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Entrepreneurship Education for Youth Empowerment in Public Universities of Bangladesh

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Abstract

Bangladesh is a country of 163 million people, where 4.2% of the labor force is unemployed and the unemployment rate among the university graduates is even higher than less educated people. If the trend continues, the demographic dividend of the country will be changed and the economic system will be affected badly. Therefore, this qualitative study has shed light on entrepreneurial skills development in public universities in the country. Data has been collected from post-graduate students, teachers and entrepreneurs of public universities and from educational experts using FGD guidelines and key informant interview questionnaires. Following the data driven thematic analysis, data has been analyzed and findings have been presented in different themes. Data shows that, there are no curricular activities in any social science faculty of the sample public universities for developing entrepreneurial skills for youth empowerment, although some co-curricular activities help students develop those skills. Students and entrepreneurs found some courses and the university environment is helpful to some extent. All the respondents recommended to redesign the academic programs including some entrepreneurial courses in order to address the job markets and industry demands. Entrepreneurs and educational experts emphasized on redesigning the curriculum of the social science department for preparing graduates with contemporary knowledge and essential skills to survive in the ever changing global world.

Keywords: Entrepreneurship, Education, Youth, Empowement, Demographic dividend.

Introduction

Bangladesh is a developing country with an estimated of 163.05 million people (World Bank, 2019) out of which one third is youth between 18-35 years of old (MoYS, 2023). Youths are

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estimated to be around 52 million and youth labor has exceeded 57% of the total labor forces. Due to the lack of proper work facilities, a major part of the youth force is out of the mainstream of the national development process. By 2021, it is expected to be around 14 million people aged over 60 and that figure will reach nearly 30 million by the end of 2051 (Outline perspective Plan of Bangladesh 2010-2021, 2010). This indicates that Bangladesh is entering into a new phase of rapid growth of elderly population, with all its associated challenges. Projections show that even after reaching replacement level fertility, the population will continue to get older. Then the youth has to take the responsibility of this older population whereas youth unemployment is rising each year at an unprecedented rate (WB, 2014).

Youth employment crisis is a global challenge, though its social and economic characteristics vary considerably in size and nature from one country and region to another (ILO, 2012). In Bangladesh, a total of 54 million were employed and 2.6 million youth were unemployed in 2010 (BBS, 2011) and if the current trend continues, the employed population might increase to 64.6 million and the unemployed population to 3.3 million by 2015. The nature and extent of employment of the youth is an important indicator of the additional employment generating capacity of the economy. Alternatively, the extent of unemployment of youth labor indicates the failure of the growth process to create enough jobs for the new entrants to the labor force and, consequently, the loss of potential income and welfare (Bangladesh Bank, 2008). Unemployment of youth people especially graduates have reached an alarming height in Bangladesh. The economy is currently shedding jobs more than it creates. It is now the demand of time for looking carefully at entrepreneurship education as a way of exposing students to the knowledge of various skills and businesses while they are in universities so that after graduation they become self-employed rather than job seekers. Therefore, this study will explore the curricular and co-curricular activities in the public universities regarding entrepreneurship education and youth empowerment and ways of promoting entrepreneurship education among Bangladeshi youths.

Rationality

The quest for self-reliance through education has always been the desire of many nations especially in the present face of global economic downturn. This has convinced various countries to invest heavily in education as a gateway to better tomorrow. The most pressing need of the country today is productivity. Therefore, the time demands that we should forge a link between education and productivity. To achieve this end, one of the important resources is entrepreneurship education and ultimately to produce entrepreneurs particularly at the tertiary institution level to meet the needs of the present economy. Today the situation is apparently different. The rate of graduate unemployment has become a source of worry to the graduates, the parents, relatives and of course, the governments. This has become an economic, political and social problem in Bangladesh particularly among graduates. The zeal for tertiary education is gradually being eroded because of the discouraging wave of graduate unemployment. The tertiary institutions (university, polytechnic and colleges of education) were particularly established to train and prepare students for employment upon graduation. Similarly, the World Bank (2009) reported that tertiary education in general is fundamental to the construction of knowledge economy and society in all nations. Consequently, young ones struggle a lot to get admission into tertiary institutions and while their, efforts are made to enable them to secure jobs and contribute to the transformation of society. Unfortunately, many students complete their studies and come out with good grades without hope of securing jobs. In Bangladesh, seeking a job is fast becoming a job in itself. This is really counterproductive for a developing nation like Bangladesh.

This situation of graduates' unemployment is not unconnected with the type of education obtainable in Bangladesh. With the global dispensation and economic crisis, it therefore becomes imperative for the nation to have a rethink on our education delivery and policies in order to produce from our tertiary institutions' graduates who can be self-reliant and self-sustaining. There is a need for our curriculum to be tailored towards proper acquisition of entrepreneurial skills and drives for the empowerment of youths and sustainable development of the nation. Hence, this study aims to shed some light on the reformation of entrepreneurship education curriculum of Bangladeshi public universities for graduates' empowerment.

Statement of the Problem

Population becomes an asset if it is developed in a proper way. Bangladesh has this asset but the scope is limited to use them for economic development of the country due to many reasons and education is a crucial one among them. If this youth would become self-dependent and self-employed then the economic growth could be reached at the top among the countries. This opportunity lies between our young generations. The nation is presently experiencing challenges of unemployment; therefore the study will intensively focus on the way to empower the youth through entrepreneurship education. The objectives of entrepreneurship education includes equipping individuals and creates the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in schools. This study will take a critical look at the roles of entrepreneurship education such as provision of individuals with adequate training that will enable creativity and innovative relevance to skill acquisition which encourages self-employment and self-reliance.

Objectives

The main objective of this study is to identify the responsibility of selected public universities regarding entrepreneurship education for youth empowerment in Bangladesh. To meet this objective (04) four specific objectives have drawn as-

a) to review different policies related to entrepreneurship education;
b) to analyze the available course curriculum in selected public universities for entrepreneurship education;
c) to identify the responsibility of selected public university to youth empowerment;
d) to find a way out for youth empowerment through entrepreneurship education in the selected public universities of Bangladesh.

Literature Review

All over the world youth are considered as change agents for the communities as well as for the country. Together with opportunities to learn, work and participate in decisions that affect them driving change and claiming respect for fundamental freedom and rights, improved conditions for them and their communities. Besides, many youth are disengaged, at the extreme margins of society and have lost hope in the future due to persistent crises. More than ever, it is now time to improve investment in education, research, policies and programs to create an enabling environment for youth to prosper, exercise rights, regain hope and engage as responsible social

actors. The starting point is to consider youth as the solution and not as the problem. It is vital that they are fully engaged in economic development. Already their energy, creativity and critical spirit in identifying innovative solutions have been demonstrated in several regions of the globe (UNESCO, 2012).

Williams (1976) defines entrepreneur as "a risk taker, a man who breaks uncertainty, strikes out on his own and through native with devotion to duty and singleness of purpose, somehow creates a business and industrial activity where none existed before". On the other hand Odeyemi, Kehinde, Bankole and Abifarin (2004) defines an entrepreneur as a person who is able to look at the environment, identify opportunities to improve the environment, gather resources and implement action to maximize those opportunities.

The notion of entrepreneurship education gains its origin from the growing ideas that entrepreneurial qualities of man can be improved or new skills can be developed through special types of training and education. Thus the entrepreneurship education course includes the contents that help the students to be aware of economic opportunities, business environment, identification of project, preparation of business plan, improving motivation for achievement, techniques of enterprise management, self-development techniques and improving precision skill. Subsequently, other objectives are concerned with building self-confidence, opportunity sense sensitivity and analytical skills. The main purpose of the course is to develop or improve skills that are indispensably needed for self-employment as a career. In the same vein, Gana (1995) defines entrepreneur as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities whereas Kehinde and his colleagues (2008) define entrepreneurship as a process whereby an entrepreneur organizes the factor of production i.e. land, labor and capital to transform a business idea into profitable reality.

The issue of empowering the youths through entrepreneurship education has now taken the center stage of every development discourse. In the face of the global economic crises and increase in the level of unemployment and poverty, especially in developing economies, the importance of a workable and functional entrepreneurship education cannot be overemphasized. So, the need for its proper integration and articulation in our educational curriculum is a desideratum. Ifegbo (2000) noted that entrepreneurship education is the training that emphasizes the acquisition and development of appropriate knowledge and skills that will enable an individual to maximize the resources around him and within the limits of his capability. Similarly, Osuala (2004) described entrepreneurship education as a specialized training given to persons to acquire skills, ideas and management abilities necessary for self-reliance. Okoye (2004) puts it that entrepreneurship education consists of ideas, information and facts that help learners develop competencies needed for firm careers commitments such as setting up business, marketing services or being productive employees of an organization.

What makes entrepreneurship education distinctive is its ability to imbue in the learner the urge and drive for self-sustainability and creativity. However, entrepreneurship education in Nigeria is relatively nascent and has experienced considerable growth in just a decade of existence. It is becoming a major topic of debate among curriculum developers and stakeholders in education. Hence, Oloide (2010) remarked that the absence of a functional entrepreneurship curriculum is an impediment to sustainable development which if not checked or tackled will continue to incite and

increase the incidence of unemployment among the Nigerian youths. Entrepreneurship education is designed with emphasis on realization of opportunities. According to Abdulkadir (2011), through entrepreneurship education, success and innovation habits are imparted as the person develops entrepreneurial integrity and skills in the process. Indeed, entrepreneurship education will enable potential entrepreneurs to create businesses, manage, market and sustain them into the future.

Entrepreneurship education is a potent tool in the fight against youth unemployment. However, the system of education in Nigeria has been structured in such a way that it is employment oriented to the detriment of employment generation by the individuals. Hence, youth unemployment is soaring increasingly in Nigeria. However, if the entrepreneurship education curricula of tertiary institutions are properly reformed and reviewed to keep in touch with the current economic trend, youth unemployment would certainly nosedive into the dustbin of history. Similarly, the paper gave an overview of entrepreneurship education and its curriculum issues. Based on the discourse, a conclusion was drawn and it was recommended amongst others that there should be a bridge into the gap between curriculum of theory and curriculum of practice to make it more practical oriented (Onyesom and Uwaifo, 2013). Entrepreneurship is one the measures embraced by the government to reduce mass poverty and unemployment in the country. This study is not established to evaluate past measures of poverty reduction in Nigeria, but aim at investigating the effect of entrepreneurship training on poverty alleviation. Entrepreneurship education and training entails philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges (Arogundade, 2011). Entrepreneurship education is a structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. Another view of entrepreneurship education is the term given to someone who has innovative ideas and transforms them to profitable activities (Omolayo, 2006). The importance of entrepreneurship education and Training for motivating educated youth to self-employment is recognized by development economists, planners and policy makers, as well as government of the most countries of the world.

Entrepreneurship education is the development of entrepreneurial skills, effective and efficient application of the skills in management of business to create a significant difference from other business, recognizing the skill and allowing it to function effectively (Ogundele, Akingbade, and Akinlabi, 2012). The empowerment of youth and consequently eradication of poverty is highly interlinked with the education system and youth development of a country. The curriculum at all levels of education should be entrepreneurial based and that all stakeholders and government should provide an enabling environment for the development of entrepreneurship education needed for economic enhancement and youth empowerment (Ojo, Abayomi and Odozi, 2014). Similarly, entrepreneurship education is a potent tool in the fight against youth unemployment. However, the system of education in Bangladesh has been structured in such a way that it is employment oriented to the detriment of employment generation by the individuals. Hence, if the entrepreneurship education curricula of universities are properly reformed and reviewed to keep in touch with the current economic trend, then youth unemployment would certainly nosedive into the dustbin of history. This is the main thrust of this study.

Methodology

The qualitative method has been followed to explore the objectives of this study. The qualitative data were collected through related document review, FGD and KII schedule. Document analysis was the prime strategy to explore the first two research objectives by reviewing different policies related to entrepreneurship education and exploring the available course curriculum in selected public universities for entrepreneurship education. Along with this, FGD with the university students was conducted to explore their perceptions, experience and expectations regarding youth empowerment. Furthermore, KII was applied to reveal the teachers' and education experts' opinion towards entrepreneurship education.

Research approaches/Design

The study is exploratory in nature and therefore, the information presentation of is based on both primary and secondary data. It integrated qualitative approache to explore the study concern areas based on all data and analysis. Special emphasis has been given to the participatory approach in all aspects of the study. Triangulation approach was employed to ensure the validity of data by collecting data from different sources.

Study Population

All of the universities both public 34 and private 53 Universities (UGC, 2012) and some national university-affiliated post-graduate institutes and colleges are the targeted population of this study. All the teachers and students were also the target goups.

Sampling of the study

Institution sampling

Four (4) public universities were selected as the purposive sample for this study. These higher education institutions were selected considering the geographic coverage of Bangladesh from 4 divisions namely Dhaka, Khulna, Rajshahi and Chittagong. The name of the institutions were University of Dhaka, Khulna University, Rajshahi University, and Chittagong University, which were selected purposively.

Faculty, Institute and Department sampling

In this study, the Faculty of Social Science Institute was selected as a sample, as science and business graduates study on subject based education was dering the market demand. One department/institute under Social Science faculty from each university was selected purposively as the sample.

Teacher Sampling

Two teachers from each department and institution were selected for KII. Two teachers were from two designated posts e.g. Professor and Assistant Professor. Stratified sampling strategy was employed for teacher sampling. There were two strata:

- Strata-1: One of the teachers were selected who had 0 to >8 years teaching experience and
- Strata-2: One of the teachers who had more than 10 years of teaching experience in the department or in the institute.

Thus, both less experienced in teaching and long experienced University teachers' were included in this study.

Learners/Students sampling

Ten postgraduate students were selected as sample conveniently from each department and institution. Those ten students were taken on availability and their interest.

Table-1

Sampling at a Glance

Category of Sample	Higher Education Institution & Respondents	Number of respondents
Teachers	4 x 2 x 2	16
Students	4 x 1 x 10	40
Education Experts	2	2
Entrepreneurs	4	4
Total		62

Note: Based on Primary Data

Sources of data and method of data collection

Data has been collected from primary and secondary sources. The primary sources were the department and institution itself, teachers and students of four public universities. The prime method of data collection was mainly participatory field investigation. FGD with the students was conducted personally and views were collected from them. The semi-structured interview for the teachers, and KII for the experts and entrepreneurs were conducted and recorded. The secondary source of data was analysis of education policy related documents, curriculum and review of related literature.

Tools of Data Collection

Comprehensive semi-structured interview schedules were developed, piloted and used for gathering data from the teachers and entrepreneurs of respective higher education institutions and from the education experts. A FGD guideline was developed to collect data from students. These instruments were prepared, revised and finally developed by the researchers. The piloting of tools were conducted on the respondents without sample of the study before finalizing the instruments.

Table-2

Data Collection Tools and Strategies

Tools	Respondents	Strategies
FGD Guideline	Students	Personally administer
Semi-structured interview schedule	Teachers	Conduct & Recording
KII Questionnaire	Education Experts	Conduct & Recording
KII Questionnaire	Entrepreneurs	Conduct & Recording

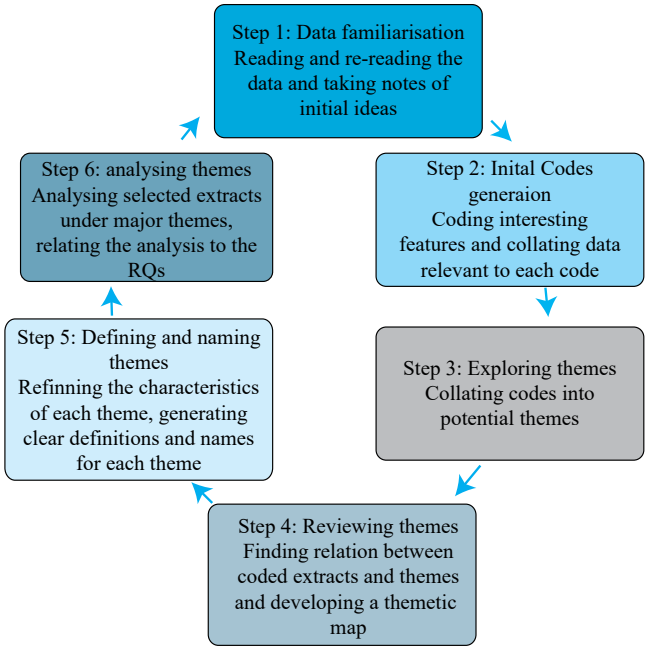
Note: Based on Primary Data

Data Analysis and Presentation

In order to analyze the qualitative data collected from Teachers, Students, Education Experts and Entrepreneurs, data-driven thematic analysis was incorporated (Braun and Clarke, 2006). It is a systematic process of reading the data several times in order to come with some words, phrases, sentences and/or paragraphs that researchers can code in purpose of developing some themes or concepts that summarize the similar contents of the data (Thomas, 2009; Braun and Clarke, 2006). In addition, in this process researchers can organize the raw data into some conceptual categories and develop candidate themes or concepts and construct thematic maps (Neuman, 2006; Cohen, Mannion and Morrison, 2011, Braun and Clarke, 2006). Moreover, the major themes were incorporated with some specific sub-themes based on participants' responses regarding specific research objectives where data triangulation was done to merge multiple approaches. Alongside, from the interviews and FGDs with the participants, ideas emerged which could be analyzed under different themes that make sense. Thematic analysis focuses on identifiable themes and patterns of similar opinions of potential respondents collectively. For this reason, the data-driven thematic approach suggested by Braun and Clarke (2006, p. 87) was followed to undertake the qualitative analysis (see figure 1) part. Data was analyzed in a systematic way that fed into quantitative findings for explaining probable reason behind quantitative findings and led to convincing conclusions of this study.

Figure 1

Data-driven thematic analysis cycle



Note: Adapted from Braun and Clarke (2006, p. 87)

Along with this, different tables, charts, figures, diagrams and graphs were used for presentation of findings.

Findings of the Study

Entrepreneurship Education in Bangladesh: What does policy say?

The purpose of higher education is to generate and innovate knowledge, at the same time to build up a skilled manpower. It further mentions that science and technology, sociology, literature, arts, economics and other subjects are becoming interdependent.

In this education policy (2010), business studies (no other faculties) has been treated as an integrated formation of necessary branches of knowledge that are required to conduct the activities of industries, trade and services organizations.

It is clearly mentioned in the policy (2010) that one of the aims and objectives of business study education at various levels is to impart necessary knowledge to become a successful entrepreneur (p. 34).

In addition to this the national youth policy (2017) of the country mentioned that through the education process youth should be encouraged to invent and innovate.

However, the public universities failed to understand the essence of providing entrepreneurship education to the graduates and limited the opportunity for the students to reach their potentials. In the meantime, the University Grants Commission (UGC) of Bangladesh has approved the bachelor degree in this specified area and the Daffodil International University (DIU) Bangladesh has commenced a Bachelor of Entrepreneurship Development (BED) Program focusing on the opportunity to gather knowledge and skills which will help them flex their minds into becoming a successful entrepreneur.

Entrepreneurship Education through Curricular Activities

Data shows that there is no specific course in social science faculties in any of the universities that directly focuses on entrepreneurship or addresses entrepreneurial skills. However, there are multiple courses which are indirectly related with entrepreneurship. One of the students from Anthropology of a university mention that understanding multiple things e.g. human, society and policies is important to become an entrepreneur, which is taught by the teachers. Teachers and students confirmed that the departments offer expertise and insights to understand different phenomena in an in-depth manner through several courses, not to become entrepreneurs but to become familiar with diversity and other issues, which in turn help in their later lives. In addition to this, entrepreneurs found some courses like English, ICT/Computer, leadership and management, and policy studies useful to develop their communication, management and critical thinking skills to some extent. As one of the entrepreneurs stated,

> "English courses helped me in developing and improving my communication skills in English, which is very important for better communication in all levels."

On the other hand, teaching and learning methodologies and processes were found effective by other entrepreneurs. For instance, an entrepreneur reflected on his graduate program and stated that,

> "University education, specifically group work, helped me to learn how to manage a team. I learned team management and leadership skills through that process. Also the university environment helped me broaden my mindset regarding gender, socio-economic status etc. I can work easily with my fellow colleagues using a gender neutral lens."

Current students identified correlations between entrepreneurial skills and the subjects they are being taught, though the relations are informal and indirect. There are some courses in every department or institute which directly address the social issues, for example, courses of Anthropology i.e. Economic anthropology, Political anthropology, Business anthropology, Public policy; courses of Education i.e. organizations and management of educational institutions, education in Bangladesh, ICT in education etc.; courses of Development Studies i.e. Trade and globalization, ICT, economics and especially English Language, and courses of Sociology like Organization and Planning.

Apart from that students are taught, the experience of being a university student helps to learn some intangible skills like how to interact, communicate and negotiate with people. Besides, the experience of staying at a university residence helps to become compassionate and empathetic about others. Even the identity of a graduate of a certain university, helps to get access easily to many people, as an entrepreneurs reflected-

> "I capitalized my university education using my identity. My identity as a university student, I had easy access to the buyers. That helped me in my business. Before starting my start-up, that time my boss was very supportive as I was a student of the same university he studied in. As a student of Dhaka University, I got support from many people."

Students argued about the rigidity of the university education program of Bangladesh. They mentioned that if one wants to become an entrepreneur one must study in business related discipline, which is also supported by the national education policy 2010. Therefore, to become an entrepreneur, some students get admitted to MBA rather than the Masters of their own department because they want to be skilled in that sector. They further argued that it is not encouraged or easy to do a regular Master's in another discipline in the same university at the same way they do in their own departments. Students demanded the flexibility in study, especially in higher study, where one can pursue any knowledge they see fit.

Entrepreneurship Education through Co-Curricular Activities

None of the respondents mentioned that there is any scope for practicing or developing entrepreneurial skills in the department or institute. Some said their teachers were helpful and supportive, their friends were also helpful, but the university or department was not. However, current students pointed out that some voluntary organizations and different clubs organize different events and programs, which are helpful to get real life experience through different social works. Students considered these organizations or groups are helpful for developing entrepreneurial skills. For instance, a graduate student of Rajshahi University mentioned, "there are some specific clubs in my university, like career club, RUMUNA, Rotaract Club, which are concerned about careers. However, almost all of those are concerned with jobs as careers."

Universities do not support or help students develop entrepreneurial skills also. As students mentioned in a FGD,

> "One of my friends has tried to start a fish business by leasing one of the ponds of university, but the authority did not allow it. Another tried the same for mango business, but he too failed to get the permission."

Apart from that, some teachers often encourage students to start their own business, or take their own initiatives, but these are personal and informal. As an institution, university does not help students in taking any entrepreneurial initiative, even does not encourage them.

Although it was argued by some the teachers that developing entrepreneurs does not match with the philosophy of the university. Universities are to create new knowledge and disseminate them to the students. Also education experts questioned this referring that most of the universities in the country are simple teaching universities rather than research universities. Some students pointed out very fundamental questions asking that,

> "If there are no specific jobs for a particular department, then why opening a department? In other countries, we know that, departments are opened and closed based on the demands of the economy and state, but that is not the case in Bangladesh."- A student in a FGD

However, all the universities have different types of volunteer organizations for different purposes that are helping students develop different entrepreneurial skills. These organizations organize programs like seminars and workshops for the students to develop their skills and to motivate them.

Whenever it is mentioned as entrepreneurial skills, it is meant that the skills are identified by the entrepreneurs and students essential to become a successful entrepreneur. Students also identified the skills essential for an entrepreneur, which are as follows-

a. Communication skills
b. Perseverance
c. Critical thinking
d. Creativity
e. Management and organizational skills
f. Marketing and branding skills
g. Risk taking skills
h. ICT skills

In addition to this entrepreneurs have mentioned some skills are essential to become a successful entrepreneur, which are as-

a. Business communication skills, especially in English
b. Analytical thinking
c. Digital literacy
d. Clear vision

As changing curriculum is a very internal issue, entrepreneurs cannot help in that. However, they want to contribute to their Alma Mater in any ways the department or the institute or the university wants them to. Education experts also emphasized on this for the universities to develop an updated curriculum and create internship opportunities for the graduate students.

Responsibility of selected public university to youth empowerment

Most of the respondents argued that universities should be responsible for the empowerment and employment of their graduates. It is also clearly mentioned in the "Higher Education" chapter of national education policy 2010 and in the national youth policy 2017 of Bangladesh. Education experts and teachers suggested that redesigning the programs and curriculum of social science faculty can be done by incorporating skills demanded by the job market and by working closely with the industry.

Entrepreneurs mentioned that it is time to revisit the philosophy and purpose of the university as the unemployment rate is skyrocketing. Students repeatedly argued that there should be a scope of practicing skills in the curriculum besides theoretical knowledge.

Some teachers and one of the education experts stated that universities' role is not to ensure jobs for the graduates, though they thought that the unemployment of the university graduates should be taken care of by the university. They suggested that redesigning the programs could be helpful in this regard.

Teachers from different universities as well as the education experts mentioned that if the government and state aim to produce entrepreneurs from the universities, the whole structure would have to be reshaped to meet that end goal. On top of that, society still does not value entrepreneurs as much as they value, for example, government job holders. The entrepreneurs are also part of this society and state, and if those entities despise them, discourage them, the already difficult path of entrepreneurship would turn into a harder one. Therefore, a tremendous shift will be observed when the mindset of society and state will change towards entrepreneurship and entrepreneurs.

Recommendations

Students, teachers, entrepreneurs and education experts suggested some changes to combat the unemployment of the country through higher education. The recommendations are as follows:

- Redesign programs and curriculums considering youth empowerment and employment so that the graduates can get a job easily or create jobs through entrepreneurship.
- Organize Seminars, workshops and experience sharing programs for the current students inviting successful entrepreneurs in the university so that they can be motivated and can consider entrepreneurship as a career opportunity.
- Incubation center in the university premises will help students to implement their ideas and test them. They can work on different social problems besides studying the theories and come up with solutions.
- Strengthen industry-academia relationship to keep the programs updated and make the graduates ready for future job market.
- Continuous market analysis and research would help the universities to rethink and revisit their purposes to serve the nation.
- Change the beliefs of the society by setting examples and promoting successful entrepreneurs. In this regard the government can play a vital role to shift the mindset of the people towards entrepreneurship by supporting them with different financial schemes.
- Introduce entrepreneurial skills in the primary and secondary curriculums so that students can come to the university such mentality mentally preparing.
- Interdisciplinary programs could help to develop skilled graduates. One can major in a specific subject and at the same time can take minor courses on math or business according to his/her interest.

Conclusion

Across the globe, entrepreneurship education is considered as a vital component of higher education to bring innovation and invention for developing a nation financially very strong. This study also reveals through respondents' opinions that everyone in the system considers this as an important issue, though the reflection is absent in the curriculum and practice in the social science faculty of some selected public universities of Bangladesh. Students show their interest in entrepreneurship education to be empowered with necessary skills and to become employed with the education they get from the universities. Teachers also mentioned that they should take the unemployment issue very seriously and revisit the purpose and philosophy of higher education. Entrepreneurs and experts emphasized on redesigning the curriculum of the social science department for preparing graduates with contemporary knowledge and essential skills to survive in the ever changing global world. At this point, this research would be helpful to get an understanding about the situation for the teachers, researchers and policymakers of the country. This small study would be considered as food for thoughts, which might guide further in-depth study to explore the situation and generate a framework of entrepreneurship education in universities, especially in the social science faculties.

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