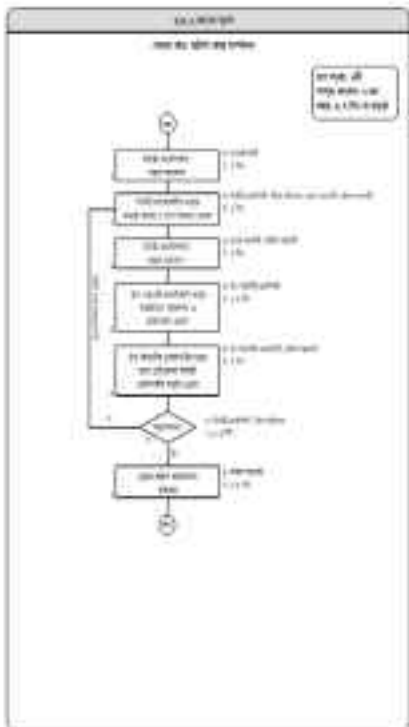
Handwritten title at the top of the diagram area.

Handwritten subtitle or description of the process.

Handwritten text in a box, possibly a date or reference.







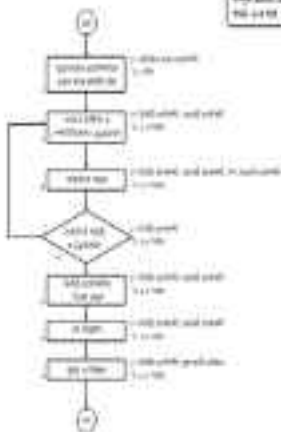




### QUESTION 10

over the following algorithm and write down:

process: 10  
step: 10.1, 10.2, 10.3  
10.4, 10.5









## Government Administration

### Government Administration (PRT)

01	General Orders
11-16	General Code
20-27	Statutory Orders/Notifying Code
30-33	Statutory Orders/Notifying Code
34	Chief Executive
35-36	Chief Executive Administration
37	Government Order/Orders
37-38	Government Code
39-41	Regulation/General Order
42-43	General Order Code
44	Statutory Order Code
45-46	Chief Executive
47	Chief Executive Administration
48	Government Order/Orders
49-51	Statutory Order Code
52	Statutory Order Code
53	Statutory Order Code
54	Statutory Order Code
55	Statutory Order Code
56	Statutory Order Code
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97	Statutory Order Code
98	Statutory Order Code
99	Statutory Order Code
100	Statutory Order Code



It is used to mark the beginning of the project and the start of the project work.



It is used to mark a specific task or activity within the project. It is used to define the scope of the project.



It is used to mark the end of the project and the end of the project work.



It is used to show the flow of the project and the sequence of tasks. It is used to connect the tasks in the project.

It follows the sequence of the project and the sequence of the tasks.

It is used to mark the end of the project and the end of the project work.



