

Making a Bridge between Universities and Communities Through providing Education at Slum Areas of Dhaka City in Bangladesh -A Case Study on Some Selected Slums and a Selected University

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Abstract—The aim of this paper is to make a bridge between universities and their host communities through providing pre-primary education at slum areas of Dhaka city in Bangladesh. From the pilot project, it has been found that school dropout slum living children are very much interested to study in informal primary schools. Slum community people are highly encouraged to send their children to this project school. Community people are very much helpful in providing the school as venue and other utility facilities. It is found that the project provides opportunity for the graduate students of universities to contribute for the community and build a network with the community. It has also been observed that it is very difficult to select the underprivileged slum children for the projects. There are some challenges encountered by the volunteers as well as the project supervisors. Challenges for the project are environmental pollution, dirty areas, safety and security, shortage of school premises, local politics, and groupings among the community and conflict among the management of the school and less interest of graduate students etc. It has also been observed that if the community activities are included into the curriculum activities of University, it will be continued in future, otherwise, it will not survive in future time. The main objective of the study is to see that the universities in Bangladesh will adopt this initiative as a fundamental component of the higher education curriculum.

Keywords—Community, Engagement project, local community Slum living children, etc.

I. INTRODUCTION

UNIVERSITY-community engagement project is very much important for the country which contributes something for the community. The underlying concept of this project is that communities should benefit from the knowledge, research findings and skills that universities generate, and that in turn universities should learn from the experiences and life of their local communities. There is a reciprocal relationship of knowledge exchange here that needs to be exploited to the full so that both parties benefit, economically, socially, professionally and culturally. This is what has been termed “the knowledge economy”. Universities can act as the key drivers for the knowledge economy-the prime contributors to

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economic growth and improvement in the living conditions of communities. It has been argued that this is, indeed, a moral, ethical and consumer responsibility of all universities. They should be ivory towers, enclosed sanctuaries of research and learning. There must be local engagement between Universities, local businesses and social sectors, political and civic leaders, environmentalists, NGOs and the people on the streets. Universities have been established by the community people with the intention to benefit the community. However, over the times, universities could not continue benefiting the communities to a satisfactory level. Universities in the UK, USA and developed countries have undertaken various initiatives to strengthen relationship with their surrounding communities. Though some universities of this land have provisions to work closely with their surrounding communities as a part of their university curriculum, the formal mechanism has yet to be established to create mandatory provisions for all the students and faculty members to work closely with the communities. Today, there are 78 non-government universities delivering modern, market driven education through international cooperation, competent faculty and modern teaching methods. Since establishment, these universities have made significant contributions in terms of expanding the base of higher education in the country on the face of growing demand.

II. OBJECTIVES OF THE STUDY

Specific objectives for the volunteers (Graduate students of the University):

Students learning through community service will provide them the opportunity to develop an understanding of the current environmental issues impacting underprivileged communities particularly the slum dwellers.

- To analyze a network of partnerships between Universities and the local communities by supporting education.
- To measure the attitudes of University students towards community services.
- To analyze the coordination between providing honorium to volunteers and their degree of involvement.
- To analyze the opinions of the authority of the universities.
- To analyze the interest of faculty members of the university towards the project activities.

- To analyze the challenges faced by volunteers in the slum areas.
- To analyze the projects run by other universities in Bangladesh.

Specific objectives for the underprivileged children:

- To analyze the coordination between providing foods and education among the slum children
- To analyze the development of the slum children through providing education among them.
- To analyze the feasibility of bridging between universities and communities.
- To analyze the opinions of community people regarding this model.

Methodology of the study

The study is exploratory in nature. Direct observation and experimentation are the major methods of this study. For the purpose of the study, data were collected from primary and secondary sources, but maximum concentration was given on primary sources. All the primary data were collected from personal observation and interview with community people in the slum areas. A leading public university is selected for the study. 25 graduate students of Bangladesh University of Professionals (BUP) were selected from different batches. They were worked as volunteers. Volunteers were well trained about the slum children, project objectives and teaching methodology. They were also trained on how to take class and take interview of a local/slum people. Four faculty members of Faculty of Business Studies of BUP have been selected as project supervisor. 100 slums living children 50 community peoples have been selected for the study. Government and Registered schools adjacent to the selected slum areas are utilized as venue to conduct education program. Four slum communities have been selected at Mirpur area in Dhaka city. The respective slum areas in Dhaka city are selected as sample for the study such as Mirpur DOHS, Mirpur, Dhaka-1216, Alokdi Slum, Mirpur, Bhasantek Slum, Mirpur Khalsi Slum. Age of the selected slum children are from 6 to 13 years who are underprivileged and living under the poverty level or who are dropped out from the school. These areas are selected due to convenience for the BUP students and faculties. The duration of the study is one year from Feb, 2013 to December 30, 2013. Classes were held on every Friday and Saturday from 3.00 pm to 6.00 pm. Project activities include providing the short term comprehensive education to the underprivileged slum's children in the above mentioned areas. The project activities were carried out through proper supervision of 4 (Four) faculty members and 25 (Twenty five) graduate volunteer students consisting ten students of each team of BUP who were involved to implement this project. One team for conducting the education program and the other team for creating awareness among the parents. A light snakes were provided to the slum children as incentive to convince them to come to school regularly. Collected data were computed and analyzed by the researchers. To make the data effective and

meaningful, those are analyzed in tabular forms, percentages and graphs according to their suitability and needs of the study. Some modern statistical tools such as SPSS software have been used for the study (Malhotra, 2004) [1].

III. LITERATURE REVIEW

Few project regarding the University and Community have been conducted in Bangladesh by different Universities in Bangladesh. Some of these projects have become successful in these regard. According to British council (2013), 16 projects have been conducted by different universities in Bangladesh which are funded by British Council and Action aid in collaboration with UGC (UGC, 2013) [4]. A project of University-Community Water, Sanitation and Hygiene Programme conducted by University of Dhaka (2013). Under this project, people of slum were found to be habituated to wash their hands especially before having meals. They were also found to use dust bin for waste disposal. Another project conducted by Faculty of Pharmacy, University of Dhaka, under this project, Patients, Health professionals, Community, Community leaders and Pharmaceuticals are beneficiaries. A project conducted by Department of Mass Communication and Journalism, University of Dhaka (2013). Under this project, Mass Communication and Journalism department have built the capacity of meaningful engagement with communities, local organizations and institutions. In this project, Students, villagers, government officials and journals are beneficiaries. A project conducted by Institute of Education and Research, University of Dhaka, Under this project, the major outputs are presented in a generalized form under several themes. These are as follows impact on school and community, impact on attendance, Educational progress of the learners, Health and Hygiene Practices of the students, Children's Interest to ICT and Enhancement of social qualities of students. Another project conducted by Bangladesh University of Engineering and Technology (BUET), In this project, Farmers and students are beneficiaries. Another project conducted by Bangladesh Agricultural University, under this project, students, Farmers, Housewives and Fishermen are beneficiaries. This project empowers individuals and groups of people by providing skills they need to change for their own communities. A project conducted by Department of English, University of Rajshahi, This project develops links between university students and members of different local communities, to increase English language proficiency and to develop communicative competence of the participating community members. Another project conducted by Department of Sociology, Rajshahi University, In this project, the primary focus is to engage teachers and students of the department of sociology, University of Rajshahi through mobilization and sensitization of community people in the target area by applying peer Education Approach. Another project conducted by Institute of Bangladesh Studies, Rajshahi University. Under this project, students, farmers, different staff of sericulture board are beneficiaries etc. A project conducted by Hajee

Mohammad Danesh Science & Technology University. Under this project, the research findings will help to identify the best farming methods and their uses in order to achieve the environment friendly sustainable agricultural production systems. A new project conducted by Department of Environmental Science Discipline, Khulna University. This project focuses on better understanding of the nature, magnitude and determinants of vulnerabilities of the coastal communities. Another project conducted by Department of Anthropology, University of Chittagong. This project focuses on developing a context specific curriculum for educating Adivasi children to overcoming the exclusion in education. Jagannath University conducted a project on building community engagement through research works and networking. The aim of this project is to develop a network between the University and the target communities with the support of concerned CBOs, NGOs and state agencies. American International University Bangladesh, a leading private university conducted a project which focuses on exploring the pathways of economic empowerment of the slum women in Dhaka city. From the above discussion, it has been found that there are no projects regarding the educations for slum children. Since BUP is a public university which can provide education for the communities. So, it has been selected for the study. No universities adopt the project which will provide pre-primary education to the slum living children.

Hypothesis Formulation

H₀: Most of the graduate students of BUP are interested to work as volunteer.

H₁: Most of the graduate students of BUP are not interested to work as volunteer.

H₂: There is no relation between the amount of honorium and the number of students interested to attend the project.

H₂: There is a relationship between the amount of honorium and the number of students interested to attend the project.

H₃: There is relationship between providing foods for slum children and interested to come to school.

H₃: There is no relationship between providing foods for slum children and Interested to come to school.

H₄: Faculty members are not interested to work as volunteer.

H₄: Faculty members are interested to work as volunteers.

IV. PRESENT SCENARIO OF SLUM EDUCATION IN BANGLADESH

In a 2005 survey (CUS et al., 2006) [3], 61% of slums in Dhaka had problems with flooding, a few had no electricity, 80% had very poor housing, nearly all had very high population density, and 9% lacked security of tenure. In a third of cases there were more than 10 households per tap or tube well, and for 11% there were more than 10 households per latrine. Median and mode household income was in the range Tk. 3001-4000 per month (around US\$30-40). According to data from the Local Government Engineering Department (LGED), 26% of slums have a government school; 27% had an

NGO operated school (Baker, 2007) [2]. According to the Centre for Urban Studies survey (CUS et al., 2006), 11% of Dhaka slums received services from one NGO, and 59% from more than one – although the survey did not ask how many of these are education NGOs. Many Bangladeshi NGOs have traditionally had a strong rural focus and have only relatively recently started considering how to expand their provision to the growing population of poor urban people. Nevertheless there are already a large number who are in some way involved. Thirty NGOs were reported to work in Dhaka in 2003; the Coalition for the Urban Poor, an umbrella organization of urban NGOs, has 44 members (Baker, 2007) [2]. These numbers are likely to underestimate the number of small NGOs, often running schools from single rooms.

V. FINDINGS AND ANALYSIS

TABLE I
SHOWING THE PERCENTAGE OF MALE AND FEMALE IN THE SELECTED SLUM LIVING CHILDREN

| Total selected slum living children | Male | Female |
|-------------------------------------|------|--------|
| 100 | 62% | 38% |

Sources: Field survey, 2013

From the above table, it has been found that maximum enrolled slum children are male (62%) and the rest of the slum children are 38%.

TABLE II
OCCUPATION OF PARENTS OF SELECTED SLUM LIVING CHILDREN

| Occupations | Number of parents Involved |
|-----------------|----------------------------|
| Rickshaw puller | 22 |
| Day Labour | 26 |
| Small business | 22 |
| Unemployed | 20 |
| Van Puller | 5 |
| Late | 5 |

Sources: field survey, 2013

Study shows that maximum numbers of parents of the respondents (slum living children) are day labourer. They live from hand to mouth. Rickshaw puller and owner of small businessman are the second in position.

TABLE III
KNOWLEDGE LEVELS OF THE SELECTED SLUM LIVING CHILDREN

| Level of knowledge | Number of Slum living children |
|-----------------------------------|--------------------------------|
| Know something about the letter | 18 |
| Do not know | 60 |
| They are not admitted into school | 8 |
| They know how to write | 14 |

Sources: field survey, 2013

From the above figure, it has been found that majority selected slum children do not know how to read and write. They are deprived from formal education. 18% slum living children know something about the letter or words. Most of the slum living children do not have experiences of school.

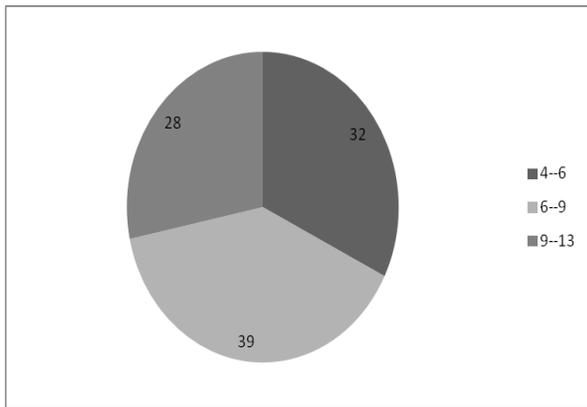


Fig. 1 Age categories of selected slum living children

From the above figure, it has been found that majority of the selected slum living children were from 6 to 9 years old. They are from school dropout or deprived from education. Their parents cannot afford their educational expenses.

TABLE IV
REASONS FOR CHOOSING PROJECT SCHOOL

| Reasons for choosing project School | Number of Slum living children |
|-------------------------------------|--------------------------------|
| For foods | 23 |
| For convenient time | 23 |
| Dropout from school | 17 |
| Unable to attain formal school | 22 |
| Live under the poverty level | 15 |

Sources: field survey, 2013

From the above data, it has been found that most of the slum living children come to the school for foods and for convenient time. 22% slum children come to the informal school. Since, they are not able to attain the formal school. 17% slum children are school dropout.

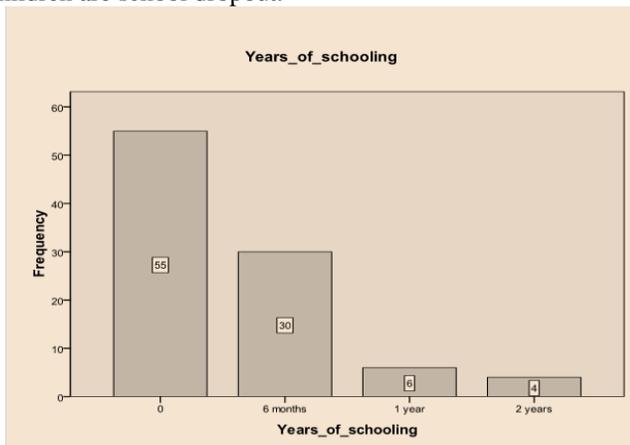


Fig. 2 Years of schooling of selected slum living children

From the above figure, it has been found that maximum numbers of selected slum living children did not go to school previously. They do not have any experience of school. Some children have 6 month experiences of schooling.

Reasons for sending children to project school

From the survey, it has been found that most of the parents opined that they send their children to the school due to poverty level. 24% parents opined that they send their children to the project school for food facilities. 19% opined that they send for well-disciplined project and 18% for school dropout and the rest of the parents opined for university involvement.

Demographic characteristics of Graduate students of BUP who are working as volunteer

Faculty of Business Studies (FBS) is a only inherited faculty of BUP providing BBA, MBA and Evening MBA program. The total students of BUP are approximately 400. A notice for the enrolment as volunteer is given among the students; it has been found that only 25 students of BUP have shown the interest to work as volunteers.

TABLE V
HOW MANY STUDENTS ARE INTERESTED TO BECOME AS VOLUNTEER?

| Total Number of students | Interested to work as volunteer | Percentage of Interested students |
|--------------------------|---------------------------------|-----------------------------------|
| 400 | 25 | 6.25 |

Sources: Field survey, 2013

TABLE VI
COMPARISONS BETWEEN MALE AND FEMALE STUDENTS WHO ARE INTERESTED TO BECOME AS VOLUNTEER

| Program | Male students | Female students | Total Interested students |
|--|---------------|-----------------|---------------------------|
| BBA | 4 | 1 | 5 |
| MBA | 18 | 2 | 20 |
| Total students interested students for the project | | | 25 |

Sources: Field survey, 2013

From the above table, it has been shown that maximum volunteers are from MBA program. They are multidisciplinary students and maximum are from rural areas. Junior students are not interested to become project volunteers.

Reasons for uninterested for becoming project volunteers:

Respondents are asked to become project volunteer. But most of the students of BUP are not interested to become project volunteer. They are asked to mention the reasons for not becoming volunteer. 50% respondents opined that it is not included into their academic curriculum. 30% respondents opined that they are always under pressure of exam and class. 20% respondents comments that they will not get sufficient honorium from the project. 90% respondents opined that if project activities are included into their academic curriculum, then they will participate in the community affairs activities.

TABLE VII
RATE OF ATTENDANCE OF PROJECT VOLUNTEERS IN THE PROJECT ACTIVITIES.

| No of Weeks | Attendance out of 25 volunteers |
|-------------|---------------------------------|
| 1 | 8 |
| 6 | 10 |
| 10 | 11 |
| 9 | 12 |
| 6 | 13 |
| 3 | 14 |
| 2 | 16 |
| 2 | 16 |
| 1 | 17 |

Sources: Field survey, 2013

From the above table, it has been found that attendance of volunteers vary from week to week. In maximum week, eleven volunteers out of twenty volunteers were present to implement the project activities.

TABLE VIII
AGE CATEGORIES OF VOLUNTEERS
STATISTICS

| Age | | |
|----------------|---------|---------|
| N | Valid | 25 |
| | Missing | 0 |
| Mean | | 24.2000 |
| Std. Deviation | | 1.65831 |
| Minimum | | 22.00 |
| Maximum | | 27.00 |

Sources: Field survey, 2013

TABLE IX
CORRELATIONS BETWEEN INTERESTED TO PROJECT AND PROGRAM STUDIED

| | Interested_to _Project | Program_stu died |
|---------------------------|---------------------------|---------------------|
| Interested_to _Project | 1 | -.777** |
| | Pearson Correlation | |
| | Sig. (2-tailed) | .000 |
| | N | 25 |
| Program_stud ied | -.777** | 1 |
| | Pearson Correlation | |
| | Sig. (2-tailed) | .000 |
| | N | 25 |

** Correlation is significant at the 0.01 level (2-tailed).
Sources: Field survey, 2013

Reasons for joining to project activities

From the survey, it has been found that majority of the project volunteers join to the project for contribution to the society. 36% volunteers opined that they have joined to the project for honorium. 48% volunteers opined that they have for contribution to the society. 12% project volunteers joined to the project on request of the faculty members.

TABLE X
INTENTION TO CONTINUE THE PROJECT ACTIVITIES

| Question | Yes | No |
|---|-----|-----|
| Do you have any intention to continue the project | 84% | 16% |

Sources: Field survey, 2013

TABLE XI
ATTENDANCE OF FACULTY MEMBERS IN THE PROJECT ACTIVITIES

| No of Weeks | Attendance out of 4 Faculty members |
|-------------|-------------------------------------|
| 5 | 0 |
| 14 | 1 |
| 15 | 2 |
| 4 | 3 |
| 2 | 4 |

Sources: Field survey, 2013

From the above figure, it has been observed that in maximum week, only two faculty members were present in the project activities. In five weeks, no faculty members were present in the project activities.

TABLE XII
ANALYZING THE ATTENDANCE OF THE SLUM CHILDREN IN THE PROJECT

| Descriptive Statistics | | | | | | |
|-------------------------------------|----|---------|---------|------|-------|----------------|
| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
| No_of_Weeks | 40 | 1 | 40 | 820 | 20.50 | 11.690 |
| Providing_foods_per_w eek (taka) | 40 | 40 | 60 | 1995 | 49.88 | 4.058 |
| Attendance_of_slum_C hildren | 40 | 60 | 110 | 3053 | 76.32 | 11.676 |
| Valid N (listwise) | 40 | | | | | |

Sources: Field survey, 2013.

From the above data, it has been shown that the attendance of the slum living children is decreasing day by day.

TABLE XIII
CORRELATIONS BETWEEN PROVIDING FOODS FOR SLUM LIVING CHILDREN AND ATTENDANCE IN THE CLASS

| | Providing_foods_for_ Slum_children | Attendance_of_slum_ children |
|--|---------------------------------------|---------------------------------|
| Providing_foods_for_ Slum children | 1 | .522** |
| | Pearson Correlation | |
| | Sig. (2-tailed) | .001 |
| | N | 40 |
| Attendance_of_slum_ children | .522** | 1 |
| | Pearson Correlation | |
| | Sig. (2-tailed) | .001 |
| | N | 40 |

** Correlation is significant at the 0.01 level (2-tailed).

Null hypothesis is rejected and alternative hypothesis is accepted. There is relationship between providing foods for slum living children and attendances in the class room.

TABLE XIV
CORRELATIONS BETWEEN HONORIUM GIVEN TO THE VOLUNTEERS AND INTERESTED TO ATTEND IN THE PROJECT ACTIVITIES.

| | Honorium | Interested_to_attend |
|------------------------------|------------------------|----------------------|
| Honorium | 1 | .704** |
| | Pearson Correlation | |
| | Sig. (2-tailed) | .001 |
| | N | 20 |
| Interest ed_to_ attend | .704** | 1 |
| | Pearson Correlation | |
| | Sig. (2-tailed) | .001 |
| | N | 20 |

** Correlation is significant at the 0.01 level (2-tailed).

The value of correlation coefficient, $r=.704$, which implies that there is a strong positive linear association between the variables, the amount of honorium and interested to attend the project. The null hypothesis is rejected and the alternative hypothesis is accepted. At mid of the project, a second advertisement is given to collect the volunteers from the BUP.

SUMMARY FINDINGS

There are sixteen project run by different universities in Bangladesh. A national exhibition were held at 3 October, 2012. Approximately, 100 faculty members of different universities and 500 students of different universities were

present were present on the occasion of exhibition. They were asked to give their opinions regarding the University-community engagement project. 90% of the visitors opined that these are the good projects taken by the British council. If the community affairs activities are included into their academic curriculum. They will appreciate these decisions taken by the government of Bangladesh.

The university authorities have shown the positive attitudes towards the project activities. Four faculty members are allowed to involve in the project implementation program. Students are allowed to engage in the project. University provides transportation facilities for the project volunteers and project supervisors. 50% faculty members of BUP have shown their interest to become project supervisors. They regularly guide the students' volunteers in addition to their routine activities. 10 NGOs run school have been selected to compare the University-Community engagement project. It has been found that University-Community engagement project has some unique features compared to other NGOs run school. 25 university graduates are working to implement the project. But in NGOs run school, there are no qualified and well trained teachers in their projects. Maximum teachers of their project are college students. Under community engagement project, communities get direct support from the university students and teachers which will be very helpful for the community. Donor agencies such as British council, Action aid and UGC have agreed to support the community project adopted by Universities in Bangladesh. A study shows that at least 75% students of BUP opined that if community activities are included into their academic curriculum, they will participate in the community affairs activities seriously. 90% faculty members of the University opined that if University authority takes some initiatives to include the community activities into the curriculum, they will agree with these initiatives. There are 34 public university and 78 private universities in Bangladesh (Annual report, UGC: 2013) which are located across the country. Out of these universities how many universities have taken the initiative for the community affairs activities. University students are asked, if honorium are not given to them, will they interest to go to project activities? 85% students said that if it is included in their curriculum and assigned a mark on it. Students will participate in the community affairs activities without any honorium or incentives.

TABLE XV
UNIVERSITY-COMMUNITY ENGAGEMENT PROJECT TAKEN BY
UNIVERSITIES IN BANGLADESH

| Total no of Universities | Community-Engagement project taken | Percentage of the Universities |
|--------------------------|------------------------------------|--------------------------------|
| 112 | 16 | 14.28% |

Sources: British council, 2013

According to British council, these sixteen universities have done their project activities successfully and exhibited in a central program. 75% people of the local community have shown their interest that they will send their children to the

university-community engagement school which is different from other NGOs run school. After enrollment of students for the project, it has been found that 80% slum living children do not know how to read and write. They do not know proper behavior in taking foods. They wear the dirty clothes. But after project is established, it has been observed that most of the slums living children (85%) have learned how to read and write. They wash their hands daily with soap and wear the clean clothes. They know how to take foods by standing in a queue. The schooling system offers only two days class in a week which is very convenient for the slum living poor children especially those who work in other days. In this project, in addition to the education, there are some health conscious programs such as hand wash campaign, assembly, and moral teaching which will help them to socialize them in the modern age. Barriers to providing services in the slum areas:

- Many are built in low-lying areas and most do not have sufficient drainage to avoid water logging during the rainy seasons.
- Environmental conditions include damp, water lodging, over-population and narrow or muddy roads. Houses are usually made of flimsy materials, and vulnerable to fire and to monsoonal rains.
- Very high population density, very poor environmental services, and very low socioeconomic status.
- Lack of electricity, cooking gas, tap water and Garbage collection.
- Slums are controlled by hierarchy of leaders.
- The numbers of schools in Dhaka does not seem up to the number of students.

On the basis of findings, it has been found some challenges encountered by project supervisors are given below;

- Local political issues among the communities.
- Rude students Lack of learning of slum living children from family and society.
- Too much pressure of academic affairs activities of volunteer students.
- Lack of motivation of present generation regarding community affairs activities.
- Geographically diverse areas of the location of the project.
- There is no evaluation marks incorporated to the assessment of the students. So, students are not interested to do well in the project.
- Lack of safety and security of the volunteers in the slum areas of Dhaka city.
- Lack of transportation facilities for project volunteers and supervisors.
- Expenditures on foods and honorium are high.
- Lack of coordination among the graduates students of BUP.
- Short duration of the project/ less number of class.
- Too frequent changes of students.

VI. RECOMMENDATIONS

From the above discussion, it has been observed that making a bridge between universities and communities in Bangladesh are applicable. For implementing this project properly, following recommendations are to be considered.

1. Graduates students of a selected university should be motivated. They should concern about the community affairs activities.
2. If it is possible, the honorium for the volunteers should be increased. There is no honorium for the project supervisors, so honorium for the project supervisors should be added.
3. Faculty members should be the role model for the project volunteers. They should be recognized and rewarded from the University authority.
4. Transportation facilities for the project supervisors as well as the project volunteers should be available from the University authority.
5. Community activities of graduate students should be evaluated as other curriculum activities. A fixed mark should be assigned on community affairs activities. Such as 10% marks should be assigned on community affairs activity which will motivate the graduate students to dedicate the highest efforts.
6. The faculty members who are involved in community engagement project should be relieved from regular routine works in University.
7. The fund for implementing the project should be increased. The incentives for slum living children and project volunteers should be increased.
8. The project volunteers should be well trained. The safety and security of the project volunteers as well as project supervisors should be ensured. Otherwise, they will not be encouraged to engage in project activities.
9. Local community school may be used as venue for the project activities without any rent with the permission of the local school authority.
10. The project should be continued over a long period of time. The project should include some technical courses to their course curriculum. The attitudes of the general students of BUP towards the voluntary work should be changed.
11. The project should be continued over a long period of time and with formally and structured way.
12. A separate curriculum for this type of project should be developed with the permission of non-formal primary education.
13. An awareness campaign for the project should be developed and created by the University authority.
14. Chain of command among the project volunteers should be developed and established.
15. Only genuine slum living children who are school dropout and living under the poverty level should be enrolled in the project school.
16. Faculty supervisors should go to supervise the project by rotation.

VII. CONCLUSION

This recent initiative has been undertaken by the British Council to strengthen relationships between Bangladeshi universities and their host communities through knowledge sharing and by increasing local prosperity and stability. At the same time, to help them be engaged with their host communities, universities are being motivated to take every opportunity to revise their curriculum. We aim to convince the government to get involved in such relationship building and make it a mandatory part of the University Curriculum. The results of this survey suggest that the education situation in slums of Dhaka is as bad as for some of the poorest rural areas of Bangladesh. 23% of children aged 6-11 were out of school. There is something like 300,000 primary-school aged children living in slums in central Dhaka.

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Mr. Md. Zahedul Alam was born in 1980 in Bangladesh. At present, he is an Assistant Professor of Marketing, under the Faculty of Business Studies (FBS), Bangladesh University of Professionals (BUP); a well recognized Public University in Bangladesh run by the Armed forces. He received his BBA and MBA degree (major in Marketing) from University of Dhaka and received his M Phil degree from the University of Rajshahi. He has attended in many national and international seminars.