



११

**“बान्धा तन्नु ठाकिल, आंमि नरः बाह, बांस,  
किं तन्निरुत्तरकरीं आह”**

— बालगु, एका कुकिपुत बालग

\*१११ बालगु, ११११ बालगु बालगु बालगु बालगु बालगु बालगु बालगु बालगु बालगु बालगु





“  
एक हीके जसिउ  
सिखा भावद्वे ला

— साहित्य अकादमीके एका जसिउ





मलयाळतीक भास  
खासता चडसम्भूती  
लयाल्लो अशो पुर्विठो  
चडसम्भूतीचो खासो।

-डॉ. ए.ए. कान्हाडकर, मलयाळी पुर्विठो





“**କେନ୍ଦ୍ରୀୟ କୃଷି ବିଭାଗର ଆଗାଧିକାରୀ**  
**ଆହୁରି କାମ କରାଯିବ।**”

-ଡଃ. ସତ୍ୟଜିତ ସିଂହପାଲ, ଗଠିତ, କୃଷି ବିଭାଗର।

କାର୍ଯ୍ୟକ୍ରମ ୧୨ ମାର୍ଚ୍ଚି, ୨୦୨୨ ରୁ ଆରମ୍ଭ  
ଆହୁରି କାମ କରାଯିବ କୃଷି ଗଠିତ  
ଓ କର୍ମ କାରୀ









## पुस्तिका

संविधानसभा का कार्य एवं शक्ति	१६
संघीय संरचना	१७
संघीय प्रशासन	१८
संघीय एवं राज्य शासन	१९
राज्य	२०
संघीय शासन	२१
राज्य	२२
राज्य	२३
संघीय संरचना	२४
संघीय शासन	२५
राज्य एवं संघीयशासन संघीय एवं राज्य	२६
राज्य	२७
संघीय शासन संघीय शासन	२८
राज्य	२९
संघीय शासन संघीय शासन	३०
राज्य शासन संघीय शासन	३१
राज्य शासन संघीय शासन	३२





an **Interaktion** über die eine Person auf andere einwirkt, zum Beispiel, wenn eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, oder eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

### **Interaktion**

Was ist eine Interaktion? Ein Interaktion ist ein Prozess, bei dem eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, oder eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen. Ein Interaktion ist ein Prozess, bei dem eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, oder eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

### **Beispiel**

Wenn eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, zum Beispiel:

- eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.
- eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.
- eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.
- eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.
- eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

### **Interaktion ist ein Prozess**

- eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.
- eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.
- eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.
- eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.
- eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

### **Beispiel**

Interaktion ist ein Prozess, bei dem eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, oder eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

Interaktion ist ein Prozess, bei dem eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, oder eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

Interaktion ist ein Prozess, bei dem eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, oder eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

Interaktion ist ein Prozess, bei dem eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, oder eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

Interaktion ist ein Prozess, bei dem eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen, oder eine Person eine Handlung ausführt, die andere dazu bringt, eine Handlung auszuführen.

# realtà fisica in fisica

## Spazio e tempo



ଅନୁପାଳକଙ୍କ ସହିତ ଅନୁଷ୍ଠାନର ସମସ୍ତ ଅଧିକାରୀଙ୍କର ଚିତ୍ର

କ୍ରମ ନଂ.	ନାମ	ଅଧିକାରୀଙ୍କର ଠିକଣା	ଫୋନ୍	ଚିତ୍ର
୧	ଅନୁପାଳକ	୧୦୧, ଲକ୍ଷ୍ମୀ-ବିହାରୀ	୯୮୬୮-୯୯୯୯ ୯୯୯୯-୯୯୯୯	
୨		୧୦୧, ଲକ୍ଷ୍ମୀ-ବିହାରୀ	୯୯୯୯-୯୯୯୯	
୩		୧୦୧, ଲକ୍ଷ୍ମୀ-ବିହାରୀ	୯୯୯୯୯୯-୯୯୯୯ ୯୯୯୯	
୪		୧୦୧, ଲକ୍ଷ୍ମୀ-ବିହାରୀ	୯୯୯୯-୯୯୯୯	
୫		୧୦୧, ଲକ୍ଷ୍ମୀ-ବିହାରୀ	୯୯୯୯-୯୯୯୯	
୬		୧୦୧, ଲକ୍ଷ୍ମୀ-ବିହାରୀ	୯୯୯୯-୯୯୯୯	
୭		୧୦୧, ଲକ୍ଷ୍ମୀ-ବିହାରୀ	୯୯୯୯-୯୯୯୯	
୮		୧୦୧, ଲକ୍ଷ୍ମୀ-ବିହାରୀ	୯୯୯୯-୯୯୯୯	

අනු අං.	නම	විද්‍යාලය	වෘත්ත	චිත්‍ර
01	මහා මාතෘකා	සර්වකාමීන්	සාමාන්‍ය	
02		සර්වකාමීන්	සාමාන්‍ය	
03		සර්වකාමීන්	සාමාන්‍ය	
04		සර්වකාමීන්	සාමාන්‍ය	
05		සර්වකාමීන්	සාමාන්‍ය	
06		සර්වකාමීන්	සාමාන්‍ය	
07		සර්වකාමීන්	සාමාන්‍ය	
08		සර්වකාමීන්	සාමාන්‍ය	



କ୍ରମ ନଂ.	ନାମ	ସମ୍ପର୍କ/ପଦବୀ	ପଦବୀ	ଫଟୋ
୧୫	ଅଧ୍ୟକ୍ଷ	ପ୍ରମୋଦ ଚନ୍ଦ୍ର ପାଣି	ପ୍ରମୋଦ	
୧୬		ଡା. ଅନୁଷ୍ଠାନ	ସାମାଜିକ ସେବା	
୧୭		ଡା. ଅନୁଷ୍ଠାନ	ସାମାଜିକ ସେବା	
୧୮		ଡା. ଅନୁଷ୍ଠାନ	ସାମାଜିକ ସେବା	
୧୯		ଡି. ପ୍ରମୋଦ ଚନ୍ଦ୍ର	ସାମାଜିକ ସେବା	
୨୦		ଡା. ଅନୁଷ୍ଠାନ	ସାମାଜିକ ସେବା	
୨୧		ଡା. ଅନୁଷ୍ଠାନ	ସାମାଜିକ ସେବା	
୨୨		ଡା. ଅନୁଷ୍ଠାନ	ଡି. ସାମାଜିକ ସେବା (ସାମାଜିକ)	

ಕ್ರ.ಸಂ.	ಹೆಸರು	ಅಧಿಕಾರಾವಧಿ	ವಿಧ	ಚಿತ್ರ
ಅ	ಉಪ-ನಿರ್ದೇಶಕರು	ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
ಆ		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
ಇ		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
ಈ		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
ಉ		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
ಊ		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
ಋ		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
ಋ		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
ಋ		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	

क्रमांक	नाम	संस्था/संस्थान	वर्ग	चित्र
०१	श्री. राजेश	श्री. राजेश	बी.टेक.	
०२		श्री. राजेश	बी.टेक.	
०३		श्री. राजेश	बी.टेक.	

ಕ್ರ. ಸಂ.	ನಾಮ	ನಿರ್ದೇಶನ/ನಿರ್ದೇಶಿನಿ	ವೃತ್ತ	ಚಿತ್ರ
01.	ಪಿ.ಎಂ.ಎ. ಕಛೇರಿ	ಪಿ.ಎಂ.ಎ. ಕಛೇರಿ	ನಿರ್ದೇಶನ/ನಿರ್ದೇಶಿನಿ	
02.		ಪಿ.ಎಂ.ಎ. ಕಛೇರಿ	ನಿರ್ದೇಶಿನಿ	
03.		ಪಿ.ಎಂ.ಎ. ಕಛೇರಿ	ನಿರ್ದೇಶನ/ನಿರ್ದೇಶಿನಿ	
04.		ಪಿ.ಎಂ.ಎ. ಕಛೇರಿ	ನಿರ್ದೇಶನ	
05.		ಪಿ.ಎಂ.ಎ. ಕಛೇರಿ	ನಿರ್ದೇಶನ	
06.		ಪಿ.ಎಂ.ಎ. ಕಛೇರಿ	ನಿರ್ದೇಶನ	
07.		ಪಿ.ಎಂ.ಎ. ಕಛೇರಿ	ನಿರ್ದೇಶನ	

ಕ್ರ. ಸಂ.	ಹೆಸರು	ಅಧಿಕಾರಾವಧಿಯ ಅವಧಿ	ಹುದ್ದೆ	ಚಿತ್ರ
01	ಶಿವಪ್ಪ	ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
02		ಸದಸ್ಯರು	ಸದಸ್ಯರು	
03		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
04		ಸದಸ್ಯರು	ಸದಸ್ಯರು	
05		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	
06		ಸದಸ್ಯರು	ಸದಸ್ಯರು	
07		ಅಧ್ಯಕ್ಷರು	ಅಧ್ಯಕ್ಷರು	

ಕ್ರ.ಸಂ.	ನಾಮ	ಅಧಿಕಾರಾವಧಿ	ವಿಧ	ಚಿತ್ರ
೧೬	ಪುನಃ	ಪುನಃ-೧	ಪುನಃ-೧	
೧೭		ಪುನಃ-೨	ಪುನಃ-೨	
೧೮		ಪುನಃ-೩	ಪುನಃ-೩	
೧೯		ಪುನಃ-೪	ಪುನಃ-೪	
೨೦		ಪುನಃ-೫	ಪುನಃ-೫	
೨೧		ಪುನಃ-೬	ಪುನಃ-೬	
೨೨		ಪುನಃ-೭	ಪುನಃ-೭	
೨೩	ಪುನಃ	ಪುನಃ-೮	ಪುನಃ-೮	
೨೪		ಪುನಃ-೯	ಪುನಃ-೯	
೨೫		ಪುನಃ-೧೦	ಪುನಃ-೧೦	
೨೬		ಪುನಃ-೧೧	ಪುನಃ-೧೧	

id	rol	responsabilitati	scop	foto
01	Director	amplu dezvoltare proiectului	realizare	
02		sa se realizeze	eficienta	
03	coordonator	si sa se realizeze	eficienta (realizare proiect)	
04		organizare proiect	realizare (realizare proiect)	
05		realizare proiect	realizare proiect	
06		realizare proiect	realizare	
07	scop	si sa se realizeze	eficienta (realizare proiect)	
08		si sa se realizeze	realizare proiect	
09		si sa se realizeze	realizare (realizare proiect)	

ردیف	اسم	تخصص	محل	تصویر
۱۱	میرزا	مدرس ریاضیات	تهران	
۱۲		مدرس فیزیک	تهران	
۱۳		مدرس شیمی	تهران	
۱۴	میرزا	مدرس ادبیات	تهران	
۱۵		مدرس تاریخ	تهران	
۱۶		مدرس فلسفه	تهران	
۱۷		مدرس هنر	تهران	
۱۸		مدرس ورزش	تهران	

۱۹. نام و نام خانوادگی دانش آموزان را در جدول زیر وارد کنید.



## গবেষণা





8. Assessment of Nutritional Value of Non-Conventional Locally Available Vegetable in Benin
9. Assessment of Nutritional value of Non-Conventional Locally Available Vegetables in Burkina
10. Nutritional Analysis of Wild Fruits and Vegetables Locally Available in GBT and Senegal
11. Nutritional Value of Non-Conventional Local Vegetables Available in Ranges of India available on strips 1-2 for better India Health
12. Assessment of Nutritional value of (Berengé Fruit, Bala) and biochemical study on various levels.

13. Assessment of the Nutritional value of (Berengé Fruit, Bala) and biochemical study on various levels.

1. Nutritional value of Some Wild and Edible plants
2. Proteinase Using in Agricultural Sector: Efficiency-Comparative Study
3. Conservation of the Diversity-rich and poor through different uses (Anthropology)
4. Collection and Conservation of Medicinal Plants
5. Assessment of Nutritional and Antimicrobial Status of Various and Wilded Fruits Different Sustainable Management Practices
6. Development of Agri-Extension Center Model for the (Diversification, Food and Nutrition Security of Households ("Food-Security Model")
7. Nutritional Analysis of Various Fruits-Avoidance in Bangladesh
8. Establish of Culture Base Plant Nutrition Center Model in the Context of Intensity system support
9. Assessment of Nutritional Value of Orange Fruit (Citrus-sinensis): The Best Orientation Fruit
10. Study on Agronomy of Main Fruit (wild relatives of *C. sinensis*)
11. Collection and Variety Development of Cherry Tomatoes
12. Nutritional diversity analysis of some variety citrus genotypes in Bangladesh
13. Genetic Improvement for Improving Nutritional Quality in Sweet Potato (Experimentation 8-1)
14. Performance of Some variety influenced by Regional and Biological Diversity of Pakistan

15. Nutritional value of Various Wild Fruits (Anthropology)

എല്ലാവിധ സാങ്കേതിക വിദ്യകളും ഉപയോഗിച്ച് നിലവിലുള്ള ഗവണ്മെന്റ് സ്കൂളുകളിലെ എല്ലാ വിധ വിദ്യാഭ്യാസ രംഗങ്ങളിലും

1. Effect of Pedagogical Techniques on Pedagogical Quality and Staff Life of Selected Government Schools

2. Assessment of Pedagogical Quality of Government Schools and Impact of Pedagogical Quality

3. Evaluating Pedagogical Quality and Staff Life of Government Schools by Using the Pedagogical Quality

4. Effect of Different Teaching Techniques on the Pedagogical Quality of Government Schools in Bangladesh

5. Pedagogical Perspectives of Teachers' Perceived Pedagogical Quality: Different Teaching Methods

എല്ലാവിധ സാങ്കേതിക വിദ്യകളും ഉപയോഗിച്ച് നിലവിലുള്ള ഗവണ്മെന്റ് സ്കൂളുകളിലെ എല്ലാ വിധ വിദ്യാഭ്യാസ രംഗങ്ങളിലും

Serial No.	Research Title	Principal Investigator and research organization
1.	Assessing the Impact of Pedagogical Quality on Government Schools in Bangladesh	Dr. Md. Masudul Haque, IERS, Dhaka Office
2.	Assessment of Pedagogical Quality of Government Schools in Bangladesh: The Role of Pedagogical Quality	Dr. Md. Masudul Haque, IERS, Dhaka Office
3.	Effect of using pedagogical techniques on pedagogical quality of government schools	Researcher: Faruk Azam, IERS, Dhaka Office
4.	Assessment of Pedagogical Quality of Government Schools in Bangladesh	Dr. Md. Masudul Haque, IERS, Dhaka Office
5.	Influence of Pedagogical Quality on Pedagogical Quality of Government Schools	Researcher: Dr. Masudul Haque, IERS, Dhaka Office
6.	Effect of Pedagogical Quality on Pedagogical Quality of Government Schools	Dr. Md. Masudul Haque, IERS, Dhaka Office
7.	Assessment of Pedagogical Quality of Government Schools in Bangladesh	Dr. Md. Masudul Haque, IERS, Dhaka Office
8.	Pedagogical Quality Development of Government Schools	Dr. Md. Masudul Haque, IERS, Dhaka Office
9.	Assessment of Pedagogical Quality of Government Schools in Bangladesh	Dr. Md. Masudul Haque, IERS, Dhaka Office
10.	Pedagogical Quality of Government Schools in Bangladesh: The Role of Pedagogical Quality	Dr. Md. Masudul Haque, IERS, Dhaka Office
11.	Effectiveness, Assessment and Development of Pedagogical Quality of Government Schools in Bangladesh	Researcher: Dr. Masudul Haque, IERS, Dhaka Office
12.	Assessment of Pedagogical Quality of Government Schools in Bangladesh: The Role of Pedagogical Quality	Researcher: Dr. Masudul Haque, IERS, Dhaka Office

Number	Research Title	Principal Investigator and working address
12.	Evaluation of Chemical Composition and lipid profile of leaflets, endosperm and bran/furrows	Dr. Anil Singh, Director, ICI, ICRP, IARI, New Delhi.
14.	Assessment of Carbohydrate levels in three Common Pigeon Peas Varieties	Dr. Anil Kumar Sharma, IARI, Raipur, IARI, Raipur
15.	Effect of two cooking methods at the context of chemical and calorific properties of the types commonly consumed vegetables	Dr. M. S. Nataraj Sharma, IARI, Raipur
16.	Analysis of phytochemicals present in common and vegetable in selected areas of Rajasthan	Dr. Anil Kumar, IARI, Raipur, India
17.	Statistical Assessment of chemical profile among common vegetables from Rajasthan	Dr. Anil Kumar, IARI, Raipur
18.	Characterization, phytochemical and mineral profile of some common vegetables from Rajasthan	Dr. Anil Kumar, IARI, Raipur
19.	Assessment of Nutrient and phytochemical levels of various medicinal herbs (Selected) from Rajasthan	Dr. M. S. Nataraj Sharma, IARI, Raipur
20.	Statistical Analysis of common Pigeon Peas from various areas of Rajasthan	Dr. Anil Kumar, IARI, Raipur
21.	Vegetable, medicinal and nutraceutical of various varieties in a potential source of high-protein vegetable vegetable	Dr. M. S. Nataraj Sharma, IARI, Raipur
22.	Chemical and mineral value analysis in medicinal plants	Dr. Anil Kumar, IARI, Raipur
23.	Effect of Irrigation on Chemical Quality and moisture of Pigeon Peas Varieties	Dr. Anil Kumar, IARI, Raipur
24.	Effect of Different Sowing Techniques on the Nutritional Value of Medicinal Plants in Rajasthan	Dr. Anil Kumar, IARI, Raipur
25.	Evaluation of Chemical and Nutritional Value of Green and Brown Peas by Using Bio-technology	Dr. Anil Kumar, IARI, Raipur
26.	Cultivation of Nutritional Potential from Culture and Polymerase Chain	Dr. M. S. Nataraj Sharma, IARI, Raipur



## উল্লেখযোগ্য গবেষণা কার্যক্রমের বিবরণ ও ছবি

## Effect of Free-Cooking Methods on the Content of Vitamin and Antioxidant Properties of Five Types Community Consumed Vegetable

**Principal Investigator:** Dr. MS. Mohita Kaurak, Senior Scientific Officer, ICRISAT Patancheru  
**Co-Investigators:** Taruna Reddy, Senior Scientific Officer, ICRISAT Patancheru, Sravanthi  
**Research objectives:**

- To assess and compare intake and level vegetable consumed in vegetable preparation.
- To estimate the percentage loss of vitamin and antioxidant properties of community consumed vegetable in different heating time methods observed in the home kitchens for the cooking.
- To examine the effect of cooking time and condition on the quality of Vitamin A, Vitamin C and Vitamin E.

### Main Findings

- In comparison to raw, boiled and steamed vegetables, those that are steam-cooked retain a higher percentage of  $\beta$ -carotene, with the exception of water.
- In all vegetables, boiling caused the biggest loss of ascorbic acid (30%-74%) while steaming caused the highest loss.
- Cooking with a microwave, on the other hand, had the least impact on ascorbic acid, retaining more than 90%.
- In terms of total polyphenol content (TPC) and total flavonoid content (TFC), boiling had a higher negative effect on most vegetables than the alternative cooking methods, with losses ranging from 17.1% and 41.27%, respectively.



## Effect of Refrigeration on Nutritional Quality and Shelf Life of Important Horticultural Crops

**Principal Investigator:** Dr. MS. Mohita Kaurak, Senior Scientific Officer, ICRISAT Patancheru  
**Research objectives:**

- To assess the nutritional quality of selected fruits and vegetables under household refrigeration.
- To evaluate the relationship between shelf life and nutritional quality of selected fruits and vegetables during storage.

#### State Findings:

- Muzon/Custons are reducing in different vegetables and fruits being cultivated.
- Post-harvest deposit during post-harvest condition conditions dips.
- There is less knowing tendency towards chemical in case of food farmers during cultivation.



### **Analysis of Organophosphorus Pesticide Residues in Raw and Cooked Vegetable in Selected Areas of Bangladesh**

Principal Investigator: **Dr. Md. Masud Hossain, Senior Research Officer, IARI International Office (Bangladesh)**  
Co-Principal Investigator: **Dr. Md. Masud Hossain, Senior Research Officer, IARI/ICRISAT Regional Office, Bangladesh**

#### Research objectives:

- To analyze the quantity of pesticide residues in commonly consumed vegetable.
- To determine pesticide residue level and after cooking.
- To compare the residue level with MRL, level recommended by national regulatory body and other commonly people and pesticide manager.

#### State Findings:

- Organophosphorus pesticide Residues residues in food level is low and cooked being and uncooked collected from rural market place.
- After cooking the residue was reduced.
- Many farmers are not maintaining correct method how after spraying pesticide.
- Residues was not observed from the sample collected from controlled area of experiment.



Figure: Collecting vegetable sample from rural market place of Bangladesh.



## Effects of Drying Methods on the Nutritional Quality of Pumpkin Powder

Principal Investigator: **Rozalia Ismanjari, Scientific Officer, Head Office, BIRDA**

Co-Investigators: 1. **Idi Mahardiana, Senior Scientific Officer, Head Office, BIRDA**

2. **Idi Marcella Rahmana, Scientific Officer, Banggai, BIRDA**

**Research objectives:**

- To Compare the nutritional value of raw pumpkin between pumpkin powder prepared by drying
- To identify the suitable drying method for pumpkin powder production

**Main findings:**

- There is dry pumpkin powder with higher content in carotene, pumpkin powder
- Beta-carotene content of raw ripe pumpkin was 12.58mg/100g, Drying 100 g/h, Drying pumpkin powder was 11.88 mg/100g and freeze-drying pumpkin was 29.33 mg/100g.
- Moisture content of raw ripe pumpkin was 67.69 %, Drying ripe pumpkin powder was 5.84 %, moisture dry pumpkin was 6.03% and freeze-drying powder was 4.56%.



Figure: Effect of drying methods of Drying Methods on the Nutritional Quality of Pumpkin Powder

## Collection and Variety Development of Cherry Tomato

Principal Investigator: **Dr. Muhammad Chikri Usik, Senior Scientific Officer, BIRDA** (Nakhla)

**Research objectives:**

- Characterization cherry tomato on their color, size, shape and fruit yield.
- Nutritional analysis of cherry tomato-gerotypes.
- Selection of cherry tomato genotypes for the selection analysis.

**Main findings:**

- The average fruit FT 10 and CT 10 selection light blue plant (600g/plot).
- Highest lycopene content in CT 10 (6440 mg/kg fruit) and CT 13 (3447 mg/kg fruit) and Vitamin C (1607 mg/100g) repeated.
- CT 10 and CT 13 for fruit weight characteristics.
- FT 10, CT 13, CT 15 and FT 16 has been selected for 10, 7 and 10.



Figure 1: Cherry tomato

### Conservation, Characterization and Nutritional Value Analysis of Medicinal Plants.

Principal Investigator: Dr. Maheshwari Jyoti Lata, Senior Research Officer, ICRISAT, Hyderabad

#### Research objectives

- To characterize the collected medicinal plant species on morphological features.
- To develop a herbarium and digital herbarium on medicinal plants with accuracy and simplicity.
- To conduct medicinal value analysis of selected medicinal plants.

#### Main findings

- 60 medicinal plants has been screened so far in ICRISAT Hyderabad.
- Phenolic compound more in *Artemisia* genus (1.89 mg GAE/g) and lowest genus *Elephantopus* (0.43 mg GAE/g).
- Mean antioxidant activity (DPPH radical scavenging activity) in *Artemisia* (70.83 %) and lowest genus (76.74%).
- Mean total flavonoid content observed for *Artemisia* (184.46 mg QE/g) and lowest genus (138.29 mg QE/g).



Figure 2: Medicinal plant

## Nutritional Analysis of Indigenous Fruit and Vegetables Locally Available in CRTs and Tsubaki.

**Principal Investigator:** Dr. Maheshwar Patil (State Senior Scientific Officer, BSHS/ICAR/Regional Research Laboratory)

- Characterization of selected indigenous fruits and vegetable genotypes collected.
- Evaluation of phytochemicals in morphological traits.
- Conduct nutritional analysis of indigenous fruits and vegetable collected from CRT and Tsubaki.

**Key Findings:**

- Maximum value of Soluble total sugar in (23.4 mg/100g), Protein (1.13 mg/100 g), Beta carotene (7.2 mg/100g) and Vitamin E (0.19 mg/100g).
- More (268.44 mg/100g) and phenolic compound (1.37 mg/100g) followed in sweet fruit.
- More vitamin C content found in fruit vegetable in high amount (17.46 mg/100g) and for leaf/vegetative part (4.79 mg/100g).
- More Fe (0.92 mg) & trans-ferulic acid followed in green fruit.



Figure 1: Indigenous vegetable

## Characterization, Anthocyanin and Mineral (Iron and Zinc) Content of Pigmented Rice Cultivars.

**Principal Investigator:** Dr. Maheshwar Patil (State Senior Scientific Officer, BSHS/ICAR/Regional Research Laboratory)

- Characterization of three landrace rice, size, shape, seedling yield.
- To conduct anthocyanin, iron, zinc analysis selected and rice cultivars.
- Preliminary collection of 100 Rice landrace cultivars based on morphological characteristics.

**Key Findings:**

- Grain yield per plant was demonstrated in R2 (3.169 g) followed by R3 (2.09 g), R1 (2.11 g), R4 (2.17 g) and R5 (2.19 g).
- Based on anthocyanin content R5 (7.75 mg/100g) followed by R3 (5.01 mg/100g).
- Based on iron highest content R5 (4.13 mg/100g), followed by R3 (1.56 mg/100g).
- For zinc R2 (4.64 mg/100 g) followed by R3 (2.14 mg/100g).



Red dye



Black dye

Figure: Pigmented dye colours

### Assessment of Antibiotic Residues in Broiler Meat at Experimental Level by Monitoring the Residual Period

Principal Investigator: Maheshwari Anurag Venugop, BHTS/ICAR Head Office, Bangalore

Co- Investigator: Chitra Raju Maheshwari, BHTS/ICAR Head Office, Bangalore

Research objectives:

1. To identify the presence of antibiotic in broiler meat.
2. To identify the residual period of different antibiotics.

Methodology:

1. Antibiotic Ciprofloxacin (residual period 14 days) and Enrofloxacin (residual period 7 days) are present in liver and bone after the recommended residual period. But ciprofloxacin (residual period 14 days) is not found in bone 7 days after the recommended residual period.
2. Residual periods of Ciprofloxacin and Enrofloxacin have to extend 14 days and 7 days respectively.
3. If we monitor study the recommended residual period of Ciprofloxacin (14 days), Enrofloxacin (7 days) and Ciprofloxacin (7 days) in that case the antibiotic residues from antibiotic usage are monitored and there is no residue remaining in the muscle and the muscle is safe to consume health hazard.



Streptomycin sample positive Peak 10.5min



Ciprofloxacin sample positive Peak 10.5min



Ciprofloxacin Negative sample positive Peak 10.5min

Figure: Residual from HPLC analysis

## Performance of Rice Vari as Influenced by Organic and Inorganic Sources of Fertilizer

Principal Investigator: Frances Lee, Agronomy Officer, IRRDAR Regional Station, Bantad.

Co-Investigator: Dr. Ed. Lizard Rivera, Senior Scientific Officer, IRRDAR, Regional Station, Bantad.

Research objectives:

1. To establish the relative nutrient efficiency of inorganic and organic sources which ensure adequate yield and quality.
2. To compare the fertilizer sources.

Main Findings:

- In this experiment, treatment Rice Vari + Chemical Fertilizer showed highest yield and yield components, harvest and harvestable area.
- Treatments of organic sources give the highest efficiency of fertilizer utilization, and harvestable yield. Rice Vari + Rice + Vermicompost + Chemical Fertilizer, Naring Lino + Chemical Fertilizer.
- Greater susceptibility highest on treatment Naring Lino, Rice Vari, Rice Vari + Chemical Fertilizer and lowest on treatment Rice Vari + Chemical Fertilizer + Chemical Fertilizer, Vermicompost + Chemical Fertilizer.



Figure: Research Rice Vari

## Assessment of Nutrient and Nutrient Use Status of Fennel and Broccoli under Different Fertilizer Management Practices

Principal Investigator: Dr. Ed. Lizard Rivera, Senior Scientific Officer, IRRDAR Regional Station, Bantad.

Co-Investigator: Francis Garcia, Scientific Officer, IRRDAR Regional Station, Bantad.

Research objectives:

- Assessment of nutrient status of Fennel and Broccoli.
- Determination of Nutrient Use Efficiency (NUE) in Fennel and Broccoli.
- To identify the best fertilizer management practices.

Main Findings:

1. Fennel and Broccoli require large amount of essential nutrients like Nitrogen, Magnesium, Calcium and Iron by the use of 100% (100P-N) + 100% Vermicompost.
2. Nutrient Use Efficiency (NUE) of Fennel and Broccoli is higher by the use of chemical fertilizer (N: P: K).
3. In case of Fennel the treatment Control (Without fertilizer) shows the nutrient use efficiency of 100% (100P-N) + 100% Vermicompost.
4. Results show that, by the use of Vermicompost and chemical fertilizer maintains nutrient status of Fennel and Broccoli in growth in Integrated Fennel.



Figure: Research Field View

### **Nutritional Assessment of Different Poplar Mangro Vegetation in Northern West Bengal**

**Principal Investigator:** Mr. Subal Majumdar, Scientific Officer (BRI), Regional Station, Bangor.

#### **Research Objectives**

- To evaluate nutritive composition of different mangro-vegetation
- To evaluate antimicrobial properties of different mangro-vegetation.

#### **Main Findings**

1. *Avicennia* mangrove was good source of Carbon containing variety of mangro.
2. *Sonneratia* mangrove source of nitrogenous mangro.
3. *Sonneratia* mangrove has more goodness of Fe.
4. *Sonneratia* mangrove source of B & C.
5. *Sonneratia* mangrove was rich in vitamins.
6. *Avicennia* mangrove source for rich higher and lower molecular weight.



### **Establishment of Color Based Herb Specimens Garden Model in the Context of Immunity system improve**

**Principal Investigator:** Dr. Nil (Joint Deputy Director/Scientific Officer (BRI), Regional Station, Bangor, In-charge, Project Site, Scientific Officer (BRI) AN Regional Station, Bangor

#### **Research Objectives**

1. Improve Immunity system by intake with model color based vegetables and fruits.
2. Establish a model garden.

### Main Findings:

- Cider have exhibited greater overall increases in PA daily family routine among the target beneficiaries.
- During the second period PA, non-communicable and PA, communicable disease susceptibility reduction among the target beneficiaries, due to multi-interventive approaches and obtain 50-60 percent acceptance.
- Among the target beneficiaries, about 17% have used 7% individual health improvement.



Figure: General pictures of HIA in, limited

### Assessment of Carbohydrate Profile of Some Common Fruits and Vegetables

Principal Investigator: Rajana Khatun, Director, Senior Scientific Officer, ICRISAT Head Office, Newyapara

Co- Investigator: Md. Ehsanul Haque, Senior Scientific Officer, ICRISAT Head Office, Newyapara

### Objectives:

1. To measure and carbohydrate values (starch & dietary fibre) vegetables (papaya & pumpkin)
2. To analyze glucose, fructose, sucrose, starch, and other separately of five fruits/vegetables & compare carbohydrate/papaya & pumpkin

### Main Findings:

Through findings are given as follows.

### Table: Glucose, fructose, sucrose and starch content of selected fruit and vegetables

Name of the fruits and vegetables	Glucose (g/100g)	Fructose (g/100g)	Sucrose (g/100g)	Starch (g/100g)
Apple (green)	0.12	0.07	0.00	0.11
Apple (red)	0.17	0.07	0.00	0.09
Guava (red)	0.16	0.07	0.00	0.09
Papaya (orange)	0.01	0.16	0.00	0.11
Pumpkin (yellow)	0.00	0.00	1.17	0.14
Pumpkin (orange)	0.07	0.07	1.71	0.00
Pumpkin (green)	0.07	0.09	1.00	0.00
Pumpkin (red)	0.00	0.00	0.11	0.00
Watermelon	0.07	0.07	0.00	0.00

# अभियान







### TABLE 10.10.10.1-1: Example of a 100% TDD

Activity	Percentage						Total Percent			Total Percent
	100%	75%	50%	25%	0%	0%	100%	75%	50%	
100% TDD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
75% TDD	100%	100%	100%	75%	75%	75%	100%	100%	100%	100%
50% TDD	100%	100%	100%	50%	50%	50%	100%	100%	100%	100%
25% TDD	100%	100%	100%	25%	25%	25%	100%	100%	100%	100%
0% TDD	100%	100%	100%	0%	0%	0%	100%	100%	100%	100%
100% TDD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
75% TDD	100%	100%	100%	75%	75%	75%	100%	100%	100%	100%
50% TDD	100%	100%	100%	50%	50%	50%	100%	100%	100%	100%
25% TDD	100%	100%	100%	25%	25%	25%	100%	100%	100%	100%
0% TDD	100%	100%	100%	0%	0%	0%	100%	100%	100%	100%

100% TDD means that all activities are performed 100% of the time, and all activities are performed 100% of the time.

### अध्यास-वर्षावली प्रयोगिका

वर्षावली	अध्यास
वर्षावली	अध्यास
वर्षावली	अध्यास
वर्षावली	अध्यास
वर्षावली	अध्यास
वर्षावली	अध्यास
वर्षावली	अध्यास
वर्षावली	अध्यास
वर्षावली	अध्यास

### अध्यास-वर्षावली प्रयोगिका



© 2000-2000 | 2000-2000 | 2000-2000 | 2000-2000 | 2000-2000 | 2000-2000 | 2000-2000

2019-2020

2019-2020



2019-2020



2019-2020



مجلس إدارة جامعة القاهرة يوافق على إنشاء كلية الدراسات والبحوث في مجال الأمن الإلكتروني



مجلس إدارة جامعة القاهرة يوافق على إنشاء كلية الدراسات والبحوث في مجال الأمن الإلكتروني



مجلس إدارة جامعة القاهرة يوافق على إنشاء كلية الدراسات والبحوث في مجال الأمن الإلكتروني



ଶିଳ୍ପୀମାନଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ସୁରକ୍ଷା ପ୍ରତି ଶିକ୍ଷା ଦେବା ପାଇଁ ପ୍ରୋଗ୍ରାମ୍ ଆରମ୍ଭ କରାଯାଇଛି।



ଶିଳ୍ପୀମାନଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ସୁରକ୍ଷା ପ୍ରତି ଶିକ୍ଷା ଦେବା ପାଇଁ ପ୍ରୋଗ୍ରାମ୍ ଆରମ୍ଭ କରାଯାଇଛି।



ଶିଳ୍ପୀମାନଙ୍କର ସ୍ୱାସ୍ଥ୍ୟ ସୁରକ୍ଷା ପ୍ରତି ଶିକ୍ଷା ଦେବା ପାଇଁ ପ୍ରୋଗ୍ରାମ୍ ଆରମ୍ଭ କରାଯାଇଛି।



સર્વિસ ગ્રાહકોને સુવિધા પુરુષ કરવામાં આવે તેવા અભિપ્રાયો સંચય કરવામાં આવ્યાં. સુચારુ રીતે



સર્વિસ ગ્રાહકોને સુવિધા પુરુષ કરવામાં આવે તેવા અભિપ્રાયો સંચય કરવામાં આવ્યાં. સુચારુ રીતે



સર્વિસ ગ્રાહકોને સુવિધા પુરુષ કરવામાં આવે તેવા અભિપ્રાયો સંચય કરવામાં આવ્યાં. સુચારુ રીતે



## ନିବନ୍ଧନୀ କାର୍ଯ୍ୟକ୍ରମ ପୂର୍ଣ୍ଣ ପୂର୍ବରୁ ପ୍ରତିଷ୍ଠା କରାଯାଇ

କାର୍ଯ୍ୟକ୍ରମ ୨୦୨୩-୨୪ ରେ ୧୫ ମଇ ୨୦୨୩ରେ ଆରମ୍ଭ ହେବ



କାର୍ଯ୍ୟକ୍ରମ ୨୦୨୩-୨୪ ରେ ୧୫ ମଇ ୨୦୨୩ରେ ଆରମ୍ଭ ହେବ



କାର୍ଯ୍ୟକ୍ରମ ୨୦୨୩-୨୪ ରେ ୧୫ ମଇ ୨୦୨୩ରେ ଆରମ୍ଭ ହେବ





මහලු පාසලේ දී පාසලේ සිසුන් සමඟ, සමාජ සේවකයන්



මහලු පාසලේ දී පාසලේ සිසුන් සමඟ, සමාජ සේවකයන්



මහලු පාසලේ දී පාසලේ සිසුන් සමඟ, සමාජ සේවකයන්



මහලු පාසැලේ දිනේෂ්වර මහතා විවිධ මාදිලියේ පාඨමාලා පිරිසිදු කිරීමේ ක්‍රමය පිළිබඳව පැහැදිලි කළේය.



මහලු පාසැලේ දි. ආර්. මහලු මහතා පාසැලේ සිසුන්ගේ ස්වභාවික සම්පත් පිළිබඳව පැහැදිලි කළේය.



මහලු පාසැලේ දි. ආර්. මහලු මහතා පාසැලේ සිසුන්ගේ ස්වභාවික සම්පත් පිළිබඳව පැහැදිලි කළේය.



75th Anniversary of PPA (PUDA) Appointments, 20th Anniversary of PPA (PUDA) Appointments



75th Anniversary of PPA (PUDA) Appointments, 20th Anniversary of PPA (PUDA) Appointments



## Waktu Kegiatan : 2019/2020

acara ini dilaksanakan pada hari Rabu, 14 Februari 2019 bertempat di Gedung Pertemuan Gedung 10, Universitas Islam Sumatera Utara. Acara ini dihadiri oleh seluruh dosen dan mahasiswa Universitas Islam Sumatera Utara. Acara ini bertujuan untuk meningkatkan pemahaman mahasiswa tentang pentingnya kepedulian sosial dalam kehidupan sehari-hari.

### 1. Pembukaan, sambutan, dan doa

Acara ini dibuka dengan sambutan dari Kepala Universitas Islam Sumatera Utara, yang menekankan pentingnya kepedulian sosial dalam kehidupan sehari-hari. Setelah itu, acara dilanjutkan dengan pembacaan doa oleh Ketua Panitia. Acara ini ditutup dengan doa bersama oleh seluruh peserta.



### 2. Pembacaan Surat Keputusan dan Laporan



Acara ini dilanjutkan dengan pembacaan Surat Keputusan dan Laporan oleh Ketua Panitia. Setelah itu, acara dilanjutkan dengan diskusi dan tanya-jawab oleh seluruh peserta.

### 3. Penutupian, dan foto bersama

Acara ini ditutup dengan foto bersama oleh seluruh peserta. Acara ini ditutup dengan doa bersama oleh seluruh peserta.



### **sekolah Islam, pertemuan belajar mengajar melalui online, online**



ada juga yang melalui online, pertemuan online juga sama dengan pembelajaran tradisional melalui guru langsung di depan kelas. pertemuan online juga dilakukan melalui video conference melalui internet dan juga menggunakan aplikasi Zoom dan Google Classroom. pertemuan online juga dapat dilakukan dengan menggunakan aplikasi Zoom dan Google Classroom. pertemuan online juga dapat dilakukan dengan menggunakan aplikasi Zoom dan Google Classroom.

### **di rumah, pertemuan belajar mengajar melalui online, online**

ada juga belajar melalui online, pertemuan online juga sama dengan pembelajaran tradisional yaitu sama ada guru langsung di depan kelas. pertemuan online juga dilakukan melalui video conference melalui internet dan juga menggunakan aplikasi Zoom dan Google Classroom. pertemuan online juga dapat dilakukan dengan menggunakan aplikasi Zoom dan Google Classroom.



### **guru sendiri, pertemuan berhadapan langsung melalui online, online**



ada juga berhadapan langsung melalui online, pertemuan online juga sama dengan pembelajaran tradisional yaitu sama ada guru langsung di depan kelas. pertemuan online juga dilakukan melalui video conference melalui internet dan juga menggunakan aplikasi Zoom dan Google Classroom. pertemuan online juga dapat dilakukan dengan menggunakan aplikasi Zoom dan Google Classroom.





একনজরে  
বারটান আয়োজিত  
সেমিনার ও  
ওয়ার্কশপসমূহ





Date	Topic or title	Notes/Reference	Key points/Issues	Project status
21	<p>10.11.2019 10.12.2019 10.12.2019 10.12.2019 10.12.2019</p>	<p>10.11.2019 10.12.2019 10.12.2019 10.12.2019 10.12.2019</p>	<p>10.11.2019 10.12.2019 10.12.2019 10.12.2019 10.12.2019</p>	<p>10</p>
22	<p>10.11.2019 10.12.2019 10.12.2019 10.12.2019 10.12.2019</p>	<p>10.11.2019 10.12.2019 10.12.2019 10.12.2019 10.12.2019</p>	<p>10.11.2019 10.12.2019 10.12.2019 10.12.2019 10.12.2019</p>	<p>10</p>







2022-23 ବର୍ଷ ସାମ୍ବଲ ବିଲିଂ ଉଦ୍ଦେଶ୍ୟରେ ଉପକରଣ କାର୍ଯ୍ୟକ୍ରମ/କାର୍ଯ୍ୟକ୍ରମ ଉପକରଣ

କ୍ର. ନଂ	ଉପକରଣର ନାମ ଏବଂ ବର୍ଣ୍ଣନା	ଉପକରଣର ମୂଲ୍ୟ	ଉପକରଣର ବିବରଣ
୧୫.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା, ଲେଖା କରାଯାଏ	୧୫୦, ୧୫୦ ଟଙ୍କାର ଟଙ୍କା	ବିଭାଗୀୟ ସ୍ଥଳ ସମ୍ପର୍କରେ ଲାଗୁକାରୀ ୫୦୦ ଟଙ୍କା
୧୬.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦, ୧୫୦ ଟଙ୍କାର ଟଙ୍କା	ସ୍ଥଳ ସମ୍ପର୍କରେ ଲାଗୁକାରୀ ୫୦୦ ଟଙ୍କା
୧୭.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦, ୧୫୦ ଟଙ୍କାର ଟଙ୍କା	ସମ୍ପର୍କରେ ଲାଗୁକାରୀ ୫୦୦ ଟଙ୍କା
୧୮.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦-୧୫୦୦, ୧୫୦ ଟଙ୍କା, ୧୫୦ ଟଙ୍କା	୧.୫୫୫ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା) ମଧ୍ୟରେ ୫୦୦ ଟଙ୍କା
୧୯.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦-୧୫୦୦, ୧୫୦ ଟଙ୍କା, ୧୫୦ ଟଙ୍କା	୧.୫୫୫ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା) ମଧ୍ୟରେ ୫୦୦ ଟଙ୍କା
୨୦.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦-୧୫୦୦, ୧୫୦ ଟଙ୍କା, ୧୫୦ ଟଙ୍କା	୧.୫୫୫ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା) ମଧ୍ୟରେ ୫୦୦ ଟଙ୍କା
୨୧.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦ ଟଙ୍କା	ବିଭାଗୀୟ ସ୍ଥଳ ସମ୍ପର୍କରେ ଲାଗୁକାରୀ ୫୦୦ ଟଙ୍କା
୨୨.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦ ଟଙ୍କା	ବିଭାଗୀୟ ସ୍ଥଳ ସମ୍ପର୍କରେ ଲାଗୁକାରୀ ୫୦୦ ଟଙ୍କା
୨୩.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦-୧୫୦୦, ୧୫୦ ଟଙ୍କା, ୧୫୦ ଟଙ୍କା	୧.୫୫୫ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା) ମଧ୍ୟରେ ୫୦୦ ଟଙ୍କା
୨୪.	୧୫୦ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା-୧୫୦୦) ମଧ୍ୟରେ	୧୫୦-୧୫୦୦, ୧୫୦ ଟଙ୍କା, ୧୫୦ ଟଙ୍କା	୧.୫୫୫ ଟଙ୍କାର ଟଙ୍କା (୧୫୦ ଟଙ୍କା) ମଧ୍ୟରେ ୫୦୦ ଟଙ୍କା

## ଆଞ୍ଚଳିକ ସମୀକ୍ଷା



ଆଞ୍ଚଳିକ ସ୍ତରରେ ଏହି କାର୍ଯ୍ୟକ୍ରମ ୧୫ମ ବର୍ଷୀୟ ସମୀକ୍ଷା (୧୫ମ) ରେ ପରିଣତ ହେବ । ଏହା ୧୫ମ ବର୍ଷୀୟ ସମୀକ୍ଷା ଏବଂ ଏହା ପୂର୍ବରୁ କରାଯାଇଥିବା ସମୀକ୍ଷା ସମ୍ବନ୍ଧରେ ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଏକ ସମୀକ୍ଷା (୧୫ମ ବର୍ଷୀୟ) (Research Methodology) ହେବ । ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଏହା ୧୫ମ ବର୍ଷୀୟ ସମୀକ୍ଷା ଏବଂ ଏହା ପୂର୍ବରୁ କରାଯାଇଥିବା ସମୀକ୍ଷା ସମ୍ବନ୍ଧରେ ଏକ ସମୀକ୍ଷା (୧୫ମ ବର୍ଷୀୟ) (Research Methodology) ହେବ । ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଏହା ୧୫ମ ବର୍ଷୀୟ ସମୀକ୍ଷା ଏବଂ ଏହା ପୂର୍ବରୁ କରାଯାଇଥିବା ସମୀକ୍ଷା ସମ୍ବନ୍ଧରେ ଏକ ସମୀକ୍ଷା (୧୫ମ ବର୍ଷୀୟ) (Research Methodology) ହେବ ।

ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଏହା ୧୫ମ ବର୍ଷୀୟ ସମୀକ୍ଷା ଏବଂ ଏହା ପୂର୍ବରୁ କରାଯାଇଥିବା ସମୀକ୍ଷା ସମ୍ବନ୍ଧରେ ଏକ ସମୀକ୍ଷା (୧୫ମ ବର୍ଷୀୟ) (Research Methodology) ହେବ । ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଏହା ୧୫ମ ବର୍ଷୀୟ ସମୀକ୍ଷା ଏବଂ ଏହା ପୂର୍ବରୁ କରାଯାଇଥିବା ସମୀକ୍ଷା ସମ୍ବନ୍ଧରେ ଏକ ସମୀକ୍ଷା (୧୫ମ ବର୍ଷୀୟ) (Research Methodology) ହେବ ।

ଆଞ୍ଚଳିକ ସ୍ତରରେ ଏହି କାର୍ଯ୍ୟକ୍ରମ ୧୫ମ ବର୍ଷୀୟ ସମୀକ୍ଷା (୧୫ମ) ରେ ପରିଣତ ହେବ ।

Each separate difference either goes over or under

write angle for each difference without flags

code	name	desc
001	001.001.001.001.001.001	Left-handed, white cotton
002	001.001.001.001.001.002	Left-handed, white wool, single-ply, 20/2, 100% cotton, 100% cotton (100%)
003	001.001.001.001.001.003	Left-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
004	001.001.001.001.001.004	Right-handed, white cotton
005	001.001.001.001.001.005	Right-handed, white wool, single-ply, 20/2, 100% cotton, 100% cotton (100%)
006	001.001.001.001.001.006	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
007	001.001.001.001.001.007	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
008	001.001.001.001.001.008	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
009	001.001.001.001.001.009	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
010	001.001.001.001.001.010	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
011	001.001.001.001.001.011	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
012	001.001.001.001.001.012	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
013	001.001.001.001.001.013	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
014	001.001.001.001.001.014	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
015	001.001.001.001.001.015	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
016	001.001.001.001.001.016	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
017	001.001.001.001.001.017	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
018	001.001.001.001.001.018	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
019	001.001.001.001.001.019	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)
020	001.001.001.001.001.020	Right-handed, white cotton, single-ply, 20/2, 100% cotton, 100% cotton (100%)











## କୃତ୍ରି ମିଶ୍ରଣ ସମ୍ପର୍କରେ ସମୀକ୍ଷା

କୃତ୍ରି ମିଶ୍ରଣ ସମ୍ପର୍କରେ ପିଏସ ୟୁଏସ କର୍ମଚାରୀଙ୍କ ସାହାଯ୍ୟରେ ପର୍ଯ୍ୟଟନ ବିଭାଗର କର୍ମଚାରୀଙ୍କ ସମୀକ୍ଷା ପାଇଁ କମିଟିର ସଭ୍ୟ ଶ୍ରୀ ଶରଣାକାଶ ପରିଜା ପରିଷଦର ସଭ୍ୟ ଶ୍ରୀ କେ. ଏ. ଭଣୁ, ଏସପି. ଏସପି ଚିରୁସେନା ରାୟଲୀ ଶରଣ ଯେଉଁ କୃତ୍ରି ମିଶ୍ରଣର ସମସ୍ତ ବିବରଣୀ, ଉପଯୋଗ, ସୁବିଧା, ଏବଂ ସମ୍ପର୍କରେ ଏକ ସମୀକ୍ଷା ପ୍ରଦାନ କରିଥିଲେ ।

କୃତ୍ରି ମିଶ୍ରଣର ଉପଯୋଗର ସମ୍ବନ୍ଧରେ ସମସ୍ତ ବିଭାଗର କର୍ମଚାରୀଙ୍କୁ ସମୀକ୍ଷା ପାଇଁ ଶ୍ରୀ କେ. ଏ. ଭଣୁ ଶରଣ ଯେଉଁ କୃତ୍ରି ମିଶ୍ରଣର ସମସ୍ତ ବିବରଣୀ, ଉପଯୋଗ, ସୁବିଧା, ଏବଂ ସମ୍ପର୍କରେ ଏକ ସମୀକ୍ଷା ପ୍ରଦାନ କରିଥିଲେ ।

ଶ୍ରୀ କେ. ଏ. ଭଣୁ, ଏସପି ଚିରୁସେନା ରାୟଲୀ ଶରଣ ଯେଉଁ କୃତ୍ରି ମିଶ୍ରଣର ସମସ୍ତ ବିବରଣୀ, ଉପଯୋଗ, ସୁବିଧା, ଏବଂ ସମ୍ପର୍କରେ ଏକ ସମୀକ୍ଷା ପ୍ରଦାନ କରିଥିଲେ ।



## କୃତ୍ରି ମିଶ୍ରଣ ସମ୍ପର୍କରେ ସମୀକ୍ଷା

କୃତ୍ରି ମିଶ୍ରଣର ଉପଯୋଗର ସମ୍ବନ୍ଧରେ ସମସ୍ତ ବିଭାଗର କର୍ମଚାରୀଙ୍କୁ ସମୀକ୍ଷା ପାଇଁ ଶ୍ରୀ କେ. ଏ. ଭଣୁ ଶରଣ ଯେଉଁ କୃତ୍ରି ମିଶ୍ରଣର ସମସ୍ତ ବିବରଣୀ, ଉପଯୋଗ, ସୁବିଧା, ଏବଂ ସମ୍ପର୍କରେ ଏକ ସମୀକ୍ଷା ପ୍ରଦାନ କରିଥିଲେ ।





### ଶିକ୍ଷା ବିଭାଗ-୨



### ଶିକ୍ଷା ବିଭାଗ-୨



**ඉතිහාසික කැමැත්තක් මත, පුළුල් කැමැත්තක් මත**



පුළුල් කැමැත්තක් මත, පුළුල් කැමැත්තක් මත



የብርሃኑ ስብሰባ ላይ የሰው ሀይል ጥያቄ



የብርሃኑ ስብሰባ ላይ የሰው ሀይል ጥያቄ ላይ ጥያቄ



የብርሃኑ ስብሰባ ላይ የሰው ሀይል ጥያቄ ላይ ጥያቄ ላይ ጥያቄ





ଶ୍ରୀମତୀ ସୁଜାତା ଦାଶଙ୍କ ସମ୍ପର୍କରେ ଲୋକମାନଙ୍କର ସଚ୍ଚରାଣ



ସମୀକ୍ଷା ସମୟରେ ଶ୍ରୀମତୀ ସୁଜାତା ଦାଶଙ୍କ ସମ୍ପର୍କରେ ଲୋକମାନଙ୍କର ସଚ୍ଚରାଣ



ଶ୍ରୀମତୀ ସୁଜାତା ଦାଶଙ୍କ ସମ୍ପର୍କରେ ଲୋକମାନଙ୍କର ସଚ୍ଚରାଣ

## Financial Literacy



Students during cultural events



Students from various colleges participating in table tennis



Sebuah pertemuan dengan beberapa orang dalam sebuah ruangan rapat.

## સંસ્થા



સાથે સાથે સંસ્થા સંસ્થા



સાથે સાથે સંસ્થા સંસ્થા સંસ્થા સંસ્થા સંસ્થા સંસ્થા સંસ્થા સંસ્થા સંસ્થા સંસ્થા



સાથે સાથે સંસ્થા સંસ્થા



ಹಿರಿಯರ ಸೇವೆಗಾಗಿ ಸಿದ್ಧವಿರುವ ಉಪಹಾರ



ಜನಜನತೆಗೆ ಸೇವೆ ಸಲ್ಲಿಸುವ ಸಂದರ್ಭದಲ್ಲಿ ಸಿಬ್ಬಂದಿಯ ಸದಸ್ಯರೊಂದಿಗೆ ಸೇವೆ ಸಲ್ಲಿಸುವ ಸಂದರ್ಭ



ಜನಜನತೆಗೆ ಸೇವೆ ಸಲ್ಲಿಸುವ ಸಂದರ್ಭದಲ್ಲಿ ಸಿಬ್ಬಂದಿಯ ಸದಸ್ಯರೊಂದಿಗೆ ಸೇವೆ ಸಲ್ಲಿಸುವ ಸಂದರ್ಭ



राज्य-संस्कार-के-संग-संसाधन-को-एक-जगह-पर-एक-जगह-संग-संग-संग,-संसाधन-संग-संग-संग,  
संग-संग-संग

with them together



## ସ୍ଥଳ ସମ୍ପଦ



ଘର ନିର୍ମାଣ କରାଯିବା ପାଇଁ ଗ୍ରାମରେ ପୂର୍ବ-ନିର୍ମାଣକାର୍ଯ୍ୟ ହେଉଛି



ନିର୍ମାଣକାର୍ଯ୍ୟ ପାଇଁ ଘର ନିର୍ମାଣ



ଘର ନିର୍ମାଣକାର୍ଯ୍ୟ ପାଇଁ ଗ୍ରାମରେ କାର୍ଯ୍ୟକାରୀ ହେଉଛି



## garete na ayta



ଶିଳ୍ପ ସଂସ୍କରଣ ପ୍ରକାର ୧)



ଶିଳ୍ପର ନିଉ ଉପକରଣ ପ୍ରକାର



ଶିଳ୍ପର ନିଉ ଉପକରଣ