



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE  
In Bangla  
Paper 01: Reading and Writing

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question number | Answer | Mark |
|-----------------|--------|------|
| Example:        | B      |      |
| 1(a)            | E      | (1)  |
| 1(b)            | G      | (1)  |
| 1(c)            | K      | (1)  |
| 1(d)            | D      | (1)  |
| 1(e)            | J      | (1)  |
| 1(f)            | H      | (1)  |

| Question number | Answer               | Mark |
|-----------------|----------------------|------|
| Example:        | Zafar                |      |
| 2(a)            | Mahi                 | (1)  |
| 2(b)            | Zafar                | (1)  |
| 2(c)            | Kishore              | (1)  |
| 2(d)            | Kishore (1) Mahi (1) | (2)  |
| 2(e)            | Zafar                | (1)  |
| 2(f)            | Mahi                 | (1)  |
| 2(g)            | Kishore              | (1)  |

| Question number | Answer  | Accept  | Reject  | Mark |
|-----------------|---|---|---|------|
| 3(a)            | সুন্দরী গাছ   | সুন্দরী বৃক্ষ/সুন্দরী   | বৃক্ষ/গাছ   | (1)  |
| 3(b)            | জীবববচিত্র্য/<br>(1)<br>AND<br>প্রাকৃতিক সৌন্দর্য/ম্পদ<br>প্রায় দুইশত ছাড়া-বট?া দ্বীপ<br>1) | তবত্র প্রাণী, রটয়ল ছবঙ্গল<br>িাইগার<br>অপরূপ সৌন্দর্য<br>ছাড়া-বট?া দ্বীপ<br>( | পাতি/সুন্দরী বৃক্ষ/প্রাণী<br>জল/পাতি                            | (2)  |
| 3(c)            | 'চবশ্ব ঐচিহ' বন তিটসটব স্বীকৃ তিলাভ   | চবশ্ব ঐচিহ/ওয়ার্ল্ড<br>ছিতরটিজ<br>তিটসটব<br>িয়াতিলাভ কটর                      | অস্বীকৃতি/দশাডীয়/<br>তবশ্ব তবিযাি/তবিযাি/<br>ইউটিটকার স্বীকৃতি | (1)  |
| 3(d)            | মধু আরণ ও বাজারজাি করা<br>(1)<br>AND<br>তবতভন্ন কল-কারখানায় বযবহ্াররর                        | মধু (সংগ্রি ও) তবতি<br>গাছপালা তবতি করা   | মধু/তবতি/টবিা/মাছ<br>মধু আরণ<br>গাছপালা/<br>কল-কারিািা          | (2)  |

|             |   |  |                              |            |
|-------------|---|--|------------------------------|------------|
|             | উপট্াগী বিজ সম্পদ বাজারজাি<br>করা<br>(1)  |  |                              |            |
| <b>3(e)</b> | শীটির শুরুটি সমুদ্রীটির একতত্রি িটয়<br>ছজটলটদর মাছ ধরা<br>(1)<br>AND<br>মাছ ছরাটদ শুকাটির সময় বতণডল ছপাশাক<br>পটর এসব ছজটলরা িাি-গাটি<br>িতরতদক মুিতরি কটর<br>(1) | ছজটলটদর মাছ ধরা<br>মাছ শুকাটি/িাি-<br>গাি করা<br>ফু ঙ্টি করা/বতণডল ছপাশাক পরা                    | শীি<br>িাজা<br>মাছ<br>উপজাতি | <b>(2)</b> |
| <b>3(f)</b> | বি তবভাটগর তিয়ম িা মািা<br>(1)<br>AND<br>বটির গভীটির ঘুটর ছব?াটি/রাি<br>কািাটি (1)   | তিয়ম অমািষ করা  | তিয়ম মািা                   | <b>(2)</b> |
| <b>3(g)</b> | বরনর সীমািায়<br>(1)<br>AND<br>উঁুরি বাঁরের মািা তিচর করর িার<br>উপর ঘর বাতিটয় োটক<br>(1)  | বরনর প্রাটিবি ছঘাটস/বরনর<br>কাছাকাছ/বরনর চিকরে<br>বাঁরের মািায়<br>উঁুরি মািায় বাসা তিচর<br>করর | বটির ছভির<br>বাস কটর         | <b>(2)</b> |

## Q4 Mark Scheme Bengali

| Question number | Answer   | Accept   | Reject                   | Mark       |
|-----------------|--|--|--------------------------|------------|
| <b>4(a)(i)</b>  | <b>তিটির দুতি:</b><br>কাটজর ছমটয়<br>(1)<br>AND<br>(অতগ্রম) ছবি িাতিটলা<br>(1) | কাটজর তি/গৃিকমডী/কাটজর<br>বুয়া/তশউতলর সাটে/কাটজর<br>মািুষ ছবিটির িাকা/ছুতি<br>ছিটয়তছটলা/কাটজ আসটব িা | মতিলা/টমটয়<br>বিতশস/িকা | <b>(2)</b> |

|                         |   |   |   |            |
|-------------------------|---|---|---|------------|
| <p><b>4(a)(ii)</b></p>  | <p><b>তিটির ছটকাটা দুতি:</b><br/>বাইটর ঠাওয়া-আসা বন্ধ</p> <p>(1)<br/><b>OR</b><br/>ছমলাটমশার সুটচাগ ঠারটি</p> <p>1)<br/><b>OR</b><br/>ঘটরর অতিতরক্ত কাজ/<br/>গৃস্থিতলর সমস্ত কাজকমড<br/>করার ক্লাতি/পতরণতি</p> <p>1)</p> | <p>ঘুটর ছব?াটি ঠাটব<br/>িা/িাাঁিটি ঠাওয়া<br/>িটব ঠা<br/>ঘরবন্দী ঠওয়া</p> <p>( অতিতরক্ত ঠািািািি<br/>তিটি ক্লাতিবধ/বাত?র রান্নাবান্না ও<br/>আযিয কাজকমড তিজ ঠাি<br/>করা</p> <p>(</p> | <p>বাত?টি আরাম করা<br/>পাতিড করা</p> <p>বাইটরর কাজ</p>                      | <p>(2)</p> |
| <p><b>4(a)(iii)</b></p> | <p><b>তিটির দুতি:</b><br/>গৃিকব্রডীর ছটল</p> <p>1)<br/>AND<br/>কম্পাচনর উচ্চ ছবিটিভাগী কমিারী</p> <p>1)</p>   | <p>িীলা ছৌধুরীর</p> <p>( একমাত্র<br/>ছটল/সিাি<br/>বট?া একতি কম্পাচনছি ভাটলা<br/>ছবিটির ঠাকরী<br/>( কটর/কমকড ঠিড/িকু<br/>তরজীবি/িকু টর</p>   | <p>ছমটয়</p> <p>িযাতরতি কমডী</p>  | <p>(2)</p> |
| <p><b>4(a)(iv)</b></p>  | <p><b>তিটির দুতি:</b><br/>ছটলর তবটয়র কো ভাবটছি</p> <p>(1)<br/>AND<br/>সুন্দরী ও সবডগুণসম্পন্ন পাত্রী ঠিাঁজটছি<br/>/পাত্রীর জিয পতব্রকায় তবজ্ঞাপি তদটয়টছি</p> <p>(1)</p>  | <p>িাাঁর পছন্দমটি ছমটয়র<br/>সাটে ছটলটক তবটয় ছটবি</p> <p>সুন্দরী তবটয়র কিযা<br/>িাঁজটছি/বটরর কাগটজ<br/>তবজ্ঞাপি তদটয়টছি</p>  | <p>তিটজর তবটয় তিটয়<br/>ভাবটছি</p> <p>ছতব ছদিটছি</p>                       | <p>(2)</p> |
| <p><b>4(a)(v)</b></p>   | <p><b>তিটির দুতি:</b><br/>কাটজর ছমটয়র/তশউতলর সাটে ঠার<br/>তিটজর কাটজর ঠেঁাঠেঁে<br/>ি়ু লিা করটলা</p> <p>(1) AND<br/>গৃিকমডী ও কম্পাতি ঠাকু টর<br/>উভটয়রই পাতরশ্রতমক দাবীর সমাি</p>                                      | <p>তশউতল ও মামুি দুজটিই কাজ<br/>কটরি</p> <p>ছুতিকালীি দুজটিরই ছবিি<br/>পাওয়ার সমাি অতধকার</p>  | <p>কাটজর ছমটয়<br/>রািটি বারণ<br/>করটলা</p> <p>ছবিি ছকটি<br/>তদটি বলটলা</p> | <p>(2)</p> |

|  |                               |  |  |  |
|--|-------------------------------|--|--|--|
|  | অতধকাটরর কো<br>জািাটলা<br>(1) |  |  |  |
|--|-------------------------------|--|--|--|

**Total marks for Q4a = 10**

| Question number | Answer   | Accept   | Reject   | Mark       |
|-----------------|--|--|--|------------|
| <b>4(b)(i)</b>  | বাঁধা কাজ বা তিটক কাজ করা<br>(1)<br><br>AND<br>বাত?র ছলাকজিটক সুি-স্বাচ্ছন্দযর<br>তবতিমটয় ভাটলা বযবিার পাওয়া<br>(1)  | বাত? বাত? ঘুটর রান্নাবান্না,<br>বাজার করা, ঘর পতরকার,<br>কাপ? ছুধায় সািাচয<br>করা কাটজর তবতিমটয়<br>বাত?র সদসযটদর কাটছ ভাটলা<br>বযবিার আশা করা/মচডাদা ও<br>অতধকার | কাজ কটর<br><br>পতরবাটরর<br>ছলাকজিটির সাটে<br>িগ?া কটর  | <b>(2)</b> |
| <b>4(b)(ii)</b> | মতিলা কমডীটদর ঘটর-বাইটরর কাটজ<br>ভারসাময রক্ষায়/সময় বাঁতিয় পতরবাটর<br>অিয়ািযটদর সাটে িাটদর<br>ছমলাটমশার<br>সুটেচাগ কটর ছদওয়া<br>(1) AND<br>গ্িকাজে সিয় সংস্থার মাধযটম পতরবাটর<br>ছচাগয কাটজর ছলাটকর অভাব পূরণ/<br>সরকাতর আই বা িিতিমালা তিতর<br>করা<br>(1) | ছমটয়টদর অতফস ও সংসাটরর<br>কাটজর সমন্বয়<br>করা/পচরবাররর সাটে সময়<br>কািাটি<br><br>এটজতির মাধযটম ঘটর<br>ঘটর গ্িকাজের জিয<br>ছচাগয কমডী তিটয়াগ<br>ছদওয়া          | বাইটর সময়<br>কািাটি<br><br>পতরবারটক অবটিলা<br>করা<br><br>কাটজর ছলাকটক<br>িাত?টয়<br>ছদওয়া/গ্িকাজে<br>সিয় সংস্থা িালু<br>করা | <b>(2)</b> |

**Total marks Q4b = 4**

## **Section B**

### **General guidance on using levels-based**

#### **mark schemes Step 1 Decide on a band**

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

#### **Step 2 Decide on a mark**

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment Criteria

### Question 5 (14 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two-mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 80 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 5: communication and content mark grid

| Mark | Descriptor   |
|------|--|
| 0    | <ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>   |
| 1-2  | <ul style="list-style-type: none"> <li>• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful</li> <li>• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style</li> </ul>    |
| 3-5  | <ul style="list-style-type: none"> <li>• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful</li> <li>• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style</li> </ul> |
| 6-7  | <ul style="list-style-type: none"> <li>• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful</li> <li>• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style</li> </ul>          |

### Additional guidance

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

### Question 5: linguistic knowledge and accuracy mark grid

| Mark | Descriptor  |
|------|---|
| 0    | <ul style="list-style-type: none"> <li>No rewardable material</li> </ul>  |
| 1-2  | <ul style="list-style-type: none"> <li>Produces individual words and set phrases</li> <li>Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed</li> </ul>                        |
| 3-5  | <ul style="list-style-type: none"> <li>Produces simple, short sentences, which are sometimes linked</li> <li>Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed</li> </ul>      |
| 6-7  | <ul style="list-style-type: none"> <li>Produces some more complex sentences with some appropriate linking</li> <li>Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed</li> </ul> |

## Additional guidance

**Complex** language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message, for example consistent mismatching of subject, predicate and parts of speech; incorrect choice of vocabulary; use of spoken language; wrong tense; and spelling errors that change the meaning. For instance,

মাতা (mother) and কালী (black) should be considered acceptable but মাতা (head) and কালী (deaf)

should not

- errors that convey the wrong message
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

### Question 6 (26 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria

in the top band.

The student is expected to produce 140 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 6: communication and content mark grid

| Mark  | Descriptor   |
|-------|--|
| 0     | <ul style="list-style-type: none"> <li>No rewardable material</li> </ul>   |
| 1-3   | <ul style="list-style-type: none"> <li>Communicates brief information relevant to the task with little development</li> <li>Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success</li> <li>Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language</li> </ul>   |
| 4-7   | <ul style="list-style-type: none"> <li>Communicates information relevant to the task with some development of key points and ideas</li> <li>Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success</li> <li>Some appropriate use of vocabulary, register and style; some different examples of common familiar language</li> </ul> |
| 8-10  | <ul style="list-style-type: none"> <li>Communicates information relevant to the task with development of key points and ideas</li> <li>Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully</li> <li>Appropriate use of vocabulary, register and style; some examples of uncommon language</li> </ul>               |
| 11-13 | <ul style="list-style-type: none"> <li>Communicates information relevant to the task with consistent expansion of key points and ideas</li> <li>Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair</li> <li>Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used</li> </ul>        |

## Additional guidance

***Creative language use*** – using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

***Register and style definition*** – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

### Question 6: linguistic knowledge and accuracy mark grid

| Mark  | Descriptor   |
|-------|--|
| 0     | <ul style="list-style-type: none"> <li>No rewardable material</li> </ul>   |
| 1-3   | <ul style="list-style-type: none"> <li>Uses mainly straightforward grammatical structures</li> <li>Occasional sequences of fluent writing, with occasional extended, linked sentences</li> <li>Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication</li> </ul>          |
| 4-7   | <ul style="list-style-type: none"> <li>Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>Prolonged sequences of fluent writing, with some extended, well-linked sentences</li> <li>Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication</li> </ul> |
| 8-10  | <ul style="list-style-type: none"> <li>Uses a variety of grammatical structures including some different examples of complex language</li> <li>Mostly fluent response, with frequent extended sentences, mostly well linked</li> <li>Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication</li> </ul>                          |
| 11-13 | <ul style="list-style-type: none"> <li>Uses a wide variety of grammatical structures, including complex language</li> <li>Fluent response throughout with extended, well-linked sentences</li> <li>Consistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication</li> </ul>                                |

## Additional guidance

**Complex** language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect the meaning, for example incorrect use of a pronoun where there is no confusion as to whom the pronoun refers; incorrect arrangement of words that does not hinder clarity; occasional use of spoken language that does not affect the meaning; incomplete sentences that convey the intended message.
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

**NB:** these are examples only and do not constitute a finite list.

## Paper 1 Marking Principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as

*draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Bangla speaker would understand the translation without having understood the text in its original language.

| Question number | Text   | Correct answer   | Acceptable answers                              | Reject              | Mark |
|-----------------|--|--|---|---------------------|------|
| 7               | Rural Development Academy helps villagers in Bangladesh. | পল্লী উন্নয়ন একাধেচম বাংলাটদটশর গ্রাটমর ছলাকজিটদর সািাচয কটর। | রুরাল একাটেতম/ গ্রাম উন্নয়ি গ্রামবাসীটদর সায়ক | গ্রাম অবিতি সমসযা   | (1)  |
|                 | It was established in 1973 in Bangladesh.                | ত্রিা ১৯৭৩ ারে বাংলাটদটশ প্রচিচি িয়।                          | বাংলাটদটশ স্থাতপি                               | ১৯৬৩ সাটল           | (1)  |
|                 | the quality of life of people in the villages            | গ্রাটমর মািুটষর জীবমাি   | গ্রামবাসীটদর জীবটির মাি                         | শিটরর মািুটষর       | (1)  |
|                 | It helps to improve                                      | উন্নয়টি এতি সািাচয কটর।                                       | বা?াটি ত্রিা সািাচয কটর।                        | উন্নয়টি বাধা ছদয়। | (1)  |
|                 | This organisation is managed.                            | এই সংস্থা পতরিতালি িয়।  | িতালি িয়                                       | বন্ধ িয়            | (1)  |
|                 | by the government ministries                             | সরকাতর মন্ত্রণালয় দ্বারা                                      | সরকাতর (মন্ত্রীটদর) কাচডালয়/তমতিতি ছেটক        | ছবসরকাতর            | (1)  |
|                 | This Academy conducts                                    | এই একাটেতম পতরালি কটর  | িালায়  | বাতিল কটর           | (1)  |
|                 | skill-oriented training programmes                       | দক্ষিা-তভতিক প্রতশক্ষণ কার্যক্রম                               | ছাাগয ছেতিং প্রটজক্ট                            | অদক্ষ               | (1)  |
|                 | which include poultry, fishery,                          | চাার মটধয রটয়টছ িাাঁস-মুরতগ,                                  | ছপাতি িামার, মং যিাষ, বাগাি                     | িাষাবাদ             | (1)  |

|  |                                    |                                     |                |           |     |
|--|------------------------------------|-------------------------------------|----------------|-----------|-----|
|  | gardening,                         | মাটছর িাষ,<br>বাগাি করা             |                |           |     |
|  | and irrigation<br>mechanics.       | এবং ছসি ছকৌশল।                      | * ছসি বযবস্থা  | মাতি কািা | (1) |
|  | Many civil servants,<br>villagers, | অটিক সরকারতর<br>কমডি়ারী, গ্রামবাসী | গ্রাটমর ছলাকজি | ছলাকজি    | (1) |
|  | and unemployed<br>young people     | এবং ছবকার<br>ঠুবকটদর                | িরুণটদর        | ছত্রটদর   | (1) |
|  | are offered these<br>trainings.    | এই প্রতশক্ষণ ছদওয়া িয়।            | ছেতিং          | িকতর      | (1) |

|  |   |  |                                  |                                       |     |
|--|---|--|----------------------------------|---------------------------------------|-----|
|  | The Academy<br>facilitates research<br>projects     | একাটেতম গটবষণা<br>প্রকটের<br>সুতবধা ছদয়     | তরসাডি প্রটজটক্টর সুটচাগ         | সুটচাটগর<br>অভাব                      | (1) |
|  | which<br>supports<br>unemploye<br>d people          | ঠা ছবকার ছলাকজিটক<br>সিায়া কটর।             | সািাঠয কটর                       | সমসযা কটর                             | (1) |
|  | in new industries                                   | িিিুি<br>িিিুি<br>তশটে                       | িিিুি<br>তশে প্রতিষ্ঠাটি         | গৃিিিিিটি<br>দর                       | (1) |
|  | Their campus is<br>equipped                         | িাটদর কযাম্পাস<br>সাজাটি                     | অঙ্গি                            | বাতঃর উটিাি                           | (1) |
|  | like hostels, a<br>library, and                     | িটেল, লাইটেতর এবং                            | োকার<br>জায়গা,<br>পািাগা<br>র ও | িাওয়ার<br>জায়গা<br>িকু টরটদর<br>জিয | (1) |
|  | a conference room<br>for the researchers<br>to use. | গটবষকটদর বযবিটরর<br>জিয<br>একতি সটেলি কটক্ষর | কিফাটরি/তমতিং<br>রুম             | িকু টরটদর                             | (1) |
|  | with facilities                                     | সুটচাগসুতবধা তদটয় ।                         | সুতবধা রটয়টছ                    | অসুতবধা                               | (1) |