

Causes of Social Science Background Graduate Unemployment: A Study from the University of Dhaka

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Abstract

The primary purpose of the study was to explore the causes of unemployment of social science graduates of Dhaka University. The study attempted to know the graduates' opinions in choosing job sectors. Following the quantitative approach, a sample survey was conducted among the graduates of the social science faculty of Dhaka University. Respondents showed their interests vigorously in the government jobs, where Bangladesh Civil Service (BCS) got priority, while other job sectors were hardly seen as attractive. Corruption in the recruitment process, prioritizing general rather than technical education, small job market, the oversupply of graduates, absence of job specialization, and outdated curriculum in some respects were the leading reasons for the state of unemployment found. Graduates questioned whether the education system of Bangladesh has specific goals or not, accelerating unemployment and providing poor quality education. The study will be useful for policymakers, educationists, academia, job analysts, and enthusiastic learners to know about the causes of graduates' unemployment in Bangladesh and recommend the right policy interventions.

Keywords: Unemployment, Graduates, Social Science Faculty (SSF), University of Dhaka (DU), Bangladesh Civil Service (BCS)

Introduction

The development of modern society depends to a large extent on the nature and standard of higher education. Thus the role of higher education is to prepare competent, knowledgeable, and far-sighted people for assuming various higher responsibilities. The growing importance of knowledge in the modern world can hardly be overemphasized, especially in the era of globalization and in a global environment that is fiercely competitive. Higher education has enormous potential to promote prosperity in the developing nations (UGC: 2006). Unemployment problems have been made serious attention throughout the world from the first decade of this 21st century. Economic recession intensified this problem where millions of people become unemployed worldwide due to this economic stagnation. United Nation (UN) set priority on quality education, goal four, decent work and economic growth, goal eight, in Sustainable Development Goals (SDGs) aimed to achieve within 2030 (UNDP, 2015).

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The popular British newspaper 'The Economist' has been conducted research on 'Graduate Unemployment in South Asia' by the Economist Intelligence Unit (EIU), which shows the alarming situation of the graduates' unemployment in South Asian countries (Table-1). The report disclosed that 47% of graduates are unemployed in Bangladesh, which is the 2nd highest among the South Asian countries.

Table-1: Graduates Unemployment in South Asia.

SL.	Country Name	Rate of Graduate Unemployment
01.	Afghanistan	65%
02.	Bangladesh	47%
03.	India	33%
04.	Pakistan	28%
05.	Nepal	20%
06.	Srilanka	7.8%

Source: Daily Prothom Alo, 02 March 2014.

The employed population is 3.3 billion, counting 57%, while 2.3 billion (39%) people are out of the labor force in the working-age population. 1.2 billion Youth working-age population (15-24 years) are in employment, and 429 million youth (36%) are unemployed. 267 million (22%) Youth are in education or training (not employed); 509 million (42%) is in Time-related underemployment. And the number of total labor underutilization is 473 million (ILO Flagship Report, 2020). Bangladesh Bureau of Statistics (BBS) Report 2018 reveals that the country's unemployment rate is 4.2%; economically active people aged 15+ are 63.5 million; the number of employed population aged 15+ is 60.8 million while 2.7 million people are unemployed in Bangladesh (BBS Report, 2018). 'The rate of unemployment among persons with the education of up to tertiary level increased 11.2 percent in fiscal 2016-17 from 9 percent a year earlier, according to the latest Labour Force Survey (LFS) by the Bangladesh Bureau of Statistics (BBS)' (The Daily Star, April 27,2018). Centre for Policy Dialogue (CPD) reveals that 46% of total unemployed youth are university graduates (Neazy, 2019).

This frustrating scenario among the higher educated segment of the people made media storm, and civil society, guardians, and stakeholders raised questions about the quality of education. The debate goes on about the quality of education, curriculum, and the environment of the public universities among the intellectuals and academicians.

EIU draws attention to some drawbacks of the present education system of Bangladesh like- a. no job specialization b. low quality of the private universities c. the outdated curriculum of the public universities. Jahan (2006) argued that corruption and political manipulation had been considered as one of the keys to enter civil service where the brilliants are being deprived of reaching their desired position. The study explores the prime causes of unemployment among the social science graduates of

Dhaka University with investigating the nature of choice in choosing the job sector as a career. The article is presented by dividing into a few parts-introductory parts, research results, discussion on findings, and concluding remarks.

Literature Review

With the aim of exploring the causes of graduates' unemployment, the study conducted on the social science graduates of DU based on a sample survey method. Numerous literature focused on unearthing causes of graduates unemployment in Bangladesh published in the national dailies compare to the academic articles. Monem & Baniamin(2010) questioned the whole environment of higher education caused unemployment. The study argued that in the context of Bangladesh, various Education Commissions that were set up so far theoretically emphasized unlocking potential at all levels of society and creating a pool of highly trained individuals to contribute to the national development. But in practice, these universities are very weak and do not change anything. Better understanding among teachers and students, the introduction of modern teaching methods, and the dedication of teachers and students can improve the culture of higher education in Bangladesh. A proper academic calendar can bring discipline. Initiate to free the universities from the clutches of politics can play a lot in the overall improvement of the universities.

EIU report (2014) blamed the poor quality of education and the obsolete curriculum failing to meet the demands of the changing markets. Lack of placement policy, skill mismatch, absence of job specialization, and quota system result in youth unemployment urging reform, which had long been overdue (Neazy, 2019). University-industry collaboration, which has been neglecting for a long, is urgent to minimize the capacity mismatch, to employ the graduates in the emerging sectors; the recommendations came from a roundtable discussion organized by the national daily The Daily Star and Prothom Alo (The Daily Star, 08 March 2015).

Ahmed (2019) portrayed that the absence of good governance in Bangladesh is caused for youth unemployment. Corruption, nepotism, inadequate technical education, deficiency in creating a healthy investment environment, and the quality of education are liable for the increased rate of unemployment. Hasan (2019) questioned the approach of delivering higher education in Bangladesh; often, it is following the social demand approach instead of the manpower planning approach in the tertiary level. He argued for job oriented curricula to address the structural gap existing in Bangladesh between training and education we provide and the market demands.

Objective of the Study

The purpose of the study is to explore the prime causes of graduates' unemployment and their nature of choice in choosing job sector among the Dhaka University Social Science Graduates. The study embraces the following specific objectives.

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1. To know the the nature of choice of the public university graduates in choosing job field;
2. To identify the prime causes of social science graduates' unemployment in Bangladesh.

Research Methodology

The study is basically quantitative in nature. Creswell (2008) argued that the quantitative approach is the best approach to address the problem through identifying the influence of the factors or variables. Islam, Wahab, Bakar, and Hoe (2017) used this approach to uncover the influential factor of community participation in rural poverty alleviation programmes in Malaysia. A survey method was used for this study. It provides a quantitative or numeric description of the trends, opinions, and attitudes of the population by studying sample (Creswell, 2008). Social Science Faculty (SSF) of the University of Dhakawas the area of the study.Face-to-face interviews were conducted based on the semi-structured interview schedule. The observation was also used as a data collection method in the study. Relevant secondary data and information were collected from books, articles, journals, reports, news, etc. A total of 120 respondents, graduates from the social science faculty of the University of Dhaka who become unemployed at least one year after completion of their graduation, were approached following accidental and convenient sampling. The reason behind that this research project was conducted by self-funding by the students. Besides, time limitation influenced greatly to choose accidental and convenient sampling. The following table-2 reveals the profile of the respondents. More than nine-tenths of the respondents completed post-graduation, and 93% of graduates were unmarried.

Table-2: Profile of the Respondents.

Educational Qualifications		
Categories	Respondents' Number	Percentage
BSS	111	92.5
MSS	9	7.5
Gender		
Male	93	81.67
Female	22	18.33
Number of Family Members		
More than Five	57	47.5
Three to Five	63	52.5
Marital Status		
Married	8	7
Unmarried	112	93
Discipline of the Respondents		
Sociology	26	21.67
Political Science	21	17.5
Public Administration	17	14.17
International Relations	10	8.33
Mass Communication & Journalism	10	8.33
Peace & Conflict Studies	9	7.5
Anthropology	8	6.67
Women & Gender Studies	8	6.67
Economics	8	6.67
Development Studies	3	2.5

Collected data and information were compiled immediately after the data collection from the field and arranged according to its characteristics. Besides MS word, MS excel is used to prepare, analyzedifferent statistical tools. Percentage, tables, pie chart, bar chart, used to present in an apt manner in the study. No recognized ethical body for research approval is prevalent in Bangladesh (Islam, 2018). The study followed ethical guidelines, pronounced by Miles and Huberman in 1994, where a written consent was taken from every respondent; a guarantee of anonymity was given to the graduates. There was confirmation repeatedly for their confidentiality and privacy.

Research Results

Graduate Choice on the Area of Job

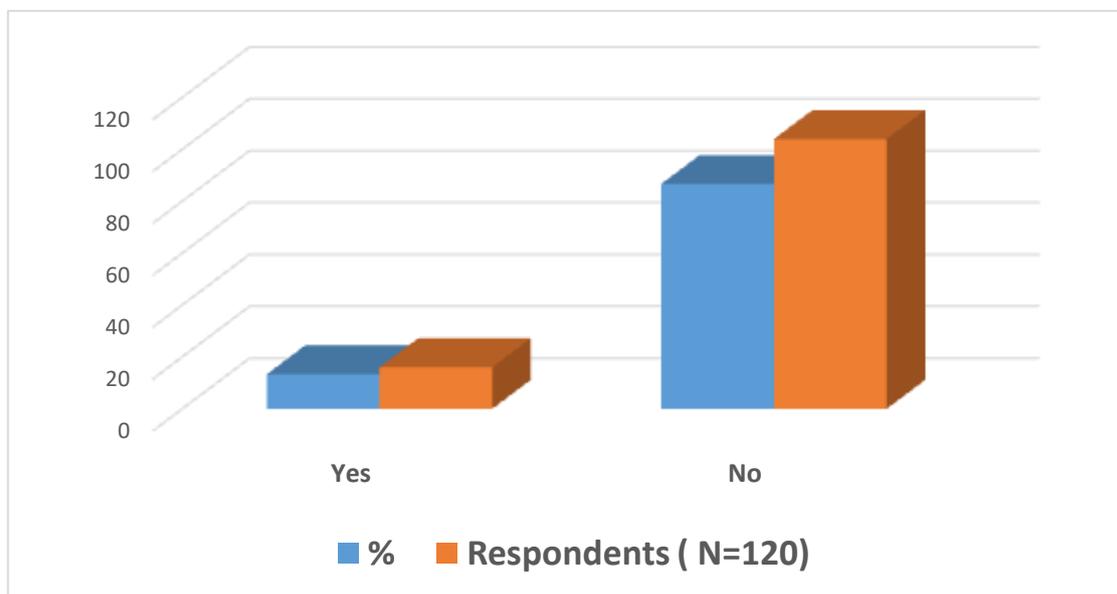


Figure 1: Information Related Job Offer after Graduation.

104 out of 120 graduates have not yet been any job offer which is more than four-fifth among the total respondents. Only 13% of graduates covering 16 respondents invited to join the job. Graduates who denied joining to those jobs which they offered are willing to get their desired job. They put some rational causes where most of them prioritized the Bangladesh Civil Service (BCS) cadre. Low salary and low status, which was not matched with their quality, were also big factors to deny those jobs while someone is waiting for a good job. That's why they were discouraged from joining those jobs and waiting for better and preferred areas.

Table 2.2: Respondents' Preferences in the Area of Job.

Areas Rank ⇌	1 (N=120)	2 (N=120)	3 (N=120)	4 (N=120)	5 (N=120)	6 (N=120)
BCS	105 (87.5)	5 (4.16)	4 (3.33)	4 (3.33)	-	-
Public Bank	01 (0.83)	22 (18.33)	47 (39.16)	15 (12.5)	4 (3.33)	3 (2.5)
NGO & Development	03 (3.33)	12 (10.5)	08 (6.67)	18 (15)	41(34.16)	-

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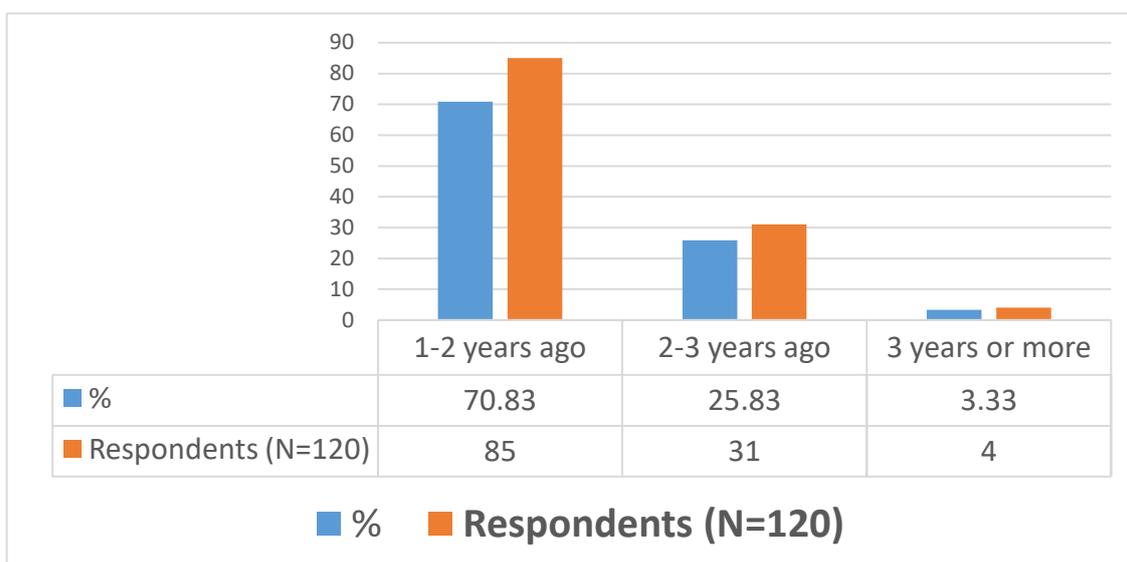
Non Cadre PSC Job	08 (6.66)	45 (37.5)	14 (11.67)	14 (11.67)	17 (14.16)	4(3.33)
Private Bank	07 (5.83)	12 (10)	18 (15)	34 (28.33)	13 (10.83)	-
Others	02 (1.66)	03 (2.5)	03 (2.5)	-	2 (1.67)	22 (18.33)

****Percentage is shown in the parenthesis. * More than one answer was possible.***

The above table uncovers the preferences of the SSF graduates of the DU who are unemployed at least one year after completing their graduation. The overwhelming majority went to the BCS cadre as the first choice, which was marked by the 105 among 120 and scored up at 87%. Only eight respondents pick the Non-Cadre Public Service Commission (PSC) job as a first priority while the NGO & Development sectors, private banks 3%, and 6% consecutively rank one. 38% of graduates chose Non-Cadre PSC job as 2nd choices where 18% ticked the public bank job. Public bank jobs have been drawn attention as a third choice, where 47 respondents prioritized. Thirty-four unemployed graduates identify the private bank as a 4th alternative career scoring up to 28%. NGO and development sectors have also drawn attention as 5th priority having 43% among the respondents. It is mentionable that 18% (22 graduates) chose the distinct area of the job as a career in rank six. Significant areas are Multinational corporations (MNC), United Nations (UN), business, teaching, and permanent settlement abroad.

The above scenario state that government job is still in top priorities where BCS and Non-Cadre PSC job is in dominant than other areas of the job. 2nd highest priority goes to the bank sector, which is flourishing as a lucrative job gradually in Bangladesh. On the other hand, NGO and development sectors have not untouched by the DU graduates, which also obtained third preferences as a career. Few respondents put their attention on some distinct areas such as International Relations graduates marked MNC, UN comparatively than any other discipline' graduates.

Figure 2.3: Duration of Unemployment after Graduation.



The chart delineates the duration of unemployment of the respondents after their graduation. More than two-thirds, 71% of graduates, are unemployed about 1-2 years after the completion of their graduation. 26% of respondents remain jobless 02-03 years while only 4 graduates become jobless around 3 years or more. This scenario states the length job process and pecuniary condition of the SSF graduates, specially BCS, which consumes more than one year. However, it is significant that one-fourth of respondents become unemployed for about 2-3 years. This is a really frustrating situation for the job seekers where DU, SSF graduates are jobless more than two years after graduation as well as it indicates the lacking of the present standard of the education system in Bangladesh, including higher education.

Graduates Views on Causes of Unemployment

Table 3.1: Views on the Present Curriculum & Standard of the SSF.

<i>Views</i>	No. of Respondents (N=120)	Percentage (%)
<i>Yes (Outdated)</i>	71	59.17
<i>No (Up to the Mark)</i>	49	40.83
Total	120	100

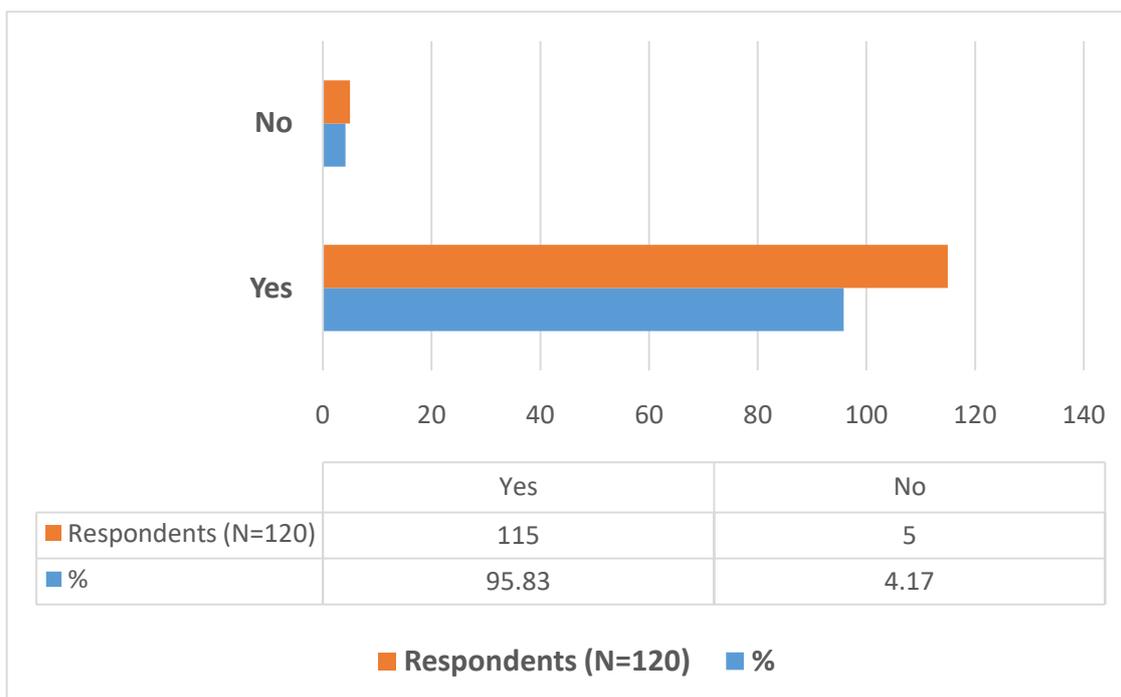
Data furnished in the table reveals the opinion of the respondents on the present curriculum of the departments under the Social Science Faculty. The majority expression, 59.17% among the 120, went to that current curriculum and the standard of the SSF of DU is not consistent with the present competitive job market. They opined that there have few valid questions and default in the present syllabus including the methods of teaching. According to the graduates, major drawbacks are

- a. Little interaction with the job market
- b. Obsolete curriculum and syllabus
- c. Lack of applicability
- d. The old method of teachings

But in turn, a significant portion (40.83%) thinks that the present curriculum and standard are quite viable with the job market. They argued that subjects and syllabus are not mattered to get a job where quality is more important. They have seen a ray of hope in the recent initiatives of development and diversified syllabus while a few think that the present curriculum is consistent with the job market. However, the aforementioned views of the graduates about the current curriculum of SSF denote the variation from department to department. The reason behind that some departments are showing dominance in the job market comparatively while others are trying to cope up with the trend. Howsoever, this is significant that the existing curriculum and standard of SSF are facing challenges from the competitive job market.

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Figure 3.2: Impact of Corruption, Lobbying & Political Affiliation as Obstacles.



The expression of the respondents on corruption, lobbying, and ruling political party's affiliation to succeed has been reflected in the figure. 95.83% of graduates confessed that corruption is still dominant in Bangladesh in the recruitment system. Sometimes, political preferences have a determinant role to get job in every phase of recruitment in all public organization. On the other hand, only 05 respondents showed negligence about the role of corruption and political affiliation with ruling parties. They argued that quality would score up irrespective of all irregularities.

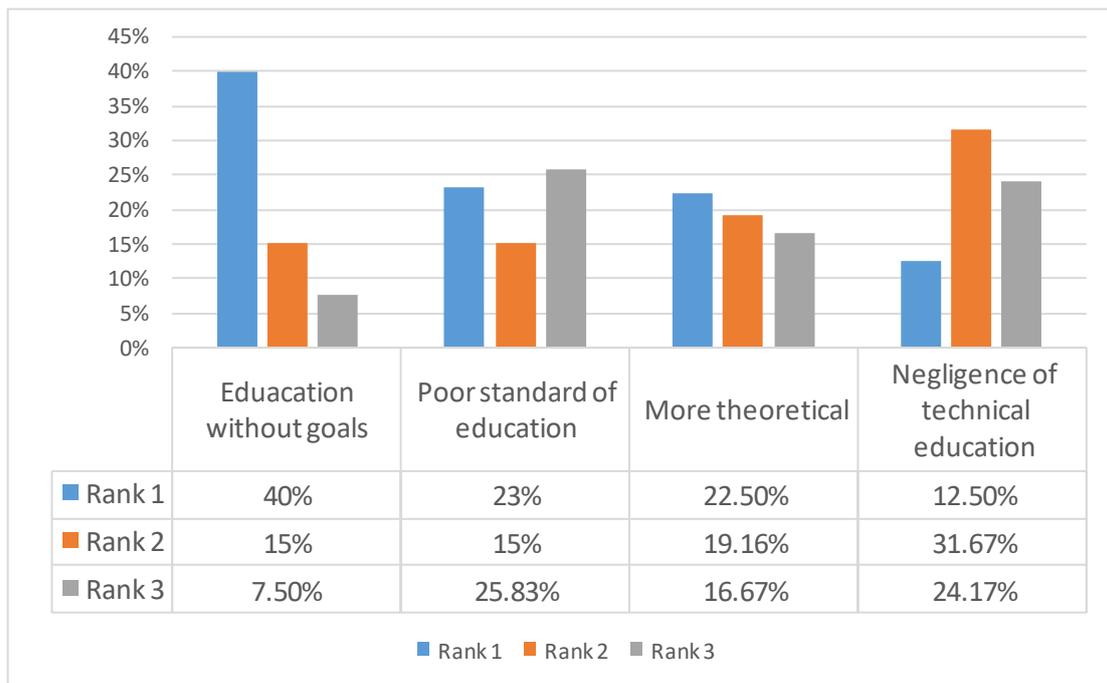
The impact of corruption is pervasive in all phase of recruitment, especially in the government-sponsored organization, which occurred through political preferences, bribe, lobbying that echoed by the unemployed graduates. Most recently, question forgery added the oil in the flame added a significant number of the graduates. However, this is disclosing the system of recruitment irrespective of public or private organization though there has exception. But it is frustrating news for the intelligent, qualified section of the students.

Table3.3: Graduates' Opinion on the Viability of the Present Education System to Job Market.

Opinion	No. of Respondents (N=120)	Percentage (%)
Yes	37	30.83
No	83	69.17
Total	120	100

The data presented in the table reveals the opinion on the viability of the present education system of Bangladesh to the job market. 69.17% of graduates opined that the current education system of Bangladesh is not viable to the competitive job market. They identified some crucial lacking in the education system like education, which hasn't clear vision and mission, negligence of technical and practical education, no job specialization, etc. In the opposite pole, 37 respondents showed their nod on the effectiveness of the present education system. The present education system is creeping to adjust with the demands with undertaking the policy changes in 2008 they argued as well as taking the initiative to use of ICT. There have significant challenges and contradiction which can't be able to translate the students to prove them in the global competition. Bangladesh is far from global standards in recent years, which also echoed in the views of the DU graduates.

Figure 3.4: Respondents' Priority on the Problems of the Bangladesh Education System.



***More than one answer was possible. * N=120**

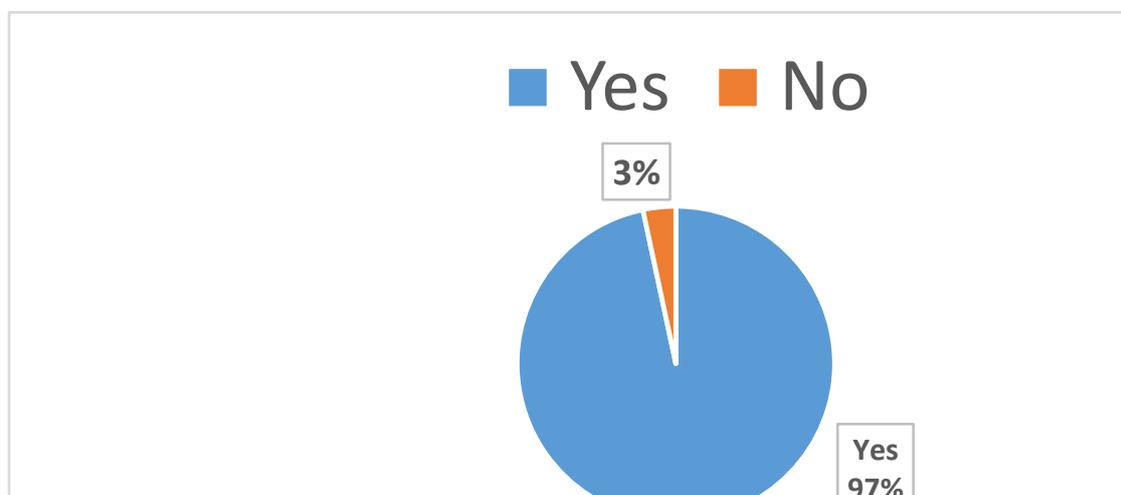
Graduates' priority on the problems of the present Bangladesh education system, which is overtly responsible for producing more unemployment has been presented in the above table. 48 graduates out of 120 scorings up 40% ranked at first that there is no clear vision of the Bangladesh education system. 2nd highest portion of the respondents (23.33%) put the liability to the low standard and norms. More theoretical or dominance of general education ranked at third priority (22.5%) as a drawback of Bangladesh education system. 12.5% of graduates chose the negligence of technical education as another problem of education. Further, 31.67% of respondents

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picked the negligence of technical education as 2nd priority of the problems of the present education system where overemphasis on theoretical education. Another significant portion of the respondents, 25.83%, raised their voice against the poor standard of the present education system. 29 graduates went to the overlooking on the practical education as the third priority.

Several findings can be drawn from the above analysis. Major drawbacks of the present education system of Bangladesh are - a. present education system has not specific vision and mission b. overemphasis on general education than technical or practical education c. poor standard and traditional method of teaching, which are far from global standards and norms which represent the pecuniary condition of the education system.

Figure 3.5: Role of Absence of Job Specialization to Increase Unemployment.



Nearly 97% of respondents think that the absence of job specialization in Bangladesh is another prime reason to increase unemployment. But in turn, only 3% of graduates seem that it is not a significant factor to generate unemployment. These statistics delineate state that the absence of job specialization is a severe hindrance to recruit the 'right man in the right place.' Consequently, Bangladesh can't perform up to the mark to obtain its vision, especially in the public sector, rather than private-sector organizations producing more troubles. It is also creating frustration among the potential students in all phases where the severity of the problem is uttered by the DU, SSF graduates.

Table 3.6: Respondent' Judgement onthe Quality of themselves.

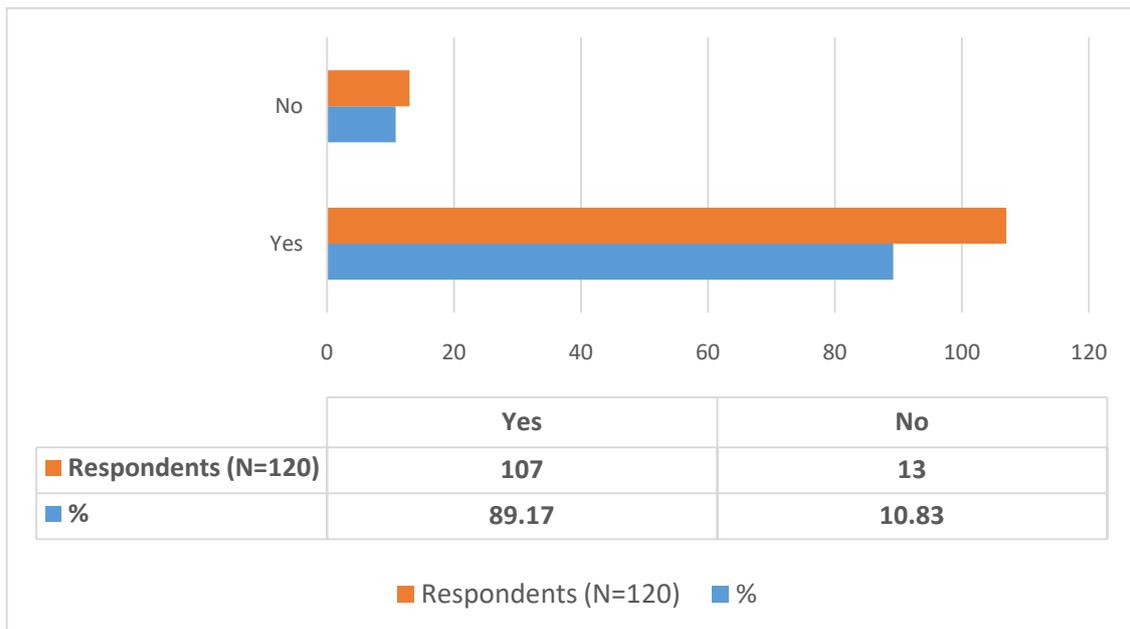
Views	No. of Respondents (N=120)	Percentage (%)
Yes (<i>Less Qualified</i>)	32	26.67
No (<i>Qualified Enough</i>)	80	73.33
Total	120	100

The table unveils the views of the respondents about the required quality of the SSF graduates for getting their desired job. A significant portion of the

respondent, 73% of graduates among the 120, believes that the graduates of social science faculty are qualified enough to get their desired job from this competitive job market. They argued that the intelligent section of the student comes to the University of Dhaka having some reasonable questions about the current curriculum and standard, but the quality of the graduates is sound to get a better job. Few initiatives in recent years to diversify the syllabus have been taken to cope up with the market, which has a sound impact on the students to be made them qualified they added.

On the other hand, near one-fourth of respondents, 32 out of 120, seem that there have some lacking among the SSF graduates as well as they think that the SSF graduates are not qualified enough in the present job market. They put some reasons like outdated syllabus and method of teaching, limited area to apply which they learned, more classroom-based learning and so on which can't able to prepare the students as qualified enough to compete in the competitive job market. However, this is matter of concern where 26.67% of respondents showed doubt about the quality of the SSF graduates.

Figure 3.7: Impact of Small Job Market to Increase Unemployment.



The figure expresses the views on the impact of the small job market in increasing unemployment. Most of the graduates, 107 out of 120, put liability to the small job market to induce the flow of unemployment. Only 11% of graduates showed the opposite reaction. Quality will score up the graduates, whether the area of job small or large, they argued. The area of the job market in Bangladesh is really too small against its total population which has also been reflected in the opinion of DU graduates. This scenario state that the workability and zeal of human resources are getting wastage which could make active role in the economy. But it is going to shrink due to limited area of the market having with political instability and poor

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governance in Bangladesh. Alternatives are few in Bangladesh to flourish which drawn attention by few respondents.

Table 3.8: Effect of the Oversupply of Graduates to Increase Unemployment.

<i>Graduates' Expression</i>	<i>No. of Respondents (N=120)</i>	<i>Percentage (%)</i>
<i>Yes</i>	95	79.17
<i>No</i>	25	20.83
<i>Total</i>	120	100

The above table represents the role of the oversupply of graduates every year against the small job market to increase the number of unemployed graduates. 79% of respondents gave their nod in the negative impact of oversupply of graduates who are producing from the 92 public and private universities of Bangladesh. Near one-fifth, 25 out of 120, a section of respondents denied the role of oversupply of graduates in increasing unemployment. This 21% think that number is not only a big factor in increasing unemployment wherethe state has a significant liability for creatinga new arena to engage the citizen in productive activities. The quality of the graduates also hasa role to overcome this difficulty, which delivered a small number of the respondents. However, it reflects the worse condition of the graduates of Bangladesh where most of them have to wait a long while to get their worship area of the job while thousands of graduates are producing every year. Not only is this adding burden on the nation, but also it is increasing the queue of the unemployed graduates along with accumulating frustration among the potential section.

Table 3.9: Comparison of the Factors for Unemployment.

Factors Rank \implies	1 (N=120)	2 (N=120)	3 (N=120)	4 (N=120)	5 (N=120)
<i>Corruption, lobbying & political affiliation</i>	64 (53.33)	21 (17.5)	16 (13.33)	10 (8.33)	07(5.83)
<i>Outdated Curriculum & Poor Standard</i>	21 (17.5%)	16 (13.33%)	21 (17.5%)	18 (15%)	18 (15%)
<i>Small job market</i>	18 (15)	29 (24.17)	18 (15)	13 (10.83)	14 (11.67)
<i>No Job Specialization</i>	12 (10%)	15 (12.5%)	21 (17.5%)	14 (11.67%)	19 (15.83%)
<i>Ineffective Education System</i>	10 (8.33%)	18 (15%)	14 (11.67%)	22 (18.33%)	18 (15%)
<i>Lack of required skills among the graduates</i>	02 (1.67)	13 (10.83)	15 (12.5)	21 (17.5)	13 (10.83)
<i>Oversupply of graduates</i>	-	12 (10%)	21 (17.5%)	23 (19.16%)	14 (11.67%)

***More than one answer was possible**

The data furnished in the table disclosing the comparison among the major causes of unemployment of the SSF graduates of DU. The respondents have ranked each factor from 1 to 7. The majority of the respondents, 53%, think that corruption and political preferences were the critical reason of unemployment. Absence of job specialization in Bangladesh made attention among the 10% of graduates as the first responsible factor of unemployment. Near one-fourth of respondents (24%) gave their nod to the small job market as a 2nd highest responsibility as well as 18% of people picked in the 2nd priority on the role of corruption and political affiliation with the ruling parties. Only 15 graduates showed frustration with the present ineffective education system in the 2nd category.

In the 3rd row of ranking, three responsible factors like outdated curriculum and low standard, absence of job specialization, and oversupply of graduates have drawn attention among the graduates. 17.5% of respondents put the liability to the lack of required skills. In the third and fourth row of ranking, 23 graduates put the responsibility to the oversupply in a 4th ranking, where 18% goes to the ineffective education system. Moreover, 18 respondents opined to the outdated curriculum in the 4th and 5th row of ranking. 16% of DU graduates put their anxiety to the absence of job specialization. Several significant findings can be drawn from the above analysis. Major ones are mentioned

- Corruption, lobbying, and political affiliation with ruling political parties have an important role in getting the desired job.
- The present curriculum and standard of SSF are capable enough to meet the challenges of the present competitive job market.
- The small job market is another important factor to increase the flow of unemployment.
- The present education system of Bangladesh is under the mark in the pace of changing global standards and norms.

Discussion on Research Findings

The study aimed principally to explore the causes of social science graduates' unemployment in Bangladesh. The research explored significant findings revealing the state of higher education in Bangladesh, especially the state of social science graduates. The government Job sector remains the first priority among the graduates, the trend we see in the volume of applicants in the Public Service Commission (PSC) examinations. Rashid (2019) identified that the attraction to be a BCS cadre remains high as 3 89 533 candidates applied in the 40th BCS examination against only 1903 posts.

Respondents opined that corruption through different means like- bribe, question forgery, lobbying, and political preferences have roles to qualify for a job in Bangladesh. Political affiliation with ruling political parties also has an influential role in getting a government job, which is acute. In

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addition, the present curriculum of the SSF is not quite consistent and modern to the ever-changing competitive job market as well as standard and method of teaching are not up to the mark, which needs to be modified and redesigned in line with demands. The applicability of the present education system will shrink gradually, having some reasonable drawbacks and limitations. It overlooked the practical and technical education and an overemphasis on theoretical or general education. The government must shift its focus of attention from general education to science, technology, and ICT based education. The Government of Bangladesh has recently formulated a 20 year (2006-2025) strategic plan for higher education with the help and support of the World Bank (Monem, & Baniamin, 2010).

About half of the respondents opined that there is no specific vision and mission of the present education system in Bangladesh as like as 'Education without Goals'. Moreover, the impact absence of job specialization also has a negative role in creating a haphazard situation which impedes to recruit the 'right man in the right place.' One-fourth of respondents showed doubt on the quality of the social science faculty' graduates, which is frustrating news for the potentials section of the jobseekers along with reflecting the state of present graduates. Therefore, a small job market also has liability to increase the queue of unemployment, which echoed in the respondents' views. More graduates have been passing from the different public and private universities, which are greater than the actual demands of the ever-changing competitive job market. It seems to be that the size of the population is too large than the area of the economy of Bangladesh.

In Bangladesh, the quality of graduates of public universities seems to have deteriorated, as seen from the reports of the Public Service Commission and the analysis of opinions of employers both in the public and private sector jobs. This, however, does not mean the absence of a small percentage of the very high quality of students. Quality assurance must be understood with a clear idea about what to be assured. The relevant aspects in this regard assumed to be admission access policies, equal opportunities, credit accumulation, program design course review, resource allocation for courses, research student's supervision, assessment and degree, academic staff appointment and development, academic staff appraisal, teaching and innovation, academic standards, interaction with accrediting bodies and professional organizations, securing of student's view on academic matters.

Employability of university graduates in Bangladesh decreases due to several drawbacks and challenges identified, which have liability for graduates' unemployment. There is no clear vision and mission of the Bangladesh education system impacting on the stakeholders and the nation overtly. The existing education system of Bangladesh is languishing to meet the demands of the job market, there has a capacity mismatch. Corruption and political consideration become norms in many cases, which have been generating frustration and grievance among the potentials. Jahan (2006)

analyzed the recruitment procedure of civil service in Bangladesh and found irregularities-influence of politics and political consideration have important role to secure a job. Quota, faulty examination procedure, politicization and corruption are three major problems in the recruitment and selection (Jahan, 2012). Small job market is still considered as the big challenges as well as the size of the economy is still bound by some certain areas. Absence of job specialization is aggravating problem and facilitating to place right man in the wrong place. The curriculum of the higher education at graduation and post-graduation level is failing to minimize the skill gap between higher education and industry. As a result, the quality of the graduates erodes and demoralizes them. Most of the graduates incline to rely on the certain area of job as career where government job take lead which is not helpful to flourish new job market. Oversupply of the graduates which reflects the problems of population explosion in Bangladesh remain a challenge. Authorities are still lag behind to overcome this difficulty with proper mechanisms, which reveal the capacity constraints of the concerned authorities, including the University of Dhaka. The methods of teaching remain obsolete, mostly in all phases of education, along with the universities.

Concluding Remarks

Unemployment has been regarded as one of the major problems in Bangladesh in the last few decades. It is unfortunate when graduates who have completed his graduation from the top echelon of educational institutions of the country become jobless. Near half of the graduates are unemployed in Bangladesh, which has been reported in the 'The Economist' most recently. The study explored the reasons for graduates' unemployment along with the impact and assessment of the graduates. To get the desired job in Bangladesh, there has a dominant role in corruption through heterogeneous means in every phase of recruitment. Sometimes political consideration especially ties with ruling political parties, plays a determining role in selecting personnel in the public organizations. Therefore, the present education system will be ineffective, having reasonable drawbacks, which echoed in the study. More tensions are accumulating among the potentials section of students due to the absence of job specialization. It was alleged by significant DU students that the education system of Bangladesh had been translated as 'education without a specific destination.' The curriculum of higher education has not scored at a satisfactory level, alleging with the deterioration of the standard, which is facing challenges from the competitive job market.

The queue of unemployment is also increasing incessantly in every year due to the small job market and the limited arena of the economy. These major reasons have overt role liability for increasing or being a state of unemployment. In addition, graduates who are being unemployed still now are facing an embarrassing situation to present himself/herself, and it was so acute to face near and dears. On the other hand, expectations from the

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family and the society remain lofty due to graduation from the top educational institution, which has great influence to accumulate mental pressure and tension. The study accepts a number of limitations that it is difficult to generalize the result on causes of unemployment of all graduates as the research focused on only social science graduates; the size of the sample does not reflect the opinion of all strata of graduates. It is recommending further study in this area throughout the country on a large scale to address the sufferings of unemployed graduates. To address the challenges, the study suggests several suggestions-

- a. The education system of Bangladesh needs to be re-designed and modified, having a clear vision and mission in line with global norms and standards and market demands.
- b. Sincere initiatives along with proper implementation must be necessary to ensure the quality of the education in all echelons of education.
- c. The government should come forward with effective measures to create a new job market.
- d. The method of teaching should be responsive and modern with the job environment.
- e. Authorities must take essential steps to modify the curriculum and syllabus in the level of higher education, including the Social Science Faculty of the University of Dhaka.
- f. Fair, merit-based, and competitive selection have to be ensured in all organizations irrespective of public or private, and merit-based recruitment must be prioritized instead of political preferences or any other irregularities.
- g. Proper guideline and career planning may rescue from the curse of unemployment, it must be provided by the institutions.

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