

Globalization, Privatization, and Career Choices of University Students in Bangladesh

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Abstract: This paper aims at to explore how the present processes of globalization affected the traditional job structures for university graduates and what career paths public university students explore after graduation. By specific reference to Bourdieu's idea of economic, social and cultural capital, this paper argues that in Bangladesh, formal education especially the higher education is a strong form of individual cultural capital and means of individual upward social mobility and it is entangled with an individual's prior economic social and cultural capital. After coming to the universities, the context gains and reinforces student's economic, social and cultural capital. Based on a small-scale participatory research among university students, this paper briefly discusses on how university students accumulate different amount and nature of cultural, economic and social capital from university experience that help them secure varied employment opportunities and career aspirations also argues that economic globalization through rapid privatization in last thirty years have created very limited jobs for university graduates in private sectors which encouraged public university graduates to secure highly competitive Bangladesh Civil Service (BCS) jobs. On the other hand, among private university students, government jobs especially the BCS jobs are less desirable and sought after. Economic globalization in Bangladesh thus offers different opportunities and possibilities for university graduates. In conclusion, the paper argues that in order to gain maximum benefit from globalization, Bangladesh state should take robust attempts to revisit higher education with an aim to produce university graduates who can productively contribute to the national and global economy and society.

1. Introduction

The changes resulted from globalization has an impact on higher education everywhere. In Bangladesh, higher education also responded to the forces (economic, ideological and political) of globalization in recent years. Although the impact of globalization on higher education in Bangladesh is not as sharp and clear like many developed countries but the recent trends suggest that higher education in Bangladesh is increasingly becoming responsive to the needs and demands of economic globalization. This paper shades light on to what extent Bangladesh higher education responded to the forces of globalization and how it has changed the traditional job structures for university graduates and what career paths public university students explore

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to ensure jobs after graduation. This paper is based on a small-scale participatory research among students from public and private universities. The aim of this paper is to describe different career aspirations and strategies of graduates of a public university to secure employment after their graduation. The paper first briefly described the structure, management and financing of university education systems in Bangladesh and how universities responded to economic globalization. Second, it described sources of data for this research. Third, it briefly discusses on how university students accumulate different amount and nature of cultural, economic and social capital from university experience that help them secure varied employment opportunities and career aspirations and finally provided a conclusion.

2. Higher Education Systems in Bangladesh

Bangladesh education has three main streams of education. One, Bengali medium inherited from British colonial era, English medium streams and the *Madrassha* streams based on Islamic education. Students from all three streams have chance to access to the university education in Bangladesh. Getting into public university is difficult for many as the number of applicants is much higher than the total capacity of the public universities. In recent years, private universities emerged to help tackle the demand for university education other than public.

2.1 Public University

Currently, Bangladesh has 37 public university and 82 private universities and 3 international universities (BANBEIS, 2015). The government heavily subsidizes public university. Students pay a minimal tuition fees for their education. Although financed by the Government, major public university is managed by each university administration under the 1973 Acts of the government. Other public universities are managed by the Government Acts with some modification of the earlier 1973 Acts. In general, public universities lack resources and sophisticated instruments for research and knowledge production to keep pace with other universities with global repute. In recent times, government has been adopting new projects through University Grants Commission (UGC) for the overall development of the university education in Bangladesh.

Public universities are managed by a central body named University Grants Commissions (UGC) which is responsible to oversee all universities in Bangladesh. Due to lack of manpower, resources and power it has become very difficult for UGC for managing and overseeing the universities. Each public university is managed by syndicate- the central body for the academic and administrative operation of the university. Syndicate body consists of elected university faculties, government representatives and other selected persons with academic and social credentials. Apart from Syndicate, a body

named senate also supposed to provide policy guidance and financial approval to the syndicate bodies.

Each public university has its own system of entrance examination. The number of admission seekers is much higher than the capacity of public university which results fierce competition among applicants. Competition for top public university is even more difficult. Entrance examination is not centrally coordinated and managed by each university at certain dates every year. Some departments are semester based and some maintain yearly academic calendar. Students from all three streams can sit for public university entrance examination in line with their previous academic backgrounds. Most university students come from the Bengali medium streams however students from *Madrasa* and English medium streams are also evident. Except few departments, most students come from good colleges from all over the country. The previous academic background and social origins of the public university students provide them with certain kind and amount of social and cultural capitals. The social capital and network often not-so-useful in ensuring jobs in newly emerged city based private sector jobs in Bangladesh. Students hope to gain skills and social networks from their higher education necessary for today's job market in Bangladesh. A white color jobs also means students upward social mobility and status.

2.2 Private University

Government of Bangladesh enacted a Private University Act 1992 for the functioning of private universities in 1990s, which legalized the emergence of private university education in Bangladesh. Like the public university, the University Grants Commission monitors private university activities. Of late, due to criticism of poor performance and mismanagement of some private universities, UGC has strengthened their monitoring on private universities. In Bangladesh, only a few numbers of private universities are providing very good quality of education. Most private universities are low ranked in terms of their quality of education. Private university rarely get funding from the government and most university run as for-profit organization. Business elites are the 'owner' of the university and it is mandatory that they have a board of trustee as the central body to run the university. All private university has their own policy for recruitment of teacher, student and official. However, the top management such as treasurer, pro vice chancellor and chancellor positions need government approval from the Chancellor who happens to be the President of Government Republic of Bangladesh.

The recruitments of students in private university are done through entrance exams in three semesters. Students are to pay a lot of money as tuition and other fees for their education. Students from relatively affluent families can afford that private education. However, these days, many families from moderate middle-class background are also coming to get degrees from private

universities. There is a difference in cost of education among the private universities. The cost of top ranking private university is higher compare to other private universities with uncertain quality of education. Most students in top private universities are from urban-based elite schools and college and English medium backgrounds. Due to their social and educational backgrounds, students are better prepared to adjust and adapt to the goals, mission and expectations of private universities, which is more global in their academic and extra curricular practices. Thus, they have a better chance of ensuring newly emerged private sector jobs which is increasingly becoming global.

2.3 Access to Formal Education and Upward Social Mobility

Historically, access to formal education has been a means to social and economic mobility of Bengal identity and class formation. During the British colonial rule, the colonial rulers had created an English educated *Badrolok* class who thought of themselves as superior to other rural mass who were primarily involved in agricultural works. Traditionally, the salaried government jobs has always been the most sought after jobs for university graduates for upward social mobility and it was a In absence of colonialism, the present trends in education especially in higher education in Bangladesh tends to create varied opportunity and challenges for different social classes for upward social and economic mobility through educational outcomes and job opportunities.

Bangladesh is a relatively new country, born in 1971. Historically the public universities in Bangladesh have been driven by the Nehruvian idea of serving the nation. These notions of service to the nation on the part of the university students are gradually taking alternative directions with new ideologies, opportunities and patterns of consumerism in contemporary Bangladesh. The Public and private have two sets of meaning. The public domain is viewed as opposed to the Private. The private is viewed as better than the public. According to Lukose (2005), the private is associated with the idea of the market, civil, globalism and efficiency. On the other hand, public is considered by many as local, traditional, corrupt, inefficient, messy and political (Lukose 2005).

The new liberal reforms in higher education in Bangladesh have lead to new subjectivities among the university graduates in Bangladesh. The shifting nature in the broader economic, political, cultural and ideological domain in Bangladesh has created new reality at local levels. The shifting nature of the economy has somewhat shifted the traditional views and desires of university graduates and those views are being negotiated or replaced by new patters of dream, desire and aspirations.

At present, three different education systems co-exist in contemporary Bangladesh to give varied educational achievements and outcomes. The national educational policy lacks a coherent universal education structure for

all. On the contrary, three different streams of education provide different kinds of social and cultural capital to students in their preparation for future job market. Higher education in recent times does not seem to benefit all strata of social groups in Bangladesh. Students from different social classes end up in different higher educational institutions and thus accumulate different nature and amount of cultural and social capital through their higher education that has an impact on their future life choices and job opportunities.

3. Data Source

Data for this study were gathered over few months by adopting qualitative tools such as in-depth interviews and focus group discussions among selected respondents from top two public and private universities. In addition, data were also gathered from different key individuals such as university teachers, administrators and possible employers. A total of 35 students were interviewed across different departments, faculties and gender. Out of 35, 19 were male and 16 were female students. Most students were selected who have at least 3 years of university experience.

4. Globalization and Higher Educational Reforms in Bangladesh

Scholars have tried to define globalization from different perspectives. By and large, globalization refers to movement of good, ideas and people. Connectedness among global economies is one of the salient features of present-day globalization. However, many scholars (Frank 1966; Wallerstein 1974; Wolf 1982) argued that this connectedness in world economy is not a new thing in human history. People and economies were connected long before the present process of globalization through trade, imperialism and colonialism. However, the nature and pace of the capital movement of that time was much slower than the contemporary global capital movements. Bangladesh as a part of Indian sub-continent was exposed to other global economies during colonial regimes. Thus, openness in the economy had a long presence in this part of this world.

Recent scholarships on globalization may be categorized in two different sets of arguments. Some argue that globalization has brought many positive effects such as reducing poverty, growth of middle class, job creation, increased productivity and controlling many diseases and hazards in the world. On the other hand, some scholars (Appadurai 1996, Ong 1999, Gillory 1993) argued that the connectedness offered by the present process of globalization is different than the earlier forms of economic integration. They argued that this process of connectedness is much more fluid and complex and cannot be understood with the classical concepts of core, periphery and movement of capital. The contemporary trends of globalization as they argue have created some disjuncture and anxiety among different social class, groups, widens the gap between rich and poor, and created destruction in environment etc.

In today's globalization, Neo-liberalism is the ideological foundation of economic globalization. Thus, advocates of neoliberal economic policies argued for macro economic reforms in developing countries in line with global economic order. Neo liberalism among other things promotes openness in economic sector and encourages trade and investments in private sector. Thus, privatization becomes an engine for economic globalization. Harvey (1989) coined the term flexible accumulation in order to understand the present process capital movement of economic globalization.

McGinn (1982) argued that globalization has had little affect in delivering knowledge in most countries. Other scholars argued that state holds and control the overall national curriculum in most countries. However, globalization has affected higher education compare to primary and secondary education. Other scholars argue that the impact of globalization in education cannot be measured seen as an immediate, visible and direct. They argued that globalization as ideological packages have affected the educational reforms especially the higher education in most countries.

In Bangladesh, globalization as an ideological force has impacted the education reforms in higher education in Bangladesh. If privatization is seen as an engine of economic globalization, the emergence of private universities in last 20 years can be seen as a response to the forces of globalization. In addition, other factors such as mismanagement of public university, the growing number of applicants for university education and hostile government policies for public university contributed to the mushroom growth of private universities in Bangladesh.

Along with the private universities, all other public universities are gradually becoming more sensitive and responsive to the forces of globalization. These changes in higher education also have led some debates in academia and civil society. First, the emergence of private universities has diminished the traditional image of the university as a center of knowledge production rather than becoming an institution running for profit making like a private corporation. Second, the stratifications of different academic disciplines where subjects of arts and social science are viewed as less of value than other applied/professional sciences. Third, except a few, the government of Bangladesh like everywhere else asking public universities to explore alternative sources of funding such as private sector, corporations and individual student.

Globalization has changed the structure and nature of job market around the world. The link between market, corporate and universities are becoming gradually stronger than ever. Market plays a critical role in creating necessary skills and knowledge for the job markets. Universities worldwide have been trying to cater their students to fulfill the needs of the market. Thus, it has become so important for universities these days to provide students with

required skills that would be rewarded in the market after their graduation. Often times, employers in private sectors also complain that they do not get the employees with necessary skills that is required for their industry and asked the government to produce graduates with knowledge and skill who can serve the industrial needs of the country which is gradually becoming more global in nature. Public university education is often criticized for not producing graduates to meet the need of the job market. On the other hand, the curriculum, language of instructions and communication skills of some elite private university graduates suited more for the job market resulted from the recently globalized economy of Bangladesh.

Currently, both private and public universities in Bangladesh tend to prepare their students with knowledge and skills so that they can find jobs after graduation. However, the efforts and nature of preparation varies from public to private university. Private universities appropriate the logic of market in their university practices. These are visible in their teacher and student recruitments, language of instructions and their desire to make private universities to compete with global standards. Similarly, in recent years, Government of Bangladesh with a loan from the World Bank also has taken initiatives for the enhancement of the quality of higher education in many public universities to make it more suitable for today's global market and needs. However, the outcome of this higher education quality enhancement project is yet to be seen.

5. Accumulation of Cultural and Social Capital Gained by the Students at the University:

Bourdieu and Passeron (1990) argued that in contemporary societies every individual has three forms of capital- economic, social and cultural. The nature and amount of capital varies in each individual. The differentiated access to these forms of capital offer varied degree of opportunities to individual to prosper in contemporary societies. They described cultural capital as linguistic and communicative skills. Social capital refers to the social networks each individual gain from his kinship and other social networks such as neighborhood, associations, club affiliations alumni etc. Economic capital is the assets of the individual such as land, money, jewelry etc. These three forms capital can be transformed from one to another. For example, one can transfer his economic capital to pay for his educational expenses in order to gain cultural and social capital from educational institutions. According to them higher education is the highest form of cultural capital that individual can gain from contemporary complex societies.

It is important that what specific knowledge and skills students gain from their university experiences in public and private universities in Bangladesh. The classroom experience is of paramount importance as the knowledge and skills

gained from the classrooms has value after they graduate. This research explored and collected data on two reputed universities in Bangladesh-one public and one private. The data were gathered on student- teacher interactions, the medium of instructions, the nature of class assignments and learning materials. These academic exercises help student to be better prepared for the future job opportunities.

From the findings, the differences are visible in the curriculum, language of instructions, teachers' recruitment and other class assignments. Outside the classrooms, students also gain differentiated social networks that deemed to be useful in today's job market especially in the private sectors.

5.1 Classroom Experience

Data suggest that most respondents at the public university are happy about the overall quality of their learning. However, some of them also mentioned that their experience inside the classrooms is below their expectations. In terms of communication in the class and delivering lectures, most teachers in liberal arts and social science give lecture in *Bangla*. However, some mentioned some faculties use both *Bangla* and English languages. Class lectures in biological and hard sciences are mostly in English. In private universities, the class lecture is in English and students are encouraged to speak in English in the classroom and university premise.

Student-teacher relationship remains as vertical where students are hesitated or feel shy to raise question during or after classes. Despite encouragement from course teacher, most respondents mentioned that they feel shy and embarrassed to ask questions to their class teacher. On the other hand, students are relatively vocal in the classes in private university. They mentioned we often ask questions to our teachers.

All classes are lecture-based however some faculties encourage interactive classes as well. Class tests are in the forms of tutorial examinations and assignments and there is a lack of group exercises. Presentations of different topics by the students are also practiced. Except few departments, most class materials are in English however many students write in *Bangla* in their written examinations. There is provision of viva voce for evaluation of students during the finals. Some respondents also mentioned that they are not happy with the quality of their classes. One says-

Some of my faculties are not qualified. They do not know how to teach and when some students try to ask them questions in the class they got angry.

The experience gained from classrooms help student better prepared for their future life. In a market-based society prompted by neo liberal economic order, some skills are rewarded more over others. The classrooms experiences of the students lack some important skills such as knowledge of English, computer

skills, group coherence and presentation skills that is in demand in today's job market in private sector.

5.2. Beyond the Classrooms

Beside the academic exercises, the nature of extra-curricular activities students are involved with during their university years also play role in their preparation for future jobs. These extra curricular activities enhance student's confidence, motivation, articulation and communication skills that in turn help them to be successful beyond their academic credentials. Most students mentioned that the university is a vibrant place and very well known for extra curricular activities. They are engaged in different student clubs such as drama club, science club, photography club, and environment club etc. They manage time and are passionate about what they do. Some are also involved in student politics as well.

The mainstream student politics often promotes the political agendas of national political parties in power. These days student politics increasingly losing its traditional spirit and glorious past in national building. With few exceptions, left wing student politics is center around the causes and issues of concern for the student. Often, student leaders hope to build social and political capital believed to be necessary to ensure jobs through political favor after graduation. Some student leaders are also suspicious if their politics on campus will pay any dividends at all. One mentioned that-

"My goal is to get involved in national politics. But I am not sure how far my political career will go. As you know it depends on political favor of the national influential leaders. Sometimes I wonder if that does not work out what career path will I have to choose!"

In terms of job placement for students, public university has begun to arrange career fairs. And newly formed alumni association has begun to work as a useful source for future job opportunities for public university students. In each department alumni has been playing an important role in finding a job in private sectors. In addition, student's personal and family and social connections also play a role in job placements. Many students are also involved in student association based on their homeland. These associations are gaining popularity and bring a sense of belonging for each other. By and large, most associations and student organizations periodically organize events for overall betterment of the campus community.

6. Job Opportunities for University Graduates

There is no clear linkage between university education and job market in Bangladesh. Bangladesh has a very high unemployment rate compare to other south Asian countries. Currently the unemployment rate is 10.39%. (WB, 2016)

And, this unemployment has been a great concern for successive governments. Most university graduates are unemployed or under employed or have delayed employment which causes frustration and economic loss for the nation. A limited number of white color professional jobs in public and private sectors are available each year for university graduates. However, there is no official statistics available on the number of graduates employed by public and private sectors each year.

In public sector, becoming a government bureaucrat through Bangladesh Civil Service (BCS) examination is the most desired entry-level government jobs for university graduates. Other government jobs are- public bank, semi-government institutions, departments, and teaching jobs in government universities, colleges and schools. These government jobs mostly required university education and but does not come with the employment benefits like that of BCS first-class government jobs. In private sector, other entry level white color jobs for university graduates are garments sector at management levels; Pharmaceuticals, leather; Telecommunications; Independent entrepreneurs, NGOs and INGOs, private Banks, hospitals Teaching, Research organizations, Media outlets and other jobs at service sectors.

Below is the table which provide the percentage of employment by level of education.

+ Employment by Level of Education

Formal Sector Employment above 15 years old

	Non- educated	Primary	SSC	HSC	Higher Edu	Other	
Managers	0.1	0.3	0.6	1.9	7	0	1
Professionals	0.2	0.9	2.2	12.3	36	1.1	4.7
Technicians & Associate Professionals	0.3	0.5	1.4	5.3	7.2	1	1.8
Clerical Support Workers	0.2	0.5	1.5	4.8	6.6	0.3	1.7
Services & Sales Workers	10.4	14	20.3	23.4	16.2	19.2	16.5
Skilled Agricultural, Forestry & Fisheries	53.9	44.5	30.2	19.8	9.3	37.4	36.8
Crafts & Related Trades Workers	8.5	20.4	24.7	15.4	11.6	11.9	18
Plant & Machine Operators, & Assemblers	2.7	6.4	5.8	10.5	2.5	10.9	5.8
Elementary Occupations	23.6	12.5	13.1	5.4	3.5	18.2	13.6
Other Occupations	0	0	0.2	0.9	0.1	0	0.2
Total	99.9	100	100	100	100	100	100.1

BBS 2015 Labour Force Survey Bangladesh 2013

The table above shows that highest number of professional jobs (36%) correspondence with the higher education. And the service sector employs the second highest (23.4%) number of employees with higher education.

There are number of reasons for this high level of unemployment. Both in public and private sector, the investment for employment generation is very limited. Despite this high level of unemployment, the GDP growth rate of Bangladesh is over 6 in the last few years and became one of the fastest

growing economy in the world. This economic success to a significant extent contributed by the private sector mostly came from service sectors and from some specific sectors such as ready-made garment Industries, pharmaceuticals, leather industries, telecommunication, power, agriculture, foreign remittance and other small and medium enterprises. Among those industries, Garments Industries alone earn almost 75% of total earnings from exports in 2010. However, employment of garment workers does not necessarily require university education. A small number of university graduates are employed at the top management of garment industries however; a large number of top officials in Bangladesh garment industries are foreign workers. Thus, a diverse portfolio in private sector investment is needed. Bangladesh government has been taken many steps to encourage foreign direct investment through establishing special Export Processing Zones (EPZs) in many parts of the country and announced incentives for foreign companies to invest and generate employment but with little success. In private sector, service sector are more prominent than the industrial sectors. This fastest GDP growth in Bangladesh is termed as jobless economic growth by (Raihan 2018).

7. Career Aspirations of Students

In terms of career aspirations, public university graduates in Bangladesh are in paradox. They are exposed to the discourse of globalization through their curriculum; Internet and media yet they are unable or facing unequal access to get benefit from recent private sector jobs resulted from internationalization of Bangladesh economy through economic globalization. Drawing on interviews and ethnographic study among students of a public university in Bangladesh, data show that they preferred government jobs compared to other private sector jobs and adopt different strategies to gain benefit from the process of globalization.

On the other hand, private university students prefer jobs in the private sectors and some also prefer to go abroad either for higher studies or future career. Instead of Bangladesh civil service (BCS) jobs, private university students are more interested in getting jobs in private sectors. When enquired about the preference they suggest the high salary, career growth, office environment and lack of corruption encouraged them to look for jobs in private sectors.

One respondent mentioned that

Why would I go for BCS examination? I heard that qualifying examination is very tough. I don't think I will even qualify the Bengali test! I rather prefer jobs in big multinational company with high salary. I have invested my money to get the degree! I need to get my money back! I don't want to earn money by taking bribes in government jobs!

It seems like students previous academic and social backgrounds, their academic preparations and motivation during university life have encouraged them to believe that they suited best for the jobs in private sectors over public sector such as BCS.

Data from the public university students suggest that most students think that it is hard to get private sector jobs without prior connection or networking. As most public university students come from peripheral districts, they lack necessary social networks to get private sector jobs located in major big cities. The career aspirations for university students are to work for the Government as a first class cadre under different ministries. When asked the reason for their preferences, most respondents mentioned that the government jobs will give them job security, huge social prestige and they will be able to exercise power in certain Jobs such as being a police officer and as bureaucrats.

The cadre based first class government job has been very popular among the university graduates. In Bangladesh Civil Service (BCS), students from all academic departments are eligible to apply. Data during the fieldwork suggest that university graduates put lot of time and effort to prepare for Bangladesh Civil Service (BCS) examination to secure BCS job. Sometimes they prefer their time to be spent on the preparations for BCS exam than studying for respective academic degrees. The selection process for cadre based government employees through BCS examination is quite a lengthy process. Candidates have to pass through different stages before they finally selected and join the service. Often it takes years for a candidate to get the appointment letter of the job. Thus, students who really want to get those jobs through BCS start to prepare themselves even before they graduate. Most students begin to take preparations right after their bachelor degree required to apply for those jobs. It appears that for public university students BCS has become the top most preferred government job.

The fascination for first-class government jobs might be explained for various reasons- as a response to their unequal access to private sector jobs derived from the economic and trade liberalization and lucrative benefit packages for BCS jobs recently offered by the Government of Bangladesh. This attraction for Government jobs has been reflected in the voice of one respondents as he mentioned

I can get literally everything from Government jobs- the house rent, cars, social prestige, power if I become a government officer. My life will be all set if I can qualify for BCS.

Considering the academic preparations at university, social and economic backgrounds, they consider that they suited more with government jobs. As one respondent mentioned-

Government jobs are the only options for me as you know, I wont be able to get any jobs in private sectors as I don't have any connections or powerful uncles

(Mama/ Chacha). Without references from close relatives I wont be able to get any jobs in private sectors

For private sector jobs, along with the necessary skills, social connection and references play an important role what most university students are lacks of. Thus, economic globalization often justified by many as it creates job opportunities might also create disjuncture for many with limited access to private sector jobs. The newly emerged private sector as a response to economic globalization has done little to public university graduates. Due to their lack in prior preparations from home and university, they fall behind the required skills and reference that is so important to secure a middle-class job in private sector. The lack of job opportunity in public and private sector, university students consider the cadre-based government jobs is the viable option for them to secure their future and upward social and economic mobility. As one of the respondents cites-

In my upazilla (sub-district), everyone expect me to get a BCS jobs. My first choice is to become a government beaurencrats. I know this will make my parents and my entire village happy. I can guarantee you no jobs in Bangladesh are as good as Government jobs.

Students adopt different strategies to become successful. Failure to get into the government jobs also encouraged many university graduates for international migration. Lately, many immigration package offered by developed countries has been very attractive for many university graduates. These programs require university degrees and some years of work experience. Most students mentioned that they might migrate to other countries if they don't find the jobs they want at home. Some private university students also mentioned that they want to become self-employed as an entrepreneur.

8. Towards a Conclusion

Economic globalization in Bangladesh has led some reforms in higher education in Bangladesh. Although slower in pace, both public and private universities have responded to the forces of globalization. Economic globalization through rapid privatization in last thirty years have created some job opportunities in private sectors however, the number of jobs are far below than the total number of job seekers every year. However, it appears that this reform did not necessarily benefit most public university graduates. Lack of job opportunities in both public and private sectors, and lack of skills and social connections required for today's job market in private sector encouraged many public university graduates to secure highly competitive government jobs.

The academic background of students in public university gain different kinds of social and cultural capital from their home and the university which puts many in an disadvantage position to find jobs in the newly emerged private sector jobs in Bangladesh. On the other hand, it seem that private university

appropriated and articulated the needs of the job markets and prepare their students to secure better jobs in private sectors. Private university students come from relatively affluent families with necessary social networks that translate into finding decent jobs in the private sector. When failed to secure a decent jobs, university graduates from both public and private universities look for alternative employment. Data show that they look for international migration either to study or move permanently through various skilled immigration programs of developed countries like USA, UK, Australia and Canada.

Economic globalization in Bangladesh thus offers different opportunities and possibilities for university graduates. In order to gain maximum benefit from globalization, Bangladesh state should take robust attempts to create employment so that university graduates can stay home and can productively contribute back to the national economy and society.

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