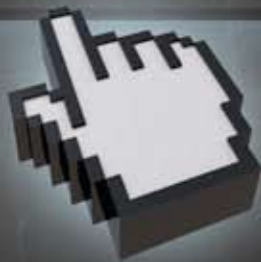




COMPUTER LITERACY PROGRAM

Empowering Underprivileged Youths in Bangladesh through Computer Literacy

SMART CLASS ROOM



July 23, 2011
Fundraising
Event

VOLUNTEERS ASSOCIATION FOR BANGLADESH - NEW JERSEY (VAB-NJ)
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Computer Literacy Program

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



The Computer Literacy Program has established 168 Computer Literacy Centers (CLCs) and 48 associate CLCs in 52 districts, trained over 40,000 students (49% female) and 376 teachers (including 65 female teachers) since its inception in 2004. 2011 brought in another strategic recognition to the Program as the Government of Bangladesh awarded a project to establish 100 CLCs and 100 Smart Class Rooms (SCRs) over three years. With SCRs, CLP is broadening its objectives to include e-education. Every SCR will be equipped with a large screen monitor and a laptop. Students in the SCR will learn, initially English, Science, Geometry, and geography using inter-active CDs with animated color graphics. This complements the traditional “one to many” lecture-type pedagogy as a first step towards multi-media presentation of subject matter. Lively and



colorful animations enhance lectures and black board-based presentations and help students comprehend the material better. Given the shortage of well-trained teachers in many rural schools, these CDs, if used properly, may serve as teacher’s companion, and help teachers hone their teaching and presentation skills. The award from the Bangladesh Government comes under the Public Private Partnership initiative wherein, the Government will provide two-thirds and VAB-NJ and D-Net will come up with the remaining one-third of funds needed to meet the project goals. We are appy to report to you that with pledges from our patrons, we have already transferred VAB-NJ contribution for the 30

CLCs and 30 SCRs to be established in the first year of the project. The first SCR was officially launched on June 26, 2011.

CLP’s expansion into e-education could not have come at a better time since the Government of Bangladesh, under the lofty vision of “digital Bangladesh” is taking important steps to modernize education via e-books and multi-media class rooms. We are gratified that our activities through CLP are commensurate with the aspirations of the country in the field of education, and that CLP is a successful model. But we did say our mission is “Empowering the underprivileged youths of Bangladesh through computer literacy”

The training cost per student now stands at ~\$7.0, which is expected to get further reduced as more students are trained using the established facilities and resources. With your support we foresee children with wide-eyed excitement raising their hands to participate in the e-learning.

We dream to build a knowledge-based society in Bangladesh. Come, 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



30 June 2011

Message

I am pleased to learn that a group of committed non-resident Bangladeshis in New Jersey, USA are organized under the Volunteers Association for Bangladesh, New Jersey (VAB-NJ) Chapter and that they are dedicating their time and energy to empower underprovided youth in Bangladesh through computer training. It is also heartening to know that in only over a five year period they have established 198 Computer Literacy Centers and produced over 40,000 computer literates. These centers are located all over rural Bangladesh.

I understand that VAB New Jersey launched new initiatives to utilize the computers in their Literacy Centers to teach English, Geometry and Science. This effort could not have come at a better time since Bangladesh is vigorously pursuing the national dream of 'Digital Bangladesh'. The Government of Bangladesh has already established computer centers at 4,500 upazillas. The Government has launched e-procurement and is working towards establishing transparency through e-governance. The Hon'ble Prime Minister is the prime mover in all these initiatives and now she has launched an initiative for e-books in schools.

Clearly, for the Government to succeed in its programme, the country would require a large computer-literate work force. VAB-NJ's Computer Literacy Program is a promising initiative toward achieving that goal. Additionally, the government policy encourages public-private participation in key areas. In recognition of that policy the Government has signed a PPP agreement with VAB-NJ to establish 100 Computer Literacy Centers and 100 Smart Class Rooms (SCRs) over three years.

In Smart Class Rooms children will learn English, Science and Geometry in line with the Government curriculum. At a time when the rural schools are suffering from a chronic lack of good teachers, especially in English & Science such a move is so very welcome.

My whole-hearted support and best wishes to VAB-NJ and I am hoping their success will attract many others to join hands.


30 June 2011
Abul Maal A. Muhith

Program Schedule

VAB-CLP Fundraising Dinner Evening

Saturday, July 23 2011

Rutgers Cook Campus Center, 59 Biel Road, New Brunswick, NJ 08901

6:00 Guest Arrival, Registration, Social, Snacks

6:30 – 6:45 Introduction (MCs Auditi & Mahir)

6:30 – 6:35 National Anthems, USA & Bangladesh

6:35 – 6:45 Welcome and Introduction (Afnan Zeb)

6:50 – 7:45 Guest Speakers

- Dr. A. K. Abdul Momen, Bangladesh Ambassador and Permanent Representative to UN (Amanda Amanullah)
- Mr. Mati Pal, VAB, NY (Mahir Mohiuddin)
- Mr. Rashed Khan Menon, Member of Parliament (Dr. Mosleh-Uddin Ahmed)

7:50 – 8:10 Skit on CLP by Young Volunteers (CLP Youths)

8:15 – 8:40 Reach for the star: Motivating our youths by Dr. Shakil Ahmed
(Saira Shurawardi)

8:40 – 9:25 Dinner (Children's Dinner @8:00 PM in Marle V. Adams Room)

9:25 – 9:40 CLP Video shows

9:55 – 10:00 Concluding Remarks (Dr. Swapan Gayen)

10:00 – 11:00 Tajul Imam Show (Dr. Murad Hossain)

11:05 – 11:15 Social and Departure



Tajul Imam's singing lessons started at home from his elder sister Rukhsana Chowdhury, an accomplished singer herself. Subsequently, Tajul took formal lessons from Mihir Nandi at Alauddin Lolitkala Kendra. He also studied under Wahidul Haque, Sheila Momen and Shamsur Rahman. A proud freedom fighter, Tajul enrolled in Chittagong Art College after liberation. Inspired by artist/teacher Mr. Sabih ul Alam and Baul Purna Chandra Das he began his pursuit of collecting, archiving and promoting proverbial folk songs including Baul, Marfoti, Murshidi and Kobigan. As a professional singer Tajul toured India, Malaysia, Singapore, Great Britain, United State and Canada. He has earned many awards including the leading singer award in Rotaract International Academy.

Tonight's distinguished speakers

Dr. A.K. Abdul Momen

Dr. A.K. Abdul Momen is the Bangladesh Ambassador and Permanent Representative to the UN in New York since August 26, 2009. He is also Vice President of the United Nations Economic and Social Council for 2011-2012 sessions. Last year he was the President of the UNICEF Executive Board. Currently he is also the Coordinator for NAM Peacebuilding Caucus of the UN. He was Facilitator for the UN Counter-Terrorism Strategy Review 2010.



Prior to joining the UN, he was the Chairman of the Business Administration and Economics Department at the Framingham State University, Massachusetts. Until Riyadh was rocked by successive bomb blasts in 2003, he was working there as an expert (Economic Adviser) under the Saudi Ministry of Finance and National Economy for few years. Prior to that, he worked as a faculty in few colleges in Massachusetts namely the Merrimack College, the Salem State College, the Northeastern University, the University of Massachusetts, Cambridge College and the Kennedy School of Government, Harvard University for many years. He also worked at the MIT and the World Bank, Washington D. C. for couple of years. He taught courses in economics and business administration.

He was subcommittee Chair of the Harvard's Kennedy School New England Alumni Council and a member of the Amnesty International. He was the President of the Women & Children International (WCI), Inc., a humanitarian organization of Boston and also President of the Foundation for Eye Hospital, Bangladesh. He was a Director of the American Anti-Slavery organization and is also involved with the philanthropic institutions like the Teenage Safe Home, Gazipur, the Uthsho, Rayer Bazar, the Home of Joy, Khulna.

Professor Momen is a columnist, a researcher and an activist. He has authored two books and published over 250 papers and articles world.

Dr. Shakil Ahmed



Dr. Shakil Ahmed is the Global Head of Electronic Markets at Citi. Dr. Ahmed spent thirteen years at Morgan Stanley, running the Process Driven Trading group, the main proprietary trading unit at the firm, reporting to Vikram Pandit. At the end of 2006, he retired from day to day responsibilities at Morgan Stanley and became a Senior Advisor to the firm. By 2008, his former boss asked Shakil to join him at Citi and he eventually landed at Citi in February of that year. In his current role, Dr. Ahmed oversees the firm's various electronic market making businesses as well as various other businesses that span the electronic trading world.

Dr. Ahmed grew up in Vienna, Austria, where he attended the Vienna International School. He holds a Ph.D. in computer science from Yale University, where his thesis was on parallel processing. Shakil also holds M.S. and M.Phil. degrees in the same field from Yale. He earned his BS at the University of California, Berkeley, where he graduated with high honors and high distinction in Computer Science.

Tonight's distinguished speakers

Rashed Khan Menon

Mr. Rashed Khan Menon is the chairman of Workers Party of Bangladesh and a member of the Jatiyo Sangsad, the parliament of Bangladesh. Menon is the Chairman of the Parliamentary Standing Committee of the Ministry of Education. He graduated from Dhaka University in 1963 with a degree in Economics. In 1964 he received his master's degree.

Menon contested the 1973 Bangladeshi Parliamentary election as a NAP(Bhasani) candidate. Menon was elected to parliament in 1979. In 1990, he played a leading role in the mass struggle that toppled the Hossain Mohammad Ershad regime. In 1991 he was again elected to parliament. In 1991 Menon submitted four demands for constitutional amendments in the parliament. These demands and others were submitted to a 15-member constitutional review committee, in which Menon was included. After 29 meetings, the committee submitted a unanimous report to the parliament. His father Mr. Abdul Jabbar Khan was the the Speaker of Pakistan National Assembly. His siblings include poet Abu Zafar Obaidullah, former minister Selima Rahman, journalist and former ambassador to Burma A.Z.M. Enayetullah Khan and the publisher of New Age(Bangladesh), Shahidullah Khan Badal.



Matilal Pal from VAB, our parent organization

Mr. Matilal Pal studied Economics at Dhaka University and Yale University. He started his career with research work on development economics in Pakistan, Bangladesh and the US. His long career at the United Nations was devoted to issues that would help developing countries like Bangladesh. After retirement from UN, Pal is now fully occupied as a Volunteer for VAB, our parent Organization.

CLP MILESTONES

2004	VAB-NJ lunches Computer Literacy Program. Received Long term commitment from Khan Family Foundation.
2005	20 Computer Literacy Centers (CLCs) and 1,295 graduates
2006	40 CLCs and 5,448 graduates
2007	60 CLCs and 9,573 graduates. Microsoft sponsored 13 CLICK Centers
2008	100 CLCs 15,718 graduates, CTEE introduced. Bank Asia collaboration initiated.
2009	120 CLCs and 29,699 graduates. NABIC collaboration initiated.
2010	150 CLCs and 41,040 graduates, 100 Smart Class Rooms (SCRs) proposed to BD Government under PPP.
2011	200 CLCs and 43,045 graduates and 1st SCR established

Note: graduates number is cumulative

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





ওয়ার্ল্ডওয়াইড ট্রাভেল সার্ভিসেস

উত্তর আমেরিকায় একমাত্র আমরাই বাংলাদেশী মালিকানাধীন ট্রাভেল এজেন্সি কুয়েত, ইতিহাদ, আমিরাত ও কাতার এয়ারওয়েজের টিকেট স্টক হোল্ডার। আমরা সরাসরি নিজেদের অফিস থেকে টিকেট ইস্যু করে থাকি



গ্রীষ্মের ছুটিতে বাংলাদেশে যেতে চাইলে একমুনি বুকিং দিন
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An Extraordinary Opportunity to Empower Underprivileged Youths in Bangladesh

It is a pleasure to bring to your attention an extraordinary opportunity to empower underprivileged youths in your locality in Bangladesh through computer literacy training and computer-aided education. The program is brought to you through a Private Public Partnership (PPP) between VAB-NJ (Volunteers Association for Bangladesh, New Jersey Chapter, US), D.Net at Bangladesh, and the Government of Bangladesh. The program will establish a Computer Literacy Center (CLC) and a Smart Class Room (SCR) in sponsored schools across Bangladesh. The salient feature of the program is that the Government of Bangladesh will pay more than twice of what a sponsor pays to establish a CLC and a SCR.

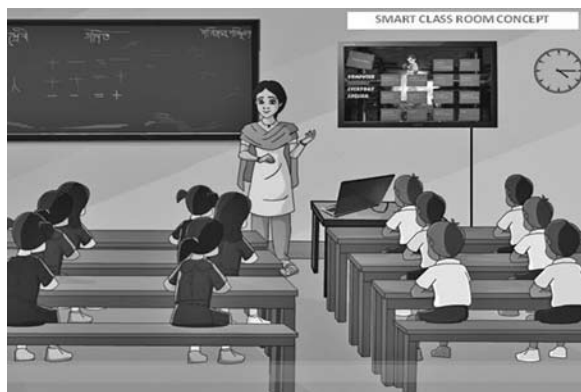
The new CLCs will emulate the 168 CLCs and 48 Associate CLCs that VAB-NJ and D.Net have already established across Bangladesh (see map), and used to train over 40,000 students since 2004. Each CLC is equipped with a minimum of four computers, a printer and other pieces of peripheral equipment. Students are taught by two trained teachers using a hands-on curriculum developed by experts. The teachers receive comprehensive two-weeks training in Dhaka on all aspects of the curriculum. Students in a batch of 2 per computer receive 40 hours of hands-on training in basic computer operation, Microsoft Word, Excel spreadsheet and Paint programs, and the use of Internet. For further details on the CLCs and the Computer Literacy Program, please visit www.vabonline.org/vabnj.



Hands-on training in a computer lab

The SCR is a new initiative that will build on the skills in computer literacy, leverage the resources of a CLC, and add a large screen monitor for the entire class. In a SCR, students will learn through the use of interactive educational CDs and the Internet.

The CDs prepared by experts will allow quality classroom education for the students, and at the same time become useful tools for training local teachers in better teaching methods. Initial focus will be on



Smart Class Room

teaching of English language, Science and Geometry. It will also leverage on the Computer Teaches Everyday English (CTEE) program that teaches spoken English with proper pronunciation. The CTEE was introduced by VAB-NJ and D. Net at five CLCs as a pilot project with excellent results.

The program will establish 30 CLCs and 30 SCRs throughout Bangladesh in 2011, and 100 of each over three years. The total cost for establishing a CLC is \$6,087 (sponsor pays \$1,900), a SCR in an existing CLC is \$3,988 (sponsor pays \$1,100), and CLC with SCR is \$10,075 (sponsor pays \$3,000) or equivalent

taka in Bangladesh. If any sponsor wants solar power based systems, the additional cost will be \$300 per laptop. VAB is a non-profit, tax-exempt organization (Tax ID: 13-4034550). Contributions to the project are US IRS tax deductible.

CLC Resources	SCR Resources	Sponsor's Benefits
<ul style="list-style-type: none"> • 4 new brand-name laptop computers, 1 printer • Other computer peripherals • Structured curriculum • Teachers' guide • Internet with 1-year prepaid fee • Training of two teachers • Incentive remuneration for teachers • One-year maintenance contract 	<ul style="list-style-type: none"> • A 32 inch or larger LCD monitor/TV and IPS for the monitor/TV • A laptop with extended-charge battery • Interactive CDs for English, Geometry, Geography and Science lessons • Training of the teachers • One year maintenance contract 	<ul style="list-style-type: none"> • Opportunity to empower youths from sponsor's locality • Opportunity to choose the site • Honored by a plaque at the site • Option to dedicate the center in the memory of someone the sponsor chooses

Contacts

For further details and/or to sponsor a CLC or a CLC with a SCR, please contact:

Bangladesh: Mr. Ajoy K. Bose, Mobile: 01712412881, E-mail: ajoy@dnet.org.bd

USA: Dr. Mohammad Farooque, Phone: (732) 972-8362, Mobile: (732) 829-0341, E-mail: vabnj@hotmail.com



Computer Literacy Program- An Opportunity to Empower Your Village Youths

Empowering Underprivileged Youths in Bangladesh Through Computer Literacy

July 23, 2011

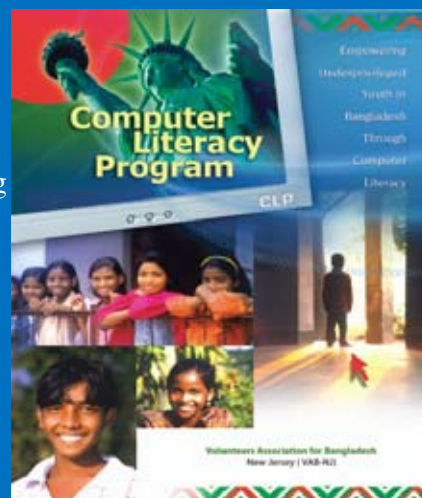
CLP

VAB volunteers association for **BANGLADESH**

D.Net

VAB's Mission

- VAB is Committed to Empower the Poor in Bangladesh
 - by promoting both General Education and Computer Training in Rural Bangladesh
- Parent VAB mainly Focuses on High School Education
- VAB-NJ Focuses on Computer Literacy Training and e-Education



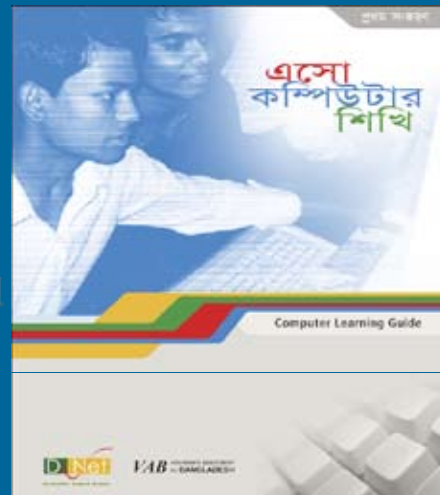
What is a Computer Literacy Center?

- **Computer lab**
 - 4 Computers
 - 1 Printer
 - Internet
 - Furniture
- **Structured curriculum**
- **Teacher's guide**
- **Two trained teachers**

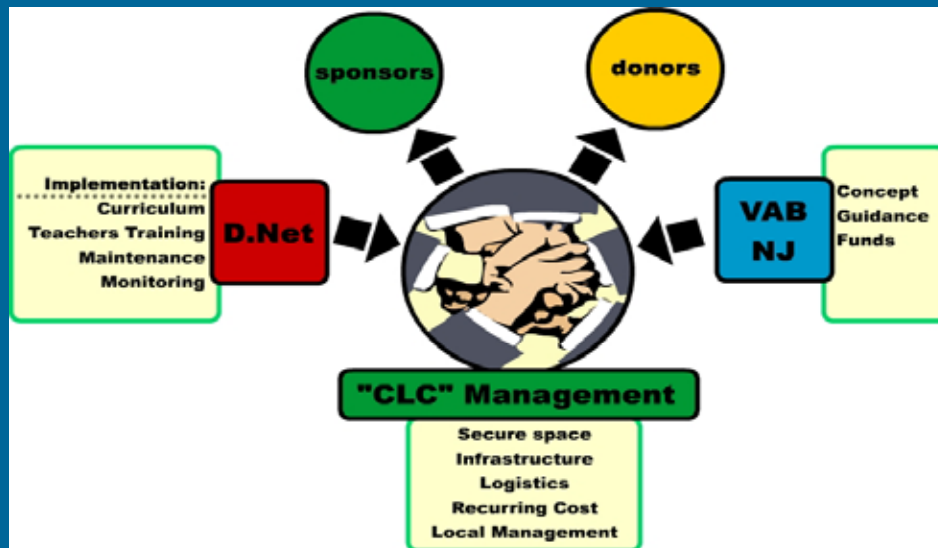


The CLP training package

- 8 to 10 students per batch
 - 40 hours
 - 2 hours/day x 2 days/week x 10 weeks
- Follows a well thought-out manual
- Focuses on hands-on experience



Computer Literacy Program Working Model

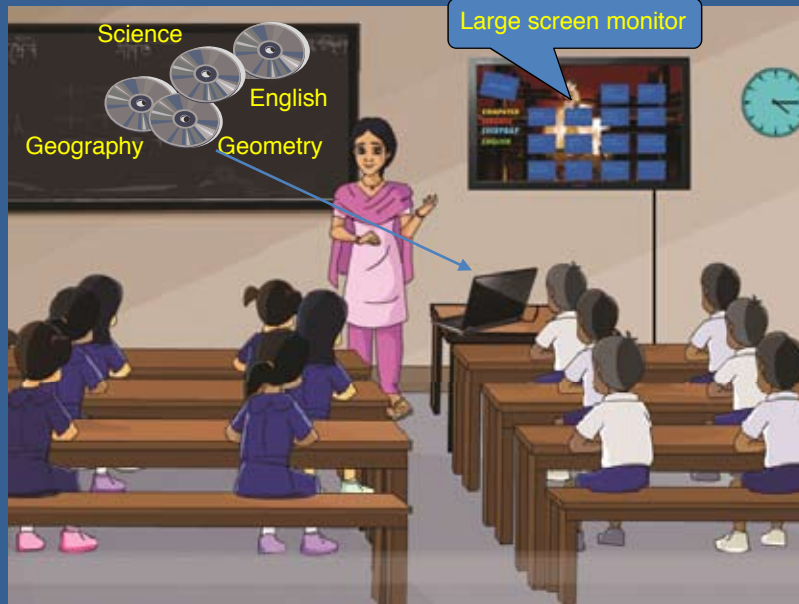


As of June 2011

- 216 centers
- Over 40,000 graduates
 - 51% male
 - 49% female
- 376 teachers trained
 - 82% male
 - 18% female

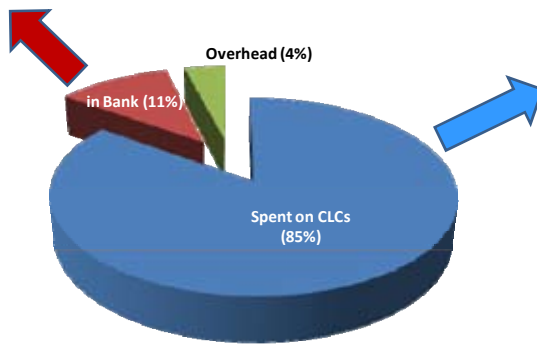


Introduce Smart Class Room Concept



How is your donation spent?

- Total collected to date: \$699,000 (2004-2011)
- 4% spent on overhead





About
Volunteers Association
for Bangladesh

VAB: Providing Education to the Poor in Bangladesh

Education has played and will continue to play a vital role in the advancement of a society. No nation can prosper without increasing the general level of education of its citizens. This is especially true in this technological age. For poverty stricken country like Bangladesh, with a population of 160 million, the need for education is thus much more acute today than ever before.

Volunteers Association for Bangladesh (VAB), under the leadership Dr. ATR Rahman, came into being with a clear mission to spread education in Bangladesh, specifically to the poor. After completing its first decade of work, the organization has moved on to its second decade focusing on the same goal.

Bangladesh, as a nation, is striving hard to accord priority to education, but it has still a long way to go. The nation can take pride in being a leader in achieving the goals set by the community of nations, as spelled out in the Millennium Development Goals (MDGs), ahead of time – for example, at the primary level, an enrollment rate of nearly 94%, with girls achieving parity with boys.

Despite such remarkable progress, the situation remains critical for secondary education of the children of Bangladesh, more so for the poor children in the rural areas where more than two out of three children of Bangladesh live. The completion rate of 55% at the primary level, the enrollment of only half of the graduates of primary school in Grade VI, the entering grade in high school, and finally less than 4 out of 10 entering Grade VI attaining the Secondary School Certificate (SSC) after completing Grade X – all these numbers reflect the sad state of affairs of secondary education in Bangladesh.

Yet, it is the secondary-level education that is key to the advancement of the society – materially, by making the graduates productive in the economy or eligible for acquiring higher skills that increase their productivity; non-materially, by producing members of the society who will foster modernism.

The role of secondary education in the material well-being of a nation cannot be over-emphasized. Even in the United States, high school dropouts end up as the lowest-income group. For Bangladesh where half of the people live below or close to the poverty line, high school education is a ticket to get out of poverty. Without a high school education, a young man or woman cannot earn a decent living. A small country, the size of Wisconsin, needs to sustain a huge population, about half of the population of the United States. Its agriculture can gainfully absorb only a small percentage of the rural youth that comprise a large segment of the nation's potential workforce. The remainder has to be employed in the industrial sector or the service sector. For that, high school education is the minimum qualification. Or, a young man or woman has to have skill training of some sort; but even skill training requires certain level of high school education to be productive effectively.

But the problem is: poor parents cannot afford to provide education or training to their children. The government is too preoccupied with impending issues, as usually happens with the governments of poor countries. Government spending in Bangladesh on education is one of the lowest among all the countries of the world. Government spending on high school education or skill training is lower. Non-

governmental organizations (NGOs) are dealing with issues of poverty or income generation in other ways; they are paying very little attention to high school education or skill training.

So, the stark reality of Bangladesh is: high school education or skill training is essential for getting out of poverty, but that very poverty is standing in the way of the youth getting high school education or skill training.

And, here enters VAB to cut through that vicious cycle of poverty. VAB mobilizes financial resources as well as free services. These additional resources are being made available to Bangladesh for its efforts for advancement. VAB uses these additional resources to give high school education and skill training to the poor young men and women of rural Bangladesh.

VAB selects disadvantaged schools in the underprivileged areas of Bangladesh. It gives scholarships to poor students, so they can afford educational expenses and carry on with high school education up to graduation, without dropping out. VAB trains high school teachers, so the students get quality classroom education. VAB adds tutoring/coaching to classroom teaching, so the students can overcome learning deficiencies.

Learning deficiencies in high school students in Bangladesh are quite common, more so among poor students and in the rural areas. Relatively affluent parents, mostly in urban areas, can afford private tutoring/coaching while students from poor families, particularly in rural areas, do not have any recourse. Learning deficiencies show up in an acute manner in three particular stages – in Grade VI, resulting from poor quality of primary level education; in Grade VIII, when students take the Junior Secondary Certificate (JSC) exams; and then in Grade X, at the time of taking the Secondary School Certificate (SSC) exams. VAB's tutoring/coaching program for the poor rural students focuses on these three stages.

In the decade ending in 2009, VAB gave scholarships to more than 3,600 students, trained nearly 450 teachers, and provided tutoring to about 4,000 students. Last year, nearly 1,000 scholarships were awarded, about 70 teachers trained and 3,300 students tutored.

While these are VAB's premier programs, as resources permit, VAB improves ill-equipped schools, so the students have a better learning environment. In order to build upon high school education, VAB awards scholarships to meritorious but poor students for college education. At the other end, inability or utter neglect to provide pre-primary educational basis disables rural poor children to gain from primary education, and thereby virtually shuts them off from high school education. Noticing this grave disadvantage VAB now provides preschool education to rural poor children.

That's for general education at the high school level. VAB's focus on skill training is exemplified by the Computer Literacy Program (CLP) of VAB's New Jersey Office. General education and skill training are VAB's two-pronged approach to Bangladesh's advancement.

The cost advantage that Bangladesh has, in providing general education and skill training to its workforce, and in turn, the cost advantage that workforce can give Bangladesh in the world market – that is the paradigm VAB is working under. With proper human resource strategy, these two advantages can help Bangladesh in taking its rightful seat in the modern advanced world.

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কম্পিউটার সাক্ষরতা কর্মসূচি: আমার অভিজ্ঞতা

সজল কুমার চৌধুরী, সিনিয়র কম্পিউটার শিক্ষক, মুকুল নিকেতন উচ্চ বিদ্যালয়, ময়মনসিংহ, বাংলাদেশ



একবিংশ শতাব্দীর চ্যালেঞ্জ মোকাবিলায় কম্পিউটার শিক্ষা ব্যতীত কোন শিক্ষাই পূর্ণাঙ্গ নয়। বিশ্বব্যাপী এ শ্লোগানের সাথে একাত্মতা ঘোষণা করে VAB নিউজার্সী এবং D.Net ঢাকা, যে কম্পিউটার সাক্ষরতা কর্মসূচী হাতে নিয়েছে তার জন্যে VAB এর সংগঠক প্রবাসী বাংলাদেশী ও D.Net এর সদস্যদের মহতী উদ্যোগের জন্য জানাই আনন্দের অতিনন্দন ও শুভেচ্ছা। সুদূর প্রবাসী বাংলাদেশী, যাঁরা নিজেদের ঘাম ঝরানো কষ্টার্জিত পয়সা দিয়ে তহবিল গঠন করে নাড়ির টানে দেশ মাতৃকার কথা ভেবে এমন কাজ করতে পারে সেইসব নমস্যা ব্যক্তিদের জানাই সশ্রদ্ধ অভিবাদন। আমি VAB এর কোন সদস্যকে দেখিনি, কিন্তু কেন জানি মনে হয় তাঁরা চীর চেনা চীর জানা ঘনিষ্ঠ বন্ধু। ভাব এর সদস্য একজনের কথা জেনেছি যিনি আমাদের খুব আত্মজ, খুব কাছের, মুকুল ফৌজ ময়মনসিংহের প্রাক্তন মুকুল "জাকি হোসাইন"। মুকুল নিকেতনের পক্ষ থেকে জাকি হোসাইন সাহেবকে জানাই ভালবাসা, অভিনন্দন ও শুভেচ্ছা।



১৯৯৪, ২ জুলাই আমার আগমনের মধ্য দিয়ে মুকুল নিকেতন উচ্চ বিদ্যালয়ে কম্পিউটার শিক্ষা অন্তর্ভুক্ত হয়। ১৯৯৫ সালে ১টি মাত্র কম্পিউটার দিয়ে ছাত্র/ছাত্রীদের পাঠদান শুরু করি। কিন্তু অত্যন্ত পরিতাপের বিষয় অনেক সরকারী বেসরকারী উঁচু পর্যায়ের লোকজন আমাদের বিদ্যালয়টি পরিদর্শন করেছেন, কম্পিউটার ল্যাবকে আরো উন্নত করার প্রতিশ্রুতিও দিয়েছিলেন, কিন্তু কোন কাজ হয়নি। বছর তিনেক পর বিদ্যালয়ের তহবিল থেকে আরো ২টি কম্পিউটার ক্রয় করা হলো। পরবর্তীতে ৭টি বছর মাত্র এই তিনটি কম্পিউটার নিয়ে ৫৫০০ উপরে শিক্ষার্থীর বিদ্যালয়টি অতি কষ্টে সামনের দিকে এগিয়ে যায়। ২০০৫ সাল। দেবদূতের মত আচমকা অজয় কুমার বসুর দল অর্থাৎ D.Net এর কর্তৃপক্ষ আমাদের বিদ্যালয়ে আসেন, সি.এল.পি. কোর্স নিয়ে চুক্তিবদ্ধ হই, এবং ১০ দিনের প্রশিক্ষণ গ্রহণ করি। প্রশিক্ষণের সমাপনী দিনেই D.Net কর্তৃপক্ষ সম্পূর্ণ বিনামূল্যে ৫টি কম্পিউটার, ৩টি ইউ.পি.এস, ১টি প্রিন্টার আমাদের কাছে হস্তান্তর করেন।



বিদ্যালয় কর্তৃপক্ষ অধীর আগ্রহে বসে রইলেন, কখন আমরা আসব! গোটা স্কুল জুড়ে ছাত্র/শিক্ষক কর্মচারী সকলের মনে গভীর আনন্দ, পাশাপাশি একটি প্রশ্ন একসাথে এতগুলো কম্পিউটার কে দিল? উত্তরে - VAB নিউজার্সী এবং D.Net। অত্যন্ত ধুমধামের মধ্য দিয়ে সে সময়ের গণপ্রজাতন্ত্রী বাংলাদেশ সরকারের খনিজ সম্পদ মন্ত্রী জনাব মোশাররফ হোসেন, এলাকার গণ্যমান্য ব্যক্তিবর্গ এবং D.Net কর্মকর্তাদের সরব উপস্থিতিতে কম্পিউটার সাক্ষরতা কর্মসূচীর শুভ উদ্বোধন ঘোষণা করা হয়। সে কার্যক্রম এখনও অব্যাহত। পরবর্তী পর্যায়ে শিক্ষামন্ত্রণালয় থেকে ২টি, EDEN প্রজেক্ট থেকে ১টি কম্পিউটার যোগ হয়েছে।

২০০৫ সাল থেকেই সি.এল.পি. কোর্স ছাড়াও ৯ম ও ১০ম শ্রেণীর কম্পিউটার বিষয়ের ছাত্র/ছাত্রীদের শ্রেণীতে পাঠদান আরো সহজ সুন্দর ও প্রাজ্ঞ হয়। উল্লেখ্য ২০০৬ সাল থেকেই এস.এস.সি. কম্পিউটার ব্যবহারিক পরীক্ষা ভীতি দূর হতে থাকে। তাছাড়া বিদ্যালয়ের বার্ষিক পরীক্ষার ফলাফল তৈরী, দাপ্তরিক কাজে কর্মে আসে গতিশীলতা।

২০১০ সালে D.Net এর কাছ থেকে আরো ৪টি কম্পিউটার, ৪টি ইউ.পি.এস. পেয়ে বিদ্যালয়ের ল্যাবটি আরো সুসংঘটিত হয়। যার ফলে বিদ্যালয়ের বিভিন্ন কাজের গতি উত্তরোত্তর বৃদ্ধি পেয়েছে। আমার বিশ্বাস সি.এল.পি. কোর্সের মাধ্যমে ছাত্র/ছাত্রী, এমন কি শিক্ষক/শিক্ষিকাদের কারো কারো কম্পিউটার জড়তা ও ভীতি কেটে গেছে। তাদের আত্ম বিশ্বাস দৃঢ় হয়েছে। বলাবাহুল্য ইহা একটি কর্মমুখী শিক্ষা। অল্প কিছুদিনের প্রশিক্ষণ পূঁজি করে ৯ম/১০ম শ্রেণীর একজন শিক্ষার্থী প্রয়োজনে শুধুমাত্র কম্পোজ করে ৪/৫ জন সদস্যের পরিবার প্রতিপালনের ক্ষমতা অর্জন করবে। আমাদের জানা অজানা সি.এল.পি. কোর্সের বেশকিছু ছেলেমেয়ে বর্তমানে বিদেশে উচ্চতর পড়াশুনা করছে। যেমন - মোমেনা বর্তমানে জার্মানীতে, অনিবার্ণ চৌধুরী লন্ডনে, মুনিরুজ্জামান কোরিয়াতে এরকম আরো অনেকে। তাছাড়া দেশের মধ্যে কম্পিউটার ইঞ্জিনিয়ার, বড় বড় পদে চাকুরীরত, তারাও এই কোর্স থেকেই আত্মবিশ্বাসী হয়েছিল।



বলার অপেক্ষা রাখে না আমরা গরীব দেশের অধিবাসি। যার ফলে অনেক শিক্ষার্থীদেরই ঘরে কম্পিউটার নেই, ফলে যথাযথ অনুশীলনের অভাবে কাঙ্ক্ষিত দক্ষতা অর্জিত হচ্ছে না। যাদের ঘরে মেশিন আছে তার অধিকাংশই ড্রয়িং রুমের সো পিস নতুবা বিনোদনের যন্ত্র মাত্র। আর যতটুকু কাজ হয় তাহলো টাইপরাইটারের বিকল্প হিসাবে।

১৯৬৪ সালে বাংলাদেশে কম্পিউটার এসেছে সত্য, কিন্তু অন্যান্য উন্নয়নশীল দেশের মত আমাদের দেশ এই সেক্টরে তুলনামূলক অনেক গুণ পিছনে পড়ে আছে। সরকারী বেসরকারী সকল প্রতিষ্ঠান কম্পিউটারাইজড করা হলে কর্মক্ষেত্র যেমন প্রসারিত হতো তেমনি কাজের গুণগত মান, সূক্ষ্মতা, গতিশীলতা বহুগুণে বৃদ্ধি পেত। ফলে সঠিক কম্পিউটার শিক্ষার প্রতি শিক্ষার্থীদের আগ্রহ ও আনন্ডময়িতা আরো বেগবান হতো নিঃসন্দেহে।



শিক্ষানীতির আলোকে কম্পিউটার শিক্ষা আবশ্যিক বিষয় হিসাবে দ্রুত বাস্তবায়ন জরুরী প্রয়োজন বলে মনে করি। আমি মনে করি একটি প্রতিষ্ঠানের পিয়ন টু প্রিন্সিপাল সকলের কম্পিউটার জানা একান্ত দরকার। বর্তমান গ্লোবলাইজেশনের যুগে কম্পিউটার শিক্ষা ব্যতীত কোন মানুষই পূর্ণাঙ্গ (Complete) শিক্ষিত মানুষ নয়। VAB এই বিষয়টি সঠিক সময়ে অনুধাবন ও প্রয়োগ করার ফলে তৃণমূল পর্যায়ে অনেক শিক্ষার্থী অন্যান্য বিষয়ের পাশাপাশি কম্পিউটার শিখার সুযোগ পাচ্ছে। আমার বিদ্যালয় থেকেই এখন (এপ্রিল ২০১১) পর্যন্ত ৬০০ শিক্ষার্থী CLP কোর্স সম্পন্ন করেছে। আমার বিদ্যালয়ের সকল ছেলেমেয়ের সি.এল.পি. কোর্স করার যথেষ্ট আগ্রহ রয়েছে কিন্তু সময় সুযোগ কম্পিউটার স্বল্পতার কারণে অধিকাংশ শিক্ষার্থী এই কোর্স (CLP) করতে পারছে না।

কম্পিউটার একটি টুল, এটি সকলেরই প্রায় সব ধরনের কাজের জন্য প্রয়োজন। কাজেই ল্যাব এ কম্পিউটারের সংখ্যা বাড়িয়ে প্রত্যেকটি মেশিনে ইন্টারনেট সংযোগ স্থাপন করে প্রজেক্টরের মাধ্যমে পাঠদান করলে আরো অনেক বেশী শিক্ষার্থীদের এ কোর্সে অন্তর্ভুক্ত করা সম্ভব হবে। যা কিনা কম্পিউটার প্রজন্ম গড়ার কাজকে ত্বরান্বিত করবে। আমার মনে হয় বর্তমান সরকারের ডিজিটাল বাংলাদেশ গড়ার তৃণমূল পর্যায়ের কাজটি VAB তথা D.Net আগে থেকেই শুরু করেছে।

CLP কোর্স মূলত কোন শিক্ষার্থীকে কম্পিউটার শিক্ষায় পারদর্শী করে গড়ে তুলবে এমনটি নয়। কম্পিউটার ভীতি, জড়তা এবং কম্পিউটার শিক্ষায় উদ্বুদ্ধকরণই ছিল মূল উদ্দেশ্য। সেদিক বিবেচনা করলে এই প্রকল্প সম্পূর্ণ রূপে সফল হয়েছে। এমনকি কোন কোন ক্ষেত্রে অপ্রত্যাশিত ফল পাওয়া গেছে। এই প্রকল্পের একজন সহযোগী হতে পেরে আমি নিজে গৌরবান্বিত বোধ করছি।

আমি আপনাদের পাশে আছি, পরবর্তীতে থাকব এই আশাবাদ ব্যক্ত করছি। VAB এবং D.Net আগামী দিনে স্বীয় কার্যবলে মহীরুহে পরিনত হবে এটি দেখার প্রত্যাশায় রইলাম।

restaurant...

...lounge



...catering



bollywood...



private parties...

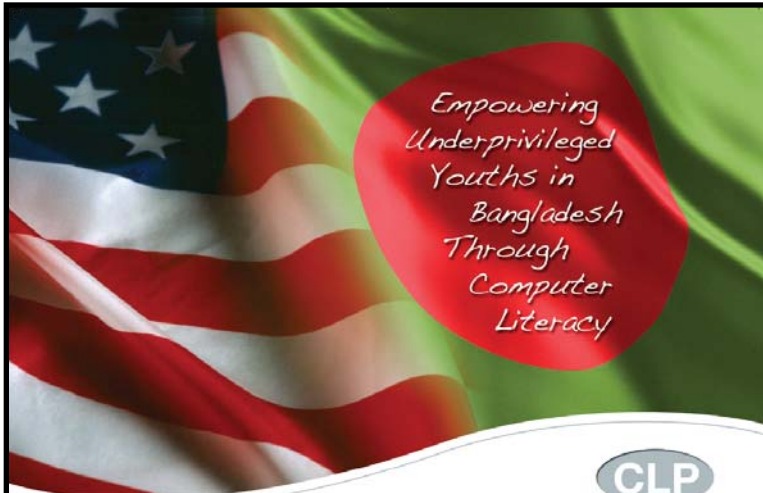


banquet...



Located in the heart of New Jersey, Fire n Ice Restaurant focuses truly on authentic Indian Mediterranean, and Indo-chinese cuisines while presenting a new fusion flair. Enjoy the exotic intoxication of an Arabic Hookah while lounging in one our private cabanas. Dim lighting and eclectic music surround the room to give you that paradise feeling. Bollywood Saturdays are a big favorite, dance the night away 'desi' style with live dhol players and international celebrity DJs. Signature cocktails change seasonally to quench your thirst no matter what you're in the mood for. Our top floor is a fully capable banquet hall ideal for birthday parties, private events, corporate gatherings, or holiday parties. Off-premises catering is another great way to get the 'Fire n Ice' experience.

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e-learning research involving CLP



Tofail Ali Technical School and College Khagatua, Nabinagar, B.Baria:

Md. Saifuddin Khalid

One CLC telecenter with SCR is part of the PhD project of Md. Saifuddin Khalid of eLearning lab in the department of communication and psychology, Aalborg University, Denmark. Co-sponsors are Obel foundation and Aalborg University, Denmark. The PhD project attempts to reason diffusion of ICTs through school-based telecenter. The research reviewed that access to ICTs do not significantly contribute to adoption or domestication of the technology rather what does contribute is contextualized facilitation with content and training, Initial findings of the research indicate that CLP project is going to the right direction. This case study attempts to facilitate and study a private TVET institute Tofail Ali Technical School and College and the host remote village of Khagatua, Nabinagar, B.Baria. Despite teachers' training and facilitated smart class room with multimedia learning content in the curricular context there could be resistance caused by the socio-economic and location-dependent reasons. Such resistances cannot be resolved using traditional survey and observation methods. Therefore, the PhD project adopts participatory rural appraisal (PRA) for the first time in the field of ICT diffusion in education or telecenter to address those problems. DNet's *Pallitathya Help Line*, *Infolady*, *Abolombon* and *Computer Teaches Everyday English (CTEE)* project concepts will be part of non-formal- and informal learning environment activities. The contribution of these DNet initiatives and concepts in reducing the mobility costs for services and in improving socio-economic condition will be studied using qualitative research methodology. Repeating the PRA-based data collection and analyses twice with an interval of one year the research would try to identify the changes using the theory of diffusion of innovation. The outcomes are participatory problem identification, reasoning and solution approach decision by the rural community.



CLP: Perspective of a Researcher from Abroad

Frédéric Kastner

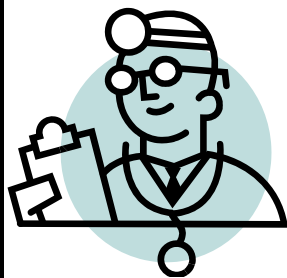
[Frédéric Kastner of the University of Hildesheim, Germany is pursuing a research project entitled "Inclusive e-learning Practice in Developing Countries: Recommendations for Nongovernmental Organizations" as his Master's thesis. He evaluated the Computer Literacy Program and its implementing NGO as part of this research. The following is a brief overview of his findings provided by Frédéric Kastner himself].

CLP pursues the improvement of underprivileged learners' ability to compete in the 21st century's global information society whilst never losing touch with the user communities' contextual realities. The CLP's lessons are focused on the concept of learning by doing – hence building on children's natural affinity and enthusiasm for exciting, engaging tools. By helping them to become ICT-literate and equipping them with a relevant skills set, these lessons empower the students to participate in the 21st century knowledge society. This way, the children can become a part of the international phenomenon of digital natives, and take a step towards competitiveness in the local and international ICT-related job market. What is more is that the CLP tries to be inclusive of all potential users in the local communities, as lessons are offered in Bengali, thereby covering the vast majority of the population. Furthermore, D. Net and other participating NGOs showed that the inclusion of societally marginalized groups, such as females and people with impairments into ICT4E programs, should be a strong building block for achieving equitable education. The focus for improvement hence is: *no one is left behind*.

The research participants concurred that NGOs' flexibility allows them to apply a community approach to design. This approach gives these programs' learning communities a vital role in the design process of ICT4E solutions before, during, and after the implementation. D.Net collaborates with and receive feedback from a diverse set of stakeholders, among them the users themselves, in order to give them the chance to decide what ICT-mediated approach is best for their learning communities. An essential factor is that the participating NGOs respect the users' contributions and ideas as valuable and in no way inferior. Hence, by involving their users in the continuous evaluation of their solutions, CLP achieves strong user and stakeholder buy-in those communities, which are vital for the sustainability of ICT programs.

Last, but not least, CLP is committed to joining collaborative endeavors with other entities, be it the Government of Bangladesh, other civil society organizations, or corporations. By joining forces with those entities, a large community or practice can be built in and around Bangladesh in the field ICT for education – always with the goal of maximizing efforts for the good of Bangladesh's youth. By building on each other's strengths and specialized knowledge, the members of this CLP can mutually empower themselves to address a more diverse user group than ever before a group that equitably represents the real demographics in each community and leaves no one behind.

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Let the Daffodils Bloom

Swapan Kumar Gayen

Two recent news items pertaining to the education sector in Bangladesh represent a highly encouraging trend. While inaugurating a branch of Ideal School and College, the Prime Minister stressed the need for changing the way lessons are taught in educational institutions. Her enthusiasm about introduction of e-books, establishment of computer labs in schools across the country, and bringing locally assembled affordable laptops to the market within a short time was almost infectious. In an earlier address, the education minister outlined Government's plan to set up multimedia classrooms in some 20,500 educational institutions. He further mentioned a Tk 3.06-billion project being launched to facilitate the use of information and communication technology for instruction in 20,500 secondary and higher secondary educational institutions. These commendable moves in education accompany Government's initiatives on e-procurement and establishing transparency through e-governance, all part of the lofty vision of a "Digital Bangladesh."



The initiatives for e-education come at a highly appropriate time. Developments in computer, communication, and information technologies have set in motion a new revolution in education and mode of instruction similar to that brought about by the mass production of books following the advent of printing press in the mid-15th century. The personal computer, *educational compact discs* (CDs), *Internet*, *knowledge webs*, *virtual communities*, and *synthetic environments* are among the available or evolving tools that are radically changing the educational landscape in two important ways. First, many of the available educational contents, books and information are becoming accessible in any remote corner of the world that is digitally connected. What is even more important is that these techniques and technologies can support a paradigm shift from traditional "teaching by telling" to "distributed learning" where "learning by doing" can play a more dominant role. Educational CDs can bring together sight, sound, and animation to be played on the computer. Multimedia technology can combine computers and voice, pictures, animated images, music, words, video, simulation and databases. Exposure to multimedia presentations helps student grasp contents and concepts better than from listening to lectures only, and active participation enables superior assimilation.

Modernizing the education system through effective integration of technology that promotes students' understanding of subject matter and enhance academic achievement is a momentous task. Experiences of others show that technology is no panacea; digital connection does not guarantee improved teaching and learning. There are many roadblocks along the way. Often inertia inhibits use of technology in the first place, and then compromises its intended use. For example, schools in the United States spent more than \$5 billion per year for almost two decades "wiring schools, buying hardware and software, and distributing the equipment" to find out that the return on the investment was way below expectation, which led some critics to question the emphasis on technology. Surveys found that fewer than 20% of teachers used technology several times a week and almost 50% did not use at all. Even among those who used it, only few did so in ways that improve teaching and learning, while a majority used in ways that perpetuated traditional teaching practices. The impact of technology on student achievement seemed even more uncertain. Then there is the problem of unsupervised and inappropriate use of technology. Even such an immensely valuable resource as the Internet,

may become a distraction for students, and in extreme cases may lead to addictive web surfing, when the use is not properly monitored.

While it is expected that there will be differences in the experiences of societies implementing technology in education, based on unique cultural and socio-economic conditions of every society, some of the lessons learned will be applicable in general. A school in rural Bangladesh that is deficient in well-trained teachers in the classrooms, books in the libraries, and equipment for demonstration in the laboratory will no doubt benefit from the infusion of resources that will accompany the proposed multi-media classrooms. Access to the Internet, for example, will bring information and content from multitude of sources to the finger tips, and enable connection with people and organizations from around the globe. Interactive educational CDs will be resource for both students and teachers, help teachers brush up their knowledge of the subject matter and hone their teaching skills. However, using the technology to transform the way lessons are imparted, to involve students in intellectually stimulating work and hone their problem-solving skills, and substantially impact students' academic achievement is much more involved. It is where the experiments conducted by others and the conclusions they reached may be useful as we embark upon our journey in the digital highway.

Important lessons for us from these educational research studies are the following. First, students derive positive benefit when technology is used to make them think and be creative, such as, use of computers to create simulations, instead of just using skill and drill software. Second, teacher competency is a key ingredient in successful implementation of technology for teaching and learning. As technology becomes more sophisticated, so grows the need for dedicated, trained teachers. It is imperative that the teachers receive proper training to develop the skills and confidence necessary to integrate technology into curriculum, and use it to enhance student learning. Third, hardware need to be maintained and software upgraded, so adequate support and maintenance are crucial. Development and adaptation of contents that are specific to learner's experience and background is another challenging task.

It is heartening to note that the *Computer Literacy Program (CLP)* launched in 2004 by Volunteer's Association for Bangladesh, New Jersey Chapter and D. Net in Dhaka has made an impressive groundwork that may serve as a pilot and model for the major programs the Government is launching. As of June 2011, CLP has established 216 Computer Literacy Centers (CLCs), trained 376 teachers (65 female), and provided hands-on basic computer training to over 40,000 students (49% female) in mostly rural areas of 52 districts of Bangladesh. Each CLC is equipped with a minimum of four computers, one printer, other accessories and requisite furniture, and Internet connection where available. Students in a batch of 8-10 receive hands-on-training in basic computer operation, windows, word processing, spread sheet and paint programs, and use of the Internet where available for 2 hours/day, 2 days/week, for 10 weeks, a total of 40 hours free of charge. D. Net provides the CLCs with hardware, software and trouble-shooting support. A separate initiative, "*Computer Teaches Everyday English*" focuses on proper pronunciation, comprehension of spoken English, and carrying out a conversation in English to complement students' English curriculum. An interactive CD has been developed for training the students. More recently, CLP has introduced the concept of "*smart class room*" (SCR) to initiate *e-learning*. In a SCR the students will learn from interactive educational CDs displaying contents on a large screen monitor. Under a Public Private Initiative the Government is supporting in part (64%) the establishment of 100 CLCs and 100 SCRs over the next three years. While long-term goal is to integrate computer and ICT in teaching of every subject, the focus at the initial stage is on complementing the instruction of English, Science, Geography, Physics and Geometry in secondary schools. The first SCR under this program was inaugurated on June 26, 2011.

Other educational and ICT organizations are involved in developing CDs and contents for e-education in Bangladesh. Capitalizing on the collective experience and expertise of all involved, the Government can make the new multi-media class room initiative a watershed event in transforming education system in Bangladesh. Wordsworth gazed at golden daffodils dancing in gentle breeze by the lake, and wrote his immortal poem. May 20,500 "daffodils" bloom throughout Bangladesh and help the traditional society make transition to the digital age!

Swapan Kumar Gayen is a professor of Physics at the City College of the City University of New York and a volunteer of VAB-NJ.

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Noaz	Golam G.	Ocean	NJ
Pagoumain	David	Edison	NJ
Park	William	Astoria	NY
Rahman	Shelly	Broomall	PA
Rahman	Siddiqu	Lawrenceville	NJ
Rahman	SK Mafizur	Bronx	NY

Patrons of Computer Literacy Program (2011)

<i>Last Name</i>	<i>First Name or Company</i>	<i>City</i>	<i>St</i>
Pathan	Aftab	Piscataway	NJ
Paul	Pradip	Cranford	NJ
Prabhakar	N.D.	Marlboro	NJ
Pramanik	Birendra	Parsippany	NJ
Quabili	Ahmadur	Houston	TX
Quaderi	Masurur Ali	Jamaica	NY
Quaderi	Serajjus	Marlboro	NJ
Quadry	Mian	Brooklyn	NY
Quazi	Shahreen	Boston	MA
Rab	Nasreen		BD
Rafiq	Shuvo	Plainsboro	NJ
Rahim	Abdur	Brooklyn	NY
Rahman	Abidur	Augusta	MI
Rahman	Anisur	Mendham	NJ
Rahman	ATR	Irvington	NY
Rahman	Azizur	Yorktown Heights	NY
Rahman	Dewan	Ewing	NJ
Rahman	Lutfur	Ocean	NJ
Rahman	M. Dalil	Flemington	NJ
Rahman	Mahtuzar	Jersey City	NJ
Rahman	Mizanur	Lake Success	NY
Rahman	Mohammad	Dallas	TX
Rahman	Mohammad Aminur	Jersey City	NJ
Rahman	Mohammad Habibur	Jamaica	NY
Rahman	Mohammed	North Bellmore	NJ
Rahman	Monjour	Tuxedo Park	NY
Rahman	Moshiur	Marlboro	NJ
Rahman	Muhammad	Brooklyn	NY
Rahman	Muhit	Cincinnati	OH
Rahman	Mushfiqur	Melbourne	AU
Rahman	Pavel	Toronto	ON
Rahman	Rasheq		NY
Rahman	Rummana	Piscataway	NJ
Rahman	Sayedur	Bristol	CT
Rahman	Shahidur	Ozone Park	NY
Rahman	Sheikh	Wharton	NJ
Shahriar	Salauddin	Harrisburg	PA
Shaikh	Badrud	Jamaica	NY
Shaikh	Muhammad G.R.	Middletown	NY
Shajahan	Shaju	Cleveland	OH

<i>Last Name</i>	<i>First Name or Company</i>	<i>City</i>	<i>St</i>
Rahman	Sk Ziaur	South Windsor	NJ
Rahman	Syed Munir	Edison	NJ
Rahman	T. Mohammad	Dallas	NJ
Rahman	Waliur	Lakewood	NJ
Rahman	Wasim		
Rahman	Rafique Khan	West Orange	NJ
Rahman	Shahidur R.		NY
Rashid	Abdur	Lawrenceville	NJ
Rashid	Aminur	Howell	NJ
Rashid	Harunor		
Rashid	Malik Mahbubur	New Haven	CT
Reed	Peter		
Riad	Aziz	Bartlett	IL
Ripon	Nazrul Islam	Bayshore	NY
Roy	Jiten		
Roy	Kiran Kumar	Woodside	NY
Roy	Sumit	Bridgewater	NJ
Rozario	Liberatus D.	Princeton JCT.	NJ
Sabri	M. Zaki	Brooklyn	NY
Salahudin	Shahriar	Mechanicsburg	PA
Salam	Monzura	Aurora	IL
Saleh	Javed	Skillman	NJ
Salekin	Serajus	Marlboro	NJ
Samad	Anwar	New York	NY
Sarkar	Arun	Dayton	NJ
Sarker	Abdul Qayyum	Colonia	NJ
Sarker	Samir Kanti	New Hyde Park	NY
Sattar	Wasif	Monroe Township	NJ
Sayeed	Fakrul	Voorhees	NJ
Sayeed	Hasan	Marlboro	NJ
Sayeed	Zulfiqar	East Windsor	NJ
Sen	Shyamal	Dayton	NJ
Sengupta	Ashim	Califon	NJ
Serazi	Masum	Edison	NJ
Shadid	Tazin	Seattle	WA
Shahabuddin	Miah	Lincroft	NJ
Yusuf	Mohammed	Edison	NJ
Zaman	Farhat	Hicksville	NY
Zaman	KBM	Cleveland	OH
Zaman	Khairul	North Royalton	OH

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Shajahan	Sharmin	Chicago	OH
Shakil	Sheikh M.	Old Bridge	NJ
Shamim	Noor	Milford	PA
Shamsuddin	Abul	Howell	NJ
Shamsuddin	Shirin	Howell	NJ
Shamsun	Farooque	Marlboro	NJ
Shekalus	William	Mount Kisco	NY
Shurawardi	Ghulam	Coltsneck	NJ
Shyed	Khondaker	Neptune	NJ
Siddique	Shamsul		NY
Siddique	Yousuf	Greenvale	NY
Siddiqui	Faruq Mahmud Anam	Wallingford	PA
Siddiqui	Kaihan	Cliffside Pk	NJ
Sikdar	Abdus	North Bellmore	NY
Sikdar	Hironmony	Voorhees	NJ
Soni	Robindra		
Sultan	Alam	Holmdel	NJ
Sultan	Idris	Carrolton	TX
Sultana	Shirin	Cranbury	NJ
Sultana	Shirin	Plainsboro	NJ
Syed	N. Zaman		
Taher	Muhammed	Champaign	IL
Talukdar	Shamsuzzoha	Holmdel	NJ
Tariq	Quazi AI	Middletown	NY
Toha	Abul K.M.	Los Angels	CA
Uddin	Mohammad Abbas	Borden Town	NJ
Uddin	Moin	Edison	NJ
Uddin	Nancy	Tinton Falls	NJ
Uddin	Shams	Trenton	NJ
Ullah	Saadi	Randolph	NJ
Ullah	Zafar	San Jose	CA
Wahab	Atiya	Wrightstown	NJ
Warsi	Ghulam	Randolph	NJ
Wood	Deborah	White Plains	NY
Yunus	Shah	Pittsburgh	PA
Ziauddin	Abu	Somerset	NJ
Zaman	Mohammad	Marlboro	NJ
Zaman	Mohammad. Q	Elmont	NY
Zaman	Sabrina	Naperville	IL
Zaman	Syed	Morganville	NJ

Last Name	First Name or Company	City	St
Zeb	Afnan (Aditi)	Marlboro	NJ
Zevallos	Manuel	Woodhaven	NY
	Horizon Staffing Services	East Hartford	CT
	IH Engineers	Princeton	NJ
	Imdad Sitara Foundation	Saratoga	CA
	Inman Dental Care, PC	Edison	NJ
	Innovative Technology Solutions, In South Plainfield		NJ
	KS Engineers	Newark	NJ
	Lata R. Shah	Edison	NJ
	Metlife Metropolis Financial Group	New York	NY
	Montgomery Driving School	North Brunswick	NJ
	NABIC	Oakridge	TN
	Napco LLC Operations Acct	Edison	NJ
	New York Mortgage Company	Jackson Heights	NY
	NYMC	New York	NY
	Our House Restaurant	Farmingdale	NJ
	Salam & Associates	Brooklyn	NY
	SBLI USA Mutual Life Ins.Co., Inc	New York	NY
	Senrana	Washington D.C.	US
	Shalimar Restaurant	Atlantic City	NJ
	Sign Media International	Woodside	NY
	Solomon Insurance Agency	New York	NY
	Spandaan_B	Santa Clara	CA
	SSNT Real Estate & Mgt Inc.	Jamaica	NY
	Terry Liebman, Dental Excellence	Brooklyn	NY
	The Morton Foundation	Manhattan	NY
	The Print Shoppe	Aberdeen	NJ
	Todd A. Cohen, ESQ	Freehold	NJ
	Unique Dental Care	Jackson Heights	NY
	UTC Associates	New York	NY
	Wells Fargo Home Mortgage	Jackson Heights	NY
	West Side Medical Center	New York	NY
	Western Capital Mortgage, Inc.	Woodside	NY
	Worldwide Travel Services	New York	NY
	Y & J Realty	Astoria	NY

We laud real estate attorney Maureen A. Carroll for donating \$50 for every business she gets from each Bangladeshi client.




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মো: ফরিদ উদ্দীন

সহকারী শিক্ষক

আমলাসদরপুর মাধ্যমিক বিদ্যালয়

মহান আল্লাহ রাক্বুল আলামিন মানুষ কে সৃষ্টি করেছেন তাঁর সৃষ্টির সর্বশ্রেষ্ঠ করে। আর তাই একমাত্র মানুষকে তার শ্রেষ্ঠত্ব রক্ষা করার জন্য নানা রকম প্রচেষ্টা ও নানা প্রতিকূলতার বিরুদ্ধে সারাজীবন ধরে লড়াই করে যেতে হয়। যা অন্য কোন প্রাণীকে করতে হয় না। মানুষের বেঁচে থাকার জন্য মৌলিক চাহিদা হচ্ছে- অন্ন, বস্ত্র, বাসস্থান এছাড়াও চিকিৎসা ও শিক্ষা। তবে আমি মনে করি এসকল চাহিদার সাথে নতুন আরেকটি গুরুত্বপূর্ণ চাহিদা হিসেবে যোগ হয়েছে তা হচ্ছে তথ্য ও প্রযুক্তি। যা ছাড়া বর্তমান বিশ্ব তথা আমরা অচল। আর এ চাহিদা পূরণ করার জন্য আমাদের বিদ্যালয় এবং বাংলাদেশের গ্রামের অনেক অবহেলিত শিক্ষা প্রতিষ্ঠানে তথ্য প্রযুক্তির আলো ছড়িয়ে দিতে আশির্বাদ স্বরূপ এসেছে VAB-NJ, আমরা কৃতজ্ঞ তাঁদের এই সফল উদ্যোগের প্রতি।

২০০৫ সাল। আমরা D.Net- এ ট্রেনিং এ গিয়েছিলাম। অত্যন্ত বন্ধুত্বপূর্ণ পরিবেশ, আন্তরিক আখিয়ওতা এবং দক্ষ প্রশিক্ষকবৃন্দের সহযোগিতায় ১০ দিন পর্যন্ত সফলভাবে আমরা দুজন শিক্ষক প্রশিক্ষণ গ্রহণ করেছিলাম। সনদপত্র বিতরণ অনুষ্ঠানে যাঁর হাত থেকে সনদপত্র গ্রহণ করেছিলাম তিনি ড. মোজাম্মেল হক খান, যিনি এক সময় আমাদের বিদ্যালয়ের ছাত্র ছিলেন এবং ঐ সময় ইস্ট ওয়েস্ট ইউনিভার্সিটিতে কম্পিউটার বিভাগে কর্মরত ছিলেন। তারপর থেকে আমাদের CLP কার্যক্রম শুরু যা এ অবধি চলছে। বিদ্যালয়ে যখন নতুন একটি ব্যাচের শিক্ষার্থীদের নিয়ে আমি যখন ক্লাস শুরু করি, প্রথমেই তাঁদের সাথে পরিচয় করিয়ে দেই ড. এমদাদুল হক খান মনি কে যিনি একসময় এই বিদ্যালয়ের একজন ছাত্র ছিলেন এবং পরবর্তীতে বিশ্বের সাড়াজাগানো সর্ববৃহৎ মহাকাশ গবেষণা কেন্দ্র NASA-র একজন বিজ্ঞানী ছিলেন এবং তাঁর সহধর্মিণী সিতারা খানকে যিনি গোটা বিশ্বব্যাপী পিছিয়ে পড়া মানুষদের কল্যাণ সাধনে নিয়োজিত রয়েছেন। যাঁর ছোঁয়া আমাদের এই বিদ্যালয়েও লেগেছে।

একটি কথা না লিখলেই নয়। আমার সুযোগ হয়েছিল খুব কাছ থেকে ড. এমদাদ খানকে দেখার, আজও মনে পড়ে সে কথাটি যা আমি জিজ্ঞেস করেছিলাম তাঁকে যদিও হুবহু মনে নেই। আমি জানতে চেয়েছিলাম তাঁর কাছে আমাদের বিকেল বেলা একটু না ঘুরলে ভাল লাগে না কিন্তু আপনাদের বৈজ্ঞানিকরা কিভাবে বিকেল কাটান। তিনি আমায় বলেছিলেন আমাদের কোন বিকেল নেই, আমরা যখন গবেষণাগারে প্রবেশ করি তখন, কখন সকাল হয় আর কখন বিকেল হয় আমরা জানিনা।



কম্পিউটার ক্লাস শুরুর মজাটাই আলাদা। শিক্ষার্থীদের মাঝেও লক্ষ্য করি প্রচন্ড উত্তেজনা ও আগ্রহ। কারণ এটি একটি ব্যতিক্রমী ক্লাস। এখানে তাঁদের কোন দায়বদ্ধতা থাকে না। পুরোপুরি বিনোদনের মাধ্যমে শিক্ষা দেওয়া হয় যা তাদেরকে কম্পিউটারের প্রতি সাহসী করে তোলে। প্রথমেই জাতীয় পতাকা অংকন, যা আমাদের গর্ব যা আমাদের গৌরব। শিক্ষার্থীদের কম্পিউটারের আরও ক্লাস আছে তবে এখানে শুরুটাই তাদের কে নিয়ে যায় দেশের প্রতি শ্রদ্ধাবান হতে ও আগ্রহী করে তোলে জাতীয়তাবোধ সৃষ্টিতে। পুরোসময়টা তারা উপভোগ করে আনন্দমুখর একটি পরিবেশ। যেন তাদের জগৎটাই পরিবর্তন হয়ে যায়। নিজেদেরকে তারা ভেবে নেই কোন একটি উন্নত দেশের ক্লাসরুমে বসে তারা তাদের ক্লাস সম্পূর্ণ করছে।

কোনদিনই তাদের বলতে শুনিনাই স্যার আজকের ক্লাস ভাল লাগছে না। শুধু তাই নয় যতক্ষণ না তাদের বলেছি আজকের মত ক্লাস শেষ ততক্ষণ পর্যন্ত তারা মনোযোগ হারায় নাই। শিক্ষকদের মানসিক উৎকর্ষতা ও উন্নয়ন সাধনের জন্য রয়েছে ভাতা প্রদান। যা তাদেরকে এ কার্যক্রমকে আরও বেগবান করতে উৎসাহী করে তোলে। একই সাথে শিক্ষার্থীদের একজনকে বৃত্তি প্রদান

করা হয় যা শিক্ষার্থীদের মাঝেও প্রতিযোগী মনোভাব গড়ে তোলে। যেটা সবসময়ই একজন শিক্ষক কামনা করেন। শিক্ষার্থী পরবর্তীতে ব্যাচের একজন প্রশিক্ষক হিসাবে দায়িত্ব পালন করে। প্রত্যেক ব্যাচের প্রত্যেকের জন্য রয়েছে সনদপত্র। হয়তবা এটিই তার জীবনের প্রথম কোন প্রশিক্ষণ গ্রহণের স্বীকৃতি। সব স্বীকৃতিই মানুষের গর্বের অর্জন। এটি তার জীবন চলার পথের একটি স্বপ্নের সিঁড়ির অতিক্রম যা সে সফলতার সাথে করেছে।

প্রশিক্ষনের উপকরণ হিসেবে রয়েছে ছবিসহ চমৎকার একটি প্রশিক্ষণ ম্যানুয়েল। যেখান থেকে অতি সহজেই শিক্ষার্থীদের মাঝে কম্পিউটার বিষয়ে জ্ঞানদান করা সম্ভব। একজন শিক্ষার্থী তা থেকে কম্পিউটার সম্পর্কে নিজেই ধারণালাভ করতে পারে। কম্পিউটারগুলোতে মাল্টিমিডিয়া সংযোগ থাকায় মাল্টিমিডিয়া সম্পর্কেও একজন শিক্ষার্থী এখান থেকে অভিজ্ঞ হয়ে ওঠে। এখান থেকে কম্পিউটার শিখে একজন শিক্ষার্থী তা তার বাস্তব জীবনে কাজে লাগাতে পারে। এ হিসেবে এটিকে আমরা একটি কর্মমুখী উদ্যোগ হিসেবেও বলতে পারি।



ডি.নেট সবসময় কম্পিউটারগুলো মেইনটেন্যান্স করে থাকে। যা আমাদের মতো সাধারণ গ্রামের স্কুলের পক্ষে অসম্ভব হয়ে উঠত।

ফলে আমরা সবসময় কম্পিউটারগুলো ভাল অবস্থায় ব্যবহার করতে পারি। এজন্য HUB স্থাপন একটি যুগান্তকারী পদক্ষেপ। কারণ এ ব্যবস্থায় বিভিন্ন কেন্দ্রের কম্পিউটারগুলোর সমস্যা সমাধানে শিক্ষকদের কাজে লাগানো হয় ফলে একজন শিক্ষক স্বাভাবিকভাবেই কম্পিউটার হার্ডওয়্যার ও সফটওয়্যার সম্পর্কে বিশেষ পারদর্শী হয়ে ওঠে।



এখন তথ্য প্রযুক্তির যুগ। আর এ যুগের সাথে আমাদের বিদ্যালয়ের শিক্ষার্থী ও শিক্ষকদের পরিচয়ের মাধ্যম হচ্ছে ডি.নেট ও ভাব। তাদের সহযোগিতায় আমরা তথ্যযুগের সেরা আবিষ্কার Internet সংযোগ পেয়েছি। একজন শিক্ষার্থী ইন্টারনেটের মাধ্যমে অনেক বিষয়ের সংগে সরাসরি পরিচয় লাভ করতে পারছে। তারা এর প্রতি অতি উৎসাহী ও আগ্রহী। এখনকার শহরের বাচ্চা থেকে শুরু করে বৃদ্ধ পর্যন্ত সবাই Internet এর ব্যবহার করছে। যার ছোঁয়া থেকে গ্রামীণ জনপদ এখনও পিছিয়ে আছে। যার জন্য গ্রামের শিক্ষার্থীদের কাছে এটি অত্যন্ত আকর্ষণীয় কিছু। অথচ আমরা আজ বিদ্যালয়ে বসে ইমেইল এর মাধ্যমে যোগাযোগ করছি বিভিন্ন স্থানে। ওয়েব সাইট ব্যবহার করে পরীক্ষার ফলাফল থেকে শুরু করে

আমরা শিক্ষাসহ ও সব ধরনের তথ্য সংগ্রহ করছি। আমাদের জন্য এটি একটি অনেক বড় পাওয়া। VAB এর সহযোগিতায় আমরা খুব শীঘ্রই একটি Smart Class Room পেতে যাচ্ছি। যেখানে থাকবে কম্পিউটার ভিত্তিক ক্লাস। যা শিক্ষার্থীদেরকে ক্লাসকে আরও প্রাণবন্ত বাস্তবমুখী করে তুলবে।

বিশ্বের উন্নয়নের মাপকাঠিতে আমরা অনেক অনেক পিছিয়ে আছি। আর তাই আমাদের এই পিছিয়ে পড়া মানুষদেরকে কিভাবে উন্নত বিশ্বের উন্নত প্রযুক্তির কাছে নিয়ে তাদের সঙ্গে তাল মিলিয়ে চলতে পারি এ নিয়ে আমাদের দেশের যাঁরা সুদূর আমেরিকায় বসে এবং দেশে বসে চিন্তা ভাবনা করছেন ও যে স্বপ্ন নিয়ে এগিয়ে চলেছেন তা আমরা অবশ্যই বাস্তবায়ন করব ইনশাআল্লাহ। অজয় কুমার বসু (অজয় দা)! আমি তাঁকে কখনও দূরের কেউ ভাবি না। সবসময় আমার কাছে তাঁকে পেয়েছি। একই সাথে আমি ধন্যবাদ জানাই ও কৃতজ্ঞতা প্রকাশ করছি VAB ও D.Net এর সকল কর্মকর্তা ও সকলের প্রতি যাঁদের ঐকান্তিক ও আন্তরিক প্রচেষ্টার ফল Khan Foundation এর আমাদের এই কম্পিউটার ল্যাব। নতুন নতুন প্রযুক্তির কাছে পিছিয়ে পড়া মানুষদের পরিচয় করিয়ে দেওয়ার জন্য যাঁরা নিরলস প্রচেষ্টা করে যাচ্ছেন তাঁদের সকলকে জানাই আমার আন্তরিক মোবারকবাদ ও ধন্যবাদ।



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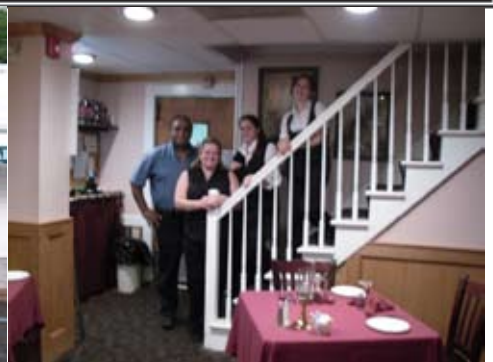
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Established Computer Literacy Centers and sponsors (as of July 2011)

#	Name Center	Address	Start Date	Sponsor
1	Hazi Kashem Ali Degree College	Mymensingh Sadar	Mar '05	Mr. Nasim Ali, Princeton, NJ
2	Hazi Kashem Ali Mohila College	Mutkagacha, Mymensingh	Mar '05	Mr. Nasim Ali, Princeton, NJ
3	Bagerhat Bahumukhi High School	Amlapara, Bagerhat	Apr '05	Ms. Lubna Kabir, Bridgewater, NJ
4	Mukul Niketon High School	Mymensingh Sadar	Mar '05	Dr. Zaki Hossain, Long Island, NY
5	Shamsuddin Nahar Youth Excellence Center	Baitpur, Bagerhat	Apr '05	Ms. Shamsun Nahar, Marlboro, NJ
6	Amla Sadarpur High School	Amla, Kushtia	Apr '05	Imdad-Sitara Khan Foundation, Saratoga, CA
7	Goal Gram College	Goalgram, Kushtia	Mar '05	Imdad-Sitara Khan Foundation, Saratoga, CA
8	Khukni High School	Khukni, Sirajgonj	June '05	Mr. Amzad Khan, Edison, NJ
9	Kadambari High School	Kadambari, Madaripur	June '05	Dr. Swapan Kumar Gayen, Barlboro, NJ
10	Farha Madhomik School	Komrail, Khulna	June '05	Dr. S.K. Bakar, New York, NY
11	Mirzanagar Touhid Academy	Subar Bazar, Feni	June '05	Imdad-Sitara Khan Foundation, Saratoga, CA
12	Barashalghar Union High School	Baroshalghar, Comilla	June '05	Imdad-Sitara Khan Foundation, Saratoga, CA
13	Baruahat High School	Baruahat, Rangpur	June '05	Imdad-Sitara Khan Foundation, Saratoga, CA
14	Mamun Smriti Public High School	Chantia Bazar, Jamalpur	June '05	Imdad-Sitara Khan Foundation, Saratoga, CA
15	Parkhidirpur Maddhomik Biddalaya	Parkhidirpur, Pabna	June '05	Imdad-Sitara Khan Foundation, Saratoga, CA
16	Shologhar AKSK High School	Shologhar, Munshigonj	June '05	Imdad-Sitara Khan Foundation, Saratoga, CA
17	Babrijhar High School	Babrijhar, Nilphamari	June '05	Imdad-Sitara Khan Foundation, Saratoga, CA
18	Bhaterchar D.A. Mannan Pilot High School	Bhaterchar, Munshigonj	June '05	Imdad-Sitara Khan Foundation, Saratoga, CA
19	Ghagotia Chala High School	Chala Bazar, Gazipur	June '05	Mr. & Mrs. Zia Uddin Ahmad, Monroe, NJ
20	BL High School	Amlapara, Sirajgonj	June '05	Dr. A. A. Chowdhury, Portsmouth, VA
21	Laskardia Atikur Rahman High School	Laskardia, Faridpur	Feb '06	Drs. Shah and Anisa Yunus, Pittsburgh, VA
22	McPherson Public Library	Bagerhat Sadar	Feb '06	Dr. Monira Haque, Edison, NJ
23	Khaikara High School	Khaikara, Gazipur	Feb '06	Dr. Taher U. Akhand, Glastonbury, CT
24	Kurigram Girls High School	Kurigram Sadar	Feb '06	Dr. KBM Zaman, Cleaveland, OH
25	Banna Kandi N.M. High School	Bannakandi, Sirajgonj	Feb '06	Dr. A. A. Chowdhury, Portsmouth, VA
26	Karihata High School	Karihata, Gazipur	Feb '06	Mr. & Mrs. Zia Uddin Ahmad, Monroe, NJ
27	Rasulpur Basirun Nessa High School	Rasulpur, Tangail	Feb '06	Dr. Emdadul Haque, Port Orange, FL
28	Maharajpur High School	Maharajpur, Chapai Nababgonj	Feb '06	Dr. Waled H. Chowdhury, Bethpage, NY
29	North Bengal Medical College	Sirajgonj Sadar	Feb '06	Dr. A. A. Chowdhury, Portsmouth, VA
30	Panchani High School	Panchani, Chandpur	Feb '06	Mr. Mohammad Zafarullah, San Jose, CA
31	Nadir Hossin Girls High School	Kashba Najail, Rajbari	Feb '06	Dr. Faizul Islam, Houston, Texas
32	Nasirkote High School	Nasirkote, Chandpur	Feb '06	Dr. Sultan Alam, Holmdel, NJ
33	Adhunika Bangladesh Society	Azimpur, Dhaka	Feb '06	Adhunika Bangladesh Society, Dhaka
34	M.A. Karim Bahumukhi High School	Hinga Nagar, Tangail	Feb '06	SpandaanB, San Jose, CA
35	Ambarkhana Girls High School	Sylhet, Sylhet	Feb '06	Dr. Z. Ahmed, Mr. S. Ahmed, Dr. M. Hussain, PA/NJ/NJ
36	Kazi Jalaluddin Bahumukhi Girls High School	Sylhet, Sylhet	Feb '06	Dr. Nasreen Rab, US
37	Ekuria High School	Ekuria, Gazipur	June '06	Mr. & Mrs. Zia Uddin Ahmad, Monroe, NJ
38	Shahaber Bazar High School	Shahaber Bazar, Sylhet	June '06	Drs. F. Zaman, R.Hossain, M. Ahmed, Hicksville, NY
39	Rifayetpur High School	Rifayetpur, Kushtia	June '06	Dr. A. K. Azad, East Greenbush, NY
40	Barura Govt Girls High School	Barura, Comilla	June '06	Dr. Monowara Begum, Tappan, NY
41	Tarail Pilot High School	Tarail, Kishorganj	Dec '06	Bank Asia, Dhaka, Bangladesh
42	Malkhanagar School & Collage	Malkhanagar, Munshigonj	Dec '06	Bank Asia, Dhaka, Bangladesh

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43	Shanuhar M. A. High School	Uzirpur, Barisal	Feb '07	Dr. Sirajul Huq, Wall, NJ
44	Montijar Rahman Mia Girls High School	Shailakupa, Jhenaidah	Feb '07	Ms. Shahreen Quazi, Boston, MA
45	Shahid Hasan Foyez Girls High School	Haripur, Kustia	Feb '07	Mr. Rezbul Chowdhury, Arlington, MA
46	The Old Kustia High School	Haripur, Kustia	Feb '07	Mr. Rezbul Chowdhury, Arlington, MA
47	Brahman Baria High School	Brahman Baria Sadar	Feb '07	Mr. Salahudin Shahriar, Mechanicsburg, PA
48	Darbeshgonj High School	Kachua, Chandpur	Apr '07	Dr. Serajus Salekin Quaderi, Marlboro, NJ
49	Paschim Banskhalia Upakulia College	Banskhalia, Chittagong	Apr '07	Dr. Mahfuz R.Chowdhury, Uniondale, NY
50	Shailan Surma High School	Dhamrai, Dhaka	Apr '07	Dr. Dalilur Rahman, Flemington, NJ
51	SURAVI	Dhanmondi, Dhaka	Apr '07	Dr. Musaddeq Hussain, Monmouth Junction, NJ
52	Shalkuria High School	Nabangonj, Dinajpur	July '07	Mr. Muhit Rahman, Los Angeles,CA
53	Setabganj Pilot High School	Setabgonj, Dinajpur	July '07	Mr. Muhit Rahman, Los Angeles,CA
54	Panchagar Bisnhnu Proshad Govt. High School	Panchagar Sadar	July '07	Mr. Muhit Rahman, Los Angeles,CA
55	Hasara K.K. High School	Sreenagar, Munshigonj	July '07	Dr. Rashid Hasan, Minneapolis, MN
56	Boro Basalia High School	Tangail Sadar, Tangail	Aug '07	Dr. Emdadul Haque, Florida, USA
57	South Satara High School	Chagalnaiya, Feni	July '07	Mr. Tazin Shadid, Redmond, WA
58	Satkania Golam Bari High School	Satkania, Chittagong	July '07	Bank Asia, Dhaka, Bangladesh
59	Mehandigonj Muktijodhya Sangsad	Mehandigonj, Barisal	July '07	Mr. Tazin Shadid, Redmond, WA
60	Coronation High School	Bogra Sadar, Bogra	Feb '08	Dr. KBM Zaman, Cleveland, OH
61	Garda A.F. Mujibur Rahman Secondary School	Faridpur Sadar, Faridpur	Feb '08	Dr. Shah Yunus, Pittsburgh, PA
62	Shila Roy Chowdhury High School	Jessore Sadar, Jessore	Feb '08	BUET Alumni, Houston, TX
63	Nasirkote Shahid Smriti College	Hazigonj, Chandpur	Apr '08	Dr. Sultan Alam, Holmdel, NJ
64	Gorpara M.L High School	Manikgonj Sadar, Manikgonj	Mar '08	Dr. Humayara Islam Khan, Bangladesh
65	Ranigonj Mohila College	Ghoraghat, Dinazpur	May '08	Mr. Muhit Rahman, Los Angeles, CA
66	Loka BL High School	Nababgonj, Dinazpur	May '08	Mr. Muhit Rahman, Los Angeles, CA
67	Daudpur BL High School	Nababgonj, Dinazpur	May '08	Mr. Muhit Rahman, Los Angeles, CA
68	Nageswari D.M. Academy	Nageswari, Kurigram	May '08	Mr. Shaju A. Shahjahan, Pepper Pike, OH
69	Shayestabad Girls High School	Barisal Sadar, Barisal	Feb '08	Hossain Trust, Dhaka
70	Chunato High School	Lohagara, Chittagong	Mar '08	Bank Asia Ltd. Bangladesh
71	Adhunagar High School	Lohagara, Chittagong	Mar '08	Bank Asia Ltd. Bangladesh
72	Padua A.C.M. High School	Lohagara, Chittagong	Mar '08	Bank Asia Ltd. Bangladesh
73	Sayed Habibul Haq High School	Kishorgonj Sadar, Kishorgonj	Feb '08	Bank Asia Ltd. Bangladesh
74	Hazi Golam Hossen Girls High School	Tarail, Kishorgonj	Apr '08	Bank Asia Ltd. Bangladesh
75	Rajdia Avoy Pilot High School	Sirajdikhan, Munshigonj	Apr '08	Bank Asia Ltd. Bangladesh
76	Palla Mahabub Adarsha High School	Chatkhil, Noakhali	Apr '08	Bank Asia Ltd. Bangladesh
77	Bhimpur Technical School & College	Chatkhil, Noakhali	Apr '08	Bank Asia Ltd. Bangladesh
78	Liton Computers	Ashulia, Dhaka	May '08	Bank Asia Ltd. Bangladesh
79	Ispahani High School	Keranigonj, Dhaka	May '08	Bank Asia, Ltd, Bangladesh
80	Dinarpur High School	Nabigonj, Hobigonj	Sep. '08	Mr. A.M. Chowdhury Mukul, NY, USA
81	Borogandia High School	Daulatpur, Kustia	Sep. '08	Imdad-Sitara Khan Foundation, Saratoga, CA
82	Khandal High School & College	Parshuram, Feni	Apr '09	Dr. Suprasad Boidhya Roy, Princeton, NJ
83	Nabinagar Mohila College	Nabinagar, B. Baria	Apr '09	Mr. Muhit Rahman, Los Angeles,CA
84	Abu Taher Dakhil Madrasha	Shibchar, Madaripur	Apr '09	Dr. Belayet Choudhury, Belle Meade, NJ

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85	Shuryasen Orphanage	Wazirpur, Barisal	Apr '09	Mr. Muhit Rahman, Los Angeles, CA
86	Sree Sree Pronab Math	Nazirpur, Pirojpur	Apr '09	Mr. Muhit Rahman, Los Angeles, CA
87	Nageswari Adarsha Pilot Utcha Balika Bidyaloi	Nageswari, Kurigram	Apr '09	Ms. Sharmin Shahjahan, Pepper Pike, OH
88	AK Khan-UCEP Kalurghat Technical School	Chittagong	Apr '09	I-K Foundation, Bangladesh
89	Jamalgonj High School	Akkelpur, Joypurhat	Apr '09	BUET Alumni, Houston, TX
90	Bagmoniram S.K.City Corporation Girls High School	Chittagong	Apr '09	Dr. Monowara Begum, Tappan, NY
91	Dalta Rahmania High School	Ramgonj, Laxmipur	Apr '09	Mr. Zafar Ullah, San Jose, CA
92	Two Star Computers	Daulatpur, Kustia	Apr '09	Imdad-Sitara Khan Foundation, Saratoga, CA
93	Bagmara High School	Comilla Sadar South, Comilla	May '09	Mr. Pavel Rahman, Toronto, ON, Canada
94	Kasba T.Ali Degree College	Kasba, B. Baria	May '09	Dr. Toufiq Ali, Bangladesh
95	Hemnagar Shashimukhi High School	Gopalpur, Tangail	May '09	N. A. Bangladeshi Islamic Community (NABIC), USA
96	K.G.H.F Mowkhali United Academy	Paikgacha, Khulna	May '09	NABIC, USA
97	Kalipur Ezharul Hoque High School	Banshkhal, Chittagong	May '09	NABIC, USA
98	Noor School	Sujanagar, Pabna	May '09	NABIC, USA
99	Suapur Nannar High School	Dhamrai, Dhaka	May '09	NABIC, USA
100	Chagaldhara High School	Sariakandi, Bogra	June '09	NABIC, USA
101	Bishnapur A. R. High School	Sadar, Gaibandha	June '09	NABIC, USA
102	Khorda Kamarpur High School	Sadullahpur, Gaibandha	June '09	NABIC, USA
103	Habibpur Secondary High School	Wazirpur, Barisal	June '09	NABIC, USA
104	Aoliabad High School	Madhabpur, Hobigonj	June '09	NABIC, USA
105	Nagarkanda College	Nagarkanda, Faridpur	June '09	Dr. Shah Yunus, Pittsburgh, PA
106	Islamabad Girls Orphanage	Chittagong	June '09	Ms. Farhat Khan, Chittagong
107	Hajipur Secondary School	Magura Sadar, Magura	Apr. 10	ICNEWS, Austin, TX
108	Dr.Imdad and Sitara Khan Arka Agri and Technical	Natore	Apr. 10	Imdad-Sitara Khan Foundation, Saratoga, CA
109	Kanutia A Ala High School	Mohammadpur, Magura	Apr. 10	Principal Latifa Khatun, Bangladesh
110	Baramchal High School and College	Kulaora, Moulavibazar	Apr. 10	Mr. Azadur Rahman (Tareque), USA
111	Gouripur Subal-Aftab High School	Daudkandi, Comilla	June '10	Mr. Abdus Sikder, North Bellmor, NY
112	Fatema Sangstha School at Bhartkhal	Bhartkhal, Gaibandha	June '10	Mr. Muhit Rahman, Los Angeles, CA
113	Khondker Abdul Mazid High School	Ullapara R/S	June '10	Dr. Sufian Khondker, New York, NY
114	West End High School	Azimpur, Lalbag, Dhaka	June '10	Sentrana, USA
115	Jahanara Girls High School	Amla Sadarpur, Mirpur, Kustia	Sep'10	Imdad-Sitara Khan Foundation, Saratoga, CA
116	Brotee Regional Office	Tanore, Rajshahi	Sep'10	NABIC, USA
117	Botiabhangha High School	Gabtol, Bogra	Sep'10	NABIC, USA
118	Khajuria High School	Faridgonj, Chandpur	Sep'10	NABIC, USA
119	Kamlapur High School	Kustia Sadar, Kustia	Sep'10	NABIC, USA
120	Mirpur High School	Kumarkhal, Kustia	Sep'10	NABIC, USA
121	Laboratory School, Mymensingh	Mymensingh Sadar,	Sep'10	Mr. ATM Masood, Winnipeg, MB, Canada
122	Al-Hera Public School	Savar – Dhaka	Feb '11	Bank Asia Ltd. Bangladesh
123	Amirabad Jonokalayan Girls High School	Lohagora, Chittagong	Feb '11	Bank Asia Ltd. Bangladesh
124	Ashulia Rotary School	Ashulia – Dhaka	Feb '11	Bank Asia Ltd. Bangladesh
125	Baghia High School	Konabari – Gazipur	Feb '11	Bank Asia Ltd. Bangladesh
126	Konabari MA Kuddus High School	Konabari – Gazipur	Feb '11	Bank Asia Ltd. Bangladesh

Established Computer Literacy Centers and sponsors (as of July 2011)

#	Name Center	Address	Start Date	Sponsor
127	Ichapura High School	Malkhanagar – Munshigonj	Feb '11	Bank Asia Ltd. Bangladesh
128	Mostafa Begum Girls High School	Lohagora, Chittagong	Feb '11	Bank Asia Ltd. Bangladesh
129	Munshigonj High School	Malkhanagar - Munshigonj	Feb '11	Bank Asia Ltd. Bangladesh
130	Rohitpur High School	Keranigonj, Dhaka	Feb '11	Bank Asia Ltd. Bangladesh
131	Shahid Ahsanullah Master High School	Tongi – Gazipur	Feb '11	Bank Asia,Ltd, Bangladesh
132	Shahpir Pilot High School	Lohagora, Chittagong	Feb '11	Bank Asia,Ltd, Bangladesh
133	Talgachia Deshanterkati High School	Betagi. Barguna	July '11	Chicago Halaka Party, Chicago, IL
134	Harish Chandrapur High School	Chirir Bondor, Dinajpur	July '11	Family of Jamil Uddin Ahmad & SpaandanB, Austin, TX
135	Shekandordi A.M.High School	Palash, Narshingdi	July '11	Dr. Fazlur R. Chowdhury , Bardonia, NY
136	Ratandia R.K High School	Kalukhali, Rajbari	July '11	Md. Abdur Rahman Sarkar, Dhaka, Bangladesh
137	Ghorashal Pilot High Scool	Ghorasal, Narsindi	July '11	Dr. Mushfiqur Rahman, Melbourne, Australia
138	Siddiqua Begum Girls' High School	North Matlab, Chandpur	July '11	Dr. Abu Masud, Wichita, KS
139	Badartuni High School	Hizla, Barisal	July '11	Dr. M. Abidur Rahman, MI
140	Muladi High School	Muladi, Barisal	July '11	Dr. M. Abidur Rahman, MI
141	Patharghata High School	Mirzapur, Tangail	July '11	Mr. Mohammed Saleh, R.Ph, Merrick, NY
142	Satarpara High School	Daulatpur, Kustia	July '11	Imdad-Sitara Khan Foundation, Saratoga, CA
143	Maijhati High School	Gouripur, Mymensing	July '11	Tahsin Askar & SpaandanB, Austin, TX
144	Pirkhain Moulana Asraf Chowdhury High School	Anwara, Chittagong	July '11	Dr. Shariff, Chittagong, Bangladesh
145	Union Krishi High School	Patia, Chittagong	July '11	Dr. Shariff, Chittagong, Bangladesh
146	Kanudaskati Nalbunia High School	Rajapur, Jhalakati	July '11	Dr. Ali Ahmed, Chicago, IL
147	Jamal Uddin High School	Dhamrai, Dhaka	July '11	Sentrana , USA
148	Yakub Ali High School	Boalmari, Faridpur	July '11	Family of Shamsul Haque & SpaandanB, Austin, TX
149	Tofail Ali Technical School and College	Nabinagar, Brahmin Baria	July '11	Mr. Md. Saifuddin Khalid, Denmark
150	Mirkamary Adrsha Uchha Biddalay	Ishwardi, Pabna	July '11	Mr. Mohammad Rafiqul Islam, Chittagong, Bangladesh
151	Kushumpura High School	Patia, Chittagong	July '11	Mr. Idris Sultan, Dallas, TX
152	Maliara Mahira Mahirahi Khaine High School	Patia, Chittagong	July '11	Mr. Idris Sultan, Dallas, TX
153	Manasha High School and College	Md. Rafique, Principal	July '11	Mr. Idris Sultan, Dallas, TX
154	Ankur Society Girls High School, Nasirabad, Chittagong	Nasirabad, Chittagong	July '11	Mr. Ali Ahmed, Chittagong
155	Amaradesh Residential High School, Gaibandha	Saghata, Gaibandha	July '11	Mr. Mahbubur Rahman, Dhaka
156	Banga Bandhu Bidya Neketon	Mirpur, Dhaka	July '11	Sentrana, USA
157	Purba Jurain Adarsha High School	Jurain, Dhaka	July '11	Sentrana, USA
158	Harisangan High School	Belabo, Narsindi	July '11	Sentrana, USA
159	Shonaimuri High School	Sonaimuri Noakhali	July '11	Drs. Naseem Chowdhury and Ismat Jahan, Chicago, IL
160	Shahid Moulana Kasimuddin Uchacha Biddalay	Pabna Sadar, Pabna	July '11	Mr. Shahriar Ahmed
161	Hazera Talukder Balika Bidyalaya	Bauphal, Potuakhali	July '11	Mr. Dulal Talukder and SpaandanB Austin, TX
162	Japan-Bangladesh Friendship High School	Surma, Sylhet	July '11	Rotary Club of Metropolitan Dhaka
163	Kadambari Union College	Rajoir, Madaripur	July '11	Dr. Swapan Kumar Gayen, Marlboro, NJ
164	Rays Hope Orphanage	Savar, Dhaka	July '11	Mr. Tahsin Askar & SpandaanB , Austin, TX
165	Shahid Rowshan Ali Khan College	Bashail, Tangail	July '11	Mr. Hamid Reza Khan, USA

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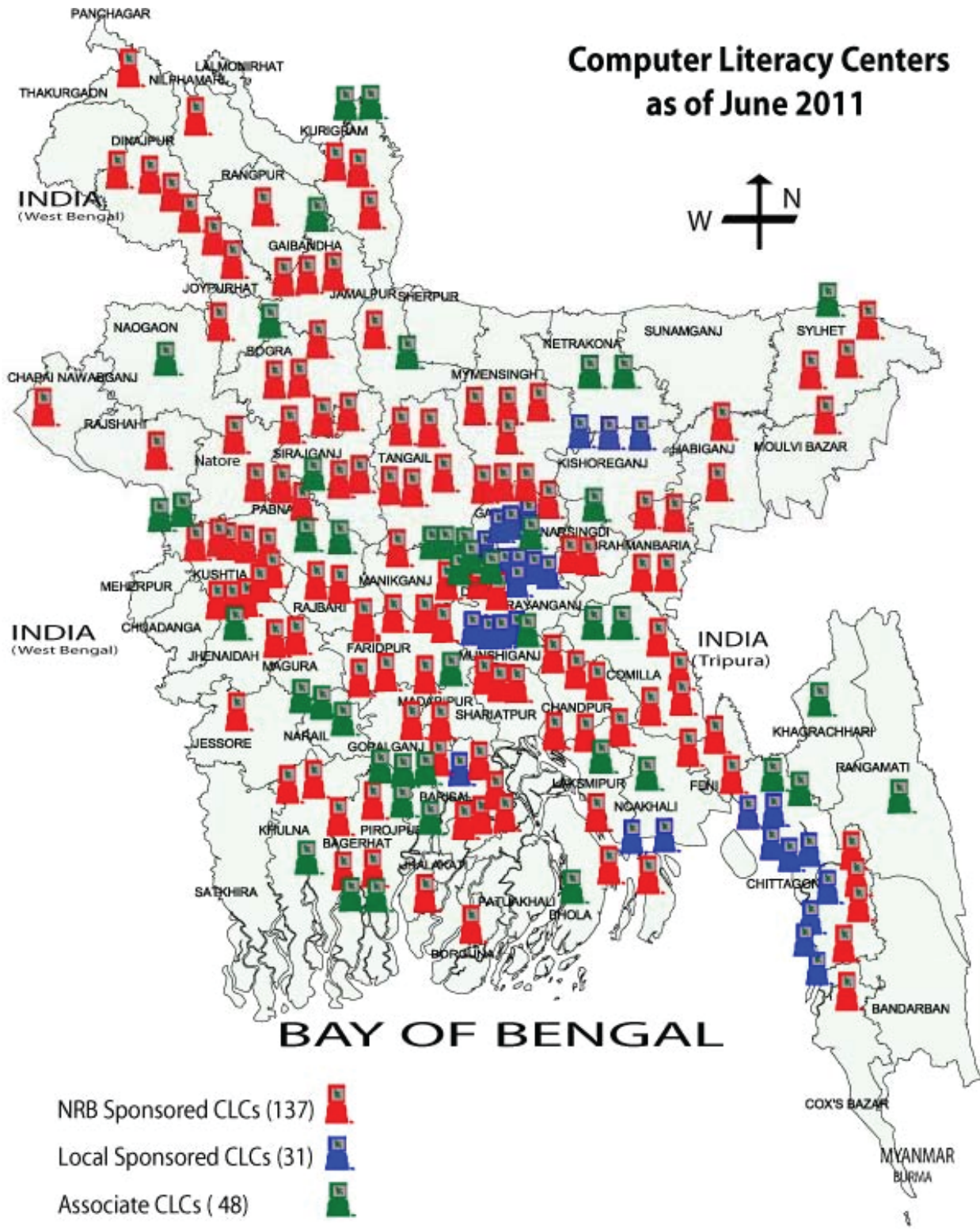
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