

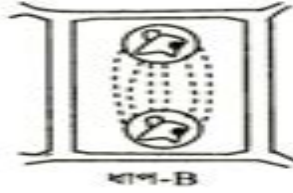
সময়—৩ ঘণ্টা  
পূর্ণমান—(৬০ + ৪০)=১০০  
সৃজনশীল প্রশ্ন  
মান—৬০

[প্রটো—ডান পাশের সংখ্যা প্রশ্নের পূর্ণমান জ্ঞাপক। প্রদত্ত উদ্দীপকগুলো মনোযোগসহকারে পড় এবং সংশ্লিষ্ট প্রশ্নগুলোর উত্তর দাও।  
যে কোনো ছয়টি প্রশ্নের উত্তর দিতে হবে।]

১।



ধাপ-A



ধাপ-B

- (ক) জীন কী? ১  
(খ) মিয়োসিসকে ক্রাসমুলক বিভাজন বলা হয় কেন? বুঝিয়ে লেখ। ২  
(গ) উদ্দীপকের B ধাপটিতে কী ধরনের পরিবর্তন ঘটে—ব্যাখ্যা কর। ৬  
(ঘ) উদ্দীপকে উল্লিখিত প্রক্রিয়াটি সঠিকভাবে না ঘটলে জীবে কী সমস্যা হতে পারে—বিশ্লেষণ কর। ৪

২। জুন থেকে বাসায় ফিরে আবার লক্ষ্য করলো বাসার টবে থাকা গাছগুলো সব নেতিয়ে পড়েছে। বিকেল বেলা সে গাছগুলোতে পানি দিল। পরদিন সকালে দেখল টবের গাছগুলো সতেজতা ফিরে পেয়েছে।

- (ক) ইমবাইবিশন কী? ১  
(খ) ব্যাপন ও অভিস্রবণের মধ্যে দুটি পার্থক্য লিখ। ২  
(গ) টবে থাকা গাছগুলো নেতিয়ে পড়ার কারণ ব্যাখ্যা কর। ৬  
(ঘ) পরবর্তীতে গাছগুলো কিভাবে সতেজতা ফিরে পেল—বিশ্লেষণ কর। ৪

৩। রহিমা বেগম পান খাওয়ার জন্য একটি পাত্রে চুন ভিজিয়ে রাখলেন। পাত্র থেকে চুন নেওয়ার সময় লক্ষ্য করলেন, পাত্রটি অনেক গরম এবং পাত্রে তার নিঃশ্বাস পড়ায় পানি খানিকটা খোলা হয়ে যায়।

- (ক) এসিড কী? ১  
(খ) নির্দেশক বলতে কি বুঝায়? ২  
(গ) উদ্দীপকে উল্লিখিত পাত্রে ভিজানো যৌগটির বিভিন্ন ক্ষেত্রে ব্যবহার ব্যাখ্যা কর। ৬  
(ঘ) উদ্দীপকে প্রথম উৎপন্ন যৌগটি ক্ষার ও ক্ষারক উভয় ধর্ম প্রদর্শন করে—যুক্তিসহ বিশ্লেষণ কর। ৪

৪।



- (ক) নিউরন কি? ১  
(খ) মেরুঝু বলতে কি বুঝায়? ব্যাখ্যা কর। ২  
(গ) চিত্রে R চিহ্নিত অংশের গঠন বর্ণনা কর। ৬  
(ঘ) জ্ঞান, বুদ্ধি, বিবেক ও পেশি চালনার কার্যকলাপ নিয়ন্ত্রণ করাই 'P' চিহ্নিত অংশটির কাজ—উক্তিটি বিশ্লেষণ কর। ৪

[পর পৃষ্ঠা প্রটো]

বাকী পৃষ্ঠাগুলি নিচের লিঙ্কে ক্লিক করে ডাউনলোড করে পড়ুন।

# Jsc Out Science Questions 2014

**Jennifer I. Considine, Sylvain  
Cote, Douglas Cooke, Geoffrey Wood**



## Jsc Out Science Questions 2014:

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books a theme in the latter part of the last century but of digital files cultural historical personal In brief the academic library is dramatically different today than it was only ten years ago And with it the profession of the academic librarian is also undergoing significant changes Managing digital resources in all its forms from telecommunications to storage and access devices is central to its new roles Creating curating and preserving digital information is also key to the new librarianship And what about services to its clients Here also we see dramatic change particularly but not exclusively with guiding library users in the effective use of networked knowledge Information literacy is a key term and skill in using the new tools of digital literacy reading and writing searching and extracting and the new technologies that drive social networking the Iphone Ipad and Ipod and its many imitators We can't expect the redefined academic library to assume its final shape any time soon if ever but the transformation is well underway This series Creating the 21st Century Academic Library will explore this topic from a number of different perspectives Volume 1 Visionary Leadership and Futures will begin the discussion by examining some of the new roles and directions academic libraries are taking

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