CLP Cover_2008.qxd 7/5/08 8:32 PM Page 1

COMPUTER LITERACY PROGRAM

EMPOWERING UNDERPRIVILEGED YOUTHS IN BANGLADESH THROUGH COMPUTER LITERACY

INFORMATION

EMPOWERMENT

AWARENESS

CLP

VOLUNTEERS ASSOCIATION FOR BANGLADESH - NEW JERSEY (VAB-NJ)

July 19 | 2008 Fundraising Event

Program Schedule

CLP Annual Fundraising Event
Saturday, July 19, 2008
Rutgers Cook College Center,
59 Biel Road , New Brunswick , NJ 08901

5:30 - 6:00 Registration, Networking, Snacks

6:00 - 6:50 Introduction and Guest Speeches

6:00 - 6:05 National Anthems - USA & Bangladesh
6:05 - 6:15 Welcome and Introduction
6:15 - 6:35 Key Note Speech – Mohammad Ataul Karim
6:35 – 6:50 Guest Speech – John Pike

6:50 - 7:30 The CLP Vision - From One Candle to Thousands

Presentation by: Mridul Chowdhury

7:30 - 8:20 Panel Discussion

NRB Role for Human Resource Development in Bangladesh
Moderator: *Shakil Ahmed*
Panelists: *Muhit Rahman, Nabeel Sami*

8:20 - 8:45 Thoughts from Our Vibrant Young Adults

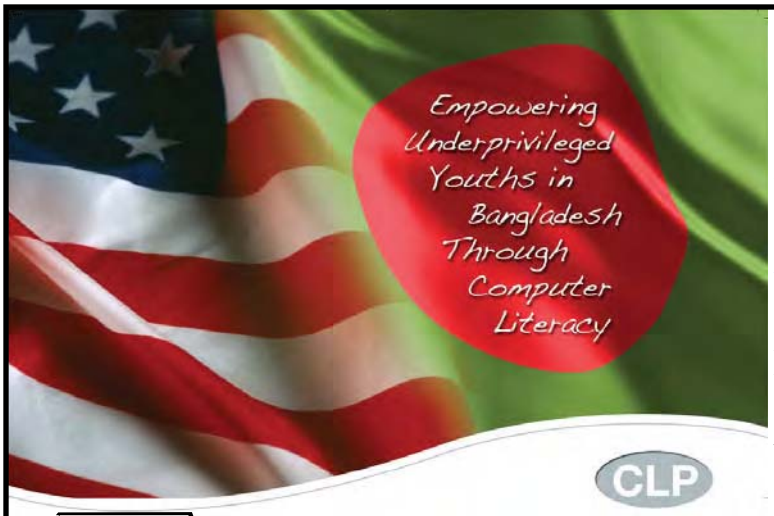
Participants: *Malik Rashid, Mushfiq Nabi, Vivek Maru, Pavel Rahman*

8:45 - 9:30 Dinner

9:30 - 11:15 Cultural Programs

9:30 - 9:45 In their Views – A Youth Group Performance
9:45 - 10:00 Performance by Local Artists
10:00 - 11:00 Rezwana Chowdhury Bannya

11:00 - 11:10 Concluding Remarks



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Phone No:_____e-mail:_____
Donation amount:_____

Please make check to CLP and mail to VABNJ, 6 Tharp Lane, Marlboro NJ 07746. Your donations are tax deductible. VAB is a 501c organization Tax ID: 13-4034550.

Tonight's Featured Artist

Rezwana Chowdhury Bannya

Rezwana Chowdhury, mostly known by her other given name Bannya, has been singing from a very early age. Bannya started her initial training from Chhayanot, the most renowned music school in Dhaka, Bangladesh for learning Rabindra Sangeet. But according to an autobiographical account published in an online journal in 2001, as long as she remembered she dreamt of learning Rabindra Sangeet at Visva Bharati University, in Kolkata, India. Visva Bharati, to this day, remains a major center for learning Rabindra Sangeet in the whole Indian sub-continent. In the interim she had been admitted to the Bulbul Academy but her training there was cut short in 1971 by the Bangladesh Liberation War. Bannya recounts that she had no intention of making a career out of music, and rather thought she would return to Bangladesh to get a degree in Economics.

In 2002 she was awarded the first Ananda Sangeet Puroshkar for being the best female Rabindra Sangeet artist, a feat she repeated the following year. She currently holds a faculty position in the Department of Theater and Music at the University of Dhaka.

Computer Literacy Program

Volunteers Association for Bangladesh - New Jersey Chapter (VAB-NJ)

Computer Literacy Program (CLP) is now five years old. As we gather here for the fifth fundraising event, it is a pleasure to report to you that with your support and encouragement the Program has crossed many important milestones. As of June 2008, eighty two (82) Computer Literacy Centers (CLCs) are fully operational in 34 districts of Bangladesh. Each CLC is run by 2 CLP-trained teachers and is equipped with at least 4 computers, a printer, and other ancillary equipment. To date CLP has trained 184 teachers who in turn taught 10,600 students. A textbook in Bangla for students, and instruction manuals for teachers have been developed.

Two new CLP inspired programs Community for Learning Information, Communication and Knowledge (CLICK), and Computer Teaches Everyday English (CTEE) have been initiated. CLICK, conceived by our partner D. Net, is an information technology (IT) based project devoted to providing advanced IT training to unemployed educated youth in rural Bangladesh so that they can find employment as IT professionals. Microsoft Southeast Asia cosponsored the CLICK centers with the local entrepreneurs. To date 13 CLICK centers are in operation in rural community centers in Bangladesh.

The goal of the CTEE project is to help students in rural Bangladesh learn aspects of English language, such as, proper pronunciation, comprehension of spoken English, carrying out a conversation in English, that are commonly not emphasized in their English classes. The project will leverage on the existing computers in schools with Computer Literacy Centers that the VAB-NJ and D. Net helped establish. The work on developing an English learning CD is in progress.

It is indeed gratifying to note that the success of CLP has, more recently, attracted individual sponsors and organizations from within Bangladesh. Bank Asia has committed to sponsor 19 CLCs, twelve of which has already been established. Other organizations and individuals have come forward. 'Computer Jogot' a well-known computer magazine published in Dhaka, has partnered with D.Net to provide pre-owned computers for CLP.

While CLP is making a difference, much more remain to be done. Given that there are some 65,000 villages in Bangladesh, 82 CLCs are simply inadequate for the need. More CLCs, advanced training, more hands-on time and opportunity for graduates to practice are sorely needed. CLP needs your sustained support for sustenance and continued growth).

Currently, Bangladesh earns ~$8 billion, a major fraction of her foreign exchange through remittance from Bangladeshis working abroad. A vast majority of these workers are unskilled. A workforce trained in information technology and conversational English can transform the economy of Bangladesh both from within, and abroad. The Computer Literacy Centers can play a crucial role in developing such a work force. We dream to build a knowledge-based society in Bangladesh.
We thank you sincerely for your generous donations. ***Come, and dream with us.***

From virtual to real, through computers to prosperity, we will empower the underprivileged youths of Bangladesh to enter the realm of hope by crossing the digital divide

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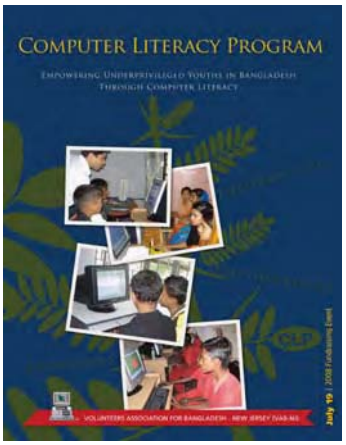

VABNJ recognizes the contribution by ***Mr. Ashraful Haque*** *in designing the cover of this magazine.*

Empowering Underprivileged Youth[•]
in Bangladesh

VAB – Volunteers Association for Bangladesh, an USA based voluntary organization has launched the Computer Literacy Program (CLP) through its New Jersey Chapter in partnership with D.Net to promote the knowledge and usage of computers among the underprivileged needy youths in Bangladesh.

1. Initiation of a Remarkable Journey: A VAB-NJ Initiative

1.1: To build a knowledge society, as announced in the national Information and Communication Technology (ICT) policy of Bangladesh, and reap the benefits of a new economy, Bangladesh needs its young generation to be educated and acquainted with the state-of-the-art knowledge of ICT. In developing a base for skilled ICT professionals, various plans are underway; however, they are concentrated in urban or semi-urban areas. Students and youths in rural areas rarely get a chance to learn computer and ICT, and thus do not know how this modern technology can be utilized to benefit their rural livelihood. It is understandable that with the poor resource base, it is not an easy task for the government alone to provide facilities and necessary resources for learning ICT skills throughout the country. Initiatives from different corners and groups of people are essential. Therefore, a few non-resident Bangladeshis (NRBs) living in New Jersey, USA, came up with the concept and plan for implementation of the CLP.

1.2: The principal aim of VAB-NJ is to empower the underprivileged youth in Bangladesh through computer literacy, but it was clear to VAB-NJ that it would be very difficult to implement and carry out such a program without an implementing arm in Bangladesh. Thus VAB formed a partnership with D.Net, an organization working for spreading information technology in Bangladesh, for implementing the ideas. The specific goals of this initiative that have been determined are: developing facilities in rural areas for educating and training underprivileged youths on ICTs; integrating local people into the program through participation in the implementation of the program; and developing and designing education/training program and training kits in line with the ICT policies of Bangladesh and tailored to the specific needs of the rural livelihoods.

1.3: To attain the objectives a complete package has been prepared under the CLP initiative, which includes the establishment of Computer Literacy Centers (CLCs) in selected schools in rural Bangladesh, development of a structured hands-on curriculum, development of training manuals for both teachers and students, creation of a pool of trained teachers, and providing the required technical support and monitoring to ensure smooth operation of the CLCs.

[•] *The case heavily draws from a D.Net Research Paper titled 'Bridging Digital Divide for Rural Youth: An Experience from Computer Literacy Program in Bangladesh' by Ashirul Amin and a news paper article by Dr. Farrukh Mohsen & Mr. Swapan Kumar Gayan in 'The Daily Star', Bangladesh. Contributions of Dr. Mohammad Farooque & Mr. Zafar Billah, VAB-NJ and Ajoy Kumar Bose, Program Director, CLP, D.Net, Bangladesh is acknowledged.*

2. Underprivileged Students and Community People Availing Benefits from CLCs

2.1: The first step was to establish CLCs in the educational institutions in rural Bangladesh. In selecting the sites, consideration was given to geographical location, availability of electricity, eagerness of the school managements and their willingness to help. In each CLC, a computer lab was created equipped with a minimum of four computers, one printer, and necessary voltage regulator/stabilizers. An introductory curriculum was developed in consultation with computer scientists, based on which a student's manual 'Esho Computer Shikhi (Let us Learn Computer)' has been published. A separate manual has also been prepared for the teachers. Two teachers from each CLC receive two weeks of hands-on training from D.Net professionals.

Figure 1: Students Coming for Training to a CLC

2.2: After the completion of preparatory phase, CLCs have been organizing training for the students. As most of the CLCs [55 out of 60] are located in educational institutions, mostly students of that institution are getting opportunity to learn. Computer classes are conducted outside of the school's normal schedule. The students are also provided with a copy of the student's manual. In each batch, 8 to 10 students are taught for two hours a day, twice a week for eight weeks, about the parts of the computer, fundamental usages, Microsoft word, Excel and Spreadsheet. 4 CLCs are operated in local NGOs and 1 in a library. Local students and community people are availing the benefits of these centers. Four centers have been provided with Internet connection to give the trainees some idea about the use and benefits of Internet.

Figure 2: Students Attending Training at a CLC

3. Outcome and Impact of CLP: CLCs are making differences

3.1: In 2004 the program started with the objective of setting up 20 CLCs. In October 2007, 60 CLCs were fully operational in 28 districts of Bangladesh. Generally, students are found to be very enthusiastic and eager learn the use of computers from the centers. Facilities have proven to be insufficient and aspiring students wait fervently for their turns. The number of students applying to take computer course in the Secondary School Certificate (SSC) exam is also increasing at the schools that also have CLCs. The impact of the CLP on the lives of the students, teachers and institutions that host the CLCs has been consistently positive. Students have successfully overcome the "fear factor" associated with computers, and have been able to utilize their computer skills to successfully seek employment. Many have been motivated to pursue advanced studies in computer science. Teachers attest to the interest of students, and note the heightened awareness of the importance of computers in today's world. Schools have increased the efficiency of their operational activities, and some CLCs also function as youth development centers.

3.2: A recent study titled **'Bridging Digital Divide for Rural Youth: An Experience from Computer Literacy Program in Bangladesh'** by a graduate student from a USA university came up with positive observations and outcomes of implementing the project in rural Bangladesh. According to the study observation, as of May 2007, 90 male and 24 female teachers have been trained, and 7,945 students participated in the program of which 7,469 received certificate of completion. Of these, 48% are female students. While students' scores in the SSC computer science practical examination was hovering near 70%, the figure jumped to nearly 100% in schools with CLCs. Teachers of other subjects are also falling in line. CLP is, thus, showing slow but sure signs of opening doors of possibilities to the graduates.

Box-1: Statements of a Teacher Reflects the Ground Picture

Some Observations and statements of Mrs. Zohra of the Kaji Jalal Uddin Girls High School in Sylhet district of Bangladesh reflect the true picture on the ground.

'The first 70 students were given forms out of 300. Of those who could not get into this group of 70, about 40% of them brought their guardians to petition for them. Even guardians of students from other schools come and ask if they can learn in exchange for a fee.'

'Parents will not send their girls to any environment to learn computers, or anything else for that matter. This school has the necessary requirements that create an acceptable environment for them. In fact, 9 out of 10 have no other place to go and learn about computers. Those who have graduated also want to come back and practice, and they say they would feel proud to do so.'

'The CLP course has helped the students because there are no practical sessions for the SSC computer course. Even if there are computers in the other schools, they are told that

there is no need to use it.'

'In 16 days, students learn just enough to get acquainted with the computer. It gives them the confidence to pursue further use of computers. The interesting thing is, I often notice that students who are weaker in other subjects are very good at computers.'

'Unfortunately, they do not always get the necessary practice. A few more computers would be good. They should be doing a 32 hour course over 16 sessions, but we can't start before 9am, and they have class at 10.30 am. Sometimes there is no electricity, sometimes the keys go missing. There are so many impediments that it's impossible to ensure the requisite number of hours.'

'Teachers are more scared of computers than the students. The school does not have any Bangla keyboards, so the students could not learn typing in Bangla. We have requested the school authority on numerous occasions. The students even proposed that they pay for it so that they could learn.'

3.3: One observation is that the number of interested students for computer course in SSC has increased tremendously with the presence of CLCs. The evaluation study observed that 61% of the male students felt that the presence of the CLC has affected their decision to take computer in SSC greatly, while a lesser 22% feel that it has done so to a certain degree. A smaller 17% felt that it has had no impact at all on their decision. Female students were almost evenly split between the three degrees of influence.40% of the CLP students who intend on taking SSC Computers felt that the presence of the CLC affected their decision greatly.

3.4: As reported in the evaluation study, generally teachers and guardians are very positive about the presence of the CLCs. Almost all the guardians somewhat agreed or strongly agreed with the proposition that the students looked more confident, comfortable and enthusiastic in a computer environment as a result of spending time in the CLC. A third of them strongly agreed or somewhat agreed that the students' self-confidence had not increased in a computer environment as a result of spending time in the CLC, while three quarters of them strongly disagreed or somewhat disagreed with that proposition.

4. A Unique Financing and Partnership Model in Bangladesh: Responses from Other Local and International Institutions

4.1: The CLCs are the outcome of the partnership VAB, USA, D.Net, Bangladesh, and Computer Literacy Centre' management i.e. educational institutions in rural Bangladesh & Community based NGOs.

4.2: VAB-NJ, an association of non-resident Bangladeshis, conceptualized the Computer Literacy Program as an initiative through which CLCs would be established at educational institutions throughout Bangladesh to help underprivileged youths learn

computer usage. VAB-NJ is financing the CLP by raising funds and grants from Non-resident Bangladeshis. A sponsor can help through direct cash contribution, and 'donate a computer' and 'sponsor a computer learning centre'. Under the 'sponsor a CLC', a sponsor can choose an educational institute and donate money. About 75% of the existing CLCs have been established under this component of the project. In most cases, the sponsor typically selects his/her own village school as the CLC. His/her friends and relatives may monitor the implementation process and activities and thus help to achieve the objectives of CLCs. The sponsor's contribution is two-thirds of the costs and remainder is provided from the program fund.

4.3: D.Net implemented this vision of VAB by performing the on-ground tasks. The on-the-ground tasks include site selection for CLCs, developing curricula, preparing instruction manuals, training the teachers, supervising the smooth operation of the centers, and technical support and maintenance. D.Net has the technical expertise, innovative ideas for implementation, and the necessary motivation. While VAB-NJ provides major funding for the project, D.Net also shares a portion of program implementation costs.

4.4: A CLC is established in an institution provided it satisfied the core requirements of space, furniture, and availability of electricity. The schools have to provide space and furniture for the lab, mobilize the teachers, students and the community, and manage the day-to-day operations at the centers.

4.5: D.Net organized fundraising events in Bangladesh and bore a part of the expenses. The success of the programs attracted the attention of other individuals and institutions in the country. Bank Asia, a private sector bank in Bangladesh, provided funds for establishing CLC. Diplomats visited a CLC and donated four new computers and Dhaka office of IMF provided four previously used computers to another CLC. The most significant recognition came from Microsoft, which has committed funds for establishing 13 Community for Learning Information Communication and Knowledge (CLICK) centers. Seven centers are already in operation.

5. Management, Operation and Ownership of CLCs

5.1: School management committee, Headmaster, Computer lab teachers are responsible to manage activities with the help of D.Net. D.Net has a dedicated management and technical team to support local management for the smooth operation of the centre. The project has a monthly reporting system of centre status and accounts. Local management sends monthly status report to D.Net in a specific format. D.Net management team submits monthly status report to VAB-NJ and organizes teleconferencing to discuss implementation status.

Box 2: Problems and Challenges faced in the Operation of CLCs

The centre managements commonly came across a number of technical problems in dealing with computer hardware and software that include technical faults of hardware, error in computer operating system, problem with printer cartridge setup and replacement etc. The costs of maintaining and repairing these ageing equipments are rising by the month; they increasingly disrupt the teaching routine, and disappoint the students. Part of the difficulty of servicing these equipments is that they are brand machines. Locally assembled clone machines would be better suited for the CLCs

Technical support staffs were assigned for resolving various technical problems, but sometimes they delayed to travel there timely due to distance, lack of good transport facilities, political instability etc.

The operations of the CLCs heavily rely on electricity supply, and power disruption has been a major problem in running smooth operation in these remote areas.

Many schools are unable to find a contiguous two-hour segment for the students to use the computers. This is detrimental to the learning experience of the students. Necessary steps need to be identified to allow uninterrupted computer-time for the students

Currently, the opportunities for students who have completed the course to come back and practice are very few. Yet, regular practice is necessary to retain what is taught in the CLP course.

The female students have noted many limitations that challenge their participation in the CLP that are both societal and particular to the operations of the CLC itself. Initiatives to address these issues will help girls get more out of the course.

5.2: D.Net builds and implements training programs for the CLCs' teachers. Other than initial level computer and technical training programs, D.Net organizes refreshers programs for the teachers and school management for smooth operation of the centers.

5.3: The centre managements commonly come across a number of technical problems in dealing with computer hardware and software. They completely rely on D.Net's technical support. D. Net has technical staffs to provide support in different centers.

5.4: Two School teachers in each centre are paid monthly BDT 750 as fellowship for their time and effort to run training programs and manage the CLCs.

5.5: local school management owns CLCs. The school managements will have to run the centers by themselves when the project phase is over.

6. Highlights of the Project

6.1: Initiated by Non-resident Bangladeshis staying in USA to promote the knowledge and usage of computers among the underprivileged needy youths in Bangladesh.

6.2: VAB is financing the CLP by raising funds and grants from Non-resident Bangladeshis either through direct cash contribution or financing a centre at this own nominated place village.

6.3: CLCs are generally set up in schools, and school management is responsible to arrange training and run the centers

6.4: The CLCs are the outcome of the partnerships of VAB, USA, D.Net and Computer Literacy Centre' management i.e. educational institutions in rural Bangladesh & Community based NGOs.

Access ***www.vabonline.org/vabnj*** for further information

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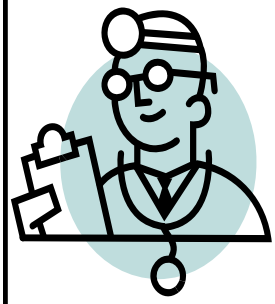
Dewan Shahnaz Khan, M. D.



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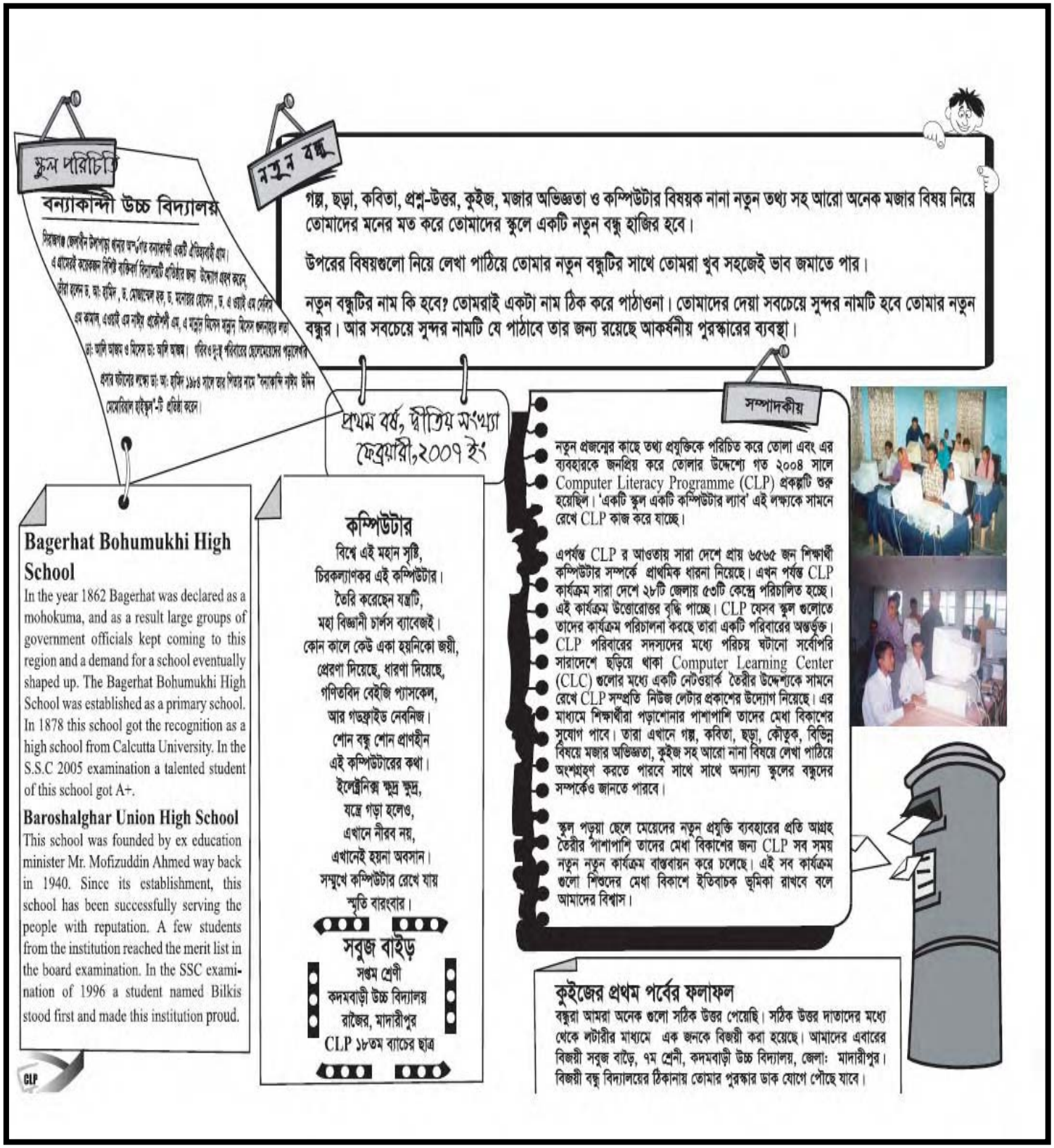
D.Net, VABNJ partner in Bangladesh publishes a news magazine with contributions from the CLP students. Here is an example of the News Magazine published by D.Net and circulated to all the centers.



স্কুল পরিচিতি

বন্যাকান্দী উচ্চ বিদ্যালয়

সিরাজগঞ্জ জেলাধীন টলাপাড়া থানার অন্তর্গত বন্যাকান্দী একটি ঐতিহ্যবাহী গ্রাম। এ গ্রামেরই কয়েকজন বিশিষ্ট ব্যক্তিবর্গ বিদ্যালয়টি প্রতিষ্ঠার জন্য উদ্যোগ গ্রহণ করেন, তাঁরা হলেন ড. আ: হামিদ, ড. মোজাম্মেল হক, ড. মনোয়ার হোসেন, ড. এ ওয়াই এম সেলিম এম কামাল, এওয়াই এম নাঈম প্রকৌশলী এম, এ মান্নান মিসেস মান্নান মিসেস গুলনাহার লতা ডা: আলি আজম ও মিসেস ডা: আলি আজম। গরিব ও দু:স্থ পরিবারের ছেলেমেয়েদের পড়ালেখার প্রসার ঘটানোর লক্ষ্যে ডা: আ: হামিদ ১৯৮৪ সালে তার পিতার নামে "বন্যাকান্দি নাঈম উদ্দিন মেমোরিয়াল হাইস্কুল"-টি প্রতিষ্ঠা করেন।

নতুন বন্ধু

গল্প, ছড়া, কবিতা, প্রশ্ন-উত্তর, কুইজ, মজার অভিজ্ঞতা ও কম্পিউটার বিষয়ক নানা নতুন তথ্য সহ আরো অনেক মজার বিষয় নিয়ে তোমাদের মনের মত করে তোমাদের স্কুলে একটি নতুন বন্ধু হাজির হবে।

উপরের বিষয়গুলো নিয়ে লেখা পাঠিয়ে তোমার নতুন বন্ধুটির সাথে তোমরা খুব সহজেই ভাব জমাতে পার।

নতুন বন্ধুটির নাম কি হবে? তোমরাই একটা নাম ঠিক করে পাঠাওনা। তোমাদের দেয়া সবচেয়ে সুন্দর নামটি হবে তোমার নতুন বন্ধুর। আর সবচেয়ে সুন্দর নামটি যে পাঠাবে তার জন্য রয়েছে আকর্ষনীয় পুরস্কারের ব্যবস্থা।

প্রথম বর্ষ, দ্বীতিয় সংখ্যা
ফেব্রুয়ারী, ২০০৭ ইং

সম্পাদকীয়

নতুন প্রজন্মের কাছে তথ্য প্রযুক্তিকে পরিচিত করে তোলা এবং এর ব্যবহারকে জনপ্রিয় করে তোলার উদ্দেশ্যে গত ২০০৪ সালে Computer Literacy Programme (CLP) প্রকল্পটি শুরু হয়েছিল। 'একটি স্কুল একটি কম্পিউটার ল্যাব' এই লক্ষ্যকে সামনে রেখে CLP কাজ করে যাচ্ছে।

এপর্যন্ত CLP র আওতায় সারা দেশে প্রায় ৬৫৬৫ জন শিক্ষার্থী কম্পিউটার সম্পর্কে প্রাথমিক ধারনা নিয়েছে। এখন পর্যন্ত CLP কার্যক্রম সারা দেশে ২৮টি জেলায় ৫৩টি কেন্দ্রে পরিচালিত হচ্ছে। এই কার্যক্রম উত্তোরোত্তর বৃদ্ধি পাচ্ছে। CLP যেসব স্কুল গুলোতে তাদের কার্যক্রম পরিচালনা করছে তারা একটি পরিবারের অন্তর্ভুক্ত। CLP পরিবারের সদস্যদের মধ্যে পরিচয় ঘটানো সর্বোপরি সারাদেশে ছড়িয়ে থাকা Computer Learning Center (CLC) গুলোর মধ্যে একটি নেটওয়ার্ক তৈরীর উদ্দেশ্যকে সামনে রেখে CLP সম্প্রতি নিউজ লেটার প্রকাশের উদ্যোগ নিয়েছে। এর মাধ্যমে শিক্ষার্থীরা পড়াশোনার পাশাপাশি তাদের মেধা বিকাশের সুযোগ পাবে। তারা এখানে গল্প, কবিতা, ছড়া, কৌতুক, বিভিন্ন বিষয়ে মজার অভিজ্ঞতা, কুইজ সহ আরো নানা বিষয়ে লেখা পাঠিয়ে অংশগ্রহণ করতে পারবে সাথে সাথে অন্যান্য স্কুলের বন্ধুদের সম্পর্কেও জানতে পারবে।

স্কুল পড়ুয়া ছেলে মেয়েদের নতুন প্রযুক্তি ব্যবহারের প্রতি আগ্রহ তৈরীর পাশাপাশি তাদের মেধা বিকাশের জন্য CLP সব সময় নতুন নতুন কার্যক্রম বাস্তবায়ন করে চলেছে। এই সব কার্যক্রম গুলো শিশুদের মেধা বিকাশে ইতিবাচক ভূমিকা রাখবে বলে আমাদের বিশ্বাস।

Bagerhat Bohumukhi High School

In the year 1862 Bagerhat was declared as a mohokuma, and as a result large groups of government officials kept coming to this region and a demand for a school eventually shaped up. The Bagerhat Bohumukhi High School was established as a primary school. In 1878 this school got the recognition as a high school from Calcutta University. In the S.S.C 2005 examination a talented student of this school got A+.

Baroshalghar Union High School

This school was founded by ex education minister Mr. Mofizuddin Ahmed way back in 1940. Since its establishment, this school has been successfully serving the people with reputation. A few students from the institution reached the merit list in the board examination. In the SSC examination of 1996 a student named Bilkis stood first and made this institution proud.

কম্পিউটার

বিশ্বে এই মহান সৃষ্টি,
চিরকল্যাণকর এই কম্পিউটার।
তৈরি করেছেন যন্ত্রটি,
মহা বিজ্ঞানী চার্লস ব্যাবেজই।
কোন কালে কেউ একা হয়নিকো জয়ী,
প্রেরণা দিয়েছে, ধারণা দিয়েছে,
গণিতবিদ বেইজি প্যাসকেল,
আর গডফ্রাইড নেবনিজ।
শোন বন্ধু শোন প্রাণহীন
এই কম্পিউটারের কথা।
ইলেক্ট্রনিক্স ক্ষুদ্র ক্ষুদ্র,
যন্ত্রে গড়া হলেও,
এখানে নীরব নয়,
এখানেই হয়না অবসান।
সম্মুখে কম্পিউটার রেখে যায়
স্মৃতি বারংবার।

সবুজ বাইড়

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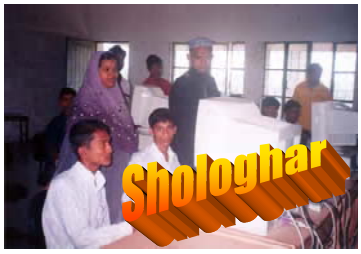
রাজৈর, মাদারীপুর
CLP ১৮তম ব্যাচের ছাত্র

কুইজের প্রথম পর্বের ফলাফল

বন্ধুরা আমরা অনেক গুলো সঠিক উত্তর পেয়েছি। সঠিক উত্তর দাতাদের মধ্যে থেকে লটারীর মাধ্যমে এক জনকে বিজয়ী করা হয়েছে। আমাদের এবারের বিজয়ী সবুজ বাড়ৈ, ৭ম শ্রেনী, কদমবাড়ী উচ্চ বিদ্যালয়, জেলা: মাদারীপুর। বিজয়ী বন্ধু বিদ্যালয়ের ঠিকানায় তোমার পুরস্কার ডাক যোগে পৌছে যাবে।

CLP



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Tonight's Guest Speakers

Mohammad Ataul Karim

Mohammad Karim is Vice-President for Research at Old Dominion University in Norfolk, Virginia, that has an involvement of 25 research centers, over 650 faculty members and over 21,000 students. Mohammad Karim serves on the Governor's Virginia Research and Technology Advisory Commission, and on eight technical boards including Mid-Atlantic Institute for Space & Technology, and the Southern Universities Research Association. He has been serving as chair of the International Conference on Computing and Information Technology since 1999, International Conference on Industrial Electronics, Technology, and Automation since 2005, and International Symposium on Optical Science and Technology since 1999. He is North American Editor of Optics and Laser Technology, and an Associate Editor of IEEE Transactions of Education.

He is a past–president and current board member of North American Bangladeshi Islamic Community (NABIC) that has provided over $800,000 in support of socio-economic, health, fresh-water, income-generating, and educational programs in Bangladesh. He and his wife Setara are blessed with three children, Lutfi, Lamya, and Aliya, and a daughter-in-law Mohsina.

Muhit Rahman

Mr. Rahman is a founder of Arcade Acquisition Corp. (OTCBB: ACDQ) a blank check company. He is also a founding director of KapStone Paper and Packaging Corporation. Mr. Rahman is a co-founder of Arcade Partners, LLC, and is also a Managing Director of Washington & Congress Managers, a private equity firm. He also serves as a director of CardioMEMS, Inc. a medical devices company.

Mr. Rahman lives in Cincinnati with his wife of 25 years, Annie, who he met at Yale and their three children, Asif, Deena and Nadia. He is a founder or a key member of several ex-patriate organizations such as the Bangladesh Relief Fund, United Bangladesh Appeal, Bangladesh Environmental Network, Drishtipat, Phiriye Ano Bangladesh, etc. and tries to go to Bangladesh twice a year.

Mr. Rahman sponsored 7 Computer Literacy Centers. For the CTEE (Computer Teaches Everyday English) program, Mr. Muhit provided seed money for developing the CTEE CD as well as fund to pilot-scale implement at four centers. Mr. raised and distributed $100 to every family that suffered one or more death(s) due to the 2007 cyclone SIDR.

Shakil Ahmed

Shakil Ahmed is a Managing Director at Citi, having recently joined as the new Global Head of Quantitative Strategies, covering both proprietary trading and hedge funds. He spent thirteen years running the main proprietary trading businesses at Morgan Stanley, reporting directly to the president of the firm. He retired from day to day responsibilities in 2006 and become a Senior Advisor to Morgan Stanley. After a year of retirement, when his former boss Vikram Pandit became CEO of Citi, he was sufficiently tempted by the big challenge that he decided to go back to work for Citi.

C.M. Nabeel Sami

C.M. Nabeel Sami is a partner and director of Periscope Incorporated, a technology solution which has offices in Dhaka, Bangladesh and New York, NY. He holds the position of Director, Business Development and Social Programs where he is responsible for company sales and marketing as well as Periscope's social responsibility endeavors. Under his direction Periscope is pursuing a unique business model targeting social responsible and global poverty alleviating clientele while simultaneously engaging charitable institutions to bring information technology to the underprivileged. Some of his successful projects include the Vanderbilt University Poverty alleviation program, Enjuba.com (a Uganda based artisan initiative), the Ministry of Mozambique's Health Care IT Initiative as well as many large scale regular US clients. Under his leadership Periscope has also partnered with Adhunika to provide Periscope expertise and training to underprivileged women of Bangladesh. Mr. Sami also represents the interests of another Bangladeshi firm, Clickhouse, which provides high-end animation and 3d services.

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Computer Literacy Program Draws Attention in Bangladesh

The Computer Literacy Program (CLP) started in 2004 as a small but determined effort of a few nonresident Bangladeshis (NRBs). To date the program has established 72 Computer Learning Centers (CLCs) in 36 districts of Bangladesh, trained 184 teachers who in turn trained 10,600 students, and set in motion innovative projects, such as, Community for Learning Information, Communication and Knowledge (CLICK), and Computer Teaches Everyday English (CTEE). While miniscule compared to the overall national need, CLP is making a difference and assuming an enabler role. Support, sustenance and continued growth of the program remain a concern for the volunteers engaged with the program. The factors that help volunteers maintain their enthusiasm include the interest of the students, appreciation of the community of teachers and parents, support from different sources within the country, and attention from media and public. The CLP activities are primarily supported by funds and donations from NRBs in the USA, the Khan Family Foundation in California, and individual sponsors of CLCs. Microsoft supports the CLICK program. More recently, CLP has attracted individual sponsors and organizations from within Bangladesh. For example, Bank Asia has sponsored 12 CLCs and has committed to sponsor seven more. The media attention to these sponsoring events helps spread the message and attracts potential donors. The following article in Bangla is an example of a corporate sponsoring of CLCs and a media report it garnered.

ব্যাংক এশিয়া ও ডি.নেটের উদ্যোগে কম্পিউটার স্বাক্ষরতা কর্মসূচি

ব্যাংক এশিয়া লিমিটেড ও ডেভেলপমেন্ট রিসার্চ নেটওয়ার্ক (ডি.নেট) এর যৌথ উদ্যোগে চট্টগ্রামের লোহাগাড়ায় সম্প্রতি আনুষ্ঠানিক উদ্বোধন করা হলো 'কম্পিউটার স্বাক্ষরতা কর্মসূচী'। লোহাগাড়া আলহাজ্ব মোস্তাফিজুর রহমান কলেজ মিলনায়তনে এ উপলক্ষ্যে আয়োজিত অনুষ্ঠানে প্রধান অতিথি হিসাবে উপস্থিত ছিলেন ব্যাংক এশিয়া লিমিটেডের পরিচালক আলহাজ্ব সফিক উদ্দিন আহমেদ। ব্যাংক এশিয়া লিমিটেডের প্রেসিডেন্ট ও ব্যবস্থাপনা পরিচালক সৈয়দ আনিসুল হকের সভাপতিত্বে অনুষ্ঠানে বিশেষ অতিথি হিসাবে উপস্থিত ছিলেন ব্যাংকের উপ-ব্যবস্থাপনা পরিচালক ইরফানউদ্দিন আহমদ, ডি.নেটের চেয়ারম্যান ড.তৌফিক আহমদ চৌধুরী, বাংলাদেশ ব্যাংক চট্টগ্রামের উপ-মহাব্যবস্থাপক নুরুল আলম এবং ব্যাংক এশিয়া লিমিটেডের চট্টগ্রাম জোনাল হেড এস এম খোরশেদ আলম।

কর্মসূচীর অংশ হিসাবে অনুষ্ঠানের পর লোহাগাড়ায় অবস্থিত পাদুয়া এসিএম উচ্চ বিদ্যালয়, আজুনগর উচ্চ বিদ্যালয় এবং চুনতি উচ্চ বিদ্যালয়ে 'কম্পিউটার স্বাক্ষরতা' কার্যক্রম উদ্বোধন করা হয়। এই তিনটি কেন্দ্রের উদ্বোধনের ফলে লোহাগাড়ায় ব্যাংক এশিয়ার অর্থায়নে এবং ডি.নেটের ব্যবস্থাপনায় মোট চারটি কম্পিউটার স্বাক্ষরতা কেন্দ্র পরিচালিত হচ্ছে। এর আগে গত বছরের জুলাই মাসে লোহাগাড়া দক্ষিণ সাতকানিয়া গোলাম বাড়ি উচ্চ বিদ্যালয়ে প্রথম একটি কম্পিউটার স্বাক্ষরতা কেন্দ্র প্রতিষ্ঠা করা হয়।

অনুষ্ঠানে প্রধান অতিথির বক্তব্যে সফিক উদ্দিন আহমেদ কম্পিউটার শিক্ষার গুরুত্ব সম্পর্কে বলেন, বিশ্বায়নের এ যুগে কম্পিউটার জ্ঞান ছাড়া কোন কাজই করা সম্ভব নয়। তিনি বলেন, লোহাগাড়ার চারটি কেন্দ্রের কার্যক্রম বিবেচনা করে পর্যায়ক্রমে লোহাগাড়ার প্রতিটি স্কুলে কম্পিউটার স্বাক্ষরতা কর্মসূচি চালু করা হবে। তিনি উপস্থিত অভিভাবকদের প্রত্যেক পরিবারের শিক্ষার্থীদের জন্য অন্তত একটি করে কম্পিউটারের ব্যবস্থা করার অনুরোধ জানান।

বিশেষ অতিথি ইরফানউদ্দিন আহমদ বলেন, ব্যাংক এশিয়া তাদের সামাজিক দায়বদ্ধতার অংশ হিসাবে কম্পিউটার স্বাক্ষরতা কর্মসূচীতে অর্থায়ন করছে। এ পর্যন্ত ১৩টি কেন্দ্র প্রতিষ্ঠা করা হয়েছে। প্রাথমিকভাবে তিনটি কেন্দ্র চালু করা হয়েছিল, এই তিনটি কেন্দ্রের সফলতার ফলে আরো ১০টি কেন্দ্রে কম্পিউটার স্বাক্ষরতা কর্মসূচি চালুর উদ্যোগ নেয়া হয়েছে। ড. তৌফিক আহমদ চৌধুরী বলেন, ডি.নেট একটি অলাভজনক তথ্য প্রযুক্তি গবেষনা প্রতিষ্ঠান। ডি.নেটের কম্পিউটার স্বাক্ষরতা কর্মসূচির মাধ্যমে আমরা স্কুল পর্যায়ে দক্ষ কম্পিউটার ব্যবহারকারী তৈরি করার চেষ্টা করছি। এ ধরনের কার্যক্রমে কারিগরি সহযোগিতা দিতে ডি.নেট সবসময় সচেষ্ট ছিলো, ভবিষ্যতেও চেষ্টা করে যাবে।

বাংলাদেশ ব্যাংক চট্টগ্রামের উপ-মহাব্যবস্থাপক নুরুল আলম বলেন, সামাজিক দায়বদ্ধতার অংশ হিসাবে ব্যাংক এশিয়ার এ ধরনের উদ্যোগ অন্যান্য ব্যাংকগুলোর জন্য একটি অনুকরনীয় দৃষ্টান্ত হতে পারে। অন্যান্য ব্যাংক ও কর্পোরেট প্রতিষ্ঠানগুলো এ ব্যাপারে এগিয়ে আসবে বলে তিনি আশা প্রকাশ করেন। ব্যাংক এশিয়া লিমিটেডের চট্টগ্রাম জোনাল হেড এস এম খোরশেদ আলম ছাত্র-ছাত্রীদের প্রযুক্তি জ্ঞান অর্জনের দিকে মনোনিবেশের আহবান জানান।

সভাপতির বক্তব্যে ব্যাংক এশিয়া লিমিটেডের প্রেসিডেন্ট ও ব্যবস্থাপনা পরিচালক সৈয়দ আনিসুল হক বলেন, ব্যাংক এশিয়ার সামাজিক দায়বদ্ধতার অংশ হিসাবে আমরা কম্পিউটার স্বাক্ষরতা কার্যক্রমের পাশাপাশি উচ্চ শিক্ষায় বৃত্তি, জন্মান্ধ শিশুদের চিকিৎসা প্রদানসহ বেশকিছু কর্মসূচি চালিয়ে যাচ্ছি।

অনুষ্ঠানে আরো বক্তব্য রাখেন ডি.নেটের পরিচালক অজয় কুমার বসু, লোহাগাড়া আলহাজ্ব মোস্তাফিজুর রহমান কলেজের উপাধ্যক্ষ আবুল মোনসেফ মোহাম্মদ হাবিব, ব্যাংক এশিয়া চট্টগ্রাম অঞ্চলের এরিয়া প্রধান মোঃ রোশাঙ্গির, পদুয়া এসিএম উচ্চ বিদ্যালয়ের কম্পিউটার শিক্ষক মোস্তাক আহমেদ, দক্ষিণ সাতকানিয়া গোলাম বাড়ি উচ্চ বিদ্যালয়ের প্রধান শিক্ষক বাবু নারায়ন চন্দ্র দাস, আজু নগর উচ্চ বিদ্যালয়ের প্রধান শিক্ষক আবদুল খালেক প্রমুখ। অনুষ্ঠানটি পরিচালনা করেন ব্যাংক এশিয়া লিমিটেডের লোহাগাড়া শাখার ব্যবস্থাপক মোঃ মহিউদ্দিন।

ডি.নেটের পরিচালক অজয় কুমার বসু তাদের 'কম্পিউটার স্বাক্ষরতা কর্মসূচী' সম্পর্কে বলেন, এ কর্মসূচির অধীনে প্রতিটি কেন্দ্রে নেটওয়ার্কিংসহ চারটি কম্পিউটার ও ১টি প্রিন্টার প্রদান করা হয়। ভবিষ্যতে ইন্টারনেট সংযোগ প্রদানের বিষয়টিও সক্রিয়ভাবে বিবেচনা করা হচ্ছে। প্রতিস্কুলের ২জন করে শিক্ষককে ঢাকাস্থ ডি.নেট কার্যালয়ে প্রশিক্ষণ প্রদান করা হয়।

প্রশিক্ষণ সমাপ্তির পর শিক্ষকদের জন্য ফলারশীপের ব্যবস্থা করা হয়। প্রতিটি শিক্ষার্থীকে ৪০ঘন্টার একটি প্রশিক্ষণ কোর্স করানো হয়। প্রতিদিন ২ঘন্টা করে মাসে ২০দিন প্রশিক্ষণ প্রদান করা হয়। ব্যাংক এশিয়ার অর্থায়নে এর আগে ৩টি কেন্দ্র চালু করা হয়েছিল। নতুন ১০টি কেন্দ্রের মধ্যে চট্টগ্রামের লোহাগাড়ায় আজ তিনটি কেন্দ্রের উদ্বোধন হলো। এছাড়া নোয়াখালীতে ২টি, ঢাকার কেরানীগঞ্জে ১টি, আশুলিয়ায় ১টি, কিশোরগঞ্জে ২টি এবং মুন্সিগঞ্জে একটি কেন্দ্র চালু করা হয়েছে।

মুলত যুক্তরাষ্ট্র প্রবাসী বাংলাদেশীদের সংগঠন ভলেন্টিয়ারস এসোসিয়েশন ফর বাংলাদেশ, নিউজার্সি চ্যাপ্টার (ভিএবি-এনজে) এর সহযোগিতায় বাংলাদেশের সুবিধা বঞ্চিত মানুষকে কম্পিউটার স্বাক্ষর করার উদ্যোগ হিসাবে ডি.নেট 'কম্পিউটার স্বাক্ষরতা কর্মসূচি' চালু করে। ২০০৪ সালে চালু হওয়া এ কার্যক্রমে ২০০৭ সাল পর্যন্ত ৬০টি কম্পিউটার প্রশিক্ষণ কেন্দ্র চালু করা হয়েছে। ইতিমধ্যে শিক্ষার্থীদের উপযোগি করে পাঠক্রম ও বই তৈরি করা হয়েছে। এই কর্মসূচির আওতায় ২০১০ সাল নাগাদ বাংলাদেশের গ্রামাঞ্চলে ১০০০ কম্পিউটার শিক্ষা কেন্দ্র স্থাপনের পরিকল্পনা রয়েছে ডি.নেটের।

মোহাম্মদ কাওছার উদ্দীন

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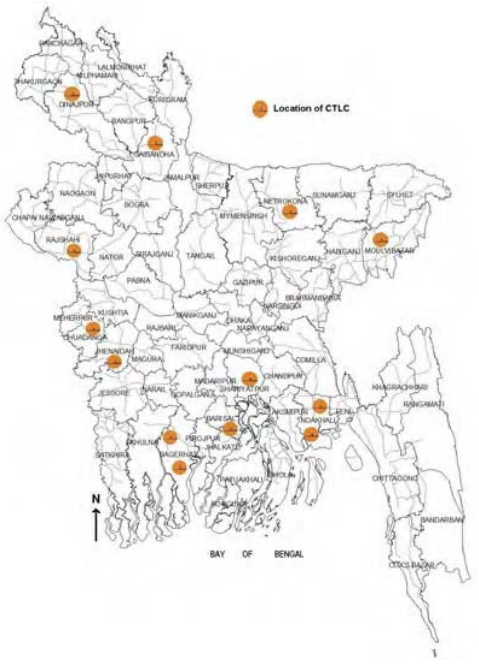
CLICK: A CLP Inspired Information Technology Project for Rural Bangladesh

Community for Learning Information, Communication and Knowledge (CLICK) is an information technology (IT) based project devoted to providing advanced IT training to unemployed educated youth in rural Bangladesh so that they can find employment as IT professionals. The program was conceived and is being implemented by D. Net with support from Microsoft under its Unlimited Potential Program. Under this project 13 Pallitathya Kendras (Rural Information Centers) are operating in 11 districts of Bangladesh, as shown in the adjoining figure. CLICK emulates and builds on two ongoing IT initiatives, the Computer Literacy Program (CLP), and Pallitathya. CLP, launched by VAB-NJ, is devoted to promoting the knowledge and usage of computers among underprivileged youths in Bangladesh. Pallitathya, a D. Net initiative, is an information system for the poor and underprivileged through telecenters. CLICK centers are based in community centers, while most of the Computer Literacy Centers (CLCs) established by CLP are based in academic institutions. Microsoft has provided a cash grant equivalent to USD 100,000, as well as, operating system and application software valued at USD 67,000 for implementing the project. The hardware support comes from local partner organizations. The duration of Microsoft support for this project is from January, 2007 to June, 2008.



The objectives of the CLICK project are to: (a) create a global-standard technology learning space for underprivileged groups; (b) nurture technology skills for emerging ICT-based professions; (c) help community information centres achieve sustainability; and (d) enhance information and knowledge acquiring scope for youngsters in rural Bangladesh.

Every Pallitathya Kendra (PTK) is equipped with 7 computers, Microsoft Unlimited Potential (MSUP) curriculum, Internet connection, mobile phone, information and knowledge base and necessary logistics. Each center has 2-3 trainers, also known as "infomediaries," responsible for training the trainees, maintaining information database, and making those available for users. Each PTK will train at least 142 persons from diverse backgrounds, such as, educated unemployed, students, teachers, and employees of governmental and non-governmental organizations, journalists, and others. At least 4,800 rural people will receive useful livelihood information on health, education, agriculture and other areas; ancillary services (such as, photography, computer composition, printing, and soil testing) and will be able to browse Internet for knowledge acquisition and job searching. After successful completion of CLICK training, a trainee will be able to find gainful employment with service providers and NGOs in rural Bangladesh who make extensive use of computers in their work, and need computer literate employees.

Training is a prime service provided by the CLICK project. The training is based on MSUP curriculum and D.Net's Infomediary curriculum. The training program is organized in four courses: Desktop Publishing, Web Development, Database, and Infomediary. These courses draw from a set of nine modules that include fundamentals of computers, Internet and world wide web, word processing, spread sheet, digital media, web design, presentation, infomediary and telecenter operation. Providing *livelihood information* is another core service of a Pallitathya Kendra under this project. People can collect livelihood information using a number of channels and modes, that include, digital offline livelihood content, mobile phone based help line, audio-visual information, Internet browsing, information recipients in camp, and local information. *Ancillary services* have been integrated in the activities of Pallitathya Kendras for income generation, so that those can eventually be self-sustaining. Types of ancillary services are different in different Pallitathya Kendra. In general, the available ancillary services include: soil test, pond water pH test, photography, composing and printing, commercial mobile phone, height and weight measurement, admission form service, diversity visa application etc.

Even in the first year of operation, the CLICK centers are making a difference by creating new job opportunities, providing valuable livelihood information, and much needed ancillary services in rural Bangladesh. The lessons learned and experiences gained from the project will help D. Net expand and enhance the project, and provide Microsoft Unlimited Potential the confidence to make a greater investment in human resources in rural Bangladesh.

VABNJ's Response to Cyclone SIDR Victims
Implemented by D.Net, Bangladesh

Ajoy Kumar Bose
Zahid-Al-Mahadi

1. Background

Bangladesh faced a super cyclone named "SIDR" which ripped through the southwestern coast on November 15, 2007 at about 7:30 pm. The lashing winds exceeded 240 km per hour producing huge tidal surges in the coastal zones. All communities were disrupted. Water, electricity and other utility services were snapped; thousands were missing and thousands more died. Numerous houses were destroyed, crops and trees were flattened.

Immediately after the disaster, D.Net assembled a team to help the affected people. The team initially assessed the losses and immediately took part in a relief work in different communities of four districts covering about one thousand families. Coordinating with journalists, local government bodies and organizations as well local population, D. Net first quickly conducted a survey of the actual need of the victims

The findings of the survey are presented in the table below.

Immediate	Mid Term	Long Term
• Food • Drinking Water • Warm Cloths • Shelter specially houses • Cookeries • Cash Money	• Household Materials • Agricultural Loan (Without Interest) • Professional Rehabilitation Materials (i. e, net, boat for the fishermen, seed, livestock, van, rickshaw etc) • Book for the school going students • Lamps	• Infrastructural Reconstruction (School, Mosque, Clubs etc) • Agricultural Subsidy • Cyclone Centre, Dam • Shelter for livestock • Awareness Campaign • Pre-Disaster mitigation initiatives • Multipurpose common building for education, community centre and cyclone shelter • Communication • Rural Electrification • Investment for income generating activities

Source: Consultation with local people

2. Initiatives Taken by VAB-NJ, USA and D.Net

Separately from the SIDR issues, D.Net was implementing a Computer Literacy Program conceived and funded by VABNJ. However, because of sudden disaster brought in by SIDR, both D.Net and VABNJ focused their attention temporarily to alleviate the hardship of the victims. Towards that effort VABNJ raised about US$8,000. D.Net in turn distributed that sum based upon its assessment and the survey discussed earlier.

The overall goal of this initiative was immediate response to provide essential needs and services to the cyclone-affected people. The objectives were to support the most vulnerable populations, especially the hard core poor by providing drinking water facilities and other relief materials (e.g., lanterns and books for the students) to the victims in the selected districts, of Barguna, Bagerhat, Jhalokathi and Barisal. The remainder of this article elaborates some of the details of these efforts.

3.1. Manual Deep Tube Wells

D.Net installed five manual deep tube wells in affected areas with the help of Faria Lara Foundation (a national NGO) in Barguna. Selected locations were considerably remote from the respective Upazila headquarters with no alternate sources of uncontaminated drinking water. The wells were installed in the villages of Gorapadda of Barguna Sadar Upazila, Majherchar of Patharghata Upazila, Dauatala of Bamna Upazila and Agapara & Nayapar of Amtoli Upazila. These tube wells provided good quality drinking water to more than 6,000 people.

3.2. Books and Lamps

One of the more far-reaching devastations caused by SIDR was that most of the students in the affected areas lost everything including their text books. Further some of them lost their parents. D.Net distributed 500 text books and 500 lanterns to student families in Barguna. These were accomplished with the help of Faria Lara Foundation in Barguna, Work Foundation in Jhalokathi, SN Trust & Dharitry Samaj Kallan Sangha in Bagerhat, Shanuhar M.A. High School (Computer Literacy Center) & local school teachers.

The girl in the picture on the left is the only surviving member of her family after SIDR.

D.Net distributed additional 100 sets of books in Barisal, 210 sets of books in Bagerhat and 40 sets of books in Jhalokathi. Even though in the backdrop of this catastrophic disaster, these helps appear to be meager, nevertheless it gave head start to the recipient families.

4. Conclusion

Although their main focus is computer literacy, VABNJ in partnership with D.Net responded timely to the need of the nation. VABNJ and D.Net wish to thank all the volunteers and patrons who contributed in this worthy effort.

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Volunteers Association for Bangladesh (VAB) is a non-profit organization, established in 1999 by Non-Resident Bangladeshis (NRBs) and friends, to help the poorest children in Bangladesh to get quality education and skill training. It raises funds abroad through its head office in Irvington, New York, and implements programs in Bangladesh through its Dhaka office in Kakrail. It is a charity organization registered in New York and New Jersey as well as in Bangladesh.

Program Activities and Accomplishments of VAB

- **High School Scholarships**: Offered scholarships in 29 schools in Bangladesh to over 3,000 students for high school education. Scholarship provides textbooks, supplies, fees for session, tuition and exam, and school uniforms.
- **School Improvement:** Provided science laboratory equipment and supplies, library books, computers, and sports and cultural equipment to 14 high schools. So far 15,000 students benefited from improved education.
- **Teachers' Training:** Trained teachers of 29 high schools in English, Math and Science, by organizing a three-day workshop yearly for each group of teachers and in each subject.
- **Grade VI Tutoring:** Organized after-school tutoring in 14 high schools to remedy deficiencies of students in English and Math.
- **Preschools**: Organized 13 preschools with 20 students each from extremely disadvantaged families to prepare them for Grade I in primary school.
- **College Scholarships**: Offered college scholarships to 201 VAB students, who passed SSC exam with grade level "A".
- **Computer Training**: VAB-New Jersey has established, through D-Net in Bangladesh, 82 computer literacy centers in various districts to provide computer skills to the underprivileged youths. So far over 10,000 students have benefited from this program.

VAB Organization

- VABs main principles: (a) Strengthening of an organizational framework for effective and reliable collaboration between people in the U.S. and in Bangladesh; (b) Promotion of volunteerism; and (c) Empowerment of local communities and rural schools in Bangladesh.
- VAB is decentralized to volunteers in the U.S. and in Bangladesh. Annual visits to Bangladesh by VAB Directors and Associates (at their own expense) provide scope for closer collaboration of activities. It manages its activities with an overhead cost of 5 % of total receipts.
- Currently, VAB has Chapters in New Jersey, Illinois and California.
- VAB is a transparent organization, and publishes its annual report and three newsletters a year, and submits reports with audited financial statements to IRS and State authorities.

How you can help

- You may offer your services and make generous donation for VAB activities. You may even target your donation for specific activities. Please address your check to VAB and mail it to: VAB, P.O. Box 234, Irvington, New York 10533.

For details visit VAB Web site: www.vabonline.org. For query, contact anyone: ATR Rahman - 914-591-8635; Delwar Hossain - 516-761-4400; Mahfuz Chowdhury- 516-485-2783; Matilal Pal- 718-358-4617; Mohammad Saleh-516-982-3460; Fazlur R. Chowdhury- 845 –642-8048; Mizan Rahman-917-796-2979; Mohammad Farooque-732-829-0341; Peter Christierson-360-358-1587

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Computer Teaches Everyday English

Rahin Khandker

[*Computer Teaches Everyday English (CTEE) is a new computer-based teaching initiative by the Volunteers Association for Bangladesh – New Jersey (VAB-NJ) Chapter. The goal of the CTEE project is to help students in rural Bangladesh learn aspects of English language, such as, proper pronunciation, comprehension of spoken English, carrying out a conversation in English, that are commonly not emphasized in their English classes. The project will leverage on the existing computers in schools with Computer Literacy Centers that the VAB-NJ and D. Net established through the Computer Literacy Program. Rahin Khandakar, an undergraduate student at the University of Florida in Gainesville worked as an intern with D. Net during her visit to Bangladesh to help develop an English teaching CD-ROM. The following article is an account of her experience. The CD is currently being developed.*]

In March 2007, the Volunteers Association for Bangladesh - New Jersey (VABNJ) Chapter initiated the Computer Teaches Everyday English (CTEE) project. A key task of the project would be to develop a CD to help students in grades 6 through 10 in rural Bangladesh learn English. If developed, this CD would be used in rural schools with already existing Computer Learning Centers (CLCs). CTEE would not only assist learning of the English language in rural classrooms, but would also help students further develop their computer skills.

Seeing the potential benefits of such a project, Arghya Raihan and I decided to get involved with its development. No prior work had been done on actually designing the proposed CD. All we had for reference were the proposal sent by VABNJ and the suggestions of a few fellow D.Net members. Realizing that starting is often the most difficult part, our goal simply became to set this CTEE project in motion. If Arghya and I could develop at least some basic foundation for the design of the CD, then others would have something to build on.

With this in mind, Arghya and I took various steps to initiate the CTEE project. First, we extensively researched current second-language teaching methods online and the various ways students learn languages. Next, we analyzed the national curriculum English textbooks that Bangladeshi students currently use. We noted both the advantages and deficiencies of the books. Together, our analysis of the textbooks and our online research enabled us to understand the different approaches to teaching languages and provided us with a beginning framework for the CD. Furthermore, we talked with some CLC teachers that were being trained at D.net, visited one NGO school in Dhaka, and traveled to a few high schools in the village areas. These visits not only gave us an idea of what level of English these students already know, but also gave us the opportunity to interview the teachers and students of these schools. These interviews gave us useful suggestions on how to approach designing the CD and helped us better understand which areas the CD needs to focus on.

Based on findings from our research, analysis of textbooks, visits to the schools, and interviews with students and teachers, Arghya and I prepared a detailed outline of the English-teaching CD. We concluded that the CD needs the following three sections.

- *The Beginner Basics Section*: This section simply needs to go over the alphabet and numbers. Most students will not even need to use this section because they will already know how to read the language.
- *Section with Units 1-20*: This is the main part of the CD. Each unit will cover one particular theme such as “School” or “Family Life”. Choosing a theme will lead to four options: a vocabulary section, an examples section (that introduces short sentence examples using the vocabulary words), a short animation sequence using the vocabulary words, and a miscellaneous section that contains English songs, poems or other fun information related to the chosen theme. This second section is what students will be using to learn the language
- *Teacher Reference Section*: This section for teachers will contain an English-to-English and an English-to-Bangla dictionary containing all the vocabulary words used in units 1-20. A thesaurus will also be available for teachers in this section.

In addition to this outline, Arghya and I created a framework for the CD though a series of diagrams. The next page shows a condensed version of a few of these diagrams.

Although we developed the framework for the CD, a few questions regarding the CD's format remained unresolved. First, Should the CD use only English, or should it mix both Bangla and English? A CD that mixes both Bangla and English might be more comfortable for both students and teachers. However, using an all-English CD might force the students to learn the language quicker. Second, how can the CD be used in the short time frame of a regular class period? The teachers only have 45 minutes to teach English in class—this is barely enough time for teachers to complete their regular English lesson. When would they have time to use the CD? Is it possible to add a separate class for the CD? Finally, is the CTEE set-up (small monitor on a trolley) really going to work? Many have been skeptical about this arrangement. With over 100 students per classroom, most will not be able to see the screen or hear what is happening. It is necessary that D.Net and VABNJ urgently consider these unresolved issues. Once these are resolved, one can move forward with the development of the CD.

With a preliminary draft of the framework for the CD, Arghya and I hope that we have set the wheels in motion for the CTEE project. Yet none of this would have been possible without Dr. M. Farooque and Mr. Nasim Ali, who both introduced me to the D.Net family. I would also like to thank everyone at D.Net for making me feel so welcome and comfortable during my internship. In particular, I would like to thank Dr. Ananya Raihan, Mr. Ajoy Bose, and Arghya Raihan who, along with me, comprised the core team for the CTEE project. Dr. Raihan and Mr. Bose's continuous help, guidance and encouragement enabled Arghya and me to conduct a variety of invaluable research for the project. I am grateful to Arghya for working with me on this project every step of the way. In addition to being my work partner, he often acted as my English-to-Bangla translator as we conducted interviews with various students and teachers. Finally, I would like to thank all of the teachers, headmasters and students that we interviewed. Without their input and suggestions, we would have never been able to begin tackling the project at hand.

Overall, this internship has been a very rewarding experience for me. As a first generation Bangladeshi born and brought up in America, I've only visited Bangladesh a handful of times and all of my visits consisted of staying with relatives. However during my past visit, by interning at D.net and traveling to the villages, talking with teachers, students and co-workers, I was exposed to a completely different side of Bangladesh in which energy, passion and patriotism exudes all the way from the workplace to the villages. Getting involved with CTEE has motivated me to learn more about my heritage and become more involved with my country of origin. Below are a few pictures taken during my internship.

Arghya (sitting far left) takes notes while visiting a classroom at Shurovi School

After school is over, three boys pose for a picture

Certificate giving ceremony for the teachers being trained at D.Net

Saying goodbye to Ajoy (right) on the last day of my internship at D.Net

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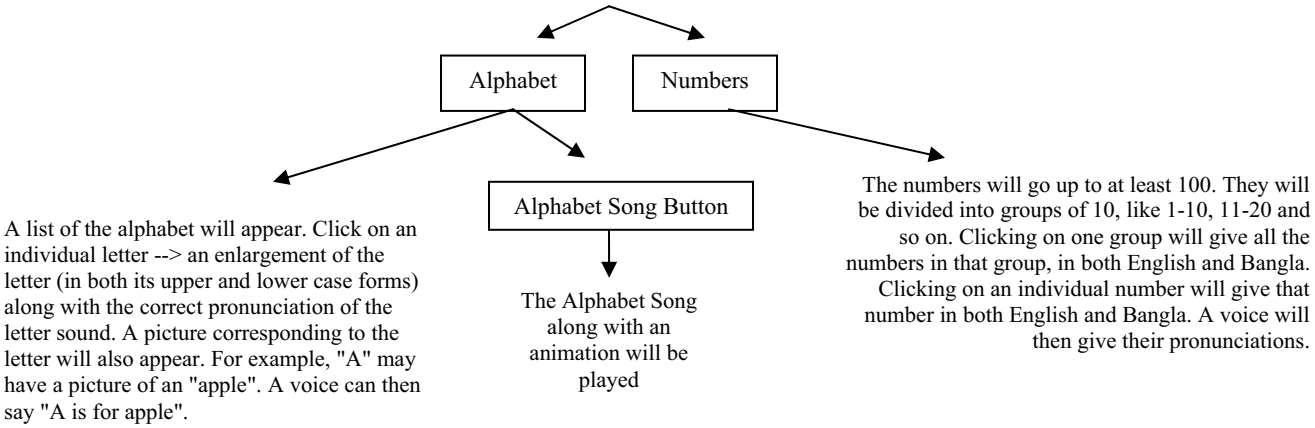
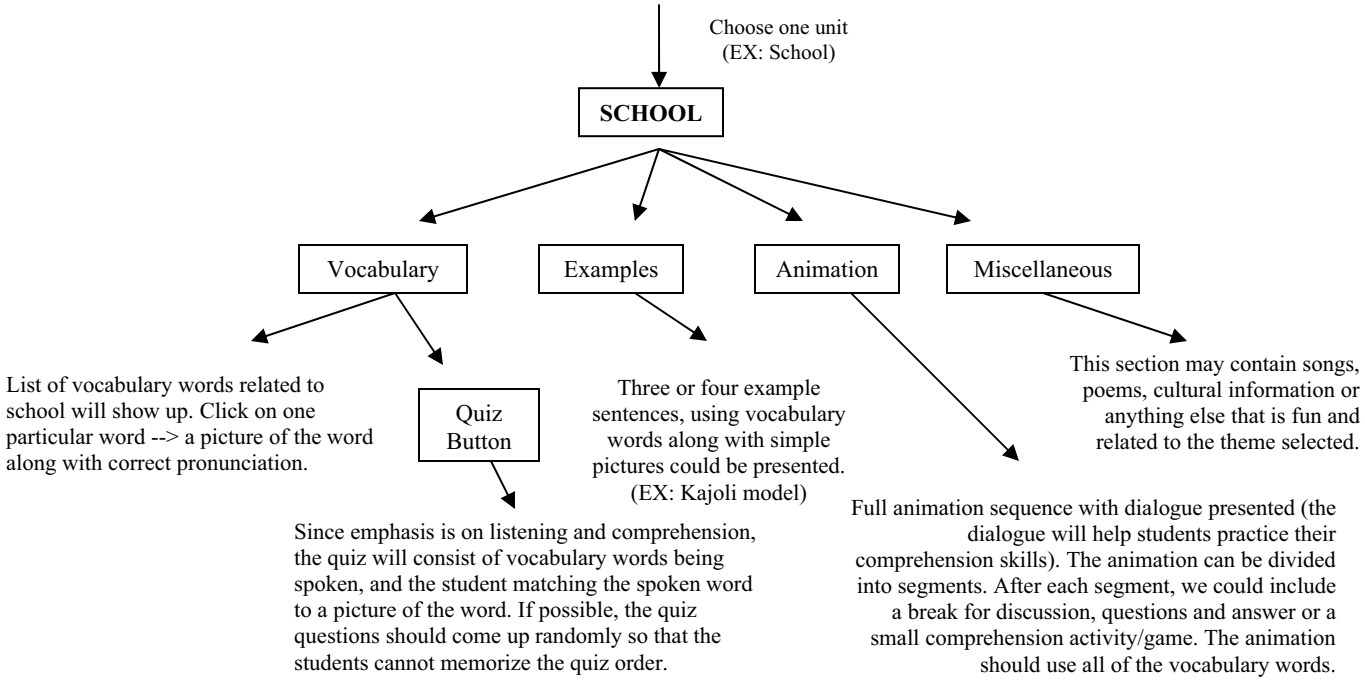
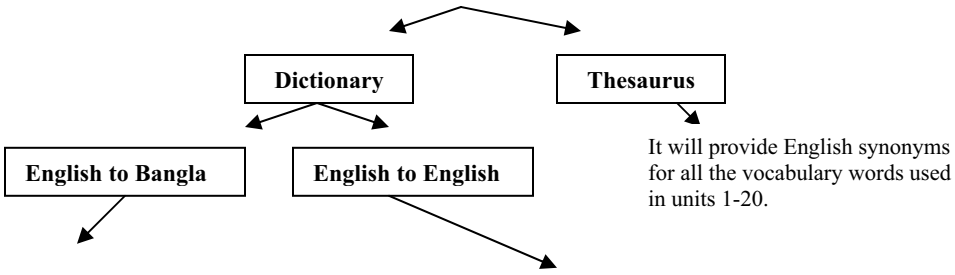


SECTION 2: UNITS 1-20



SECTION 3: REFERENCE DICTIONARY AND THESAURUS



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Zulfiquar	Sayeed	NJ
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Comcast		PA
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Innovative Technology Solutions, Inc.		NJ
Kamal and Keya		
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Todd	Cohen	NJ
Uzma	Akhand	
Wahid S.	Khan	NJ
Waliur	Rahman	NJ
Wasif	Sattar	NJ
Wasim	Rahman	
William	Park	NY
William	Shekalus	NY
Yeakub A.	Harun	NY
Yousuf	Siddique	NY
Zafar	Billah	NJ
Zafar	Ullah	CA
Zahanara	Chowdhury	NJ
Zahidul	Hassan	MA
Zaki	Hossain	NY
Zannatul	Ferdous	PA
Zareen (Seema)	Husain	
Zareen Milly	Al-Tariq	NY
Ziauddin	Ahmad	NJ
Ziauddin	Ahmed	PA
DBA Dougherty & Schneider		NY
Dewan Shahnawaz MDKhan		NJ
Dr. Hamiduzzaman		
Future Tech Solutions, Inc.		NJ
G.S. Development		NY
Ghoroa Sweets and Restaurant		NY
HomeXPerts Realty		NY
Hoque Realty		NY
Horizon Staffing Services		CT
IH Engineers		NJ
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Sign Media International		NY
Solomon Insurance Agency		NY
SSNT Real Estate & Mgt Inc.		NY
Terry Liebman, Dental Excellence		NY
The Morton Foundation		NY
The Print Shoppe		NJ
TODD A. Cohen, ESQ		NJ
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Would you believe?
A Computer Literacy Center
at Shailan Surma High School?

Dalilur Rahman

Like most of Bangladeshis in our community I enjoy going back to Bangladesh to meet relatives and friends. However, my visit this February brought tears of joy to my eyes.

With my brother Eliash Hossain, I visited the Computer Literacy Center at Shailan Surma High School. The village of Shailan is about 40 miles northwest of Dhaka and about one and a half mile from our village. My brother and I walked to the School where the Asst. Headmaster greeted us. He introduced two teachers who went for the training at D. Net and also those students who were taking courses at the moment. I could not help a mixed feeling of nostalgia and euphoria. This was the same school I observed decades ago when having a clean book would make a student proud yet the today's children, who probably have never operated a type-writer are handling the keyboard and mouse. The computer lab was located in a spacious room on the second floor where in the door a CLP plaque is conspicuously displayed.

It was a pleasure discussing the details of their learning process with the students at length, the Asst. Head Master as well as the two teachers who went for the training on the computer program. The teachers told me about their challenges since the computer teaching is over and above their pre-occupation with the regular class. In fact, they have very little time to work with computers. Because computer learning is not an integral part of the government mandated curriculum, students were not much interested to go to the computer room. Furthermore, the school has to obtain permission from Education Board to run the computer class, a process the school has yet to undertake. I requested them to continue and try their best to make the project a success. After the discussion, they offered us tea and light snack. On way back I had an opportunity to meet Mr. Abdul Matin, the Executive Director of International Voluntary Services- Bangladesh (IVS-B). Mr. Matin is also a member of the Managing Board of Shailan Shurma High School and CEO of Sojag (a NGO). He is a very active social worker in the area. He donated all the furniture needed for the computer Center in Surma High. Since then we have been exchanging our ideas through e-mail on computer program.

Later Matin wrote me, “You may be interested to know that our school will not take any additional initiative to get the Govt. approval for the computer class. I have no other option but to agree with their proposal of the appointment of a separate teacher with required qualification who can make all sorts of liaison and communication with the Education Board to get permission to have computer class in our school. I don't think it will be that difficult to get a teacher with required qualifications but the question is who will pay the salary of the incoming teacher. I was told by the Headmaster that over the times the salary of the computer teacher might get govt. approval but this will take no less than two years. So the question is who will pay his/her salary for the next two years.” It is heartening to see that a person like Mr. Abdul Matin is thinking along the same line to educate village kids- the most effective communication technology of our time.

In spite of the bureaucratic stumbling blocks, I am very happy that some kids of the remote villages are learning computers. I understand that VABNJ and D.Net have already approached the Government to give blanket approval to each school with a Computer Literacy Center to offer Computer Programming as an “additional” subject.

I made a promise to the members of Chapil Udioman Nabin Shangha (CUNS, a voluntary organization in my own village) during the opening ceremony of newly build office building, to donate one computer as soon as a few students of the village would graduate from the center in Surma High.

CUNS have been actively working on village development programs since late seventies. I am very glad to see that they are now giving a serious consideration on Computer Literacy Program to teach village kids information technology. It is noteworthy to mention that this is the village where no drinking water, electricity, doctors, even tables or chairs were available in our child hood time.

Best Wishes from

Mizan Rahman

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A visit to 'Surovi' – a CLC

Musaddeq Hussain

One sunny, bright day in December 2007, I visited the Computer Learning Center (CLC) sponsored by VAB-NJ at Surovi School, in Dhaka. Dhanmondi used to be, if not still, the prime residential area in Dhaka. Although it has lost some of its down-to-earth serenity of single or two-storied homes around a placid lake and replaced by the glass and steel luster of high-rise apartments, Dhanmondi still is a desirable place to live and raise a family. Considering that the CLP initiative of VAB-NJ espouses helping underprivileged school-going children and bringing computer literacy within their grasp, a center in Dhanmondi may seem misplaced. However, even a cursory look around Dhanmondi brings into view homelessness and quite a few child workers toiling at homes and shops. Most live in nearby slums. The slum dwellers are not on the rolls of Government census and consequently not counted or covered by the free primary school program of the Government. Surovi stepped in to fill this gap.

Surovi is a non-government, non-political, and non-profit voluntary organization established to ensure the rights of children and follows the United Nation Child Rights Convention. Surovi School has 2-hour long sessions several times a day. The school administration visits home-to-home (or apartment-to-apartment) with the request that the household helps of school-going age be given a two-hour break to attend one of these sessions. They also recruit children from the nearby slums. The students are provided with red distinctive uniform, books and book bags. They gather in a two-storied house, a rarity in Dhanmondi.

I was led to the roof of the house where they have built a room for the computer class. Two desks contained two PCs on each and two students poured onto a PC working the keyboard and mouse. They were boys and girls working together. I found the students enthusiastic learners. There were a few graduates from the computer course standing together at the back. They were there at the invitation of the Principal to talk to me. They were all thankful for the training they got and talked about future benefits of it. They also talked about internet connections and how they felt that much would be accomplished if they had such. I told them that I understood their need and that it was only a logical extension of having a PC. But I also stressed to them that although we (VAB-NJ) provided PCs and facilitated installation of the PCs in their school, we were in a partnership with them; that the school, its teachers and students were partners in this project along with D-Net and VAB-NJ. They should also generate solutions to their needs and issues and just not wait for charity.

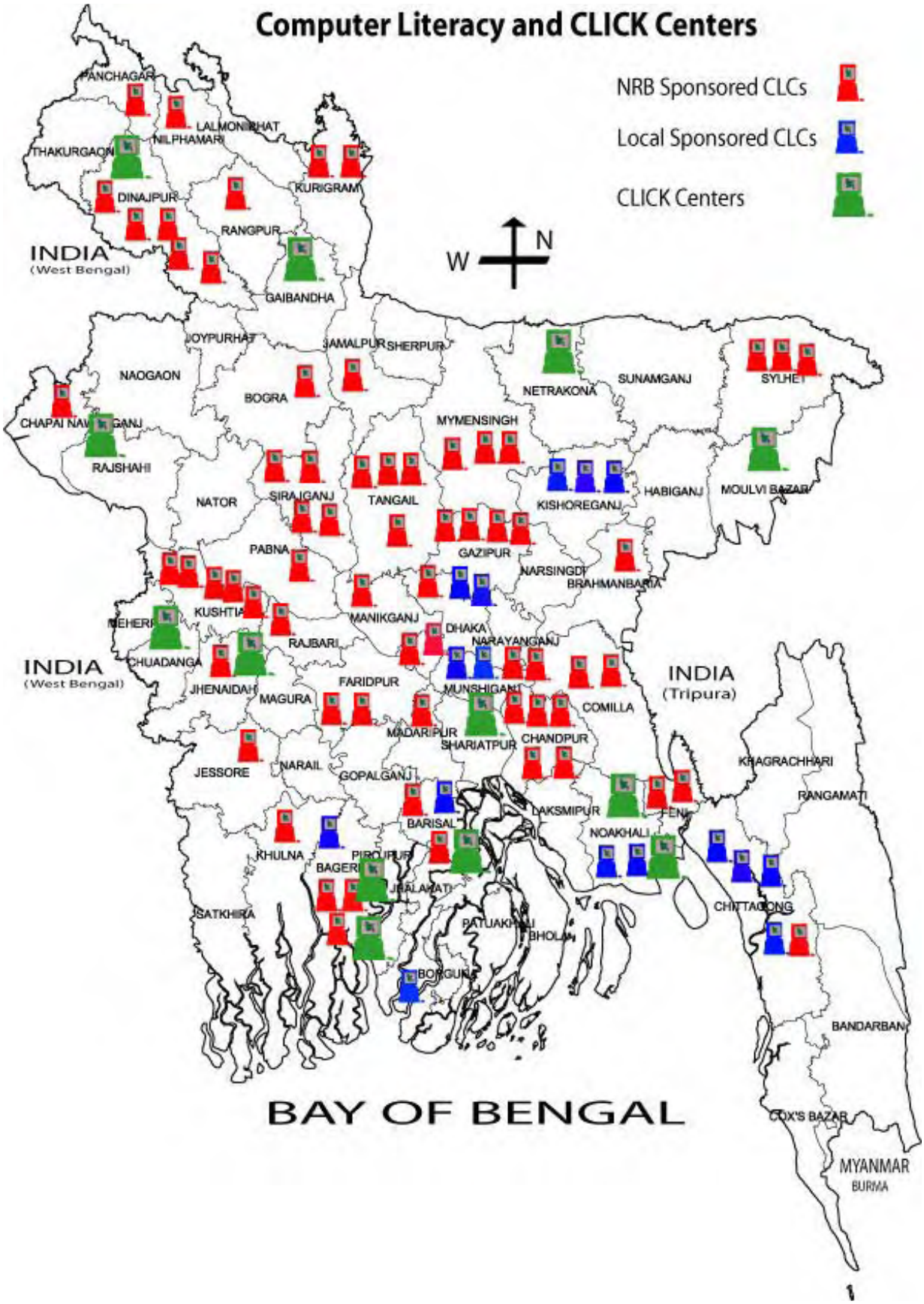
My visit was very pleasant. Looking at the students and talking to them gave me satisfaction because in my mind it generated some hope for the future in the bleakness of present-day Bangladesh.

Established Computer Literacy Centers and Sponsors as of July 2008

#	Name of Center	Address	Starts Date	Sponsor
1	Hazi Kashem Ali Degree College	Mymensingh Sadar	March, 2005	Nasim Ali, Princeton, NJ
2	Hazi Kashem Ali Mohila College	Mutkagacha	March, 2005	Nasim Ali, Princeton, NJ
3	Bagerhat Bahumukhi High School	Amlapara, Bagerhat	April, 2005	Lubna Kabir, Bridgewater, NJ
4	Mukul Niketon High School	Mymensingh Sadar	March, 2005	Zaki Hossain, Long Land, NY
5	Shamsuddin Nahar Youth Excellence Center	Baitpur, Bagerhat	April, 2005	Shamsun Nahar, Marlboro, NJ
6	Amla Sadarpur High School	Amla, Kushtia	April, 2005	Imdad Khan, Saratoga, CA
7	Shahid President Ziaur Rahman College	Goalgram, Kushtia	March, 2005	Imdad Khan, Saratoga, CA
8	Jamila Model High School	Khukni, Sirajgonj	June, 2005	Amzad Khan, Edison, NJ
9	Kadambari High School	Kadambari, Madaripur	June, 2005	Swapan Kumar Gayen, NJ
10	Farha Madhomik School	Komrail, Khulna	June, 2005	S.K. Bakar, NY, NY
11	Mirzanagar Touhid Academy	Subar Bazar, Feni	June, 2005	Imdad Khan, Saratoga, CA
12	Barashalghar Union High School	Baroshalghar, Comilla	June, 2005	Imdad Khan, Saratoga, CA
13	Baruahat High School	Baruahat, Rangpur	June, 2005	Imdad Khan, Saratoga, CA
14	Mamun Smriti Public High School	Chantia Bazar, Jamalpur	June, 2005	Imdad Khan, Saratoga, CA
15	Parkhidirpur Maddhomic Biddalaya	Parkhidirpur, Pabna	June, 2005	Imdad Khan, Saratoga, CA
16	Shologhar AKSK High School	Shologhar, Munshigonj	June, 2005	Imdad Khan, Saratoga, CA
17	Babrijhar High School	Babrijhar, Nilphamari	June, 2005	Imdad Khan, Saratoga, CA
18	Bhaterchar D.A. Mannan Pilot High School	Bhaterchar, Munshigonj	June, 2005	Imdad Khan, Saratoga, CA
19	Ghagotia Chala High School	Chala Bazar, Gazipur	June, 2005	Z. & R. Ahmad, Monroe, NJ
20	BL High School	Amlapara, Sirajgonj	June, 2005	A.A. Chowdhury, Portsmouth, VA
21	Laskardia Atikur Rahman High School	Laskardia, Faridpur	Feb, 2006	Shah and Anisa Yunus, Pittsburgh, VA
22	McPherson Public Library	Bagerhat Sadar	Feb, 2006	Monira Haque, Edison, NJ
23	Khaikara High School	Khaikara, Gazipur	Feb, 2006	Taher U. Akhand, Glastonebury, CT
24	Kurigram Girls High School	Kurigram Sadar	Feb, 2006	KBM Zaman, Cleaveland, Ohio
25	Banna Kandi N.M. High School	Bannakandi, Sirajgonj	Feb, 2006	A. A. Chowdhury, Portsmouth, VA
26	Karihata High School	Karihata, Gazipur	Feb, 2006	Z. & R. Ahmad, Monroe, NJ
27	Rasulpur Basirun Nessa High School	Rasulpur, Tangail	Feb, 2006	Emdadul Haque, Port Orange, FL
28	Maharajpur High School	Maharajpur, Chapai Nababgonj	Feb, 2006	Waled H . Chowdhury, Long Island, NY
29	North Bengal Medical College	Sirajgonj Sadar	Feb, 2006	A. A.Chowdhury, Portsmouth, VA
30	Panchani High School	Panchani, Chandpur	Feb, 2006	Mohammad Zafarullah, San Jose, CA
31	Nadir Hossin Girls High School	Kashba Najail, Rajbari	Feb, 2006	Faizul Islam, Houston, Texas
32	Nasirkote High School	Nasirkote, Chandpur	Feb, 2006	Sultan Alam, Holmdel, NJ
33	Adhunika Bangladesh Society	Azimpur, Dhaka	Feb, 2006	Adhunika Bangladesh Society, Dhaka
34	M.A. Karim Bahumukhi High School	Hinga Nagar, Tangail	Feb, 2006	SpandaanB, San Jose, CA
35	Ambarkhana Girls High School	Sylhet, Sylhet	Feb, 2006	Z. Ahmed, S. Ahmed, M. Hussain, PA/NJ/NJ
36	Kazi Jalaluddin Bahumukhi Girls High School	Sylhet, Sylhet	Feb, 2006	Nasreen Rab, US
37	Ekuria High School	Ekuria, Gazipur	June, 2006	Z. & R. Ahmad, Monroe, NJ
38	Shahaber Bazar High School	Shahaber Bazar, Sylhet	June, 2006	F. Zaman, R.Hossain, M. Ahmed, Hicksville, NY
39	Rifayetpur High School	Rifayetpur, Kushtia	June, 2006	A. K. Azad, East Greenbush, NY
40	Barura Govt Girls High School	Barura, Comilla	June, 2006	Monowara Begum, Tappan, NY
41	Tarail Pilot High School	Tarail, Kishorganj	by, 2006	Bank Asia, Dhaka, Bangladesh
42	Malkhanagar School & Collage	Malkhanagar, Munshigonj	by, 2006	Bank Asia, Dhaka, Bangladesh

Established Computer Literacy Centers and Sponsors as of July 2008

#	Name of Center	Address	Starts Date	Sponsor
43	Faria Lara Foundation	Dhaka, Bangladesh	Dec. 2006	D.Net, Dhaka, Bangladesh
44	Dharitry Samaj Unnayan Sangshta	Mongla, Bagerhat	Dec. 2006	D.Net, Dhaka, Bangladesh
45	Shanuhar M. A. High School	Uzirpur, Barisal	Feb. 2007	Dr. Sirajul Huq, NJ
46	Montijar Rahman Mia Girls High School	Shailakupa, Jhenaidah	Feb. 2007	Shahreen Quazi, Boston, MA
47	Shahid Hasan Foyez Girls High School	Haripur, Kustia	Feb. 2007	Rezbul Chowdhury, Arlington, MA
48	The Old Kustia High School	Haripur, Kustia	Feb. 2007	Rezbul Chowdhury, Arlington, MA
49	Brahman Baria High School	Brahman Baria Sadar	Feb. 2007	Salahudin Shahriar, PA
50	Darbeshgonj High School	Kachua, Chandpur	Apr-07	Dr. Serajus Salekin Quaderi, NJ
51	Paschim Banskhali Upakulia College	Banskhali, Chittagong	Apr-07	Mahfuz R.Chowdhury, NJ
52	Shailan Surma High School	Dhamrai, Dhaka	Apr-07	Dr. Dalilur Rahman, NJ
53	SURAVI	Dhanmondi, Dhaka	Apr-07	Mr. Musaddeq Hussain, NJ
54	Shalkuria High School	Nabangonj, Dinajpur	Jul-07	Mr. Muhit Rahman, OH
55	Setabganj Pilot High School	Setabgonj, Dinajpur	Jul-07	Mr. Muhit Rahman, OH
56	Panchagar Bisnhnu Proshad Govt. High School	Panchagar	Jul-07	Mr. Muhit Rahman, OH
57	Hasaha K.K. High School	Sreenagar, Munshigonj	Jul-07	Dr. Rashid Hasan, NJ
58	Ulania Coronation High School	Mehendigonj, Barisal	Jul-07	Tazin Shadid, WA
59	South Satara High School	Chagalnaiya, Feni	Jul-07	Tazin Shadid, WA
60	Satkania Golam Bari High School	Satkania, Chittagong	Jul-07	Bank Asia, Dhaka, Bangladesh
61	Mehandigonj Muktijodhya Sangsad	Mehandigonj, Barisal	Jul-07	Tazin Shadid, WA
62	Coronation High School	Bogra Sadar, Bogra	Feb-08	KBMQ Zaman, OH
63	Garda A.F. Mujibur Rahman Secondary School	Faridpur Sadar, Faridpur	Feb-08	Mr. Shah Yunus, Pittsburgh, USA,
64	Shila Roy Chowdhury High School	Jessore Sadar, Jessore	Apr-08	BUET Alumni, Huston, Texas, USA
65	Warshi Girls High School	Mirzapur, Tangail	Apr-08	Prof. Latifa Khatun, Bangladesh
66	Nasirkote Shahid Smriti College	Hazigonj, Chandpur	Apr-08	Sultan Alam, NJ, USA
67	Garpara M.L High School	Manikgonj Sadar, Manikgonj	Mar-08	Dr. Humayara Islam Khan, Bangladesh
68	Ranigonj Mohila College	Ghoraghat, Dinazpur	May-08	Muhit Rahman, USA
69	Loka BL High School	Nababgonj, Dinazpur	May-08	Muhit Rahman, USA
70	Daudpur BL High School	Nababgonj, Dinazpur	May-08	Muhit Rahman, USA
71	Nageswari D.M. Academy	Nageswari, Kurigram	May-08	Shaju A. Shahjahan, OH
72	Shayestabad Girls High School	Barisal Sadar, Barisal	Feb-08	Hossain Trust, Dhaka
73	Chunato High School	Lohagara, Chittagong	Mar-08	Bank Asia Ltd. Bangladesh
74	Adhunagar High School	Lohagara, Chittagong	Mar-08	Bank Asia Ltd. Bangladesh
75	Padua A.C.M. High School	Lohagara, Chittagong	Mar-08	Bank Asia Ltd. Bangladesh
76	Sayed Habibul Haq High School	Kishorgonj Sadar, Kishorgonj	Feb-08	Bank Asia Ltd. Bangladesh
77	Hazi Golam Hossen Girls High School	Tarail, Kishorgonj	Apr-08	Bank Asia Ltd. Bangladesh
78	Rajdia Avoy Pilot High School	Sirajdikhan, Munshigonj	Apr-08	Bank Asia Ltd. Bangladesh
79	Palla Mahabub Adarsha High School	Chatkhil, Noakhali	Apr-08	Bank Asia Ltd. Bangladesh
80	Bhimpur Technical School & College	Chatkhil, Noakhali	Apr-08	Bank Asia Ltd. Bangladesh
81	Liton Computers	Ashulia, Dhaka	May-08	Bank Asia Ltd. Bangladesh
82	Ispahani High School	Keranigonj, Dhaka	May-08	Bank Asia, Dhaka, Bangladesh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