

Entrepreneurial Universities Inclusive Perspective: Does it Trigger Social Innovation Process and Entrepreneurship?

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Abstract: This paper addressed an overview of the Entrepreneurial Universities Inclusive perspective in the era of globalization and socio-scientific innovation research. This conceptual paper builds a framework to explore and investigate the impression of entrepreneurial universities, enabling factors that foster social innovation and social entrepreneurship development in order to create and sustain social value. Moreover, this research intends to classify the style-the entrepreneurial universities are now recognizing their prominence as an incubator of a social innovation process that triggers the emergence of social entrepreneurship mindset. Since, the distinctive challenges of entrepreneurial universities are persistently pursuing new opportunities to swear out the university's mission; engaging in a process of continuous innovation, adaptation and learning that facilitate to run across the societal challenges and technological break. Therefore, this paper argues that it is important to understand the supports of entrepreneurial universities in the society that flows through the unique tacit knowledge in order to make an indispensable contribution to encouraging knowledge based urban development. Consequently, it activates the key driving forces of the social innovation process and its impact on the entrepreneurial innovation system, entrepreneurial skill development and social entrepreneurship. The main purpose of this paper is to exemplify, how does entrepreneurial development process can foster social innovation and social entrepreneurship. Thus, it mainly highlighted that it is important to understand the correlation of entrepreneurial universities empowering activities that deliberate innovation –driven economic growth, exceptional implicit knowledge that materializes the concept of social innovation process and contributes to support the Sustainable Development Goals (SDGs).

Keywords: entrepreneurial universities, knowledge-based innovation, social innovation, social entrepreneurship, sustainability

1. Introduction

Today's social dimensions of reforming Higher Educational institutions (HEIs), are numerous, multifaceted, and crucial, for promoting social innovation system and security. Regarding this debated issue there is a wide consent of the interruption between economic growth and well-being which is rapidly increasing day by day. At the same the emergence of entrepreneurial universities inclusive perspectives has become one of the main engines of social and economic growth nationally and internationally. Reacting to this vibrant condition of technological disruption as well as to meet the societal challenges, this paper discloses the prospective awareness of entrepreneurial university's strategic initiatives that enhances the role of social and institutional contexts in the social innovation process through academic spin-offs for scaling up innovation, resources and action to deliver the Sustainable Development Goals (SDGs) (Franco-Leal, 2020). Therefore, in order to discourse the economic development challenges, this paper tries to demonstrate the significance of entrepreneurial universities, comprehensive perspectives that have been perceived as an operational approach of promoting social innovation system and social entrepreneurship. Where, the idea of entrepreneurial ecosystems on the social innovation system has been viewed with the responsiveness of growing wide-ranging innovation, developmental universities, social business and social entrepreneurship to meet the challenges of internationalization.

In addition, this paper tries to emphasize on how entrepreneurial universities cope with the new challenges and diversities of the socioeconomic contexts. Such as: inclusiveness in higher education, inclusiveness in innovation, social innovation, inclusiveness in the university's developmental process, social development, and social entrepreneurship. Responding to this contextual matter, Carl (2020), exposed that the inclusive perspectives of entrepreneurial universities have great influence on the ongoing paradigm shift from the technological upbringing to social development process which links up the two emerging research fields of entrepreneurial ecosystems and social innovation through social business development that automatically initiating for social entrepreneurship development. Since 2007, Professor Dr. Muhammad Yunus started to trigger among academics and researchers for social innovation and social entrepreneurship development as a combined effort of community development (Yunus et al., 2012;2010); (Muktadir-Al-Mukit, et al., 2016).

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Similarly, from the conceptual point of view, Păunescu et al, (2013) and Ciccarino et al., (2019) also expressed that one of the core characteristics of entrepreneurial universities driving force mainly regulates the social entrepreneurial behaviour of academic community members as well as enable managers to develop their dynamic capabilities. Which, comprehends a direct link between social responsibility, social innovation system and social entrepreneurship in higher education. On the other hand, it is also necessary to mention that through this developmental perspective of entrepreneurial ecosystems, the substantial knowledge is developed within universities and it acts as a significant facilitator for provincial economic growth and socioeconomic development, due to the spin-off of new, innovative initiatives that add value through knowledge creation and entrepreneurial discovery process (EDP) (Daniel et al, 2020); (Saha et al, 2020a).

Furthermore, this paper provides a review of the reasoning for entrepreneurial universities strategic and inclusive perceptions which, represent one of the most common policy approaches to address the tensions between localization and globalization. Where, this paper discusses about the significance of entrepreneurial universities inclusive perspectives and its impact on the social innovation system that enable creating new social structures, allow issues of justice, education, environmental protection, sustainability and/or community development. In short, the main aim of this paper is to resolve the strain of understanding about the influence of entrepreneurial university's innovative capabilities that trigger the key driving forces of the social innovation process, contribute to knowledge-based urban development process and enables higher educational institutes, business and policy-makers, to face the societal challenges as well as technological disruption. However, much of the research that investigated the relationships among entrepreneurial universities attitudes toward regional knowledge spill over and their dimensions has been conducted in entrepreneurial ecosystems. Additionally, there is a lack of research investigating both entrepreneurial universities inclusiveness and social innovation process. Therefore, it is worth to have discussion on entrepreneurial universities distinctive features, i.e. inclusiveness process that accelerate the social innovation process and entrepreneurship approach through developing and integrating explicit knowledge in order to achieve social value. Hence, this paper recognizes the consequence of entrepreneurial universities dynamic perspectives that distinctively stimulates the social innovation process and entrepreneurship approach in the era of the 21st century. It exemplifies a conceptual model of entrepreneurial university's initiatives, which encourage the social innovation process and its impact on the entrepreneurial innovation system.

1.1 Conceptual overview of entrepreneurial universities inclusive development and social innovation

To address the relevance of entrepreneurial universities inclusive development styles and social innovation practices, it is obligatory to emphasize that in the era of modernization and internationalization, entrepreneurial universities insights has progressively been acknowledged as a leading approach of socioeconomic development strategy. Where, it plays a dynamic role, especially in developing entrepreneurial ecosystems, social innovation process and social entrepreneurship development. Research show that nowadays the impression of this conceptual perception about entrepreneurial universities innovative and strategic capability has been comprehended as an excellent social and regional innovation as well as entrepreneurship development approach due to its value in realizing the entrepreneurial mindset creation process for managing regional growth. Continuing this discussion researcher Gibb (2012) pointed out that the conception of entrepreneurial universities inclusive perspectives and innovative strategy is nothing new approach towards socioeconomic and regional development. Rather, it is better to exemplify that the perception of the entrepreneurial university actually appeared during the phase of social and economic turbulence where, it enables HEIs and academics to cope up with the unwanted challenges and consequences. During this transition period, entrepreneurial universities were acting as a booster to inspire the impulse of internal organizational development of the university as well as to face the external influences on the university. Precisely, the conception of 'entrepreneurial university' can be described as a collective influence of *Adopting new knowledge, Improving existing knowledge and Developing innovative knowledge*, (AID) in the society in order to condense knowledge-based social innovation system. Apart from these the presence of entrepreneurial universities inclusiveness promotes innovation-driven societal growth to attain the prerequisites of its specific environmental impact that stimulate regional, social, and national economic development through an interchange of knowledge which is nowadays becoming greater impact in developing countries, especially the perception of academicians in entrepreneurial universities (Ahmad et al, 2018); (Saha et al, 2020a) (Saha et al, 2020b). Correspondingly, Hannon (2013) too specified that currently entrepreneurial universities perception in higher education institutes (HEI) has been recognized as a key enabling driving forces that reinforces innovation within the society and in

regions too. Regarding this issue, several researchers have pointed out that entrepreneurial university approach empowers firms and higher education institutes (HEIs) to tackle as well as to face the economic, societal, and industrial turbulence.

On the other hand, in order to define the conceptual overview of 'Social Innovation', Stanford University's Centre for Social Innovation, mentioned that *"social innovation" can be defined as a practice that enable the process of developing and deploying effective solutions to face the social and environmental challenges in a very systematic manner in order to facilitate the progress of the society. Where, the collaborative effort of government, business, and the nonprofit organizations like entrepreneurial universities initiatives are required* (Clavier et. al., 2018, Stanford Centre for Social Innovation). Similarly, as pointed out by the European Commission's opinion that the perception of Social innovation has been emerged initially during the period between 2006 and 2014 in order to process and map up the policy tools that would be suitable for sustainable development goals (SDGs) including for example innovative education system, managing ageing, and healthcare system. But later on, this social innovation domain has been considered as one of the major novelties introduced by the Europe 2020 Strategy. Where, social innovation concept has been presented as a key area for facilitating and achieving Europe 2020's ambition, i.e. to promote smart, sustainable and inclusive growth (European Commission 2010a, 2010b, 2010c, 2010d); (Sabato et al, 2015). Therefore, from the entrepreneurial universities inclusive social innovation point of view, researcher Brundenius et al (2017) emphasized in their book entitled: *"Universities, Inclusive Development and Social Innovation"* that actually entrepreneurial universities are capable to play a crucial role in inclusive development during the transition period in order to enhance and trigger the social innovation system and social entrepreneurship development. Which is one of the most important sectors for the inclusiveness of social innovation, i.e. promoting economic growth and demonstrate the ways in which universities can be the pioneers through their strategic initiatives in social responsibility and social innovation. More precisely, it can be said the role of entrepreneurial universities inclusive perspectives enhances the chances and possible opportunities for implementing social innovation, social entrepreneurship, as well as overall regional economic and social development.

1.2 Entrepreneurial universities inclusive perspectives and social innovation system

In order to discuss about the relationship between 'entrepreneurial universities inclusive outlooks' and 'social innovation system', it is necessary to mention that both the perceptions and their methodological approaches significantly inter-related due to their essential potentials that enhance innovation-led regional social as well as economic growth and entrepreneurial mind setup. It has been observed as the pillars of creating distinctive entrepreneurship and knowledge-driven social innovation center in the region that are associated with the regional development strategy. More comprehensively, it can be said that social innovation process and entrepreneurial universities strategic initiatives mainly focused on promoting social innovation system and social entrepreneurship development. As, currently both the conceptions have expanded an enormous drive in academic research, civic society dialogue and on the political agenda. Additionally, it is noteworthy, to specify that from the socioeconomic development point of view, both the perceptions have been admired by the policy makers, researchers, scientists, technocrats, industrialists and early career investigators, i.e. students' nationally and internationally due to its inclusive targets that fulfills the millennium development goals and sustainable development goals (UN millennium goals, 2015); (UN Sustainable Development Goals, 2016).

Continuing to this debated issue, on entrepreneurial universities role on sustainable development and societal development, Wakkee et al, (2019) has specified the way nowadays the entrepreneurial universities are functioning as a change agents for social reform as well as for regional economic development. According to their study research shows how entrepreneurial universities creativities and social innovation process can drive forward the regional sustainable development in developing countries, though earlier this inventiveness was not that much focused and mostly neglected. Therefore, from the institutional development and regional economic development perspectives point of view, it is complementary to highlight the key activities of entrepreneurial universities. Such as: entrepreneurial university plays a vibrant role in order to enhance the sustainable development change within the society as a whole; entrepreneurial university plays a stimulating role for developing as well as organising a sustainability vision among the civil society that accordingly becomes the driver of institutional change.

1.3 Entrepreneurial universities efforts to boost social entrepreneurship

To determine entrepreneurial universities efforts to social entrepreneurship, at first we need to discuss about what exactly mean by the social entrepreneurship? Which has recently become so popular among the policy-makers, particularly in Europe. In response to this question, European Commission (EC) (2013) emphasized that according to the Entrepreneurship 2020 Action Plan of EC, social entrepreneurship can be considered as a predetermined action plan and successive policy briefs that facilitate and encourage innovative universities for societal development. Even though, surprisingly universities are generally expected to generate some substantive contributions in order to persuade social entrepreneurship. But traditionally within the context of higher education there is almost no consideration has been observed where, these social innovation processes can function with social entrepreneurship (Cinar,2019). However, it is necessary designate that social entrepreneurship processes typically involve changes in social processes and organization, not necessarily in monetized settings. Therefore, it can be assumed that basically the social entrepreneurship perceptions have mainly benefited the poorer sections of the society that we're unable to provide formal returns to the university knowledge input.

Simultaneously, to confront the discussion, entrepreneurial university's role in boosting social entrepreneurship, Benneworth and Cunha (2015) indicated that entrepreneurial universities inclusive strategies basically create societal benefits that enable to meet the societal challenges through contemporary 'strategic', i.e. (competitive) university. In addition, entrepreneurial universities also encourage to engage with and stimulate (co-operative) social innovation processes. On the other hand, according to Bazan et al (2020) also emphasized on how the entrepreneurial university environment can create an atmosphere within the university's environment and support system (ESS) in order to influence the social entrepreneurial intention (SEI). Research shows that while considering the benefit of triggering social entrepreneurship perception, actually social entrepreneurs play an important role in the economic and social developments of the communities in which they operate, and consequently they start to encourage more students and more students to be engage in social entrepreneurial behaviour. Therefore, based on these systematic approaches of various researchers, it can be said that entrepreneurial universities basically play a very significant role which influence the impact of various motivational factors related to the university's entrepreneurial ecosystem in order to boost social entrepreneurship (Cunha et al, 2015) ;(Choi and Majumdar, 2014).

2. Research methodology

This research primarily discusses about the inclusive perceptions of entrepreneurial universities that mainly triggering the social innovation system in order to create an entrepreneurial environment that facilitates to develop social entrepreneurship mind set up within the entrepreneurial ecosystems'. This academic research particularly addressed the pragmatic knowledge (that gained from various researchers' apprehension of distinctive ideas, perceptions) based on logical approach. Which have been developed by conceptual understanding of social innovation and social entrepreneurship. Generally, inductive reasoning represents the degree of support in the sort of probabilistic reasoning and the underpinning of most debated scientific theories initiated on the contemporary approaches of social innovation system, social entrepreneurship and entrepreneurial universities inclusiveness.

Therefore, to understand the study within the limited time frame, this paper considers to demonstrate the accessibility and initiatives of entrepreneurial universities that influence on social entrepreneurship and create social awareness through social innovation process to meet the societal challenges and sustainable development goals (SDGs) and create regional economic value. The significance of linking regional, social, economic at national and international level - is one of the techniques of building regions, societies, organizations and academic institutions more innovative and competitive. Consequently, it has been observed that the creative and innovative regions development process has been always being attracted by the policy makers, researchers, technocrats and students to develop an entrepreneurial spirit. So, there is a vibrant role aimed entrepreneurial universities inclusive perceptions and social entrepreneurship initiatives (SEI) for sustainable development as well as to stimulate the regions entrepreneurial spirit of their staff members, students by contributing appropriate guidance and services in a comprehensible way that fulfil the present business prerequisites. Accordingly, the significance of this study shows entrepreneurial universities inventiveness is influential instruments to foster and develop a knowledge-based society that directly and indirectly enhances their competitiveness, social as well as regional innovation and progression due to their unique intrinsic competence.

3. Results and discussion

This study tries to investigate the prospective and convincing contribution of entrepreneurial universities as well as social innovation process that stimulate *Social entrepreneurship* and involves researchers and universities students for creating new products or services in order to meet the social as well as environmental needs. Where, these innovative products and/or services are made available within the existing market structures which can create shared value, with the meaning that the organization, i.e. entrepreneurial universities can simultaneously generate some economic benefits as well as environmental and/or social benefits. According to the findings of evolutionary theory of entrepreneurial universities strategic initiatives and social innovation process have normally given a comparative insight to us about the conceptual aspects of both the entrepreneurial mind setup perspectives and social entrepreneurship development capabilities. Based on the conceptual perspective it has been observed that entrepreneurial universities intrinsic role on social entrepreneurship development are considered as an innovative process which occurs in social mission-driven organizations that mainly aimed to generate creative new solutions to fulfill the societal needs, by using a limited pool of human resources. Furthermore, it can be said that during this innovation –driven knowledge development process gradually lead to social transformation and value creation. Which show the key priorities of disruptive change and entrepreneurial universities contribution to trigger social innovation process and social entrepreneurship development that endure a big effect on sustainable development goals success and enhance competitive advantage.

Correspondingly, it is essential to remark that in this paper social innovation system and or social entrepreneurship initiatives (SEIs) concept has been realized as the leading concept for formulating strategic goals and processes related to entrepreneurial universities inclusive targets , i.e. innovation –driven knowledge based society through capitalization of knowledge, interdependence with the industry and government, independence with another institutional spheres, hybrid organizational forms and renovation. Hence, it can be expected that during contemporary social transformation period entrepreneurial universities inclusive as well as strategic initiatives play a vibrant role essentially that overwhelmed to modern higher educational institutes (HEIs) initiatives and social organizations as well as regional organizations with the intention of motivating the innovative spirit of the regional staff members and universities students, by offering guidance and services in a comprehensible manner that articulated with the present business requisites. Consequently, to address the significance of entrepreneurial universities emergence, researcher Stolze (2020) also indicated that in order to respond the turmoil situation the occurrence of entrepreneurial spirit has been observed through the entrepreneurial university model, which enhances as a third mission to HEIs in order to contribute to economic, technological and social development. Accordingly, Giuliani (2018) also stressed that how the technological determinism and ‘transformative change’ frameworks also stimulate the appearance of social innovation system in order to cope up with the regulation of global capitalism needs which give rise to yet another generation for social entrepreneurship development and social innovation policies (Carmen et al, 2013).

3.1 The way of entrepreneurial universities contribution to trigger social innovation process and social entrepreneurship development

Concerning entrepreneurial universities inclusive perceptions and social innovation policies synergetic effect that trigger social entrepreneurship development, it is required to discuss the relation between both approaches, the way they are interconnected and inter-related for enhancing social entrepreneurship that is embedded in an entrepreneurial discovery process. Though, it is not a simple process to initiate as there is some constraint on the main social innovation process especially for generating information that identifies the restricted set of research and innovation priorities. Regarding this matter, from the social innovation’s conceptualization point of view, Sinclair et al (2018) mentioned that essentially social innovation, can be considered as “distinctive and effective approach that emerged in response to meet the unwanted effects, i.e. social problems and needs that prompted and motivated by a social purpose. Alternatively, it can be said that this transition condition in reality enhances the social assets and capabilities” which is nowadays has become prominent in discussions of social policy reform across the world. Research shows that such inspired solutions will be able to relief, rejuvenate and recuperate the existing welfare services and create a social value.

Simultaneously, in order to justify the significance of *entrepreneurial universities inclusiveness* and *social innovation* priorities influence on social entrepreneurship development Borzaga and Bodini, (2012) pointed out that the purpose of creating and forming social innovation is not only to cope with radical technological change

that acts as an emergent phenomenon of social entrepreneurship drive that creates an environment for finding an alternative solutions as well as to reduce the social gaps in the market and public sector. On the other hand, it also enables to identify the best potential ways to empower existing people's resources, human resources specifically from the underprivileged groups by activating their core competences and involving them in the innovative process. (Sinclair et al, 2018).

From the socioeconomic development and social entrepreneurship development point of view, several researchers have numerous opinion. Among them, Oganisjana et al (2017); (Oganisjana and Surikova, 2015); (Philips et al, 2015) explained that social innovation priority mainly encompasses with the development of *social capital, social cohesion, social inclusion*, which empower to face the systemic changes and societal transformation in order to carry out the sustainable development of the society. From the operational and innovative perspective point of view, it can be said that social innovation process largely supports the creation of new ideas for improving the well-being, welfare and quality of life for investing the entrepreneurial activities and expedite innovation –driven socio-economic growth.

However, more precisely, it can be said that even though initially entrepreneurial university representing as drivers for sustainable change through education and outreach programme. But ultimately, it has been observed that the role of entrepreneurial universities strategic inclusiveness such as-

- Eliciting to positive inspirations and identifies the firmness that highlight the need for social innovation);
- Enabling to draw insights and generate ideas through creative methods for social innovation);
- Empowering to sharpen the pioneering ideas by identifying the best possible ways of sustaining it in the longer term for social innovation)

are basically accentuating more than the traditional commercialization activities and notably in developing countries which, is one of the crucial aspects of triggering the social innovation system through systemic change.

Furthermore, the below mentioned Fig.1 also depicts the significance of entrepreneurial universities inclusiveness and its potential influences that trigger the social innovation system and social entrepreneurship development. The below mentioned Fig. 1 illustrate the three important elements of entrepreneurial universities, which were all arranged around the question of how entrepreneurial universities inclusive contribution enable to trigger social innovation process and social entrepreneurship development. Where, social innovation, social entrepreneurship and entrepreneurial universities inclusive perceptions facilitate encourage and expedite to cope up with the *societal challenges, social needs and systematic social change* that enhance the capacity to adopt the change and create social entrepreneurship a could be understood within the broad spectrum of entrepreneurial system that facilitate regions to compete successfully and foster innovation–led regional social growth that promotes entrepreneurial network spirit.

Consequently, Schröder and Krüger (2019) emphasized that nowadays one of the major issues of the new role of higher educational institutes (HEIs), i.e. entrepreneurial universities that enabling, exchanging, moderating and researching social innovation. From entrepreneurial universities inclusive perspective point of view, research shows how the inventive ways of social transformation focusing the emergent role of universities existing potentialities in order to set up a more innovation friendly environment. On other hand, to apprehend the relationship between entrepreneurial universities initiatives, social innovation system, social business and social entrepreneurship development, it can be said that all the approaches inter connection enable, encourage and empower students and graduates to be involve in the startup creation (Barbini et al., 2020). Where, they realize the significance of all societal sectors that integrating and fostering social innovations and social entrepreneurs for clarifying the prospective for enhancing innovative higher education system, entrepreneurial ecosystems.

As a result, it can be assumed that this conceptual study shows the way the entrepreneurial universities inclusive perceptions combines both the social innovation and social entrepreneurship as well as resource-based and positioning views of regional development in relationship with entrepreneurial university activity and social innovation process.

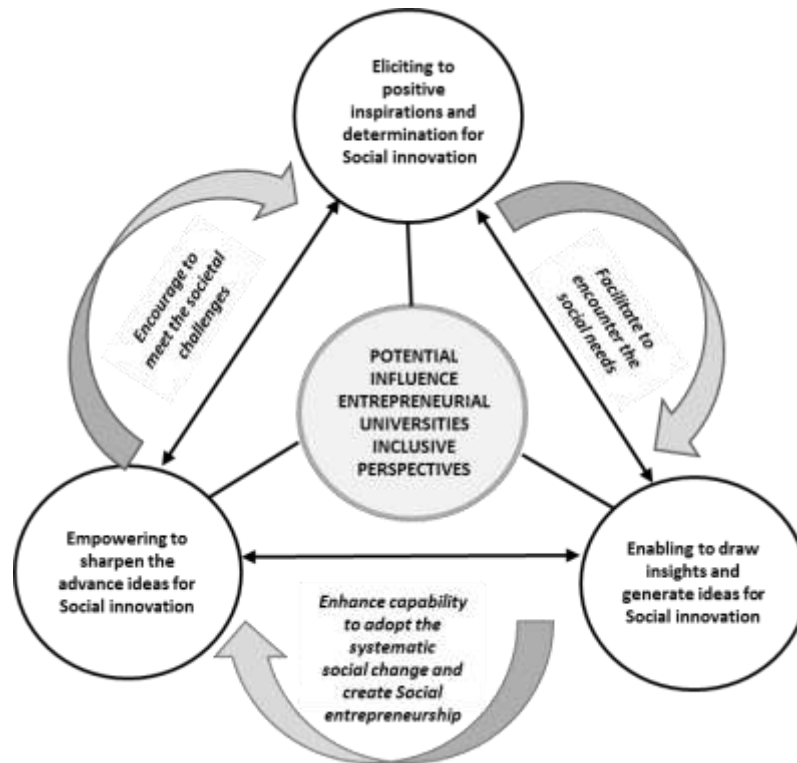


Figure 1: Thematic model of entrepreneurial universities potential inclusive perspectives influence on social innovation and social entrepreneurship development (own interpretation).

Concerning entrepreneurial universities inclusive initiatives this study mainly classifies and distinguish the following two important research propositions or RPs that facilitate us to get the target, interest and justification of doing this thematic research such as:

- RP1: Which states that entrepreneurial universities inclusive effect on social innovation and entrepreneurship development is considered as one of the major policy and process of creating social reformation, regional development, organizations and institutions more innovative and competitive. Thus, it can be said that *entrepreneurial universities inclusiveness and social innovation process plays a crucial role for enhancing millennium development goals and sustainable development goals as well as to trigger social enterprises through entrepreneurial spirit*, by providing requisite guidance and services in a rational way.
- RP2: It indicates that though entrepreneurial universities intrinsic role and social innovation policies combined effort has a synergistic effect on socio-economic development, but the implementation of regional development strategies dynamism also plays a dynamic role on entrepreneurial ecosystems, entrepreneurial discovery process(EDP) and smart inclusive innovation –driven growth oriented entrepreneurship spirit within the region.

Precisely, it can be assumed that the social innovation system and or social entrepreneurship initiatives (SEIs)) concept has been comprehended as the important conception for formulating strategic goals that has been taken in to consideration for further studies related to entrepreneurial universities inclusive factors, that provides an valuable insight into social entrepreneurship in practice and the challenges encountered by social entrepreneurs when starting up and developing their businesses.

4. Recommendations and conclusion

To conclude, it is noteworthy to mention that this conceptual thematic research precisely suggested that the connection between entrepreneurial universities strategic capabilities and social innovations emergence excludes the impediment in societal economic development. Linking to the question of entrepreneurial universities inclusive influence on societal reform and entrepreneurial spirit development, i.e. (social innovation and social entrepreneurship development). Precisely, this paper exposes that both entrepreneurial universities inclusiveness and social innovation poly play a significant role on enhancing social entrepreneurship development. Equally, it is significant to highlight that the role of entrepreneurial universities inclusive target mainly facilitates on fostering the social entrepreneurship development under certain conditions, for example

during the period when *social entrepreneurs realize the urgency for deep understanding of the region especially when there arises some social issue, and its socio-political conditions. On the other hand, when social entrepreneurs consider the necessity for the development of a particular segment of the society that eventually suffers from a social issue and they should need a good governance to develop entrepreneurial initiatives that mainly targeting for socio-economic development.*

From the future research prospective point of view, this research recommended that social innovation system and or process contain some powerful instruments that encourage the researchers, policy makers, young generations innovative mind-set through proper leadership and governance, i.e. fostering industrial competitiveness, enhancing regional knowledge production within the region, through solving the problems that arise among the higher education institutions either for proper access to education or for enhancing quality of education. More precisely, this paper tries to reveal that entrepreneurial universities inclusive perceptions mainly focusing on creating an environment that will facilitate to ripen the desire of innovativeness through social innovation process that enable to become ambitious social entrepreneurs. Though, the main drive of the social entrepreneurship in higher education is considered to be the prime goal of solving the *social problems, but it has been observed that* determinants of social entrepreneurship in universities primarily plays a vital role on encouraging innovation–driven knowledge creation and exchange within the community, civil society, which quantifies the sustainable development goals through organizational change. Where, entrepreneurial discovery process and inclusive strategic approaches will allow individuals to learn not only about social entrepreneurship, but it will also empower and trigger undeveloped and unprivileged with their existing human resources within the region to develop an entrepreneurial mindset, entrepreneurial capabilities to rejuvenate their socio-economic value.

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