

**Mission Delivering Development
Mission Good Governance**



Government of Jammu & Kashmir

Geographical Features of the State

The State is bounded by the Bay of Bengal to the east, the Arabian Sea to the west, and the Indian Ocean to the south. The northern part of the State is hilly and mountainous, while the southern part is a plain. The State is divided into several districts. The capital of the State is Chennai. The State is a member of the South Asian Association for Regional Cooperation (SAARC).

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There is no state capital in Karnataka.

- Roads are in bad condition
- The State is in bad condition and will be improved through time
- Unemployment is increasing
- Poor condition of health centres.

Chennai, Tamil Nadu


 29/11
 Name of the student
 Name of the class

1. Protein - amino acids

2. Carbohydrates

3. Lean proteins

4. Hydrate well

5. Protein sources

6. Hydration

7. Myofibrils

8. Transfer of ATP energy

9. Removal of waste from cells

10. Energy recovery

11. Long and short distance

12. Chlorophylls make sugar

13. Long term fuel

14. Small fuel

15. Respiration (cell, body)

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...
- 9. ...
- 10. ...

11. BIRTH COVERAGE

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...

Requirement of additional staff in wards
 Requirement of Health Institutions in villages
 and AYUSH dispensary

QUESTION 1

- a. $\frac{1}{2}$
- b. $\frac{1}{3}$
- c. $\frac{1}{4}$
- d. $\frac{1}{5}$
- e. $\frac{1}{6}$
- f. $\frac{1}{7}$
- g. $\frac{1}{8}$
- h. $\frac{1}{9}$
- i. $\frac{1}{10}$
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- m. $\frac{1}{14}$
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- o. $\frac{1}{16}$
- p. $\frac{1}{17}$
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- r. $\frac{1}{19}$
- s. $\frac{1}{20}$



ANSWERS

- a. $\frac{1}{2}$
- b. $\frac{1}{3}$
- c. $\frac{1}{4}$
- d. $\frac{1}{5}$
- e. $\frac{1}{6}$
- f. $\frac{1}{7}$
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- o. $\frac{1}{16}$
- p. $\frac{1}{17}$
- q. $\frac{1}{18}$
- r. $\frac{1}{19}$
- s. $\frac{1}{20}$

1. Identify the different components of the system.
2. Describe the function of each component.
3. Explain how the components interact with each other.
4. Discuss the overall purpose of the system.
5. Identify the inputs and outputs of the system.
6. Explain the control mechanism of the system.
7. Discuss the importance of the system.
8. Identify the limitations of the system.

10. SYSTEM ANALYSIS

1. Identify the different types of system analysis.
2. Describe the process of system analysis.
3. Explain the importance of system analysis.
4. Discuss the challenges of system analysis.
5. Identify the tools and techniques used in system analysis.

11. SYSTEM DESIGN

1. Explain the purpose of system design.
2. Discuss the different types of system design.
3. Describe the process of system design.
4. Explain the importance of system design.
5. Discuss the challenges of system design.
6. Identify the tools and techniques used in system design.

UNIT 1: THE HISTORY OF THE WORLD

- 1. The world was created by God in six days.
 - 2. The first man was Adam and the first woman was Eve.
 - 3. They were placed in the Garden of Eden.
 - 4. They were expelled from Eden because they disobeyed God.
 - 5. The world has since been ruled by various empires and nations.
 - 6. The world is currently ruled by the United States.
 - 7. The world will eventually be ruled by Jesus Christ.
 - 8. The world is a stage for the performance of human history.
 - 9. The world is a collection of diverse cultures and peoples.
 - 10. The world is a place of constant change and growth.
- UNIT 2: THE HISTORY OF THE UNITED STATES
- 1. The United States was founded in 1776.
 - 2. The first President was George Washington.
 - 3. The United States has a long history of freedom and democracy.
 - 4. The United States has a diverse population.
 - 5. The United States is a global superpower.
 - 6. The United States has a strong economy.
 - 7. The United States has a rich cultural heritage.
 - 8. The United States is a land of opportunity.
 - 9. The United States is a nation of immigrants.
 - 10. The United States is a country that values individual rights.
- UNIT 3: THE HISTORY OF THE WORLD WAR II
- 1. World War II was fought between 1939 and 1945.
 - 2. The Axis powers were Germany, Italy, and Japan.
 - 3. The Allied powers were the United States, Great Britain, and the Soviet Union.
 - 4. The war ended with the defeat of the Axis powers.
 - 5. The war resulted in the deaths of millions of people.
 - 6. The war led to the development of nuclear weapons.
 - 7. The war established the United States as a superpower.
 - 8. The war led to the formation of the United Nations.
 - 9. The war resulted in the Holocaust.
 - 10. The war led to the end of colonialism.
- UNIT 4: THE HISTORY OF THE COLD WAR
- 1. The Cold War was fought between the United States and the Soviet Union.
 - 2. The Cold War lasted from 1947 to 1991.
 - 3. The Cold War was characterized by a struggle for global dominance.
 - 4. The Cold War resulted in the formation of NATO and the Warsaw Pact.
 - 5. The Cold War led to the Cuban Missile Crisis.
 - 6. The Cold War ended with the collapse of the Soviet Union.
 - 7. The Cold War led to the end of the Vietnam War.
 - 8. The Cold War led to the end of the apartheid system in South Africa.
 - 9. The Cold War led to the end of the Berlin Wall.
 - 10. The Cold War led to the end of the Cold War.
- UNIT 5: THE HISTORY OF THE 21ST CENTURY
- 1. The 21st century is characterized by rapid technological advancement.
 - 2. The 21st century is a time of global interconnectedness.
 - 3. The 21st century is a time of environmental challenges.
 - 4. The 21st century is a time of social and political change.
 - 5. The 21st century is a time of economic growth.
 - 6. The 21st century is a time of cultural diversity.
 - 7. The 21st century is a time of innovation.
 - 8. The 21st century is a time of progress.
 - 9. The 21st century is a time of hope.
 - 10. The 21st century is a time of opportunity.



UNIT 6: THE HISTORY OF THE 21ST CENTURY

The 21st century is a time of rapid technological advancement.

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Handwritten sub-section header.

- Handwritten list of items or points.

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EXERCISE

- 1. ...
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- 4. ...

... ..

1. What is the difference between a primary and a secondary cell?
Primary cell is a cell which can be used only once. Secondary cell is a cell which can be used repeatedly.

2. Explain

(a) Why is a secondary cell called a rechargeable cell?
Because it can be recharged and used again.

3. Explain

(a) Why is a primary cell called a non-rechargeable cell?
Because it cannot be recharged and used again.

12

1. The action of a battery is

- (a) to convert chemical energy into electrical energy.
- (b) to convert electrical energy into chemical energy.
- (c) to convert mechanical energy into electrical energy.
- (d) to convert electrical energy into mechanical energy.
- (e) to convert chemical energy into mechanical energy.
- (f) to convert mechanical energy into chemical energy.

2. Which of the following is not a secondary cell?

- (a) Lead-acid cell.
- (b) Nickel-cadmium cell.
- (c) Mercury cell.
- (d) Alkaline cell.
- (e) Zinc-carbon cell.

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A. SPENT

1. Popular name of the first person is Charles V. Bell
2. Number of children of the first person is 5
3. What year did the author die? 1912

1. The number of people who are currently in the DP camps is approximately 1.5 million.

2. The number of people who are currently in the DP camps is approximately 1.5 million.

3. The number of people who are currently in the DP camps is approximately 1.5 million.

a. Total	1.5 million
b. Male	1.0 million
c. Female	0.5 million
d. Age 15-64	1.0 million
e. Age 65+	0.5 million

4. The number of people who are currently in the DP camps is approximately 1.5 million.

5. The number of people who are currently in the DP camps is approximately 1.5 million.

6. The number of people who are currently in the DP camps is approximately 1.5 million.

7. The number of people who are currently in the DP camps is approximately 1.5 million.

8. The number of people who are currently in the DP camps is approximately 1.5 million.

9. The number of people who are currently in the DP camps is approximately 1.5 million.

10. The number of people who are currently in the DP camps is approximately 1.5 million.

11. The number of people who are currently in the DP camps is approximately 1.5 million.

12. The number of people who are currently in the DP camps is approximately 1.5 million.

1. Write down the chemical formulae of the following compounds:

(a) Magnesium chloride

(b) Sodium sulphate

(c) Calcium hydroxide

(d) Potassium nitrate

(e) Ammonium chloride

(f) Sodium carbonate

2. Write down the chemical formulae of the following compounds:

(a) Magnesium chloride

(b) Sodium sulphate

(c) Calcium hydroxide

3. Write down the chemical formulae of the following compounds:

(a) Magnesium chloride

(b) Sodium sulphate

(c) Calcium hydroxide

(d) Potassium nitrate

(e) Ammonium chloride

(f) Sodium carbonate

(g) Magnesium sulphate

(h) Calcium nitrate

(i) Potassium chloride

(j) Sodium nitrate

18

1. Production of food crops - Food

2. Production of cash crops - Export

3. Production of raw materials

4. Production of services - Employment

5. Production of energy - Electricity

6. Production of housing - Shelter

7. Production of transport - Communication

8. Production of health services - Well-being

9. Production of education - Development

10. Production of recreation - Leisure

11. Production of culture - Identity

12. Production of environment - Quality of life

4. ECONOMIC LEVELS

1. Primary sector - Raw materials

2. Secondary sector - Manufacturing

3. Tertiary sector - Services

4. Quaternary sector - Information technology

5. Quinary sector - High-level services

6. Sixth sector - Non-market production

7. Seventh sector - Unpaid work

8. Eighth sector - Government services

9. Ninth sector - Non-profit organizations

10. Tenth sector - Religion

11. Eleventh sector - Arts and culture

12. Twelfth sector - Science and technology

13. Thirteenth sector - Health and social care

14. Fourteenth sector - Education

15. Fifteenth sector - Environment and energy

Account Name	1985	1986
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1. ... 1985 ... 1986

How is it changed? Yes No

2. ... 1985 ... 1986

How is it changed? Yes No

3. ... 1985 ... 1986

How is it changed? Yes No

4. ... 1985 ... 1986

How is it changed? Yes No



Guaranteed

Number of animals (100)	100	100
Number of animals (200)	200	200
Number of animals (300)	300	300
Number of animals (400)	400	400
Number of animals (500)	500	500
Number of animals (600)	600	600
Number of animals (700)	700	700
Number of animals (800)	800	800
Number of animals (900)	900	900
Number of animals (1000)	1000	1000

5. All of the animals of the 1000 are ... **1000**

Number of animals (100)	100	100
Number of animals (200)	200	200
Number of animals (300)	300	300
Number of animals (400)	400	400
Number of animals (500)	500	500
Number of animals (600)	600	600
Number of animals (700)	700	700
Number of animals (800)	800	800
Number of animals (900)	900	900
Number of animals (1000)	1000	1000

	MS1	MS2	MS3	MS4
1. The number of people who...	25	25		
2. The number of people who...	25	25		
3. The number of people who...	11	25		
4. The number of people who...	11	25		
5. The number of people who...	25	25		
6. The number of people who...	25	25		
7. The number of people who...	25	25		
8. The number of people who...	25	25		
9. The number of people who...	25	25		
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11. The number of people who...	25	25		
12. The number of people who...	25	25		
13. The number of people who...	25	25		
14. The number of people who...	25	25		
15. The number of people who...	25	25		
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18. The number of people who...	25	25		
19. The number of people who...	25	25		
20. The number of people who...	25	25		

13

2. The number of people who...

	MS1	MS2	MS3
1. The number of people who...	25	25	25
2. The number of people who...	25	25	25
3. The number of people who...	25	25	25
4. The number of people who...	25	25	25
5. The number of people who...	25	25	25
6. The number of people who...	25	25	25
7. The number of people who...	25	25	25
8. The number of people who...	25	25	25
9. The number of people who...	25	25	25
10. The number of people who...	25	25	25
11. The number of people who...	25	25	25
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17. The number of people who...	25	25	25
18. The number of people who...	25	25	25
19. The number of people who...	25	25	25
20. The number of people who...	25	25	25

Government

1. Number of people in the village who are engaged in agriculture is 1000.

2. The number of people who are engaged in other occupations is 200.

3. The total population of the village is 1200.

4. The number of people who are engaged in the service sector is 100.

5. The number of people who are engaged in the manufacturing sector is 50.

6. The number of people who are engaged in the construction sector is 20.

7. The number of people who are engaged in the health sector is 10.

8. The number of people who are engaged in the education sector is 5.

14

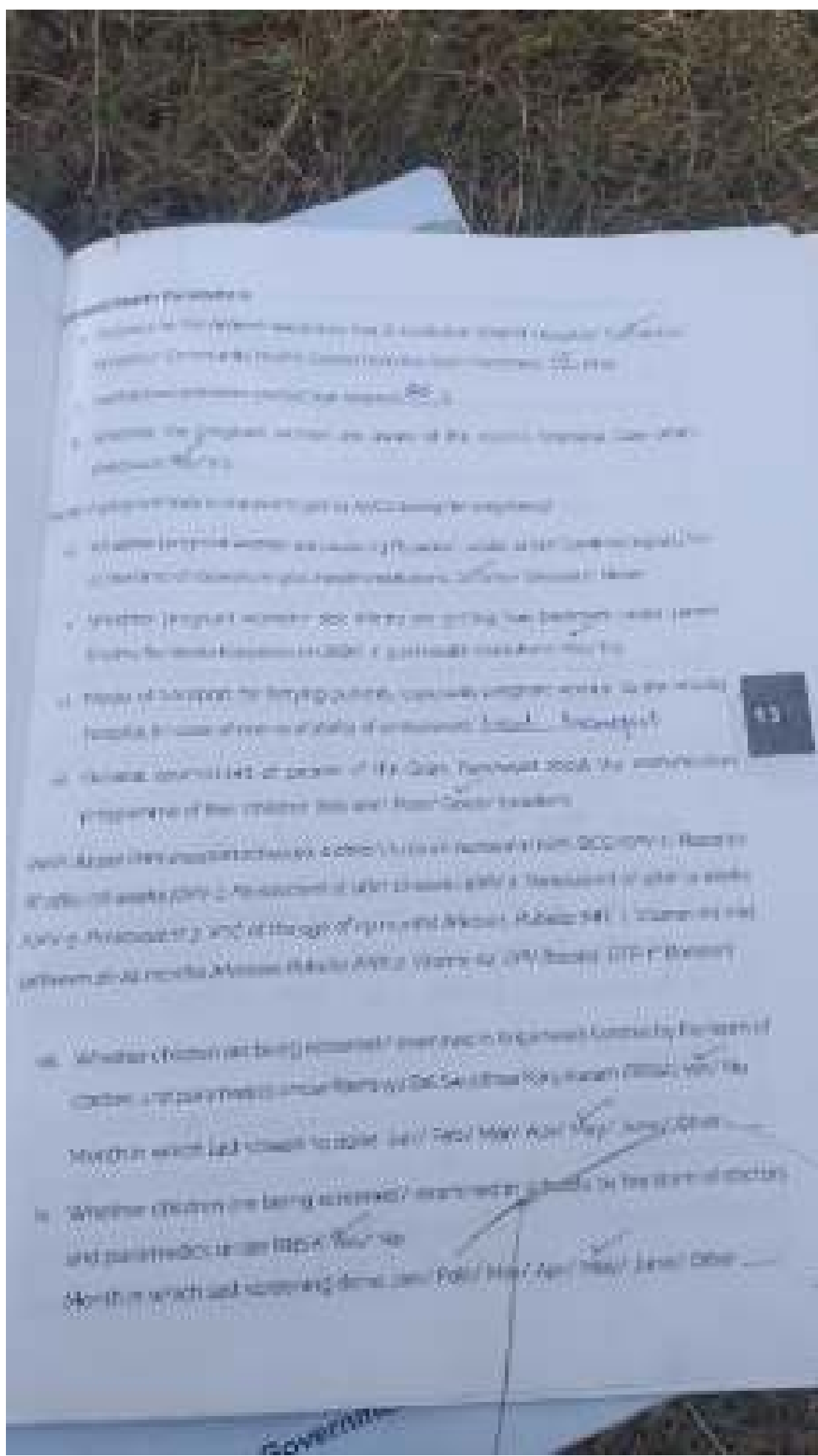
Health Sector of the Village

- 1. Health Centre at the village
- 2. Health Centre at the village
- 3. Health Centre at the village

5. EDUCATION

1. The number of schools in the village is 10.

Particulars	PS-1	PS-2	PS-3	PS-4
Number of schools	10	10	10	10
Number of students	100	100	100	100
Number of teachers	10	10	10	10



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Handwritten paragraph of text, third line starting with 'The third...'.

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Handwritten paragraph of text, fifth line starting with 'The fifth...'.

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Handwritten paragraph of text, seventh line starting with 'The seventh...'.

Handwritten paragraph of text, eighth line starting with 'The eighth...'.

Handwritten paragraph of text, ninth line starting with 'The ninth...'.

Handwritten paragraph of text, tenth line starting with 'The tenth...'.

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13

a. 100/111

100/111

- 1. Number of beds/clinics in the unit to be assessed (100)
- 2. Total number of completed forms in reading time
- 3. Total number of forms in reading time (100)
- 4. All medicines available in the unit (100)

Assessing PHC ... responsibility of the unit structure

Primary Health Centre

- a. What is PHC available in the PHC unit? (100)
- b. If no, what is the reason? (100) (100)
- c. Is PHC available within the unit? (100)
 - i. If the answer is yes, it is needed to bring ready supply
 - ii. If the answer is no, it is not needed to bring ready supply
- d. The supply of essential medicines in the PHC (100)
- e. The supply of essential medicines in the PHC (100)
- f. The supply of essential medicines in the PHC (100)
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- h. The supply of essential medicines in the PHC (100)
- i. The supply of essential medicines in the PHC (100)
- j. The supply of essential medicines in the PHC (100)
- k. The supply of essential medicines in the PHC (100)
- l. The supply of essential medicines in the PHC (100)
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- w. The supply of essential medicines in the PHC (100)
- x. The supply of essential medicines in the PHC (100)
- y. The supply of essential medicines in the PHC (100)
- z. The supply of essential medicines in the PHC (100)

- Qualitative Quantitative
 A. 1000 10000
 B. 2000 20000
 C. 3000 30000
 D. 4000 40000

1. Suppose the number of employees in a company is 100.
 2. Suppose the number of employees in a company is 100.
 3. Suppose the number of employees in a company is 100.
 a. 1000 10000
 b. 2000 20000

- Qualitative Quantitative
 A. 1000 10000
 B. 2000 20000
 C. 3000 30000
 D. 4000 40000

4. Suppose the number of employees in a company is 100.
 5. Suppose the number of employees in a company is 100.
 6. Suppose the number of employees in a company is 100.
 7. Suppose the number of employees in a company is 100.
 8. Suppose the number of employees in a company is 100.
 9. Suppose the number of employees in a company is 100.
 10. Suppose the number of employees in a company is 100.

11. If you have a set of 100 data points, the number of observations is 100. $\frac{100}{100} = 1$
 12. Suppose you have a set of 100 data points. The number of observations is 100.

13. Suppose you have a set of 100 data points. The number of observations is 100.
 14. Suppose you have a set of 100 data points. The number of observations is 100.
 15. Suppose you have a set of 100 data points. The number of observations is 100.
 16. Suppose you have a set of 100 data points. The number of observations is 100.
 17. Suppose you have a set of 100 data points. The number of observations is 100.
 18. Suppose you have a set of 100 data points. The number of observations is 100.
 19. Suppose you have a set of 100 data points. The number of observations is 100.
 20. Suppose you have a set of 100 data points. The number of observations is 100.

1. The first step is to identify the problem.
 2. The second step is to define the scope of the problem.
 3. The third step is to identify the stakeholders involved.

The following table shows the results of the analysis. The first column shows the problem, the second column shows the scope, and the third column shows the stakeholders.

Problem	Scope	Stakeholders	Impact
1. The first step is to identify the problem.	10%	10%	10%
2. The second step is to define the scope of the problem.	20%	20%	20%
3. The third step is to identify the stakeholders involved.	30%	30%	30%
4. The fourth step is to identify the resources available.	40%	40%	40%
5. The fifth step is to identify the risks involved.	50%	50%	50%

CONCLUSIONS

1. The first step is to identify the problem.

2. The second step is to define the scope of the problem.

3. The third step is to identify the stakeholders involved.

4. The fourth step is to identify the resources available.

5. The fifth step is to identify the risks involved.

1. The number of people who are currently in the...

2. The number of people who are currently in the...

a) 1000 people

b) 1000 people, 1000 people, 1000 people, 1000 people

3. The number of people who are currently in the...

a) 1000 people

b) 1000 people, 1000 people, 1000 people, 1000 people

4. The number of people who are currently in the...

a) 1000 people, 1000 people, 1000 people, 1000 people

b) 1000 people, 1000 people, 1000 people, 1000 people

5. The number of people who are currently in the...

a) 1000 people

b) 1000 people, 1000 people

c) 1000 people, 1000 people

d) 1000 people, 1000 people

e) 1000 people, 1000 people, 1000 people

6. The number of people who are currently in the...

a) 1000 people, 1000 people, 1000 people

7. The number of people who are currently in the...

a) 1000 people, 1000 people, 1000 people

b) 1000 people, 1000 people, 1000 people

8. The number of people who are currently in the...

a) 1000 people, 1000 people, 1000 people

WATER QUALITY IN THE GREAT PLAINS

1. SOURCE OF WATER

- a. Groundwater (aquifers) - water that is held in the spaces between rocks and in the pores of rocks.
- b. Surface water (rivers, lakes, streams) - water that is on the surface of the earth.

Groundwater is a major source of water for many areas. It is often used for irrigation and for drinking water. Surface water is also used for these purposes, but it is more susceptible to pollution.

- c. Precipitation (rain, snow) - water that falls from the sky.
- d. Snowmelt - water that comes from melting snow.

Precipitation and snowmelt are the primary sources of water for the Great Plains. They provide the water that infiltrates the ground and flows in rivers and streams.

- e. Reservoirs (dams) - water that is stored in a reservoir.
- f. Wells (pumps) - water that is pumped from the ground.

Reservoirs and wells are important sources of water for the Great Plains. They provide a steady supply of water for irrigation and for drinking water.

Water quality is a major concern in the Great Plains. The water is often hard and contains high levels of minerals. It is also susceptible to pollution from agriculture and industry.

2. SOURCE WATER / WATER QUALITY

- a. Groundwater (aquifers) - water that is held in the spaces between rocks and in the pores of rocks.
- b. Surface water (rivers, lakes, streams) - water that is on the surface of the earth.

Groundwater is a major source of water for many areas. It is often used for irrigation and for drinking water. Surface water is also used for these purposes, but it is more susceptible to pollution.

Section 1: Introduction

Introduction to the study of the history of the region.

Section 2: Historical Context

- 1. The early settlement of the region.
- 2. The role of the church in the community.
- 3. The impact of the industrial revolution.
- 4. The development of the modern city.
- 5. The role of the state in the development of the region.
- 6. The impact of the world wars.
- 7. The role of the state in the development of the region.

Section 3: Cultural Heritage

- 1. The role of the church in the community.
- 2. The impact of the industrial revolution.
- 3. The development of the modern city.
- 4. The role of the state in the development of the region.
- 5. The impact of the world wars.
- 6. The role of the state in the development of the region.

Section 4: Conclusion

- 1. The role of the church in the community.
- 2. The impact of the industrial revolution.
- 3. The development of the modern city.
- 4. The role of the state in the development of the region.
- 5. The impact of the world wars.
- 6. The role of the state in the development of the region.

Suggested Activity Schedule for the Visiting Officer

Monday

- 1. Arrival at the Department of Agriculture
- 2. Meeting with the Director
- 3. Breakfast
- 4. Introduction to the office staff
- 5. Meeting with the Director's Secretary
- 6. Meeting with the Director's Secretary
- 7. Meeting with the Director's Secretary
- 8. Meeting with the Director's Secretary
- 9. Meeting with the Director's Secretary
- 10. Meeting with the Director's Secretary
- 11. Meeting with the Director's Secretary
- 12. Meeting with the Director's Secretary
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- 15. Meeting with the Director's Secretary
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- 17. Meeting with the Director's Secretary
- 18. Meeting with the Director's Secretary
- 19. Meeting with the Director's Secretary
- 20. Meeting with the Director's Secretary

Tuesday

- 1. Meeting with the Director
- 2. Meeting with the Director's Secretary
- 3. Meeting with the Director's Secretary
- 4. Meeting with the Director's Secretary
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- 18. Meeting with the Director's Secretary
- 19. Meeting with the Director's Secretary
- 20. Meeting with the Director's Secretary

General Instructions for the Visiting Officer

1. The purpose of this visit is to determine whether the person named in the notice is the person named in the notice and to determine whether the person named in the notice is the person named in the notice.
2. The officer shall determine if the person named in the notice is the person named in the notice and if the person named in the notice is the person named in the notice.
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Mission Statement

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H. V. H. [Name]
[Title]



REPUBLIC OF TURKEY
Ministry of Health
Ministry of Education, Youth and Sports
Joint Decision

Decision on the Implementation of the

Decision of the Council of Ministers on the Implementation of the
Decision of the Council of Ministers on the Implementation of the
Decision of the Council of Ministers on the Implementation of the
Decision of the Council of Ministers on the Implementation of the
Decision of the Council of Ministers on the Implementation of the

1. Pursuant to the provisions of the Decision of the Council of Ministers
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6. The implementation of the Decision of the Council of Ministers

Signature
[Handwritten Signature]
Date

Jammu and Kashmir
New Vision
New Horizon

K. Poul



Back to Village

Governance at the Doorstep

JUNE 20-27, 2010

Shimshell



Government of Jammu & Kashmir