

Integration of Offline and Online Learning Experiences

MENTORS' EDUCATION LIMITED || MENTORS' LEARNING

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Submitted in Partial Fulfillment of the Requirements for the Degree
Bachelor of Business Administration



7th January, 2025



Internship/Project Report Approval Form

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----- **INTERNSHIP/PROJECT INFORMATION**

Internship

Organization: Mentors' Education Limited || Mentors' Learning

Internship /Project Report Topic: INTEGRATION OF OFFLINE AND ONLINE LEARNING EXPERIENCES

Term (Tick one): ☐ Spring 2024 ☐ Summer 2024 ☐ Fall 2024

SUPERVISOR APPROVAL

(Tick One)

☐ Approved ☐ Not Approved ☐ Partial Re-write ☐ Full Re-write

Remarks (For Not Approved): _____

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2. I acknowledge and understand that plagiarism is wrong.
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Name: MARIA KABIR

ULAB ID #192011041

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PART A

Chapter One: Internship Preparation

i. Motivation for the Internship

Working as an educator has always been an aspiration of mine, and making the decision to complete my internship from the prestigious educational institution, named Mentors' Education Limited, has perfectly aligned with my goals and future plans. The institution has worked since 1996 in enlightening and helping students find the right pathway through education and working with such a company is nothing short of a gratifying experience.

Mentors' main aim was always to help students achieve high quality education in the most interactive and effective way; and has always come up with new and innovative methods of teaching and learning throughout its journey. Not only in education, Mentors' also acts as a one stop solution for the students who wish to study abroad through its other company, known as the Mentors' Study Abroad.

Leading as the number one educational institution in Bangladesh, Mentors' has helped countless students, be it in IELTS, SAT, GED, PTE, Private University Admission Preparation, Junior English, etc., and has now integrated a new hands on approach to teaching by launching the online website of the company, namely, Mentors' Learning, offering all the existing courses online plus integrating newer courses and techniques for interactive and digitized learning. This internship has provided me with a comprehensive combination of leadership, real-world experience, and the opportunity to participate in a game-changing project, all of which were ideal for my goal of pursuing a career in teaching.

ii. Internship Search Process

I have been working as an instructor at Mentors' since 2022 and the overwhelming number of students coming to take admissions for every offered course sparked my interest as I was scouring for an internship opportunity. As a marketing major, I have always been intrigued by the methods of branding and promoting of this institution. Mentors', unlike the other competitive institutions, has not opted to the new and trending methods which die down in a matter of days, rather has implemented ways which directly connect potential students to the institution, as a long term investment. Mentors' has a strong word-of-mouth value and the new adaptation of an online learning platform really intrigued me to find out how the marketing was now going to be in order to promote the platform and the seamless integration of both online and offline teaching options.

Once it was understood that this internship would bring me challenges and incredible opportunities along with an unforgettable experience, I could not wait to apply for the position of intern in the marketing department of Mentors'. It is the perfect incorporation of my major subject, i.e. Marketing and my existing love for teaching and I knew there would not be a better opportunity for me than this.

Despite being an existing employee, I went through an interview process and was finally selected to start working as an intern in the marketing department from the 1st of October, 2024.

iii. Internship Interview Experience

The initial procedure was a professional interview with the manager from Human Resources, Miss Sabrina Haque. The central point of discussion was understanding my experience and dedication, assessing my skills and knowledge regarding marketing and passion to work as a part of the marketing team. I was asked to submit my resume along with my grade sheet to the HR department and was shortly asked to sit for the second interview, this time with the marketing manager, Mr. Sifat Bhuiyan, where I was thoroughly interviewed in order to help him and the marketing team understand if I was truly suited to be hired as an intern.

Since Mentors' is now integrating the online learning platform called "Mentors' Learning", I was asked how I would use my theoretical knowledge in order to manage and promote the blend of both methods of learning, i.e., online and offline, in order to ensure students and potential customers would actively get to know and purchase courses that would benefit the company, and asked for methods to improve the internal contents of the online platform and how can the company do branding to reach maximum audience from any part of the country.

This insightful experience has helped me understand the roles and responsibilities my job would entail and also gave me a brief understanding of how crucial marketing is and how it acts as the core reason behind a brand and/or company being successful.

iv. Organization Overview

Founded in 1996, Mentors' Education is a renowned coaching and educational consulting center in Bangladesh. It started off concentrating on getting students ready for admission to nearby universities, particularly Dhaka University's Institute of Business Administration (IBA), and has since grown to offer other services. These days, it offers comprehensive study-abroad counseling services together with a wide spectrum of academic help, such as IELTS, SAT, and GED exam preparation. Additionally, Mentors' collaborates with more than 150 colleges across the globe, including those in the US, Canada, the UK, Australia, and Malaysia. It has also embarked on a new journey of online learning, known as "Mentors' Learning", which provides online educational assistance to students around the country.

Apart from providing test preparation and guidance, Mentors' also runs Pearson-approved testing facilities and collaborates with the British Council to administer IELTS exams. This strategy has made it possible for Mentors' to become a one-stop destination for students who want to study overseas, helping them with everything from exam preparation to application and visa assistance.

Chapter Two: About the Internship

i. Internship Roles and Responsibilities

As an intern of the marketing department, my responsibilities included coming up with ways to bring in more traffic to the newly opened page of the initiative, alongside with ways to promote the courses available online, all while coordinating with the marketing team of Mentors'. I also had to interact with numerous stakeholders, such as the students, instructors and other potential customers.

The Learning platform consists of different courses to cater to every student with specific goals and targets. My first task was to work closely with the newly developed course named "Private University Admission Preparation" program, headed by Mr. Raisul Islam Ratul. After the course structure was developed, it was a crucial step for the marketing team to come up with a lucrative strategy in order to reach out to the potential candidates. The team, including myself, brainstormed a number of ideas and set out a plan in order to promote and sell the course. We initially started with a promotional video boosted on the social media platforms, followed by a number of Facebook Live sessions, along with the implementation of "price anchoring" strategy where a discounted amount was offered on the advertisements.

Besides this, the marketing team also decided to go for a renovation of the flagship branch of Mentors', located in Kalabagan, in an attempt to showcase the institution more professionally and ensure a heightened experience for the students. I was tasked to keep a tab on the requirements of the instructors as well as the existing students, and these feedbacks were later shown to the management team in order to renovate and bring in changes where necessary.

Lastly, thanks to the opportunity to work as an intern at such a vibrant and diversified company, I was able to work closely with people from different teams, instructors from different backgrounds, and especially with the marketing manager, Mr. Sifat Bhuiyan, who has helped me become more adept in the world of marketing and execute leadership skills in real life situations.

ii. Learning and Skill Development

The internship opportunity at Mentors' Education has helped me receive an incomparable quality of experience which has helped me in my personal and professional life. I have learned how to manage extensive and crucial operations which have unparalleled outcomes in generating profits, while retaining the ever-glorious reputation of Mentors'. It was wonderful to put my years of theoretical knowledge into action, while gaining valuable insights into effectively implementing those knowledge to work.

As mentioned above, I got to work with people from different departments and students hailing from diversified backgrounds. This helped me strengthen my communication and critical thinking skills. The maintenance and coordinating with the superior officers also helped me improve my organizational skills and helped me understand how to work in a team.

I believe the learnings from the internship period has helped me with the skills and practical knowledge which will help me in penetrating the corporate world after graduation.

iii. Educational Learning and Internship Integration

I have always been highly motivated to work in the marketing sector of any organization, and my major courses in marketing have certainly helped me, influencing me to take on more responsibility. As I delved more into my internship, I gained insights into strategic marketing, brand communication, which were directly relevant to me as a marketing intern.

The theoretical knowledge gained during my bachelor's degree was highly related to my practical work and was put to work on numerous projects. The skills were directly connected to marketing and promoting projects, helping me in coming up with different marketing strategies to help bring in more students into the newly launched online platform while simultaneously focusing on the offline classes offered as well. The many courses I studied on organizational behavior and marketing management were thoroughly followed and helped me cater to the different needs and requirements of the marketing team.

Additionally, I gained hands-on experience in different ideation and implementation as I worked directly under Mr. Sifat Bhuiyan. My organizational, communication and interpersonal skills definitely improved during this highly interactive term of internship, and this experience has definitely helped build a bridge between my academic and professional journeys.

Chapter Three: Self Reflection

i. Likes and Dislikes

The entire experience at Mentors' as an intern has surely been very positive, along with areas which need improvement. The one aspect that was heavily liked by me was how the entire team first sat and brainstormed ideas; with no hierarchy being followed. This gave me an opportunity to voice out my ideas and was given credit where it was due. Next, I was able to interact with an insurmountable amount of people, be it students or instructors, which also helped me in understanding the real-world exposure to different categories of people, with unique experiences.

One thing that needed improvement, according to myself, was to find the right balance between the different kinds of work I was told to handle. It was overwhelming as it required professional level organizational and people skills. Not to mention, the time limit on certain projects seemed quite last minute, but required a large portion of time.

ii. Areas for Improvement

Doing the internship at Mentors' Education was undoubtedly an insightful experience, however there were some areas which needed improvement in order to transition seamlessly and effectively from offline to online educational services at this institution. Since Mentors' has been shifting to a hybrid learning model, developing sufficient learning resources with interactive sessions in between is highly crucial. The interface of the learning platform, too, needed some work and had to be more beginner-friendly, since a major portion of the student population comes from rural areas with limited access to the internet or using a platform as such. Additionally, despite shifting to an online learning platform, Mentors' still heavily relies on the word-of-mouth strategy, which, in my opinion, should be promoted more strongly online as the competitors, such as 10 Minutes School, Shikho, Phoenix Education, are already doing and getting positive response. Maintaining a standard quality and improving in this criteria would ensure an elevated level of results in the integration of the online and offline learning methods.

iii. Insights for Future Positions

Completing this internship has helped me realize some core traits which I wish to carry on for my future endeavors. The first crucial concept I learned was the proper usage of resources in order to yield maximum results. Secondly, I understood the value of effective communication in order to have a fruitful outcome, benefitting the entire organization. Thirdly, the vital role of time management has helped me to understand the importance of flexibility and adaptability during project works. Other than that, working for and with the team by being a good team player, understanding the day to day works in an organization, taking leadership roles where it is deemed necessary - all of these have helped me to the greatest extent and I look forward to implementing all these in my future.

Chapter Four: Personal Development Plan

i. Next Course of Action and Career Plan

I have always hoped to work in the academic field, therefore I see myself completing my Master's degree from a reputable university abroad or in Bangladesh, and joining as a lecturer in a reputed institution, such as ULAB, BRAC or NSU. The joy of teaching and being able to enlighten people around has always been incomparable to me, and I wish to deepen my knowledge by delving into deeper concepts of business and marketing. Meanwhile, I wish to put my theoretical and practical knowledge from my undergraduate degree by working in a marketing company for a couple of years, such as Next Ventures, Grey Advertising Agency Ltd., X-Integrated Marketing Agency, etc. I look forward to gaining experience which will help me both personally and professionally.

I will give my best to experience both the corporate and academic life and finally choose the career path that best resonates with my passion and life goals, giving me the well-rounded skills and knowledge to take on leadership roles in my career. I am highly motivated to find opportunities which help me create an impactful difference as a responsible and devoted citizen of Bangladesh.

ii. Technical and Interpersonal Skills Development

During my entire internship, I realized the shortcomings of mine and narrowed down areas I needed improvement. The role I performed, as an intern in the marketing department, helped me submerge and identify crucial points and tools which would further help me develop and strengthen my career prospects.

Technical	Skills	Development:
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	Interpersonal Skills Development:	One important aspect which I realized needed the most improvement was the task management and communication issue. Being in a dynamic environment, where every moment was crucial, coming up with new marketing strategies, execution plans, and then implementing them seemed a bit challenging, especially during the semester intake session. To overcome this, I had decided to work closely with the head of marketing and extensively observed the appreciable approach to multitasking, which I then implemented and saw a growth in the quality of work of mine, with reduced stress and pressure. For instance, I took copious notes and meeting minutes, during meetings or unofficial discussions in the group, to later understand the tasks which needed to be done first and also kept track of the progress using tools such as Google Calendar and manually wrote down the tasks and daily activities. In order to avert from miscommunication, maintaining transparency between myself and the team was highly important and elevated the quality of work done.
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Another aspect which I believe I need to work on is to take on more leadership roles which would help me to voice my ideas and opinions regarding any upcoming projects, giving me a chance to spearhead and excel in my professional life.

PART B

Executive Summary:

The report showcases my experience as an intern in the marketing department of Mentors' Education, where I researched on the online and offline education methods, along with a newer approach, a hybrid model of both the methods, accumulated into a platform called Mentors' Learning. This initiative aims towards reaching a wider audience, living in rural areas or abroad, to help them get access to courses at the convenience of their preferred locations and timings.

As the intern at the marketing department, my key responsibilities included coming up with contents related to the courses offered in the learning platform, finding out strategies to attract a larger audience. I also had the opportunity to work closely with the marketing department's head and got to put my theoretical knowledge into practice.

The research points out the significance of the rising usage of technology in the education industry, and how reliant we are, in general, towards technology and the internet. Apart from that, the results from the research also helped in identifying the satisfaction in usage, recommendations from students and overall understanding of students' perspectives towards the hybrid or online learning models.

Looking ahead, I plan to work in the marketing department of any renowned company, and take on more responsibilities and leading roles to boost my personal and professional growth. This internship has helped me to gain sufficient knowledge and skills which will help me in my future career.

Chapter One: Introduction

i. Research Title:

INTEGRATION OF OFFLINE AND ONLINE LEARNING EXPERIENCES.”

ii. Research Objective/Purpose:

The main object of the research is to identify the best practices for seamless transition for seamless integration of both offline and online teaching methods and also to evaluate the satisfaction of students with the learning process and how engaging these integrated methods are compared to only offline or online learning approaches.

iii. Background of the Study:

In a world where technology has become the fundamental requirement for any given work, the education sector has been highly influenced by it. As the world evolves into one global village, the need to shift from traditional education systems to a more digitized and technological approach becomes inevitable. This not only offers flexibility, but enables education to reach any part of the world, through the unlimited veins of the internet. With reduced costs and a more diversified method, online education seems much more glistening and lucrative compared to its traditional counterparts. This method also helps people become adept at using technology which will later help them transition smoothly to the outside world when they begin their higher education, helping them become more confident and comfortable in the newer form of education, technology being the basis of it all.

Mentors' Education is a renowned coaching and educational consulting center in Bangladesh. It started off concentrating on getting students ready for admission to nearby universities, particularly Dhaka University's Institute of Business Administration (IBA), and has since grown to offer other services. These days, it offers comprehensive study-abroad counseling services together with a wide spectrum of academic help, such as IELTS, SAT, and GED and Private University admission exam preparation. Additionally, Mentors' collaborates with more than 150 colleges across the globe, including those in the US, Canada, the UK, Australia, and Malaysia. With the implementation of technology, Mentors' Education is now transitioning to Mentors' Learning, which provides online educational assistance to students around any parts of the country.

The core element of the study was to identify the areas where Mentors' Learning could improve in order to cater to the students' needs even better and to find out whether students are being able to use the facilities properly and are being benefited by the newer method of learning.

iv. Research Question

- a. **Primary research question:**
What are the methods to seamlessly integrate the offline and online learning experiences to enhance student satisfaction and engagement?
- b. **Sub-questions:**

1. What are the key advantages of combining offline and online learning methods for students and instructors?
2. What challenges are the students and teachers facing during the transition to a hybrid learning approach?
3. What are the areas of improvements in the online platform (e.g., interface, interactivity, or content delivery)?
4. How does Mentors' integration strategy compare with its competitors, such as 10 Minute School, Shikho, etc.?
5. What are the most effective marketing strategies in promoting the hybrid learning platform?

Conceptual Framework:

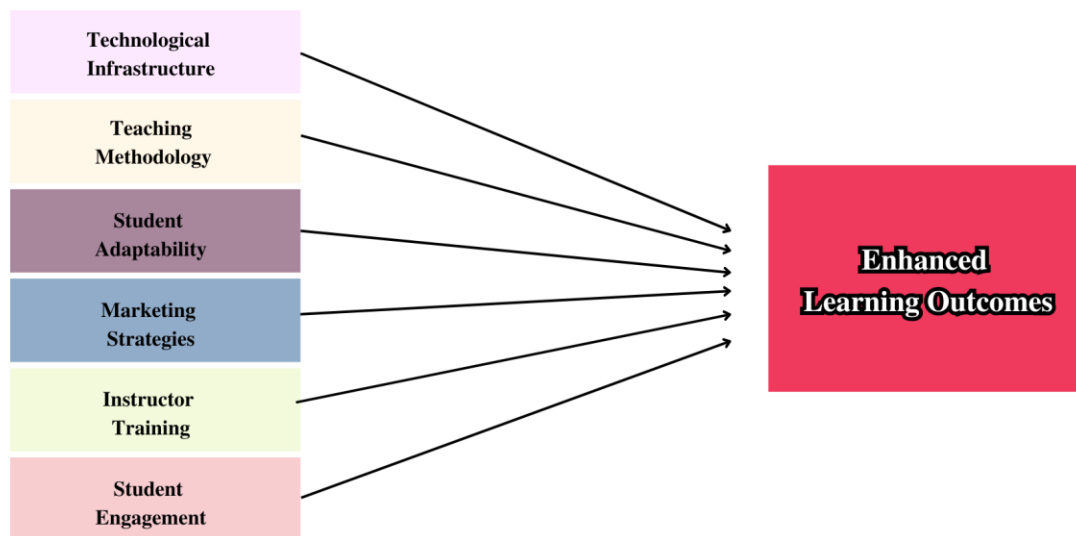


Fig.1: Conceptual Framework: Enhanced Learning Outcomes

Upon literature review, the following alternate hypotheses have been constructed:

- a. Hypothesis 1: In order to increase the overall enrollment and retention rates, Mentors' Learning platform should become more user-friendly, to reach the target audience residing in rural areas.
- b. Hypothesis 2: Due to little to no interactive or practical activities, students think hybrid learning (mixing online and offline classes) is not as good as offline classes.
- c. Hypothesis 3: Switching to online learning platforms might cause aversions from students who live

in rural areas with unstable internet network connections.

- d. Hypothesis 4: Since Mentors' relies heavily on the "word of mouth" approach of marketing, it might not reach the "tech-savvy", younger generation through the same method/strategy, compared to the other competitors who are using a more digitized approach.
- e. Hypothesis 5: Students who are used to the traditional methods of learning might be hesitant or uninterested to lean towards a hybrid or online learning method.
- f. Hypothesis 6: Instructors and staff experience challenges as they transition from the offline methods to hybrid teaching methods, which impacts the overall effectiveness of the hybrid model.

In order to find more accurate results, a broader research design with probability sampling techniques and focus group discussions could help. The purpose of the hypotheses is just to find relevance but does not serve any quantitative resonance in the findings since the research design is descriptive.

Chapter Two: Methodology

Type of Research	Primary Research, Mixed-Methods Study
Type of Approach	Quantitative and Qualitative
Population	Students and Instructors of Mentors'
Sampling Method	Non-Probability Sampling: Convenience Sampling
Sampling Size	40 participants
Sampling Time	Students and instructors from Mentors' who are actively engaged in online, offline, or hybrid courses.

i. Type of research

Mixed Methods Approach:

The research is conducted using the mixed methods approach (both quantitative and qualitative) for a comprehensive and versatile understanding of the integration of traditional and digital forms of education at Mentors' Education. The main purpose of this research is to understand the students' satisfaction levels, engagement between instructors and students and understanding of the course materials, along with identifying areas for improvement in this institution's online platform, known as Mentors' Learning.

Nature of the Mixed Methods Research:

Since the research type is descriptive, the main aim was to provide detailed information about the blending of online and offline learning practices. Additionally, the research is experimental as well due to the online learning platform being relatively new and thus looks at the usability and efficiency of the new approach.

There are two key characteristics, quantitative and qualitative, and are elaborated as follows:

a. Quantitative Method:

- The survey questionnaire helps gather students' opinions on the levels of satisfaction, interaction with instructors, and overall preferences, such as which method they are more comfortable with, etc.
- Effectiveness of promotional campaigns and strategies, feedback from students of Mentors' Learning - can also be measured effectively through the survey.

b. Qualitative Method:

- The focus group discussions with the students and instructors at Mentors' helped unveil a lot of the challenges and advantageous points and personal statements about Mentors' Learning platform, which could not have been found out using the quantitative method.

Generalizability of this Method:

The research can not be used to represent the total population of students and instructors at Mentors' Education, as this research is of limited generalizability. However, it can be used for any educational institution implementing a hybrid learning model apart from Mentors' Education, due to the similarity of student quality and preferences and main purpose of the new approach of learning, making this research transferable.

Structured Methodology:

The data was collected using standard questionnaires distributed via Google Forms to the students and instructors of Mentors' Education, while simultaneously creating separate focus group discussions with them for the qualitative research part. This mixed methods approach ensured that answers were consistent during the collection of data. The questions asked in the quantitative and qualitative research survey focused on six aspects leading to enhanced learning outcomes, such as technological infrastructure, teaching methodology, marketing strategies, instructor training and engagement of students.

Replicability:

The research allows replication of data, allowing this research model to be used for other institutions as well, improving the reliability of the findings of the study. Since there is clear usage of methods, it makes possible to replicate the research in different academic institutions or at different times to verify results.

ii. Research Design

Aiming the analysis of the newly introduced learning method by integrating both online and offline education, the research design is a descriptive case study. The prime focus of this study is the existing hybrid model of learning and the impact of it on students and faculties, their interactivity levels, understanding of the course materials and usability of the website. The goal is to find out if there is room to improve the platform and ways to help Mentors' reach to a wider audience.

iii. Methods for Sampling, Data Collection, and Analysis

Convenience sampling was chosen to collect the data due to availability and accessibility of participants within Mentors'. The target population consisted of students and instructors who are actively involved in the online or offline or the hybrid learning technique. The sample size was set at 40 participants, and diversified perspectives of both students and instructors were taken into account.

Rationale: The decision to use the convenience sampling method roots from the time and budget limitations, along with the abundance of students and instructors who were keen to participate in the survey actively.

Sample size and selection: The sample size was 40 participants, 30 students and 10 instructors, who were given an online survey form link and asked to complete the survey, which helped to get an even distribution of data. Additionally, for the qualitative research, a questionnaire was prepared and discussions at the focus group were copiously noted down.

iv. Limitations

The research has a number of limitations which need to be addressed. For instance:

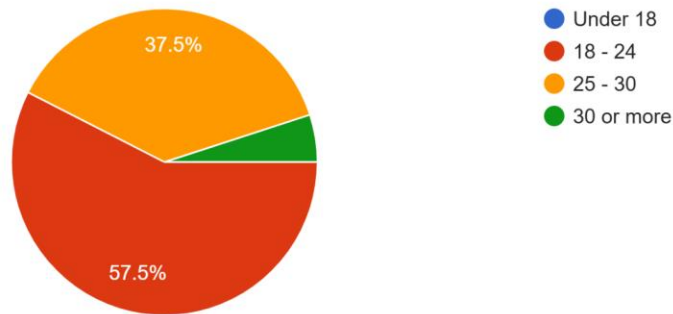
- a. Sample size and diversity: Since the sample size includes only 40 participants, it may not fully represent the opinions and perspectives of all the active instructors and students of Mentors', since the total number is much greater. The small sample size also narrows down the diversity of the participants and therefore cannot be used as a representation.
- b. Non-probability sampling: Since the participants were chosen based on convenience and accessibility, the result could limit the generalizability to the wider population using integrated learning methods.
- c. Demography: The sample size focused majorly on students and teachers who hail from Dhaka or are currently living in Dhaka, which may not resonate with students or instructors living in the outskirts of Dhaka or rural areas.
- d. Self-reported bias: The survey results are based on individual perceptions and opinions which might be biased based on their existing beliefs about hybrid learning or their aversions to a specific approach, etc.
- e. Timing: The study was conducted for about three months, which is a relatively short time since Mentors' Learning is a newly launched website and the entire method of learning is new which might require more time to create a strong target customer base, etc.
- f. Comparing with other competitors: Due to unavailability of public data from other competitive organizations, such as 10 Minutes School, Shikho, etc., the data collected from this survey could not delve into integral parts of their marketing strategies and penetration methods.

Chapter Three: Findings & Discussions

3.1 Overview of Survey Responses

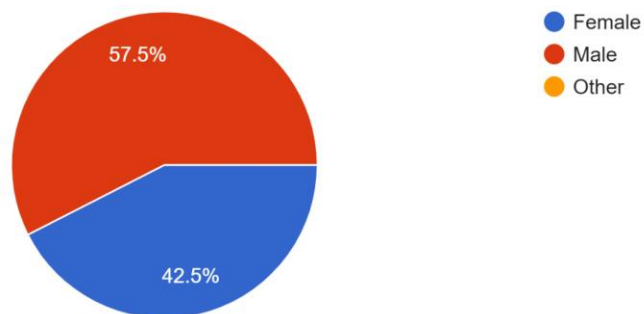
What is your current age group?

40 responses



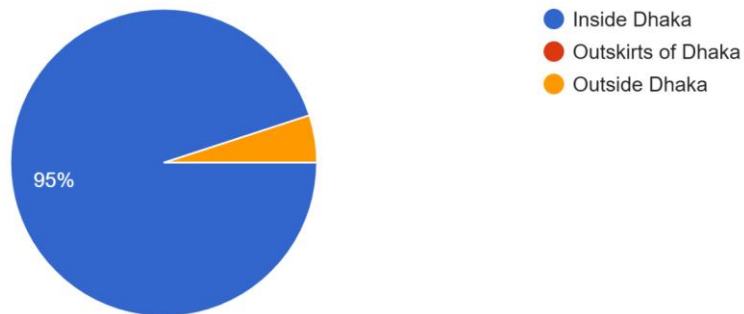
What is your gender?

40 responses



What is your current location?

40 responses

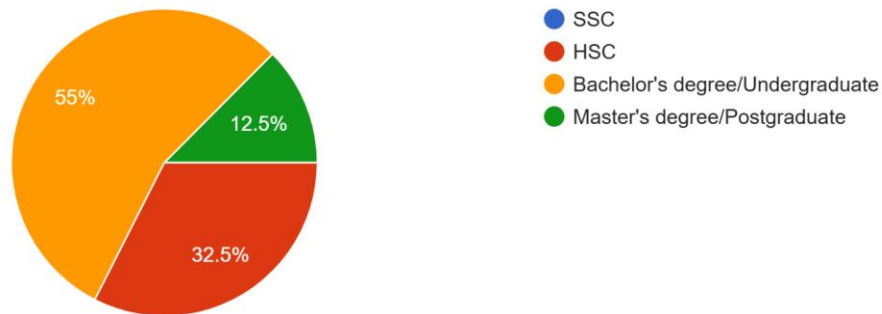


The fundamental aim of this chapter is to present the results of the survey conducted to identify students' satisfaction regarding the usability and course materials, along with the engagement rates with the instructors and other fellow classmates in the online, offline or hybrid learning methods. As it can be seen from the charts presented above, a major part of the students belong to the "18 - 24 years" age group, with a higher percentage of male students who are mostly residing in Dhaka. The entire survey is designed in five sections, namely, demographics, preference of learning, accessibility, users' opinions and recommendations, and comparison with competitors.

3.2 Preference of Learning

What is your highest level of education?

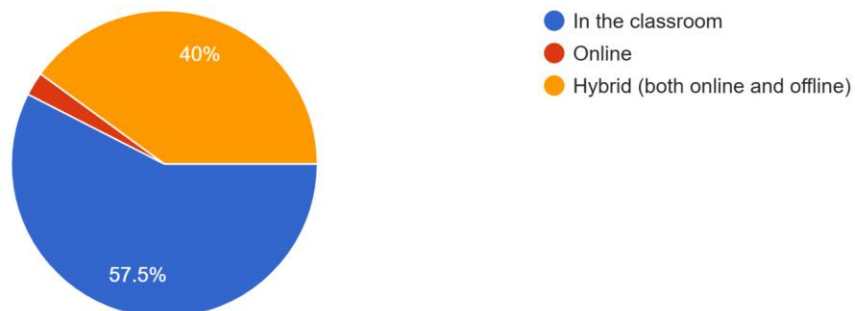
40 responses



It is important to note that a huge number of students who come to Mentors' are out of touch with education for more than 5 years, which causes resistance to getting back to academics and willing to participate in the coursework actively. Therefore, it was important to find out the education levels of the sample population.

How do you prefer to learn?

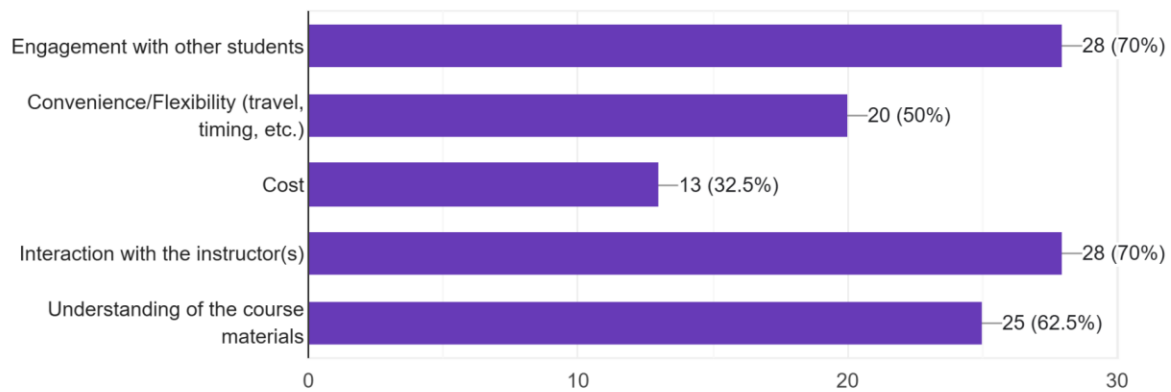
40 responses



The chart above shows the results of students' preference to learn, which shows 57.5% of the participants choose to learn in the traditional method, i.e., in the classroom. On the other hand, 40% students are also interested in the newer, hybrid learning method, and only 2.5% of the students are willing to learn online.

What factors do you prioritize in a learning environment? (You can select more than one option)

40 responses

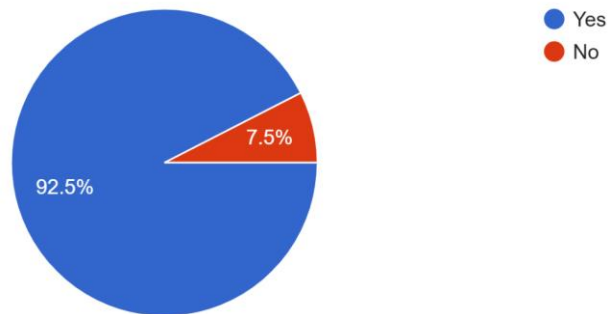


When asked what factors are important while learning, students were given options, such as engagement with other students, flexibility, interaction with the instructor, and understanding the course material. As seen in the chart above, students' major priority is to engage (70%), be it with fellow students or instructors. The second most important aspect is understanding of the course content (62.5%), flexibility was also chosen by 50% of the students and the least important part was the cost (32.5%).

3.3 Accessibility

Do you have access to a stable internet connection?

40 responses

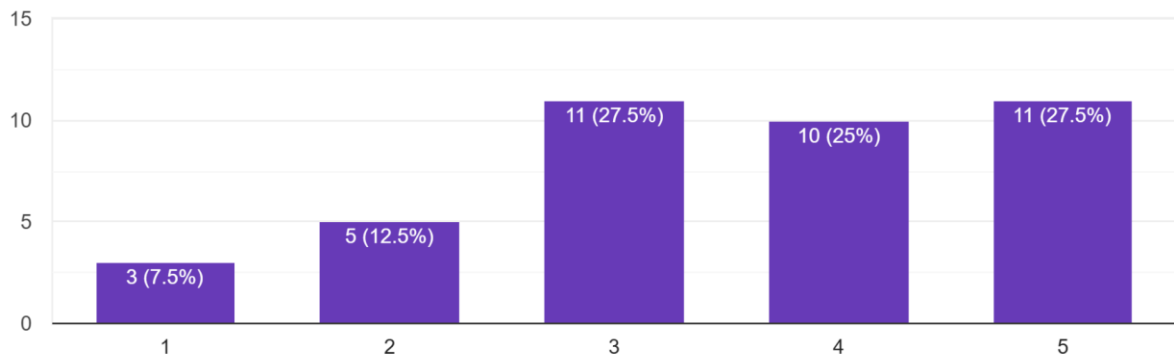


When it comes to accessibility, participants were asked if they had stable internet connection, to which a vast percentage of students chose “yes” (92.5%) and only 7.5% chose “no”. However, the instability of the internet might be different in rural areas with lesser accessibility to mobile networking towers and/or wifi connections or any other alternative, averting students from an online or hybrid environment.

3.4 Users' opinions and recommendations:

How comfortable are you with using online learning platforms? (1 being the least to 5 being the most)

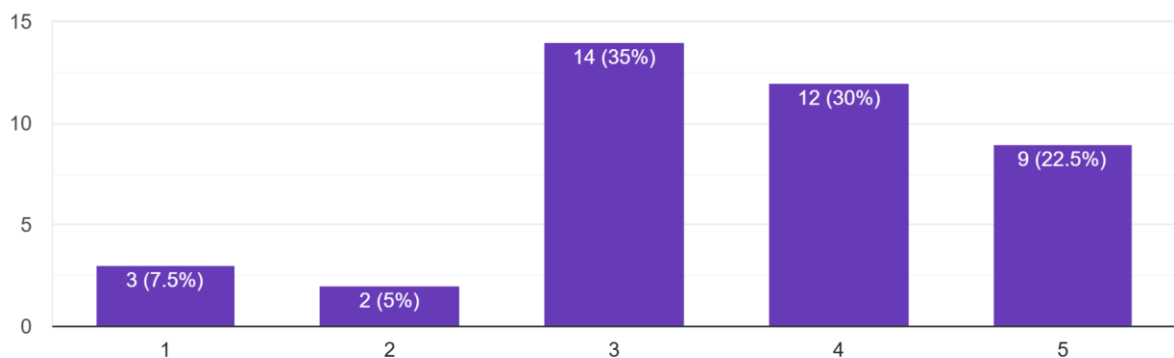
40 responses



When asked about the comfort in using the Mentors' Learning platform, an equal number of students chose "neutral" and "very comfortable" options in the survey (27.5%). The bar graph above helps us to understand that a majority of students are comfortable in using technology and especially, the learning platform.

On a scale of 1-5, how satisfied are you with the online learning experience provided by Mentors' Learning?

40 responses

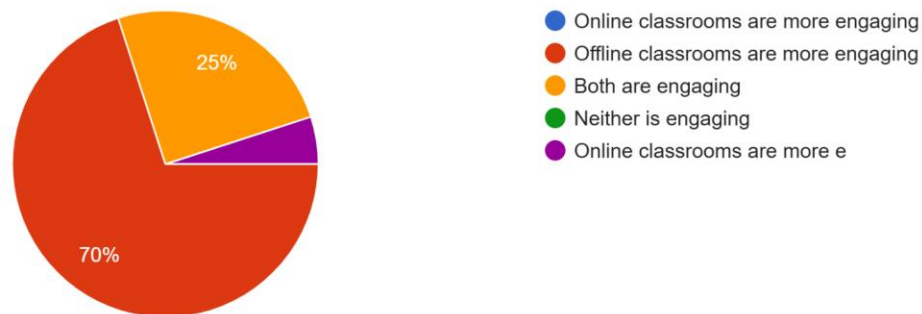


As it can be seen from the bar graph above, a majority of the students feel neutral about the satisfaction levels in using the Learning website. Only a handful of students (5 participants) chose the lesser satisfied options, which indicates that a higher percentage leans towards the highly satisfaction levels in using the

platform.

How engaging do you find offline classroom sessions compared to online sessions?

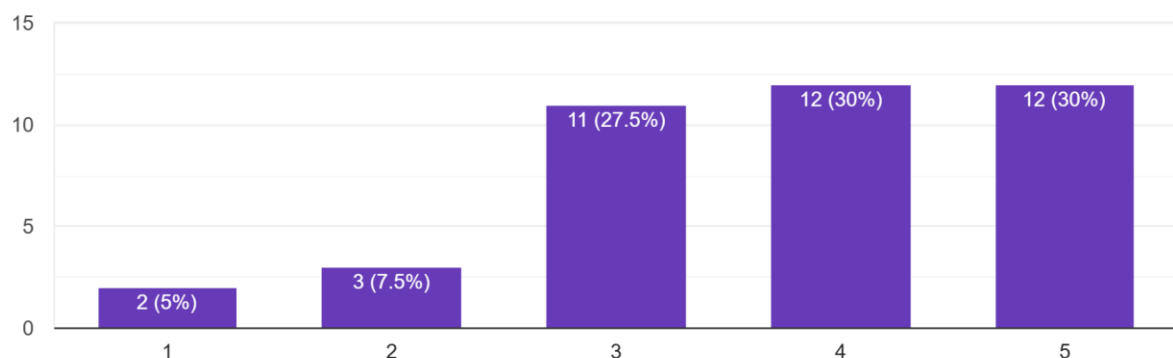
40 responses



Upon asking the engagement factors to compare between online and offline classrooms, a vast majority chose the “offline classrooms are more encouraging” option (70%). 25% of the participants chose the “both are encouraging” option, while only 5% chose the “online classrooms are more engaging” option, while none chose the “neither is engaging”. This pie chart helps us understand that a majority of the students are comfortable and prefer the traditional methods of learning due to the engaging classrooms.

How would you rate the user interface of Mentors’ online learning platform?

40 responses



The bar graph above shows that a higher percentage of students rate highly (they chose 4 or 5) which means the usability, interface and UI of the learning platform is recommendable and satisfactory amongst students.

The survey also included an open-ended question, which helped to get feedback and/or recommendations so that the Learning platform could improve. The following images show the answers received from the 40 participants:

What improvements would you suggest for the online learning platform?

40 responses

None

Nothing

The UI can be more user friendly.

Make it interactive and not booring

Nothing

I am suggesting this for both online and offline my teachers used to just come in the class read the lectures without suggesting any tips and tricks

It's missing that 'X' Factor

Website could be more organized.

What improvements would you suggest for the online learning platform?

40 responses

More interaction

Website should be developed

yess

In my opinion,I have no experience.

I would suggest to improve the website. I see that most of the time, it becomes slower, and can't get the updates on time. Just fix the issues.
Thank you.

No

More interesting courses

Access to more stable internet connection and engaging more with the instructor

What improvements would you suggest for the online learning platform?

40 responses

N/A
N/a
Needs to be more user-friendly. Having an app would be better. Notifications system should be there. And many more.
Make an app
Options to send messages
Better UI
Nothing, already good
Turn on notifications

What improvements would you suggest for the online learning platform?

40 responses

Maybe make it a bit easier to get in? The website takes a lot of time to load as well as the video playing features are buggy. Not a smooth experience
Online platforms are often too boring, so to change it a much casual learning situation could be Developed.
More live videos of courses
No suggestion
There must be activities to engage
more quizzes, more interactive classes
Lifetime access to the course materials for students.
All okay

What improvements would you suggest for the online learning platform?

40 responses

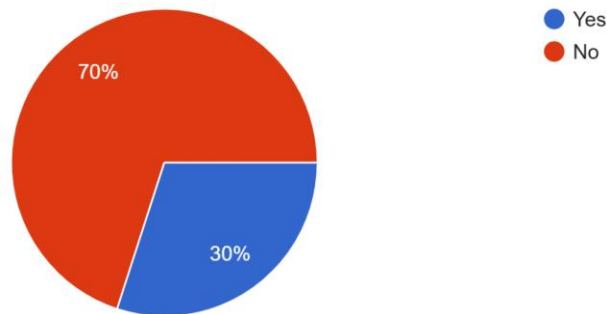
more quizzes, more interactive classes
Lifetime access to the course materials for students.
All okay
I don't know
More user friendly
Need more simplicity
i think so many improve myself online platform.
None
Facebook Group

A lot of the suggestions included improvement in the interface of the website, adding more quizzes, games and engaging features, limited access to course materials, launching an app instead of a website, etc.

3.5 Comparisons with competitors:

Have you used other online learning platforms (e.g., 10 Minute School, Shikho)?

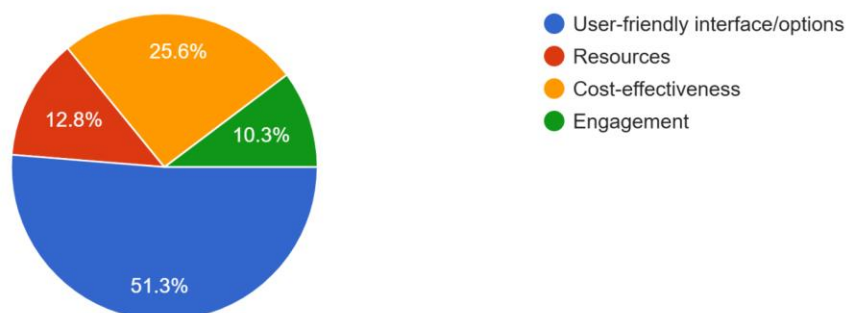
40 responses



70% of students did not use any competitive institutions' online platform, such as 10 Minutes School or Shikho, on the other hand 30% of the participants did. The following pie chart shows what the 30% of the participants who have used other platforms instead of Mentors' Learning have to say:

If yes, how does Mentors' Learning compare in terms of:

39 responses



The highest percentage of participants chose the “user-friendly interface” of the competitive organizations' platforms, which tells us that Mentors' Learning still has a long way to go and needs to make improvements in order to cater to a larger audience or target group. Cost-effectiveness was chosen by 25.6% of the participants, while resources and engagement were chosen by 12.8% and 10.3% respectively.

❖ **Summary:**

The survey questionnaire was aimed to find out the perceptions and opinions of the students of Mentors' Learning currently using the integrated learning method, while the open ended question helped to gather the feedback and ways to improve the platform to gain a wider target group and potential customers purchasing the courses. The outcome of the survey delved into the satisfaction level, usability, comparisons with competitors, accessibility, etc. and helped us to get a visualised data.

Chapter Four: Conclusion

The survey provided a comprehensive insight into the integration of the online and offline learning methods at Mentors' Education. The results helped us find out that a notable number of students prefer traditional learning methods, although hybrid or online learning provides flexibility and convenience, but students from rural areas might find it difficult to use due to the limited technological knowledge or internet stability. On the other hand, a majority of the participants showed high satisfaction levels in using the platforms, although during the open-ended question, many recommendations included that the website needs to be more interactive and user-friendly, which tells us that, although students are able to use the website, they prefer more usability and engagement in the platform.

Upon comparing Mentors' Learning with its existing competitors, it was found that many participants, who had already used the competitive organizations' learning websites, found them to be more user-friendly compared to Mentors' Learning.

The survey results unveil all the crucial areas that Mentors' Education and Mentors' Learning should focus on in order to use effective marketing strategies to reach the right and wider target audience. By implementing the suggestions from the students, the platform can yield better results.

Chapter Five: Recommendations

Based on the findings of the survey, a number of recommendations can be given to the participants, i.e. the students who are currently admitted in course(s) at Mentors' Education:

1. **Accepting hybrid learning for flexibility:** In the fast paced world, where one needs to juggle between personal and professional work all the time, embracing hybrid learning can offer flexibility and a way to balance everything easily.
2. **Engage more with instructors:** To gain a well rounded understanding of the coursework, students should actively participate in discussions, clarify their issues and problems and seek help and advice from instructors.
3. **Provide feedback:** It is important to provide constructive feedback in order to ensure that the platform is actively improving to cater to your needs and preferences.
4. **Use resources properly:** It is recommended to avail all the resources, such as books, lecture sheets, quizzes and videos and leverage them to your own advantage.
5. **Engage more with fellow students:** In order to clarify certain concepts, have real-life communication experience and overall unity, students should communicate more with each other, which would also encourage everyone to complete their course work diligently.

By implementing these recommendations, students can and will have a better understanding and experience at Mentors', be it an offline, online or hybrid approach, leading them to achieve all their aspirations and dreams with more confidence and assurance.

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September 30, 2024

INTERNSHIP OFFER LETTER

Dear Maria Kabir,

We are pleased to offer you an internship position in the Marketing Department at Mentors' Education Ltd. Your employment as an intern will commence on October 1, 2024, and conclude on January 1, 2025.

As part of our team, you will gain valuable experience and insights into the operations of our Marketing Department. This is a paid internship, and you will receive a monthly salary as per our company's standard compensation package.

During this time, you will be employed on a temporary and part-time basis. You will be working closely with Mr. Sifat Mosaddek Bhuiyan who will provide guidance and support throughout your internship.

We look forward to welcoming you to our team and working with you during your internship.

Sincerely,




Sabrina Haque
Manager
Department of Human Resources
Mentors' Education Ltd. | Mentors' Study Abroad | Mentors' Learning
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Email: hr@mentors.com.bd
Phone: +880 1701213999

Accepted by:

Maria Kabir

Date: _____

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