

Role of Education in Human Resource Development Bangladesh Perspective

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Abstract : *This Article attempts to focus the importance of Education in Human Resource Development from an analytical perspective. It is pointed out that Education is a major force that plays a crucial role to promote Human resource Development (HRD) in the context of the whole globe. HRD is being considered the focal point of global development Agenda. It deals with the development of all people and is not limited to any one section. The reasons why, importance of Education is inevitable to Human Resource Development (HRD). In a developing country like Bangladesh, Education is a prime component for HRD since Bangladesh is burdened with over population in a small territory. A large portion of labor force of the country is suffering from the problem of acute unemployment. Lack of education is a great barrier for the poverty and unemployment in Bangladesh. So, it has been a major task of the govt. to equip Human Resource with knowledge, skill, specialization, training etc. More over, Education stresses HRD as a part and parcel of the development as a whole; The Article also considers the existing education system in Bangladesh and its problems and prospects for the attainment of Human Resource Development goals.*

1.0 Introduction

People are both the means and the ends of Human Resource Development (HRD). First and the most important basic needs concept is a reminder that the objective of the development effort is to provide all human being with the opportunity for a full life. Human Resource Development is widely recognized in all societies irrespective of the levels of development¹. Now, in measuring the stage of development,

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economic growth is not the only indicator, HRD also constitutes an important yardstick. For this reason, now-a-days HRD is being considered the centre point of global development Agenda. An educated and trained population can play an important role in improving the quality of life, reducing poverty and attaining sustainable economic growth. The development of agenda of the present governments in the entire globe therefore reflects their commitment to Human Resource Development by providing proper education. Human Resource Development (HRD) denotes the development of human being from a qualitative point of view. Qualitative dimension encompasses educated, skilled, active manpower qualities of man. According to economist Gunnar Myrdal, there are five variables for human resource development (HRD). Among them, education is the prime ingredient of human resource development. Bangladesh is a developing country in the 3rd world.² It is one of the most over populated country of the world. There are more than 14 crore population living within a small territory of 147, 570 square km. UNFPA reported in 2005 where's the rate of the growth is mentioned to 1.8.³ Unfortunately for us, despite have a 35 years of the existence of Bangladesh as an independent country, her majority people is illiterate and less skilled. So, in a developing and over populated country like Bangladesh, there is no alternative to education for the promotion of human resource development. In fact, education is the basic need for the socio-economic transformation and advancement of a country.

The paper is organized as follows: Section II presents the conceptual analysis of Human Resource Development (HRD), section III provides the meaning of Education, Section IV presents the importance of education in HRD as a critical analysis, section V provides the importance of education for HRD in Bangladesh and here, the existing education system of Bangladesh and it's problems and prospects are discussed broadly, section VI presents important suggestions for the attainment of quality education to promote HRD in Bangladesh. Finally some concluding remarks are given in section VII.

2.0 Human Resource Development: A conceptual analysis

To begin with, according to World Bank report (1992), "the achievement of sustained and equitable development remains the

greatest challenge facing the human race. Despite good progress over the past generation, more the one (1) billion people still live in acute poverty and suffer grossly inadequate access to the resources—education, health services, infrastructure and credit required to give them a chance for a better life. The essential task of development is to provide opportunities so that these people and the hundreds of millions not much better off can reach their potential.”⁴ So, Human Resource Development (HRD) is an integrated concept. It deals with the development of all people and is not limited to any one section or section. The world has progress in many unique ways and directions in the last three (3) decades. It has developed technologically, economically and industrially. It is also richer in terms of human capabilities, facilities and quality of living, improvements in education, communications, technologically and markets have made the world a global village.

The development of the last three decades also indicates that which remarkable progress has been made in a number of directions. The fruits of development have not benefited the world's growing number of poor people and where some benefits have reached the poor, new problems are appearing in the form of deteriorating social fabric and environmental degradation. The world faces two major development challenges. The first is to ensure that the fruits of development reach the neediest through equitable distribution of resources, opportunities and benefits. The 2nd is to develop human capabilities and address the challenge of development-political, economic and social⁴. The term human resource development and its alternate, Human development has come into popular usage in development literature in the last decade. Prior to that, emphasis in development literature had mostly been on the term ‘Human Capital’. There were three distinct approaches to HRD in the 1960s and 1970s: human capital oriented, social psychology based and poverty driven.

Today, there is practically no govt. or international agency that does not see the importance of human resource development. The World Bank; The United Nations and its constituent bodies including UNDP, UNIDO, WHO, ILO, UNICEF, UNESCO, UNFPA, UNESCAP; regional bodies like ASEAN and SAARC,

the South Commission; the Commonwealth Secretariat; International non Governmental organizations (NGOs); and bilateral Aid Agencies, all recognize the need for, and the importance of, human resource development. The components and dimensions of human resource development, which they perceive as being of strategic importance at a given point of time, for a given country or group of countries, may vary, but the focus is uniform. Human Resource Development deals both with the process of competency development in people and creation of conditions (through public policy, progresses and other interventions) to help people apply these competencies for their own benefit and for that of others. Competencies may include knowledge, skills, attitudes and values. The competencies also may deal with any field. The purpose of Human Resource Development as benefiting people the individuals, group or the community of which the individual is a number.⁵ A broad definition of HRD seems to have been implied by several writers.

Bacchus, M. K (1991) in 'HRD in a post apartheid Africa, states that "The Ultimate goal of HRD in any country is, or should be, to improve the quality of its entire people"⁶.

According to Lime Tech Ghee (1986), "HRD should refer not only to aspects of physical well being of people such as life expectancy, infant mortality, rates of morbidity and levels of nutrition, but also to socio-cultural aspects including education and employment, social cohesion and stability, political expression, cultural diversity and even ecological harmony. In fact the only dimension of intrinsic value in development is the human dimension in its totality"⁷.

The following would see to be the key assumptions and premises concerning Human Resource Development:

- * Human Resource Development (HRD) is a complex and multifaceted concept. It is also a continuous process; it requires sensitivity to changing needs in order to set priorities accordingly.
- * HRD is both means and an end. A balance should be maintained between the two.

- * Developing people is the essence of HRD effort and it is an important goal of all other development activities (plans, policies, programs, establishment of new structures, mechanisms). All forms of development are ultimately meant to serve people in terms of improving their happiness through better quality and standards of life.
- * HRD also holds the key for economic development through enabling people to become more active.
- * HRD strategies should focus on alleviation of poverty existing at present and possibly in the future.
- * Learning from the past experience many development agencies and particularly national governments are becoming increasingly aware of the need to involve people through participation, empowerment, better access and opportunities.
- * The national development policies are increasingly becoming oriented of the need to involve people through participation.
- * The world is becoming a global village with improvements in technology, trade, mobility and communications.
- * The National development policies are also increasing becoming aware of the criticality of human factors in development.
- * HRD recognizes education, health and nutrition as playing important roles in developing human capabilities and as essential for accelerating the pace of economic growth⁸.

3.0 Education: It's meaning

The term 'Education' is used so widely and at the same time so loosely that it becomes well nigh impossible to get at the real implication of the term. It is really difficult to present a comprehensive definition of education. Education is derived from the Latin word 'Educare' which means to bring to rear and to foster. Thus, education in its real sense is not limited to mere schooling. It includes under at all the process by which an

individual is adjusted to his whole ambition of existence. Thus, true education provides assistance to live a life properly and perfectly. It has two types of aims—the vocational aims and the knowledge aims. The vocational aim glorifies material possessions and the knowledge aims intellectual possessions. However, a true education aims at harmonious development of all the faculties and powers of man—physical, intellectual, moral and aesthetic⁹.

According to A Basu (1974), “Education as a subsystem of the total system is influenced by and is the interaction with, various social institutions as religion, value system, family, state or politics, community, social and class stratification, technology, knowledge etc”¹⁰. Margaret Mead took education as a process of taking over a certain organized set of responsibilities.

Nobel Laureate Universal poet Rabindranath Tagore wrote as early children need an education of freedom, just to develop their personalities¹¹. So, Education develops the creative power of individuals, who in their turn, will teach creatively to society and will bring about changes and progress in society.

4.0 Importance of Education in Human Resource Development: A critical analysis

It came to be realized that the fundamental problem in development was not the creation of wealth, but the creation of the capability to create wealth—a capacity that resided in the people of a country, particularly in their intellectual capacity. The reasons why, Human Resource Development (HRD) has been significant factor towards the socio-economic and political development of a state. The pioneers of economics, like Adam Smith and Alfred Marshall, had emphasized the role of education as an investment to promote Human Resource Development with a view to strengthen economic development¹². Arthur Lewis pointed out that besides efforts for the accumulation of capital; the accumulation of knowledge was important proximate cause of economic growth. Economic growth depends both upon technical knowledge about things and living creatures, and also upon social knowledge about man and his relations with his fellowman. The former is often emphasized; but the latter is also as important. The importance of human resources in economic development received a fillip

through the works of Theodore Schultz. His studies on production function indicated that the proportion of GNP that could be attributed to measurable inputs of capital and labor was much smaller than expected. Theodore Schultz, thus, stressed the pre-eminent position of human resource development in economic development. He pointed out that skills and knowledge acquired by the people are the form of capital, and that this capital is in substantial part a product of deliberate investment¹³. So, the importance of education in HRD is immense for economic development. The quality of labor in developed countries was greatly enhanced through the acquisition of knowledge and skills, which were products of investment and this, combined with other human investments, predominantly contributed to the productive superior. It is of technically advanced countries, on the other hand, in less developed countries, most of the available capital went into the formation of structures, equipment and investors, and it was generally not available for additional investment in men. Hence, consequently, lack of investment in education for skilled human resources; do not stay abreast of physical capital, making them a limiting factor in economic growth. Thus, the optimum rate of investment in knowledge and still became a critical variable determining the rate of economic growth. Therefore, Schultz emphasized that economic, social, political development depend on the ability of the manpowers to use highly productive items. Their ability to use these inputs depends on developing their skills and knowledge through proper education¹⁴.

The various levels of education such as general, vocational, technical, mass play an important role to generating skilled, trained manpower for all sectors of development. The importance of education for economic development is also stressed by Frederick Harbison and Charles Myers (1964). Harbison emphasized that human resources, not capital. Income or material resources, constituted the ultimate basis of the wealth of nations. Human beings are the active agents who accumulate capital, exploit natural resources, build social political and economic organizations, and carry form and national development¹⁵. Human resources are the energies, skills, talent and knowledge of people which are or which potentially can or should be, applied to the production of goods or the rendering of useful services.

Formal education performs many functions in developing societies. It enriches human life. It is also a selection device, determining one's access to wealth, status and power. It modifies value orientation, influencing the mentality of nations, and condition people's attitudes toward work, cooperation and relations with neighbors. Education also develops the skills, knowledge and capacities of powers for participation in the labor force.

Education also represents a form of accumulation of human capital and its effective in investment in the development of economy and society, politics as well human resources are developed in many ways. Education is an important component and contribution to human resource development¹⁶.

5.0 Importance of Education in Human Resource Development in Bangladesh

Bangladesh is predominantly an agricultural country. The economy of it with a large and rapidly growing population (about 14 crore) and low-per capita income, reveals conditions of object poverty for the majority of people. A large portion of labor force of the country is suffering from the problem of employment. Lack of education is a great barrier for poverty, unemployment etc. in Bangladesh.

Education plays a critical role to make the people skilled, well trained so that they can work successfully at all levels of development of a country. Human Development Report (HDR) 1996 reevaluated that 47.5% of our total population were income poor, while 76.9% were capability poor. The over all literacy rate in Bangladesh is about 49.2 (2005) the female literacy being 43.3%¹⁷. More over, percentage of persons completed secondary & higher secondary, degree & above level of education in Bangladesh is very low (Table 1).

Table 1: Percentage of persons completed different levels of education, 2001

Total (in percentage)	Class I-V	Class VI-IX	S.S.C & H.S.C	Degree & above
100	54.72	29.00	13.36	02.92

Source: Population Census, 2001, BBS.

Above mentioned table shows that only 13.36 % persons and only 02.92% persons completed secondary and higher secondary, degree and above level of education respectively and that is to say a vast majority portion of the people in Bangladesh are not well educated. Such scenario is responsible for the crisis of employment in Bangladesh.

In fact, unskilled, untrained population has emerged as a threat to the overall development of the country. So, it has been a major task of the govt. to equip them with knowledge, skill, specialization, training etc. Realizing the importance of education for HRD, It is stated in the fifth five years planning that education is the basic need for the socio-economic transformation and advancement of a country.

Though, education is the prime ingredient of human resource development, but unfortunately for us that the traditional education systems, mismanagement, corruption, absence of proper technical and vocational education are responsible for the less development of human resources. To respond to the importance of education for HRD in Bangladesh, emphasis is given to discuss the existing education system and explore the constraints and prospects of it in Bangladesh.

A. The existing education system in Bangladesh: A brief discussion

Access to education is an important component in promoting human resource development. As it was mentioned earlier that people acquire knowledge, skills, and attitudes about different things in life from various sources. These sources, formal education, though schooling, adult education, non-formal education and distance education and so on.

Bangladesh is a country of the 3rd world and achieved her independence in 1971. The existing education system in Bangladesh is almost formal. The formal education system broadly works in three stages primary, secondary and tertiary/higher. Primary education is for five years (Grades I to V), the secondary stage for seven years (Grades VI to XII), and higher education for

two to five years (Grades XIII and higher). Secondary education is subdivided into three stages: Junior secondary (Grades VI to VIII), Secondary (Grades IX and X) and higher secondary (Grades XI and XII). It takes years to get an ordinary (pass) graduation degree, three to four years for an honors degree and one to two years for a master's degree. For higher degrees (MS, M. Phil or PhD) a minimum of two years is necessary after graduation.

Parallel to general education, there is an Islamic religious stream known as Madrasha education. It consists of five stages: five year primary—ebtedayee; five year secondary—Dakhil; two year higher secondary—Alim; two year bachelor (pass) degree—Fazil; and two years Masters Degree—Kamil.

The other streams are: technical and vocational education, engineering education, agriculture education, medical education, law education and business education.

There are three levels of technical and vocational education: (1) certificate level of one to two years after grade VIII; (2) diploma a level of three years after SSC; and (3) degree level of four years after HSC. Engineering, Agriculture, medical, business and law education comprise graduate and post graduate level education after the HSC¹⁸.

There is another stream of education in Bangladesh. It is called as distance education. Bangladesh Open University (BOU) is responsible for the distance education throughout the country. It is parallel to general education. The distance education system broadly works from the SSC program to higher level.

The Govt. also provides non-formal education in a small scale. Beside, a few numbers of NGOs are operational to provide non-formal primary education. ASA (Association for Social Advancement), BRAC (Bangladesh Rural Advancement Committee) and World Vision are among them.

B. The present state of education system in Bangladesh: its problems and prospects

Problems: There are various constraints regarding education, which impinge upon the success of human resource development

(HRD) effort in Bangladesh. Among them some notable obstacles are as under:

1st: Child education is the basic foundation of the education system of any nation. If they were taught according to the proper methods and strategies, the nation would be able to reach her desired goal. In this regard, Japan and Germany are the best example¹⁹. Primary education in the founding phase where the citizens would grow with a certain vision, quality and competence. If the primary education system of a country is not well organized, visible and development oriented, the future of the nation must be constrained by numerous problems and obstacles. The present state of primary education is riddled with a lot of problems and shortcomings. Centralized system, mismanagement, quantitative expansion without proper attention to quality, less local involvement, less skill and experience of the teachers and traditional curriculum etc. are depriving our children of quality education. We the people also are not well aware and concerned about the fact. Against the govt. failure, NGOs are launching alternative education program, but their activities are not more effective for the cause of educating our child properly. More over, logistic and systematic weakness, unskilled and untrained teachers staff, low attendance, rate, lack of sufficient educational materials, tools, absence of academic supervision, and mechanism to monitor classroom performance are also responsible for poor quality at primary level. Prevalence of child labor and the influence of poverty is another impediment to enrollment and continuing education.

2nd: Education is a holistic process. But in terms of formal education, students are taught according to specific curriculums. In this regard, curriculums are formulated considering student's mentality, national priorities and the demand of time and society from the primary level to higher level of education of a country. Unfortunately for us that till today, our educational curriculum is the ultimate product of the British colonial heritage. Our national history, heritage, beliefs, culture are not reflected properly into the existing curriculums. Moreover, information, & technology based modern education policy is not coming up into the existing curriculum spontaneously. The reason why, national solidarity and development at all levels is at a stake and remains very fragile.

3rd: Medium of instruction for education is important part of education system. Now, we are entered into the 21st century. 21st century is moving very fast where's a nation like Bangladesh has to face a plenty of challenges in terms of globalization. As a result of the fact, to cope with the prevailing system of the globe, there is no alternative to English as a medium of instruction for education. To orient the whole nation with the advancement of science, technology, communication and information, commerce and trade, English is inevitable.

But unfortunately for us that, from the primary level to the higher level, it is hard to be found English as a medium of instruction beside Bengali in our education system.

4th: Our education is not product oriented. It has failed to link education and work opportunity. Thus, education in our country does not seem to contribute to the development of the people. Moreover, it left the nation behind the curse of unemployment (Table 2).

Table 2. Percentage of unemployment by education in Bangladesh, 2002-2003

Level of education	Percentage of unemployment (%)
No education	26.4
Class I-V	13.6
Class VI-VIII	11.6
Class IX-X	14.0
SSS/HSC and equivalent	20.9
Degree and above	12.8

Source: Labour Force Survey (LFS), 2002-2003, BBS.

Above mentioned table indicates that total 33.7 % people are unemployed despite having their educational level of secondary, higher secondary, degree and above. That is to say, traditional structure of education is the ultimate product of unemployment in Bangladesh.

5th: Improvement of the students in terms of quality depends on teacher's qualification, skills, experiences and cordiality as well. It

is the matter of great regret that they are failure in performing required role in this respect. There are many reasons behind their failures. Majority of the teacher lack proper training and skill as well as motivation for delivery quality education from the primary level to the higher level. Teachers are involved with non-teaching activities like politics, part time job and teaching students personally etc.

6th: Malpractice in the examination is responsible for the deterioration of the quality of education. All sort of mismanagement, ill motives of politics are responsible for such condition. Certificate based education system also encouraging such sort of ill practices in Bangladesh.

7th: Higher education has a critical role to play particularly in the developing countries in the context of globalization and emphasis on market driven economics. If developing economics like Bangladesh are to compete in global markets and create new activities and services, only good quality basic and secondary education is not sufficient. This is because knowledge and skills required to perform difficult activities are provided at the higher level. But unfortunately for us that despite have a number of public universities to render higher education are not performing their critical role for various constraints and obstacles. Among them, student politics, teacher politics, session jam, traditional method of education, and above all the influence of the national politics are responsible for the less effectiveness of the public universities to render quality education to promote HRD in Bangladesh. Moreover, the number of public universities is not sufficient enough to render higher education and as a result of the fact, a good number of brilliant students are not getting opportunity to receive higher education due to limited seats therein (Table 3). On the other hand, private universities in our country are not keeping their commitment to render quality education. Even more, it has become a commercial zone of selling out certificates. Commercial attitudes, lack of infrastructure, shortage of teacher staff, mismanagement and high amount of tuition fees are responsible for their failure to provide quality education.

Table 3. Participation rate at different levels of education, 2001

Level of education	Participation rate (%)
Primary (5-9 years)	48.20
Secondary (10-14 years)	30.13
Higher education (15-24 years)	19.22

Source: Statistical Yearbook of Bangladesh, 2002

Above mentioned table shows that participation rate of students at higher level of education is only 19.22% and that is to say participation rate at higher level of education is very low. As a result, skilled human resource is not produced in Bangladesh.

8th: As women constitute half of the total populations in Bangladesh, so they are in a strategic position in human resource development. But in our country, they are in back ward position due to their ignorance. According to the 2001 population census, literacy rate of female were only 40.8 percent. A number of barriers are responsible for their backwardness such as poor rate of literacy, low attendance at different levels of education, myths, religious sanctions, patriarchal society above all govt. negligence and So on (Table 4). But without giving them light of education, human resource development is quite difficult in Bangladesh.

Table 4. Percentage of female students at different levels of education, 2001

Level of education	Participation rate (%)
Primary	57.83
Secondary	30.48
College	10.29
University	01.40

Source: Population Census, 2001, BBS.

Above mentioned table shows that only 10.29% and 01.40 % female students are studying at college and university level respectively in Bangladesh and that is to say women's participation rate at different level of education is very low and as a result, about half of the total population remains as unskilled human resource in Bangladesh.

9th: Technical institutions are dedicated to provide production-oriented education and make the nation prosperous and self-reliant. But unfortunately for us that, few numbers of technical institutions and their logistic and systematic weakness are responsible for the unskilled and untrained human resource in Bangladesh (5).

Table 5. Number of technical institutions by type and students therein, 2002

Type of institutions	Number of institutions	Number of students
Engineering College	4	3832
Polytechnic Institute	20	15264
Institute of Graphic Arts	01	255
College of Textile Technology	01	435
College of Leather Technology	01	628
Commercial Institutions	16	3683
Vocational Training Institute	64	7148
Glass and Ceramic Institute	01	174
College of Physical Education	02	405

N.B. Polytechnic Institute (Non Govt=7)

Source: Statistical Yearbook of Bangladesh, 2004

Prospects : In the backdrop of such a condition of our education system, there are some positive out looks are observed. Those are mentioned below —

- (1) Universal declaration on primary education for all.
- (2) Food for education program.
- (3) Stipend program for female up to higher secondary level.
- (4) Female education up to higher secondary level without fee.
- (5) Expansion of IT based private and public universities.
- (6) Increasing the tendency of the students to study science and commerce.
- (7) Importance of English as a medium of instruction has been prioritized at all levels of education.

- (8) Enlargement of computer, vocational and technical education at all levels.
- (9) Success of the government to root out mal practice from the examination center.
- (10) Improvement of the curriculums after realizing the importance of science, technology, commerce and computer in to the existing education system.

6.0 How to ensure quality education for HRD in Bangladesh: suggested measures

1st: As people's outlook in our country is fatalistic and their consciousness about their way of life is very limited, showing community awareness should be the concern of our human resource development. Thus to shatter the myths of the project community's age-old beliefs, attitudes, behaviors and images and to create a deeper understanding of the benefits of development. The reasons why, there is no alternative to the spread of education. Education is the way of human resource development. Hence, our civil society must be more active in making the education a social movement and make the people aware of it.

2nd: Understanding on independent review of quality improvement aspects of our education development projects is a must. It is necessary to develop a comprehensive and coordinated quality improvement strategy and program. Besides, existing list of competencies should be reorganized and enhanced fresh orientation should be designed for teachers and supervisions at all levels of education in Bangladesh.

3rd: Training of teachers and education officials is essential to upgrade efficiency. So, the number of training institutes should be enlarged and all sort of facilities should be provided for the production of skilled and scholar teachers. Moreover, it is important to raise the number of teachers to increase teachers' pupil contact time and ensure their full devotion to the task of teaching.

4th: Measures should be taken to create motivation for learning. Awareness campaign highlighting economic and social benefits of education should be launched. In this regard, electronic and print media should be encouraged to make the people aware about the significance of education for HRD in Bangladesh.

5th: It is impossible only for the govt. to shoulder the responsibility of improving the situation. The non-government organizations (NGOs) and civil society organizations (CSOs) should come forward with massive programs of mass education. Civil society must be more active in making the education a social movement and make the people aware of it. Moreover, NGOs should extend their assistance more to strengthen the non-formal education for those children who are dropped out from the primary schooling or are excluded by the formal primary schooling. It is praiseworthy to mention here that BRAC, ASA, World Vision are operational to render non-formal primary education for the attainment of human resource development goals.

6th: Adult education is essentially the education of those who have terminated the initial cycle of education commenced in childhood and those who have never passed through such an initial cycle technically. It is possible to provide adult education without literacy by using media and other forms of communication. TLM (total literacy movement) was a successful initiative of the govt. to accelerate adult education through night schooling. Govt. should reconsider about the significance of such initiative again.

7th: Skilled manpower is required in every sector; knowledge and skills continue to agricultural productivity, skilled workers are critical for industrial development. Experiences of countries like South Korea, Singapore and Malaysia indicate that development of technical and vocational skills is essential for HRD with a view to develop the nation as a whole. So the govt. should be prioritized to expand vocational and technical education throughout the country. Besides, they should enhance the functional character of technical education and

vocational training by making them more jobs oriented through constant and appropriated links with the employment market.

8th: Medium of instruction for education should be made compulsory in English. The importance of English is increasing day by day as the world is becoming more integrated in terms of business, trade and culture. So, in order to promote HRD to cope with globalization, there is no alternative to English in our education system.

9th: Women in Bangladesh are politically ignored, technologically deprived, socially oppressed and legally ignored. Backwardness of women vis-à-vis men in the education sector contributes a lot to their low socio-economic position in the society. Though, they constitute half of the total population, the reason why, proper education and skill development training should be provided to the women so that they can contribute to the society as an equal member.

10th: Without higher education, the developing countries like Bangladesh will have no means to communicate to the world of scientific and intellectual community and obtain skills, knowledge needed for their own development. As a result of the fact, the govt. should take strict measures in cooperation with the universities authorities to create a session jam and political violence free congenial atmosphere on campus for the attainment of HRD goals in Bangladesh. Besides, private universities should be taken under the supreme authority of UGC (The university grants commission) so that they can incorporate all sort of facilities like public university for the students and can be dedicated to ensure quality education in promoting HRD in Bangladesh.

11th: Scientific and technological development needs a simultaneous multipurpose approach to meet the immediate and short term needs as well as long-term development goals of the economy. Therefore, IT based educational method is must at all levels of education. Moreover, the curriculum of Madrasha education must be reoriented and reorganized considering the growing influence and importance of science and technology based modern education.

7.0 Concluding remarks

What becomes very clear from the above discussion is that education is one of the most important ingredients of human resource development (HRD). Human resources are developed in many ways. But education is the most important. Formal or informal, on-the-job training and self-development, wherein individuals acquired greater knowledge, skills or capacities through their own initiative, are also forms of human resource development. Any program of HRD is an important component and contributor to economic development. The existing education system in Bangladesh is not sound and effective enough to promote HRD for the overall development of the economy. Thus, the govt. should be committed to bring the structural and qualitative change into the entire education system. Beside, reorientation and re-organization of the curriculums of the education should be considered on priority basis. Orientation of science, technology, information and vocational education is necessary to provide a quality education for the skilled and trained human resource. Beside, to expand income-generating activities for the employment of the skilled manpower is the major responsibility of the govt. It is hopeful saying that in the last few consecutive years, highest allocation for education in annual budget has accelerated the process of modernization in education sector. In a true sense, Bangladesh has a plenty of prospects for many reasons. Only sound and pro people policies can change the total picture of the country. It is thus imperative to find proper ways and strategies regarding education by that over population of the country will become skilled, trained human resource.

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