Bangladesh and Global Studies

Class Eight








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National Curriculum and Textbook Board, Bangladesh

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Bangladesh and Global Studies

Class Eight

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Preface

The importance of formal education is diversified. The prime goal of modern education is not to impart knowledge only but to build a prosperous nation by developing skilled human resources. At the same time, education is the best means of developing a society free from superstitions and adheres to science and facts. To stand as a developed nation in the science and technology-driven world of the 21st century, we need to ensure quality education. A well-planned education is essential for enabling our new generation to face the challenges of the age and to motivate them with the strength of patriotism, values, and ethics. In this context, the government is determined to ensure education as per the demand of the age.

Education is the backbone of a nation and a curriculum provides the essence of formal education. Again, the most important tool for implementing a curriculum is the textbook. The National Curriculum 2012 has been adopted to achieve the goals of the National Education Policy 2010. In light of this, the National Curriculum and Textbook Board (NCTB) has been persistently working on developing, printing, and distributing quality textbooks. This organization also reviews and revises the curriculum, textbook, and assessment methods according to needs and realities.

Secondary education is a vital stage in our education system. This textbook is catered to the age, aptitude, and endless inquisitiveness of the students at this level, as well as to achieve the aims and objectives of the curriculum. It is believed that the book written and meticulously edited by experienced and skilled teachers and experts will be conducive to a joyful experience for the students. It is hoped that the book will play a significant role in promoting creative and aesthetic spirits among students along with subject knowledge and skills.

In the **Bangladesh and Global Studies** for Class VIII, sociology, history, civics, economics, and population related issues have been presented in an integrated way. With this, students will get a clear picture of the society, environment, history, tradition, culture, and socio-economic and political conditions of Bangladesh. Along with thes, it will be them build their status and identity on a large scale. It is hoped that by practicing the contents, they will make themselves as responsible global citizen. By using the acquired knowledge, they can play an important role in the development of the society and provide solutions to the global problems.

It may be mentioned here that due to the changing situation in 2024 and as per the needs the textbook has been reviewed and revised for the academic year 2026. It is mentionable here that the last version of the textbook developed according to the curriculum 2012 has been taken as the basis. Meticulous attention has been paid to the textbook to make it more learner-friendly and error-free. However, any suggestions for further improvement of this book will be appreciated.

Finally, I would like to thank all of those who have contributed to the book as writers, editors, reviewers, illustrators and graphic designers.

October, 2025

Professor Robiul Kabir Chowdhury
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Chapter One
Colonial Age and the Liberation War of Bengal

Though the European traders came to Bengal for the purpose of trade and commerce, they came into our state power later. Among them, the British East India Company went a step ahead. At that time, they ascended the throne of Bengal by defeating the *nawab* of Bengal-Bihar-Orissa, Siraj-ud-daulah in 1757. The rule of the English continued in Bengal till 1947. Thus, the system of government which came into power in 1757 in Bengal is called colonial rule. The rule of the English from 1757 to 1947 is known as colonial age.

By the end of this chapter, we will be able to-

- explain what colony is;
- realise the importance of expansion and termination of colony;
- describe the arrival of the European colonisers to Bengal and expansion of trade;
- explain the causes of the establishment of English rule in Bengal;
- explain and evaluate the activities of English rule;
- explain the characteristics of the rule of East India Company;
- describe the socio economic condition of Bengal during the reign of East India Company;
- realise the influence of English company rule;
- explain the characteristics of British rule;
- evaluate the impact of British rule;
- explain the idea of upsurge in Bengal.

Lesson-1: Colonial Rule in Bengal

A colony is a geographical area that is under the political dominance and administrative control of a foreign sovereign state. Colonisation is a process. Usually, through this process, a country uses influence on other countries with a view to exploiting economical and for financial gain. Here, the country under prossession becomes the colony of the controlling country.

Bengal was under British colony for about 200 years. Colonisation began with the fall of Nawab Siraj-ud-daulah in the battle of Plassey and ended through different movements in 1947. Before learning about the introduction of colonial rule, it is necessary to learn what the political situation in Bengal was at that time.

Political Background of the Bengal: Pre-Colonial Rule

It is known that human inhabitation began in Bengal from ancient period. Usually, this region was always full of resources. As a result, people from different places started to arrive here much before the English. The main attraction for all was the abundance of resources in Bengal.

Aryan speaking people arrived in Bengal before the Christian era. The Maurya emperor of India, Ashoka the Great, occupied the northern part of Bengal in the 3rd century BC. At that time, the northern Bengal known as Pundranagar (Pundra Bardhan Bhukti) became the province of the Mauryans. After the Maurya rule, the Gupta dynasty takes over the rule of India. During the next four centuries, the North Bengal and some parts of South-East Bengal came under the rule of Gupta dynasty. In the 7th century, after the fall of the Guptas, the first independent state in Bengal was established Shashank the first ruler of Bengal. At the same time, another independent state Bangla emerged in the eastern and southeastern parts of Bengal. After his death, great anarchy had been prevailing for almost one hundred years. In Sanskrit, this age is known as the age of Matsyanaya (the age of anarchy). Then a long lasting Bangalee state was established in the middle of the 8th century. The Bangalee Pal kings reigned for almost four hundred years. After the fall of the Pals, Bengal went under the rule of the foreigners again at the end of the 11th century. Coming from Karnatak of Southern India, the kings of Sen Dynasty occupied the throne of Bengal.

The rule of the Sen came to an end at the hand of Turkish General Ikhtiar uddin Mohammad Bin Bakhtiar Khiljee. He introduced Muslim rule in Bengal by

defeating king Lakshman Sen. The Nadiya region to the west of Bengal and some parts of Northern Bengal were under reign and control of Bakhtiar Khiljee from 1204 to 1206 AD. Till 1338 A.D, the Muslim rule continued to spread in Bengal.

By this time, three provinces of the Delhi Saltanate were established in three sections of Bengal. These were known as ‘Lakhnout’ in Northern Bengal, ‘Satgaon’ in Western Beogal and ‘Sonargaon’ in Eastern Bengal. In 1338, the ruler of Sonargaon Fakhruddin Mubarak Shah rebelled against the Mulsim Sultans of Delhi and declared independence. Thus, the independent Sultani dynasty began. It is supposed that the real sovereignty was established in Bengal by sultan Shamsuddin Ilias Shah through the capture of a major portion of whole Bengal. Ilias Shah conferred on himself the titles Shah-E-Bangala and Shah-E-Bangalian. The other noteworthy ruler of the Sultani dynasty was Sultan Alauddin Husen Shah. His contribution to the establishment of religious harmony and the flourishment of arts and literature was tremendous. In 1538 this independent Sultanate came to an end. Before that the Mughals occupied the throne of Delhi. Mughal Emperor Humayun occupied Gaura in Northern Bengal i.e. Lakhnouti' in 1538 AD. But he could not establish Mughal rule in Bengal then. Because the Afgan ruler of Bihar, Sher Khan, drove Humayun away first from Bengal and afterwards from India. In this phase, the power of Bengal went to the hands of the Afgans.

The Mughals organised themselves in India again and defeated the Afgans in the battle of Rajmahal and occupied the throne of Delhi. In 1576 during the reign of Emperor Akbar the Great, many parts of Western Bengal and Northern Bengal came under the reign of the Mughals. But they could not occupy the Eastern part of Bengal i.e. today's Bangladesh very easily. The twelve Zaminders of East Bengal, popularly known as 'Baro Bhuiyan', resisted Mughal attacks unitedly. Man Singh, the commander of Mughal emperor Akbar, tried several times to defeat Isha Khan, leader of the Baro Bhuiyans in vain. In 1610 during the reign of Emperor Jahangir, Mughal Subedar Islam Khan defeated the Baro Bhuiyan and occupied Dhaka. He renamed Dhaka as Jahangirnagar after Emperor Jahangir of Delhi.

Thus the Mughals took the possession of Bengal. This Mughal rule continued till the middle of the 18th century. In 1757, with the fall of Nawab Siraj-ud-daulah in the battle of Plassey, the rule of the Mughal dynasty finally came to an end. In this period, the power of ruling Bengal was captured by the English force. Thus, the Colonial powers started to rule over this territory.

Activity -1 What do you mean by Colonial Rule ? Explain it.

Activity-2 Name the rulers of Bengal from 300 BC to Colonial Age in order of succession.

Lesson-2: The Arrival of the Europeans and the Expansion of Trade in Bengal

In 1498, Vasco-de-Gama, a Portuguese sailor, reached Kalikot port of South India. This incident gave a chance for other countries to contest in the competition of expanding trade and commerce in India. Many different countries of Europe started to involve in this competition. For this purpose in the 17th century Dutch East India Company (Holland), Danish East India Company, British East India Company and French East India Company were established one by one. India became the target of many of these nations. Silk and many other fine clothes and the different spices of Bengal were the chief attractions for them.

The foreign merchants established big industries and earned a huge profit by employing local workers. With the passage of time, English merchants became more important than the Portuguese. Besides, the French, the Danish and the Dutch merchants also established industries and conducted business in Bengal.

French tourist Barnyard wrote in 1666 'The Dutch sometimes employed 7-8 hundred workers in their silk factory at Kashimbazar.' The English and the merchants of other nations also conducted business of this type. French tourist Barnyard also mentioned 22 thousand bales of Silk were produced every year only at Kashimbazar. One English representative named Job Charnok bought three villages called Kolkata, Sutanoti, and Gobindopur for 1200 taka in 1690, which is later on known as Kolkata.

This time Kolkata, Chandannagar, Chuchura and Kashimbazar started to flourish rapidly. With the flourishing of their trade centres, the English merchants also started to smuggle capital from Bengal. Because of being expert in entrepreneurship and ill business strategies, the British East India Company began to dominate the other European companies in competition. They received the right to do business here by making *Kuthi* (commercial office), deploying army, and setting up industries.

Before the Battle of Plassey and during the reigns of Mir Jafar and Mir Kashim, much of Bengal's wealth was smuggled to England.

Activity-1: Make a list of the European Powers that came to India.

Activity-2: How did the British East India Company spread business?

Lesson-3: Victory of Colonial Power in Bengal

After the death of Nawab Alibardi Khan, his grandson, Siraj-ud-daulah, was crowned Nawab at the age of 22. Just after his coronation, he had to face two major problems. One was the difficult task of facing the English with their increasing power and addressing the attacks of Marathas; the other was to resist the conspiracy of his Eldest maternal aunt Ghosety Begum, the commander-in chief Mir Jafar Ali Khan and some other close associates. Siraj had also to face a third opposition. A power-greedy Indian business community emerged at big business centres with the expansion of economic activities. A group of local influential businessmen emerged. They were the Marwari businessmen coming from Rajputana. Mentionable among them were Jagat Sheth, Umichand and so on. More than one local conspirators and the English got united against the Nawab. The incompetence of the Nawab in running administration made the opposition's footing stronger. The ultimate result is the 23rd June 1757 the defeat and tragic death of Nawab of Bengal-Bihar and Orissa at the battle of Plassey and the defeat of Bengal at the hands of English. After win, although the English

made Mir Jafor the Nawab, the main ruling power rested with them. Cunning English General, Robert Clive, became all in all. However, at the battle of Boxer in 1764 with the fall of Mir Kashim, a descendant of Mir Jafor, the administrative power of Bengal formally rested with the English.

What were the reasons for successes of a foreign company, that is, a colonist power? There were many reasons but the main reasons are:

1. Incompetency, internal conflicts and conspiracy of the local rulers and Nawab's lack of experiences;

2. Continuously emerging economy and military force of the English and lack of local rulers' leadership quality and power to understand the shrewdness;

3. Improved military force, strategy of war, and leadership of the English;

4. The gap between the rulers and the ruled was so widened that the economically exploited and oppressed common people remained inactive in the tussle between the Nawab and the English. The indifference of the common people gave an advantage to the English.

Activity-1: What is the Battle of Plassey?

Activity-2: Why did the English win in Bengal?

Lesson-4 & 5: The Colonial Rule and Exploitation

Following the Battle of Boxer, a treaty was signed in 1765 between Mughal Emperor Shah Alam the 2nd and the governor of EAST India Company. Clive conferred the administrative and judicial power on the Nawab of Bengal, while the East India Company was in control of the defense. It is called dual administration.

The Diarchy was an extreme curse for the people of this country. The English, after getting authority of collecting revenue, increased the amount of tax on the subjects and put maximum pressure to collect additional tax. Greed for money of the Company and its employees was increasing day by day.When people and farmers were struggling due to additional tax, the country faced a great famine due to draught for 3 years. This famine is known in history as the 'Chhiyattor-er-Monontar' meaning the famine of Bangalee year 1176. Million of people died in this famine. But the company did not relax tax.This number was one third of the total population of the then Bengal.

From 1773, the title of Governors of the East India Company became Governor General. Some notable Governor Generals were Warren Hastings, Lord Cornwallis, Lord Wellesley, Lord William Bentinck, Lord Hardinge, Lord Dalhousie, etc. In order to expand the British Empire in India, they took various steps including establishment of post and telecommunication and railway.

Major works done by the English rulers–

1. Land and revenue management was given to the British Governor General according to Indian administration law passed by British parliament in 1858.
2. A class of Zamindars was created by implementing 'Permanent Settlement' in 1793 and those Zamindars always remained loyal to the British.
3. British authority in the control of administration was ensured.
4. Various administrative offices, educational and commercial institutions were shifted from Murshidabad to Kolkata, transforming it into an important city. In 1772, Warren Hastings officially declared Kolkata as the capital of British India.

But it is true that Lord William Bentink and Lord Hardinge took steps to expand education, stop early marriage and to introduce widow-marriage. They also introduced the practice of modern science. Besides, they co-operated with Bangalees like Raja Rammohun Roy and Ishwar Chandra Biddasagar in their attempts to eradicate some social superstitions including 'Sateedah' which means that widow will also be burnt with the dead body of her husband. Thus, a new educated civil society emerged in the country, but the greater Bangalee community was oppressed by the British rule.

The British East India Company did not stop even after getting the control of Bengal-Bihar-Orissa. The Mughal Empire faced a crisis after the death of emperor Aurongozeb. Some Nawabs and local kings started to contest the power of the Mughal Empire. Thus, the throne of Delhi became weaker. The company army officers tried to expand their control in different fields.

After almost a hundred years of Company rule, a mutiny spread among sepoys in different barracks of British controlled reign in 1857. But the English could supress this mutiny as they had sophisticated weapons and skilled soldiers. Their tricks and barbarism also helped them to this effect. After this incident, Indian Rule Act was passed in the British Parliament on 2nd August, 1858, through which the rule of the East India Company came to an end. The British Government took the direct control of India.

The majority of people during the British rule (1858-1947) were farmers. On the other hand, a small minority was the privileged Zamindar class. The number of people connected with cottage and small industries was very few. Agriculture, the backbone of the economy and the once rich cotton industry were almost ruined during the British rule. The business community of Bengal was not organised. The condition of Bengal in industry was also not worth mentioning. The women-folk lagged behind due to social norms and superstitions. The middle class society also could not become powerful. At that time, Britain was the richest country of the world, while India was a British colony and a place of exploitation.

Activity-1: What is the famine of 'Chiyattar'? Explain.

Activity-2 : How was India ruled by the English during the reign of the East India Company?

Lesson-6 & 7: Reaction of Colonial Rule: Renaissance in Bengal and Anti-British Movement

The English wanted to make their rule stronger. With this intention they started to create an English educated class that would remain loyal to them. Warren Hastings established Kolkata Madrasa in 1781. The purpose of establishing this madrasah was to satisfy the Muslims by creating job opportunities as the Muslims were broken hearted because of losing their state. For the same reason, Sanskrit College was established for the Hindus in 1791. A new inspiration aroused the local people for coming in touch with modern education. People started to question the age-old beliefs, norms and culture. Movement against 'Sateedah' started from the Hindus; opinions were formed in favour of 'Widow-marriage'. The country witnessed a new tide which was limited but very effective in changing the age-old beliefs of the people. English missionary Sir William Kerri kept himself attached in various social activities apart from active preaching of Christianity. He was a pioneer in composing Bengalee Grammar, setting up printing machines, publishing newspapers, preparing school textbooks and many other important social works. In this sequence, the British established schools throughout the country. Some colleges were also established for higher studies. At last Kolkata University was established in 1857 as a hub for higher education and research.

The establishment of a Printing Press at Shreerampur in 1821 also played a positive role in inspiring the people of Bengal. The printing press facilitated the printing of books and thus spread out education among the educated people. Many came forward to create public opinion by publishing newspapers in Bengalee language.

Raja Rammohun Roy and Ishwar Chandra Vidyasagar have laid the foundation of socicty reform. Derozi, Vidyasagar created awareness of freedom in the open mind. Nowab Abdul Latif and Syed Ameer Ali helped the less advanced people of Bengal to learn and take part in modern education and knowledge. Bengalee language and literature were developed by Vidyasagar, Bangkim Chandra, Michael Madhusudan and Rabindranath. The contribution to Bengalee literature of Mir Mosharrof Hossain, Sarat Chandra Chattopadhyay and Kazi Nazrul Islam in also very extensive.

Though this renaissance of Bengalee people happened at Kolkata city, the entire Bengal witnessed its indirect result. The flourishing of nationalistic feelings inspired by patriotism is another hallmark of modern education during colonial rule. The desire for independence and democratic rights started to spring up in people's mind at the same time.

The anti-British nationalist movement gained a new dimension due to the Partition of Bengal in 1905. Although the British rulers explained it as an administrative reorganization and a step for public welfare. That time, Bengal was a very large area. Eastern Bengal, Western Bengal, Bihar and Orissa constituted the greater Bangla. So, it was difficult for the Kolkata-based British rulers to exercise good governance in remote regions. For this, development work in Eastern Bengal, Bihar and Orissa was not possible. In 1903, British Viceroy Lord Curzon proposed that Bengal would be divided into two provinces for the sake of exercising good governance. A new province named East Bengal would be formed declaring Dhaka its capital. The control of this province would be in the hands of a Lt. Governor.

Despite the logic, the main objective was to divide the gradually increasing Anti-British Movement in Bengal. By dividing Bengal, the British rulers wanted to breach the communal harmony between the Hindus and the Muslims. Most of the people of Eastern Bengal were Muslims. They thought that with the emergence of a new province, development work would be strengthened. But the educated Hindu leaders protested against the division of Bengal. For this reason the gap between the two communities increased. Most of the great leaders of congress were Hindus. They raised their voice against the partition of Bengal without consulting the Muslim leaders. So, a new calculation arose among the Muslim leaders that they would need a political platform of their own to secure their demands. Consequently in 1906 an organisation named 'Muslim league' was formed in Dhaka. The intention of the British was materialised. The conflict between the two sects was made clear after the division of Bengal in 1905. The Bangalee Hindu leaders increasingly insisted upon the British that partition of Bengal would not be wise. In fact, the partition of Bengal in 1905 was one of the manifestations of the British policy of 'Divide and Rule'.

Swadhikar Andolan

The Bangalees never accepted the British rulers without protest. Throughout the British rule, there were various resistance movements all over India including Bengal. Among these, the Fakir-Sannyasi Rebellion can be mentioned first. This was followed by the peasant uprising led by Titumir, the Faraizi Movement led by Haji Shariatullah, and later the Sepoy Mutiny of 1857. The Sepoy Revolt was the first anti-British freedom struggle. For a long time, the East India Company's economic, political exploitation, social and cultural deprivation, persecution, hurt of religious sentiments and, above all, discriminatory treatment of Indian soldiers have served as the precursors of this revolt. Sepoy Mongol Pandey and habildar Rajob Ali led this mutiny in Bengal. The rulers of different areas of India who wanted freedom joined their hands with the sepoys in this mutiny. Some of these groups are Queen Lakshmibai of Jansey and Tatiya Tupee of Maharashtra. The monarch of Delhi Bahadur Shah Jafar also supported the sepoys.

Various movements started in entire Bengal over the Partition of Bengal in 1905. These include the Swadeshi Movement, the Boycott Movement, the Swaraj and the Armed Movement. In the context of these movements, the Partition of Bengal was annulled in 1911. Through the Swadeshi Movement, various programmes like boycott of British products and education and introduction of local products and education were taken up. Armed revolutionary movement was formed among the educated youth. Revolutionary organisations like Jugantar and Anushilan were formed. This armed revolutionary activity lasted until the 1930s. Among the revolutionaries are Khudiram, Bagha Jatin, Masterda Suryasen and Pritilata Waddedar. Each of them sacrificed for the country. Pritilata was the first female martyr of the Anti-British Movement.

Besides, various constitutional and nationalist movements were going on at the national level all over India including Bengal. Notable among these are Non-cooperation Movement, Khelaphate Movement, 'Quit India' Movement, etc. Some of the notable Bangalees leaders involved in these national level movements are Netaji Subhash Bose, Chittaranjan Das, Hossain Shaheed Suhrawardy, Sher-e-Bangla A.K. Fazlul Haque and others.

Lesson-8: Lahore Proposal and Establishment of Pakistan

Shre-E-Bangla A K Fazlul Hoque placed a resolution at Lahor in 1940. This resolution called for the formation of states with Muslim majority areas in India. Lahor Resolution got widespread support from the mass people of the country. Later, the Lahor Resolution was amended to adopt the Pakistan Resolution,on the basis of that, India was divided in 1947 giving birth to two independent states namely India and Pakistan.

At the same time, almost two hundred years of English rule came to an end. With the partition of India, Bengal was also divided into two parts - the Muslim-inhabited East Bengal was annexed to Pakistan and the Hindu-dominated West Bengal was annexed to India. However, the Hindu and Muslim leaders of the Bengal Congress and the Muslim League did not accept this part of Bengal in the same way. Sarat Bose and Hossain Shaheed Suhrawardy were trying to establish a united Bengal state, but that attempt was not successful. Despite being free from the British subjugation, the people of East Bengal could not enjoy the taste of real independence.

Activity-l Write down the names of ten social reformers in Bengal.

Activity-2 Name the institutions which played an important role in Bangalee Renaissance.

Activity-3 Explain the causes of cancellation of the division of Bengal.

Activity-4 Explain the causes of division of India.

Sample Questions

Multiple choice Questions

1. Who established independent Sultanate rule in Bengal?

a. Sultan Shamsuddin Ilyas Shah b. Fakhruddin Mubarak Shah

c. Sultan Alauddin Husain Shah d. Islam Khan Chishti

2. The century following the death of King Shashanka is called the Matsyanyaya period because—

i. anarchy prevailed in the country.
ii. larger fish swallowed up smaller ones.
iii. the rulers were incapable of ensuring good governance.

Which of the following is correct?

a. i & ii b. i & iii

c. ii & iii d. i, ii & iii

Read the following stem and answer the questions No. 3 and 4.

Mahim's grandfather narrated a historical event to him. He said the Nawab of Bengal was liable for his ruling system but he had to depend on another authority for bearing the expenditure.

3. Which picture of governance is reflected in Mahim's grandfather's story?

a. Nawabi rule b. Dual administration

c. Subedari rule d. British rule

4. As a result of circumstance narrated in the stem-

i. Revenue collection authority shifted to others.

ii. The people suffered greatly.

iii. Rebellious sentiments grew among the people.

Which of the following is correct?

a. i & ii b. i & iii

c. ii & iii d. i, ii & iii

Creative Question

Nabinpur lagged behind in education. As a result, people of this locality lagged behind in all fields. An influential and wealthy person of the locality established a primary school, a high school and a college there. People of the locality gradually became educated. They became socially conscious within the span of several years. Rayhana, an educated woman of the locality, made people conscious about female education.

a. Who was appointed the first Viceroy in India?

b. Why did a great famine occur in this country in the Bengalee year of 1176?

c. What happened in Bengal in 19th century which is similar to the situation narrated in the stem? Explain.

d. "It is because of educated woman like Rayhana that the path of woman's education is smooth in this country"- Justify this statement.

Short-Answer Questions

1. Why is the British rule called colonial rule?
2. Explain two reasons behind the establishment of the British rule in Bengal.
3. Why did the Nawab become powerless under Dual Governance? Explain.
4. Explain the causes of the Great Bengal Famine (Chhiattorer Monnontor).

Chapter Two

Description of Archaeological Heritage of Colonial Age

Around two hundred years of British rule in Bangladesh are known as Colonial Age (1757-1947). A good number of zamindar houses, traders' houses, offices, courts, railway stations, educational institutions and other archaeological sites were built in this country during the British rule. The meaning of 'Archaeology' is old or ancient. By archaeological resources we mean the old settlement and artistic works, statue or sculptures, ornaments, coins of ancient period, etc. We can get an idea of socio-cultural condition, life style, beliefs and superstitions, taste and outlook of the people of that age.

By the end of this chapter we will be able to-

- give description of the religious architectures of Dhaka city built in the colonial era;
- describe of the areas where religious buildings were built in Dhaka;
- describe the civil architecture built in Dhaka during the colonial era;
- tell which ones were built by the government and which ones were by public;
- describe palaces built by the zamindars in areas outside Dhaka;
- describe the temples built by the zamindars outside Dhaka;
- explain the importance of Sonargaon during the colonial age on the basis of archaeology;
- describe Panam city and Sardarbari;
- tell in which museums the archaeological testimonies of colonial period are kept;
- tell about the preserved tokens in the mausoleums;
- be eager to archeological places and resources and be inspired to preserve them.

Lesson-1: Archaeological Works of Dhaka city

Among the archaeological works of Dhaka city during colonial age are a good number of mosques, temples and churches. The mosques of Dhaka were built according to the Mughal artistic pattern. A trace of European pattern was also added to it. Mentionable mosques built at Dhaka in 19th century are Lalbagh Mosque at Horonath Ghos Road, Lakshmibazar Shahi Mosque, Kolutola Jame Mosque at Sutrapur, Becharem Dewri Mosque, Kayettuli Mosque and Setara Begum Mosque at Sutrapur. The artistic and structural works of these mosques is very beautiful. Chini Tikri Mosque at Narinda is another site of artistic work. The Imambara Hossainnee Dalan of the Shias damaged in earthquake was built anew during the English rule.

The famous Dhakeshwari Mandir and Ramna Kali Mandir in Dhaka city were established much before the colonial period. However, the Ramna Kali Mandir was renovated newly during the Colonial reign.

A good number of churches were built at Dhaka during 18th-19th century. The Armenian Church is the oldest of them. This was established at Armanitola in 1781. The Saint Thomas Anglican Church and the Holy Cross Church were established at Dhaka in 19th century. Bahadur Shah Park located at Sadarghat near Jangannath University is another archeological site of Old Dhaka. Nawab Abdul Gani of Dhaka built this park in the middle of 19th century. He named this park 'Victoria Park' after the name of Queen Victoria. Before this, the name of this place was 'Antaghar Moydan'. The history of first Indian independence war of 1857 is related to the name of 'Antaghar Moydan.' The local soldiers of the British army revolted against the British and started independence war in 1857. To the English, this was 'Sepoy Mutiny'. The Indian soldiers could not win the battle. The English hanged the rebel soldiers who became captive at their hands. The hanging was executed at this Antarghar Moydan in the trees. A memorial was built at this place in 1957 after one hundred years of this incident. This memorial was built in memory of the hanged soldiers. The Park was named 'Bahadur Shah Park' after the name of Bahadur Shah Jafar, the last Mughal emperor of India.


Curzon Hall

The palace, Ahsan Monjil, built by the Nawab of Dhaka by the river Buriganga is another famous sight among the ancient archaeological works of Dhaka. Besides, Ruplal House and the Rose Garden of Old Dhaka built by the zamindars and the merchants are also other beautiful archaeological sites. The Curzon Hall is the most beautiful of all buildings built at Dhaka as office. This building built during the British rule has been a part of science faculty of Dhaka University for a long time. The old High Court Building was also established during the British rule. A Greek cemetery was built at TSC of Dhaka University in 1915. The shape of these architectural sites is square and the roof is plain. Ancient 'Doric Tradition' of Greece has been followed in these sites.

Activity Mention the names of some major archaeological sites of Dhaka city.

Lesson-2: Archaeological Sites Outside Dhaka


Panam Town

Sonargaon was the capital of Bengal during the Sultani period. The importance of Sonargaon declined during the next Mughal period. But even then, this place had a reputation as a trade centre and for the manufacture of 'Maslin Saree'. Many of the rich businessmen selected the Panam area of Sonargaon as their dwelling place during the 19th century. They built many buildings in a row on both sides of the Panam main road. Fifty-two buildings of this type still exist at Panam town. The buildings are beautifully arranged on both sides of the wide road. Thirty-one buildings are on the north side and 21 buildings are on the south side of the road. Some of these have been almost ruined. The inhabitants of Panam dug canals on all the four sides of the buildings to ensure the security of the area. European architectural design was maintained in the construction of these buildings which were built during the British period. The touch of Mughal architecture is also visible in these buildings. Coloured mosaic was used in these buildings.



Sardar House

Some beautiful buildings still exist around Panam. The local zamindars and the businessmen established these buildings. Among them, Sardar House, the house of Ananda Mohan Puddar and the house of Hasimoy Sen are prominent. Sardar Bari or Boro Sardar Bari has now been converted into folk-art museum. This house was built in 1901. This consisted of two big buildings. The buildings are attached with a corridor or long verandah. There are 70 rooms in this two-storyed house. The Sardar Bari has been decorated with many artistic works done in coloured mosaic.

There are also a few exquisite palaces and settlements in different places of Bangladesh other than Sonargaon. These were built by zamindars. Shoshi Lodge of Mymensingh is one of them. The zamindars of Muktagachha built this. Zamindar house at Saturia's Baliyati in Mankganj is another excellent site of architectural work. Zamindar House of Tajhat at Rangpur is also very famous. The palace of Dighapatiya, zamindar of Natore, attracts everybody's attention for its excellent architechture. This is now known as 'Uttara Gono Bhaban'. Two palaces, one at Natore and the other at Tajhat have been preserved as the valuable archaeological sites of the country. Besides, the Shamsher Gazi Tunnel in Chhagalnaiya of Feni district is one of the listed archaeological sites of the country.

Activity Mention some of the archaeological sites situated outside Dhaka.

Lesson-3: Archaeological Resources Preserved at Museum



Bangladesh National Museum

Many archaeological items collected from the archaeological sites have been preserved for exhibition in the museums. Looking at these archaeological resources, we can have an idea about old history and tradition of the country. Our national museum is at Dhaka. Besides, there are many archaeological resources at the archives of different archaeological sites.

There are a good number of archaeological resources relating to the Nawab of Bengal, zamindars and the English rule in the gallery of Bangladesh National Museum. Mentionable among them are the commodities and goods made of ivory used by the Maharaja of Dinajpur. The dress, goods made of ivory and many arms and arrows brought from the collections of Zamindar Narendra Narayan Roy Chowdhury of Baldhar have also been kept in our national museum. Besides, goods, dresses, arrows, the throne used by the zamindar of Dighapatiya in Natore and the embroidered dresses and artistic goods used by the Nawabs of Dhaka have also been preserved in this museum.

Most of the archives are located at the old palace of the zamindars. Many goods used by the zamindars and many archaeological resources collected by them are exhibited in those places.

Ahsan Manjil at Dhaka is a musieum now. The dresses, cots, chairs, sofa sets ornaments and the photographic works of the Nawabs of Dhaka have been kept there. A museum was established at Mymensingh town in 1969. Mainly the commodities used by the zamindars of greater Mymensingh have been kept there.

The archaeological resources of the zamindars of Muktagachha are on display at Mymensingh museum. Mentionable among them are the flower vases made of stone, compass clock, ornaments, pottery-items, weaving machine, iron safe, sports materials, statue of Saraswati and Bishnu, tiger dragon, wild ox, head of deer, sofa set and the statue made in Italy.

The palace of zamindar of Tajhat at Rangpur is also museum now. Commodities used by Tajhat zamindar, items made of burnt-clay, manuscript written in Sanskrit and Arabic have been preserved in this museum.
Many commodities and photographic works commemorating Rabindranath have been kept at his Kuthibari (cottage-house) at Shilaidah in Kushtia.

Activity Make a list of archaeological items kept at the Bangladesh National Museum.

Sample Questions

Multiple choice Questions

1. Which one was the colonial age in Bangladesh?

a. 1757-1857 b. 1781-1857

c. 1757- 1947 d. 1857-1957

2. Panam City of Sonargaon was—

i. the center of Bengal during the Sultanate period.

ii. a series of buildings constructed in European architectural style.

iii. surrounded by moats for security.

Which of the following is correct?

a. i & ii b. i & iii

c. ii & iii d. i, ii & iii

Read the following stem and answer the questions 3 and 4

Mr. Azad, a teacher, along with the students went to Shahbag to visit a building after their annual examination. The students became highly impressed entering the building when they could practically see the ancient items that they had studied in the book.

3. Where did Mr. Azad take his students to visit?

a. Bangla Academy b. National Library

c. Shilpakala Academy d. National Museum.

4. The reason of Mr. Azad's taking the students to such a building is -

i. to show the daily commodities used by zamindars

ii. to introduce them with the historical characters

iii. to introduce the age-old traditions to the next generation.

Which of the following is true?

a. i & ii b. i & iii

c. ii & iii d. i, ii & iii

Creative Questions

Read the following passage and answer the questions:

Hisham and Parisha's maternal uncle took them to visit the place famous for Muslin. They were enchanted by the ancient buildings and architectural designs. On the second day, their uncle took them to see artifacts collected from various sites to learn about historical heritage.

a. Where is Rabindranath Tagore's Kuthi Bari located?
b. What is archaeology?
c. Explain the heritage of the place they visited on the first day.
d. Explain, in your opinion, how the second day's trip will make them more aware of their heritage.

Short Answer Questions

1. Mention the architectural features of Panam City.
2. Explain in whose memory the monument built in Dhaka in 1957 was constructed.
3. What kinds of archaeological artifacts are there in the Bangladesh National Museum?
4. Why should we visit historical sites?

Chapter Three

The Liberation War of Bangladesh and Democratic Struggles

When the British rule ended in 1947, the Indian subcontinent was divided into two new states: India and Pakistan. East Bengal was made a province of Pakistan only because of religious similarity, despite the distance of thousands of miles and differences in all aspects, including language and culture. This new state could not bring the expected freedom to the life of the people of East Bengal. Within a few days of Pakistan's independence, the leaders of Pakistan imposed various oppressive decisions on the Bangla Language, culture and society. The repeated declaration of only Urdu as the state Language, excluding Bangla, caused strong reactions among Bangalees. The Bangla Language Movement, the 6th and 11th-point Movement to get the right to speak their mother tongue gradually inspired Bangalis to fight for freedom. Subsequently, the independent state of Bangladesh was established in 1971 after many movements, struggles, sacrifices and bloodshed. In seventh grade, we learned about the Language Movement, the formation of the United Front, the Six-point Movement, the popular uprising of 1969 and the election of 1970 in details. In this chapter, we will learn about the post-election period of 1970, the Liberation War and the mass uprising in Bangladesh in 1990 and 2024.

By the end of this chapter we will be able to-

- describe the reactions of the people and political leaders after the election of 1970;
- narrate the Gruesome killings of 25th March and realise it dreadfulness;
- mention the Declaration of Independence of 26th March;
- describe the preparation for the Liberation War and the formation and functions of the interim government;
- describe the formation of *Mukti Bahini* and assess their role;
- describe the role and functions of the Anti-liberation forces;
- explain and evaluate the nature of assistance of Bangalees in Liberation War;
- assess the role of the outer world;
- analyse the role of the joint forces;
- give description of mass-killing and torture of Pakistani Army during the Liberation War;

- tell the story of surrender of Pakistan Army;
- analyse the significance of the Liberation War;
- be regenerated with patriotism and democratic zeal.
- identify the significant causes of the Mass Uprising of the 1990s;
- analyse the causes, background and outcomes of the July Mass Uprising.

Lesson-1: Background of Liberation War

In 1970, Pakistan's first general election was based on universal suffrage. Yet, Pakistani military ruler Yahya Khan started a conspiracy instead of handing over power to the victorious Awami League. The Awami League began the non-cooperation movement at the beginning of March 1971 when the session of the National Assembly was repeatedly postponed. As a result, preparations for Bangla Independence started.


First Flag of Independent Bangladesh

The Awami League was preparing to assume power, while Zulfikar Ali Bhutto, leader of the Pakistan Peoples Party, began conspiring with Yahya Khan to prevent it. He created a new crisis in Pakistan's politics by announcing the boycott of the National Assembly session in Dhaka. The reaction among the people of East Pakistan was severe . People spontaneously participated in all programmes of Awami League demanding transfer of power. The role of students was especially prominent. Besides, teachers, professionals and women's organisations also came forward. From the beginning of March 1971, large crowds attended all the daily gatherings. The process of power transfer became uncertain when President Yahya Khan, in cahoots with Bhutto, suspended the session of the National Assembly on 1st March. As a result, the all-out movement programme was announced that day. Another chapter of the liberation struggle of Bangladesh began- the Non-cooperation Movement. Awami League called a strike on 2nd March 1971 in Dhaka city and on 3rd March nationwide. At 11 a.m. on March 2, the flag of independent Bangladesh with the map of the country was hoisted under the leadership of Dhaka

University Central Student Union (DACSU) VP A S M Abdur Rob in a massive gathering at Dhaka University. This was the first 'Independent Bangla' flag to be formally hoisted in public. This flag was our inspiration in the Liberation War. The all-out Non-cooperation Movement started on 3rd March and continued till 25th March. Chatraa Shangram Parishad was formed on March 3. On this day, student leader Shajahan Siraj read out the independence manifesto in the assembly of Paltan Maidan. The movement was accelerated.

Fearing this situation, Yahya Khan called the National Assembly session again in Dhaka on March 25th in a radio address on March 6th. Sheikh Mujibur Rahman could not be satisfied with that announcement. In this situation, a public meeting was organised on March 7 at the Race Course Maidan (now Suhrawardy Udyan) to announce the programme of the significant movement.

Activity Give a pen picture of the conspiracy of Pakistan and the preparation of the Liberation War by the Bangalees.

Lesson-2: Speech of 7th March

In his speech of 7th March, Sheikh Mujibur Rahman gave the declaration of running the country's administration as the elected party. He did this according to a consensus of Awami League leaders. He instructed the people to maintain non-cooperation with Pakistan Government and declared the closure of courts, offices, educational institutions for an indefinite period. We know that a sovereign country is ruled with money collected in the form of tax and revenue. In his speech, he also said, "There shall be no payment of tax and revenue till my country is liberated." By observing the activities of Yahya Khan and his associate Bhutto from 1st March, 1971, Sheikh Mujibur Rahman that they would not hand over power willingly.

So, he said,"Form resistance councils in every village, every neighborhood, under the leadership of the Awami League, and be ready with whatever you have." In another part of his speech, he said, "Build fortresses in every house. With whatever you have, you must face the enemy."

The significant aspect of Sheikh Mujib's speech was to prepare the Bengali people for independence. In the concluding part of the speech, he clearly called for independence by declaring, "This time, the struggle is for our freedom, this time, the struggle is for our independence." To open the path for a constitutional transfer of power, he announced four preconditions for joining the National Assembly session on March 25, as declared by Yahya.



7th March Speech of Sheikh Mujibur Rahman

1. Withdrawing martial law.
2. Handing over power to people's representatives.
3. Inquiries into mass killing by the army.
4. Taking the soldiers back to the barrack.

He ordered the non-cooperation movement to continue until these demands were met. Pakistans military rulers led by Yahya never accepted these democratic demands. As a result, the movement of the Bangalees gained momentum.

Sensing the crisis, Yahya arrived in Dhaka on March 15 and proposed negotiations with Sheikh Mujibur Rahman. Discussions began on March 16, and Zulfikar Ali Bhutto joined the talks on March 22.

When the discussions failed, Yahya Khan left Dhaka on the night of March 25 after ordering the massacre of Bangalees. On that very night, the Pakistani army launched a brutal attack on the Bangalees, killing countless people indiscriminately on that dark night.

Activity-1 Describe the conspiracy of Pakistan and the preparation of Bangalees in the context of Liberation War.

Ativity-2 Write in short your idea about the Non-cooperation Movement of 71 after discussion in the classroom.

Activity-3 You all listen to 7th March speech of Bangabandhu in your classroom. Now write your opinion about this.

Lesson-3: The Gruesome Mass Killings of 25th March

The Mass Killing committed by Pakistani soldiers on the night of 25th March, 1971 in the then East Pakistan was named 'Operation Search Light.' Though this operation started on the night of 25th March, its preparation had started from the beginning of March. A ship named M. V. Swayat loaded with arms and weapons reached Chattogram Port from West Pakistan on 3rd March. President Yahiya stayed at Dhaka from 15th-24th March in the name of discussion with Sheikh Mujibur Rahman but actually he stayed at Dhaka to supervise the preparation of 'Operation Search Light.'

According to Operation Search Light', the responsibility of committing mass killings in Dhaka city was given to Major General Rao Forman Ali of Pakistani army. According to the plan, Pakistani soldiers wanted to take control of EPR headquarters at Peelkhana and Rajarbagh Police Lines. The primary responsibilities of the soldiers were to attack Dhaka University, Dhaka Engineering University, to arrest Bangabandhu, to control telephone exchange, radio, television, state bank, communication system of Dhaka city and to arrest Awami League leaders and to seize the arms of all Bangalee soldiers of Rajshahi, Jashore, Khulna, Rangpur, Syedpur and Cumilla cantonments and all members of EPR, Ansar and Police departments. To keep Chattogram Port and other important settlements under their control was also the



Mass killing at Dhaka University

target of Pakistani soldiers. Outside Dhaka, this operation was conducted by General Khadem Hossain Raja. The head of this operation was Lt. General Tikka Khan.

Pakistani soldiers came out an the streets from Dhaka Cantonment at 11.30 pm. on 25th March. A procession in support of liberation became the first target of Pakistani soldiers at Farmgate. At the same time, attacks were carried out on Peelkhana and Rajarbagh Police Lines.

Attacks were conducted in the halls of Dhaka University at dead of night. Pakistani soldiers entered Iqbal Hall (now sergeant Jahurul Huq Hall) Jagannath Hall and Liakat Hall of Engineering University and killed many innocent sleeping students. They conducted mass killings also at Dhaka Hall (currently Shahidullah Hall), Rokeya Hall and University residential area. Ten teachers and 300 students and employees of Dhaka University were killed during the mass killings in March. The railway slums near Jahurul Huq Hall were on fire and the result of this was heavy destruction. Around 7-8 thousand innocent people were killed on the night of 25th March.

Pakistani soldiers conducted attacks in the cantonments, EPR base and in other places outside Dhaka city and killed a good number of people. In this way, the Pakistani soldiers took control of all police and EPR settlements from the beginning of 'Operation Search Light.' Many innocent people were killed in these areas.

According to the plan of 'Operation Search Light', the Pakistani soldiers arrested Sheikh Mujibur Rahman from his 32 no. Dhanmondi house at 1.30 am. on 25th March (at the start of 26th March).

Activity-1 Roll play the genocide conducted under 'Operation Search light'.

Activity-2 Describe the frightening picture of 'Operation Search Light'.

Lsson-4: Declaration of Independence

The declaration of independence on March 26 was an extremely significant event in the history of the Liberation War. After the Pakistani military launched Operation Searchlight on the night of March 25, there was a political crisis and a leadership vacuum. In this situation, Shaheed President Ziaur Rahman (the then Major), risking his life, declared independence on March 26 from the Kalurghat radio station in Chattogram. He repeated the declaration on March 27 on behalf of Sheikh Mujibur Rahman. His announcement ignited tremendous hope and enthusiasm among people from all walks of life, who eagerly prepared to join the independence struggle.



Major Ziaur Rahman's Declaration of Independence

Although the initial preparations for the war began sporadically, it gradually turned into a people's war. People from all sectors of society—farmers, workers, students, youths—as well as Bengali members of the army, EPR, police and Ansar joined this war. After a bloody nine-month war, Bangladesh emerged as an ındepeṅdent country.

Activity Write briefly about Major Ziaur Rahman's declaration of independence.

Lesson-5: Preparation for Liberation War and the Formation of Interim Government

The Government of People's Republic of Bangladesh that formed during Liberation War was known by different names. This is sometimes called 'Interim Bangladesh Government' and again it is sometimes called 'Government -in -Exile of Bangladesh'. But this is also known as 'Mujibnagar Government'. The Liberation War was conducted and independence was gained under the leadership of Mujibnagar Government.

Mujibnagar or Interim Bangladesh Government was formed on 10th April 1971. Members of Mujibnagar Government took oath on 17th April, 1971. The oath taking ceremony was conducted by Professor Yusuf Ali.

Awami League chairman Sheikh Mujibur Rahman was the president of Mujibnagar Government (official commander-in-chief of the armed forces). Syed Nazrul Islam became the vice-president (acting president and commander-in-chief of Liberation War in absence of Sheikh Mujibur Rahman) and Tajuddin Ahmed became the Prime Minister. Other three ministers were: Finance Minister M. Monsur Ali, Home, Relief and Rehabilitation Minister A.H.M. Kamaruzzaman, Foreign Affairs and Law Minister Khandaker Mushtaq Ahmed.

Activities of Bangladesh Government (Mujibnagar Government)

For the conduct of administration in each country there are different ministries and different directorates under these ministries. Mujibnagar Govt. also had those. These are: Defense, Foreign Affairs, Finance, Industries and Commerce, Cabinet-Secretariat, General administration, Health and Family Planning, Relief and Rehabilitation, Engineering Department, Planning Commision, Youth and Reception Camp Control Boards, Establishment, Local Administration, Information and Broadcasting, Home Affairs, Parliamentary Affairs, Agriculture, etc.

Prime Minister Tajuddin Ahmed divided the country into 11 administrative zones in July 1971 in order to establish national unity during the war. These zones were called Regional Administartive cuncils. Every Cuncil had its

headquarters, a chairman, member, administartive officer and other employees. An eight-member advisory board under the leadership of Tajuddin Ahmed was formed. Apart from Awami League leaders, senior leader National Awami Party President Mowlana Abdul Hamid Khan Bhasani, Communist Party chief Moni Singh, NAP (Muzaffar) leader Muzaffar Ahmed and Congress leader Monoranjan Dhar were the members of this advisory board. Besides, planning commission of Mujibnagar Government was also formed with Dhaka University Prof. Dr Muzzaffar Ahmed Chowdhury as its chairman.

Activity Introduce Bangladesh Government (Mujibnagar Government)

Lesson 6: Formation and Activities of the Liberation Forces

The Mujibnagar Government took extensive plans to wage the Liberation War in an organised and well-planned manner. Colonel M. A. G. Osmani was the Commander-in-Chief of the Liberation Forces. In addition, Colonel (Retd.) Abdur Rab served as the Chief of Staff. Group Captain A. K. Khandaker was the Deputy Chief of Staff.

The 11 Sectors of the Liberation War

To wage the Liberation War efficiently, Bangladesh was divided into 11 sectors. For each sector, one sector commander was appointed. Every sector was further divided into several sub-sectors. The details of the sectors are given below:

Sector One: Sector 1 was formed with the areas of Chattogram, the Chittagong Hill Tracts, Cox's Bazar, and the eastern part of Noakhali district up to the Muhuri River. Its headquarters was located at Harina in Khagrachhari. The Sector Commander was Major Ziaur Rahman and later Captain Rafiqul Islam.

Sector Two: Sector 2 was formed with the areas of Dhaka, Cumilla, Akhaura, Bhairab, Faridpur and parts of Noakhali district. Its headquarters was located at Melaghar in Agartala. The Sector Commander was Major Khaled Mosharraf and later Major A. T. M. Haider.

Sector Three: Sector 3 included Habiganj, parts of Cumilla district on the east side of the Akhaura–Bhairab railway line, and some areas of Kishoreganj and Dhaka districts. Its headquarters was at Teliapara in Habiganj. The Sector Commander was Major K. M. Shafiullah and later A. N. M. Nuruzzaman.

Sector Four: Sector 4 covered the eastern part of Sylhet district, excluding the area west of the Khowai–Shaistaganj railway line, and extended east and north

up to the Sylhet–Dawki road. Its headquarters was first at Karimganj in Assam, and later moved to Nasimpur. The Sector Commander was Major Chitta Ranjan Dutta and later Captain A. Rob.

Sector Five: Sector 5 included the border areas of Greater Mymensingh and the northern and western parts of Sylhet district, west of the Sylhet–Dawki road. Its headquarters was at Banshtola in Sunamganj. The Sector Commander was Major Mir Shawkat Ali.

Sector Six: Sector 6 was formed covering the entire Rangpur region, except the areas near Thakurgaon and the banks of the Brahmaputra River. Its headquarters was at Burimari in Lalmonirhat. The Sector Commander was Wing Commander Khademul Bashar.

Sector Seven: Sector 7 was formed with the areas of Rajshahi, Pabna, the entire Bogura (except the area near the Brahmaputra River), the southern part of Dinajpur, and some parts of Rangpur. Its headquarters was located in South Dinajpur of West Bengal. The Sector Commander was Major Nazmul Haque and later Kazi Nuruzzaman.

Sector Eight: Sector 8 included the entire districts of Kushtia, Magura, Jhenaidah and Jashore, parts of Faridpur and the northern area of the Daulatpur–Satkhira road. The sector headquarters was located at Kalyani in Nadia (India). The sector commander was Major Abu Osman Chowdhury and later Major M. A. Manzur.

Sector Nine: The entire Barisal and Patuakhali regions, along with the southern part of Khulna from the Daulatpur–Satkhira road, were included under Sector 9. The sector headquarters was located in Karimganj, Assam. The sector commander was Major M. A. Jalil and later Major Zainul Abedin.

Sector Ten: The coastal areas, naval commandos, and inland water transport were under Sector 10. This sector did not have a regular sector commander. It was a special force under the direct command of the Chief of the Army.

Sector Eleven: Sector 11 included the entire Mymensingh and Tangail districts except Kishoreganj, along with the Jamuna River and its surrounding areas from Nagarbari–Aricha to Phulchhari–Bahadurabad. The sector headquarters was located at Mahendraganj in Meghalaya. Major Ziaur Rahman was the first sector commander, followed by Major Abu Taher and Squadron Leader M. Hamidullah Khan.

Brigade Forces

The entire frontier was divided into three brigade forces besides 11 sectors and other sub-sectors. Forces were named with the first initial the commanders of the brigades. Major Ziaur Rahman was the commander of 'Z Force', Major A.K.M. Safiullah was the commander of 'S Force' and Major Khaled Mosharraf was the commander of 'K Force'.

Regular and Irregular Forces

Freedom fighters were divided into two groups; 1. Regular Force and 2. irregular Force.

1. Regular force: This force consisted of Bangalee soldiers of different units of East Bengal Regiment. They were officially named M.F. (Muktifauz). Bangladesh Government formed Army, Air force and Navy as the regular force during the Liberation War.



Guerrila Operation at Kamalapur Railway Station

2. Irregular Force: This force consisted of students, youths, workers, farmers and freedom fighters of all other levels. This force was formed as occasional force under different sectors. The official name of this force was 'Gano Bahinee' or F.F (Freedom Fighters). Members of this force were sent to conduct guerrilla war in their own areas.

Regional Force: Some forces were formed in different regions outside sector areas. Prominent among them are: 'Kaderia Bahinee' (Tangail), 'Afsar Battalion' (Bhaluka, Mymensingh), 'Baten Bahinee' (Tangail), 'Hemayet Bahinee' (Gopalganj, Barishal), 'Halim Bahinee' (Manikganj), 'Akbar Bahinee' (Magura), 'Latif Mirza Bahinee' (Sirajganj, Pabna) and 'Zia Bahinee' (Sundarbans).

Not only on land, Bangalee Naval Commando Force launched their first operation named 'Operation Jackpot' under sector 10. They carried out this operation simultaneously at chattogram and Mongla sea ports and Chandpur and Narayanganj river ports. They launched the attacks in the early hours of 16 August, after 12 midnight of 15 August in 1971. The suicide attacks of Bangalees destroyed 26 ships from Pakistan and other countries carrying weapons, food and fuel.

Contribution of Women

Women were both directly and indirectly involved in the War of Liberation of Bangladesh. Women's participation in frontline warfare, their role as co-combatants and as service providers in the battlefield had contributed immensely. Standing before death, women sent children, brothers and husbands to the war with a smiling face. They had been victims of killing, destruction and brutality. Again, they contributed to the Liberation War by hiding weapons, providing shelter and food to the freedom fighters, providing information, as an organiser and motivating through cultural activities. After all, women sustained Bangladesh by keeping their families alive amid the horrors of war. The valiant freedom fighters Taraman Bibi and Dr. Sitara Begum have been conferred with the title of Virpratik for their outstanding contribution to the War of Liberation.

Activity-1 Point out the sectors of Liberation War drawing a map of Bangladesh.

Activity-2 Describe the formation and activities of Bangladesh Government (Mujibnagar Government).

Lesson-7 : Anti-Liberation Forces in the Liberation War

According to the then statistics, almost seven and a half crore people lived in Bangladesh and almost all of them were in favour of the Liberation War. But a limited number of our people were against it. They collaborated with Pakistani forces betraying the interest of the people. During the War of Liberation, they were included in forming several subordinate groups of the Pakistan army such as Peace Committee, Rajakar, Al-Badr, Al-Shams, etc.

Activity Who were against the War of Liberation?

Lesson-8: The Help and Assistance from Home and Abroad in Liberation War

A. The Role of Expatriated Bangalees and Diplomatic Activites

The Mujibnagar Government appointed Dhaka University Vice-chancellor Justice Abu Sayeed Chowdhury as a special ambassador to mould public opinion for the Liberation War in the outside world. He tried to get public support and create public opinion in support of it. Bangalee officers serving at the embassies in Sweden, Switzerland, the United Kingdom, the United States, Iraq, the Philippines, Argentina, India and Hong Kong were prominent among those who extended their support for Bangladesh without fear for their life and jobs. Their resignation and allegiance to the Bangladesh government made a revolution in the entire world. Representatives of 47 UN countries discussed the Bangladesh issue on the initiative of Justice Abu Sayeed Chowdhury.

Bangladesh Government (Mujibnagar Government) established two missions: one at Delhi and the other at Kolkata at the beginning of the Liberation War. The first mission was established at Kolkata. Besides, Mujibnagar Government established missions also at Washington, New York and London. These missions arranged processions, gatherings and functions and contributed to mould opinions of parliament members and in educational institutions including universities.

B. Role of Other Countries of the World

Many big and small countries, especially neighbouring India, Soviet Union, the USA and China got involved in the war in different ways. Among the countries, India and Soviet Union were directly in our favour. On the other side, China and United States favoured Pakistan.

India

The role of India is important to draw the attention of the world to our War of Liberation. Indian Government criticised the genocide of Pakistani forces which started on 25th March.



Refugee Camp



Visiting Refugee Camp by Shrimoti Indira Gandhi

The Indian Government gave shelter to about one crore refugees who crossed the border to save themselves from the genocide.

Armed training was given to Bangalee youths in India from the last part of April and this continued up to November. Besides, India also helped to run the functions of exile Government at Kolkata and to set up 'Swadhin Bangla Betar Kendra' of Bangladesh Government.

A significant number of officers and Soldiers of the Indian Army Were Killed while supporting Bangladesh during its War of Independence in 1971. Indian people of all levels extended spontaneous support and came forward to render all possible help in our Liberation War.

Alongside the government initiatives, the famous Indian artiste Ravi Shnkar came forward to organise the 'Concert for Bangladesh' in New York. UK singer and Beatles star George Harrison joined in this concert. The money that was earned from the concert was given to Bangladesh Government (Mujibnagar Government).



George Harrison at the Concert for Bangladesh

Soviet Union

The then Soviet Union played a very significant role in favour of our Liberation War. Soviet Union was with Bangladesh from the beginning till the end of our war. The Soviet president Nikolai Viktorovich Podgorni wrote a letter to President Yahya in the beginning of April to stop genocide in Bangladesh. Soviet Union decided to prolong ceasefire when war finally broke out on 3rd December. Their aim was to give joint forces necessary time and opportunity. The Soviet Union used its right of veto in UN Security Council to maintain ceasefire at any cost till the joint forces could capture Dhaka. Their aim became successful.

United States

The Government policy of the United States supported Pakistan during the Liberation War of Bangladesh. In the beginning, the US Government helped Pakistan by giving them arms and support.

But the US Government had to give financial support to Bangalee refugees living in India under the pressure of internal opposition parties.



Visiting refugees camp by Edward Kennedy

India-Pakistan war broke out on 3rd December in 1971. Since then United States adopted anti-Indian and pro-Pakistani policy. This role of the USA went against Bangladesh. At this time, the USA sent the 7th Fleet to the Indian Ocean to help Pakistan. But observing international reaction, they did not put the 7th Fleet in action. The USA also conducted diplomatic efforts for a ceasefire when Pakistan was on the verge of defeat and thus wanted to make our Liberation War meaningless. But USA parliament congress and many members of Senate, different Newspapers, artistes, writers, intellectuals and politicians, people of all levels played a role in favour of Liberation War of Bangladesh.

International News Media and Journalists

The foreign pressmen started to collect information about the genocide and destruction done by Pakistan. They started this from the date when 'Operation Search Light' commenced from 25th March, 1971. It is they who first spread the message of genocide and barbarity committed in Bangladesh to the outside world. Simon Dring is a journalist of this type. The Pakistan Government made some foreign journalists visit some areas of Bangladesh in the middle of 1971. They were allowed to visit only some occupied areas. Pakistan Government then asked them to make a positive report in their favour. But their attempt did not work. Having the spot idea of everything, they came to know all about atrocities of Pakistani forces and wrote about the facts. Anthony Mascarenhas made it known to world by radios and newspapers. BBC journalist Mark Tally made news in favour of the Liberation War during the entire time. Besides, many Bangalee journalists, though living in an occupied country, sent news outside at the risk of their lives.

They had to pay a heavy price for this to the enemies. Nizamuddin and Nazmul Huq, two martyrs of '71 are the journalists of this type. Besides, Akash Bani, BBC and VOA broadcast news in support of our Liberation War. "Sangbad Porikroma" a news roundup broadcast by Akash Bani at every night was a very popular programme.

Different programmes of Swadhin Bangla Betar Kendra including 'Bajra Kontho' and 'Charampatra' inspired the listeners during the Liberation War.

Activity-l Give a description of the pro- and anti-powers of Liberation War of Bangladesh.

Activity-2 Describe the significant role played by the expatriate Bangalees in organising the Liberation War.

Activity-3 Describe the role of India in the Liberation War.

Activity-4 Prepare a wall magazine based on the Liberation War of Bangladesh collecting information and pictures from libraries, museums and other sources.

Lesson-9: Final Battle under the Command of Joint Forces


Opperation of joint force

The freedom fighters started confronting the Pakistani force in the battlefield right from the month of May 1971. Trained Guerrilla fighters entered the country from June and they started heavy attacks on the Pakistani forces. At this, Pakistani soldiers became confused. Indian forces began to help freedom fighters in the war field for the middle of November. On 13rd November, two battalions of Indian Soldiers built bases with tanks at Jashore.

Bangladesh and the Indian Government formed a joint command on 21st November with a view to launching stronger attack on Pakistani forces. It was formed in coordination of the Freedom Fighters and Allied force. Indian forces that helped freedom fighters during Liberation War were called 'Mitra Bahinee' (Allied Force). The Liberation War got a momentum with the formation of joint forces.

Pakistan-India war broke out in December when Pakistan Air force attacked some of the Indian air bases on 3rd December. Then an attack started in Bangladesh border under the command of the joint force. Air raid was also conducted side by side at different key installations. India recognised Bangladesh as a sovereign country on 6th December. Joint force entered Jashore the next day when Jashore air port was occupied. During the next two days, on 8th and 9th December, Cumilla, Brahmanbaria and Noakhali came under the control of the Allied Force (Mitra Bahinee). On 10th December Hotel Intercontinental was declared as neutral zone and all foreigners and diplomats living at Dhaka were given shelter there. The British and the citizens of other countries were evacuated by a special flight from Dhaka that day. Mymensingh, Hilee, Kushtia, Khulna, Rangpur, Rajshahi, Dinajpur and Sirajganj were liberated between 11th and 12th December.

Last Battle of the Joint Forces

The Joint forces conducted air raids over different military settlements at Dhaka on 12th December. They started to proceed towards Dhaka from all directions. Meanwhile, Pakistani forces started to surrender in different frontiers on the border. Dr Malik, the governor of the Pakistan government, stepped down and took shelter in Hotel Intercontinental.



Governor house attacked by joint forces

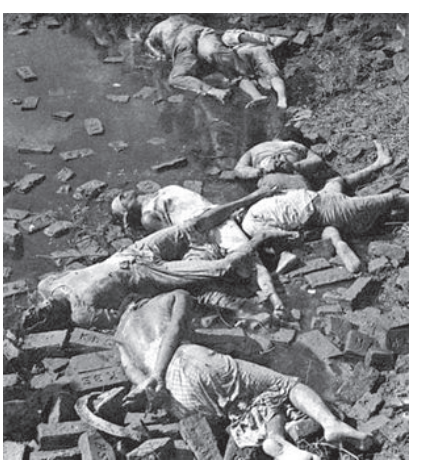
By 14th December, Pakistan forces surrendered in almost all big towns and cantonments except Dhaka. The war of Pakistani forces ended that very day. Dhaka city was then surrounded by the joint forces. The surrender of Pakistani force was imminent. To smooth the process of surrender both parties agreed to a ceasefire called by the Commander in Chief of Liberation War till 3 PM of 16th December.

Activity-1 Write in short about freedom force, allied force and joint force.

Activity-2 Collect the pictures of Bangladesh Liberation War and jointly arrange an exhibition.

Lesson-10: Genocide (Mass Killing) and Tortures

The occupation Pakistani force conducted mass killings mercilessly during the entire 9 months of Liberation War. They started killing the unarmed Bangalees from the midnight of 25th March. They attacked the cantonment, EPR directorate, Police Lines, Ansar Barracks and started to kill and arrest the Bangalee members from that very night. Besides, in different parts of Dhaka city including Dhaka University, BUET and Tatibazar they continued genocide and set fire to the houses of the people. Professor Govinda Chandra Dev, Jyotirmoy Guha Thakurota, ANM



Intellectuals executed in Dhaka, December 1971

Muniruzzaman of Dhaka University were the victims of genocide that night. Politician Shahid Mashiur Rahman and many others were taken away. They were detained and tortured to death later.

They killed the intellectuals at a mass scale from the beginning till the end of Liberation War with a view to making the country barren and devoid of merit. Prominent personalities like Shahid Saber, Ranada Prasad Saha, Nutun Chandra Singh, politician Dhirendranath Dutta, musician Altaf Mahmud were the victims of this merciless killing. Inside the country, people were seized. Even the captive people became victims of the mass killing of Pakistani force and their collaborators. One of the heinous massacres in history took place in Chuknagar of Dumuria Upazila of Khulna on May 20 by the Pakistani army.

On 3rd December, 1971 when the defeat of the Pakistani force was almost certain they made a plan to make Bangladesh barren of merit. According to this plan, they mercilessly killed the greatest sons of the soil: intellectuals, teachers, journalists, doctors and musicians. Literateur Professor Munir Chowdhury, friction writer Anowar Pasha, literateur and journalists Shahidullah Kaiser, Journalists Nizamuddin and Sirajuddm Hossam, writer Selina Parveen, Dr. Fazle Rabby and Dr. Alim Chowdhury and others were the victims of these merciless killings. Most of the valiant sons of nation were picked up from 10 to 14 December 1971. So, every year we observe 14th December as 'Martyred Intellectual Day'. After the victory, the bodies of these valiant sons of nation were found in various mass graves including Rayer Bazar.

In their attempt to conduct this planned genocide, Pakistani forces and their collaborators set up Killing fields in this country. Among the mass graves, the big ones are located at Rayer Bazar at Dhaka, Pahartali at Chattogram, Khalishpur at Khulna and Shamser Nagar at Sylhet. The killers also built numerous slaughterhouses on deserted river banks and tea gardens in various districts and sub-divisions across the country.

Activity-1 Make a team to collect the photographs of liberation martyrs and then make an album with their identity.

Activity-2 Arrange a programme in your institution to give reception to freedom fighters and to hear their experiences.

Lesson-11: Surrender of Pakistani Forces

The Liberation War of Bangladesh came to an end on 16th December 1971. Pakistani forces accepted their tragic defeat and surrendered to the Joint Forces that day. Through this, we got our dear motherland Bangladesh.



Surrender of Pakistan force

The function of surrender was headed by Lt. General Zagzit Singh Aurora, the commander of the joint forces. Group captain A. K. Khandokar, the deputy chief of Mukti Bahinee, was present there as a representative of Mujibnagar Government. Colonel M A G Osmani, the Commander in Chief of Mukti Bahinee, was not present. Lt. General Aurora and Lt. General Niyazee signed the documents of surrender at Racecourse Ground sitting at a table under the open sky on behalf of their respective sides. Ninety-three (93) thousand Pakistani soldiers were imprisoned.



Expression of Victory by Freedom Fighters on 16th December

Thus, owing to the heroic fight of our freedom fighters, the strong desire of our people for freedom, the strong unity of all countrymen, active help of allied force (Mitra Bahinee) and the support of people all over the world together resulted in the successful completion of our Liberation War only in 9 months. We got independent sovereign Bangladesh at the cost of 30 lakh martyrs.

Activity Describe the scene of surrender at the Racecourse ground.

Lesson-12: Democratic Movements in Bangladesh: The Mass Uprisings

In the history of Bangladesh's democratic struggle, the Mass Uprising of 1990 and the Mass Uprising of July 2024 are tow significant events. These uprising were the successful reflection of the united movement of the people for establishment of democracy, good governance, social equality. In the history of Bangladesh's democratic journey, the importance of these two uprisings is immense.

The Mass Uprising of 1990

The mass uprising began as a united protest against the military ruler Hussain Muhammad Ershad in 1990. He came to power in 1982 through a military coup, curtailing political freedom. As a result, democracy and freedom of expression were suppressed. Corruption, oppression, and misrule increased. To be free from this misrule, students, professionals, political leaders, and the general public launched a movement.

On November 10, 1987, Noor Hossain was shot dead by police while protesting with the slogans “Down with autocracy” and “Let democracy be freed” written on his body. This intensified the movement. By late 1990, the anti-Ershad movement reached its peak. In October 1990, 24 student organizations united to form the "All-party Student Unity." In November, the 8-party alliance, the 7-party alliance, and the 5-party left alliance all declared support for the movement. Their joint effort pushed the movement to a nationwide level. As the movement intensified, public outrage and protests increased. On November 27, Dr. Shamsul Alam Khan Milon, a teacher at Dhaka Medical College, was killed by pro-Ershad forces. This enraged the public even more. Facing unstoppable mass protests, Hussain Muhammad Ershad was finally forced to resign on 6 December, 1990. A neutral caretaker government was formed, and election was held. Thus, the country was brought back on the path of democratic governance.



Mass Rally during the Dhaka Blockade, 10 November 1987

Causes of the Mass Uprising of the 1990s

The main reasons behind the mass uprisings of the 1990s include-

a. military and autocratic rule
b. lack of credible and fair elections
c. absence of good governance
d. widespread corruption
e. lack of public confidence in the governance system

July Mass Uprising

The uprising that occurred in July-August of 2024 is known as the 'July Mass Uprising'. From June 5, 2024, students from Dhaka University and across the country began a peaceful movement demanding the reform of the discriminatory

quota system in government jobs. During a peaceful program at Dhaka University on July 15, Chhatra League leaders and activists attacked with local weapons. Many, including female students, were injured in the Chhatra League attack. Such a brutal attack on female students outraged people across the country. The next day, on July 16, Chhatra League, armed activists of the Jubo League and members of the law enforcement agencies attacked again activists in favour of the movement across the country.

On that day, six people were killed across the country, including Abu Sayeed in police firing in Rangpur, and Wasim Akram in a Chhatra League attack in Chittagong. After that, the movement spread like wildfire, changing the course of the movement. Students, youth, men and women and general people across the country came together and took to the streets to demand nine points. Anti-government political parties joined the movement. Various professionals including teachers also actively participated in the movement. To suppress this non-violent movement of the students and the public, the then Prime Minister Sheikh Hasina, who was elected by a farce vote, resorted to violence. As a result, the nine points turned into a one-point movement. Then on August 3, 2024, a one-point announcement of Sheikh Hasina's resignation was made by the anti-discrimination student movement from the Central Shaheed Minar. The special feature of this movement, which spread with the participation of people from all walks of life across the country, was the large-scale participation of female students, madrasa students, private university students and the general working class. Failing to suppress this mass movement, fascist Prime Minister Sheikh Hasina finally resigned and fled the country on August 5, 2024.



Shaheed Abu Sayeed in the July Movement

Causes of the July Uprising

The main causes of the July Mass Uprising are-

a. Discriminatory quota system in government jobs;
b. Long-term fascist rule and oppression;
c. Indiscriminate killings and genocide during the movement;
d. Ineffectiveness of state institutions, including the judiciary;
e. Social, political and economic inequality;

f. Deprivation of the people's right to vote;
g. Absence of good governance and democracy;
h. Disappearances, murders, and persecution by the government forces;
i. Widespread looting and money laundering;
j. Corruption, inflation and economic fragility, etc.

The fall of Sheikh Hasina and the end of fascism:
The fall of all fascist regimes in world history is an inevitable reality. Similarly, the fall of Sheikh Hasina and the end of fascism in Bangladesh were inevitable. Because no repressive regime can last forever. During Sheikh Hasina's regime, the rights of the people were taken away by disappearances, murders, repression and the destruction of the electoral system. Although this form of fascism could survive for some time through state power and propaganda, the lesson of history is that such regimes fall through mass movements or political awakening. Sheikh Hasina's government had already become weak from within due to the people's distrust of the government, the anger of the young society and the fifteen years of movement and struggle of the political parties. Finally, when the mass movement of the students and the masses began in 2024, the fascist Sheikh Hasina made a last-ditch effort to remain in power by carrying out brutal massacres. But all of Sheikh Hasina's efforts failed due to intense public resistance. The students and the masses won. The fascist Sheikh Hasina fled. A groundbreaking chapter was written in the political history of Bangladesh. The new Bangladesh embarked on a journey of aspiration for democracy and good governance.


Student and Masses at Parliament area 5th August

Group Work:

1. Present before class the major causes of the Mass Uprising of 1990 in brief.
2. Work in groups to identify three important causes of the July Uprising from your perspective and discuses why these causes are significant.

Sample Questions

Multiple choice Questions

1. On which date of 1971 was Bangladesh Government at Mujibnagar formed?

a. 26th March
b. 10th April
c. 27th March
d. 17th April

2. The key lessons derived from the July 2024 uprising are-

i) if we remain united, any injustice can be resisted

ii) autocracy will never return to Bangladesh

iii) the absence of good governance makes people indignant

Which of the following is true?

a. i & ii
b. i & iii
c. ii & iii
d. i, ii & iii

Read the following stem and answer the questions No. 3 and 4.

Naomi, an eighth-grade student, participated in a music competition on the occasion of Independence Day on March 26. At the beginning of the event, one of the judges addressed the participants and said—During our Liberation War, a world-famous artist in New York performed a song highlighting the sufferings of the people of Bangladesh. This performance helped introduce Bangladesh to the world.

3. Which world-famous artist is referred to in the passage?

a. Bob Marley
b. David Bowie
c. George Harrison
d. Bob Dylan

4. What was inspired by the song mentioned in the passage?

a. Collection of war weapons
b. Strengthening the independence movement
c. Accelerating UN recognition
d. Creating global public support for independence

1. Creative Questions



Picture-1
Genocide scene of the 2nd World War



Picture-2
Expedition scene of joint forces during the Liberation War of Bangladesh

a. Who was the representative of the Mujibnagar Government at the surrender ceremony?

b. Explain the idea of mass killing.

c. Which historical incident is indicated in picture- I?

d. Did the activities of the force mentioned in picture-2 expedite the independence of Bangladesh? Analyse it.

2 . While still a university student, Nasif's father participated in the Liberation War. Without any formal military training, he organised and commanded a force in a neighburing country, in which many female freedom fighters also engaged in direct combat.

a. When was the flag of independent Bangla first hoisted?

b. When was the joint force formed?

c. Apart from the scenario mentioned in the stimulus (stem), how else did women participate in the Liberation War? Discuss.

d. There were many regional forces having no training from the country mentioned in the stem who played vital roles in the liberation war - evaluate the statement.

Short Answer Questions

1. What is ‘Operation Searchlight’ ? Explain.
2. Who were the members of the Mujibnagar Government?
3. Who declared the independence and when?
4. What expectations do you have in the aftermath of the July uprising?

Chapter Four

Economy of Bangladesh

Bangladesh is mainly an agricultural country. Most of the people of this country live in the villages. Agriculture is the main source of their livelihood. Besides, some of the village people are weavers, potters, blacksmiths, grocers, shopkeepers and small traders. People of the town are mainly service holders and businessmen. Besides, among the people of the town many are rickshaw pullers, some are small shopkeepers, hawkers, labourers and workers. All these jobs are done on personal initiative. Side by side, there are some state-owned industries, railways, highways and water transports. There are also welfare oriented sectors like education and health. At present many industries and business organisations have been established in the country under private sector ownership. These play a vital role in the development of the country. Besides, a large number of people are being employed in this private sector. The economy of Bangladesh is flourishing with the help of both of these government and non-government sectors.

By the end of this chapter we will be able to-

- explain with examples GDP, GNP, Per-capita income;
- describe the sectors contributing to Gross Domestic Product;
- explain the idea of human resource development;
- describe the condition of human resource development of Bangladesh and compare it with other countries;
- explain human resource development index;
- compare Bangladesh with some developing countries regarding human resource development index;
- explain the importance of remittance sent by the Bangladeshis living abroad on our economy;
- have the mindset to play an active role for country's development on the basis of human development index.

Lesson-1: Gross Domestic Product (GDP)

GDP is the monetary value of all goods and services produced every year by the citizens (native and non-native) living in the country. GDP is estimated to understand the overall economic capability of a country.

If any citizen works abroad and sends money or any company runs business abroad and sends money to the country it will not be counted as Gross Domestic Product and it will not be added to GDP. It is mainly the monetary value of internal products.

Gross National Product (GNP)

Gross National Product GNP is the total monetary value of all goods and services produced by the citizens of a country within a specific period (usually a year). In other words, the citizens of a country may work or run business anywhere in the world. When they send the earned money to their country it is included in the economy of the country and is considered as the gross national product. GNP is estimated to realise the contribution of the citizens of a country to its economy. For example, any individual or a business firm works or runs business abroad and sends money legally to Bangladesh; it will be the part of gross national product.

Per Capita Income (PCI)

When the sum of Gross National Income is divided by the population we get per capita income. By means of per capita income we can measure the overall standard of living of a country. The more the per capita income is, the higher the standard of living is and this indicates prosperous economy.

$$Per\ Capita\ Income = \frac{\text{Gross National Income of a Year}}{\text{Total Population of the Year}}$$

For example, in 2011 the population of a country was 10 crore and the gross domestic product was 5000 crore US dollars.

$$So\ Per\ Capita\ Income = \frac{5000 \text{ crore US dollars}}{10 \text{ crore}}$$
$$= 500 \text{ US dollars.}$$

The aim of increasing production in agriculture, industry and service sectors of a country is to increase income of the people. This increase of income improves their standard of living. It gives us liberty from poverty. After independence of Bangladesh, per capita income has increased; as a result the standard of living is improving gradually. Our percapita income during the financial year 2010 was 928 US dollars, where as this amount increased at 2784 US dollars during the financial year 2023-2024.

How much developed or underdeveloped a country is- that is determined by some indicators. The indicators are gross national product (GNP), per capita income of the people, their living standards, etc. Economic condition of Bangladesh is improving based on these indicators. The rate of growth of our economy is increasing every year. Our domestic production and the contribution of our overseas workers and other job-holders have made this growth possible. A statistics of Bangladesh Bank shows that the amount of our gross domestic product during the financial year 2004-2005 was Tk. 3,70,707 crore. Whereas the amount of our GDP during the financial year 2023-2024 was 50,48,027 crore taka. (Source: Bangladesh Economic Survey-2024)

The main aim of increasing production and income in agriculture, industry and welfare sectors of the country is to improve the standard of people's life style. Any increase in production will have an effect in the people's life standard; poverty will come down, purchasing ability of people will increase and there will be more scopes for employment, unemployment will be decreased. If we can control the growth rate of our population, our country will develop much in the judgement of progress indicators.

Activity Explain your idea about national production and Per Capita Income.

Lesson-2: Contribution of Different Sectors to the Gross Domestic Income of Bangladesh

We can mention the names of many sectors as the source of Gross Domestic Product in Bangladesh. They are agriculture and forest, fishery, industry, mineral, electricity, gas and water, construction-industry, wholesale and retail marketing, hotel, restaurant, transport and communication, bank and insurance, health and social welfare, trade, commerce and excise, etc. Of them, the accounts of our national production and income in some sectors are given below:

a) Agriculture Sector : Food grins, vegetables, fishery and forest resources are included in this sector. The contribution of this sector during the financial year 2017-2018 was 13.14% and the growth rate was 3.54%. The contribution of this sector during the financial year 2023-2024 was 11.02% and the growth rate was 3.21%.

b) Fishery: During the financial year 2017-2018, the contribution of fishery sector to local production or GDP was 2.77% and the growth rate was 4.93%. The amount of the contribution in the financial year 2023-2024 was 2.38% and the growth rate was 2.81%.

c) Industry Sector: The contribution of industry sector to Gross Domestic Production during 2017-2018 financial years was 33.85% and the growth rate was 10.20%. The amount of contribution of this sector will be much more if we include garment industry, electricity, gas, water supply, mineral resources and construction industry in this sector. The contribution of this sector during the financial year 2023-2024 was 37.95% and the growth rate was 6.66%.

d) Wholesale and Retail Marketing: During the financial year 2017-2018, the contribution of this sector to our Gross Domestic Product was 14.75% and the growth rate was 8.74% The contribution of this sector during the financial year 2023-2024 was 15.32% and the growth rate was 6.19%.

e) Transport and Communication: The contribution of this sector to our Gross Domestic Product income during 2017-2018 financial year was 7.88% and

the growth rate was 6.74%. During the financial year 2023-2024, the conurbation was 7.25% and the growth rate was 5.24%.

f) Health and Welfare Sector: The contribution of this sector to our Gross Domestic Product during the financial year 2017-2018 was 2.89% and growth rate was 9.20%. During the financial year 2023-2024, the contribution was 3.57% and the growth rate was 10.07%.

(Source: Bangladesh Economic Survey-2024)

Significance of GDP in the Economy of Bangladesh

The contribution of agriculture to our gross national production is the biggest if we calculate sector-wise. The role of industries is also becoming more significant day by day. Besides, welfare sectors are also contributing greatly in the economy of the country. The modern world depends on technology. If we can utilise technology in agriculture, industry, communication and welfare sectors, we will be able to expedite our national development and increase our national income. We should maintain coordination in the development of different sectors by adopting proper plans. We also should maintain a balance of income. If we can do so, this will help to upgrade people's standard of life.

Activity Make a list of sectors which are playing a significant role to increase Gross Domestic Product of Bangladesh and give description of sector-wise contribution.

Lesson-3: Human Resource Development in Bangladesh

Human Resource Development

A human being becomes an asset of the state and society only when she or he can do something. Some become resource for the society and the state by their physical labour. Some innovate and help innovating new resource with the help of merit. Those who employ their merit and labour to increase production in agriculture, industry and service sectors of the country turn themselves into manpower. This sort of manpower is called human resource. Human resource means to turn every unskilled person into skilled manpower or asset. It is possible to develop human resource with the proper education, training, housing, medicare and food.

Not unskilled but only skilled human beings can contribute to the economic development of a country. So, we have to make sure that every human being can have the opportunity to attain knowledge through education. We have to develop necessary skills through education and training. We have to arrange proper medicare so that one can work according to one's skill. Threrefore, human resource development means to make skilled and productive human beings through training on the basis of need.

Human Resource Development in Bangladesh:

According to the Economic Survey of Bangladesh 2024, the population of the country was 171,466,990 up to the year 2023. In the census of 2022, it was reported that the population of Bangladesh was 16 crore 51 lakh 58 thousand 616 people. As per the latest Labor Force Survey conducted by BBS, 2023-2024 the economically active labour force over 15 years is 7.35 crore. Among this labour force, 45 percent is engaged in agriculture, 17 percent in industry and 38 percent in various services. Of the total labour force population, 4.8 crore males and 2.55 crore females are employed. The rest of the people are not engaged in full-time work. Among them there are children under 15 years old and old people.

The literacy rate of our country is increasing rapidly. Nowadays, the literacy rate of Bangladesh is 77.9% (Source: Bangladesh Economic Survey 2024). The literacy rate in our country in 2009 was 54.8%. We have great problems in health, medicare and housing. As a result, it is difficult to improve skill and create employment for our large population. Some of the people cannot afford to provide food and education to their children due to poverty. As a result, they cannot become skilled in manpower rapidly. This circle is called the 'vicious circle of poverty'. If we read the example below, it will be clear to us how this circle stands on the way to develop manpower.

Poor people do not have sufficient food to eat, so they possess ill-health. They cannot work. As a result, their income is less. Due to less income their savings is small. Their small savings creates small Capital; as a result, investment becomes small. When there is small investment, it cannot create new employment. So, due to lack of employment they remain poor. Thus, the cyclic order of poverty hampers human resource development. It is necessary to provide food security to the people of Bangladesh to develop the condition of human resource development. We have to invest in the sectors of health and nutrition, education and vocational education. Finally, we must create employment for all.

Activity How does the vicious circle of poverty obstruct human resource development?

Lesson-4: Human Development Index

The labour which we cannot sell in the market is not counted in GDP, GNP and per capita income. So, the labour of a large population does not get a position in the GNP. This creates discrimination among people. For example, the household chores done by women are not estimated. So we cannot get the real picture of GDP. On the other hand, the labour of women in household chores becomes worthless.

There are many different problems except the above ones. For this reason human development index is used to know the real condition of the people of a country. Here different indicators are used to know how benevolent the economy of a country is. Some mentionable indicators are average life expectancy, average social inequality, rate of maternal death, unemployment rate, percentage of poverty, rate of child labour, allowance to workless and helpless people, rate of early marriage, rate of early motherhood, rate of income discrimination, percentage of education, environment friendly sustainable development, etc.

To know the life standard of the people of a country, we need to know some controlling indicators. They are called human development indicators, such as literacy rate of the people, admission rate of students, their income, expenditure, their living places, medicare, food, etc. If we assemble all these indicators we can learn the standard of living of the people of a country.

The Position of Bangladesh in Human Resource Development Index

The GDP, GNP and per capita income have increased in Bangladesh. Along with this development, the government of Bangladesh spends 22.31% more than the budget in socio-economic sectors for a balanced economic development and human resource development. According to the Human Development Report 2022, the position of Bangladesh in Human Development Index was 129 which was 142 in 2014. The government has made rules to appoint 60% women teachers in government primary schools. As a result, the percentage of women teachers was 21% in 1991 and now it has increased to 64.9%. Besides, the government has given priority to health, nutrition and population sectors. Consequently, birth rate and death rate have decreased, average life expectancy has increased, infant and maternal mortality rate and malnutrition have decreased notably.

As per the report of Bangladesh Khana-based Income-Expenditure Survey 2022, the poverty rate of the country is 18.7% while the rate of extreme poverty is 5.6%. On the other hand, the income based poverty rate in 2016 was 24.3% and extreme poverty rate was 12.9%

The government has created social security net by providing ready cash allowance and free food to the destitute poor, distressed women, freedom fighters, handicapped people, orphans and many other people in order to bring speed in rural economy. Moreover, the government has successfully implemented the projects 'a House a Farm', 'Ashrayan' and 'Grihayan'.

In terms of per capita income, Bangladesh has become a middle income country from a low one in 2015. In 2018, it has gained. the status of a developing country from a least developed country. Although per capita income, human resource index and evonomic fragility are the conditions for achieving any two of these

three indicators for transition to developing countries, Bangladesh has already improved on the criteria of the three indicators too. If we compare Bangladesh with some developing countries regarding human development index we will realise the authenticity of this recognition.

However, we are still lagging far behind concerning the development of the life standard and creating opportunities to education for the majority of the population. The disparity between the incomes of the rich class and the extremely poor people of the country is also far wide.

Activity Determine the position of Bangladesh in human development index.

Lesson-5: Comparison among Bangladesh and Some Developing Countries

The human development situation of a country is determined by per capita income, rate of admission irrespective of gender, education rate above 15 years, saving rate, medicare expenditure, housing rate, expenditure on consumer goods, unemployment rate, educational expenses, GNI, the number of people spending less than 1.25 dollars a day, birth rate and infant mortality rate, etc. We can realise the condition of human development from the table given below.

The human development index of Bangladesh, India, Pakistan, Srilanka, Malaysia and Indonesia is given below:

Table-1

Indicators	Year	Bangladesh	India	Pakistan	Sri Lanka	Malaysia	Indonesia
Per capita GNI (US Dollar)	2015	1,200	1,580	1,280	3,920	10,350	3,390
	2024	2,820	2,650	1,430	3,860	11,670	4,910
Unemployment rate (% of manpower)	2015	4.4	7.6	3.6	4.5	3.1	4.5
	2024	4.7	4.2	5.5	5.00	3.8	3.3

Source: data.worldbank org/indicator (2015-2024)

Let us examine the above indicators closely. In 2015, the per capita Gross National Income (GNI) in Bangladesh was 1,200 US dollars; in India 1,580; in Pakistan 1,280; in Sri Lanka 3,920, in Malaysia 10,350 and in Indonesia 3,390 US dollars. In 2024, the per capita GNI increased in Bangladesh to 2,820; in India to 2.650; in Pakistan to 1,430; in Malaysia to 11,670 and in Indonesia to 4,910 US dollars. However, in Sri Lanka, it decreased instead of increasing. Look at the table of human development to see other indicators for different countries.

According to the 2025 Human Development Report, Bangladesh and India rank 130th in the Human Development Index, while Pakistan ranks 168th. The life expectancy in Bangladesh is 74.7 years, in India it is 72 years, and in Pakistan it is 67.6 years

The Human Development Index also considers factors like income inequality, gender inequality, extreme poverty rate, and employment rate based on total population.

The Government of Bangladesh has given priority to these issues and so working to achieve Sustainable Development Goals (SDG).

Activity Make a comparative picture between Bangladesh and Sri Lanka in Human Development Index according to Table-1.

Lesson- 6: Expatriates Income or Remittance

The money sent to the country by the expatriate workers is called remittance. The labourers, employees and professionals working abroad send a part of their income to their families by Bank. This money does not only serve their family purpose or improve their life style, but also plays a great role in the development of the country. The money is also being invested in different fields. At present, a great part of national income of Bangladesh comes from remittance sent by the expatriates.

Impact of Expatriate's Remittances on the Economy

At present, millions of people of Bangladesh are working in different countries of the world. The labourers and the other professionals of Bangladesh are working in Saudi Arabia, Kuwait, Qatar, Egypt, Libya, Morocco and other countries of the Middle East. Many people of Bangladesh are doing different jobs in the near and far eastern countries such as Malaysia, Singapore, Brunei, South Korea. Many Bangladeshis are also doing different types of jobs and business in Europe, America, Australia and Africa. According to the statistics of the Ministry of Expatriates` welfare and Overseas Employment, Bangladesh Manpower, Employment and Training Bureau and Bangladesh Bank, the number of Bangladeshis going abroad for the purpose of work in the fiscal year 2022-2023 was 11.38 lakh and the amount of mony they sent (remittance) was 21,610 million US dollars. Whereas, the amount of remittance in the economic year 2008-2009 was 9,689 million US dollars. According to World Bank statistics, the position of Bangladesh was 12th among the countries receiving the highest amount of remittance in the year 2008. This position was upgraded to 8th in 2009. The position of Bangladesh among SAARC countries in this period was 2nd. The economic condition of Bangladesh did not face any crisis even during the economic depression throughout the world in 2008-2009. The main reason of this was the huge amount of remittance sent by the expatriates.

(Source: Bangladesh Economic Survey 2020)

Activity Explain how remittance is playing a great role in the development of country's economic condition.

Sample Questions

Multiple choice Questions

1. Which sector has the highest contribution individually in national production?

a. agriculture b. industry

c. trade d. health

2. Which belongs to national income?

i. signing of a singer

ii. cooking of a housewife

iii. running a business.

Which of the following is true?

a. i & ii b. i & iii

c. ii & iii d. i, ii & iii

Read the following stem and answer the questions 3 and 4.

Shafiq is a youth of 16. But he is very weak due to starvation and half-eating. So no one employs him in work. Owing to financial crisis, his condition is deteriorating day by day.

3. Which factor of the state does Shafiq's ill-condition indicate?

a. economic infirmity b. lack of employment

c. vicious circle of poverty d. lack of training

4. To turn Shafiq into human resource, what we need is -

i. food security

ii. rehabilitation

iii. education

Which of the following is true?

a. i & ii b. i & iii

c. ii & iii d. i. ii & iii

Creative Questions

1. Miss Oshin came to a neighbouring developing country from Japan to collect data for her research work. She observed that the people of the country are engaged in different enterprises to develop the country. The internal annual income of the country is 10,000 crore US dollars. The remittance sent by the expatriates that year amounted 5000 crore US dollars. The population of the country is 15 crore at present. The government is emphasising on the increasing use of machine in agriculture, technology and industry.

a. What was the literacy rate of Bangladesh in 2024 ?

b. Explain 'National Income'.

c. Calculate the per capita income of the country mentioned in the stem.

d. The main objective of the government-led initiatives mentioned in the stem is "to create employment". Evaluate whether that objective could remove discrimination.

2. Mr. Raihan lived in Malaysia for a long time for his job. Recently he has returned to his village. He found that the teenagers of his village and nearby villages do not go to schools and colleges. They spend their time idly doing nothing. Infant mortality rate is also very high. With the help of the respected persons of the village, he has arranged training on different topics and thus managed to create employment.

a. What was the population of Bangladesh in 2022 ?

b. How can we understand how much welfare economy a country has? Explain.

c. What type of asset can Mr. Raihan's initiatives make? Explain it.

d. Analyse the condition of Bangladesh according to the development index mentioned in the stem.

Short-Answer Questions

1. Explain the concept of GDP.
2. How can the population be transformed into human resources? Explain.
3. What is meant by the 'vicious cycle of poverty' ? Explain.
4. How does per capita income affect the standard of living? Explain.

Chapter Five

Bangladesh : State and Government System

The state is a political organisation. Government is one of the elements to form a state. Every independent country in the world has its own government system. Government can be of different types. Every government has some organs. By these organs government has to perform various types of functions. The state is governed according to some principles which are written down in the constitution. After liberation, the constitution of Bangladesh was framed in November 1972. In this constitution the principles and regulations of our country have been mentioned clearly.

By the end of this chapter we will be able to-

- describe the system of government in brief;
- narrate the fundamental rules of running the state of Bangladesh;
- describe the main characteristics of the constitution of Bangladesh and show respect to it;
- describe the formation and functions of different institutions of the government of Bangladesh;
- explain the formation and functions of local government of Bangladesh;
- realise the significance of good governance on governing the state of Bangladesh and accordingly help the ongoing process of good governance.

Lesson-1: Types of Government

Among the four fundamental elements of the state, government is one. This is the basic controlling power of the state. As a ship cannot run without an engine, in the same way a state cannot run without a government. Every function of the state is performed by the government.

The government is an essential element of all the states. But it can be of different types. The types of government were not same from the period when the state originated. From time to time the types and concept of the government have changed.

At present, the government can be classified according to the following chart.

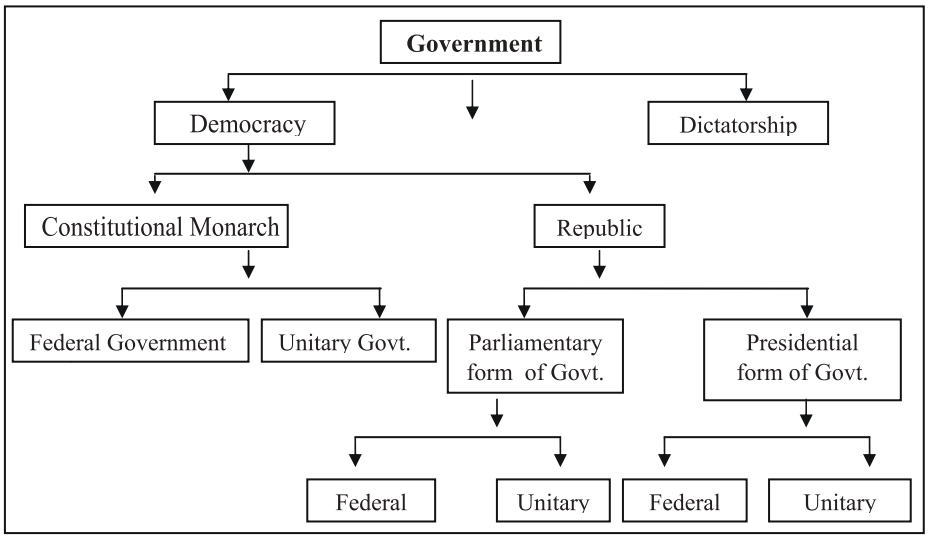


Fig: Various Types of Government

1. Government can normally be divided into two forms- namely Democracy and Dictatorship. In democracy sovereign power of the state is vested in the hands of the people. People are the source of all power. People elect their desired persons or political party by exercising their power of voting. The elected representatives form the government and administer the country. Most of the countries in the world have such type of governments. On the other hand, Dictatorship is a rule of one person or one political party. In this system of government, people do not have any recognition of their rights and opinions. Here the country is ruled according to the wishes of a dictator or according to the wish and desire of a political party.

2. On the basis of power of the head of the state, the democratic form of government is classified into Constitutional Monarchy and Republic. Constitutional Monarchy is such type of government where head of the state gets power by heredity. At present direct Constitutional Monarchy hardly exists except one or two countries like Saudi Arabia. But many countries of the world still sustain Constitutional Monarchy to preserve tradition (like Great Britain). On the other hand, Republic is a system of government where head of the state gets power through election by the votes of the people. In this system, people are considered the owners of the state.

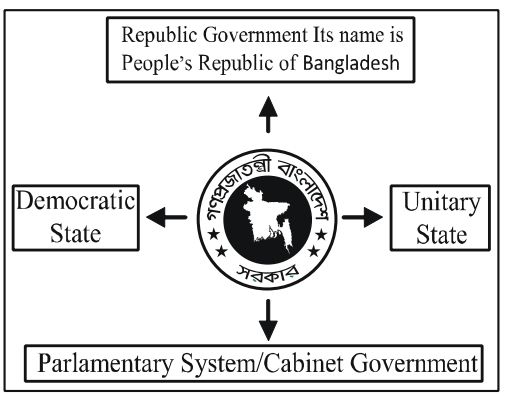
3. On the basis of the distribution of power, democratic government can be divided into two forms: Unitary Government and Federal Government. Unitary form of government is a system in which all the power is vested upon the central government. Federal form of government is a system in which governmental power is distributed by the constitution between central government and provincial government.

4. On the basis of the relationship between the Executive and the Legislative, democratic government can be divided into two forms: Parliamentary form of government and Presidential form of government. In Parliamentary form of government the Executive as a whole becomes responsible and dependent to the legislative department. But in presidential form of government Executive department does not remain accountable and responsible to the legislature. In this system of government President and his cabinet govern the country directly.

Activity Write down the forms of government on poster papers as charts and hang them on the classroom wall.

Lesson-2: Government System of Bangladesh

Bangladesh is a democratic country. Republic form of government is present here. The people are the owners of the state here. She has no province. The administration is run from the center. Parliamentary form of government exists here. In a cabinet form of government a constitutional head runs the government. The Prime Minister becomes the head of the government and a cabinet works under him or her. The priority of the legislature is ensured here. The cabinet is accountable to the legislature for its activities.



Characteristics of Bangladesh Government

Activity Give two examples to prove Bangladesh is a democratic state.

Lesson-3: Fundamental State Policies of Bangladesh

According to the original constitution of 1972 and the fifteenth amendment of the constitution, there are four fundamental state policies which are as follow:

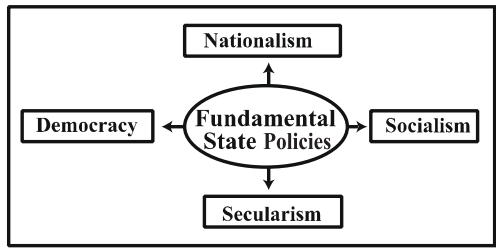


Fig: Fundamental Policies of State

1. Nationalism: A unique bond has been created among the Bangalee nation because of the same language, literature and culture. So it is declared in the constitution that as Bengalee nation achieved independence and sovereignty of Bangladesh by their struggle and unique bond, this unity and fraternity will be the basis of Bangalee Nationalism.

2. Socialism: To bring an equitable distribution in economic sector and ensure the amenities and facilities for all are the main objectives of socialism. Socialism is accepted as a fundamental state policy to ensure impartial justice and building up exploitation-free society.

3. Democracy: The main purpose of making democracy a fundamental state policy is to ensure people's participation in all activities. The fundamental human rights and freedom of the people will be ensured through this. It will establish the dignity of the people.

4. Secularism: Secularism has been included as a state policy so that every citizen can practice his/her religion equally and nobody can create any hindrance to one another in the practice of religion.

The major policies are followed in every sector of the state administration. Every citizen should abide by these policies. Besides, the constitution is a holy document of the state administration. So it is the duty of every citizen to honour and abide by the constitution.

Activity Give two examples each of how we can follow democracy and secularism- the basic two principles in our practical life.

Lesson-4: The Main Characteristics of Bangladesh Constitution

The Constitution is the main document of running the state. As a building or construction is made according to a design, in the same way the administration of the state is run according to the constitution. What will be the form of a government? What kind of rights will we enjoy as citizens? What kind of power will be exercised by the various organs of the government? Everything is written in the constitution. The history of drafting the Constitution of Bangladesh is as follows:

We achieved our independence on the 16th of December of 1971 following a nine-month-long War of Liberation. Bangladesh became independent being free from the rule of Pakistan. The first session of 'Gonoparishad' was held on the 10th April, 1972. In this session a constitution committee was formed and Dr. Kamal Hossain was nominated the president of this committee. This committee made a draft constitution within six months. It was presented in the Gonoparishad on 30th October, 1972. The constitution was finally approved on the 4th November, 1972.

Constitution is not an unchangeable document. It can be changed and amended with the changes of time. Till now it has been amended seventeen times. Last amendment (seventeen) of the constitution was passed by the Jatiya Sangsad on 8th July 2018. But these amendments were not often made to reflect people's desire rather they were made in undemocratic ways at different times.

The main characteristics of the constitution of Bangladesh are as follow:

1. People's Republic of Government: Bangladesh will be known as an independent and sovereign republic.

2. Parliamentary form of Government: Cabinet or Parliamentary system of government will be in action in Bangladesh. The real power of the government will be vested in the hands of the Prime Minister.

3. Written Constitution: This constitution is a written document. It is divided into 11 parts and there are 153 articles and a preamble in the constitution.

4. Fundamental Principles of the State policy: In this constitution four fundamental principles of state policy have been formulated. These are Nationalism, Socialism, Democracy and Secularism.

5. State Religion: The constitution has declared Islam as the state religion. At the same time it also ensures the rights and status of the followers of Hindu, Buddhist, Christian and other religions.

6. Nation and Nationality: As a national identity the people of Bangladesh will be known as 'Bangalee' and the identity of the citizen will be 'Bangladeshi'.

7. Unitary Government: Unitary form of government will be introduced in the country.

8. Unicameral Legislature: In this constitution there has been a provision of a single chamber in the parliament. The parliament will be formed with 300 members who will be elected by direct election and 50 female members will be elected by the votes of the elected members of the parliament.

9. Fundamental Rights: Fundamental rights of the citizens and their preservation have been ensured in the constitution.

10. Sovereignty of the people: According to the constitution, all powers of the state belong to the people and a particular authority will exercise this power on behalf of the people.

11. Independence of the Judiciary: Independence of the judiciary has been guaranteed in the constitution.

12. Universal adult franchise: Without any discrimination of nation, religion and colour, it is declared in the constitution that those who are 18 and above will exercise their voting power.

13. Election procedure: A general election of the members of Parliament will be held within 90 days before its term, expires. In case of a dissolution otherwise, election must be held within 90 days after such dissolution.

14. Amendment of the Constitution: The constitution can be amended by the votes of two-thirds majority of the total number of members of parliament. It is contradictory to the main democratic value of the Constitution of Bangladesh and the seed of autocracy lies in the very constitution which, according to many experts, has reinforced the rise of autocracy. The issue of constitutional reform is very relevant now.

Activity-1: Mention the main Characteristics of Bangladesh Constitution.

Activity-2: Collect the Constitution of Bangladesh from your school or any other nearest library of any institution and write its identity in short.

Lesson-5: Different organs and functions of the Government of Bangladesh

Government is a basic controlling power of the state. The state performs all its activities by the government. It cannot run without a government. Government has to perform various types of functions to run the state. For example, the state ensures our food, education and security as the citizens of the state. Government has to formulate various kinds of laws for the welfare of the people. If anyone violates the laws, he/she will be punished by the state. There are many other jobs of this type that the government has to perform. To perform these functions of the state, the government has three organs: 1. Legislative 2. Executive and 3. Judiciary.

Structure and formation of the various organs of Government

Three organs of the Bangladesh Government in three pictures are shown below –

Bangladesh government organs

Legislative Executive Judiciary



Jatiya Sangsad Bangladesh Secretariat Supreme Court

First picture shows **Jatiya Sangsad Bhaban.** It is situated at Sher-e-Bangla Nagar in Dhaka. The elected representatives formulate the necessary laws for the state and give their decision in other policymaking affairs in sessions of parliament.

The second picture shows **Bangladesh Secretariat.** From this centre, the government governs the country based on the laws passed in parliament.

The last picture shows **Bangladesh Supreme Court.** It is the highest court of justice of Bangladesh.

A short description of three organs of the government is as follows:

Legislative

The legislative of Bangladesh is unicameral. Its name is Jatiya Sangsad. It consists of 350 members. Among them, 300 members are elected from 300 constituencies by the direct vote of the people. The rest 50 seats are reserved for women. In the reserved seats women members are elected by the members who are elected by direct vote. That means in the reserved seats women members are elected indirectly. But again out of 300 constituencies, the women members can be elected from any constituency by direct competition. The tenure of the Sangsad is five years. The responsibility of the Speaker is to conduct all activities relating to the sessions of the parliament. Deputy Speaker assists him/her in this regard. Besides, in absence of the Speaker Deputy Speaker presides over the parliament sessions. Both of them are elected from among the members of parliament by their vote.

The legislative or the Jatiya Sangsad enacts and amends general laws of the country. It also ventilates and expresses public opinion, controls government income and expenditure, formulates and amends the constitution. If any allegation is raised against the President; the legislative takes this into consideration. Besides this, it also plays its role as a guardian of our national exchequer. Taxes are levied and the budget is approved by it.

Executive

The organ which is entrusted with the administration of the country is called the executive. In a wider sense, executive means the officers and employees who are entrusted with the state's functions. In this regard, from the head of the state down to village guards all are the part of the executive. In the real sense, the executive consists of the head of the state, head of the government, members of the cabinet and officers of the secretariat. The executive administers the country and executes the laws passed by the legislature. It maintains the internal law and order in the country. It also maintains relationship with foreign countries. It works for the defense, liberty and sovereignty of the country.

Judiciary

The organ which administers impartial judgement according to the law of the country is called judiciary. The judiciary consists of the judges of all the courts of Bangladesh. The Supreme Court is the highest court of Justice in the judicial department. The chief of this institution is called the Chief Justice. The president appoints the Chief Justice. The Supreme Court has two divisions Appellate Division and High Court Division.The President also appoints the justices of these two divisions. The judiciary administers justices according to the existing laws of the country. It makes civil life simple and beautiful and establishes fair justice by punishing the guilty and criminals. The judiciary conducts and gives verdict of the different cases and litigations filed in court. It interprets the provisions of the constitution and does various investigative works. The judiciary also acts as a safeguard of the constitution and rights of its citizen and it also conducts the works on various enquiries.

In the above discussion, we observe that every organ of a government has its functions and scope. According to this, the functions of the organ are conducted. The total summary of all organs is government and the functions of the organs are included in the government works.

Activity-1 Make a comparative report in short about the different organs of the Bangladesh government.

Activity-2 Identify which work belongs to what organ and then write down.

To work for the development of agriculture, give verdict on the different cases, change the laws, protect the country from foreign aggression, punishes the guilty, frame the constitution.

Legislative:	1.
	2.
Executive :	1.
	2.
Judiciary :	1.
	2.

Lesson- 6: Structure and Functions of Local Government

Generally the local government is a system of government which is elected by the people to run the local administration and maintain development works. This type of government is formed locally to solve local problems.

As the territory and population of the state is large at present, it is not possible for the government to solve all types of regional problems from the centre. In this way the extra pressure of the central government is reduced and the solution of local problems also becomes easy. It is an important part of Bangladesh administration.

The local government system has spread out in both village and urban areas of Bangladesh. Structures of local governments in both the regions have been shown in the following chart:

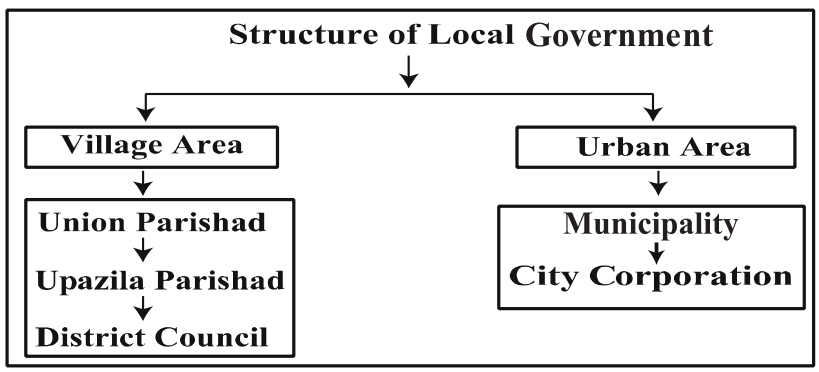


Fig : Structure of Local Government

In the rural areas of Bangladesh, there are three tiers of local government, among which the Union Parishad is the lowest tier. Besides this, at Upazila level there are Upazila Parishads and at district level there are District Councils. In urban areas there are two types of government; such as Municipality a and City Corporation. Except eight divisional cities, city corporations perform functions in Cumilla, Narayanganj and Gazipur. Municipality perform functions in other district areas.

Formation of Local Government

Except District Council, the leadership of every organ in local government is elected by the direct votes of the people. The tenure of every organ is five years.

Union Parishad

The primary level of local government is Union Parishad. At present there are 4578 Union Parishads in the country. A Union Parishad consists of several villages. Union Parishad is the local government in village area. The aim of Union Parishad is to remove the village problems, spread the leadership at the local level and increase mass consciousness. Every Union Parishad consists of an elected chairman, nine members from nine wards and three female members in the reserved seats having a total of thirteen members. (Source: Local Government Division)

Upazila Parishad

Upazila consists of some unions. The Upazila Parishad consists of one chairman, one vice chairman, one woman vice chariman and all chairmen of Union Parishads under the Upazilla, chairmen of Pourashavas and one-third of all the female members. There are 495 Upazilas in Bangladesh at present.

District Council

A district is formed by combining several upazilas. Bangladesh has 64 district councils. Of these, 61 are under the Ministry of Local Government, while the district councils of Khagrachhari, Bandarban, and Rangamati are under the Ministry of Chattogram Hill Tracts Affairs. Each district council is made up of a chairman, members equal to the total number of upazilas in the district and one-third of those members must be women. In addition, the chairmen of all upazila councils, the mayors of all municipalities and where there is a city corporation, its mayor's representative are members by virtue of their positions. The chairman and all members are elected indirectly. The voters include all upazila chairmen, all municipal mayors and councilors, and all union council chairmen and members within the district. Members of Parliament from the district serve as advisers to the district council.

Pourashava

The Pourashava is a local government in urban areas. There are 331 Pourashavas in Bangladesh at present. A Pourashava consists of one mayor, one councilor from each ward and female councilors from the reserved seats. The number of members of Pourashava can be more or less on the basis of territory and population.

City Corporation

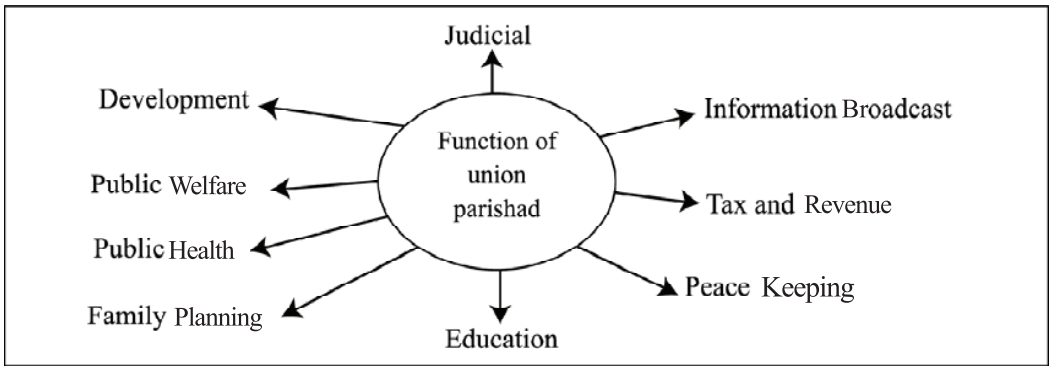
There are twelve City Corporations in Bangladesh. They are Dhaka North, Dhaka South, Chattogram, Rajshahi, Khulna, Sylhet, Barishal, Narayanganj, Rangpur, Cumilla, Gazipur and Mymensingh. The chief of the City Corporation is called mayor. There are councilors, as a helping hand of the mayor. The numbers of the councilors can be more or less on the basis of territory.

Activity Show the comparative structure of Union Parishad and Pourashava in chart.

Functions of Local Government

Local government is the system of local representatives. It is self-governed and beyond direct control of the government. Local government performs many welfare and development works at local level, where it is the key-force of all development works.

Functions of a Union Parishad



Functions of Union Parishad

It appears that a Union Parishad has to perform a variety of functions. These are-

- to make and implement plans of total development of Union Parishad;
- to make arrangement for pure drinking water;
- helping the affected people and managing their rehabilitation;
- to keep environment clean and tidy in the Union Parishad;
- to make arrangement for first aid;

- creating mass awareness and making various family planning equipment available for the implementation of family planning programmes;
- making arrangement for awarding stipend to poor and meritorious students and arranging adult education for removing illiteracy;
- maintaining law and order in the area;
- to make arrangement of collecting the land tax in the area;
- creating mass awareness against crimes and informing the policy if any crime or bad incident happens in the area;
- working to raise consciousness against different social problems like sexual harassment, dowry system, etc;
- to settle local disputes to maintain peace and harmony in the area.

Functions of Upzila Parishad

The functions of Upazila Parishad are almost the same as the functions of Union Parishad. Besides this, Upazila Parishad takes necessary long and short term development projects including five-year plan. Upazila Parishad implements, supervises and coordinates various projects of the government. It constructs and maintains the link roads among different Union Parishads.

Functions of District Council

The functions of District Council are to conduct different development programmes of District Council. It builds roads, bridges and culverts in the reserved area of Upazila and Pourashava. The construction of educational institutions, residential hotels, training centers, orphanages, libraries and night schools, agriculture farms, flood control embankments are also the functions of District Council. It arranges irrigation, preserves public health and works for the development of communication and transportations.

Functions of Pourashava

- making arrangements for pure water and removing the blocked water;
- controlling the sale of unhygienic and adulterated food;
- adopting plans and implementing them for maintaining a good environment in the towns;
- arranging the proper construction of the houses and homes;
- constructing and maintaining the roads and controlling vehicle movement;
- planting trees on both sides of the roads, establishing parks and gardens and preserving open spaces.

Besides, Pourashava celebrates various national days, performs work relating to relief and rehabilitation, arranges orphanage for the orphans and the helpless, sets up libraries and clubs, controls begging, arranges games and sports, builds and maintains auditorium, maintains birth and death registration, controls epidemic and contagious diseases and arranges reception for special guests.

Functions of City Corporation

- making arrangements for pure water and removing the blocked water;
- control the sale of unhygienic and adulterated food;
- adopting plans and implementing them for maintaining a good environment in the city;
- arrange the proper construction of the houses and homes;
- constructing and maintaining the roads and controlling vehicle movement;
- planting trees on both sides of the roads, establishing parks and gardens and preserving open spaces.

Activity-1 Evaluate the implementation works of your Union Parishad/ Pourashava and City Corporation. Point out the sectors where the work has not been implemented and recommend for necessary development. The work can be done in groups.

Activity-2: How can you help to implement the functions of the local government in your area?

Lesson-7: Good Governance in Government Administration:

The skill to run the government largely depends on good governance. In fact, good governance means a type of government which is formed according to the constitution. It works under a jurisdiction with honesty and sincerity. It employs its ultimate efficiency for the protection of citizen rights and for public welfare. In easy words, good governance is a type of state or government system where different organisations are responsible for their jobs. Here institutional interest is greater than individual interest. Transparency and accountability in the execution of different functions and to establish the rule of law are the factors of good governance.

It is essential to ensure responsibility and accountability in administration to run the government. For the good establishment of rule of law and democracy, corruption, individual interest and nepotism should be stopped. Besides

establishment of human rights is urgent for a country so that the people can get justice. It is necessary to establish good governance in every corner of the government to eliminate poverty, to attain self-reliance, to establish justice and to ensure development. The hindrances to good governance should also be removed.

The government has taken steps to establish good governance in the country. We have to cooperate the government to implement the efforts taken by it. We have to build ourselves as the upholders and bearers for the establishment of good governance. We have to make ourselves responsible to build Bangladesh as a prosperous and corruption free country in the canvass of the world.

Activity Identify the importance of good governance for running the government of Bangladesh.

Sample Questions

Multiple choice Questions

1. Up to 2018, how many times has the Constitution of Bangladesh been amended?

a. 11 b. 16

c. 13 d. 17

2. Where are the four fundamental principles of running the state written?

a. constitution b. document of independence

c. law book d. constitution of ruling party

Read the stem and answer the questions 3 and 4.

Mrs. Taslima serves as a Member of the National Parliament. However, she was not a candidate in any of the 300 constituencies during the parliamentary elections. As a parliamentarian, she proposes various legislative bills during the sessions of the parliament.

3. Who elected Mrs. Taslima a parliament member?

a. people b. parliament members

c. cabinet d. prime minister and cabinet

4. Mrs. Taslima was elected a parliament member in order-

i. to increase women representation
ii. to increase the numbers of parliament members
iii. to preserve women interest.

Which of the following is true?

a. i & ii b. i & iii
c. ii & iii d. i, ii & iii

Creative Question

Mr. Golam Kuddus is a resident of Rahimpur village in Hathazari Upazila. He is an elected chairman of a local government body. To address the problem of pure drinking water in his area, he installs tube wells, repairs and builds roads, and arranges scholarships for meritorious students. He has already become a popular figure in his locality.

a. How many District Councils are there in Bangladesh?
b. 'People are the source of all powers' - explain.
c. In which local government Mr. Golam Kuddus is elected chairman? Explain it.
d. 'Mr. Kuddus has to perform many more duties than he does as a chairman mentioned above'- explain it.

Short -Answer Questions

1. Why is the government called the main driving force of the state?
2. What is meant by 'sovereignty of the people'?
3. Why is the constitution called the supreme document of state governance?
4. What is meant by 'good governance'?

Chapter Six

Cultural Changes in Bangladesh

By culture we generally mean the means and ways of living of the people of a society. It means, culture is our way of life. What human being creates to sustain their existence and to fulfill their basic needs is their culture. Mainly this type of work or creation is of two types. The one is material and the other is abstract. Culture is also divided into two groups- material culture and abstract culture. Material Culture includes houses, utensils, furniture and production instruments. On the other hand, abstract culture consists of skill, knowledge, thoughts and opinions, behaviours, beliefs, ideals, music, literature and art, etc. Culture is changeable. Due to their life and livelihood they change their daily commodities and consuming goods. It also brings change in their thoughts. People invented tools, weapons and new ways of woks. These are called cultural development. We have learnt in class VII about the diversity of culture of Bangladesh. In this chapter, we will learn about the cultural change, development of Bangladesh and also the art & culture of Bangalees.

By the end of this chapter we will be able to-

- explain what culture and cultural changes are;
- narrate how cultural change and development idea are connected together;
- de cribe the characteristics of cultural change and development;
- explain different aspects of cultural change and development;
- analyse how cultural change and development are taking place in Bangladesh;
- tell about the art and culture of the Bangalees;
- will be respectful towards native and other cultures.

Lesson-1: Cultural Change and Development Idea of Bangladesh

Culture varies among different societies and regions.The people and society of Bangladesh have their own culture. The culture of this country is not static in a place. Our culture also changes keeping pace with the environment, atmosphere and time. Therefore, instead of taking any cultural changes negatively, it is sensible to look at them as the ever-changing water of a flowing river. Culture is transferred from one generation to another. Thus through this process of transfer some changes occur in culture. Again culture may change coming in touch with another culture. This is called cultural change.

Whatever the change is, culture is not static. Culture may change within the environment where human lives or this change may take place by the external elements. Whatever positive aspects of such change can be termed as development.

Generally development means anything that attains fulfillment gradually from the start. There was a time when development meant expected economic change or economic progress. But, according to the sociologists, development means social development. So, real development refers to the improvement of people's standard of living. Usually, development or social development is a kind of social change. As social development causes cultural change, also cultural changes bring about development, for example, the use of tractor in place of plough is a material cultural change. As a result of this, production in agriculture has increased which has improved people's standard of living. Thus cultural and social change and development combinedly improve society.

Activity What type of change do you think is it to take rice and fish in addition to eating burger?

Lesson-2: Social Change and Characteristics of Development

We have learnt about social change and development from the above lesson. Now the traits of social change are discussed below–

Everyone aspires to improve the standard of life of all in society, eradicate or reduce the rate of exploitation and discrimination for all, and utilise science and technology for human welfare. Again, the means and ways of living of the people of a society is culture, so the development of knowledge and technology indicates the development of culture. That means, sometimes cultural change and development are synonymous.

1. Abstract culture does not change so fast as material culture does. So, this imbalance in cultural change creates problems in the society and ultimately hinders development. This rapidity in cultural change is a trait of it.

2. Development prioritises to fulfill the basic needs of man. It is a feature of development. When the basic need of man is fulfilled, society improves and development is expedited. So changes are found at different levels of the society. It is counted as social change. And cultural change happens through social changes.

3. A characteristic of cultural change and development is that change does not always gradually go upward in a straight line. Sometimes cultural change goes downward. So both upward and downward movements are called changes. One is positive and the other is negative. But development indicates upward or positive change. So cultural change is the positive change in culture. For example, due to satellite culture, we have both positive and negative changes. The positive change can be defined as cultural development.

4. Both cultural change and development take place within a time limit. This is another trait of change. For example, Old Stone Age and New Stone Age are two periods. There are differences between the cultures of these two periods. These differences have been created with change of time. So many tools of Old Stone Age have developed in New Stone Age. This is cultural development or change.

5. But when development means the same kind of changes in our society as prescribed by the Western models or perspectives, that single linear concept of development does not bring about any positive changes to the lives of all in society, rather it is criticised as an attempt to secure the interests of the rich capitalist class, which view is rational.

Activity Compare between cultural change and cultural development.

Lesson-3: Different Aspects of Cultural Change and Development

We know culture is not static. Change is the nature of culture. Though there are differences among the cultures of different communities in the world, there continues addition and deduction in them. New cultural change and development take place with the cultural difference of a time. There are some reasons for this cultural variation.

Span of Culture: Generally, two cultures come in contact and change each other. The more frequent and longer lasting this closeness becomes, the more the cultural exchanges happen. One culture will receive something of the other through this process. This moving tendency of culture and its spread from one society to another are called the span of culture. That means, culture spreads through the mixture of cultures. The span of culture has widened because of globalisation and technological development.

Acculturation: The process of receiving the elements of other culture and making them of one's own by keeping the original one untouched is called culturisation. Culturisation is strong in our country because of being ruled several times by external rulers. The touch of different culture is the reason of culturisation. For example, the English ruled us for around two hundred years. So many English words have got mixed with our language.

Cultural Absorption: Cultural absorption is a kind of process through which anchor individual or group absorbs other culture. When someone happens to live in new cultural environment, they try to receive views, behaviours, thoughts and feelings, values i.e. whole life pattern of that place. Thus absorption happens. For example, when people migrate from their locality for the sake of livelihood. marital status or for any other reason, they try to integrate themselves with the culture of that area.

Cultural Ideals: The culture of every country or society has its own cultural ideals which mean the type of culture of the people of a country or society. They are behaviours, food, dress, beliefs, religious beliefs, folklore, music, folk art, etc. Cultural ideals showcase the life styles and life patterns of the people of a society or country. For these ideals we notice difference in culture. This is a type of variation of culture.

Technology and Cultural Development: Rapid advancement of modern technology and material culture improve the culture of a society. The whole world has turned into a global village due to the improvement of information technology. As a result, communication process has developed. Now we can learn what is happening on the other corner of the world sitting at home. One culture is coming in touch with another. Poor culture is receiving quickly the elements of rich culture. Thus technology transforms culture and develops it.

Activity How does cultural assimilation occur? Give examples.

Lesson-4: Different Cultural Changes and Development in Respect of Bangladesh

At present we notice tremendous changes in the culture of Bangladesh. This is called cultural change. The impact of western and religious cultures is great on the people of Bangladesh. Besides, the impact of folk-culture is not less at all. For example, dress, food habit, education, agriculture, treatment, technology, music, art, views, behaviour, fashion, etc. have changed much for the influence of western culture which is now impossible to separate from our culture. These changes easily come to our view due to the excessive arrangements of folk festivals, new year celebrations fairs and gathering of folk items in rural life, even in city life of Bangladesh. We notice change in the culture of Bangladesh owing to globalisation. In the past, jatra, palagan, circus, jarigan, sarigan fulfilled the recreation needs of people. Now people meet it up sitting at home on the social media. The development of science and technology expedites cultural change.

Both material and abstract cultures have changed in our country. But material culture is much ahead in thi regard. We cannot accept the thoughts and feelings, views and luxury items of other countries so fast as we receive television and freeze. The family structures and relationship have changed greatly in Bangladesh. Extended family of the past has turned into nuclear families both in cities and villages. This gets expression through their behaviour and life style.

The participation of women in economic activities increase women empowerment, equal rights of women and their freedom in the family. This has changed the traditional relationship between male and female. Now men and women work together in different institutions.

Which has, although, increased women's participation in the labour market but has failed to reduce the pressure of household work on women which is a part of the immaterialist culture produced by patriarchy. As a result, there are instances of exploiting the labour of household workers. Technological change in culture brings positive changes in our culture. This change has increased the dependency on digital media, especially on lifestyle, profession and entertainment. Which has created a network of new inter-relationships by discarding the old system.

Activity Give some examples of cultural changes.

Different Cultural Development

The positive or upward changes of the elements of material and abstract culture bring about cultural development. Particularly technology has brought about a revolution in this sector. Moreover, cultural advancement has also taken place in the sectors like-education, treatment, agriculture, research, games and sports, entertainment, politics, art and literature, international trade and relationship, mills and industries, male-female relationship, etc.

Advanced technology is used in agriculture, industry, treatment and education. The success of this has brought development in the culture of Bangladesh. Different banks, insurances, companies, hospitals, restaurants, hotels, private universities, multi-national companies, modern super shops have spread in our country by following western culture. As a result, a kind of cultural atmosphere has been created which performs cultural development.

We are endeavoring to make our education time-befitting by using multi-media following the education system of the developed countries of the world. Besides traditional education system, we have introduced distant learning to convey education to everyone. The changes in our education system mainly refer to cultural change. This has brought cultural development in education.

The establishment of several mass media and private channels in Bangladesh has revolutionised our culture. They expand culture rapidly and raise consciousness among the people. As a result, their behaviour is being changed positively. This is another type of cultural development.

Activity What is it called to use ceramic plates instead of earthen ones?

Lesson-5: The Sequence of Cultural Modifications and Developments in Bangladesh

The Bangalees are an ancient nation with rich cultural heritage. Our culture denotes what we are, where we live, what we use and create, what events we celebrate, etc. In that sense, our food, shelter, utensils, means of transport, dress, ornaments, festivals, songs, language and literature together define our culture. All these are directly related to creativity. Yet, some activities are more important than others from the cultural point of view. The activities that reflect the power of thinking and intellectual status of a nation are considered as an art. We will be introduced with creative cultural features and tradition and remember our contributions to three branches of culture–visual art, literature, and music as art.

Visual Art

Most of them are known as material art or culture. Bangladesh has an abundance of alluvial land. People have been using this soil along with bamboos produced here to build houses. Traditionally these houses have two, four or eight roofs with bamboo frames called *tarja*. Sometimes these frames are covered with a kind of long grass called *shon*. Still these types of houses are seen in the rurul areas.

Once upon a time, many temples were built here with diced bricks. But here the most improtant aspect of artistic value is that many pictures were engraved on the soil plates first, and then burnt to give permanent images. This craft is known as Terracotta (burnt soil). The Kantaji's Temple in Dinajpur is very famous for its Terracotta as they depict the story of the Ramayana and many other pictures of social life. The Sompur Bihar of Paharpur is also famous for its Terracotta. This type of art reveals the social life of that particular time. The tradition of making idols of gods and goddesses of Hindu and Buddhist communities using black stones and soil is also very ancient and famous.

The palm-leaf books *punthis* of the Pal era are equally wonderful. The modern art critics also appreciate the pictures drawn there with locally available colours. After all these years the pictures are still bright. These *punthis* are some holy books of the Buddhist community.

The handloom industry of the Bengal is also very famous. The *Dukul* cloths of the ancient Bengal were well- known to all. In this regard, Koutillya says that the Dukuls of Pundradesh (North Bengal) were dark in colour and as smooth as jewels. Dukul was a kind of fine cloth whereas Khoumobostro was a little coarse. Besides, the potrorn, a kind of silk like the Andy or Muga of Magadha and Pundra was legendary too. In that ancient time, the Dukul, Potrorn, Khoumo and Carpash were exported to foreign countries.

Some other famous cloths produced in the Bengal were Khasa, Elachi, Hamam, Chouta, Utani, Susij, Kosa, Malmal, Duria, Sirband, etc. The Maslin of Bengal was simply legendary for its fineness and unparallel quality. The sharees of Bengal such as Silk, Jamdani, Tangail, Maslin, Garad are still outstanding.

Since the Sultani era the architecture of Bengal was influenced by the Iranian culture. Many mosques as well as houses and offices with large dome and entrance were built following their tradition. Some of them are the Choto Sona Masjid, the Nawab Katra and the Lalbag Fort.

We cannot but avoid the Nakshikantha of Bengal. For long the village women have been sewing a local kind of quilt full of beautiful visuals and stories. Sewing Nakshikantha is still in practice among the unprivileged women in our society.

Apart from these, the art of carpentry, the craft of shell-cutting and sponge wood, bamboo and cane work are specimens of the creative mind and skills of the people in this country.

Activity-l Make a list of some visual arts that have played important roles in the development of Bengalee art and culture.

Activity-2 What do you mean by ‘burnt soil work’? Give some examples of it.

Activity-3 Make a list of ancient visual art make an exhibition of visual art in the classroom.

Literature

The oldest form of Bangla literary works discovered so far is Charjapada. It was discovered by Pandit Hara Prashad Shastri from the royal court of Nepal. Afterwards linguist Dr. Muhammad Shahidullah worked out its time. From his research we understand that the Buddhist monks wrote them more than 1200 years ago. In the present context, they are too difficult to understand. Besides, we need to realise the thematic meaning along with the denotative meaning of the texts. These are the somples of ancient Bangla literature. Lui Pa and Kanho Pa are two of the famous Charjapada writers. Below is an example of Charja followed by its translation.

Lui Pa writes-

Ka a taruboro pancho b dalo
Chanchalo chie a paitha kalo.

It means that the five senses of our body are like five branches. We communicate with this world with them. Too much obsession with them leads us to worldly affairs and danger.

The Sultani era was also very much influenced by Sri Chaitanya Dev and his Baishnaba philosophy. During this period, Kirtanas were very trendy. The Kirtanas are stuffed with emotion and love stories of Lord Sri Krishna and Radha. These are commonly known as Baishnaba Padabali. During this time the Hindus and the Muslims were living in parity and many Muslim poets also became famous by composing Baishnaba Padabali.

Apart from all these, many poets composed different sorts of lyric-stories based on the local gods and goddesses. These are known as Mangal Kabya. The Chandimangal of Mukunda Ram, The Dharmamangal of Ghono Ram, and the Manoshamangal of Bijoy Gupta are quite renowned. The Annadamangal of Bharat Chandra depicts the social condition of that time.

Another important field of literature is Punthi. It was very much loved by the Muslims. These were based on fictitious Iranian stories blended with romantic elements. Recitation from Punthis in front of a gathering was very popular then. Copying Punthi for preservation was also the go of the day. Some of the well-known 'Punthis' are Yusuf-Zolekha, Laily-Majnu, Saiful Mulk Bodiuzzaman, Jongonama, etc. The Padmabati composed by Alawal is hugely celebrated in Bangla literature.

The introduction of Bangla prose began from 19th century in the British period. It can be said that Ishwar Chandra Vidyasagar paved the way for Bangla prose, while Bankim Chandra and his contemporaries kept the spirit up and Rabindranath Tagore, gave it a complete and decent shape. Writers like Kazi Nazrul Islam, Michael Madhusudan Dutta, Mir Mosharraf Hossain, Dinabandhu Mitra and some others had significant roles in the development of Bangla literature.

Activity-l Give a statement of the gradual development of Bangla literature.

Activity-2 Give some examples of ancient Bangla literature.

Musical Art

Bangladesh is a land of music forever. Here music is composed even by farmers while ploughing their lands. It is composed by the boatmen while plying through rivers and canals. Even the common people compose their own kind of music with spiritual feelings. Music is a means of prayer for many people. It is interesting that the old form of Bengalee literature Charyapada and popular Baishnaba Padabali were written in musical forms. Besides, the Kirtanas are quite popular among the Hindu community. However, the Baul music and the Bhatiali are adored and sung not by any particular community; rather they are sung by all. Many local songs such as *Murshidi, Palagaan, Baromashya, Bhaoyaiya and Gomvira* have enriched the musical arena of this country.

Once upon a time, *Panchali, Kheur, and Khemta* were very popular in the urban areas. With the passage of time, the Bengalee musical devotees were influenced by the classical music of the northern India. This ultimately paved the way for

the modern music in Bengalee. Nidhu Babu, Kali Mirja and some others are pioneers in this area but it gained excellence by Rabindranath Tagore. Our national anthem 'Amar Sonar Bangla, Ami Tomai Valobashi' is a creation of Rabindranath Tagore too. He has borrowed the meoldy of this music from the Baul songs. Afterwards, many others following the paths of Rabindranath have enhanced the growth of modem Bangla songs. Among them, Kazi Nazrul Islam stands apart for his approach and variety. He has composed nearly six thousand songs only in his twenty-year-long creative career. Atul Prashad Sen, Dijendro Lal Roy and Rajoni Kanta Sen also contributed immensely to Bengalee music.

Activity Describe the musical collection of the Bangalees.

Sample Questions

Multiple choice Questions

1. What is it called to use motor car instead of bullock cart of the past as vehicle?

a. social change
b. acculturation
c. cultural absorption
d. cultural change

2. As the Bangalees were under the British rule, many English words have got mixed with Bangla. This is called–

a. cultural ideals
b. cultural span
c. acculturation
d. cultural absorption

3. Bangalee men wear punjabi and women wear saree on Pahela Baishakh. This is called–

a. cultural absorption
b. cultural ideals
c. cultural span
d. acculturation

4. Which of the following is the result of cultural development of education?

a. to use loudspeaker in the classroom
c. to do group work in the classroom
b. to examine the homework of students
d. memorising lessons by students

5. The Muslim poets also took part in composing kirtanas. It happened in the Sultani era because–

i. the Hindu-Muslim relation was intimate.

ii. the era was influenced by the Baishnava style founded by Sri Chaitanya Dev.
iii. this was the first literary work of the Bengalees.

Which of the following is true?

a. i & ii
b. i & iii
c. ii & iii
d. i, ii & iii

Read the following stem and answer questions 6 and 7.

Monu Majhi (boatman) is rowing a boat. His boat is full of new paddy harvest. Being happy, he is singing out loud a common Bangalee song.

'Mon majhi tor baitha ne re
Ami ar baite parlam na.'

6. Which category of song is Monu Majhi singing?

a. Bhatiali
b. Modern
c. Patriotic
d. Kirtan

7. Which one of the following gets more expression in the song of Monu Majhi?

a. spirituality
b. own cultural heritage
c. natural beauty
d. practice of literature and culture

Creative Questions

1. Mr Azmol has returned home from Qatar after five years. Returning home he becomes surprised noticing the change in the behaviour of his children. His daughter receives newer information and news of home and abroad by using internet sitting at home. Besides, his son communicates with his friends on facebook and collects important information. His younger brother sends money online from abroad. He also notices changes in the life-style of other members of the family.

a. What is social development?
b. What is it called to absorb the elements of other culture? Explain.
c. What types of changes can we notice in the family of Mr Azmol? Explain it.
d. The changes in the stem are playing a positive role in social change – Support your answer with relevant arguments.

2.

	Art Elements			
A	Burnt clay work	Palm leaf	Nakshikantha	Touchstone
B	Charyagiti, Kirtan gan	Mongal Kabya	Punthi	Prose literature

a. Who determined the age of 'Charyapada'?
b. Why does cultural absorption take place?
c. Explain the kind of art described in'A' of the stem.
d. 'The importance of art 'B' is immense for the growth Bangalee culture'. Analyse it.

3.



Figure : specimens of Bangalee art and culture

a. What is Terracotta?
b. Why are the Palm leaf pictures of the Pal dynasty still illuminous?
c. What cultural characteristics are obvious in the stem? Explain.
d. Evaluate the contribution of Bangalee women in carrying on the art shown in the stem.

Short-Answer Questions

1. What is culture? Explain.
2. Are cultural change and development the same? Explain.
3. How does technology accelerate cultural development?
4. What is meant by the term 'Acculturation'?

Chapter Seven

Socialisation

Socialisation is a life-long ongoing process of human beings. This process continues from birth to death. An individual learns expected behaviour through this process and adjusts to the society. He attains rules and regulations, values, beliefs and thus he develops himself and becomes a part of the development of the society. You have learned socialisation in Class Six and Seven. In this chapter, we will learn the impacts of some elements on socialisation, the process of socialization in villages and cities of Bangladesh and the influence of globalisation on socialisation.

By the end of this chapter we will be able to-

- explain the influence of different institutions and elements on socialisation;
- tell about the differences between the socialisation of village and that of city of Bangladesh;
- analyse the influence of mass media and information and communication technology on socialisation and be inspired to their positive use;
- narrate the impact of globalisation on socialisation and present reports on it by collecting real data;
- develop family and social relationship and behave politely by acquiring human and social qualities.

Lesson-1: Impacts of Different Institutions in Socialisation

Socialisation is necessary for the proper development of an individual. From birth, a child starts learning different kinds of laws, rules and regulations of a society. This is called the process of socialisation of children. This chapter focuses on the roles of some institutions in the process.

Family: Family is the first and main component of socialisation. While living within a family, a child learns to develop emotions, feelings, respect and love for the members of the family. The impact of family culture regarding food habit, dress, religious practice and education is reflected on the child. For this reason, the strongest agent of socialisation is family.

Neighbours: It is the neighbour who plays the most important role in a child's socialisation after its parents or family and school. A child grows up by observing his surroundings and learning rules and regulations and behaviour. Thus he develops social behaviour and becomes familiar with social customs. The gesture and posture of the people and the values he observes influence his behaviour.

Different Elements of a Local Society: Different elements of a local society include literary circles, cultural organisations, sport clubs, music institutions, science clubs etc. These locally developed organisations affect a person's way of thinking, attitude to life, and behavioural pattern. People involve themselves with these organisations to sharpen cognitive, aesthetic and other softer aspects of life by socialising with others in these places. Thus they develop adaptability in them and become a part of that society.

Same Age Companions: Companions also play important roles in the process of socialisation. Children naturally play with their mates when they are in their teens. During this period, they learn many things from their friends. They influence one another through their conversations, behaviour, and attitudes. In this way, they develop fellow feelings, cooperation, patience, and qualities of leadership.

Educational Institutions: Learners of schools or various kinds of educational institutes get enough scopes of mingling with one another. In educatonal institution students can acquire co-operation, fellow-feelings, empathy, patriotism and leadership qualities. Thus, educational institutions have important roles in the process of socialisation.

Political Institutions: Political parties, their leaders and different kinds of movements are also important in socialisation. They play their roles by encouraging people to discharge their civic duties and responsibilities by making them conscious and organised.

Activity : Discuss the roles of institutions in socialisation.

Lesson-2: Impacts of Different Factors on Socialisation

Each individual living in a society has to acquire some specific guidelines, principles and customs of the society. An individual acquires all these through socialisation. Many factors work for their acquisiton. These factors are imitation, suggestion, incorporation and language.

Imitation: When a person exactly copies the work, custom and conducts of another person it is called imitation. Children always imitate their elders. They learn language, pronunciation and manner of speaking through imitation. Even elders often imitate others to make themselves suitably adapted to new and unknown environment.

Suggestion: It is a type of communication medium or process. Proposal or information is sent to others through this process. Children do not have logic or ripeness of knowledge. So they become influenced by suggestion easily. The use of suggestive process is noticed in different sections of society such as education, politics, industry and commerce. Through this process one's thoughts and ideas are infused in others and others' thoughts and ideas are conducted as if they were of one's own. In recent times in publicity of social work and in scientific enterprise it is largely used.

Incorporation: In infancy a child does nothing consciously or knowingly. In childhood he does everything in confusion. But with the growth of years he applies knowledge and intelligence and identifies the thing necessary for him and these things become the subjects of his incorporation. Thus children incorporate different toys, pictures, rhyme books which are needed for his recreation. Parents and others agree with his well-being. Sometimes, he disguises himself as Spiderman to surprise others. This is one kind of entertainment for children. The limit of this process and tendency of incorporation gradually expands and social human beings achieve the nature of society.

Language: Language is one of the most communication media of human beings. Elements of society and culture are transferred through language. Individual expresses his mind through language. Moreover, language is used to know one another or one's country and society, acquire knowledge about the world, earn education. In fact, language influences personality from childhood.

Activity: Explain the influence of language on socialisation.

Lesson-3: Socialisation Process in the Villages and Cities of Bangladesh

Though about 85% people live in the villages, the social structure of Bangladesh includes both village and city. The socialisation process of most of the people of this country occurs in rural environment. But the social structure of the city is different from village and so the process of socialisation is different too. Due to the difference between the family structure of village and city the socialisation is also different.

Socialisation Process in the Villages

Children grow up in family among its members and other relatives in rural environment. As a result of an interaction of behaviours of children and of the family members, children learn different qualities like cooperation, tolerance, sympathy and respect. Social and religious institutions influence socialisation greatly in the villages. In other words family, neighbours, community, same age-groups, play-mates, workplace respective religious institutions etc. play a role in the socialisation of individuals. Besides socialisation also takes place owing to different elements of folk culture like festivals, Palagan, folk-drama, folk-music, Jatra, Puppet-show, common behaviours etc. Educational institution is one of the main media for socialisation. Moreover television, cinema, internet also play a role at present.

Socialisation Process in the Cities

Family is the first and foremost medium in the process of socialising city people. Family is the first place for children's learning. Educational institutions and mass-media play a role next to the family. Work-place, entertainment sites, religious institutions, meetings and associations, political institutions play important role in socialising city people. Mass media play a strong role in socialisation of urban people. People get much information through mass media. As a result, urban people easily receive new and recent information, knowledge and science about the contemporary society and world and thus they rapidly adapt themselves to it.

The role of neighbours in socialisation is great both in village and city. In villages, children have the opportunity to grow up in extended families .On the other hand, most of the children in cities grow up in nuclear families. As a result, sometimes it is noticed that the children of cities lack in co-operative attitude.

The relationship with neighbours is very intimate in villages but it is not seen in the cities. But city children sometimes become very close to one another by participating in sports and festivals. Children easily learn social behaviours if they remain in close contact with neighbours. Admiration for good work and criticism for bad work encourage children to learn social behaviours. This is how socialisation takes place in the children of villages and cities through schools, mass media, local sports etc. At present with the blessings of information and technology, the difference of socialisation between village and town has decreased a lot.

Activity: Describe the role of family in the socialisation of villages and cities.

Lesson-4: The Role of Information and Communication Technology and Media in Individual's Socialisation

Newspapers, radio, television, cinema etc. are called mass media as there are some means to present news, opinions and entertainments to mass people. On the other hand, information and communication technology is that through which information can be preserved and used such as internet, phone etc. Nowadays, media, information and communication technology have strong roles in socialisation. This role is on the rise as technology is advancing every day.

Newspapers: Newspapers too play significant roles in socialisation. In developing countries like ours, newspapers are an effective means of mass education. It helps create true pictures about own society, state and the universe and broadens insight. It improves our patience, fellow feelings and universal thinking.

Radio: Radio broadcasts not only news but also different types of educational and entertaining programmes. It increases consciousness among mass people and develops cultural insight.

Television: Television is another strong and popular media all over the world at present. It manipulates human thinking and lifestyle in different ways. It presents various kinds of entertaining programmes along with informative and educative programmes to entertain and educate people. Television has huge influence over people and children. This influence can be interpreted both in the negative and positive ways. Informative and educative programmes can

enlighten people if presented in attractive ways. Television can maximise patriotic feelings among new generations by introducing them to their country, cultural aspects and traditions. It makes the task of socialisation easy. In contrast, cheap entertainments or sub-standard programmes cast adverse impact on society especially on children. On the other hand, visualisation of false information or violence on television has harmful effects on society especially on children's and adolescents' minds. Too much addiction to television hampers students' studies too.

Cinema: Pleasant, decent, and educative cinema can be an influential medium for socialisation through recreation. It enhances values, humanity and fellow feelings. Despite promoting socialisation it may cause harm to society by telecasting fake information and violence.

Influence of Information and Communication Technology

People's communication at home and abroad has been easy owing to internet. Social communications, exchange of feelings and emotions with friends and family members or business deals are possible now from home very easily. This could not be thought of previously. Thus information and communication technology is playing an important role in social development through socialisation.

Electronic Mail: E-mail is a commonly used term nowadays. It stands for electronic mail. It is used to exchange letters and information at home and aboard with less time and expenditure. E-mail has revolutionized the field of communications worldwide. In recent times, it has effective influence on social development through personal communications. E-mail has no alternative to expanding our talents and thoughts as well as to keeping pace with the ever-changing world.

World Wide Web: All kinds of information on any subject can be found in this vast network of knowledge. As a result, from maps to get from one end of the city to another, to where something is available at what price, or what is happening today, or what the weather is like, or even encyclopedic knowledge about the entire world—everything is accessible in the world of the WWW. This has had a profound impact on human education and socialisation.

Electronic Commerce: E-commerce stands for electronic commerce. A customer and a trader can do business online through this system.

Facebook and X: Facebook and X help communicate with people at home and abroad as well as make new friends and exchange opinions and photos or pictures. The present world has acknowledged them as effective means of social networking. Their importance is increasing day by day.

However, facebook and twitter have some negative aspects too like all other scientific innovations. Their abuse can be destructive for individual and social life. The negative impact of facebook and twitter on our young generation is commonly heard these days. We have to be aware of these.

Activity-1: Discuss the role of media in the process of children's socializtion.

Activity-2: Discuss the influence of e-mail in the process of individual's socialization.

Lesson-5: Globalisation and Socialisation Process

Modern communication media has reduced the distance among the countries of the world. So, different society and cultures of various countries influence our a global village. life. And this is globalisation. As a result of globalisation, the world has become People are no longer confined to their own society and culture owing to the development of communication media and the spread of information technology. People have now become global citizens. People travel from one country of the world to another for employment, trade and commerce, education and medical treatment. They travel to collect information. Therefore, he must know about the world. For the same reason, people must adapt themselves to other society and culture along with their ones. That is why globalisation and socialisation go side by side.

Globalisation has a profound impact on education and culture in this age of the information revolution. Now we are adjusting ourselves to the global society particularly for global socialisation. We exchange mutual opinions with the society and culture of many countries of the world. Consequently, we get cooperation of others in different fields. If we learn the international language English, we can overcome language obstacles and come closer to all. Owing to the development of mass media and information technology we can gather different experiences of the world through satellite communication sitting at home today. Everyone is building himself up as the global citizen and thus becoming able to improve himself and his society. So, globalisation has become able to stretch important and strong influence on the socialisation of individuals. This changes the life of the people.

Activity: Describe the influence of globalisation on socialisation.

Sample Questions

Multiple choice Questions

1. Which one of the following is an element of a local society?

a. science club
b. national parliament
c. union parishad
d. city corporation

2. The process of socialisation continues -

a. from childhood to teen age
b. from childhood to youth
c. from teenage to youth
d. from chıldhood to death.

Read the following stem and answer questions 3 and 4.

Linasha learns his lessons regularly with the help of his parents. Now he is a member of a recitation group. Her mother notices that his behaviour is much better now with his family members and friends.

3. Which of the following processes has worked for Linasha's change?

a. social
b. political
c. financial
d. familial

4. A person through that process -

i. gets used to social behaviour.
ii. learns appropriate behaviour.
iii. grows up as a good citizen .

Which of the following is right?

a. i & ii
b. i & iii
c. ii & iii
d. i, ii & iii

Creative Questions

1. Tafseer, a friend of Mizan and Tahmeed, is a student of Class viii. Tafseer stood first in a chess competition in Inter-House Indoor Competition consecutively twice. This year Tahmeed has stood second in a chess competition by learning the game being inspired by Tafseer. Mizan, another friend of Tafseer, is often late to school these days. He is irregular in doing his home work as well. His teacher has come to know from his mother that Mizan chats with his friend through internet till late night.

a. What is mass media?

b. Explain what plays an important role in individual's socialisation.

c. Explain what institution has worked for Tahmeed's being second in the chess competition.

d. 'Mizan is a victim of abuse of technology' - explain it.

2. Mr. Shahed is an architect. One day, he was drawing the design of a house on a large sheet of paper. Observing his father, his five-year-old daughter Linora took a piece of paper and a pencil and began drawing as well. After some time, he showed his father the small houses he had drawn. Mr. Shahed encouraged him and said, "I will take you to the village so that you can see real thatched houses, trees, and a river." A few days later, when they visited the village, Linora's cousin Sohel who lived there, showed him the fields, ponds, houses, trees, and other features of rural life.

a. What is the strongest medium of socialisation?

b. What is it called to guide others according to one's own style? Explain it.

c. Which element of socialisation makes Linora to draw? Explain it.

d. Is there any difference between the socialisation process of Linora and Sohel? Give reasons for your answer.

Short -Answer Questions

1. What is socialisation?
2. Why is the family regarded as the most influential agent of socialisation?
3. Through which medium are leadership qualities developed during socialisation? Explain.
4. What is the role of imitation in a child's socialisation? Explain.

Chapter Eight
Ethnic Groups of Bangladesh

In Bangladesh, people of several ethnic groups are living for long alongside the largest ethnic group Bangali. In this chapter, we will leran the geographical location, life-style, social norms and cultural varieties of different ethnic groups such as *Chakma, Garo, Saontal, Marma and Rakhain.*

By the end of this chapter we will be able to –

- describe the geographical position of ethnic population like Chakma, Garo, Marma, Saontal, Rakhain and show them in the map;
- tell about their social, economic religious and cultural life;
- explain the intermingling of the culture of Bangalees and ethnic people;
- narrate cultural exchange between Bangalees and ethnic people;
- be respectful to the cultural variety of the ethnic people.

Lesson-1: Geographical Location of Bangladeshi Ethnic Groups

Usually, according to geographical location, there are two types of ethnic people living in Bangladesh. They are–hill people and the people who live in the plain land. One of the parts of these people lives in south-eastern part and in Chattogram Hill Tracts that is Rangamati, Bandarban and Khagrachhari. The ethnic groups living in these districts are Chakma, Marma, Tripura, Mru, Tanjanga, Bawm, Pangkhua, Chak, Khang, Khumi and Lusai. From an anthropological perspective they are very much like Mongolian people. These people are also known as 'Hill people'.

Anthropologically the Mongoloid ethnic groups also live in the north-eastern part of Bangladesh. Among them the Garo, the Hajang, the Coach are mentionable ethnic groups living in greater Mymensingh. The Khasi or Khasia and the Monipuri ethnic groups live in greater Sylhet. Besides, the Rakhains belonging to the Mongolian ethnic group live in Cox's Bazar, Patuakhali and Barguna districts.

The people of ethnic group named *Saontal, Orao, Mahali, Monda, Malpahary, Malo* etc. live in the north-western parts such as in Dinajpur, Rangpur, Rajshahi, Bogura, Pabna etc. of Bangladesh. They are known as plain land inhabitants. They also live in greater Sylhet.

Some more ethnic groups of people live in Bangladesh. They are *Dalu, Hodi, Rajbangshi, Patro, Barman, Banai, Pahan, Mahato, Kol* etc. They also live in different parts of greater Sylhet, Gazipur, Mymenshing and Tangail.

Activity-1: Mention the names, living places and the source identification of major ethnic groups living in Bangladesh.

Names of the ethnic groups	Living places	Identity of ethnic groups

Activity-2: Draw the map of Bangladesh and show the locations of the main ethnic groups.

Lesson-2: The Chakmas

The name of the largest ethnic groups living in the districts of Rangamati, Bandarban and Khagrachhari in Bangladesh is Chakma. The Chakmas are anthropologically Mongolian. The Chakmas also live outside Bangladesh at Tripura, Mizoram and Arunachal in India.

Social Life

Family is the fundamental part in Chakma society. Some Chakma families together form 'Adam' or 'Para'. The chief of the Para is called Karbaree. Some Paras make a Mouja. The chief of the Mouja is called Headman. The Headman and Karbaree both maintain peace and discipline in the Mouja and Para together. Several Mouja make a Chakma circle and the chief of this circle is Chakma king. The post of the king in the Chakma society is hereditary. The chakma society is patriarchal. Father is the head in a Chakma family.

Economic Life

Agriculture is the main sourec of livelihood of the Chakmas. The method that they follow in cultivation is called 'Jum'. In this system, they cultivate in a circular way by transforming the land. By cutting down and burining woodlands; they cultivate them for some years. Later, the land is left for a long time to increase fertility. However, at present, they have been accustomed to cultivating and doing government, and non-government services.

Religious Life

The Chakmas are Buddhists. In most of their Villages, there is a 'Kiang' or Buddhist temple. The main festival of Chakma is 'Baishakhi Purnima'. Gautam Buddha was born, died and got ‘Buddhahood (enlightenment)’ on this day. Besides, they fly sky lanterns in honour of Buddha at the premises of kiang or pagoda on the night of 'Maghi Purnima'. In the Chakma society the dead bodies are burnt.

Cultural Life


Traditional dresses of the Chakmas

The Chakmas make clothes by weaving machine called 'tant'. The dress worn by the Chakma girls is called 'Pinon' and 'Hadi'. Previously, the Chakma men used to put on shirts made of thick thread, dhuti, gamchha and a 'pagry' on head. But at present, they put on shirts, pants and lungis. The clothes made by the Chakma women, 'Fulgadi' and different types of outer garments have become very popular to all people of home and abroad. The Chakmas make beautiful baskets, fans, combs, flutes and musical instruments with bamboo and cane. Rice is the staple food of the Chakmas. They are fond of eating fish, meat and vegetables with rice. Their favourite food is 'bansh Korol (bamboo shoot)'. The Chakma women cook different items with bansh korol. The Chakmas like to play ha-du-du, wrestling (kusti) and 'ghilakhara'. The little girls play 'bouchi'. The greatest festival of the Chakma is 'Biju'. The Chakma celebrate Biju festival on the last two days and the '1st' day of Bengalee year. The number of educated people among the chakmas is more compared to other ethnic groups. Chakmas have their own language and alphabet.

Activity Mention the main features of social, economic, cultural and religions life of the Chakmas.

Life style	**Features**
Social	
Economic	
Cultural	
Religious	

Lesson-3: The Garos

The Garos are the majority among another ethnic groups living in greater Mymensingh of Bangladesh. The Garos live in Mymensingh, Modhupur of Tangail, Netrakona, Sherpur, Jamalpur and Sripur of Gazipur. There are some Garos in greater Sylhet. Outside Bangladesh, the Garos also live at Meghalaya

and other states of India. The Garo of Bangladesh is normally the inhabitants of plain land. The Garos normally like to identify them as 'Mandi'. Anthropologically, the Garos are Mongolians.

Social Life

The Garos live in a matriarchal family. Mother is the head of family in their society. The offspring take the title of their mother. The youngest daughter of the family is the heir to properties of the family. In Garo family, the father or the brother of the mother is responsible for maintaining the family.

Mahari or the matrilineal identity is at the root of Garo society. The significance of this mahari is immeasurabele in their social life; especially in marriage, inheritance, share of properties etc. The 'Chatchi' (communities) and Mahari (matrilineal communities) of the Garos are fixed according to mother's communities. The marriage of men and women belonging to the same Mahari is forbidden in the Garo society. The bride and the groom must belong to separate Mahari.

There are a good number of groups in their society. Five main groups are Sangma, Marak, Momin, Shira and Areng.

Economic Life

The Garos of Bangladesh generally live by agriculture. In the past, the Garos were engaged in 'Jum' cultivation. At present, Jum cultivation is not done by the Garos living in plain lands. By cultivation, they usually produce rice, vegetables of different kinds and pineapples.

Religious Life

The name of primitive religion of the Garo was 'Sangsharek'. In the past, the Garos worshipped different gods. The name of their chief god was 'Tatara Rabuga'. The Garos used to worship Saljang or the sun, Chhuchhime or the moon, Guyera or the thunder, Men or the land. They used to observe religious festivals and rituals by singing, dancing and sacrificing animals. At present, the majority of the Garos have become the followers of Christian religion. They now observe different Christian religious festivals including Christmas Day.

Cultural Life

The name of the dress prepared by the Garo women is 'Dakmanda' and 'Dakshari'. The name of the traditional dress of the males is 'Gando'. The Garos eat fish and vegetables with rice. The bottom part of little bamboos is one of their favourite foods. Its popular name is 'Mewya.' Besides, they like to eat cake (Pitha) wrapped in banana leaf, Mera Pitha and Pitha fried in oil (Teler Pitha). The Garos are very fond of merriment. Their social festivals are agriculture based. Their greatest festival is 'Wangala'. The language of Bangladeshi Garos is 'Achik'. Their language has no alphabet of its own. The Garo language is related to Tibet-Burmese language.



Traditional dresses of the Garo women



Wangala Festival of the Garo

Activity: Mention the salient features of social, economic, cultural and religious life of the Garos.

Life style	Features
Social	
Economic	
Cultural	
Religious	

Lesson-4: The Santals

The Saontals are one of the main ethnic groups living in the north-western part of Bangladesh. They live in the districts of Rajshahi, Dinajpur, Rangpur and Bogura. It is thought that the forefathers of the Saontals came to these regions of Bangladesh from the West Bengal, Bihar and other parts of India. A good number of Saontals live in our neighbouring Indian state of West Bengal and Jharkhand.

Anthropologically the Saontals belong to Australoyad people. The colour of their body is black, they are of medium height and their hair is black and a little bit curly.

Social Life

The Saontal family is patriarchal. The groups and kinship of the offspring are fixed according to those of father in a Saontal family. The main pillar of Saontal society is 'Village Panchayet'. There are five 'important persons' to run a Panchayet. They are called Manjhi Haram, Jagamanjhi, Gadet, Jagaparanik and Naike. They treat Naike not as a member of Panchayet, but as a religious leader (Januru).

Economic Life

Agriculture is the main livelihood of the Saontal. They work mainly as agriculture workers in greater Rajshahi, Dinajpur and Rangpur districts. They cultivate rice, mustard seed, tobacco, chilly, sugarcane and other crops. Besides, they prepare different types of mat, broom etc. with bamboo, cane, shal leaf etc. After meeting up their own requirements, they sell those items in the market.

Religious Life

The Saontals are mainly worshippers of nature. Some of them also have accepted Christianity and they observe the norms and programmes of that religion.

Cultural Life

Rice is the staple food of the Santals. The Santals generally live in earthen houses. The wall of their house is made of earth and the roof is made of straw. The Saontals keep their houses very clean and tidy.

Among the festivals of the Santals, Sohrai and Baha are noteworthy.'Jhumur dance' is a mentionable programme of their culture. 'Dun' and 'Jika' dance are arranged at the marriage festivals of the Santals.

The Santal girls put on sharee wrapped over their shoulders. The male wear ‘Dhuti’ and now a days they also wear 'Lungi'. The Santals are very fond of ornaments. The girls use ornaments made of either bronze or nickel in their hands and neck. Many male Santals also use ornaments. Some of the male persons wear garlands around the neck and ‘Bala (bangles)’ in the hand.


Traditional dresses of the Saontals

The percentage of educated people in the Santal society is very poor, but recently the children of Santal families have become interested in institutional education. The Santal revolt in 30 June, 1855 against the British Rule and oppression was one of the historic revolts of the sub-continent. The pioneers of this revolt are two brothers: Sidhu and Kanu. The Santals worship them as heroes.

Activity: Mention the salient features of social, economic, cultural and religious life of the Saontals.

Life style	Features
Social	
Economic	
Cultural	
Religious	

Lesson-5: The Marmas

Among the other ethnic groups living in the hill tracts of Bangladesh, the Marmas are second in terms of population. The majority of the Marmas live in Rangamati, Bandarban and Khagrachhari districts. The word 'Marma' comes from the word 'Mraima'.

Social Life

In the hill tracts, the chief of Marma society at Bomang circle is ‘Bomang chief’ or 'Bomang king'.

There are some villages in every Mouja. The villagers select the chief of the village. The Marmas call the village 'Ruya' and the chief of the village 'Ruyaza' in their local language. In a Marma family, the mother plays a significant role in doing household chores, although the father is at the top. The opinion of the female members gets due consideration in the affair of taking any family decision in a Marma family.



Marma Woman

Economic Life

Agriculture is the main source of livelihood of the Marmas. The process of their cultivation is called 'Jum'.

Religious Life

The Marmas are the followers of Buddhist religion. They celebrate the programmes of this religion. Buddhist monastery ‘Kiyang’ and Buddhist Bhikkhu ‘Bhantey’ are present at every Marma village. The Marmas go to the temple to worship Buddha on the days of Bhaisakhi Purnima, Ashwini Purnima, Kartiki Purnima, Maghee Purnima by lighting a lamp and with flowers. ‘Chit Maram’ monastery, located on the south bank of the river Karnafuli near Chandraghona, not far from Kaptai, is a very beautiful monastery built by the Marmas. A large number of Buddhists go there every year to worship Buddha.

Cultural life

The Marmas build their houses at the height of 6-7 feet from the ground on some pillars with bamboo, wood and straw.

The Marma males wear ‘Gabong’ (a kind of turban), Shirt and Lungi. The name of the blouse that their women wear is ‘Anji’. Besides, they also wear 'Thami.' Marma women are very skilled in weaving clothes. ‘Tant’ (a type of weaving machine) pulled by both the hands and legs are used by them. Both handloom and waistloom (Komor Tat) are used by them.

The Marmas, like the other minority ethnic groups of hill tracts eat fish, meat and vegetables with rice.



Panikhela festival

The Marmas celebrate 'Sangrai' festival on the occasion of giving farewell to the last year and reception to the new year. On this occasion, they actively take part in 'Panikhela' or 'water festival'. Water is kept in a boat or a big vessel at the place fixed for playing 'Panikhela'. This festival is celebrated with much joy and pleasure in the middle of April at Bandarban and Rangamati.

Activity: Mention the salient features of social, economic, cultural and religious life of the Marmas.

Life style	**Features**
Social	
Economic	
Cultural	
Religious	

Lesson-6: The Rakhains

The Rakhains live in the districts of Patuakhali, Borguna, and Cox's Bazar of Bangladesh. Anthropologically the Rakhains are Mongolian. Their face is round, colour of the body is fair and the hair is straight. The word 'Rakhain' is derived from 'Rakhains' a Pali word. Its meaning is 'conservative nation' who always try to protect their identity, culture and religious rituals.

The original abode of the Rakhains is Arakan region of the present Myanmar. The Rakhains once came to this country from Arakan. They like to identify themselves as 'Rakhains'.

Social life: The Rakhain family is mainly patriarchal. Father is the head of the family, but they respect women.

Economic life: The Rakhains mainly depend on agriculture. Besides, they make cloth by hand-driven 'Tant'.

Religious life

The Rakhains of Bangladesh are the followers of Buddhism. The Rakhain children are taught religious norms and rules by the Buddha Bhikkhu at the monastery.

Cultural life: The Rakhain villages are situated in the plain land by the side of the river and coastal areas of the sea. The Rakhains build their houses on 'Macha' on the bamboo pillars. Some of their houses have roofs made of 'golpata' and some of their houses are made of corrugated iron sheet.



House of the Rakhains

The Rakhains observe different programmes and festivals on various occasions. Among them, religious festivals such as birth anniversary of Gautam Buddha, Baisakhi Purnima, Bashanta Utshab (Spring Festival) are prominent. The Rakhains celebrate another festival at Chaitra Sangkranti and its name is 'Sangrai Festival'. This is their greatest festival which is celebrated by all people.

The Rakhain male persons put on Lungi and Fatua. They normally put on Lungi over the Fatua. They put on 'Pagri' (a special type of head covering) when they worship at the temple attending religious and folk programmes. This Pagri is the symbol of their tradition. The Rakhain women put on Lungi. They wear blouse over the Lungi.



Rakhain Dresses

Activity: Mention the salient features of social, economic, cultural and religious life of the Rakhains.

Life style	Features
Social	
Economic	
Cultural	
Religious	

Lesson-7: The Mixture and Exchange of the Cultures of the Ethnic People of Chakma, Marma, Santal and Rakhain with the Bangalees of Bangladesh

The people of Bangladesh came into contact with different cultures and have received different aspects of those cultures. The exchange of the elements of one culture with another creates cultural blending which forms a basis of inter-cultural relationship among the people. The closer and more permanent this inter-relationship becomes, the more balanced communication will be established among different cultures.

The different ethnic people of Bangladesh have been living with the Bengalees in this land for a long time. To meet the necessities of their life, they have received many elements of Bengalee culture. *So* is done by the Bengalees. As a result, inter-dependence among the people has increased. This has made Bangladesh a country of multi-cultures.

Language: The words used in Bengalee like Kuri, Gonda, Ponn, Golmal. Hoi-Choi, Abol-T: x-16.53 in, Thon-Thon, Kon-Kon, Von-Von etc. have come from the voca Y: 7.32 in ifferent ethnic people. Besides Langol, Joyal, Dheki, Kula, Moi, Dori, Kaste, Panchni, Nirani, Hal, Paal, Dar, Logi, Boitha, Bata, fishing instruments like Polo, Dula, Koch, Chai, Borshi etc. have also come from the language of the ethnic people. Linguists have found tha the language of Chakma is intricately related with Bengalee, Pali, Oria and Ohomia and they are similar too.

Festivals: New year celebration of the ethnic people of Chattogram Hill Tracts and Pahela Boishakh of Bengalees have become synonymous now a days. New paddy harvesting 'Nabanno' celebration of the Bengalees and 'Wangala' of the ethnic people are kneaded with the same string.

Games and Sports: The participation of the people of different ethnic groups in different games and sports of Bangladesh is noticeable. Several ethnic women are now playing in the National Women Football and Hockey team. This actually upholds the blending and exchange between the Bangalees and the ethnic people.

Economy: The crops and goods produced and made by the ethnic people fulfill the demand of the whole country. Betel-leaf of the Khasia, orange of the Khasia and Monipuri, spice of the Hills, paddy of North Bengal, pineapple of the Garo meet the demand of all and contribute to national economy. The saree and shawl produced by the inhabitants of Monipur of Sylhet not only meet the national need but also they are exported to foreign countries. This really enriches the reserve of our foreign currency.

Culture: The people of the ethnic groups are getting accustomed to the dress and food habits of the Bangalees. Along with their traditional dresses, ornaments, food habits they are now using shirts, pants, three pieces, ornaments (imitation) and eating rice, fish and soft drinks of the Bangalees in their life. Monipuri dance has earned immense popularity to all. Moreover, the Jhumur dance' of the Saontals 'Bamboo dance' of the Chakmas and 'Bottle dance' of the Tripuras are also popular to all. This has created a bridge for cultural gathering and exchange. As a result, inter-relationship has become much stronger.

Politics: The contribution of the people of ethnic groups to the movement for independence and liberation war is unforgettable. This is a burning example of the blending of political culture and exchange of the Bangalees and the ethnic people. The people of the ethnic groups like Chakma, Marma, Mong, Rakhain,

have made their mutual relationship stronger. Santal, Orao, Malpahari, Garo etc. participated in the liberation war and fought against the Pakistani forces. Many of them died in the war too.

With the use of language and through economic, cultural and political activities the ethnic people and the Bangalees have come closer to one another and thus their bondage has been strengthened.

Activity: Prepare a short list of vocabulary of different ethnic groups in Bengali language.

Sample Questions

Multiple choice Questions

1. Which ethnic group in Bangladesh does the name of the language 'Achik' belong to?

a. Chakma b. Garo

c. Marma d. Santal

2. Which is the significant historical incident of Indian Subcontinent in the 19th century?

a. Garo Rebel b. Rakhain Rebel

c. Santal Rebel d. Khasia Rebel

3. The features of the Marma ethnic group are –

i. Houses built 6-7 feet above ground

ii. Matrilineal family system

iii. Agriculture-based economy

Which one of the following is true?

a. i & ii b. i & iii

c. ii & iii d. i, ii & iii

Read the following stem and answer questions 4 and 5:

After her annual exam, Sumaiya went to Cox's Bazar with her parents. While sightseeing, she saw a particular ethnic group living in the houses built on stilts. These people, followers of Buddhism, wear turbans as a symbol of their tradition.

4. What is the name of the ethnic group that Sumaiya saw?

a. Chakma b. Marma

c. Santal d. Rakhain

5. The cultural feature of the ethnic group seen by Sumaiya is –

i. father is the head of the family

ii. main livelihood is agriculture

iii. houses are made of bamboo and straw

Which one of the following is true?

a. i b. i & ii

c. ii & iii d. i, ii & iii

Creative Questions

1. Niru is a hill girl. She lives in Chattogram Hill Tracts. People of their group also live in Arunachal outside Bangladesh. Niru went to visit her friend Shuvra's village home in Mymensingh with Shuvra. She became very surprised seeing an incident. She observed that all the members of Shuvra's family were giving priority to her mother's opinions. Besides, she got an opportunity to have close observation of the religious behaviours of Shuvra and others.

a. What is the Head of the village of the Marma called?
b. How is a balanced communication among different cultures established?
c. Explain the cultural life of Niru.
d. 'There are differences between the social life of Niru and that of Shuvra'. Analyse the statement.

2. The three friends Mathin Chakma, Antora Saha and Arun were enjoying the function of Pahela Boishakh under the banyan tree at Ramna. After a short while they noticed that the performance of the singers of chhayanot being over, four dancers from Khagrachhari were dancing. They were wearing Anji and Thami.

a. What is the greatest festival of the Chakmas?
b. What is 'Mewa'?
c. Which ethnic groups are the four dancers representing in the stem? Explain it.
d. 'Today Boishabi and Pahela Boishakh have come together at a single point'. Analyze the statement in the light of the stem.

Short Answer Questions

1. Describe the social structure of the Chakma community.
2. Explain why Mahari is considered the root of Garo society.
3. Describe the economic lifestyle of the Santal community.
4. Why should we respect the culture of ethnic groups?

Chapter Nine

Social Problems of Bangladesh

Social problem exists in the society. It creates adverse effects on the people and a few people take collective efforts to save the people. There are many social problems in Bangladesh. Juvenile delinquency and drug addiction are two major problems among them. At present, these two major problems are everybody's concern.

By the end of this chapter we will be able to –

- explain juvenile delinquency;
- narrate the causes and effects of juvenile delinquency;
- find out the ways of remedy of juvenile delinquency;
- explain drug addiction;
- describe the causes and effects of drug addiction;
- state the ways of preventing drug addiction;
- be aware of the impacts of juvenile delinquency and drug addiction.

Lesson-1: The Idea and the Causes of Juvenile Delinquency (Offence)

The deeds that are not generally recognized by the state or society are called crime. Different offences committed either by the immature boys and girls or the juvenile are called juvenile delinquency. Sociologists and the lawyers differ on the age-range of juvenile offenders. Offensive work done by the boys and girls between 7-16 years are called juvenile offence in Bangladesh, India and Srilanka. On the other hand, the age range of juvenile offenders in Pakistan and Thailand is 7-18 years. In Japan, this age range is 14-20 years. Juvenile offenders break the laws and the rules of the state and the society and that's why they are juvenile offenders.

Juveniles become offenders for different reasons. Poverty is the main reason of juvenile offence in our country. Many desires or demands of the juveniles of poor families remain unfulfilled. For this reason, they suffer from frustration and this frustration leads them towards offence. The juveniles may also become offenders if they do not get a healthy family life and proper social environment.

Inability of the parents to spare time for their children or to give attention to them owing to their extreme business at their work-place or outside home. Lack of affection and caring, premature death of parents or their divorce, excessive punishment or monitoring of the parents are the causes of offence.

Many adolescent children become offenders due to the lack of scope for getting engaged in creative endeavours. The children who are associated with games and sports, music, drawing pictures, physical exercise and different types of cultural activities normally grow up in a healthy manner in a pleasant environment. On the other hand, those who are deprived of these facilities seek other paths to get rid of mental dissatisfaction. It is they who later on get involved with different types of offences.

There are slums in different parts and industrial areas of the towns. The slum environment and many bad incidents of that place make the children offenders. The young children of the slum also get involved in offences due to bad company and poverty. The poor children become compelled to earn money adopting many illegal activities at an early age. With this money they sometimes go for gambling, take drugs and get involved in organized crimes. They get inclined towards crime in their attempt to earn money.

A child suffering from physical or mental deformity has to put up with the social negligence which causes an inferiority complex to the child. Many may become criminals or offenders due to this. Again too much emotion and genius may also sometimes make the children criminals/offenders because the mental makeup of these children become more complex than the ordinary ones. They also may become criminals or offenders due to not getting proper environment for flourishing their genius.

Some of the children whose parents frequently change their work-place, cannot cope with a new environment each time. They face a problem in selecting their friends or associates. In this way, many a child may become offenders due to bad company. At present, another type of new juvenile offence is seen in the society due to abuses of mobile and internet.

Activity: Mention the causes that make the juvenile criminals/offenders.

Lesson-2: The Effect and the Prevention of Juvenile Offence

Stealing, pickpocketing, travelling by train without ticket, attacking men, shops, houses and vehicles, vandalising and setting them on fire, doing other destructive work and teasing the girls are some of the offences committed by the juveniles of Bangladesh. Besides, the juvenile offenders sometimes commit robbery in a group and also extort money from the businessmen. Sometimes, they even commit murder. The peace of the family with such juvenile offenders is disturbed. Sometimes, there are instances of sexual harassment of girls by young offenders in both urban and rural areas in Bangladesh. They utter filthy and offensive words to the girls. The girls cannot go to school and colleges safely. If they do not respond to the illegal proposal of the derailed juveniles, they kidnap and physically torture the girls. They also throw acid on them. In their attempt to protest, the guardians sometimes become victims of their attack. In some cases, female students are compelled to stop schooling due to the abusive acts of such offenders. The juvenile offenders are frequently related to drug addiction and other bad habits.

Preventive Measures

Tendency of juvenile offence is increasing in Bangladesh. The following steps should be taken to prevent this problem:

The Consciousness and Responsibility of Guardians

If the parents and the elderly persons of the family remain conscious of the types of tendency of juvenile offence, its causes and remedies, they can easily keep juveniles away from doing any offence. For this, it is necessary to create a healthy atmosphere for the mental flourishrment of the offspring in the family. Their movements should be watched over. Their friends and associates should be inquired of. An easy and a normal relationship should be built with the offspring.

Socio-Economic Programme

The poverty of the family is the main reason behind committing offence by the juveniles. For this reason, employment opportunities of the parents and the development of economic condition of the parents must be ensured. The government and different non-government organizations must come forward to make it happen.

Education Opportunities

All children and juvenile must be brought under the primary and the secondary education. If so, on one hand, they will be inspired by education to lead a healthy and sound life and on the other hand, the environment of the school will keep them away from committing any offence.

Recreation

It is necessary to set up libraries, and gymnasiums and arrange for cultural events like music, dance, drama etc. in para and community for the mental development of children and adolescents. Besides the aforementioned activities, there should be arrangements for screening scientific and informative and entertaining local and foreign films for children and adolescents on television and other media. Child labour should be forbidden. On one side, the children and the juvenile themselves should be alert so that they do not get involved with bad company and on the other side, the guardians also should always remain careful about this matter.

Activity Discuss the steps that can be taken to prevent juvenile offence.

Lesson-3: The Concept and Causes of Drug Addiction

Drug addiction begins by mixing with the drug addict friends. The juveniles take drug being instigated by friends only to get momentary excitement. They do this without knowing anything about the harmful effects of drug. Later on, this becomes the cause of their death. The juveniles are by nature curious. As a result, many start taking drugs only out of curiosity. The juvenile sometimes steal 'Biri' or 'Cigarette' from the pockets of their father or other elderly person only to satisfy their curiosity. This curiosity at one time leads them to smoking. They later on develop the habit of smoking and taking other intoxicating items such as hemp, phensedyl, heroin, yaba etc. Many start to suffer from frustration due to unemployment, loneliness, death of dear ones, family disturbance etc. To get rid of this frustration and at the instigation of friends or following the friends, many start taking drug items. Later on, this turns into their intoxication. The juvenile may also suffer from frustration by being deprived of parental affection and attention or frustration may also come from a family disturbance and quarrels. At one stage, they become drug addicts.

The influence of bad culture is another main reason of drug addiction. At present, the culture of one country is being easily influenced by the culture of another country through cinema, TV channel, internet etc. A group of juveniles are being misguided and lost due to the clash of two different cultures.

Activity: What are the causes that make the juveniles drug addict? Discuss.

Lesson- 4: The Impacts and Prevention of Juvenile Drug Addiction

Drug addiction has now become a terrible problem in our social life. Its effect on our socio-religious life is also very serious. A drug addict may suffer from physical disease such as heart-disease, TB, cancer, and asthma. His mental health also becomes very weak for this. The drug addicts suffer from frustration and inferiority complex. They not only do their own harm, but they cause chaos in the society being the victim of timidity, anxiety and excitement.

The effects of drug also create different complex problems in the family life. The peace and happiness of the whole family is disturbed by this. There is always quarrel in the family of a drug-addict child. That family does not have any respect from the neighbours. The family often becomes ruined for providing money to buy drugs. Besides, incidents like murder, suicide, fleeing from home or getting lost also happen. The incidents like stealing, robbery, hijacking, killing and murdering frequently happen in that country where drugs are available, social insecurity and the decay of moral values also happen due to the effects of drug. Drug addiction must be resisted and drug should controlled with a view to saving the persons of the society from drug. Following measures may be taken for this:

Preventive Steps

Preventive steps are most fruitful in the resistance of drug addiction. For this, emphasis should be given on moral education. The parents and the elderly persons of the family should play an active role in teaching children religious and moral values from their early age. In fine, anti-drug awareness and social movement must be raised through religious education and other means.

At local level educational, religious institutions, socio-cultural and sports organization like club, society can play significant role in resisting drug addiction apart from teaching moral education. They can make people aware of the bad sides of drug by arranging discussion meeting. They can inspire people, especially the young people to follow the promise, 'Say no to drugs' by arranging different programmes. Besides, anti-drug awareness can also be created through textbooks, newspaper, radio, television, cinema, poster, billboard and leaflet.

Arrangements must be made for healthy recreation and the infant-juveniles must be attracted to this so that they do not get inclined to drug addiction and other bad habits. Side by side, steps should be taken to stop the production of obscene films. Besides, it is essential to implement existing laws and take steps effectively to prevent drug addiction problem.

Laws of Drug Addiction Control

At present drug addiction is a dangerously complex problem of Bangladesh. To prevent drug addiction the Government of Bangladesh has signed three conventions of the United Nations on drug control. The Government of Bangladesh has also signed the anti-drug SAARC convention in 1990.

The Government of Bangladesh has enacted a law on the use (control) of tobacco products last in 2013. The law includes punishment for the use of tobacco products in public places and public transports. Smoking is treated as a penal offence in the places like offices, libraries, lifts, enclosed workplaces, hospitals and clinics, airports, river-ports, sea-ports, railway stations, bus terminals, cinema halls, exhibition halls, theatre halls, shopping-complexes, restaurants, public toilets, children parks, fairs, waiting spaces for public transports and places declared necessary by the government. No one can smoke in public places and in public toilets. If anyone violets this law, she/he will be penalised with money upto three hundred taka. And if that person commits the offence for the second time or repeats the same offence, his penalty will serially be doubled.

Production and advertisement of tobacco products, drugs and other additive products should be stopped. Public and private initiatives should be promoted through advertisement on drug abuse. Alternative employment should be provided for workers involved in drug production. The teachers smoking in front of the students must be considered as crime. We should control the market of used drug products in medicine.

Activity Discuss the steps that can be taken to prevent drug addiction in our society.

Sample Questions

Multiple choice Questions

1. What is the main cause of juvenile offence in our country?

a. poverty b. want of love and care

c. divorce d. want of recreational facilities

2. The steps that can be taken to prevent drug addiction are –

i. to give emphasis on religious education

ii. to teach moral values

iii. to forbid the production of drug items

Which one of the following is true?

a. i & ii b. i & iii
c. ii & iii d. i, ii & iii

Read the following stem and answer questions 3 and 4.

Tareq is a beloved child of his parents. Recently a change has come in his manners and etiquette. Instead of going to school, he smokes secretly and disturbs his mother for money.

3. What is expressed in Tareq's conduct?

a. infant offence b. decay of moral values
c. drug addiction d. loneliness

4. As a result of Tareq's conduct as narrated in the stem–

i. different physical problems will be seen
ii. mental health will not be that much changed
iii. disturbance will be created in social life

Which one of the following is true?

a. i & ii b. i & iii
c. ii & iii d. i, ii & iii

Creative Questions

Mr. Sayeed has observed that his daughter is unwilling to go to the school alone. The cause of this is some boys of 15-16 years old of his area tease the girls in different ways on their way to school. This matter made him worried. He took steps to discuss the matter with the guardians to solve this problem.

a. What is the promise that the youth should be motivated to prevent drug addiction?
b. 'The influence of bad culture is a major cause of drug addiction' - explain it.
c. What type of social problem has made Mr. Sayeed worried? Explain it.
d. Evaluate the effectiveness of the step taken by Mr. Sayeed.

Short Answer Questions

1. What is a social problem? Explain.
2. Explain: "Frustration is one of the main causes of drug addiction."
3. How does inferiority complex lead to juvenile delinquency?
4. Why is a social movement necessary to control drugs?

Chapter Ten

Population and development of Bangladesh

Population and development–these two concepts are interrelated. The development of a country largely depends on her population. This will be very clear to us if we compare the population of a developed country to that of a developing one and if we also compare the per capita income of the people of these two countries. For example, we can study the case of the USA and Bangladesh. 36 people live in the United States of America in per sq. kilometer and their per capita income is 81,695 US dollars (World Bank, 2023) . On the other hand, 1,171 people live in Bangladesh in per sq. kilometer and their per capita income is only 2,784 US dollars (Bangladesh Economic Survey, 2024). The future development of a country depends on the effective implementation of its economic planning and population policy. This is more true with a populous and developing country like Bangladesh. In this chapter, we shall learn about different plans of Bangladesh on population and also about the techniques of how population can be turned into human resource.

By the end of this chapter we will be able to –

- explain the population policy of Bangladesh;
- describe government and non-government programmes to control population;
- find out the relationship between population and human resource;
- describe the ways of turning population into human resource;
- be aware of the problems of population of Bangladesh.

Lesson-1: Population Policy of Bangladesh

In general sense, population policy means the national planning about population of a country. This policy is made keeping similarity with the socio-economic condition of the country. The objective of this policy is to control the population and upgrade the living standard of the people by ensuring the socio-economic development of the country. The main objectives or the aims of the population policy of Bangladesh are:

1. to arrange necessary health and family planning welfare services for all people of the country,
2. to strengthen family planning programme and maternity health care,
3. to minimise malnutrition of children and women,

4. to arrange health care for women and children up to union level. To ensure the full-time presence of doctor, nurse and regular supply of medicine in the Upazila and the Union Health Complexes;
5. to expand primary health care to every one and everywhere;
6. to arrange reproductive health care services for the poorer section of people and also for those who have special demand;
7. to ensure security and health care for the older people of the country.

The slogan of Bangladesh on population is "Not more than two children, one is better". 2nd February is observed as 'The National Population Day' every year in Bangladesh.

Activity Discuss the role of population policy in socio-economic development.

Lesson-2: Government and Non-Government Initiatives to Control Population

Government initiatives

The government has taken the following steps with a view to reducing the present growth rate of population:

A. Priority has been given on primary and the mass education with a view to removing illiteracy and increasing the rate of education. The government has undertaken the policy to remove illiteracy by 2014 and ensure education for all by 2015. Meanwhile, this target, though not fully achieved is almost on the way, to fulfilment.

B. The government has taken a massive plan for the expansion of women education. For example, text books are being given free of cost to all the students from primary level to secondary level. Stipend is also being given to girl students from Class VI to Class XII.

C. The government has taken a plan to ensure medicare of the citizens. Side by side, health and family planning programme is also going on to keep the family small.

D. Emphasis has been given on the registration of marriage at the kazi (marriage registrar) office.

E. The government has also given emphasis on women's participation in income generating activities, such as poultry farm and pisciculture. Besides, women are now taking part in large number in garment industry, handicrafts, cottage industry and other manual industries. These will play a significant role in controlling the overall population. Bangladesh got United Nations award (UN award) in

2010 for achieving success in reducing infant mortality rate. Besides, quota system has been introduced in teaching and many other fields for women empowerment.

Activity: Which step do you think is more effective to control population in your area? Explain.

Non Government Initiatives

Non government development organisations (NGOs) of regional, national and international levels are playing an important role in the task of controlling population in Bangladesh. They (NGOs) started their work by assisting the people in rehabilitation task after our liberation war. One of the major fields of the work of these organisations is population control and family planning programmes. These organisations working in Bangladesh perform many activities to control our population.

Their activities have been discussed below–

A. Community Based Family Planning Programme: Under this programme, people living in villages and towns are given advice and education to keep the family small. They are encouraged to accept family planning method. Under the programme, service is also given for the health of mother and child, providing vaccination, injection and nutritional education.

B. Implementation of Making a Planned Family of Two Children: Bangladesh government has finalized national policy of making two children family. Non government organizations are working to achieve this goal. They are also working to encourage people to accept family planning method.

C. Resistance of Child Marriage: The non government organisations are also playing a significant role in encouraging people to resist child marriage.

D. Training Programme: The specialists of non government organisations are training the people on the health care of the mother and the child, vaccination and family planning method.

E. Awareness Activities: The non government organisations make and use various items for making people conscious to address population problem. For example, magazine of family planning, poster, calendar, chart, newsletter, documentary films etc. are made and used to this effect.

F. Programme for Encouraging Religious Leaders: The non government organisations arrange workshops for the religious leaders and encourage them about this matter. The religious leaders can also play a role in reducing population.

Activity: Briefly discuss the role of non-government organisations in controlling population.

Lesons-3: The Relation Between Population and Human Resources

The population of Bangladesh is very large if we compare it to the area of land and the population of other countries of the world. Moreover, our growth rate of population is also very high though the present growth rate is less than the previous ones. This has been possible only owing to family planning programmes and increasing consciousness of the people. On the other side, the death rate of infant and mother has recently come down for the improvement of medicare management. The number of population is also increasing for this. The population can easily be converted into human resources by providing proper facilities for education, training and employment opportunities for the uneducated and unemployed persons, especially for the youths of the country. In this way, the country will go fast towards economic development.

Activity: How can population be turned into human resources?

Lesson-4: The Strategy or Technique of Converting Population into Resources

The huge population of a country becomes a great problem for her if its resource is limited. Again, the population can be turned into human resource by adopting proper planning. Many countries of the world have already turned their large population into human resource. We can cite the example of China in this regard. Our neighbouring countries India and Srilanka have also shown success in turning population into human resource. India has much advanced in the field of information technology. 23% of the information technology sector of a developed country like the USA depends on the skilled manpower of India. In the last few years, government invested a lot in IT sector for developing 'Digital Bangladesh'. Government has taken a massive programme to turn our youth power into a resource. We can hope that we will get its result in the future. The strategy or technique adopted to turn our population into human

resource is mentioned below:

- to expand job-oriented education and build knowledge-based society ;
- to increase skill and expand training-oriented programme;

- to expand technology and technical education;
- to expand women education;
- to expand health and nutrition programme;
- to adopt education and training programme according to production-based sectors;
- to expand agriculture-based education and training;
- to modernize agriculture for employment opportunities;
- to improve information and communication sector;
- to expand small and cottage industries.
- to send a large number of meritorious students to the developed and technology-based countries of the world by arranging more scholarships through government and non-government initiatives.

Activity-1: Discuss when the population can be turned into human resource.

Activity-2: Discuss the measures of turning the population into human resource.

Sample Questions

Multiple choice Questions

1. Which one of the following dates is observed as population day of Bangladesh every year?

a. 2nd February b. 21st February

c. 8th March d. 1st May

2. By which year has the Government of Bangladesh committed to ensuring inclusive and quality education for every child?

a. 2028 b. 2029

c. 2030 d. 2031

3. The method of turning population into human resource in Bangladesh is–

i. to arrange education, training and employment opportunities.

ii. to prioritise agriculture, industry and information and communication sectors.

ii. to export skilled manpower to foreign countries.

Which one of the following is true?

a. i & ii b. i & iii
c. ii & iii d. i, ii & iii

4. Government initiatives to control population in Bangladesh are –

i. Expansion of women's education

ii. Marriage registration

iii. Providing healthcare to the elderly people.

Which one of the following is true?

a. i & ii b. i & iii
c. ii & iii d. i, ii & iii

Creative Question

Serial No.	Countries	Population per sq.km	Per capita income (in US dollars)
1	U.S.A.	36	81,695
2	India	473	2,448
3	Bangladesh	1,171	2,784

a. In which field did Bangladesh reccive a United Nations award for its success in 2010?

b. What is meant by 'population policy'?

c. What is the obstacle to the development of Bangladesh according to the above chart? Explain it.

d. How do you think Bangladesh can enrich its human resources by leveraging the experience of country No.2 as described in the chart?

Short Answer Questions

1. What is population policy? Explain.
2. Why has the government placed great emphasis on the expansion of female education?
3. How do NGOs contribute to population control in Bangladesh? Explain.
4. How can the population be transformed into human resources? Explain.

Chapter Eleven

Climate and Natural Disasters in Bangladesh

Bangladesh is one of the highest disaster–prone areas of the world. We know that the whole world is undergoing a climate change due to rise in temperature on the earth's surface or global warming. This climate change causes less crop production in the torrid zone during the dry season. Besides, this results in excessive rain, flood and water logging in the rainy season as well as droughts, aridity, hailstorm, land erosion, tornadoes, cyclones, tidal bores or similar natural disasters in the dry seasons. Salinity increases in the coastal areas. Sudden cold or hot wave and deep fog are also some byproducts. Besides, earthquake is one of the natural disasters of the country. Geographic position and global warming are the causes of this disaster. We notice the impacts of these disasters on the life and economy of Bangladesh.

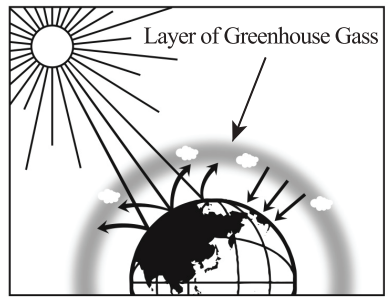
By the end of this chapter we will be able to -

- explain the idea of global warming;
- analyze the causes and effects of global warming;
- explain disaster;
- mention the types of disasters;
- describe different types of natural disasters like cyclone, flood, drought, earthquake, tsunami, fire-accident etc;
- narrate the causes of natural disasters of Bangladesh;
- analyze the impacts of these disasters on the life and economy of Bangladesh;
- give advice and make a plan to prevent natural disasters, to undertake necessary steps to save life and assets from disasters;
- be aware of environment.

Lesson 1: The Concept of Global Warming

Plants and animals on Earth have evolved and thrived in a balanced and life-sustaining environment made up of water, air and other elements. But today, this environment is severely endangered. One of the main reasons for this is **global warming.** As a result of the amazing progress of science, people have made their lives easier, more comfortable and more technology-dependent, but they are also damaging and unbalancing the natural environment through various activities. Population growth, deforestation, engine-driven vehicles and large industries are destroying the natural balance of the environment. As a result, various environmental problems are arising. One of the major problems among them is the **greenhouse effect.**

The greenhouse effect is mainly caused by certain gases. Carbon dioxide, methane, nitrous oxide, water vapor, etc. are called greenhouse gases. These gases form an invisible blanket-like layer in the atmosphere around the Earth.



Greenhouse Effect and Global Warming

Look at the adjacent picture. The light rays from the sun easily penetrate this layer and reach the surface of the earth. The earth absorbs this light rays and becomes warm. This heat then returns to space in the form of radiation. Some of this radiated heat is again absorbed by the greenhouse gases in the atmosphere and a part of it returns to the earth. As a result, the heat is trapped in the atmosphere and the average temperature of the earth continues to increase. This continuous process of increasing temperature is called **global warming.** Because of global warming, the Earth's climate is changing, ice is melting, sea levels are rising and having a serious impact on the environment.

Lesson-2: The causes of global warming


Greenhouse gas around

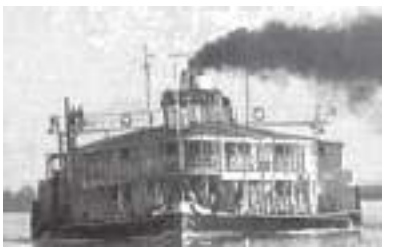
The main elements of the air are nitrogen and oxygen. Besides, a little amount of carbon-di-oxide, methane and nitrous-oxide are also available in the air along with some vapour and ozone gas. These less important gases are called greenhouse gases. Apart from these natural gases, few man-made gases such as CFC (Chloro Fluoro Carbon), HCFC (Hydro Chloro Fluoro Carbon), Halon are also called greenhouse gases. Due to these gases, Carbon-di-oxide has increased by 25% in the atmosphere in last one century. Similarly, nitrous oxide has increased by 19% and methane has increased by100%. These are the main reasons of global warming. There are other causes also which are liable for global warming. Our household items such as refrigerator, air conditioner, plastic items, foam, aerosol etc. produce a kind of greenhouse gas (HCFC). This is destroying the ozone layer of the atmosphere. There are many layers in the atmosphere. The closest layer to the earth is troposphere which has an average height of 12 km. from the sea level. The next one is ozone layer and it is extended up to 20 km. The ozone layer absorbs the ultra violet rays of the sun and saves the flora and fauna of the earth. Due to erosion of ozone layers, there is a rise of ultra violet ray in the earth's surface by 5%. This is also a cause of global warming.

Besides, the developed countries are also liable for greenhouse effect. They are destroying ecology by their increasingly high use of fossil fuel. Many of these countries are using nuclear plants that produce huge waste. This waste also increases greenhouse gas, but its role in global warming is very little. Not only that the industrial waste and black fumes produce loads of mercury, lead and arsenic that are also liable for global warming.



Black fumes

The oceans are compared to the lungs of human body. They have significant roles in controlling world temperature. But they are gradually getting polluted as radioactive wastes are thrown there. It pollutes vapours that mix up with the air and increases world temperature. Though Bangladesh is a small country, once it had many rivers, ponds, canals, marshy lands etc. They had vital roles in controlling temperature. Currently many of them are either dried up or thoroughly filled up. Many of them are used for waste discharge. Thus rivers are being abused in many developing countries that also results in global warming.



Waste discharge in the sea and exhaustion of black fumes

Deforestation is another important factor in this regard. We know, the green trees take in carbon-di-oxide from the environment and leave out oxygen for us. But due to massive deforestation, the amount of oxygen is getting minimized and the amount of carbon-di-oxide is getting maximized in the air. As a result, the amount of harmful CFC gas rises up to damage the ozone layer.



Deforestation

It is true that the present world is getting urbanised too rapidly. People are rushing to cities and towns for work. Therefore, cities are getting over burdened with extra population. This huge population needs extra vehicles too. Emission of black fumes is carbon-di-oxide. Likewise, the black fumes produced by the mills and factories are also increasing the amount of carbon emission in the air which is another cause of global warming.



Increasing vehicles

In addition, artificial irrigation, use of nitrozen fertilizers and pesticides in agriculture have roles in damaging ozone layer which ultimately contribute to global warmmg.



Use of chemical fertilizers in agricultural lands

We have learnt about climate change in Bangladesh at Class Seven. One of the main reasons of climatic change is global warming. In fact, global warming has panicked the whole world including Bangladesh. There is a discussion below on how global warming may affect the ecology and life style in Bangladesh:

The level of sea water increases due to global warming. As a result, sea water enters the coastal areas. Due to salinity in sea water trees and forests, fisheries and crops become massively ruined. This situation is already evident in Bangladesh. Global warming is already damaging the mangrove forest in Bangladesh. We know that the bio-diversity in the Sundarbans is already at stake. Salinity has increased at agricultural lands in the coastal areas. Therefore, lands are losing fertility. It has affected the agricultural production. Besides, many species of trees and sweet water fish have been lost in the mean time. All these have adverse impact on people's life and livelihood. People are going to cities for their survival. So the cities are getting overburdened.

As the level of sea water is rising up, tidal waves are becoming higher than their natural size. Sometimes it takes the shape of tidal bores. Sometimes depressions take place in the sea and turn into cyclones. We have heard the names of 'Ayla' and 'Sidr'. These two natural disasters have immensely ravaged lives and resources at the coastal areas. In addition, the entrance of saline water into large locality has ruined crops, houses and institutions. These areas have acute shortage of drinking water too. Ayla and Sidr have devastated nearly one-fourth of the Sundarbans. They have affected our bio-diversity and fishery resources as well.

It is mentioned that due to global warming the temperature of the earth rises and the ultra violet rays of the sun also enter this world directly. As a result, human beings and other animals are suffering from several types of diseases such as cancer, skin diseases, and some other diseases.Global warming is also destroying the ecological balance. The desertification of the northern part of Bangladesh is an example of this.

Global warming will result in flood, drought and salinity. As a consequence, there will be shortage of food for livestock and different types of diseases will spread. Considering all these negative aspects, we need to take cautious steps to face the problems of climate change.

Activity-1: What are the causes of global warming?

Activity-2: Discuss what type of damages human beings, environment, and animals are undergoing for global warming. What are likely to take place in future?

Lesson-3: The Concept and Kinds of Disaster

When any natural or man-made situation becomes unnatural and intolerable and as a result of which crops, assets and lives are destroyed and environment is damaged, it is called disaster. Disasters are of two kinds: natural disasters and man-made disasters. Natural disasters take place suddenly and human beings are generally helpless here. However, man-made disasters are results of some activities done by them. We can avoid them or save ourselves from their adverse impact by being conscious and careful. Disasters that are created due to the malpractices of human beings or which are caused due to their lack of farsightedness are called disasters. This type of disaster destroys lives and disrupts natural life-styles. It also disturbs ecological balance and increases restlessness in a society. Some of the man-made disasters are war, communal riot, deforestation, water logging through obstacles at natural flow of rivers and desertification, fire, pollution etc. On the other hand, when any natural accident or destruction hampers the normal flow of life, we call it natural disaster. Flood, cyclone, tidal bore, tornado, earthquake, drought, river erosion, tsunami, volcanic eruptions are some examples of natural disasters.

Activity-1: What is a natural disaster?

Activity-2: Mention five causes of man-made disasters and five causes natural disasters.

Lesson-4 and 5: Different Kinds of Natural Disasters

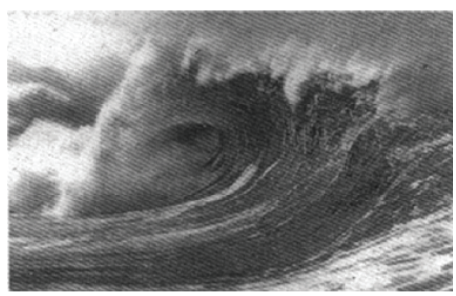
In Class Seven we have learnt about some natural disasters which were caused by climate change like cyclone, flood and drought. In this chapter we will learn about some more natural disasters. We will also learn about the means how to face them.

Earthquake


Earthquake

Among all the natural disasters of the world earthquake causes extensive havoc within a very short time. No advance news can be conveyed about earthquake. It turns a whole area into debris with a shake or some before human beings knowing anything about it. Generally massive, moderate or mild earthquake may occur several times at the same place. We have got evidence of it in the earthquakes of Iran, China, Mexico, Chile and Japan. Bangladesh is at the risk of earthquake. Particularly Dhaka, Sylhet, Rangpur and Chattogram are in the most risky zones. In recent times mild quakes often shake Chattogram and Sylhet. The quake that occurred on 18th September 2011 was quite severe. The whole country shivered with this. Man knows no means to prevent earthquake. But we can teach people to keep themselves safe during earthquake and give idea about rescue methods and relief works after the quake.

Tsunami


Tsunami

'Tsunami' is another natural disaster. It is mainly a Japanese word which means waves of the sea shore. If there is any movement at the sea bed due to earthquake or volcanic eruption or any other reasons, massive waves are created throughout a large area. These waves dive on the coastal belt with strong current ranging from 800 to 1300 kilometres per hour. Due to Tsunami the water of the sea turns into tidal bore and enters within 10 kilometres of the coastal belt with a huge speed as mentioned above. As a result, within a very short time houses and buildings, road or railways or other communications, electricity or business centres can be completely destroyed.

A huge Tsunami hit the north-east area of Japan in 2011. It was the result of an 8.9 Richter Scale earthquake under the sea. It hit an area which was 400 kilometres away from Tokyo the capital city of Japan. As a consequence, five nuclear electric plants in Japan were highly damaged. Radio-activity from these nuclear plants started spreading through air and water. It created huge health hazards for human beings. Thousands of railway commuters were missing and many ships drowned due to this disaster.

Landslide or Landfall

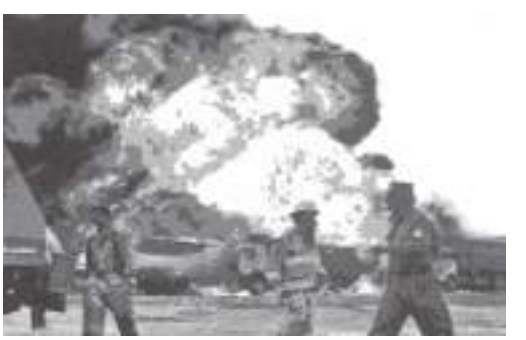
The sudden fall of a mass of earth from a hill or mountain is called landslide or landfall. Hills composed of sand-stones or heavy mud may have landslide during intense rain or long time rain. It also takes place for massive deforestation and levelling of hills. Landslide causes problems for the people who live at the foot of the hills as their houses can be buried down for this. This problem is very common in Chattogram, Cox's Bazar, Rangamati, Khagrachhari, Bandarban, Sylhet, Netrokona and some other districts of Bangladesh. In these regions many lives are lost and many houses are damaged every year.



Land slide

Fire

Fire may take place as a natural disaster as well as a disaster caused by carelessness or an accident. Sometimes fire takes place at forests in many countries because of immense heat. It is called wildfire. It destroys forest resources as well as bio-diversity. Wildfire does not take place in our country. So we do not consider fire as a natural disaster. In Bangladesh, fire takes place due to carelessness or as an accident. This accident usually takes place in mills and factories, oil refineries, garment industries, jute mills, chemical godowns, residential buildings, shops, offices and commercial centers. Recently the fire caused from a chemical godown at Nimtali, Dhaka has taken away many lives and leaving many people physically challenged. Many people have turned to have-nots as a consequence of it. It is to note here that both in the rural and urban areas lack of consciousness is a prime factor for fire and often the sources of fire are burning ovens, lamps, mosquito coils, cigarettes and hurricanes (kerosene lamps) etc.



Fire

Activity-1: Make a list of different kinds of disasters.

Activity-2: Discuss the sources and consequences of natural disasters and man-made disasters.

Lesson-6: Causes of Natural Disaster

Natural disasters are caused by natural factors. The geographical position of a country, climate impacts, global warming i.e. the natural environment as a whole is liable for natural disaster. Geographical position, climate, soil structure, rivers and canals etc. are considered to be the causes of natural disasters in Bangladesh.

Geographical Position: Geographical position is one of the main causes of our natural disasters. Ours is a riverine country. The land is almost plain. The Himalaya is to the north and the Bay of Bengal is to the south of the country. The source of the rivers flowing through this country is in India or Nepal. There is no such blockade in the south like hill, mountain, hillock or any other natural obstacles which can prevent cyclone or tidal bore naturally.

Soil Structure: Most of the landmass of Bangladesh is formed by floodplains. Besides, geographically Bangladesh is located near the plate on which India and Myanmar are situated. As a result, Bangladesh is very prone to earthquake.

Climate: Bangladesh is situated in the tropical monsoon region. As a consequence, there is a lot of rain. So natural disasters like cyclones, flood and tidal waves occur here.

Rivers and Canals: Bangladesh is criss-crossed by innumerous rivers. Hence, flood and river erosion are very frequent here.

Activity: Point out the cause-based natural disasters in the map of Bangladesh.

Lesson -7: The Impacts of Natural Disasters on Life and Economy of Bangladesh

Both natural and man-made disasters are terrible and destructive for any country or society. They cause serious damage to human life and economy of a country. Natural disasters occur more or less every year in Bangladesh. Flood is one of them. The floods of 1988, 1994, 1998, 2002, 2004, and 2009 were dreadful. These floods caused much destruction to the crops of farmers, their houses, cattle, trees, fish-farms, mills and factories, business-firms etc. Besides, houses and bio-diversity got destroyed due to flood. Every year 20 % area of our country is

inundated by flood water. If it takes unusual shape, there is a dread that it may submerge 68% area. Women, children, old and disabled people are affected much by different types of disasters. Women play great role in preparing food, procuring water, caring dependent children and keeping the old people safe during and after the flood.

As a result, they face many obstacles to address these problems. Poor people of our country face great loss due to different types of disasters. Most of the people lose ability to encounter natural disasters due to poverty. Moreover, most of the poor people live in the disaster-prone areas. As a result, they become the primary victims to it.

Natural disasters pollute air and water which affect human life greatly. Filth and waste, dead bodies of animals and human waste driven by floods, tidal waves and tornado pollute air and water around us. Human beings do not get sufficient medicare during this period. Above all, women, children and the old suffer much during the disasters.

A large number of coastal people of Bangladesh lost their possession and faced socio-economic problems due to the Sidr of 2007 and Aila of 2009. Due to these disasters thousands of people lost their houses and belongings and had to move elsewhere for their living. These types of disasters cause much damage to life and crops. Natural disasters are also responsible for the establishment of slums in the cities of our country.

Strong wind blows during cyclones and high tidal waves cause much damage to the trees of coastal areas. Again tidal waves increase salinity in inland water which kills fish. Besides, this salinity damages fertility of land and decreases crop production. Moreover, saline water destroys fresh water fish species. Forests get immersed in the rivers due to river erosion. This affects the balance of the environment.

Activity: Identify the impacts of disasters on our family life.

Lesson-8: Duties and Responsibilities During Natural Disasters

We have already learnt that due to geographical location and natural characteristics, Bangladesh has been one of the most natural disaster-prone areas. For ages the people of this country have been fighting with natural disasters for their survival. In most cases, natural disasters cannot be avoided. However, the amount of death and destructions in these disasters can be minimized to a certain extent with proper planning and preparedness.

Duties and Responsibilities During Floods and Cyclones

Pre-Disaster Measures

1. Use high lands as much as possible to build houses and animal sheds.
2. Build houses within embankments in river bank areas and within enclosures in coastal areas.
3. Plant bamboo, banana, *dholkolmi, dhoincha* and similar trees around your houses. They can defend currents of any flood to a large extent.
4. Make an extra roof or platform inside your house and preserve foods, seeds, and other necessary items there. If flood/cyclone water enters inside the house, they are not damaged.



Dholkolmi and *Banana* plants are planted around the house

5. Keep some essential things such as chopper *(da)*, cooking tool, *(khunti)*, axe *(kural)*, spade *(kodal)*, basket *(jhuri)*, nylon ropes, bamboo mats, broken pieces of tin, portable oven *(chula)*, radio, torch light and battery in possession.
6. Make pond sides high and install tube-wells and latrines at high places as much as possible. If necessary, use extra pipes to make tube-wells high.
7. Stock some dry foods such as beaten rice *(chira)*, puffed rice *(muri)*, rice crispies *(khoi)*, molasses *(gur)*, oral saline and some life-saving emergency medicine. Preserve some animal foods to be used during flood situation too.
8. Inspire each of your family members to learn how to swim.
9. Repair your house and replace the old poles *(khuti)* before the cyclone period or the monsoon starts.
10. Know where the nearest shelter is.



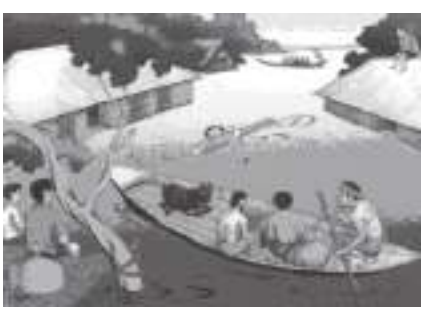
Pre-disaster forecast

11. Make a habit of savings.
12. Learn the danger signals and their explanations.
13. Keep in regular touch with local disaster management committees and volunteers.
14. Take combined initiatives to repair dams, bridges, roads, and culverts of your locality.
15. Have regular meetings with local disaster management committee, social organizations, and volunteers to teach local people what to do to prevent disasters.


A social committee

During Disaster Dos

1. Increase or decrease of water should be monitored regularly during the flood time. Be attentive to cyclone forecasts.
2. Wrap household items with polythene or any other water resistant materials and place them on extra roofs/ platforms inside the house. Keep some pure water in a pitcher and close its mouth with a lid. Cover the pitcher properly with a piece of polythene and then preserve it under the earth. Preserve some dry foods such as *chira*, *muri*, *gur* in the same process.
3. Shift livestock such as cows, goats, hens, and ducks etc. to high lands.
4. Take shelter in the nearest shelter centres. You do not need to go to any shelter centre for signal number 1, 2, 3 and 4 for any cyclone or tidal bore. Shift children, old people, challenged people and women to shelter centers if it is signal number 5. If there is no shelter centre, take shelter in the nearest high buildings, or schools/colleges or any other institutions.


Taking shelter during the disaster

5. Take safe drinking water only. Water from any tube-well not submerged in flood water is safe for drinking. If necessary, boil water properly or use water purification tablets or alum *(fitkiri)* to have safe drinking water.
6. Take special care for children. Take extra care for ill, challenged, pregnant and old people too.
7. If there are no boats for communications, use banana trees to make local rafts *(vela)*.



Taking safe drinking water during disaster

8. Take necessary steps for vaccination to guard against infectious diseases. Take safe drinking water during disaster.
9. Take social measures to ensure security in shelter centres.
10. Ensure latrine facilities and sewerage system in shelter centres.
11. Have sympathetic and humane gesture to all instead of being attentive to your own advantages and disadvantages.

Post-Disaster Actions:

1. Leave shelter centres and come back to own places after the flood or cyclone is over.
2. Do not leave shelter centres immediately after the cyclone stops. Often there is a reverse gust of storm after some time of the first attack. This reverse storm along with the tidal bore usually drives everything to the sea.
3. Repair and clean your home. Use bleaching powder if necessary.
4. Give primary aid if anyone is injured during the disaster. If the injury is serious, take him or her to a nearby hospital for treatment.
5. If anyone dies, take initiative to bury him/ her immediately. If any animal or bird dies, bury it in the same way.



The volunteers working unitedly

6. Cooperate relief or medical teams to support the real victims.

7. Work together with others in the society for post disaster management.

Dos to Prevent River Erosion


River erosion

If there is any sign for river erosion, steps should be taken immediately to save lives and resources. It is better to decide where to take shelter if there are signs of river erosion. We should shift children, aged people, pregnant women, new mothers *(proshuti)* and challenged persons either to safe places or to relatives. We should also shift livestock such as hens, ducks, cows, and goats to safer places. In this process, the valuable items of home and important documents should be shifted to safe places too. If river erosion is evident, better to sell out the trees and vegetables at homesteads. The kitchen and animal shelter should be shifted to safe places beforehand. Even the living rooms should be shifted to safe places before the erosion is too close.


After the river erosion people goes to safe places

There are few other things to do for our safety before the river erosion starts. Anything built near the rivers should be portable in nature. We should plant such trees in river erosion areas whose roots can enter deep down the earth. After the river erosion people go to safe places. The speed of water vehicles should be restricted so that they cannot create any strong wave. We should be always vigilant to monitor the rivers once there are signs of river erosion. We must stand beside the victims after the erosion takes place. We should help them reconstruct their houses and repair the cracks in damaged bridges.

Measuses to Prevent Drought

Sometimes the northern part of our country faces drought. We can take some precautions to face this situation. Ponds and canals can be excavated in these areas before the drought starts. We should take initiatives to reserve rain water as much as we can. We have to preserve some dry foods and save cash money for drought period. Foods should be preserved for livestock too.

The victim families should find out some alternative sources of income. People should be calculative in using water and livestock should be kept away from watersides. After the drought is over, organic fertilizers should be used instead of chemical fertilizers. Weeds and wild plants should be cleaned to avoid the misuse of water. This time land should be cultivated in depth. Crops with long roots which can enter deep down the earth should be cultivated and more trees should be planted in the drought affected areas.



Drought

Measures to Prevent Earthquakes

Some areas of Bangladesh are in high risk of earthquarke. These areas are called earthquarke prone zones. They include Dinajpur, Rangpur, Bogura, Tangail, Dhaka, Cumilla, Chattogram and Cox's Bazar. This does not mean that other areas of the country are free from the risk of earthquake. Among the natural disasters, we do not get forecast of earthquake. Still we have to face earthquake and the steps which we can take to minimize the losses of life and property.

Preparation Before Earthquake

Every house should have an emergency exit other than the main entrance. Moreover, there should be some first aid items, few helmets and a torch light in each family. A strong table should be kept in each house to take shelter underneath during the earthquake time. Heavy furniture should be kept on the floor.

Without being upset we should stay at home until the quake stops completely. All electric and gas connections should be switched off immediately. If there is sufficient open space beside the homestead, shelter should be taken there immediately. Commuters should ask drivers to stop vehicles instantly. We must not use any lift during this time.

After the earthquake, we should take injured persons to the nearest hospitals for treatment. We should do the best to participate in the rescue work. Measures should be taken to ensure temporary shelters, foods and water for the distressed people.

Activity-1: According to you what measures should be taken to minimize the losses in flood?

Activity-2: What measures will you take for the distressed people of your locality after the flood?

Avtivity-3: What will you do if there is any sudden earthquake?

Sample Questions

Multiple choice Questions

1. **The causes of natural disasters in Bangladesh are—**

i. geographical position

ii. climate

iii. soil structure, canals and rivers.

Which one of the following is true?

a. i & ii
c. i & iii
b. ii & iii
d. i, ii & iii.

2. What are the effects of using luxury goods in our daily life?

i. Human-induced HCFC gases increase

ii. The ozone layer is damaged

iii. It is becoming easier to live in comfort.

Which one of the following is true?

a. i & ii b. i & iii

c. ii & iii d. i, ii & iii.

Read the stem below and answer questions 3 and 4.

The students of Karimgonj High School went on a picnic to Modhupur. There they saw some persons cutting wood in the forest violating laws.

3. Which disaster is directly indicated in the stem?

a. greenhouse gas b. ozone layer

b. deforestation c. temperature rise

4. The effects of the disaster are—

i. the amount of carbon di oxide increases

ii. electricity supply is disrupted

iii. canals and marshes dry up

Which one of the following is true?

a. i & ii b. i & iii

c. ii & iii d. i, ii & iii.

Creative Questions

1. Event-1: Yesterday Rifat came to know from TV news that an accident occurred in the 11th and 12th floor of a renowned shopping mall. Several shops were damaged. Many people died and got injured in the accident. The members of a particular force came and brought the incident in control.

Event-2: Entire Nepal as well as Bangladesh shivered at the same time at 11:56 am on 2nd April, 2015. Many houses were damaged at this. Many people were killed and injured. If we become a bit cautious, we may minimize the losses.

a. What is the name of the gas that erodes the ozone layer of the atmosphere?

b. What do you mean by 'greenhouse effect'?

c. Explain the causes of disaster in event-1.

d. What steps can you take to reduce losses in the disaster described in event-2? Give your opinion.

2. The village of Sajid stands on the bank of the river Dhaleswari. In the morning he went to the playground and saw the river full with water to the brim. But in the afternoon people were running to and fro. They were taking their cattle and goods elsewhere. They were taking extra preparation to preserve crops. Seeing all these he realized that they had to leave the village then too. Sajid's family members were worried about his grandmother and his three-year old younger sister.

a. What is greenhouse gas?

b. Why does landslide occur?

c. What disaster has attacked Sajid's village? Explain.

d. Determine the effects of the disaster on Sajid's family.

Short Answer Questions

1. What is disaster? Explain.
2. Explain the necessity of warning signals in disaster management.
3. Explain the primary cause of global warming.
4. Explain why Bangladesh is at risk of earthquakes.

Chapter Twelve

Natural Resources of Bangladesh

All objects got from nature are called natural resources. Man gathers these resources from nature. As a result, man's economic and social life advances. Social and economic condition of a country can be improved by planned utilization of natural resources.

By the end of this lesson we will be able to-

- describe different natural resources of Bangladesh like forest, water, agriculture, mineral and fisheries;
- analyse the relationship between natural resources and socio-economic development of Bangladesh;
- describe bio-diversity in Bangladesh;
- give an account of the main industries of Bangladesh like jute, cloth, sugar, cement, medicine, garment, prawn/shrimp, tea, leather, cotton, tobacco etc;
- explain the contribution of these industries to the socio-economic development of Bangladesh;
- realize the importance of bio-diversity and natural resources and play a role to preserve them.

Lesson-1: Different Natural Resources of Bangladesh

There are different valuable resources in nature such as water, air, soil, animals, crops, minerals etc. Man transforms and utilizes these natural objects according to their demand. In this chapter we will discuss natural resources of Bangladesh.

1. Soil: Soil is a valuable gift of nature in Bangladesh. The plain land of this country is very fertile. In most areas three crops are grown annually. One-tenth of the country is mountainous. There are abundant animal, forest and mineral resources in mountains.

2. Rivers: Bangladesh is a riverine country. There are many big and small rivers in this country. The rivers are an easy means of cargo transport and communication. Electricity can be produced from current of rivers. Besides, our rivers abound with fish resources.

3. Mine Resources: Many valuable minerals are there under earth in Bangladesh. Among them coal, gas, lime-stone, china clay and silica are mentionable.

4. Forest Resources: The total forest area of Bangladesh is 24,938 square kilometers. 17.49% of the total land area of the country is forest. There is valuable vegetation in forests. They are used for making our home and furniture. Besides, there are bird and animal resources in forests. Forests are invaluable in maintaining ecological balance. We need more than 25% of forest.

5. Fish Resources: There are many rivers and canals in Bangladesh along with the Bay of Bengal on the south. There are a huge number of sweet water fishes in these low lands, rivers, canals. Besides, sea-fishes are also catering to our food demand. Many people live by fishing.

6. Animal Resources: Among our animal resources, there are cows, buffaloes, goats, rams, fowls etc. They are domestic animals. Besides, there are many kinds of birds in the country.

7. Sea/ Marine Resources: There lies the Bay of Bengal covering the southern region of Bangladesh. The three sea-ports– Chattogram, Mongla and Payra have developed along the sea coast. We produce salt from sea water. Besides, we have a huge quantity of fishes from the sea.

These are our important natural resources. It is true that some of these resources are not enough compared to our population. But the country can become rich with limited resources if these are properly utilized through careful planning.

Activity: Make a list of natural resources of Bangladesh. Write a report on how these resources are making our life rich.

Lesson-2: Role of Natural Resources in Socio-economic Development

Man does a variety of jobs for a living. These are man's economic activities. Social system builds up on the basis of these economic activities.

In ancient period, man used to gather fruits from forests and ate meat after hunting animals. Later, they learnt how to grow crops and build up agrarian social system. Man's socio-economic system has been built up centering on the production, distribution and consumption of food and other commodities.

All the resources man used since ancient age to middle up age were natural resources. Humans have transformed natural resources for their own use. In the modern age, man has learnt to dig out minerals such as coal, iron, stone, gold,

silver, gas etc. They are utilizing natural resources with greater skills and inventing many modern devices. This is how the human race has rapidly developed its socio-economic condition and damaged nature.

Role of Natural Resources in Development of Bangladesh: Natural resources of Bangladesh are limited. On the other hand, the population is very big compared to the resources. So we must use natural resources through proper planning.

Production and Creating Employment: Ours is an agrarian country. The soil is also very fertile. Agricultural production will be much higher through proper utilization of this fertile soil. Industrialization too should be in a planned way. If we use advanced technology in agriculture, production will rise and new employments will be created in villages. As a result, rural people will not rush to towns for employment.

Meeting Demands of Balanced Diet: The utilization of three kinds of animal resources namely cattle, fowl and fish have increased in the country. As a result, the demand of balanced diet is being met. On the other hand, lakhs of farms are growing to provide employment for many. However, too much animal farming has caused pressure on natural resources.

Providing Irrigation Facilities: We can irrigate our agricultural land with water of our rivers, canals, low lands and haors. As a result, agricultural production can be raised in dry season too. However, such usage of water may not meet the expectation due to contamination.

Industrial Development and Trade Expansion: The gas, coal and limestone of the country are also utilized. This is how these natural resources are being used and industry is expanding.

Forest Resources: We use forest resources in building houses and making furniture. Again, forest resources play an important role in reducing temperature. For this reason, we have to further increase our forest resources in a planned way. Through proper utilization of the country's natural resources, the agriculture and industry will develop and employment opportunities will be generated. We must stop destroying forests in the name of development.

If the proper utilisation of the natural resources of the country can be ensured, the agro-industry of the country willl be developed as well an more employment opportunities will be created.

Activity: How will natural resources of Bangladesh develop our socio-economic condition?

Lesson-3: Bio-Diversity in Bangladesh

Bio-diversity: The way in which diverse living beings live in nature is plainly called bio-diversity. The animal world along with man, animal and insect live in the nature maintaining a balance. Different flora and fauna live or die due to various changes in climate and temperature. Due to the change in temperature and climate, many of the living beings which used to exist millions of years ago in the earth's climate are now extinct. The existence, reproduction and evolution of all living beings are going on in nature in a balanced way. Living beings are symbiotically dependent. Animals live by inhaling oxygen exhaled by green plants in air. On the other hand, plants get necessary nitrogen from animals. Different animals in the forest live by hunting one another. The reproduction of living beings occurs in a similar way. The flora and fauna in the Sunderbans are damaged in cyclones and again it becomes filled with the same as per the law of nature. Conservation of animal diversity in any region is highly important.

The Condition of Bio-Diversity in Bangladesh

Once upon a time, Bangladesh was abounded with forests, animals and birds. Low marshes were replete with aquatic animals. Houses, roads and towns are now being built filling water bodies due to the increase of country's population which is leaving a negative impact on bio-diversity. The normal flow of water is hindered due to the building of houses and roads. As a result, reproduction of aquatic animals and fishes is being hampered.

The cultivable land has diminished due to the building of houses, roads and towns. The fertility of land is damaged by chemical wastes due to unplanned industrialization. The use of chemical fertilizer and pesticides has been a must to enhance food production to feed our increased population. As a consequence reproduction of fishes, insects and birds is hampered. For this reason bio-diversity is also being affected.

There has been a pressure on plant, animal and fish resources due to the increase of country's population. Gas and water supply in urban areas has got reduced. Temperature in rural areas has increased too due to the decrease of vegetation. It will be devastating for us to let bio-diversity be affected. We must become conscious and take action immediately to face this danger.

Dos in Protecting Bio-Diversity

- Population should be reduced;
- Cultivable land should not be spoiled;
- Policy to protect bio-diversity in agro-production should be adopted;
- The use of chemical fertilizer and insecticides has to be reduced;
- Normal flow of water should not be blocked;
- Water reservoir should be built and water should be reserved;
- Rules should be obeyed in using chemicals;
- Law of nature should be followed in consumption of minerals;
- Forest resources should be increased and more forest should be created in the country;
- Animal and fish resources should be protected and increased;
- The highest vigilance should be adopted in individual and government levels to protect bio-diversity;
- It should be remembered that bio-diversity in Bangladesh is under absolute threat.

Activity: Write a report reflecting the real situation of bio-diversity in Bangladesh.

Lesson-4: Main Industries in Bangladesh

Industry is a vital sector in the economy of Bangladesh. The contribution of this sector to Gross Domestic Product (GDP) is gradually increasing. Local and foreign entrepreneurs have already established a good number of industries in Bangladesh which leave a major impact on socio-economic life. Following are the descriptions of major industries in Bangladesh:

Jute Industry: Jute industry started with the establishment of Adamjee Jute Mill at Narayanganj in 1951. Once, the main cash crop of the farmers was jute in our country. The farmers used to meet family's monetary demand by selling jute. Once, the jute mills used to produce jute sacs only. Now, there is potential to produce various goods from jute, and even more possibilities will in the future.

Textile Industry: There were only 8 textile mills in the country in 1947. There are a lot of textile and spinning mills in Dhaka, Cumilla, Noakhali, Chattogram, Tangail etc. It is possible in Bangladesh to increase production in this industry using comparatively less capital and more labourers. Textile had a major role in the initial phase of industrialization.

Garment Industry: Recently, the ready-made garment industry has advanced remarkably in Bangladesh. The progress of this industry started in the eighties of the last century. Within a very short time, this industry has proved to be the largest export-oriented one in the country. There are more than three thousand units of garment industry at present in the country. More than 40 lakh labourers are working there. Bangladesh earns a huge foreign currency by exporting garments to the US and European countries.

Sugar Industry: Bangladesh produces a huge amount of sugarcane. Sugar and gur (molast) are produced from sugarcane. The first sugar mill was established at Gopalpur in Natore in 1933. At present, the country has 17 sugar mills. Enough sugar is not produced in the country to meet our demand. So Bangladesh has to import a huge quantity of sugar from foreign countries every year.

Paper Industry: Paper industry in the country started with the establisment of Karnafuli Paper Mills at Chandraghona in 1953. Paper production started using local bamboo and cane as raw materials. There are a number of paper mills in both public and private sectors in the country now. Besides, the public sector mills like Karnafuli, Pakshi, Khulna Hardboard and Newsprint, private sector mills like Basundhara and Magura Paper Mills are major industries.

Fertilizer Industry: The enterprise of producing fertilizer was taken with the objective of increasing food production in agro-based Bangladesh. The first natural gas-based fertilizer factories was established at Fenchugonj, Sylhet in 1961. In the country, 8 fertilizer factories are operational now. The production of these factories is not sufficient to meet the demand of fertilizer in Bangladesh. We need to import a huge amount of fertilizer from foreign countries.

Cement Industry: A huge amount of cement is required to build up concrete houses, buildings as well as cities. Cement is produced combining lime stone and natural gas. The cement industry in this country was initiated with the establishment of Chhatak Cement Factory in 1940. In Bangladesh there are 12 big and medium cement factories now. Only half of the total demand of cement in the country is produced in these factories. We have to import the rest from overseas.

Drug Industry: Drug is seen as a prospective industry in Bangladesh now. Once, we had to import drugs spending a huge foreign currency. Now both in public and private sectors, a good number of drug industries have been set up which are not only meeting almost all our huge demand but also exporting a good amount of drugs to foreign countries. Drug is really considered by many in Bangladesh now as a promising export-oriented industrial sector.

Leather Industry: A huge number of cows, goats and buffaloes are reared in Bangladesh. Leather industry or tannery started long ago in this country. Leather industry has no match in producing shoes and bags. Now some leather industries have been established in the country which are producing high quality things along with shoes, bags from hides of local cows, goats and buffaloes. Some companies are exporting their products too.

Tea Industry: Tea is one of the very old industries in Bangladesh. Abundant tea is produced in Sylhet region. Besides, tea is now being produced in Chattogram Hill Tracts, Dinajpur and Panchagarh too. Tea-leaf is processed to make it worthy of drinking. Bangladesh also exports tea overseas after meeting internal demand.

Cotton: Cotton is a cash crop of Bangladesh. Cotton is being commercially cultivated at present. The climate and soil of our country is suitable for cotton cultivation. But the production is less than the demand. As a result, we need to import most of the cotton to meet our demand.

Prawn/ Shrimp: The importance of shrimp in the economy of Bangladesh is unlimited. At present, shrimp is one of the foreign exchange earning goods of Bangladesh. So it is called 'white gold'.

Besides, there are varieties of small and big industries too. New industries are emerging. Varieties of commodities are being produced in these industries which are playing an important role in meeting our demands.

Activity: Make a list of industrial sectors in Bangladesh and identify their importance.

Lesson-5: The Contribution of Industry to Socio-Economic Development of Bangladesh.

Industry in Socio-Economic Development: Quick industrialization is taking place in the context of the present world order. Man is producing varieties of commodities applying latest technologies. They are trading those commodities to maintain their livelihood. Human enterprise, capital, research and experience play the major role in the development of industries. All countries are now taking up liberal policies for rapid industrialization and inviting local and foreign entrepreneurs to invest and establish industries in their own countries. As a result, massive development is coming in the economy. Economic development helps bring changes in the condition of people.

So there is no alternative to industrial growth for rapid socio-economic change or development of the country. Growth in industry sector is essential even for the development of agriculture or service sectors. Those sectors are now developing

highly by using machine and technology. So the socio-economic condition of a farmer has also been deeply related to industrialization. Farmers are now growing more food by using industry and technology. In addition to meeting own food demand, they are being able to meet other demands too by selling crops in the market. So a farmer's livelihood has been more secured socially than that was ever before.

The Impact of Industrial Development in Bangladesh: The pressure of population growth in Bangladesh is very high. Only agriculture is not able to provide a well off life for all people. In this context, labourers and employees are being able to remove domestic poverty by working in mills and factories. Many are working with handsome salaries after acquiring skills and experiences. In this way opportunities for livelihood are being created outside agriculture for a large number of people. About 40 lakhs people in Bangladesh are now directly linked with garment sector only. A major portion of them are women who have joined the garment sector to alleviate their poverty. They have grown up as self-reliant people. Many of them are acquiring further skills through study and training side by side of their work. They are trying to rear up their children as worthy citizens through proper education. But they are destined to be marginalised due to very poor salaries, unsafe work environment and lack of other facilities.

Besides garments, there are other sectors too where lakhs of people coming from rural areas are being employed for livelihood. Thus, coming in contact with the industry and technology, they are trying to improve their economic condition. Morever, they are having social opportunities like new housing, education, medicare, knowledge, science etc. As a result, the socio-economic condition of the country is rapidly changing. In urban areas, the number of lower middle class, middle class and the rich is higher than that of the extreme poor. People are joining new professions along with job, trade and commerce, teaching, law etc. Thus the socio-economic livelihood that people are developing after coming in contact with the industry and technology is plainly called modern life style.

Activity Identify the areas having the impact of the development of industry.

Sample Questions

Multiple choice Questions

1. Mongla is a/an–

a. land port
b. air port
c. river port
d. sea port

2. The way of decreasing rural people's tendency of moving to cities is–

i. development of communication
ii. using developed technology in agriculture
iii. generating employment opportunities in new professions.

Which of the following is correct?

a. i
b. i & iii
c. i & ii
d. ii & iii

Read the stem below and answer questions 3 and 4.

Mr. Hasan has a garden house with various trees such as mango, jackfruit, lychee, and guava. There are also timber trees like mahogany, neem, teak, and garjan. Sometimes, he visits the garden house with his family. His young son Limon enjoys watching the trees and fruits. He feels delighted hearing the chirping of different birds. Compared to his home, he feels much more cold in the garden house.

3. Which natural resources does Mr. Hasan's garden belong to?

a. forest resources
b. mineral resources
c. fisheries resources
d. animal resources

4. The important contribution of those resources to socio-economic development is–

i. to meet the want of balanced diet
ii. to provide raw materials for industries
iii. to maintain balance in nature.

Which of the following is correct?

a. i & ii
b. ii & iii
c. i & iii
d. i, ii & iii

Creative Questions

1. Khalid has come to visit a fertilizer factory at Ghorashal with his friends. He finds the use of natural gas as raw material in this industry. At the same time he also comes to know the direct role of the product of this industry in the enhancement of agricultural productivity.

a. Which industrial establishment marked the beginning of the jute industry?

b. Describe the largest export-oriented industry in Bangladesh.

c. Explain the nature of the industry visited by Khalid.

d. 'The relation of industrialization with farmer's socio-economic development is clear in Khalid's experience.' -Justify.

2. Mahira was walking along a road in Bhola town with her father. Suddenly, noticing a crowd she went near and saw that water was coming out of a tube-well. As soon as a boy held an ignited match stick near it, a flame of fire came out. In answer to Mahira's question, her father said that one kind of gaseous thing got mixed with water and so such a thing happened. He also said that the mentioned gas is used as fuel at home and in factories.

a. Which is the valuable natural resource of Bangladesh?

b. Describe the relation of livelihood with mine resources.

c. The resources seen by Mahira can help industrial development. Explain it.

d. 'Abundance of that resource is complementary to the socio-economic development of the country'. Give reasons supporting this statement.

Short Answer Questions

1. What are natural resources?
2. Explain the concept of biodiversity.
3. Explain the role of industry in socio-economic development.
4. Why is shrimp called "white gold" of Bangladesh?

Chapter Thirteen

Bangladesh and Various Regional and International Associate Organisations

The present world consists of 195 countries. These countries are located in different regions of the world. They are independent countries, but in the present world no country can run alone without the help of others. They are to depend on one another economically, socially, culturally and even politically. They are to cooperate with one another for national development as well as global peace. Let's have an example. As a developing country Bangladesh has many problems in the fields of food, health, education etc. The government of Bangladesh alone cannot solve these problems. So the country has to depend on other nations and organisations. Similarly other nations in the world have their own problems. To solve these problems and to build up a peaceful world, many regional and international organisations are formed in the world with everyone's cooperation. The regional organisations are working for the countries of a particular region. Some of them are SAARC, ASEAN, Europian Union, African Union etc. On the other hand, some organisations are working for international community. They are the United Nations, Non-Alliance Movement, OIC, UNESCO, UNICEF, FAO, UNFPA, NATO, UNDP, WHO etc. We knew about many international organisations in Class Six and Seven. In Class Eight we will know about UNICEF, UNESCO, UNDP, FAO, UNFPA and WHO.

By the end of this chapter we will be able to -

- explain the importance of international co-operation among different countries of the world;
- give brief description of the formation, functions and purposes of mentionable international assisting organisations like UNICEF, UNESCO, UNDP, FAO and UNFPA ;
- evaluate the role of these organisations to develop international co-operation and relationship;
- analyse the involvement of Bangladesh in different organisations;
- be inspired about international friendship and cooperation.

Lesson-1: United Nations International Children's Emergency Fund (UNICEF)

UNICEF is a special organisation of the UN. It serves the children of different countries of the world particularly the developing countries of the world. It works with a view to developing maternal and children health, nutrition and prevention of diseases, primary healthcare, primary education, and sanitation and women development. UNICEF was established in 1946 with a view to providing relief to the children affected during the Second World War. Since 1950, it has been working for the welfare and development of the children of the least developed and developing countries of the world. The headquarters of UNICEF is situated in New York of the United States of America. UNICEF won Nobel Prize for peace in 1965. UNICEF established its office in Dhaka in 1951 but it started working regularly for the development of women and Children from 1977.

Activity: What types of activities does UNICEF do in the third world countries?

Lesson-2: United Nations Educational Scientific and Cultural Organisation (UNESCO)

This is a social organisation of the UN. It stands for the United Nations Educational Scientific and Cultural Organisation i.e. it is responsible for the educational, scientific and cultural activities of the United Nations. It was established in 1946. Its head office is in Paris, the capital city of France. At present 195 countries are its members. The main objectives of UNESCO are to ensure peace and security for the world through increasing cooperation in the fields of education, science, culture and communications. UNESCO has been working with a view to arousing respect for justice, rules of law and human rights. UNESCO works mainly in four areas: education, science, culture and communications.

Bangladesh joined UNESCO on 27th October, 1972. The Government of Bangladesh formed the UNESCO commission in 1973. This organisation helps UNESCO to implement their activities in Bangladesh. UNESCO has significant roles in eliminating illiteracy. The organisation has special interest in adult education, science education, communication development, and preserving cultural heritage. 21st February, our Language Martyr Day, has been acknowledged as International Mother Language Day owing to the support of UNESCO. Besides, UNESCO has extended their help to preserve heritages of the Sundarbans and other cultural heritage as well (such as the Shat Gombuj Masjid in Bagerhat, Paharpur Bouddho Bihar in Naogaon and Sompura Bouddhobihar).

Activity: Evaluate the role of UNESCO for its development activities to develop Bangladesh.

Lesson-3: United Nations Development Program (UNDP)

UNDP was formed in 1965. It stands for the United Nations Development Programme. It implements and monitors worldwide development works of the UN. Its headquarter is in New York.

To eradicate poverty from the world and to help the developing countries develop are the main purposes of UNDP. This organization mainly works with six areas such as establishing democratic government, eradicating poverty, facing crisis, protecting environment and preserving energy, information and communication technology, HIV and AIDS.

UNDP has been working for the development of Bangladesh since 1972. UNDP helps Bangladesh to eradicate poverty, to develop socio-economic condition in rural areas, to develop women, to establish good governance and democracy, to develop environment etc.

Activity: Evaluate the role of UNDP to develop Bangladesh.

Lesson-4: Food and Agricultural Organisation (FAO)

FAO stands for the Food and Agricultural Organisation. It came into existence in 1945. Now it has 194 member states. Its headquarters is in Rome, the capital city of Italy. The organisation has been fighting against poverty around the world. The main objectives of FAO are to ensure food security, agricultural production, and standard life of people by abolishing hunger and malnutrition.

Bangladesh is a member state of FAO. It has a branch in Dhaka. FAO has dominant roles in the development of food and agriculture in Bangladesh. Our country is not self-sufficient in food. On top of that, due to natural disasters often our crops are damaged resulting in food crisis. FAO supplies essential guidelines to the Government to come out of this problem. Apart from this, FAO extends support in food supply, agricultural development, and emergency situation management. At the same time, the organisation extends technical supports for small and peripheral farmers who are victims of natural disasters.

Activity: Assess the role of FAO to solve the food problem in Bangladesh.

Lesson-5: World Health Organisation (WHO)

The elaborated form of WHO is World Health Organisation. WHO works as a coordinating organisation for public health in different countries of the world. It started working on 7th April, 1948. Its headquarters is in Geneva, Switzerland. The main objective of the organisation is to ensure best health facilities for the people of different parts in the world. Naturally this organisation has major roles in the development of public health in Bangladesh. This organisation has remarkable contribution in eliminating infectious diseases from the country and preventing six deadly diseases such as measles, diphtheria, tetanus, tuberculosis, polio and whooping cough of children. Not only that, the organisation is also working to get rid of malaria, to ensure pure drinking water, to improve sewerage system, and to reduce child and mother mortality rate. WHO has notable achievements in controlling cholera and diarrohea.

Activity: Describe the role of WHO in preventing six deadly diseases of children in the world.

Lesson-6: United Nations Fund for Population Activities (UNFPA)

The elaborated form of UNFPA is United Nations Population Fund, formerly known as United Nations Fund for Population Activities. UNFPA was founded in 1969. Its headquarters is in New York. More than 140 countries around the world are its members. UNFPA runs its activities through its regional offices in different parts of the world. The main objective of the organisation is to supply necessary consultation and assistance for solving population problems in the developing countries. It helps the developing countries adopt population policy and implement them by providing population information.

Bangladesh is an overpopulated country.This over population is a big problem for the country. UNFPA is helping Bangladesh solve this problem for a long time.It also gives advice and cooperation to Bangladesh to expedite family planning programme and women empowerment. With the cooperation of this organisation, a new department named Population Sciences has been introduced in Dhaka University. This department teaches many issues on population at home and abroad and runs research programmes on related matters.

Activity: Evaluate the roles of UNFPA in controlling the population of Bangladesh.

Sample Questions

Multiple choice Questions

1. Where is the headquarters of UNESCO situated?

a. Geneva b. New York
c. The Hague d. Paris

2. Where is the headquarters of FAO situated?

a. Geneva b. New York
c. Rome d. Paris

3. UNFPA works to—

i. turn population into human resource
ii. implement family planning
iii. make population self-reliant

Which one of the following is true?

a. i & ii b. i & iii
c. ii & iii d. i, ii & iii

4. As the permanent members of the security council have 'veto' power. They can-

i. declare war against any country
ii. cancel or postpone any decision taken by the security council
iii. go for any conflict resolution

Which one of the following is true?

a. i & ii b. i & iii
c. ii & iii d. i, ii & iii

Read the following stem and answer questions 5 and 6.

Mr Shamim and Mr Hanif are neighbours. Mr Shamim's baby was suffering from measles. Mr Hanif went to see the baby and came to know that Mr Shamim did not vaccinate him. After knowing this, Mr Hanif told Mr Shamim that vaccines for 6 deadly diseases were supplied free of cost to protect child health. Since he vaccinated his babies timely, they did not suffer from those diseases.

5. What played the most important role to keep Mr Hanif's babies fit?

a. UNESCO b. UNICEF
c. WHO d. FAO

6. What are the main objectives of that organisation behind taking this project?

a. to ensure the best health facilities for everyone in this world
b. to provide free treatment for the rural and poor people in the world
c. to ensure health service for the third world countries
d. to provide health facilities to the poor countries by the rich ones

Creative Questions

1. **Organization-1**: The headquarters is in Paris. It has 195 member states at present.
Organization-2: It was formed on 7th April in 1948. The headquarters is in Geneva.

a. How does UNFPA run its activities?
b. Explain the programmes of UNDP in Bangladesh.
c. Describe the activities of Organization-2 in Bangladesh.
d. 'Organization-1 plays role to preserve tradition in Bangladesh'. Analyse it.

2. Pial is surprised to watch National Geographic Channel as it broadcasts programmes in Bangla. He comes to know that this practice had been going on since 21st February, which had been recognised as International Mother Language Day. A. particular international organization has vital contributions to giving Bengalee such honour. A science laboratory has been established with the assistance of that organisation in his school. An internet club has also been formed very recently.

a. What is the main function of UNDP?
b. Why was FAO formed?
c. Which international organization has cooperation in Pial's school? Explain it.
d. Evaluate the roles of that organisation in terms of its activities in Pial's school.

Short Answer Questions

1. Why was the UNESCO Commission formed in Bangladesh?
2. Describe the role of the World Food Programme in solving the problem of food crisis in Bangladesh.
3. Explain the role of the World Health Organization in improving public health in Bangladesh.
4. How is UNFPA helping Bangladesh in population control?

– THE END –

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পরিশ্রম উন্নতির চাবিকাঠি।



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