

The Role of Education in Human Resource Development in Bangladesh

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Abstract

Now-a-days human resource development is one of the major issues of present world. Human resource development is very important for economic development as well as overall development of a country. Human resource development has been an important issue in the socio-economic arena of Bangladesh. The Purpose of this investigation is to study role of education in human resource development in Bangladesh. Bangladesh is an over populated country. With respect to population it has the 9th position in the world. But most of our people are unskilled, not trained and not developed at all. With its large population Bangladesh seems well suited to a growth strategy organized around the utilization of human resources. Education is a core component of such strategy. The main objectives of the study are to examine the role of education in influencing the basic indicators of the human resource development in Bangladesh. The study is mainly based on secondary sources of data which has collected from various books, journals, publications etc. In this study, an attempt has been made to review the recent available literatures related to human resource development in Bangladesh. Several researches have been conducted on various aspects of human resource development in Bangladesh by the renowned researchers. But no comprehensive research work has been made so far in the arena of human resource development in Bangladesh. For this reality, the author has undertaken to carry out the study. With regard to HDI, the study reveals that maternal mortality rate reduced to 1.94 and life expectancy increased to 70.7. In the ranking of HDI (UNDP), Bangladesh has been upgraded from low human development group of countries to the medium human development group of countries. In this study, author has tried to find out the positive relationship between education and human resource development in Bangladesh.

Keywords: Education, Development, Human Resource Development.

Introduction

Human resource is the most important asset for any country. A country may become able to develop in every sector only by developing its human resources. There are many ingredients for the development of human resources such as education, clothing, food, nutrition, health facilities, sanitation etc. Among them education is the most important instrument. Of course,

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the education must meet the requirement of modern society and the demand of global market. Bangladesh is one of the most densely populated country in the world (excluding city states like Singapore) having a population of 157.8 million in an area of 1,47,570 sq. kilometers(UNDP, 2009). Per capita income is around \$1190. Literacy rate is 57.9 percent. Among them male literacy rate is 61.1 percent and female literacy rate is 54.8 percent.

In Bangladesh about 26% of the population survives in absolute poverty and per capita GDP is US\$2,083 (PPP)(2013). The HDI rank of Bangladesh is 142 out of 187 nations and the HDI value of Bangladesh counts only 0.558(2013). About half of the children (48 percent) suffer from malnutrition. Children under five mortality rate is 53 and maternal mortality rate is 1.94 per 1000. About 12.5% percent people have no access to safe water; 50 million people are (33.4 percent) without access to basic sanitation.

The population of Bangladesh is increasing rapidly and present growth rate is 1.37 percent. If the population growth rate is not slowed down in Bangladesh, additional population will impose a tremendous burden on food supplies, housing, social services, education, health, employment and the environment.

The population could have become the real asset of our country, If sufficient investment had been made in human development but Bangladesh spends very little on the health and education of its people which is less than 15 percent of its GDP and that is why rapidly multiplying population has become a liability rather than asset. So, the emphasis must be given on human capabilities to develop the human resource.

Objectives of the Study

The prime objectives of the study are to examine the role of education in influencing the basic indicators of the human resource development (HRD) in Bangladesh. The study will explore the nature and degree of awareness among the people with different levels of education which contribute to establish the relationship between education and human resource development. In this regard, the specific objectives of the study are as follows:

To find out the relationship between education and income;

To show the relationship between education and life expectancy;

To analyze the impact of education on infant & child mortality, access to safe drinking water and sanitation.

Review of Literature

In the review of literature, the author has tried his best to find and review the relevant works of the study. Several researches have been conducted on various aspects of human resource development in Bangladesh by the renowned researchers. As far I know, numerous researches have been undertaken by the scholars on human resource development throughout the world. However, an attempt has been made to review the recent available literature related to human resource development in Bangladesh.

UNICEF (2007), the report indicates that women whose rights are fulfilled are more likely to ensure that girls have access to adequate nutrition, health care, education and protection from harm. Equal educational opportunities to girls and boys are one of the most important and powerful steps to combating gender discrimination and ensuring children's rights. Every girl and boy has the right to education irrespective of social or economic status. Moreover, girl's education has profound and long-lasting benefits for families and whole communities. The facility which provides women with some formal education leads to delay marriage and childbirth or lower fertility, greater contraception use, better health of children, and greater immunization rates of children. They are better informed about their own and the children's nutritional requirements and about birth spacing practices. As a result of this, their children have higher survival rates, are healthier, and better nourished.

Gap in the Literature

Although the above findings indicate that mother's education is the determining factor of child survival and reducing maternal mortality, but in fact, household income is the prime factor that influences child mortality and it is not only mother's education. It is apparent that high income household provides high medical expenditure resulting in low child mortality. Education makes a woman aware of health care and safe delivery and economic affordability helps them to overcome the barriers of costs involved in antenatal and neonatal care. Moreover high income helps women to avail of higher education that also paves the way for getting more awareness.

Access to Water and Sanitation and Human Development

By using data obtained from secondary sources the **UNDP, HDR (2006)** study (Beyond scarcity: power, poverty and the global water crisis) focuses on an issue shows that access to water for life is a basic human need and fundamental human right that profoundly influences human potential and human progress. Like the other fundamental rights such as education, health and shelter, water is also equally important. Clean water and sanitation would save the lives of countless children, support progress in education and liberate people from the illnesses. Clean water and sanitation are among the most powerful drivers for human development.

Gap in the Literature

From the above mentioned literature it is found that in most of the cases, secondary and aggregated data have been used, which do not uphold the real situation of the concerned field. National averages may, therefore, be quite misleading at times. Policy makers require more detailed information about various geographical regions, ethnic groups, rural urban differences and male-female disparities. They used the secondary and aggregated data as a part of methodology in their research work.

UNDP (2012) The report shows that Mothers' education remains a powerful determinant of inequity. Children of educated mothers—even mothers with only primary schooling—are more likely to survive than children of mothers with no education. It is possible to speed up the decline in under-five mortality by expanding interventions that target the main factors. Along with ensuring education, empowering women, removing financial and social barriers to accessing basic services, making critical services more available to the poor and improving health system accountability are policy measures that improve equity. An equity-focused approach brings greatly improved returns on investment by averting far more child deaths and episodes of under nutrition, and by expanding key primary health and nutrition interventions.

UNDP (2014) The report indicates that among the south Asian countries ,Bangladesh has demonstrated a good track record of inclusive development leading the country to make its place at medium human development category. The report also shows that Bangladesh has shown good performance in terms of addressing the issue of gender inequality. In fact when gender inequality is considerate, Bangladesh ranked 115, well ahead of India and Pakistan. In gender development index which is a brand new index to compare sex-disaggregated progress and places Bangladesh (rank 107) well ahead of India (rank 132) and Pakistan(rank 145). This index shows that the progress made by a Bangladeshi women against their man counterpart fares well when compared with the countries of two sub continental neighbors in terms of multi dimensional poverty index Bangladesh (0.237) is better than India(0.282) and is in the same position with Pakistan. The HDR 2014 stressed the need for adjusting policies and social norms to systemically addressed structural vulnerability rooted in an individual gender, ethnicity or social status.

It also underscores the need for address life cycle vulnerability caused by threats that individual face across different stages of their life. Strong universal and social protection not only improves individual resilience-it can also bolster the resilience up the economy as a whole says the report.

In the context of globalization in particular the importance of human development has acquired a new dimension. The importance of human resource development is widely recognized both in developed and developing countries. There have been numerous studies undertaken by the scholars on human development throughout the world. A few authors, however, have conducted their studies on human resource development in Bangladesh. No comprehensive research work has been made so far in the arena of Human Resource Development in Bangladesh.

Methodology

The study is based on the secondary data. Various books, journals, research reports, newspapers etc. are used as secondary sources of data. The present study is descriptive as well as empirical one. Secondary information and other literatures had been collected from various books, research works, documents of different government and non government organizations of Bangladesh such as magazines, official records and documents, publication, economic review, statistical year book, BANBEIS and directorate of primary education etc. and International organizations such as UNDP, UNICEF, World Bank etc.

Theoretical Framework

Education

Education is basic human right and also a social capital. In the age of globalization, the importance of education is increasing day by day. Now a days education is called the gateway to enter into the globe but not any green card or quota. Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training and research. According to Oxford Advanced Learner's Dictionary (2000), education means a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills. Okafor (1984) defines education as a process through which individual is helped to attain the development of all his potentialities and their maximum activation and thereby achieve his perfect self fulfillment.

Human Resource

Human resource is an essential element of a country. Skilled and productive labor forces of a country are considered as human resource. According to F.H Harbison and Myers "Process of acquiring and increasing the number of person who have the skills, education and experience which are critical for the economic and political development of a country. Human capital formation is thus associated with investment in man and his development as a creative and productive resource". Human resource can also be considered as human capital. Educated, trained and Technologicaly developed people is called human resource. Without human resource, other factors of development become ineffective.

Human Resource Development

The concept of human resource development has assumed great importance recently. Human resource development is a long and continuing process. There is no blue print of HRD. According to H.L Verna and M.C George " Human resource development has been defined as the process of increasing the knowledge, skills and the capacities of the people in society."(Human resource in India, P-I). The concept of development is qualitative as well as quantitative. According to Prof. J.D.Sethi "Human resource development, if taken as total development means optimum utilization of existing human capacities -intellectual , technological, entrepreneurial and even moral and creation of new ones."

Education and Human Resource Development

Education plays a vital role in development process. The power in manpower comes from education. Education is an effective means for the transformation of the society through the development of human resources. It itself a fundamental need because it increases an individual understanding of himself, his society and his natural environment and gives him access to his cultural heritage. It improves living standard, enhances productivity by improving work skills and decreasing birth rate by raising women status. Education, an important indicator of the strategy of human development, is the key to open the door to modernization. To build the skill and knowledge for the development of resources for economical, social, cultural and political growth and to provide avenues of participation, to create a better society for all are the aims of the strategy of Human resource development.

The accumulation of human capital might begin with moral education and could eradicate illiteracy to make people realize their responsibility. "Education is the most useful instrument in human capital formation efforts or a vehicle of social transformation. Education, more than any other single initiatives, has the capacity to foster developments, awaken talents, empower people and protect their right." (UNICEF, 2000). Human resources are not fully in born and natural. It means that man does not turn into resources just after his birth. So the process of formal and informal education enables him to be turned into human resource. A certain level of literacy of a man helps him to turn into human resource. There is a difference between a man and human resource. A man is considered human resource when he actively involves himself in social productive process. As for example:

- i) A man is considered a resource only when he can participate in any production process in society.
- ii) Only a healthy man is considered as a resource. Health or physical capacity is an essential component of human resource.
- iii) There is some individual and special mental capability in a man beside his common mental capability. This individual mental capability helps him in drawing a special activity or work efficiency. A man with this individual and special capability is called a human resource.
- iv) Education is the most important element of human resource and the literacy must be up to the specified social standard (Sheikh, 2003, P.74-75).

According to Myrdal (1968, p.21) human resource can be developed with the development of following eight ingredients-

- i) Food and Nutrition;
- ii) Clothing
- iii) Housing and Sanitation;
- iv) Health facilities
- v) Education
- vi) Information media (ICT)
- vii) Energy consumption and
- viii) Transport

but "the most important among them through education"(Sharma and Neeta, 1989,p.266)

Impact of Education on Human Resource Development

There is no alternative of education and training to convert people into human resource. The influence of education on human resource development is extensive. The impact of education on human resource development is given below.

- i) Awareness development: Education increases self awareness. It can help to know their habit, culture, social status and management.
- ii) Learning: By acquiring knowledge one can develop himself, his family and also can participate in country's development.
- iii) Thinking and judgment: Education can help to think transparently free from emotion and prejudice. As a result, they can invent exact work process on the basis of analyzing individual and socio-economic condition. Besides this, they can also able to make well plan.

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- iv) Generous outlook: Education can help man's outlook to be generous and democratic. It teaches to be united. So they can able to build up society, Social welfare organizations and other co-operative organizations.
 - v) Duties and responsibilities: Education can build up consciousness about their Duties and responsibilities. So they can implement and establish their rights in their social and political life.
 - vi) Modern science and technology based education: Modern science and technology based education can enhance the ability to do heavy work within a short time and it can also increases the quality of work.
 - vii) Medical science and economic effect: The application of higher education in medical science can develop the health services of a country. As a result the life expectancy will increase and that would be helpful to play a role in economic development for long time.
 - viii) Education and religious values: Religious values of every one is awakened by education. These religious values conduct the works and earnings in right way. This trend continued to generation by generation. As a result, country and nation can be developed in economically, politically, culturally and in other aspects.

From the above discussion, it is clear that the impact of education is multidirectional.

Status of Human Resource Development in Bangladesh

To gain economic growth, the human resource development of Bangladesh is very important. For this reason, government is expanding more than 20% budget in socio economic development. Government has taken many development programs in various sectors such as education and technology, health and family welfare, women and child, cultural ,social welfare, youth development, labor and employment etc.

Bangladesh has performed well in terms of improving many educational indicators over the past 20 years. Bangladesh has also recorded outstanding progress in education. The literacy rate in different years is shown in the following table.

Table-01: Literacy Rate in Bangladesh

Year	Literacy Rate (%)
1974	20.2
1991	24.9
2006	52.5
2010	57.9
2012	58.79
2013	59.82

Source: Bangladesh Economic Review, 2014, The Financial Express 06 February 2013

From the above table, it is found that adult literacy rate has improved from 20.2 percent in 1974 to 59.82 percent in 2013.

Overall enrolment has gone up. Primary school attendance is relatively high in Bangladesh with 100 percent of primary school age children attending primary school in 2010. The enrolment rate in different years is shown in the following table.

Table-02: Enrolment Rate in Primary Education

Year	Total	Student (%)	Female student (%)
2005	162.25	80.91(51.1)	81.34(50.13)
2006	163.86	81.29(49.62)	82.56(50.38)
2007	163.13	80.35(49.26)	82.78(50.74)
2008	167.49	83.25(49.70)	84.24(50.30)
2009	165.39	82.41(49.83)	82.98(50.17)
2010	169.58	83.95(49.50)	85.63(50.50)
2011	184.32	91.39(49.60)	92.93(50.40)
2012	190.03	94.63(49.80)	95.40(50.20)
2013	195.85	97.81(49.94)	98.04(50.06)

Source: Directorate of Primary Education, Ministry of Primary and Mass Education. 2014.

The above table shows that there has been a significant increase in the primary enrolments of girls from 81.34 percent in 2005 to 98.04 percent in 2013 and the enrolments of girls is more than the enrolments of boys.

The government has taken some positive initiatives to establish IT-based schools, colleges, universities and madrasahs for modernization of education system and also to ensure massive expansion of technical education. The government of Bangladesh has given top priority on the education sector adopting it as one of the core strategies for poverty alleviation and development. The Government has already approved the National Education Policy-2010 with 24 targets, as a step towards introducing a knowledge based and technology dependent modern employment-oriented education system.

No society has ever liberated itself economically, politically and socially with a sound base of educated women. The government has taken many national policies in order to increase women participation in socio-economic activities and also to empower them through expansion of female education; arrangement has been made to distribute stipends to the female students at secondary and higher secondary level and extend financial assistance for purchasing books and payment of fees to take part in public examination (*The Daily Star*, 11 June 2010).

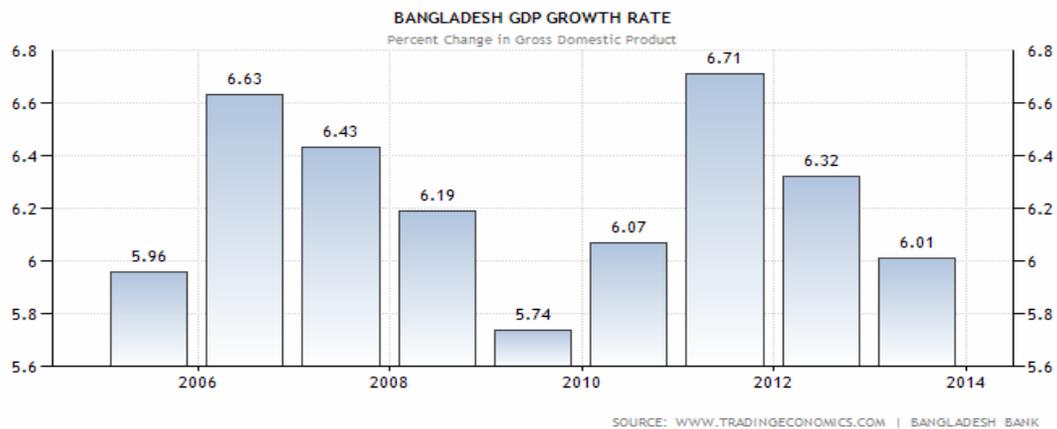
The economy of Bangladesh has reached a sustained growth with strong macro economic fundamentals. The growth rate of GDP over the last five years consistently remained above 6 percent. Higher growth of per capita GDP, especially since the late-1990s, came from a combination of increased economic growth and reduced population growth. The GDP growth of few years is shown in the following table.

Table-03: GDP Growth Rate, 2006-2014

Year	GDP Growth Rate (%)
2006	5.96
2007	6.63
2008	6.43
2009	6.19
2010	5.74
2011	6.07
2012	6.71
2013	6.32
2014	6.01

Source: Bangladesh Economic Review 2014.

The GDP growth rate is shown in the graph below.



From the above graph it is found that the GDP growth rate has increased from 5.96% in 2006 to 6.01% in 2014 but it was highest in 2012 (6.71%).

Population problem is a great problem in Bangladesh. For this reason, government has given top priority on family planning to control the population growth rate. As a result population growth rate has reduced that is shown in the following table.

Table-04: Population Growth Rate

Year	Growth Rate (%)
1961	2.3
1974	2.3
1991	2.17
2001	1.70
2011	1.36

Source: Bangladesh Population Census, Bangladesh Economic Review-2014.

The above table depicts that the population growth rate is gradually declining continuously.

Access to health care is a fundamental right of people as enshrined in the constitution of Bangladesh. A remarkable development has been made in health and family welfare sector through various program of govt. It has been seen from Maternal Mortality and Health Care Survey 2011, maternal mortality rate reduced to 1.94 in 2011 from 3.5 in 2005. Percentage of under weight baby was 66 in 1991 that has declined from 66 to 36 in 2011. Over all life expectancy has increased and maternal mortality rate has decreased and Bangladesh has been rewarded by United Nations Organizations for achieving MDG Goal-4. The trends of important health indicators during the period from 2005-2011 are shown in following table.:

Table-05: Health Indicators

Indicators	Level	2005	2006	2007	2008	2009	2010	2011	2012
Crude birth rate(per 1000)	National	20.1	20.7	20.6	20.5	19.4	19.2	19.2	20.3
Crude death rate(per 1000)	National	5.7	5.6	6.2	6.0	5.8	5.6	5.6	5.7
Population per doctor		3261	3110	2991	2860	2832	2785	2860	-
Avg. Life expectancy(year)		65.2	65.4	66.6	66.8	67.2	67.7	66.8	70.3
Child mortality rate(neonatal, <1) per 1000	National	50	45.52	52	43	39	36	43	41
Maternal mortality rate(per 1000)		3.5	3.4	6.3	3.5	2.59	2.16	1.94	2.4

Source: Bangladesh Bureau of Statistics: Health Bulletin, MIS; Health Economics unit, Ministry of Health and Family Welfare, 2013. BDHS Survey, BMSS-2011

The table shows that the crude birth rate, crude death rate, child mortality rate and maternal rate has declined but life expectancy has increased in Bangladesh. According to UNDP-2014 Report, the life expectancy of male is 69.9 and female is 71.5 in 2013.

Bangladesh's HDI value for 2013 is 0.558— which is in the medium human development category— positioning the country at 142 out of 187 countries and territories. Between 1980 and 2013, Bangladesh's HDI value increased from 0.336 to 0.558, an increase of 66.0 percent or an average annual increase of about 1.55 percent. The rank is shared with Sao Tome and Principe.

Table-06: Bangladesh's HDI Trends

year	Life Expectancy at Birth	Expected Year of Schooling	Mean Years of Schooling	GNI per capita(2011 ppp\$)	HDI value
1980	54.9	4.9	2.0	1021	0.336
1985	57.4	5.0	2.4	1086	0.357
1990	60.0	5.6	2.9	1098	0.382
1995	62.7	6.5	3.3	1230	0.417
2000	65.3	7.5	3.7	1444	0.453
2005	67.5	8.4	4.4	1762	0.494
2010	69.4	9.5	5.1	2337	0.539
2011	69.9	10.0	5.1	2457	0.549
2012	70.3	10.0	5.1	2592	0.554
2013	70.7	10.0	5.1	2713	0.558

Source: UNDP, Human Development Report-2014

Above table reviews Bangladesh's progress in each of the HDI indicators. Between 1980 and 2013, Bangladesh's life expectancy at birth increased by 15.8 years, mean years of schooling increased by 3.1 years and expected years of schooling increased by 5.1 years. Bangladesh's GNI per capita increased by about 165.7 percent between 1980 and 2013

From the above discussion it is found that Bangladesh has progressed in human resource development in compare to past few decades but human development situation of Bangladesh is not so impressive at all in terms of illiteracy, income, poverty, health etc. Though literacy rate has increased in compare to past few years but still now the literacy rate is lower than many other countries. The comparisons of literacy rate of some countries are given below:

Table-07: Literacy Rate (Comparison with other Countries)

COUNTRY	LITERACY RATE
BANGLADESH	57.7
India	62.8
Srilanka	91.2
Indonesia	92.8
China	95.1
Maldives	98.4
America	99.6
Russian Federation	99.7

Source: UNDP, Human Development Report-2014

The table depicts that the literacy rate of Bangladesh is lower than some South Asian countries and other countries.

The life expectancy has increased in compare to last few decades. But it is still now lower than many other countries that is shown in table below.

Table-08-Life Expectancy

Country	Life Expectancy(Years)	
	Male	Female
Bangladesh	69.9	71.5
Srilanka	71.2	77.4
Maldives	76.9	79.0
China	74.1	76.7
U.K	78.6	82.5
Germany	78.3	83.1
U.S.A	76.5	81.3
Japan	80.1	87.0

Source: UNDP, Human Development Report-2014

The table shows that life expectancy of Bangladesh is lower than Srilanka, Maldives, and other developed countries.

Although in the context of HDI rank and value, Bangladesh is leading than Pakistan and Nepal but is lagging behind other South Asian countries like Maldives and Srilanka that is shown in the following table.

Table-09:HDI Rank

Country	HDI value	HDI rank
Bangladesh	0.558	142
Bhutan	0.584	136
India	0.586	135
Maldives	0.698	103
Srilanka	0.750	73

Source: UNDP, Human Development Report-2014

The table shows that in the context of HDI value and rank Bangladesh has lagged behind some South Asian countries and other developing and developed countries.

Population density in Bangladesh is higher but per capita income is lower. As per capita income is low, therefore living standard is low and poverty level is high. About 43.3 percent people lives under poverty level. Per capita income of Bangladesh is US\$ 1190, but the per capita income in Maldives is US\$ 4926.05 (2013). The most recent MPI for Bangladesh relative to selected countries are given below.

Table-10: Poverty and other indicators

Country	Survey year	MPI value	Head count (%)	Intensity of Deprivations	Population share			Contribution to overall poverty of deprivation in(%)		
					Near poverty	In severe poverty	Below income poverty line	Health	Education	Living Standard
Bangladesh	2011	0.237	49.5	47.8	18.8	21.0	43.3	26.6	28.4	44.9
Pakistan	2012/ 2013	0.237	45.6	52.0	14.9	26.5	21.0	32.3	36.2	31.6
Nepal	2011	0.197	41.4	47.4	18.1	18.6	24.8	28.2	27.3	44.5

Source: UNDP, Human Development Report-2014

The above table shows the poverty, health, living standard and others that is lower than many other developing countries.

In comparison to other countries, the labors of Bangladesh are less educated, poor, unskilled and malnourished. The quality of human resource is lower. The productivity of agricultural labors of developed countries are 15 times than that of Bangladesh (FAO).

Recommendations

Bangladesh is a developing country with high population. Human resource development is very necessary for socio- economic, political and over all development of the country. For this reason, there is no alternative to convert a huge number of populations into human resource. Recommendations for human resource development are given below:

- i) Spread of education: To build up human resource, general and technical education should be spread because education is essential for individual and national development.
- ii) Ensuring proper training: beside education, practical training is also necessary for human resource development. Skilled and trained manpower is necessary for maintaining agriculture, industry, information and service sectors. To arrange effective training, labor force of various sectors can be converted into developed human resource.

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- iii) Health sector development: One of the important pre-condition of human resource development is quality health service. For human resource development, an effective initiative for health service and awareness program should be extended to villages, industries and all over the countries.
 - iv) Increase of employment facilities: For employment, huge number of factories and industries should be established.
 - v) Women and child development: Various development project under women affairs department and Jatiya Mahila Sangstha should be implemented for women and child development. Technical training, eradicating illiteracy, health and family planning, women's violence protection, expansion of female education, women empowerment and women's participation in development works etc. are needed for human resource development.
 - vi) Ensuring Supply of Food and Nutrition: Malnutrition is a great problem in our country. Due to lack of nutrition the brain of child can not be develop completely and thousands of child suffer from blindness. As a result, they become a burden of the society. So supply of food and nutrition should be ensured immediately.
 - vii) Increase of investment: Investment should be increased. For this reason, Govtvernment has to create investment friendly environment to attract local and foreign investment.
 - viii) Rural development: Most of the people of our country live in rural areas. But most of them are unskilled, illiterate and semi-unemployed. Socio economic infrastructure of rural areas should be developed to convert them as human resource.
 - ix) Supply of safe drinking water and sanitation: Most of the people in our country are suffering from water borne disease. The main reason of this lack of safe drinking water. So, supply of safe drinking water and sanitation should be ensured all over the country.
 - x) Fulfillment of basic needs: Work efficiency depends on some basic needs such as food, clothes, shelter, treatment etc. For this reason, necessary initiatives should be taken to fulfill these basic needs for human resource development.

HRD should be emphasized utmost both in public and private sectors. A separate Ministry may be established to deal with various aspect of HRD. A country wide campaign should be undertaken for the development of human resource. If Bangladesh can develop its human resources effectively and properly and raise the standard of living of people and this, in turn, can move forward the economy of our country.

Conclusion

Human resource development has now recognized as an importance issues in the context of globalization. Education is the real essence of human development. Human development can neither be brought nor sustained without education. All human resources may be men, but all men, may not be human resources. An individual may become human resource only when he/she is turned into a productive power by acquiring necessary quality and skill through education and training so that he/she becomes useful to himself/herself and the society as a whole(Chowdhury,2003). Bangladesh government has taken many steps for human resource development. As a result progress has been achieved in human resource development. Adult literacy rate has increased and there has been a massive increase in the primary enrolments of girls. The growth rate of GDP has increased and the population growth rate has reduced. Infant and maternal mortality rate has decreased and life expectancy has increased. Bangladesh has already achieved MDG Goal-4. But the human development situation of Bangladesh is not impressive at all particularly in terms of income and poverty. Bangladesh is lagging behind some south Asian countries like Maldives, Srilanka and many other developed countries. There are many factors responsible for low level of human resource development in Bangladesh. These are i) Poverty ii) Lack of proper education iii) limited resources iv) lack of health facilities v) lack of modern technology vi) lack of entrepreneurship vii) low per capita income viii) lack of proper training ix) lack of information x) low wages for labors xi) lack of political commitment xii) low level of living standard xiii) lack of suitable planning etc. If we can take proper initiatives to eradicate the barriers of human resource development then we can able to convert the huge population of our country as human resource. For this purpose government, private enterprises, NGOs and mass people should come forward to achieve the target.



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