

জেএসসি পরীক্ষার পাঠ্যক্রম/সিলেবাস
(২০১৮ খ্রি: - ২০২০ খ্রি: পর্যন্ত)

বিষয় : বাংলা

২০১৭ সালের জেএসসি পরীক্ষায় গদ্য অংশে ১১টি, কবিতা অংশে ১০টি এবং সহপাঠ অংশে খুঁটিসহ মোট ৩১টি অধ্যায় পরিচালিত ছিল।	২০১৮, ২০১৯, ২০২০ সালের জেএসসি পরীক্ষার সিলেবাস বা পাঠ্যক্রম হিসেবে সচিবতা করিবা পাঠ্যপুস্তকটি থেকে গদ্য অংশে ১০টি, কবিতা অংশে ১০টির মোট ২০টি অধ্যায়কে নির্ধারিত করা হলো।	মন্তব্য পড়ে এর ৩৩% কনটেন্ট লেখ করা হবে।
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গদ্য

২০১৭ সালের জেএসসি পরীক্ষার জন্য নির্ধারিত অধ্যায়সমূহ			২০১৮, ২০১৯, ২০২০ সালের জেএসসি পরীক্ষার জন্য অধ্যায়সমূহ			পরিবর্তনের বৈধিকতা
ক্রমিক	গদ্য	লেখকের নাম	ক্রমিক	গদ্য	লেখকের নাম	
১।	অতিথির স্মৃতি	শরৎচন্দ্র চট্টোপাধ্যায়	১।	অতিথির স্মৃতি	শরৎচন্দ্র চট্টোপাধ্যায়	
২।	ভাব ও কাজ	কাছী নজরুল ইসলাম	২।	ভাব ও কাজ	কাছী নজরুল ইসলাম	
৩।	পড়ে পাওয়া	বিক্রান্তকৃষ্ণ বন্দ্যোপাধ্যায়	৩।	পড়ে পাওয়া	বিক্রান্তকৃষ্ণ বন্দ্যোপাধ্যায়	
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৫।	এবারের সন্ধ্যায় ছাটনতীরে সন্ধ্যায়	শেখ মুজিবুর রহমান	৫।	এবারের সন্ধ্যায় ছাটনতীরে সন্ধ্যায়	শেখ মুজিবুর রহমান	
৬।	আমাদের সৌরশিখর	কামরুল হাসান	৬।	আমাদের সৌরশিখর	কামরুল হাসান	
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কবিতা

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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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