

জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড
পাঠ্যপুস্তক ভবন

৬৬-৭০ মহিলা বাণিজ্যিক এলাকা, ঢাকা ১০০০।

জেএসসি (ছুনিয়র স্কুল সার্টিফিকেট) পরীক্ষা ২০১৩ এর বিষয়ভিত্তিক নম্বর বিভাজন

মোট নম্বর: ১০০; আংশিক বিষয়ে নম্বর: ৮০০; ঐচ্ছিক বিষয়ে নম্বর: ১০০

বিষয়	পূর্বমান	প্রশ্নে নম্বর বিভাজন
● বাংলা প্রথম পত্র	১০০	<ul style="list-style-type: none"> সৃজনশীল প্রশ্নের জন্য ৬০ নম্বর এবং বহুনির্বাচনি প্রশ্নের জন্য ৪০ নম্বর বরাদ্দ আছে। প্রতিটি সৃজনশীল প্রশ্নের নম্বর ১০ এবং প্রতিটি বহুনির্বাচনি প্রশ্নের নম্বর ১। সৃজনশীল প্রশ্ন: <ul style="list-style-type: none"> ✓ গদ্য, কবিতা এবং সহপাঠ্য প্রতিটি অংশ থেকে ৩টি করে মোট ৯টি সৃজনশীল প্রশ্ন থাকবে। ✓ প্রতিটি অংশ থেকে কমপক্ষে ১টি করে মোট ৬টি প্রশ্নের উত্তর নিতে হবে। বহুনির্বাচনি প্রশ্ন: <ul style="list-style-type: none"> ✓ ৪০টি বহুনির্বাচনি প্রশ্ন থাকবে (গদ্য থেকে ১৫টি, কবিতা থেকে ১৫টি এবং সহপাঠ্য থেকে ১০টি), সব কয়টি প্রশ্নের উত্তর নিতে হবে।
● বাংলা দ্বিতীয় পত্র	৫০	<ul style="list-style-type: none"> রচনামূলক অংশের জন্য ৩০ নম্বর এবং বহুনির্বাচনি প্রশ্নের জন্য ২০ নম্বর বরাদ্দ আছে। রচনামূলক প্রশ্ন: <ul style="list-style-type: none"> ✓ সারসংক্ষেপ/সংকলন (২টি প্রশ্ন থেকে ১টি) : ০৫ নম্বর ✓ ভাবসম্প্রসারণ (২টির প্রশ্ন থেকে ১টি) : ০৫ নম্বর ✓ অনুচ্ছেদ/অনুবাদন (২টির প্রশ্ন হতে ১টি) : ০৫ নম্বর ✓ পত্র/সংবাদ (২টি হতে ১টি প্রশ্নের উত্তর নিতে হবে) : ০৫ নম্বর ✓ প্রবন্ধ রচনা (সংকলনসহ ৩টির মধ্যে হতে ১টি) : ১০ নম্বর বহুনির্বাচনি প্রশ্ন: <ul style="list-style-type: none"> ✓ ২০টি বহুনির্বাচনি প্রশ্ন ব্যাকরণ অংশ হতে থাকবে, সবকয়টি প্রশ্নের উত্তর নিতে হবে।
মোট	১০০	<ul style="list-style-type: none"> পাঠ্যপুস্তক : ২৪ নম্বর (৪টি প্রশ্নের উত্তর নিতে হবে। প্রতিটি প্রশ্নের নম্বর ৬) <ul style="list-style-type: none"> ✓ প্যাটার্ন থেকে ২টি প্রশ্ন থাকবে, ১টির উত্তর নিতে হবে। ✓ ছন্দোবন্ধ থেকে ৪টি প্রশ্ন থাকবে, ২টির উত্তর নিতে হবে। ✓ পরিমাপ থেকে ২টি প্রশ্ন থাকবে, ১টির উত্তর নিতে হবে। বীজগণিত : ৩০ নম্বর (৫টি প্রশ্নের উত্তর নিতে হবে। প্রতিটি প্রশ্নের নম্বর ৬) <ul style="list-style-type: none"> ✓ বীজগণিতীয় সূত্রাবলি ও প্রয়োগ থেকে ৪টি প্রশ্ন থাকবে, ২টির উত্তর নিতে হবে। ✓ বীজগণিতীয় ভগ্নাংশ থেকে ২টি প্রশ্ন থাকবে, ১টির উত্তর নিতে হবে। ✓ সরল সমীকরণ ২টি প্রশ্ন থাকবে, ১টির উত্তর নিতে হবে। ✓ সেট থেকে ২টি প্রশ্ন থাকবে, ১টির উত্তর নিতে হবে। জ্যামিতি : ৩৬ নম্বর (৬টি প্রশ্নের উত্তর নিতে হবে। প্রতিটি প্রশ্নের নম্বর ৬) <ul style="list-style-type: none"> ✓ উপপাদ্য থেকে ৪টি প্রশ্ন থাকবে, ২টির উত্তর নিতে হবে। ✓ সম্পাদ্য থেকে ৩টি প্রশ্ন থাকবে, ২টির উত্তর নিতে হবে। ✓ উপপাদ্য এর অনুসিদ্ধান্ত থেকে ২টি প্রশ্ন থাকবে, ১টির উত্তর নিতে হবে। ✓ সম্পাদ্য এর অনুসিদ্ধান্ত থেকে ২টি প্রশ্ন থাকবে, ১টির উত্তর নিতে হবে। পরিসংখ্যান : ১০ নম্বর (২টি প্রশ্নের উত্তর নিতে হবে। প্রতিটি প্রশ্নের নম্বর ৫) <ul style="list-style-type: none"> ✓ পরিসংখ্যান থেকে ৩টি প্রশ্ন থাকবে, ২টির উত্তর নিতে হবে।

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**John Richards,Manzoor Ahmed,Md.
Shahidul Islam**

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The Political Economy of Education in South Asia John Richards, Manzoor Ahmed, Md. Shahidul Islam, 2021-12-23 With the exception of Sri Lanka South Asian countries have not achieved quality basic education an essential measure for escaping poverty inequality and social exclusion In *The Political Economy of Education in South Asia* John Richards Manzoor Ahmed and Shahidul Islam emphasize the importance of a dynamic system for education policy *The Political Economy of Education in South Asia* documents the weak core competency reading and math outcomes in government primary schools in India Pakistan Bangladesh and Nepal and the consequent rapid growth of non government schools over the last two decades It compares the training hiring and management of teachers in South Asian schools to successful national systems ranging from Singapore to Finland Discussing reform options it makes the case public good and public priorities are better served when both public and non government providers come under a strong public policy and accountability framework *The Political Economy of Education in South Asia* draws on the authors broad engagement in education research and practice in South Asia as well as analysis by prominent professors of education and NGO leaders to place basic education in a broad context and make the case that universal literacy and numeracy are necessary foundations for economic growth **Globalization,**

Mass Education and Technical and Vocational Education and Training Miriam Preckler Galguera, 2018-06-05 This book assesses the influence of the international organization UNESCO on the development of national Technical and Vocational Education and Training TVET systems in the Southern African Community Region SADC focusing particularly on Botswana and Namibia Designed around UNESCO's Better Education for Africa's Rise BEAR project the study is an excellent example of applied policy research Analysis is from the perspective of key stakeholders including UNESCO headquarters and field offices Ministries of Education and of Labor employers and employees education and training institutions international partners and more Both qualitative and quantitative evidence are used to provide a comparative overview and the author also reveals the current state of data on skills Readers will discover common goals and challenges across the nations but also a common lack of action to measure the impact and influence that UNESCO's programs have had at a national level prior to this study Were the newly implemented educational policies successful or not If the public policies failed why was that These chapters shed light on such questions and how UNESCO's contribution influenced the national development processes in the context of globalization processes and trends of global mass education The book has much to offer for both scholars and those working in UN agencies or national governments who seek to develop education systems and better link them to the world of work *Secondary School English Education in Asia* Bernard Spolsky, Kiwan Sung, 2015-03-27 Continuing on from the previously published *Primary School English Language Education in Asia From Policy to Practice* Moon Spolsky 2012 this book compiles the proceedings which took place at the 2011 annual conference of AsiaTEFL which took place in Seoul Korea It surveys the current status practices challenges and future directions of Secondary English education in 11 diverse

countries in Israel Japan Korea Singapore Bangladesh India Indonesia Malaysia Pakistan Vietnam and China Given the importance of secondary English education as the central feature for continuing development of target language and culture in English language teaching in Asia each contributed chapter includes key policies theories and practices related to the development and implementation of country specific curricular and instructional programs in secondary English educational contexts in these countries Secondary School English Education in Asia From Policy to Practice critically analyses both sides of the English language debate from advantages to complications in its chapters including Educating for the 21st Century The Singapore Experience Miles to Go Secondary Level English Language Education in India English Language Education Innovation for the Vietnamese Secondary School The Project 2020 Exploring the Value of ELT as a Secondary School Subject in China A Multi goal Model for English Curriculum Secondary School English Education in Asia will appeal to English Language Teaching ELT researchers teacher educators trainee teachers and teachers primarily those teaching in Asia

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