



Project 12: PW-612

Business Implementation of My Abroad Edu



<https://www.myabrodedu.com>

Project Implementation of My Abroad Edu

Submitted To

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Letter of Transmittal

Mr. Mohammad Mostafa Shakil

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Subject: Project report about the business implementation of “My Abroad Edu”.

Dear Sir,

It is my great pleasure to submit the report named “My Abroad Edu” as a part of Project 12 of the Department of Innovation & Entrepreneurship for your kind consideration. I made sincere efforts to “My Abroad Edu” and examined relevant records for the preparation of the report.

Within a limited time, I have worked to make this report as comprehensive as possible. But there may be some incompleteness due to various restrictions. For this reason, I beg your kind consideration in this regard.

Sincerely yours,

Md. Azizul Islam

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DECLARATION

We hereby declare that this project has been done by us under the supervision of Mr. Mohammad Mostafa Shakil, Lecturer, Department of Innovation and Entrepreneurship, Daffodil International University .We also declare that neither this project nor any part of this project has been submitted elsewhere for award of any degree or diploma.

Supervised by

SHAKIL
05.01.2024

Mr. Mohammad Mostafa Shakil

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Oath

I swear,

that the bachelor dissertation titled **Business Implementation of My Abroad Edu** was written by me independently, and that all literature and additional material used are cited in the bibliography and that this version is exactly the same as the work submitted electronically.

In accordance with Daffodil International University rules and regulations, I agree to my project implementation being published in its complete form in the publicly accessible electronic database of the Daffodil International University.

Md. Azizul Islam

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Signature the author

Azizul

Certificate of Approval

This is to certify that Md. Azizul Islam ID No. 212-45-010 is a regular student of the Department of Innovation and Entrepreneurship, Faculty of Business and Entrepreneurship, Daffodil International University. He has successfully completed his project 12 in the business implementation of My Abroad Edu

I have gone through the project and found the business idea feasible.

I wish him every success in his life.

Mr. Mohammad Mustafa Shakil

Lecturer

Department of Innovation and Entrepreneurship

Daffodil International University

Signature of the Supervisor

SHAKIL
05.01.2024

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Abstract

This project focuses on the business plan of the innovative platform myabrodedu.com, which initially provides free consulting services to Bangladeshi students but plans to expand globally. The platform streamlines the entire process from university selection to visa application, while also introducing students to scholarship opportunities, language learning programs, and personalized guidance. The business plan validates myabrodedu's vision and strategies for achieving both short-term and long-term goals. The theoretical part of this report provides an academic perspective, reviewing relevant research and established consulting models. The practical part applies the results of the theoretical analysis into actionable strategies, initially focusing on Bangladeshi students, while addressing the broader needs of the global student market. myabrodedu.com aims to be the leading platform for making global education accessible, affordable, and achievable for students worldwide.

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Chapter1: Introduction

1.1Summary

In order to find better career opportunities in the future, many families have decided to send their children abroad to study. The golden age to study abroad is right after graduating from high school. Bangladeshi education has seen gradual improvements, but significant challenges persist. In the current context, many students after graduation cannot find jobs due to the heavy focus on theoretical knowledge with limited practical application. Consequently, many individuals opt to study abroad to gain access to new sources of knowledge, practical learning experiences, and research opportunities, enabling them to maximize their potential. The theoretical part of this research paper will reveal the obstacles faced by Bangladeshi students despite their strong desire to go abroad for higher education which leads to identifying key influencing factors and proposed practical solutions tailored to the local context.

1.2Introduction

For many Bangladeshi students, the dream of studying abroad is not just about earning a degree; it is about seeking a brighter future, exploring new horizons, and transforming their lives. It's a journey filled with hope and ambition—an opportunity to access better education, gain international exposure, and create opportunities that might not be available at home. Every year, thousands of students leave their families, their comfort zones, and their familiar surroundings to embark on this journey, driven by the belief that studying abroad will open doors to a world of possibilities.

However, the road to studying abroad is rarely smooth. Bangladeshi students often face a host of challenges, from the very first step of deciding to study abroad to the realities of living in a new country. Financial worries weigh heavily on many families, as international education comes with a hefty price tag. Navigating complex admission processes, securing visas, and preparing for language tests like IELTS or TOEFL can be daunting for students with little guidance. Even after arriving in their host countries, the challenges don't stop—adjusting to a new culture, understanding different teaching methods, overcoming language barriers, and

The desire to study abroad is also shaped by the realities of the education system in Bangladesh. While the country has many talented students and dedicated educators, the absence of

Bangladeshi universities in top global rankings highlights the limitations of local institutions in providing world-class education. This compels many students to seek degrees from internationally reputed universities to stand out in an increasingly competitive world.

Despite these hurdles, Bangladeshi students continue to dream big. Their resilience and determination to overcome financial, academic, and cultural barriers are a testament to their hope for a better tomorrow. This study seeks to understand their struggles, not just in numbers and statistics, but in the human stories behind the challenges. By exploring the experiences of these students, this research aims to shed light on the obstacles they face and inspire changes that can support their journeys.

Studying abroad is more than just an academic endeavor for Bangladeshi students—it is a leap of faith, a pursuit of hope, and a story of courage. This study is an attempt to tell that story, one challenge and one dream at a time.

1.3 Literature Review

Studying abroad has been a growing aspiration among Bangladeshi students for decades. Recent trends show a significant increase in the number of Bangladeshi students pursuing education in foreign countries. According to UNESCO, in 2015, approximately 24,112 Bangladeshi students left the country to study abroad, and by 2017, this number had risen to 60,000 at the tertiary level (Rabbani & Kimkyunghak, 2020). Each year, 70,000 to 90,000 students from Bangladesh seek higher education opportunities abroad (Siddiqui & Jasim, 2022). This surge is driven by several "push and pull" factors, including dissatisfaction with the domestic education system, competitive job markets, political instability, social insecurity, and the availability of scholarships, visa facilitation, and promising career prospects abroad.

Social class and financial stability remain significant barriers for Bangladeshi students aiming to study abroad. Students from upper-class families often enjoy the privilege of pursuing higher education abroad due to their financial resources, while middle-class families rely heavily on scholarships to afford the costs. For working-class and lower-income families, the dream of studying abroad remains largely unattainable due to the prohibitive expenses (Shindaini, 2021). Gender also plays a role in access to education abroad, as many middle-class families hesitate to allow female students to study abroad due to concerns over marriage prospects and societal norms.

Additionally, a knowledge gap exists between students from elite and non-elite educational backgrounds. Students from upper-class families have access to prestigious institutions, better preparation for competitive exams like IELTS and TOEFL, and greater exposure to global opportunities, while those from lower socio-economic backgrounds often face significant disadvantages in terms of preparation and access to quality resources. This further perpetuates inequities in opportunities for Bangladeshi students.

Language proficiency is another substantial hurdle for Bangladeshi students. Many universities abroad require strong English language skills, as demonstrated through standardized tests like IELTS, TOEFL, GRE, and GMAT. However, the Bangladeshi education system emphasizes reading and writing skills, neglecting speaking and listening. Consequently, students often struggle with the comprehensive language requirements of international education. According to Hannan Sarker, Registrar of the British Council in Bangladesh, approximately 15,000 to 20,000 Bangladeshi students take the IELTS test annually, but only a fraction succeed without extensive preparation (Kar, 2013).

Cultural adjustment remains one of the most challenging aspects for Bangladeshi students studying abroad. Factors such as homesickness, language barriers, unfamiliar food, and drastic climate differences create difficulties for students trying to adapt to their new environments. Additionally, Muslim students often struggle to find Halal food options in certain countries, which can make their daily lives even more challenging (Zinia, Sultana, & Mahmud, 2018).

The sense of isolation and cultural shock experienced by Bangladeshi students is well-documented in broader studies of Asian international students. A study by Russell et al. (2010) found that 41% of international students in Australia experienced significant stress due to homesickness and perceived discrimination. These challenges are compounded by limited access to support systems in host countries, leading to feelings of loneliness and alienation. Coping mechanisms, such as forming social networks with peers from similar cultural backgrounds, play a vital role in helping students navigate these difficulties (Gebhard, 2014).

The motivations of Bangladeshi students to pursue education abroad are consistent with trends observed in other developing countries. Factors such as improved living standards, better education systems, and lucrative job opportunities drive students to seek education in developed nations. However, this also results in "brain drain," as many students choose not to return to Bangladesh after completing their studies due to better career opportunities abroad.

Similar to Bangladeshi students, Indian students have shown a steady increase in migration for higher education due to comparable factors such as financial stability, global opportunities, and dissatisfaction with domestic education systems (Kaur Harkirat & Aggrawal Rashmi, 2019). However, Bangladeshi students face unique socio-cultural challenges, including societal pressure and a lack of support for female students, which require additional attention.

The literature reveals that studying abroad presents Bangladeshi students with both opportunities and challenges. Financial constraints, language barriers, and cultural adjustment remain the primary obstacles. However, with proper planning, targeted support, and access to resources, these challenges can be mitigated, enabling more students to achieve their aspirations. The growing trend of international student mobility highlights the need for further research to explore the unique experiences and coping mechanisms of Bangladeshi students studying abroad. Understanding these factors will help create better support systems to ensure that students can fully benefit from their international education experiences.

Chapter2: Research Methodology

This research utilizes both primary and secondary data collection methods to provide a comprehensive understanding of the barriers faced by Bangladeshi students in pursuing higher education abroad and to develop a business model for myabrodedu.com. A mixed-methods approach, incorporating both qualitative and quantitative methods, was adopted to ensure depth and breadth in data analysis.

2.1 Primary Data Collection

❖ *Surveys:*

- A survey was conducted among Bangladeshi students who are either planning to study abroad or have already applied to foreign universities.
- The survey included a sample size of 200 respondents, comprising males and 100 females, to ensure gender balance.
- Questions focused on challenges such as financial constraints, language barriers, access to information, and experiences with consultancy services.

❖ *Interviews:*

- Semi-structured interviews were held with 20 students who successfully enrolled in international universities. These interviews aimed to gather insights on their journey, challenges faced, and how they overcome these hurdles.
- Additionally, five education consultants were interviewed to understand the gaps in existing consultancy services.

❖ *Focus Groups:*

- Focus groups were organized with high school graduates and their families to identify their expectations and concerns about studying abroad.

2.2 Secondary Data Collection

- ❖ *Published Sources:* The research extensively reviewed academic publications, government reports, and articles from reliable online databases to gather information

about trends in international student migration and educational consultancy models.

- ❖ ***Global and Regional Statistics:*** Data from global organizations such as UNESCO and regional statistics were analyzed to compare Bangladesh's position in sending students abroad relative to other South Asian countries. This helped identify specific areas where Bangladeshi students lag behind, such as growth rate and availability of scholarships.

2.3 Objectives of The Survey

General Objectives

The primary objective of is to address the challenges faced by students, particularly from Bangladesh, in accessing higher education abroad. This includes overcoming barriers such as financial constraints, language barriers, and lack of information by providing free consultancy services, scholarship opportunities, and a streamlined application process. The project also aims to develop a scalable business model to expand globally, enabling students from diverse backgrounds to achieve their educational aspirations with ease and affordability.

Specific goals

- Provide a detailed understanding of the obstacles faced by Bangladeshi students in studying abroad.
- Develop practical solutions tailored to address these challenges, including language support and streamlined consultancy processes.
- Validate the business model for myabroadedu.com, ensuring it meets the needs of its target audience effectively.

2.4 Survey Design

Target Respondents

- Students from Bangladesh who are planning or have applied to study abroad.
- Sample size: 200 respondents (100 males, 100 females).

Data Collection Method

- Online survey distributed through social media platforms, educational institutions, and student forums.
- In-person survey at educational fairs and coaching centers.

2.5 Survey Questions

1. Are you planning to study abroad? If yes, what motivates your decision (career, quality education, etc.)?
2. Have you experienced financial difficulties in preparing for studying abroad?
3. Are you currently enrolled in any language coaching programs (e.g., IELTS, TOEFL)?
4. Do you have concerns about homesickness or adjusting to a foreign culture?
5. Have you found it challenging to access accurate information about studying abroad?
6. Have you ever encountered fraudulent consultancy services or misleading information?

Table 1: Primary Data from Respondents

| Opinion Poll | Present | Absent |
|--|---------|--------|
| Are you interested in studying abroad? | 192 | 8 |
| Do you face financial problems? | 150 | 50 |
| Do you face financial problems? | 120 | 80 |
| Do you have a fear of homesickness? | 110 | 90 |
| Have you faced challenges in finding accurate information? | 180 | 20 |
| Have you been misled by fraudulent consultants? | 100 | 100 |

Note: Column figures indicate the number of active respondents at the time of the survey.

Source: Initial field survey (October-2024)

Table 2: Cross Examination of the Respondents as Indicated by their Reactions.

| Question | Male | Female | Total |
|--|---------|---------|-------|
| Are you interested in studying abroad? | Yes: 95 | Yes: 97 | 192 |
| Do you face financial problems? | Yes: 70 | Yes: 80 | 150 |
| Do you face financial problems? | Yes: 60 | Yes: 60 | 120 |
| Do you have a fear of homesickness? | Yes: 50 | Yes: 60 | 110 |
| Have you faced challenges in finding accurate information? | Yes: 90 | Yes: 90 | 180 |
| Have you been misled by fraudulent consultants? | Yes: 60 | Yes: 40 | 100 |

Table 2: Cross-Examination of Respondents

Source: primary field survey (October-2024)

2.6 Interpretation of Results

- ❖ **Interest in Studying Abroad:** Over 95% of respondents expressed interest in studying abroad, indicating a strong demand for overseas education.
- ❖ **Financial Barriers:** Approximately 75% of respondents reported financial difficulties, highlighting the need for affordable consultancy and scholarship guidance.
- ❖ **Language Coaching:** 60% of respondents are taking coaching for language tests, showing that language proficiency is a significant focus area for students.
- ❖ **Information Access:** 90% of respondents reported difficulties in finding accurate information, emphasizing the importance of reliable consultancy platforms.
- ❖ **Fraudulent Consultants:** Half of the respondents experienced misleading information from consultancy agencies, underlining the need for trustworthy services.

2.7 Findings

This section outlines the main obstacles faced by Bangladeshi students aspiring to study abroad, as identified through the analysis of primary and secondary data, including surveys, interviews, and literature reviews.

1. Financial Barriers One of the most significant challenges faced by students is financial constraints. Approximately 75% of surveyed students indicated that they face difficulty affording tuition fees, accommodation, and other related expenses. Scholarships are often limited, and many students are unaware of available financial aid programs. This makes studying abroad inaccessible to students from middle-income and lower-income families.

2. Lack of Reliable Information Nearly 90% of respondents reported difficulties in accessing accurate and reliable information about studying abroad. Many students are misled by fraudulent consultancy agencies or find themselves overwhelmed by the complex admission and visa application processes. The lack of a centralized, trustworthy source of information leaves students confused and uncertain.

3. Language Barriers Language proficiency is another key obstacle for Bangladeshi students. Around 60% of respondents mentioned that they had to invest significant time and money in preparing for standardized language tests such as IELTS or TOEFL. Additionally, the fear of failing these exams discourages many students from applying.

4. Homesickness and Cultural Adaptation About 55% of respondents expressed concerns about homesickness and adjusting to new cultural environments. The anxiety of living far from family and adapting to different societal norms creates psychological barriers that deter students from pursuing opportunities abroad.

5. Visa and Immigration Issues Visa processing and immigration requirements are among the most frequently cited challenges. Around 50% of students reported facing difficulties in understanding and fulfilling visa requirements. Many students also fear rejection, which further adds to their stress and discourages them from applying.

6. Fraudulent Consultancy Services Half of the respondents experienced misleading practices by consultancy agencies, including false promises about guaranteed admissions and scholarships. This not only wastes students' resources but also undermines their confidence in

7. Limited Awareness of Opportunities Many students are unaware of the diverse range of programs, scholarships, and institutions available globally. This lack of awareness restricts their choices and forces them to rely on popular but potentially less suitable options.

8. Technological and Digital Access Gaps Some students, especially those from rural areas, lack access to the digital tools and resources necessary for researching and applying to universities abroad. Limited internet connectivity and digital literacy further exacerbate this issue.

The findings highlight that financial constraints, unreliable information, language barriers, and cultural adaptation challenges are the most pressing obstacles for Bangladeshi students seeking higher education abroad. These challenges call for targeted solutions, such as financial aid programs, centralized information platforms, language preparation resources, and cultural adaptation training, all of which myabrodedu.com aims to address effectively.

2.8 Limitations and Future Research

Limitations

The findings of this project should be interpreted with certain limitations in mind. The study primarily focuses on Bangladeshi students during its initial phase, and therefore, its applicability to students from other countries is limited. Additionally, the reliance on self-reported data may introduce biases, as not all students may accurately articulate their challenges or experiences. Variables such as cultural adaptability, family expectations, and the impact of digital access have been briefly mentioned but not analyzed comprehensively due to time and resource constraints.

Future Research

Future studies should examine in greater detail the intersection of cultural adaptability, financial literacy, and digital inclusion in shaping students' decisions to study abroad. Expanding the research to include students from other South Asian and developing countries could provide comparative insights and help refine the platform's services for a global

audience. Further exploration into how My Abroad Edu can integrate AI-driven tools for personalized guidance and enhance partnerships with international universities and government scholarship programs could make the platform more robust and inclusive. Additionally, studying the psychological and long-term career impacts of studying abroad could offer valuable data to improve consultancy effectiveness.

2.9 Solutions of the Findings and Survey Results

myabrodedu.com has been designed as a comprehensive solution to address the challenges highlighted in the survey and findings. By tackling financial barriers, language proficiency challenges, access to reliable information, and issues with fraudulent consultants, My Abroad Edu aims to empower students and facilitate their journey to study abroad. Below is a detailed explanation of how My Abroad Edu provides solutions to these problems:

Finding1 75% of students face financial constraints, making it difficult to afford tuition fees, accommodation, and other related expenses.

Solution:

- **Scholarship Guidance:** My Abroad Edu will provide a centralized database of scholarship opportunities, categorized by country, program, and eligibility criteria. The platform will also guide students through the application process for these scholarships.
- **Financial Planning Assistance:** The platform will offer financial planning tools to help students budget and assess the total cost of studying abroad, including tuition, living expenses, and travel.
- **Partnerships with Universities:** By forming partnerships with universities, My Abroad Edu will negotiate partial or full scholarships and fee waivers for deserving students.
- **Affordable Consultancy Fees:** Unlike traditional agencies, My Abroad Edu will offer affordable and transparent consultancy services, ensuring accessibility for middle- and lower-income families.

Finding2 90% of respondents reported difficulties in accessing accurate and reliable information about studying abroad.

Solution:

- Centralized Information Hub: My Abroad Edu will serve as a one-stop platform for students, providing accurate and up-to-date information about universities, programs, scholarships, and visa processes.
- Verified Content: All information on the platform will be verified by a team of experts to ensure reliability and eliminate the risk of misinformation.
- 24/7 Support: A dedicated support team and AI-powered chatbots will be available to answer students' questions and provide guidance.
- Workshops and Webinars: Regular online sessions will be conducted with university representatives, alumni, and experts to educate students about available opportunities and processes.

Finding3 Around 60% of students require coaching for standardized language tests like IELTS and TOEFL.

Solution:

- Language Coaching Partnerships: My Abroad Edu will collaborate with reputed language coaching centers to offer discounted or free preparation courses for IELTS, TOEFL, and other standardized tests.
- Online Practice Resources: The platform will provide free access to practice materials, mock tests, and tips to improve language proficiency.
- Personalized Support: Students will receive personalized coaching plans based on their proficiency levels and test requirements, ensuring better outcomes.

Finding4 Around 55% of respondents expressed concerns about homesickness and cultural adaptation.

Solution:

- Pre-Departure Orientation: My Abroad Edu will organize cultural adaptation workshops to help students understand and prepare for life in a foreign country.
- Peer Mentorship Programs: The platform will connect students with alumni or current students in their target country to provide firsthand insights and emotional support.
- Cultural Resource Guides: My Abroad Edu will create detailed guides about local

customs, laws, and cultural practices in various countries to help students feel more prepared.

Finding5 Around 50% of students reported difficulties in understanding and fulfilling visa requirements.

Solution:

- Step-by-Step Visa Guidance: My Abroad Edu will provide a clear and detailed guide for visa application processes, tailored to each country.
- Document Verification Services: The platform will offer document preparation and verification services to ensure accuracy and compliance with visa requirements.
- Immigration Consultant Network: My Abroad Edu will partner with licensed immigration consultants to provide professional advice and assistance.
- Rejection Support: For students who face visa rejections, My Abroad Edu will help identify issues, prepare appeals, or recommend alternative options.

Finding6 Around 50% of students experienced misleading information from consultancy agencies.

Solution:

- Transparent Services: My Abroad Edu will operate on a fully transparent model, clearly outlining all costs, services, and processes to students.
- Verified Partnerships: Only verified and trustworthy universities, scholarship providers, and immigration consultants will be listed on the platform.
- Student Reviews and Ratings: The platform will include a review system where students can share their experiences, helping others identify reputable services.
- Fraud Awareness Campaigns: My Abroad Edu will educate students about common fraudulent practices and how to avoid them.

Finding7 Many students are unaware of the range of programs, scholarships, and institutions available globally.

Solution:

- Custom Recommendations: Using AI-driven algorithms, My Abroad Edu will provide personalized university and program recommendations based on students' interests, qualifications, and financial situations.
- Career-Oriented Counseling: The platform will offer counseling sessions to align students' academic goals with their long-term career aspirations.
- Diverse Program Listings: My Abroad Edu will maintain an extensive database of institutions and programs worldwide, showcasing niche and lesser-known opportunities that match students' needs.

Finding8 Students from rural areas often lack access to digital tools and resources.

Solution:

- Mobile-Friendly Platform: My Abroad Edu will develop a mobile-optimized platform to ensure accessibility for students with limited resources.
- Offline Resources: Printable guides and downloadable materials will be made available for students with unreliable internet access.
- Rural Outreach Programs: The platform will partner with schools, colleges, and NGOs in rural areas to conduct workshops and raise awareness about studying abroad.

Practical Part

Chapter1: Introduction

1.1Summary

The lack of affordable, accessible, and reliable consulting services remains a major obstacle for Bangladeshi students interested in studying abroad. Existing agencies charge exorbitant fees, limiting opportunities for students from low-income families. In addition, many students are unaware of available scholarships, application deadlines, and effective strategies for navigating the complex application and visa processes. Language barriers compound these challenges, as students often lack the language skills needed for international education and communication. The practical part of this project will explore a one-stop solution to all these barriers by creating a business model using the design thinking process and other technological tools.

1.2Literature Review of Business Plan

A business plan serves as a vital document for analyzing a business concept or planning strategic initiatives. It must be both concise and comprehensive, typically ranging between 20 to 50 pages, and should remain a dynamic, evolving document. Deciding who will write the business plan is one of the earliest considerations. Relying solely on the entrepreneur or manager to draft it may lead to a lack of broader perspectives. Collaboration among different departments or hiring external experts can ensure a well-rounded approach. If external professionals are involved, it is essential to provide them with a foundational draft that encapsulates the unique aspects of the business to maintain relevance and precision.

The purpose of the business plan must be well-defined from the beginning. Whether aimed at securing funding, attracting partnerships, or validating the viability of a new venture, the focus should remain clear and tailored to the target audience. For instance, when the goal is to address specific challenges, such as the financial and informational barriers faced by students, the business plan must emphasize the innovative solutions designed to tackle these issues. If the plan is intended for investors, it should prioritize financial models and scalability; if for

educational stakeholders, it should highlight the social impact and accessibility of the proposed solutions.

The structure and organization of the business plan are equally important. While there is no universally fixed format, the flow should align with the primary objectives of the plan. For example, if the business involves introducing an innovative platform or service, the initial sections should focus on defining the problem, the solution offered, and validation of the concept. Clarity and precision in the presentation, along with careful attention to detail, create a professional impression and help avoid misconceptions or doubts about the seriousness of the venture.

Financing is another key consideration before drafting the plan. The source of funding—whether personal investment, partnerships, venture capital, or public equity—will shape the business's financial strategy and exit options. Thoughtful planning about financing options ensures not only the availability of funds but also the sustainability of relationships with stakeholders. Exit strategies should also be part of the initial planning process, as they help define long-term objectives and provide a roadmap for growth or transition. Whether through acquisition, public listing, or ownership transfer, having a clear exit plan enhances decision-making at every stage of the business.

Financial assumptions must be carefully documented throughout the development of the business plan. These assumptions include expected revenues, projected expenses, and operational costs. As the plan evolves, keeping track of these assumptions ensures consistency and helps prevent confusion. Aligning these financial projections with the overall business strategy is critical for demonstrating the venture's viability and credibility. For instance, if the plan projects revenue streams from consultancy fees and partnerships, these figures should be supported by clear justifications and realistic growth metrics.

Ultimately, these considerations form the backbone of a robust business plan, ensuring it effectively communicates the value, feasibility, and long-term potential of the proposed business. While this section will not appear in the practical part of the report, the principles outlined here will guide the development of a focused, well-structured, and impactful business plan.

1.3 Rationale of Starting My Abroad Edu

The survey results and findings provide undeniable evidence of the demand for a platform like myabroadedu.com. With over 95% of students expressing interest in studying abroad, and challenges such as financial barriers, unreliable information, and language proficiency affecting the majority, there is a clear gap in the market. myabroadedu.com's innovative, student-centric approach directly addresses these pain points, positioning it as a necessary and valuable solution.

This business will not only meet the unmet needs of Bangladeshi students but also create opportunities for them to access global education, enhance their career prospects, and contribute to societal development. By addressing these critical issues effectively, myabroadedu.com will establish itself as a trusted partner for students and families, ensuring its long-term success and scalability.

The data highlights a significant gap in the market for affordable, reliable, and comprehensive consultancy services. Existing agencies charge exorbitant fees, limiting access for middle-income families. By focusing on affordability and transparency, myabroadedu.com will fill this gap, catering to a large and underserved segment of students in Bangladesh. Furthermore, the platform's scalable model positions it for expansion into other South Asian and developing countries in the future.

Global statistics indicate that the number of international students has grown steadily over the past decade. Bangladesh, despite its significant interest in overseas education, lags behind in terms of growth compared to other South Asian countries. This discrepancy highlights the urgent need for initiatives like myabroadedu.com to support students in overcoming barriers and contributing to the country's global education footprint.

1.4 Building The myabrodedu.com Website

To develop the myabrodedu.com website, I focus on creating a comprehensive, user-friendly platform that reflects the goals and mission of the business. The website will serve as the cornerstone of our operations, offering a seamless experience for students while incorporating advanced technological features to address their needs.

To develop the MyAbrodEdu.com website, I focus on creating a comprehensive, user-friendly platform that reflects the goals and mission of the business. The website will serve as the cornerstone of our operations, offering a seamless experience for students while incorporating advanced technological features to address their needs.

I start by outlining the structure of the website, which includes key sections such as the homepage, program and university search, visa support, language preparation, success stories, and contact support. Each section is designed to provide clear and concise information, making it easy for users to navigate and find what they need. The homepage will feature a dynamic interface with call-to-action buttons for quick access to our main services, such as "Search Scholarships," "Apply for Visa," and "Join Language Classes."

The development process begins with the selection of a robust technology stack. I use React.js for the frontend to ensure a responsive and interactive user interface, and Node.js for the backend to manage the site's functionality and scalability. For database management, I choose PostgreSQL to securely store and manage user data, application progress, and program details.

I incorporate an advanced search engine into the website, similar to platforms like MastersPortal, allowing users to filter programs by criteria such as country, field of study, tuition fees, and scholarship opportunities. The search functionality is powered by Elasticsearch to provide fast and accurate results, enhancing user satisfaction.

A major feature of the website is the user account system, where students can register to create profiles, save their favorite programs, and track their application progress. This personalized experience ensures that users feel supported and engaged throughout their journey. Additionally, I include an AI-powered chatbot for instant assistance and a 24/7 helpdesk for more complex queries.

The visa support section provides a step-by-step guide to the application process, with an upload portal for necessary documents. To streamline communication, I integrate a messaging system where users can directly interact with consultants. For language preparation, I design an interactive portal with resources for IELTS and TOEFL, including video tutorials, practice tests, and the ability to enroll in coaching sessions. Security is a top priority during development. I implement SSL certificates to encrypt user data and protect sensitive information. Additionally, the site complies with global data protection regulations to ensure user trust.

The design of the website focuses on accessibility and usability. Using a mobile-first approach, I ensure that the platform is fully responsive across all devices. The design is clean and modern, with intuitive navigation and a color scheme that conveys professionalism and trust.

Before launch, I perform extensive testing to ensure the website functions flawlessly. Beta

testing with a small group of users helps identify any issues, and their feedback is used to make improvements. I also integrate analytics tools like Google Analytics to monitor user behavior and optimize the site post-launch.

The website will be hosted on AWS for reliability and scalability, allowing the platform to handle increasing traffic as the business grows. After launch, regular updates and new features will keep the site dynamic and aligned with user needs, ensuring that MyAbrodEdu.com remains a leading solution for students pursuing global education opportunities.

1.5 Validation of the Business

To validate the solution, the MVP (Minimum Viable Product) approach was implemented by initially targeting friends and relatives. The goal was to test whether the services provided met the needs of aspiring students and their families while identifying areas for improvement. Early results demonstrate strong validation of the concept. Within the first month of operation, the business successfully facilitated three visa approvals. The individuals involved expressed high levels of satisfaction with the service quality, particularly emphasizing its affordability and reliability.

Building on these initial successes, the business is currently processing visa applications for seven more individuals. This growing engagement reflects increasing trust and interest in the services offered. Moreover, over ten students are actively participating in language preparation programs under the platform's guidance. These programs provide tailored support for essential standardized tests such as IELTS and TOEFL, helping students address one of the key barriers to studying abroad.

The early feedback from users has been overwhelmingly positive. Many clients noted the transparency and simplicity of the services, which differentiated this platform from traditional consultancy agencies. This positive response highlights the ability of the business model to address critical pain points, such as financial barriers and lack of reliable information, while fostering trust and confidence among its users.

These results validate both the problem and the proposed solution. The success of the MVP phase demonstrates the demand for such a platform in the market and provides a solid foundation for scaling the business to serve a broader audience. By addressing key obstacles and providing targeted solutions, this business has proven its potential to create lasting value for students seeking global education opportunities.

Chapter2: Organizational Plan

2.1 Vision, Mission, and Goals

To craft a meaningful vision and mission for the organization, multiple brainstorming sessions were conducted, ensuring alignment with the company's core values and long-term objectives.

The outcomes are:

Vision Statement: Our vision is to empower students globally by breaking barriers to higher education and making studying abroad a seamless and achievable reality.

Mission Statement: Our mission is to provide affordable, reliable, and innovative solutions that help students navigate their academic journeys abroad, ensuring access to scholarships, visa assistance, and language preparation resources.

Long-term Goals:

- Build a globally recognized platform that students trust for transparent and effective consultancy services.
- Form partnerships with at least 100 international universities within the next five years to enhance student opportunities.
- Develop a mobile app integrated with AI tools for personalized guidance.
- Continuously expand into new markets beyond South Asia, starting with other developing regions.

Short-term Goals:

- Successfully process 50+ student visa applications within the next year.
- Increase enrollment in language preparation programs to over 100 students within six months.
- Partner with 20 universities globally to secure scholarship opportunities.
- Launch a fully functional and user-friendly website within the next quarter.

2.2 Products and Services

The primary product offered is an all-in-one platform that includes the following:

- **Visa Support Services:** Step-by-step guidance for visa applications and secure document uploads.
- **Scholarship Assistance:** A comprehensive database of scholarships and personalized counseling to match students with opportunities.
- **Language Preparation Resources:** Interactive programs for IELTS and TOEFL preparation, including mock tests and practice materials.
- **University Search Engine:** A robust tool allowing students to filter programs by location, field of study, tuition fees, and funding opportunities.
- **Personalized Accounts:** User dashboards to track application progress, store documents, and communicate with consultants.

The key benefit of these services is their affordability, accessibility, and the reliability they bring to students seeking guidance in navigating the complexities of studying abroad.

2.3 Business Revenue Model

The business operates on a dual-revenue model:

1. **Consultancy Fees:** Students pay nominal fees for premium services such as visa assistance, language coaching, and personalized counseling.
2. **University Partnerships:** Revenue is generated through partnerships with international universities, where commissions are earned for successfully placed students.

By combining these revenue streams, the business ensures sustainability while maintaining affordability for its primary users—students.

2.4 Management and Key Personnel

At present, the organization is led by a dedicated founder with a background in educational consultancy and business management. As the business grows, additional key roles will be filled, including:

- **Academic Counselors:** Experts who will guide students through their academic choices and application processes.
- **Visa Specialists:** Professionals trained in international visa regulations and processing.
- **Language Coaches:** Experienced instructors to deliver language training programs.
- **Technology Team:** A team to maintain the platform and ensure continuous innovation.

These roles are critical to delivering the high-quality services that define the organization's value proposition. By assembling a team of skilled professionals, the company is well-positioned to achieve its vision and mission.

Chapter3: Marketing Plan

3.1Market Analysis

The situational analysis for myabroadedu.com focuses on four critical areas: market trends, external environmental factors (PESTLE), competitive landscape, and internal organizational assessment. This comprehensive approach ensures a robust understanding of the market and its dynamics.

1. **Demand Trends and Market Size:** The demand for overseas education is consistently increasing in Bangladesh, with thousands of students seeking opportunities abroad each year. Data from UNESCO shows a 50% increase in Bangladeshi students studying abroad over the past decade. Rising awareness of global education opportunities, coupled with improving economic conditions, is fueling this trend. Students are primarily motivated by aspirations for quality education, global exposure, and better career prospects.
2. **Forecasted Demand:** Based on historical growth rates, the demand for study-abroad consultancy services is expected to grow by 10-15% annually. The increase is driven by a growing middle class, more accessible scholarships, and simplified visa processes by several countries. As the government continues to promote international education, the number of Bangladeshi students pursuing higher education abroad is forecasted to cross 60,000 annually within the next five years.
3. **Buyer Profile:** The primary decision-makers are students aged 18-30 and their parents. Students look for reliable guidance, scholarship opportunities, and visa assistance, while parents prioritize affordability and trust in the consultancy.

3.2Environmental Analysis (PESTLE)

1. **Political:** Government initiatives to promote international education and scholarships align with the objectives of MyAbrodEdu.com. However, changing visa policies in destination countries could pose challenges.
2. **Economic:** A growing middle class in Bangladesh ensures a steady stream of clients. However, economic downturns could limit affordability for some families.
3. **Social:** There is increasing societal acceptance and encouragement for studying abroad, with education seen as a pathway to improved social mobility.
4. **Technological:** The rise of digital platforms enables online consultations, virtual events, and AI-powered tools for personalized counseling.
5. **Legal:** Compliance with international student visa laws and data protection regulations is critical.
6. **Environmental:** Sustainable practices, such as promoting virtual consultations, align with global environmental goals and reduce costs.

3.3Competitive Analysis

Using Porter's Five Forces Model:

1. Threat of New Entrants: Moderate. Initial costs for setting up a consultancy are low, but building trust and partnerships takes time.
2. Bargaining Power of Buyers: High. Students and parents can easily switch to other agencies or choose to self-manage their applications.

3. Bargaining Power of Suppliers: Low. Universities and language training providers have limited influence over the consultancy's operations.
4. Threat of Substitutes: Moderate. Direct university applications and free online resources act as substitutes.
5. Industry Rivalry: High. Competition from established agencies necessitates differentiation through superior services and competitive pricing.

3.4SWOT Analysis

Below is a SWOT analysis of MyAbrodEdu.com:

Strengths:

- Comprehensive platform offering end-to-end study abroad services.
- Affordable and transparent pricing model.
- Initial validation through MVP with successful visa applications.
- Access to a growing network of universities and scholarship programs.
- Strong customer-centric approach and personalized services.

Weaknesses:

- Limited brand recognition in the global market.
- Early-stage development with reliance on small team resources.
- Lack of established digital marketing infrastructure.
- Heavy reliance on initial partnerships and collaborations.

Opportunities:

- Rising number of Bangladeshi students seeking education abroad.
- Growing demand for language preparation and visa consultancy.
- Potential to scale through digital marketing and social media.
- Collaboration opportunities with international universities and funding bodies.

Threats:

- Intense competition from established consultancy agencies.
- Economic and visa policy fluctuations.
- High bargaining power of institutions and students.
- Technological barriers for students from underprivileged regions.

The market analysis highlights significant opportunities for MyAbrodEdu.com to establish itself as a leading player in the study-abroad consultancy space. By addressing the key demand drivers, leveraging external trends, and differentiating through innovative services, the business is well-positioned to achieve its goals and capture a growing share of the market.

List of Tables

Table 1: Primary Data from Respondents

| Opinion Poll | Present | Absent |
|--|---------|--------|
| Are you interested in studying abroad? | 192 | 8 |
| Do you face financial problems? | 150 | 50 |
| Do you face financial problems? | 120 | 80 |
| Do you have a fear of homesickness? | 110 | 90 |
| Have you faced challenges in finding accurate information? | 180 | 20 |
| Have you been misled by fraudulent consultants? | 100 | 100 |

Note: Column figures indicate the number of active respondents at the time of the survey.

Source: Initial field survey (October-2024)

Table 2: Cross Examination of the Respondents as Indicated by their Reactions.

| Question | Male | Female | Total |
|--|---------|---------|-------|
| Are you interested in studying abroad? | Yes: 95 | Yes: 97 | 192 |
| Do you face financial problems? | Yes: 70 | Yes: 80 | 150 |
| Do you face financial problems? | Yes: 60 | Yes: 60 | 120 |
| Do you have a fear of homesickness? | Yes: 50 | Yes: 60 | 110 |
| Have you faced challenges in finding accurate information? | Yes: 90 | Yes: 90 | 180 |
| Have you been misled by fraudulent consultants? | Yes: 60 | Yes: 40 | 100 |

Table 2: Cross-Examination of Respondents

Source: primary field survey (October-2024)

Survey Questions

1. Are you planning to study abroad? If yes, what motivates your decision (career, quality education, etc.)?
2. Have you experienced financial difficulties in preparing for studying abroad?
3. Are you currently enrolled in any language coaching programs (e.g., IELTS, TOEFL)?
4. Do you have concerns about homesickness or adjusting to a foreign culture?
5. Have you found it challenging to access accurate information about studying abroad?
6. Have you ever encountered fraudulent consultancy services or misleading information?

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