

General Certificate of Education  
Ordinary Level

**Syllabus**

BANGLADESH STUDIES 7094

For examination in June 2010

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# BANGLADESH STUDIES

## GCE Ordinary Level

### Syllabus 7094

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### Notes

This syllabus will be examined in the May/June session. However, an October/November examination will be considered in the future if there is sufficient demand.

Comments on the syllabus and suggestions for future syllabus revision are welcome – via the email discussion group mentioned above, please.

*This syllabus has been developed in partnership with private schools in Bangladesh and experts on Bangladesh in the UK.*



## AIMS

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The Bangladesh Studies GCE O Level syllabus is divided into two main parts, which are each examined by a corresponding examination paper:

1. **History and Culture of Bangladesh (Paper 1)** aims to provide candidates with an understanding of Bangladeshi history and culture, together with an appreciation of the richness of their heritage and of events that have shaped national identity.
2. **Environment and Development of Bangladesh (Paper 2)** aims to provide candidates with an understanding of the environment and development issues of Bangladesh, together with an appreciation of the challenges and opportunities of where and how Bangladeshis live.

## SCHEME OF ASSESSMENT

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Assessment will be by written examination. All answers must be written in English.

Candidates will be required to take **two** papers.

To be awarded a final grade, candidates **must** take **both** papers:

<b>Paper 1</b> History and Culture of Bangladesh	1 hour 30 minutes	75 marks
<b>Paper 2</b> Environment and Development of Bangladesh	1 hour 30 minutes	75 marks

## ASSESSMENT OBJECTIVES

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Each paper has the following broad assessment objectives:

<b>Assessment Objective</b>	<b>Paper 1 History and Culture</b>	<b>Paper 2 Environment and Development</b>
Knowledge and understanding	65%	50%
Judgement and decision-making	25%	20%
Resource skills	10%	30%

## TEACHER SUPPORT

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The syllabus is supplemented by a teachers' support package, consisting of:

- a free email discussion group
- an online pilot textbook with contributions from teachers in Bangladesh
- a scheme of work containing suggested teaching activities.

Further information is available from: [international@cie.org.uk](mailto:international@cie.org.uk)

# PAPER 1 (7094/01)

## History and Culture of Bangladesh

### AIMS

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This part of the syllabus aims to provide candidates in Bangladesh with an understanding of their history and heritage and an appreciation of the internal and external influences that have shaped Bangladesh today. Candidates are encouraged to acquire knowledge of the main events in Bangladesh's history and use this in demonstrating an understanding of historical concepts and skills, and to show awareness of differing interpretations of events. Candidates are also introduced to the key cultural influences shaping modern Bangladesh.

Whilst introducing candidates to the history and culture of their country, the syllabus aims to:

- stimulate interest and enthusiasm for the study of the past
- promote the understanding of the development of Bangladesh and its culture from ancient times to 1971
- promote the understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
- encourage the development of skills in the selection, organisation, analysis and synthesis of historical information
- develop an understanding of the ways in which the study of History is concerned with opinion and argument, as well as acknowledged fact
- promote a knowledge of the key cultural figures and an appreciation of the different influences on the culture of modern Bangladesh.

## ASSESSMENT OBJECTIVES

The objectives of the examination are to test the candidates' proficiency in the following skills:

Objective (AO)	Description	Approx. Weighting
Objective 1: knowledge	recall factual information	45%
Objective 2: understanding	use factual knowledge to demonstrate an understanding of concepts, such as cause and consequence, continuity and change, similarity and difference	20%
Objective 3: judgement and decision-making	analyse and evaluate differing interpretations and points of view relating to the material specified in the syllabus	25%
Objective 4: resource skills	comprehend and interpret historical documents	10%

## SCHEME OF ASSESSMENT

Paper 1	1 hour 30 minutes	4 questions set	3 questions answered (Question 1 compulsory)	25 marks per question	75 marks total
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**Question 1** is a compulsory question on the **Culture and Heritage of Bangladesh (Topic 1)**, with three separate parts:

<b>Question 1 compulsory</b>	<b>Culture and Heritage of Bangladesh (Topic 1)</b>	<b>25 marks</b>
Part (a)	five multiple choice questions	1 mark each = 5 marks
Part (b)	describe and comment on the contribution of one of the major cultural figures specified in the syllabus	8 marks
Part (c)	make a judgement on the importance of different cultural figures <b>or</b> different aspects of the culture and heritage of Bangladesh	12 marks

**Questions 2 to 4** are on the **History of Bangladesh (from three of the four Topics 2 to 5)**. Candidates must choose to answer **two** of these questions. Each question will have a stimulus reading passage of not more than 150 words and will have three separate parts:

<b>Questions 2 to 4</b>	<b>History of Bangladesh (choose two from three of Topics 2 to 5)</b>	<b>25 marks each</b>
Part (a)	provide additional information about the topic covered in the passage	5 marks
Part (b)	explain things mentioned in the passage	10 marks
Part (c)	show an understanding of different points of view about the topic covered in the passage	10 marks

# SYLLABUS CONTENT

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The syllabus is divided into five topics. It is anticipated that each topic will take approximately one term to teach.

## Topic 1: The Culture and Heritage of Bangladesh

(a) Influence of major cultural figures

Candidates should be familiar with the influence of major exponents of the culture of Bangladesh. Questions will be set specifically on the contributions made by:

**Alaol; Mir Mosharraf Hossain; Kazi Nazrul Islam; Jasimuddin; Begum Rokeya; Lalon Shah; Rabindranath Tagore; Zainul Abedin.**

Candidates are **not** expected to have studied the works of such exponents in detail, but should be able to comment on their contribution to developments in, for example, language, literature, drama, dance, music, painting or architecture.

(b) General background

The emergence and development of Bengali language, literature, art and architecture from the ancient and medieval periods onwards; the particular contributions of different periods, such as the pre-Islamic, Sultanate, Mughal, British colonial and the post-1947 Language Movement on different aspects of the culture of contemporary Bangladesh; the importance of folk culture and other cultural practices in shaping the culture of Bangladesh.

Questions will be more open-ended and of a general nature and will allow for a wide variety of examples to be used to support answers. In addition to the exponents listed in (a) above, candidates may therefore find it useful to have a general understanding of the contributions made by some of the following:

**Farrukh Ahmed; Abbas Uddin Ahmed; Munir Chowdhury; Michael Madhusudan Dutta; Jibananda Das; Ahsan Habib; Sufia Kamal; Hasan Raja; Zahir Raihan; Muhammad Shahidullah; S.M. Sultan.**

Centres should take the opportunity in their teaching to make use of poetry, song, dance, drama, visits to historical sites, etc. to enhance the learning of their candidates.

## Topic 2: Pre-Mughal Bengal (4th century BC to 16th century AD)

(a) Ancient Bengal

The Bangladesh region from the fourth century B.C. (roughly the time of Alexander the Great's invasion of Northern India) to the Mauryas and Guptas; differing views on the political evolution of the Bangladesh region during this period.

(b) Early Kingdoms in Bengal

The empire of Sasanka, the Pala dynasty, the Senas; the independent kingdoms of South-East Bengal.

(c) The establishment and consolidation of Muslim Rule in Bengal 1204-1342

Muhammad Bakhtiyar and the Turkish conquest; the Sufis and the spread of Islam in Bengal.

(d) The rule of the independent Sultans

The Ilyas Shahi dynasty; the Ganesh dynasty; the Hussain Shahi Dynasty.



**Topic 3: The Mughal Period (c. 1526–c. 1757)**

- (a) The Establishment of the Mughal Empire in India and its expansion into Bengal
- Emperor Babur and the Battle of Panipath; Afghan (Pathan) resistance to the Mughals in Bengal; Emperor Humayan and the Afghan resistance; Sher Khan and the rule of the Afghans; Akbar and the beginnings of Mughal rule in Bengal.
- Akbar and the Bara Bhuiyans; Jahangir, Shah Jahan, Aurangzeb and their achievements in Bangladesh and elsewhere; the decline of the Empire after Aurangzeb.
- (b) Reasons for the decline of the Mughal Empire
- Administrative weakness; military costs; succession disputes; declining military expertise; weak control; the arrival of the British.
- (c) The decline of the Mughals in Bengal and the growth of the Nawabs
- The impact of the Mughal decline; regional independence of Bengal under the Nawabs; changes in administration, politics and society.

**Topic 4: The British Period (c. 1757–1947)**

- (a) The Arrival of the British
- The East India Company and reasons for British involvement in the subcontinent; the course of, and reasons for, British annexation of the sub-continent; the consolidation of British political and economic power in Bengal; the British use of internal divisions in Bengal; the Battle of Palashi; the consolidation of British economic and political power and the role and impact of the Permanent Settlement of 1793.
- (b) Opposition to the British
- Resistance to the British: the Fakir-Sanyasi movement; Titu Meer; the Faraizi movement; the War of Independence of 1857 – the causes of the war; the events of the war; the reason for its failure; the impact of the war on the Muslims of the subcontinent; different interpretations of the war.
- (c) British government in the sub-continent and events leading to independence in 1947
- The Partition of Bengal in 1905 and its aftermath with a focus on the Muslim League, Swadeshi movement and armed resistance; the Lucknow Pact of 1916; the Montagu-Chelmsford Reforms 1919; the Khilafat movement; the Bengal Pact; the Simon Commission 1927; the three Round Table Conferences 1930-32; the Government of India Act 1935; provincial government and politics in Bengal 1937-47, with a particular focus on the Krishak-Praja Party and its agenda; the Lahore (Pakistan) Resolution 1940; the Second World War and the move towards partition; the Cabinet Mission Plan 1946; causes and consequences of the partition of Bengal 1947.

**Topic 5: From Pakistan to Bangladesh (1947–1971)**

- (a) Problems facing the new nation of Pakistan  
Inter-communal violence; refugees; the division of assets; social issues (health, education, national language).
- (b) Problems of national integration between East and West Pakistan  
The Language Movement; emerging disparities between the two wings of Pakistan in terms of economic development, defence and other sectors.
- (c) Political mobilization and events leading to independence  
Formation of the Awami Muslim League; the United Front; the Six Points movement; the mass uprising of 1969; the 1970 election and its aftermath; Central Government reaction to political mobilization in East Pakistan (Bangladesh); the freedom struggle and independence.

## **ADVICE FOR TEACHERS**

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1. Teachers are advised to plan their scheme of work on the assumption that each topic identified in the syllabus will be one term's work.
2. In addition to the compulsory Topic 1, 'The Culture and Heritage of Bangladesh', teachers are also strongly advised to teach all of the historical Topics 2 to 5 so that candidates are prepared to be able to answer questions from across the whole syllabus content; otherwise they may find their choice of questions restricted.
3. Topic 1, 'The Culture and Heritage of Bangladesh', is designed to give teachers the opportunity to draw from a wide variety of cultural experiences. Candidates must be familiar with the contributions made by those exponents specifically listed in the syllabus. Questions will also provide the opportunity for candidates to provide supporting evidence from any relevant examples. Consequently, centres might like to include in their teaching a study of poetry, song, dance, drama and visits to local sites of cultural interest to enhance their students' understanding and interest.
4. Topics 2 to 5 outline the historical detail with which candidates are expected to be familiar. Centres should note that their teaching of this material should reflect the weightings of the Assessment Objectives set out in the syllabus. Whilst factual recall is important, more marks will be awarded for demonstrating an understanding of concepts such as causation and change, as well as an appreciation that history involves differing points of view. Where appropriate, centres should take the opportunity to point out that events may have been interpreted differently by different groups of historians.
5. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital that close attention is paid to the specimen question paper at the end of this booklet and to other forthcoming support resources endorsed by the University of Cambridge International Examinations. Candidates should also be encouraged to look at the mark allocations for the questions and plan their length of response and time accordingly.
6. A Scheme of Work, with suggested teaching activities, will be available from the University of Cambridge International Examinations.

## **RESOURCES FOR TEACHERS AND STUDENTS**

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These are some examples of the teaching resources available:

*Bamlara itihasa. Sultani Amala/ History of Bengal During Sultanate Period*; Abdul Karim; Bangla Academy, Dhaka, 1977 (in Bengali)

*Bangladesh Past and Present*; Salahuddin Ahmed; Paragon Publishers, Dhaka, 2004

*The Bangladesh Revolution and its Aftermath*; Talukder Maniruzzaman; University Press Ltd, Dhaka, Second impression, 2003

*Banglapedia: National Encyclopaedia of Bangladesh*; 10 vols.; ed. Sirajul Islam; Asiatic Society of Bangladesh, 2003. This is also available on CD (see also website below).

*Cambridge Encyclopaedia of India, Pakistan, Bangladesh, Srilanka, Nepal, Bhutan and the Maldives*; ed. Francis Robinson; Cambridge University Press, 1989

*Dynastic History of Bengal, c. 750-1200 A.D.*; Abdul Momin Chowdhury; Asiatic Society of Pakistan, 'Dacca', 1967 (includes an outline discussion of the pre-750 AD period)

*History of Bangladesh 1704-1971*; ed. Sirajul Islam (3 volumes); Asiatic Society of Bangladesh, Second Edition, 1997

*History of Bangladesh and Ancient World Civilizations*; National Curriculum & Textbook Board, Dhaka, Second Edition, 2002

*History of Bengal, Mughal Period 1526-1765*; Atul Chandra Ray; Nababharat Publishers, 'Calcutta', 1968

*History of the Bengali People*; Niharranjan Ray; Orient Longman, Hyderabad, 1994

*Muslim Society and Politics in Bengal A.D. 1757-1947*; Muhammad Abdur Rahim; University of 'Dacca', 1978

*Rise of Islam in the Bengal Frontier 1204-1760*; Richard M Eaton; Berkley: University of California Press, 1993. This book can be read online at <http://ark.cdlib.org/ark:/13030/ft067n99v9/>

*Secondary Civics*; National Curriculum & Textbook Board, Dhaka, Second Edition, 2002

### **Fictional resources**

*Of Blood and Fire, The Untold Story of Bangladesh's War of Independence*; Jahanara Imam; University Press Ltd, Dhaka, 1998

*1971 and After, Selected Stories*; ed. Niaz Zaman; University Press Ltd, Dhaka, 2001

## Web support

These are just a few examples of useful websites:

Online pilot textbook and scheme of work from CIE: <http://projects.cie.org.uk/banglao>

For additional information on many of the people and events set out in the syllabus, see *Banglapedia: National Encyclopedia of Bangladesh*. It can be most easily accessed on: <http://www.search.com.bd/banglapedia>

A useful site for bibliographic references: <http://www.questia.com/SM.qst>

Information, from maps to music, about Bangladesh; see mainly for cultural aspects: <http://www.bangladesh.com>

Interesting reading of Bangladeshi festivals: <http://www.blss.portsmouth.sch.uk/hsc/cultural/bangladesh.html>

Covering aspects of society and culture: <http://www.virtualbangladesh.com>

A brief government report on the background of UN Mother Language Day: <http://www.pmo.gov.bd/21february/index.htm>

# PAPER 2 (7094/02)

## Environment and Development of Bangladesh

### AIMS

This part of the syllabus aims to give candidates a knowledge and understanding of the physical and human environment of Bangladesh and its economic development. The aim is for candidates to develop an understanding of the inter-relationship between people's economic activities and their environment, together with an awareness of some of the challenges and opportunities that arise from living in Bangladesh.

### ASSESSMENT OBJECTIVES

The objectives of the examination are to test the candidates' proficiency in the following skills:

Objective (AO)	Description	Approx. Weighting
Objective 1: knowledge with understanding	<ul style="list-style-type: none"> <li>recall specific facts relating to the topics in the syllabus content</li> <li>demonstrate locational knowledge and knowledge of broad economic trends in Bangladesh's development</li> <li>show an understanding of environmental and developmental features and their inter-relationships</li> </ul>	50%
Objective 2: resource skills	<ul style="list-style-type: none"> <li>select, organize and present environmental and developmental facts in written, map and diagrammatic forms</li> <li>use a variety of source materials, including maps, graphs, photographs, diagrams, statistics and written accounts, to interpret and extract relevant information</li> <li>use appropriate terminology</li> </ul>	30%
Objective 3: judgement and decision making	<ul style="list-style-type: none"> <li>express opinions and give evaluations on topics in the syllabus content</li> <li>understand and evaluate different perspectives on topics in the syllabus content</li> </ul>	20%

## SCHEME OF ASSESSMENT

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Paper 2	1 hour 30 minutes	5 questions set	3 questions chosen	25 marks per question	75 marks total
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Each question may be based on one or more of the ten topics in the syllabus and may involve the interpretation of resource materials.

## SYLLABUS CONTENT

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The syllabus is divided into two parts, containing a total of 10 topics:

- Environment (Topics 1 to 4)
- Economy and Development (Topics 5 to 10).

It is anticipated that each topic will take approximately half a term to teach.

### Environment

#### Topic 1: Physical features

- (a) Natural topography – location and characteristics of the main landforms: uplands, hills, flood plains, deltaic plains and coastal plains.
- (b) Drainage system
  - i. names and locations of the main rivers – Jamuna-Brahmaputra, Padma, Meghna, Tista and Karnaphuli.
  - ii. characteristics and formation of the main features of these rivers – flood plains, meanders, braiding, ox-bow lakes, deltas.

#### Topic 2: Climate

- (a) Characteristics of tropical monsoon climate – temperature, rainfall, seasonal variation.
- (b) Factors which contribute to monsoon, depression and thunderstorm rainfall, as well as cyclones.

**Topic 3: Natural resources**

Their importance to Bangladesh and its sustainable development.

- (a) Forests and biomass – types, distribution and uses (e.g. wood and dung as energy).
- (b) Fish – inland and marine fishing, the main fishing methods and types of fish caught. Developments such as aquaculture.
- (c) Water – uses of the rivers and groundwater (e.g. irrigation, hydro-electric power, transport).
- (d) Minerals – locations and uses (e.g. gas, coal, oil, limestone, china clay, glass/silica sand).

**Topic 4: Environmental challenges**

The causes, effects, problems and/or benefits and possible solutions of the following:

- (a) Climate change – global warming/greenhouse effect
- (b) Storms
- (c) Floods – rivers, coastal
- (d) Droughts
- (e) Arsenic in groundwater
- (f) Deforestation
- (g) Pollution – water and air.

**Economy and Development**

**Topic 5: Structure and change in the economy since 1947**

- (a) The changing share of primary, secondary and tertiary sectors.
- (b) Economic growth in Bangladesh and comparisons with other countries.
- (c) Trends in human development indicators (e.g. health, literacy, life expectancy, poverty, per capita incomes).
- (d) Trends in urbanisation, migration and landlessness.
- (e) Trends in birth rate, death rate and population growth.

**Topic 6: Agriculture – the importance of agriculture to Bangladesh**

- (a) Factors affecting agricultural production – physical factors (e.g. relief, climate, soil) and human factors (e.g. labour, technology, capital, land fragmentation, chemicals, seeds, irrigation, aid).
- (b) Subsistence/food crops. A study of rice, wheat, pulses and oil seeds showing an awareness of the different environmental requirements of each crop and the processes involved.

- (c) Cash/commercial crops. A study of jute, tea, and sugar cane including the importance of growing such crops and the constraints on the expansion of cash crops. The links with industry.
- (d) The impact of new technologies in agriculture – the Green Revolution.

**Topic 7: Industry**

- (a) The importance of industrialization to Bangladesh's development. The obstacles to overcome and Bangladesh's success as a rapidly growing economy. The role of the State, the private sector and Multinational Corporations/Companies (MNCs). The impact of policy changes (e.g. the changing role of the public sector, infant industry protection and privatisation).
- (b) Types of industries – cottage industry (e.g. handicrafts), small-scale industry (e.g. garment making) and large-scale industry (e.g. jute). The characteristics of each type and their importance for employment (e.g. gender, age), trade, income and productivity growth.

**Topic 8: The service sector**

- (a) The informal sector (e.g. includes domestic servants, rickshaw drivers, shop workers) and its importance in the Bangladesh economy. The importance and challenges of moving to high-value added services (e.g. IT related industries).
- (b) Non-governmental Organisations (NGOs) as service delivery organisations (e.g. BRAC, Proshika).
- (c) The importance of the financial sector for enabling investment and mobilising savings (e.g. private sector banks, public sector banks and micro-credit such as Grameen Bank).

**Topic 9: Population structure and growth**

- (a) Structure – age/sex, rural/urban, ethnic/religious. Demographic concepts of birth rate, death rate, dependency ratio, infant mortality, life expectancy and natural increase.
- (b) Population growth of Bangladesh – reasons (birth and death rates, religious and cultural influences, health and education facilities, etc.), problems caused by growth and possible solutions/policies.
- (c) Rural-urban and international migration. The reasons for population movements and their consequences.

**Topic 10: Health and education**

- (a) The health care delivery systems (e.g. hospitals, private clinics, NGOs), disease control and ways of improving the quality of life (e.g. nutrition).
- (b) The provision and delivery of education (primary, secondary and tertiary), the public sector versus the private sector, the role of the NGOs and the government in improving literacy. Different educational challenges and their priority. Improving literacy, developing occupational skills and developing professional skills (e.g. professionals and scientists).



## ADVICE FOR TEACHERS

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1. Teachers are advised to plan their scheme of work on the assumption that each topic will take approximately half a term to teach. As the topics are inter-related, teachers are encouraged to produce as much cohesion as possible between the topics.
2. Examples of these inter-relationships:
  - i. natural topography [1a] with agriculture [6a,b,c].
  - ii. climate [2] with storms, floods and drought [4b,c,d] and agriculture [6a,b,c].
  - iii. natural resources [3] and environmental challenges [4]. (e.g. forests and deforestation).
  - iv. structure and change [5c,d,e] and population structure and growth [9a,b,c].
  - v. industry [7a,b] and literacy [10b].
3. Case studies should be used when planning lessons wherever possible – e.g. examples of farms, industries, pollution, floods, droughts. Field trips, site visits and work in the community can also be used to exemplify topics in the syllabus.
4. The candidates should use and understand the specialist vocabulary for this syllabus. Such examples include: physical factors, human factors, distribution patterns, aquaculture, deforestation, technology, capital, population structure, infant mortality, literacy.
5. Teachers should use diagrams, graphs, maps, tables, newspaper articles, photographs, etc. wherever possible. This will enable the candidates to extract information from them in order to develop their understanding of the topics covered.
6. The syllabus is concerned with a knowledge of broad trends and not necessarily up-to-date statistics.
7. Centres should note that their teaching of this material should reflect the weightings of the Assessment Objectives set out in the syllabus. Whilst knowledge and understanding are important, the syllabus also aims to develop skills in using resources such as maps and graphs. It also aims to stimulate discussion on the issues and challenges raised. Teachers should therefore also develop candidates' resource skills and should encourage candidates to express their opinions and make evaluations (e.g. on environmental challenges, or health and education).
8. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital that close attention is paid to the specimen question paper at the end of this booklet and to other forthcoming support resources endorsed by the University of Cambridge International Examinations. Candidates should also be encouraged to look at the mark allocations for the questions and plan their length of response and time accordingly.
9. A Scheme of Work, with suggested teaching activities, will be available from the University of Cambridge International Examinations.

## **RESOURCES FOR TEACHERS AND STUDENTS**

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These are some examples of the teaching resources available:

*Bangladesh Environment: Facing the 21<sup>st</sup> Century*; ed. Philip Gain; Society for Environment and Human Development, Dhaka, 2002

*Banglapedia: National Encyclopaedia of Bangladesh*; 10 vols.; ed. Sirajul Islam; Asiatic Society of Bangladesh, 2003. This is also available on CD (see also website below).

*Development Issues of Bangladesh II*; eds. A Ali, R Kuddus, SS Andaleeb; University Press Ltd, Dhaka, 2003

*Geography of Bangladesh*; Haroun Er Rashid; University Press Ltd, Dhaka, 1991

*Secondary Economics* (Classes IX - X); ed. Dr MA Jalil; National Curriculum and Textbook Board, Dhaka, 1998

*Secondary Geography* (Classes IX - X); eds. Nazrul Islam, Rowshan Ara Begum; National Curriculum and Textbook Board, Dhaka, 1997

*Social Science* (Classes IX - X); eds. M. Mofizuddin, A. Haq, K. Nahar, M. Haque; National Curriculum and Textbook Board, Dhaka, 1997

*World Atlas*; ed. Mosharraf Hossain; Graphosman, Dhaka, 2003

### **Web support**

These are just a few examples of useful websites:

Online pilot textbook and scheme of work from CIE: <http://projects.cie.org.uk/banglao>

*Banglapedia: National Encyclopedia of Bangladesh*:  
<http://www.search.com.bd/banglapedia>

World Bank Group, for statistical purposes, particularly on development and environmental issues:  
<http://devdata.worldbank.org>

Maps of Bangladesh:  
<http://www.bangladeshgov.org/bdmaps>

Economy of Bangladesh:  
<http://www.nationmaster.com/encyclopedia/Economy-of-Bangladesh>

The Bangladesh Bank, the Central Bank of Bangladesh, has information, data and statistics on aspects of national economic performance and with useful links:  
<http://www.bangladesh-bank.org>