

Report on

Measuring the impact of training: Assessment of the ‘Building Bridges through Leadership Training’
program of Bangladesh Youth Leadership Center (BYLC)

By
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An internship report submitted to the BRAC Business School in partial fulfillment of the
requirements for the degree of
Master of Business Administration

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BRAC Business School
BRAC University
October, 2020

Declaration

It is hereby declared that

1. The internship report submitted is my own original work while completing my degree at BRAC University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Letter of transmittal

Saif Hossain
Assistant Professor
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Subject: Submission of internship report.

Dear Sir

It is my pleasure to submit the internship report on **“Measuring the impact of training: Assessment of the ‘Building Bridges through Leadership Training’ program of Bangladesh Youth Leadership Center (BYLC)”** as a requirement of the internship course. The preparation of the study has given me an insightful experience and in- depth knowledge on the concept of training.

I have given my best efforts to make it a worthy one and each aspect of the problem is considered and studied as required. I would like to express my profound gratitude for your kind and conscious guidance in preparing my report in the giving time.

Thank you, Sir, for your support and patience.

Sincerely yours,

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October 04, 2020

Non-disclosure agreement

This agreement is made and entered into by and between Bangladesh Youth Leadership Center (BYLC) and the undersigned student at BRAC University, Sumaiya Noor Mumu, ID: 18364054.

Acknowledgement

I would like to express my gratitude to all the people involved both directly and indirectly in the preparation of this report. This would not have been possible without the constant support and cooperation of those people.

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I would especially like to convey my gratitude to Ms. Dewan Rabita Arefin Manager, People Development (HR) at Bangladesh Youth Leadership Center to guide me throughout my research study. Without her constant motivation and guidance this report would have remained incomplete. Special thanks to Mr. Jahedul Islam (Deputy Manager, Operations), who gave me the access to our Alumni network, Mr. Almeer Ahsan Asif (Manager, Leadership Development and Teaching) for sharing his experiences with the students, and the Alumni who I spoke to, Ms. Taieba Hosne Ishrat, Deputy Manager, Research, Monitoring, and Evaluation for providing me with the questioner for the survey. They all were very helpful and supportive to me.

Executive summary

Bangladesh Youth Leadership Center (BYLC) is the first leadership institute in Bangladesh offering a three-month long leadership course, **Building Bridges through Leadership Training (BBLT)**; along with many other courses. This program unites students from different backgrounds of education namely Bangla, English and Madrassa. The study is conducted to understand the effect of training programs and how the training program of BYLC brings change in their graduates, to explore in depth the leadership knowledge and understanding of the term Leadership before and after the program, and to understand how graduates are applying leadership skills in their lives. The study considered both quantitative and qualitative method. There is a substantial difference between the treatment group and the comparison group in each of the three components of Bangladesh Youth Leadership Center namely; 1) Building Bridges, 2) Leadership Training and 3) Community Services. The members of the treatment group are more expressive, confident, have more networking skills, clear knowledge of leadership and authority, and are much more involved in community service projects. Attitude and practice in relation to leadership among the alumni are similar practice in comparison to treatment group. Recommendations for the future consideration of BYLC have been made, based on the findings.

Keywords: Adaptive leadership, Community service, Public speaking, Problem solving.

Table of contents

Declaration	ii
Letter of transmittal	iii
Non-disclosure agreement	iv
Acknowledgement	v
Executive summary	vi
Table of contents	vii
Table of figures	x
List of acronyms	xi
Chapter One: Overview of internship	1
1.1 Student information	2
1.2 Internship information	2
1.2.1 Period, company name, department, and address	2
1.2.2 Supervisor’s information	2
1.2.3 Job Scope	2
1.3 Internship outcomes	3
1.3.1 Student’s contribution to the company	3
1.3.2 Benefits to the student	4
1.3.3 Problems/difficulties	5
1.3.4 Recommendations	5
Chapter two: Overview, operations, and strategic audit	6

2.1 Introduction	7
2.1.1 Methodology	7
2.1.2 Scope	7
2.1.3 Limitations	7
2.2 Overview of the company	8
2.2.1 Vision of BYLC	9
2.2.2 Mission of BYLC	9
2.3 Management practices	9
2.4 Marketing practices	10
2.5 Financial performance & accounting practices	11
2.6 Industry and competitive analysis	11
2.6.1 SWOT Analysis	11
2.7 Summary and conclusion	12
2.8 Recommendations	13
Chapter three: Measuring the impact of BBLT training program of BYLC	15
3.1 Introduction	16
3.1.1 Overview on BBLT	16
3.1.2 Objectives	18
3.2 Methodology	19
3.2.1 Data collection for objective 1	19
3.2.2 Data collection for Objective 2	20

3.2.3 Data collection for achieving objective 3	20
3.3 Finding and analysis	20
3.3.1 Findings & analysis for objective 1	20
3.3.2 Findings & analysis for objective 2	22
3.2.3 Findings & analysis for objective 3	24
3.4 Summary and conclusion	25
3.5 Recommendations	26
References	27
Appendix	28

Table of figures

Figure 1: Graduates' perception of the impact of BYLC training programs	9
Figure 2: Instructor, asking participants to differentiate between authority and leadership.....	17
Figure 3: BBLT 10 students in serving the community.....	17
Figure 4: BBLT students presenting leadership through art.....	22
Figure 5: Percentage of graduates exercising leadership.....	24
Figure 6: BBLT graduates creating impact in the society	24

List of acronyms

BYLC	Bangladesh Youth Leadership Center
NGO	Non-government Organization
BBLT	Building Bridges through Leadership Training
BBLTJ	Building Bridges through Leadership Training Junior
APL	Art and Practice of Leadership
YLS	Youth Leadership Summit
YLB	Youth Leadership Bootcamp
LfK	Leadership for Kids

Chapter One: Overview of internship

1.1 Student information

This is Sumaiya Noor Mumu, ID: 18364054. I am currently pursuing my Master of Business Administration with a major in Human Resource Management from BRAC Business School, BRAC University.

1.2 Internship information

1.2.1 Period, company name, department, and address

I am currently working as a full-time staff at Bangladesh Youth Leadership Centre (BYLC). I have started my journey at BYLC, in the end of 2018 as a full-time intern in the Human Resource Department. In this organization, the Human Resource Department is named as the People Development department. After working here as an Intern for almost 6 months, I got recruited here as a full-time employee in the role of Executive, People Development.

The office was initially located at Baridhara, but with the expansion of the organization, it has shifted to a commercial area and to a much bigger space. The office at present is located at 28, Mohakhali, C/A Bir Uttam AK Khandakar Road, Dhaka 1212. It also has a project office in Chattogram Division.

1.2.2 Supervisor's information

My supervisor is the Manager of the People Development department. Her name is Ms. Dewan Rabita Arefin. She is a dynamic lady with more than 8 years of working experience in the field of Human Resources in different corporate, multinationals, and NGOs.

1.2.3 Job Scope

Even as a fresher, I got the opportunity to work directly with the core functions of Human Resource. My current job responsibilities are:

- Preparing budget for recruitment & capacity development and training programs

- Interviewing participants for training programs, evaluating their assessments
- Screening, shortlisting, and recruiting employees from different sources as per organizational needs
- Preparing new JDs and updating JDs after promotions/appraisals
- Facilitating staff onboarding orientation
- Facilitating policy sessions, organizational value and capacity building workshops
- Providing mental health counseling and handle any grievance/disciplinary issues of employees and students
- Preparing and revising organizational policies
- Preparing HR manual and SOP
- Collecting data through surveys & visualize data in meaningful ways for developing policies and strategies
- Conducting bi-yearly performance appraisal and KPI setting
- Working on people analytics & HR metrics
- Maintaining all staff databases (monitor tenure of contract, follow up with the notice of contract expiry, process contract extension and end requisition etc.)
- Supervising Administrative Assistant and intern.

1.3 Internship outcomes

1.3.1 Student's contribution to the company

Bangladesh Youth Leadership Centre (BYLC) is a small organization with 64 employees. The People Development department consists of three full-time staff including me. As I am directly involved with recruitment, training, program and curriculum development, policy development, facilitating students as well as employees, I believe I am a core part of the team. Among the contributions I am making in BYLC, some of the significant contributions are:

- Assessing and interviewing candidates for our regular training program (BBLT, BBLTJ, APL, YLS, YLB etc.)
- Developing organizational policies and contributing in strategic HR planning
- Facilitating different workshops, sessions, and training programs
- Creating candidate portfolio for the recruitment process
- Supported in culture calibration
- Assisting in strategic HR planning
- Supported in resource allocation within BYLC during Covid-19

1.3.2 Benefits to the student

Being a part of BYLC, I have contributed a lot and will continue doing so, but I would also like to acknowledge the benefits this internship and employment has given me throughout these years.

This being my first job gave me the exposure of a safe office environment. I have learnt not only that task and duties one needs to know as a human resource person, but also it has helped me to act more professionally, calmly, patiently, and maturely at workplace.

The biggest benefit this internship opportunity gave me is the chance of being employed. Some of the other benefits are:

- Exposure to curriculum of Harvard Business School
- Opportunity of networking with people from diverse background
- Scope of enrolling myself in different international courses related to my work field
- Opportunity to meet and liaison with different Founders, CEOs of Bangladesh.

Apart from these opportunities, BYLC has always provided medical allowance, transportation cost, housing allowance etc. During the time of Covid-19, the organization has also allowed us to work for home till January 2021 to keep ourselves safe from the pandemic.

1.3.3 Problems/difficulties

During the six months of my internship I have not faced any major problems or difficulties. But the internship was not very easy at all. Some of the issues that bothered me during the internship period were;

- For the first two months I was only assign the administrative tasks and given the responsibility of managing the front office. I did not have enough work to do as my core responsibilities were to response to phone calls and to support the administrative officer with office maintenance, printing, distributing files/document among the employees etc.
- As most of the interviews were held in the weekend for the training programs (students have class on the weekdays) I had to work during the weekends as well.
- My internship was full time, and I was also in the beginning of my MBA, I faced difficulty to adjust for the first couple of months.

Apart from these, my experience as an intern at BYLC was great.

1.3.4 Recommendations

While working in BYLC, I feel some gaps which need to filled up as quickly as possible to make the operations run more effective and efficiently. Below, I have some recommendations which I think are completely from my point of view to BYLC.

- Students planning to do their internship here, needs to have a through knowledge on the activities of BYLC.
- Though it is a very fun place to work in, and is full of young talents, the office is culturally very different. Anyone doing internship here needs to make sure s/he can cope up here.
- There are huge learning opportunities, the future interns need to utilize this opportunity to their benefit.
- For interns, all the training programs are 100% waived. Anyone joining there as an intern can grab this opportunity for their self-development.

Chapter two: Overview, operations, and strategic audit

2.1 Introduction

Bangladesh Youth Leadership Center (BYLC), the country's first leadership institute, exists to build connections among youth from diverse backgrounds, equip them with leadership skills, and enable them to have high impact in public, private, and civil sectors. Conceptualized at Harvard University and MIT in 2008, BYLC has brought the best of global leadership education to Bangladesh. Over the past eleven years, BYLC has trained more than 5500 high school, college, and university students, many of whom have taken on leadership roles across Bangladesh. All of BYLC's efforts aim to strengthen prosperity, justice, and inclusiveness in societies worldwide.

2.1.1 Methodology

This research is mainly a qualitative research which is conducted through primary data collection. The primary data is collected through the survey of the students of BBLT 23 and BBLT 24 batch that was conducted through google form, interviewing the key management personnel in Curriculum team of BYLC. Secondary data are collected from BYLC Graduate network, annual reports, journals, newspaper articles and publications, etc.

2.1.2 Scope

This study is mainly based on the talent acquisition of the BYLC programs which is the main product of the organization. BYLC is working with Government of Bangladesh, UK aid, Manusher Jonno Foundation, USAID, Embassy of the Kingdom of Netherlands, and in various local and international affiliations.

2.1.3 Limitations

It was difficult to complete the report as there were many barriers involved while getting the desired data and information. The existing surveys were confidential and the management were not interested in sharing this information. But the data collection and gathering information were

much easier as I eventually make them understood the main theme of the report. The employees were always busy and they were not able to cooperate with me but later on they were able to provide me with all the information needed and the information was very difficult to find as I did not understand who to ask for the particular data.

The survey was sent to a total of 40 graduates, but I could only collect the surveys from 21 students. Thus, there is a fluctuation in the sample size.

2.2 Overview of the company

BYLC is registered as a non-profit organization with the Registrar of Joint Stock Companies and Firms in Bangladesh on January 5, 2009. BYLC has brought the best of global leadership education to Bangladesh and made it available to youth. BYLC's approach to demonstrating leadership is through effective intervention, communication, team building, problem solving and providing community service. This approach created a platform for young people from different educational mediums to practice active citizenship in Bangladesh. The signature program of BYLC is a three-month long leadership course, Building Bridges through Leadership Training (BBLT). This program unites students from different backgrounds of education namely Bangla, English and Madrassa. The original concept of developing the leadership skills of youth came from Harvard University's Kennedy School of Government in 2008. BYLC also conducts month-long leadership programs for secondary school students and three-day long workshops on leadership for university students. Over the years, BYLC's innovative approach to leadership development has been acknowledged by many organizations including the US State Department, the World Bank Group, the British High Commission in Dhaka, the Canadian High Commission in Dhaka, BRAC, the Asia Society, the Washington Post, the International Youth Foundation, and many others. Building

Bridges through Leadership Training (BBLT) is a three-month long leadership course designed for college and university students aged between 17 and 22.

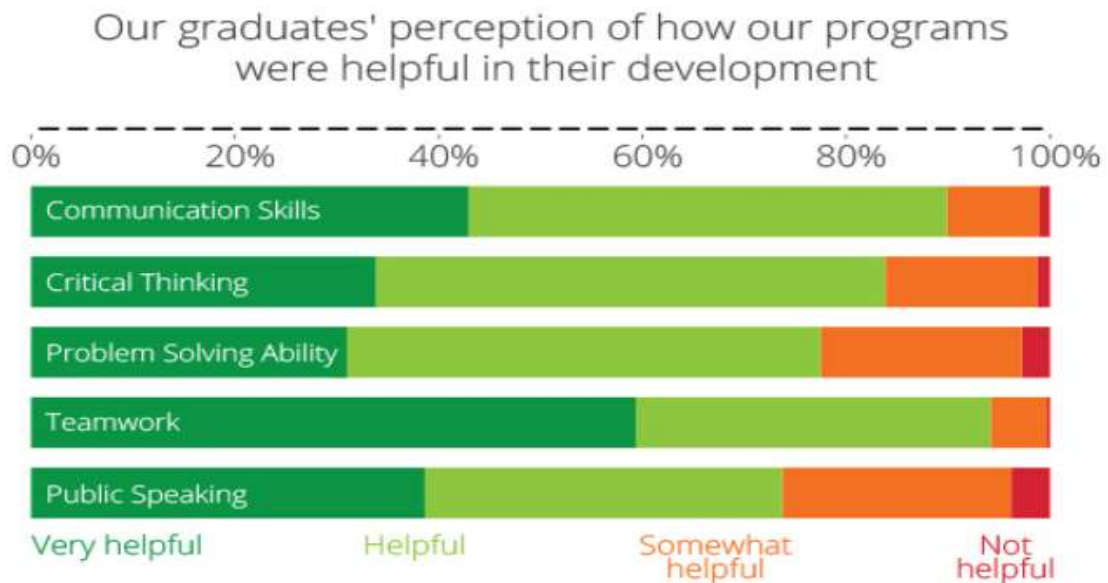


Figure 1: Graduates' perception of the impact of BYLC training programs

2.2.1 Vision of BYLC

A prosperous, just, and inclusive world driven by courageous, compassionate, and competent leaders.

2.2.2 Mission of BYLC

Our mission is to build connections among youth from diverse backgrounds, equip them with leadership skills, and enable them to have high impact in public, private, and civil sectors.

2.3 Management practices

BYLC has seven board members. All the strategic decisions related to fund and change in Management Committee are driven by the majority opinion of the board. The members are

- **Ejaj Ahmad:** Founder and President of BYLC has graduated from Harvard University and since 2009 he has been looking after the rapid growth of the organization bringing over 5500 alumni under one roof.

- **Homayara Ahmed:** A BBA and MBA graduate from IBA, University of Dhaka is now an associate professor in the institute. She is also a leading associate Monowar Associates, a top consulting firm in Bangladesh.
- **Akhter Matin Chaudhury:** Is the chairperson of the governing Board of BYLC, and a fellow of the Institute of Chartered Accountants in England and Wales as well as a fellow of the Institute of Chartered secretaries of Bangladesh.
- **Manzoor Hasan OBE:** Is the executive director of South Asian Institute of Advanced legal and Human Rights studies, BRAC University. He was also the founding executive director of transparency International Bangladesh and the Regional Director of TI in Berlin.
- **Pial Islam:** Is currently the Managing partner of PI Strategy, engaged in consulting clients such as UN, ADB, Grameenphone, BRAC enterprise, Robi, Dutch Bangla Bank etc.
- **Zafar Sobhan:** Is the editor of Dhaka Tribune, featuring his name in numbers of articles, interviews, stories in publications such as New York Times, The Guardian, TIME, etc.
- **Saima Chowdhury:** Is the founder and CEO of Noi Solutions, which is a global sourcing company. She worked with Victoria's Secret strategy on customer and market insights before NOI Solutions.

2.4 Marketing practices

As BYLC works with students from class 6 till the end of graduation, the target market for this organization are the students and young professionals. The marketing team of BYLC are divided into two sub-departments to achieve these targets These are:

- **Outreach team:** They visit different Madrasa, English and Bangla medium school to promote the training programs. They run different workshop in the educational institution to mobilize the students and their parents to enroll to our programs.

- **Communication team:** Focuses on promoting our programs, different events online, arrange different sessions, publish the annual reports, newsletters, makes sure the Pre, during, and post program are fully covered by the social network and media.

Apart from that we have a large pool of campus ambassadors, promoting and motivating students in different campuses of Bangladesh.

2.5 Financial performance & accounting practices

BYLC is a donor funded non-profit organization. The organization is given targets to achieve by the donors. Among many some of our significant donors are Manusher Jonno Foundation (MJF), IKEA Foundation, Aga Khan Foundation, UK aid, USAID, Embassy of the Kingdoms of Netherlands, Porticus. The partners of BYLC are AdComm, BRAC, Bangladesh Bank, KPMG, Ministry of Youth and Sports, Citizen's Platform for SDG's, Bangladesh, aamra, Boomerang.

2.6 Industry and competitive analysis

BYLC is working in the education industry. The core job of BYLC is to provide training on leadership, professional development, career development, entrepreneurship, venture capital, etc. In 2009, BYLC was the only leadership training institute in Bangladesh. Thus, as an early entrance in the market the organization always had some competitive advantage in this field. The curriculum this organization is using has been designed in the Harvard Business School and only BYLC has the authority to run this curriculum in Bangladesh.

2.6.1 SWOT Analysis

Strength:

- Early entrance in the market
- Facilitators and instructors from different national and international universities
- A very well designed and detailed planned curriculum

- Large alumni network

Weakness:

- Service that can be replicated
- Employee turnover
- Lower innovation in curriculum

Opportunities:

- The covid-19 situation has enabled BYLC to promote its courses online which is bringing a lot more candidates than before
- Very few institutions in Bangladesh that provide exclusive leadership training
- The location of the office is very visible and easily accessible to the students
- BYLC has a very good market reputation.

Threats:

- The product is intangible so every individual has different ways of grading the organization and the programs
- More motivational speakers are now taking the place of the trained professionals.

2.7 Summary and conclusion

On the 5th of January 2021, BYLC will celebrate its completion of 12 years. The organization is well aware that it might not survive only on the basis of leadership trainings only. From the beginning of 2018, BYLC started moving towards self-sustainability. The organization has introduced many new programs and events. Office of Professional Development department is concentrating on networking with the HR heads of different NGOs, multinationals, and different platforms to create job opportunities to the alumni and graduates. BYLCx, is an online learning platform open for everyone providing short courses on different life skills, training, negotiation,

public speaking, networking, etc. BYLC introduced a new department named BYLC Ventures focusing on accelerator program for entrepreneurs. It is providing seed funding up to BDT 10 lakh with the 8% equity. Till date the organization has successfully launched 12 entrepreneurship ideas. Being a part of this organization, I can see the progress of BYLC from a nonprofit, donor funded organization towards a sustainable organization creating job opportunities for the youth of Bangladesh.

2.8 Recommendations

While working in BYLC, I feel some gaps which need to be filled up as quickly as possible to make the operations run more effectively and efficiently. Below, I have some recommendations which I think are completely from my point of view to BYLC.

- There are fewer numbers of HRMS software which makes it difficult to track attendance, leave balance. BYLC can introduce a software to make the organization more automated. They should invest more on technical resources.
- Though it is a very fun place to work in, and is full of young talents, at times the environment becomes loud. BYLC can introduce different meeting rooms/ seminar rooms, it would make the workplace easier and more productive.
- BYLC has a huge place of innovation in terms of adopting rewarding systems to its employees.
- BYLC has a strong alumni association. They can engage more with the graduates to connect to their success stories.
- The admissions process can be improved where at least the initial stages are automated.
- More emphasis may be given to mobilize Madrasah students to enroll in the training programs.

- Organize the training programs outside Dhaka and Chattogram to cover the marginalized population across Bangladesh.
- BYLC is already working towards training disabled and ethnic minority group. To strengthen this process, BYLC can make a curriculum that is easy to understand.

Chapter three: Measuring the impact of BBLT training program of BYLC

3.1 Introduction

3.1.1 Overview on BBLT

BBLT is BYLC's 10-week long signature leadership training program. Designed for H.S.C./Alim/A levels and first- and second-year university students, the BBLT program uses a competitive selection process to enroll 42 students from the three different educational tracks, namely English medium, Bangla medium, and Madrassa, in equal numbers.

In the first phase of the program, students conduct experiments, take risks, and question deeply held assumptions in the classroom. In the second phase, students have the opportunity to translate their learning into action by implementing community service projects in underprivileged communities. The three components are

Building Bridges: Among the three different education systems, there is little or no interaction between students. BYLC believes that this division in society is a threat to social cohesion in the country.

Leadership Training: Drawing from leadership courses taught at Harvard and MIT, BYLC has developed its own curriculum that is both rigorous and culturally suited to the needs of Bangladesh. The courses are taught in Bangla using local examples and case studies. An approach taken by BYLC is using a combination of lectures, large class discussions, small group peer consultations, reflection and team-building exercises, BYLC builds the leadership capacity of the students. BYLC believes that the experiential environment in the classroom ensures that the students develop self-awareness and an ability to step out of the comfort zone and take initiative.



Figure 2: Instructor, asking participants to differentiate between authority and leadership

Community Service BBLT students performs community service projects that helps them to develop a sense of compassion towards their community, this also enables them to move out of their comfort zone and teaches project management, team building, problem solving and critical thinking skills.



Figure 3: BBLT 10 students in serving the community

3.1.2 Objectives

Before I joined the organization, I have heard a lot about it. But when I started working, I realized that the training programs are not only engagement of 10 weeks, rather this training program brings a behavioral and adaptive change in the mindset of the students. I have personally noticed the difference of behavior, maturity, and leadership activity among the students comparing to the one who have not done the BBLT training.

For my internship report on measuring the impact of the training of the students of BBLT, I have set three particular objectives that I wish to achieve by the report.

Objective 1: To understand the effect of training program and how the training program of BYLC brings change in the graduates' life

The first objective is to investigate and identify the effects that the BBLT program has on the student's life. The behavioral, psychological change this program has made in their minds. Not only the changes but also to understand how the support and training programs of BYLC is making their life easier and future ready.

Objective 2: To explore in-depth in leadership knowledge and understanding of the term leadership among graduates

This objective is to focus on how students saw leadership and authority, how they interpret its meaning, and who they really considered as leaders before the training program and compare it with what they think after the BBLT training program.

Objective 3: To understand how graduates are applying leadership skills in their lives

The third objective is to find out if the students graduating the BBLT program are really being compatible enough to achieve something significant in their life. How the training played a role in that and if so, how the training helped or motivated them to do so.

3.2 Methodology

The process of this research can be termed as a qualitative research as it deals with qualitative data. The purpose of this research can be classified as analytical or exploratory research. Primary data is collected from the respondents who have participated in the BBLT training course. As there are more than 700 graduates of BYLC's BBLT program, the primary data sources were collected from graduates.

Secondary sources website, articles, research papers, journals and papers were also reviewed.

3.2.1 Data collection for objective 1

For objective 1, I interviewed the Manager, Learning Development and Teaching team of BYLC. Mr. Almeer Ahsan Asif was really helpful to allow me a slot of half an hour from his busy schedule. Has been working as an instructor/trainer for almost five years. All the relevant changes those were made in the curriculum was because of this person. I believe to know the exact changes the students went through gradually during the program; he would be the best suitable person for that.

Due to covid-19, we had to set and conduct the meeting via Zoom.

He was asked the following questions:

- For how long have you been in conducting the BBLT programs?
- How many BBLT batches have you facilitated?
- How was your experience of teaching this diversified group?
- How the students behave on the first day of the training?
- Which part of the training do you think is most impactful on the students?
- Do you as an instructor notice the change in your students? What are those changes?

3.2.2 Data collection for Objective 2

For achieving objectives 2, I have prepared two questionnaires for the BBLT student. The questions were the same, but students were given to fill up the pre evaluation form once before they started their training and the post evolution form was given after the completion of the ten-week program. During my research, batch 23 and 24 were enrolled in the training program. So, I targeted these two batches for my research comparison. Ms. Taieba Hosne Ishrat, Deputy Manager, Research, Monitoring and Evaluation helped me to create the questionnaire. I sent around the survey form to 42 students, but as the classes were virtual, it was difficult to collect the filled-up form. I have received 21 surveys and have compared how students saw leadership and authority before and after the program.

3.2.3 Data collection for achieving objective 3

To achieve objectives 3, there were two sources. Initially from BYLC Graduate Network (BGN) I have interviewed two of the BBLT graduates. Apart from that, BYLC manages a database where I could find the success stories of the graduates. I am thankful to Mr. Jahedul Islam, Deputy Manager, Operations, for allowing me the access to the database. I have reached out to 6 students 2 students from each medium, but only successfully conducted 2 interviews. The challenges were some of them didn't respond back, or were not comfortable to talk.

3.3 Finding and analysis

Based on the methodologies applied to attain all the three objectives this part will focus on the findings from the methodologies as well as analysis on the outcome.

3.3.1 Findings & analysis for objective 1

Based on the interview with the lead instructor/ facilitator/ and head of Curriculum development, I came to know Mr. Asif has been conducting the people program for last 4 years. Apart from this training, he is also involved in many other leadership and professional development training. So

far, he has conducted over 8 BBLT program and more than 25 training programs in BYLC. So, speaking with him enabled me to understand the trend of changes of student. To the answers of the questions that are directly relevant to my project his answers were (paraphrased, as the interview was conducted through an informal conversation)

- Experience from teaching a diverse group:

Mr. Asif considers this as an opportunity to meet students from diverse background. Relating to their story, struggles of life, has enabled him to see the world in a different way. One of the interesting facts were how the thinking process of three different mediums changes due to the life styles they lead.

- Students on the first day of their training:

While answering this question Mr. Asif walked me through a memory lane of different experiences. He shared me stories of the students feeling they don't belong here, how the madrasa students were being neglected an isolated, the nervousness they faced while answering every answers. The most interesting thing he shared were curiosity of the students of why they were here and how is it even possible to learn leadership through a training in the classroom.

- Which part of the training do you think is most impactful on the students?

When he was asked to describe the most impactful part of the training, he answered in focusing on the whole curriculum. I came to know that from the very first class to the end, each class is dependent on the previous lecture and activities. There is no way one can focus on just public speaking, practicing leadership, community service act, or teamwork, these comes in a package where students get all or get nothing. However, he focused on the community service training more as the students were put in the real-life scenario where they had to collect money and set up their community service act. This focuses on facing the challenges of the real world rather than reading or understanding those sitting in a classroom.

- Do you as an instructor notice the change in your students? What are those changes?

In continuation of the answer to how the students reacted on their first day, he added that 50% of the students started speaking up with in the third lectures. The students always are divided into small groups at the very beginning of the session and every group is assigned with one individual trained facilitator. the students gradually become outspoken, they started picturing a clear vision of their dream, the hesitation of public speaking disappears. The students started feeling that the small group they are assigned is our family and they forget the barrier of students from different medium. This vision to build a bridge between the medium of education. Most of the students tends to adapt what they learn from the training in their life. The also shared the stories of the parents and how grateful and thankful they were regarding their children.



Figure 4: BBLT students presenting leadership through art

3.3.2 Findings & analysis for objective 2

I received the complete survey form from 21 BBLT graduates. There might be some deviation in the finding as two students submitted the pre evolution form but didn't do so for the post evolution for. Where I found you two new students submitting the post revaluation form but have not participated in the per evolution survey. I have prepared the survey questionnaire keeping similarity with the one BYLC uses. The research monitoring and evaluation team help me to get

the survey from the student. The survey had three sections with 20 questions asked. The first section included general information of if they had done any training before, or students have exercise leadership before. Section 2 covered the learning areas where we compared how the students saw leadership and authority before verses after the training. We also try to identify the student's role as a leader by analyzing some situation-based question. The last section was where they were asked to market themselves on the criteria of leadership skills, teamwork, public speaking, critical thinking, problem diagnostic, ability to work with diverse background people in a Likert scale of 1 to 5 where 1 was poor and five represented excellent.

To the answer of the question if leadership and authority where same in the 47% said it they were the same and 23%, that they were similar. But in the post evaluation 72% of the students could differentiate between leadership and authority.

In one question we tried to analyze what is the student's current role as a leader. In the pre evaluation we found out more than 90% students were followers or inactive members in any activities. In the post evaluation the same question was asked and the answers indicated that they will try to make the other members understand and mobilize the team.

Students were asked to rank themselves out of 5 on their leadership skills, in pre evaluation with 80% of the students rating themselves as poor and below average where on the other hand in the post evaluation the same students rated with themselves as excellent or good. In all the 20 questions I have noticed a significant change in how they are students perceived leadership term before and after the BBLT program.



Figure 5: Percentage of graduates exercising leadership

3.2.3 Findings & analysis for objective 3

The database was not 100% updated so I have to randomly reach out to different students for analyzing and finding out how they are doing in their field.

BBLT 5 graduates, Osama Bin Noor and Makshud Manik realized the gaps in information that kept young people from utilizing the best learning opportunities. Thus, they co-founded Youth Opportunities, which is now the largest discovery platform for youth across the globe. This was built up to promote students with opportunities and career guideline. Osama Bin Noor was also featured in Forbes Asia’s 30 under 30 list for social entrepreneurship. (BBLT5 graduate)




 <p>Indira Rahman</p> <p>Lead by Indira, Road to School was conceptualized by six BBLT 9 participants during the 'Leadership in Action' phase of the BBLT program. It started as a small education support center in the Tejgaon Registry Complex, with 50 students aged 5-12. The children go through a holistic education curriculum. In addition to the national curriculum, a school curriculum for Bengali</p>	 <p>Osama Bin Noor</p> <p>BBLT 5 graduates, Osama Bin Noor and Makshud Manik recognized the gaps in information that kept young people from utilizing the best learning opportunities. Thus they co-founded Youth Opportunities, which is now the largest discovery platform for youth across the globe. The purpose of this platform is to provide young people with opportunities to explore and prepare themselves so that</p>	 <p>Ovick Alam</p> <p>Webable is a digital creative agency co-founded by Ovick Alam, a graduate of BBLT 3, and Anis Hannan, a BBLT 4 graduate. Based in Bangladesh, with 18 digital marketing technologists, WebAble aims to simplify digital interactions for a select pool of ambitious clients. WebAble's clientele includes Kaspersky, Aarong, Dell, Bay Developments, Rahimafrooz, Bangladesh Brand Forum, British</p>
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Figure 6: BBLT graduates creating impact in the society

One of Graduate from BBLT 22 program has started a welfare organization in Chattogram named Search Bangladesh. She has been managing adolescence welfare and awareness campaign in the slum areas of chattogram, raising awareness among the woman on menstruation hygiene, birth control, sexual harassment, etc. She is also working at another sub branch of the same organization named SOI. This division focuses on the orphans their education, food, shelter such activity. While talking to her, she mentioned that it was the BBLT training that helped her to see the world outside the AC room and motivated to work for them. (BBLT 22 graduate: English Medium)

Another graduate shared the same story and how he saw the opportunity of a business in this covid-19 situation. He shared the story of how his father lost his job and he became responsible for earning. He opened an online page name ‘Virus’ supplying medical equipment to customers. When I asked him to share this story, he referred to the time when they have to collect money for a hand wash awareness program in the Korail slum area. He also referred to the term of exercising leadership. He managed two other members from the BGN to support him in the business. He planned, launched the online page, found out authentic supplier of different medical equipment’s, and started his business in in June 2020, within only 3 months of its establishment, it has crossed over thousand customers. (BBLT 4 graduate: Madrassa)

3.4 Summary and conclusion

In conclusion, it can be said that there is a considerable difference between the BBLT enroll students and the BBLT graduates. The training program focusing on three themes; building bridges, leadership training, and community service has successfully made changes in the student’s life. They have adopted these skills and have shown promising performance in their life. The training also helps the students in building their self-confidence. Overall finding for the three objectives of the report indicated the positive impact of the BBLT program. The report was quite

challenging as I face problem to reach out to the students for the interview. Some recommendations are made for the future consideration of BYLC based on the finding and analyzing.

3.5 Recommendations

Though the BBLT program has shown a very positive impact on the students but still I think to achieve and attain a more equal gender distribution, the program should pay special attention for onboarding female participants of Madrassa. As their numbers are lagging behind from the years.

The engagement of the graduate with higher management should be increased. The graduate network could be stronger so that BYLC can grow and promote the growth of its graduates.

A huge scope of media journalism would benefit the program. The organization is creating promising public speakers but due to lack of opportunities and platform these talents are losing their spark. We can give this graduate opportunity to rise and shine.

BYLC can produce a more structured and detailed database of graduates. While researching I found only the students graduate who reached out by themselves about what they were doing where highlighted and documented. There are many students who are doing great in their field are not documented or recorded in the database.

References

Bangladesh Youth Leadership Center. (n.d.). *Bangladesh Youth Leadership Center*. Retrieved from BYLC website: <https://bylc.org/>

Center, B. Y. (2010). *bylc.org*. Retrieved from BYLC website: <https://bylc.org/>

Heifetz, M. L. (2002). *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Harvard Business Review Press; 1st Edition .

Zainu Sadia Islam, F. Z. (2017). *How the BBLT Graduates Applied their Learning in their Lives*. BRAC Research and Evaluation Division.

Appendix

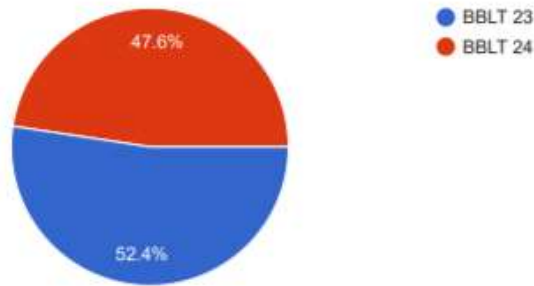
Pre-program self-evaluation form (প্রোগ্রাম পূর্ববর্তী স্ব-মূল্যায়ন ফর্ম)

21 responses

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Which BBLT program you are attending? (আপনি কোন বিবিএলটি প্রোগ্রামে অংশগ্রহণ করছেন?)

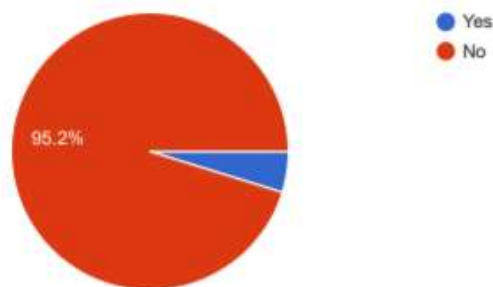
21 responses



General information (সাধারণ তথ্য)

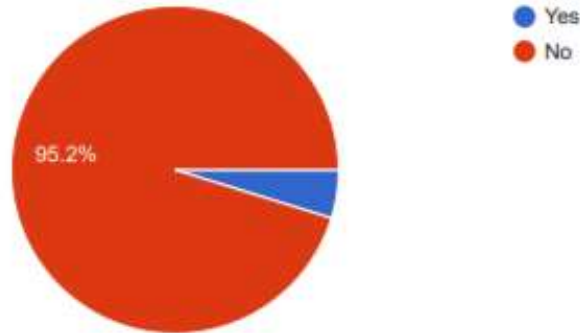
Have you done any BYLC program before? (আপনি আগে কোন বিওয়াইএলসি প্রোগ্রাম করেছেন?)

21 responses



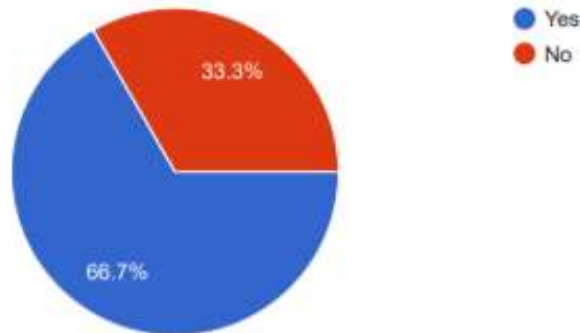
In the past, have you received any training that focuses on exercising leadership? (অতীতে আপনি কি নেতৃত্বের অনুশীলন করার কোনো প্রশিক্ষণ পেয়েছেন?)

21 responses



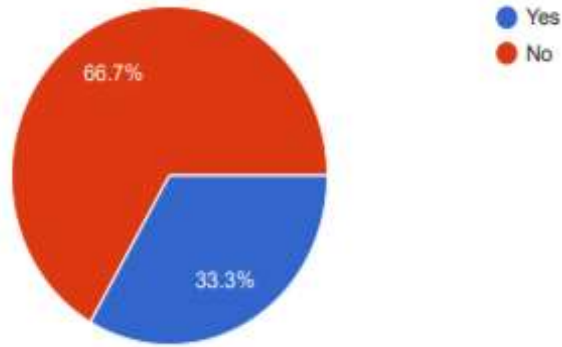
Do you have any friends who studies in a different educational medium (Bangla/ English/ Madrassa) than yours? (তোমার কি কোন বন্ধু আছে যে তোমার থেকে ভিন্ন কোন শিক্ষা মাধ্যমে (বাংলা/ইংরেজি/মাদ্রাসা) পড়াশুনা করছে?)

21 responses



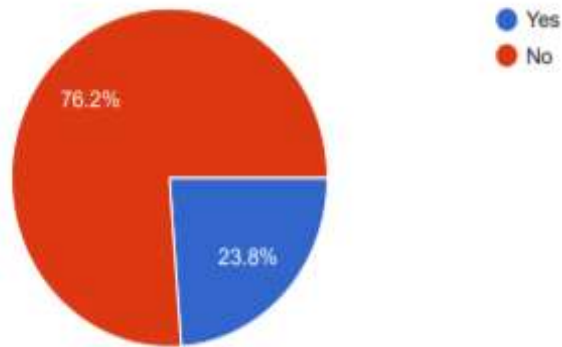
Have you ever delivered a speech in a public forum/gathering? (তুমি কি কখনো জনসম্মুখে কোন বক্তৃতা দিয়েছ?)

21 responses



Have you ever led a team towards achieving a common goal? (আপনি কি কখন একটি নির্দিষ্ট লক্ষ্য অর্জনের জন্য একটি দলকে নেতৃত্ব দিয়েছেন?)

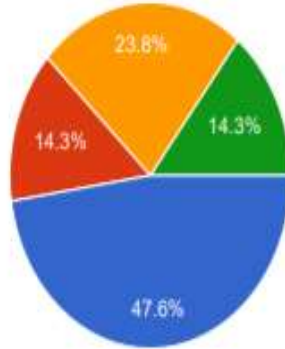
21 responses



Section: Learning areas (শেখার ক্ষেত্রসমূহ)

According to you, which of the following statement is correct? (আপনার মতে, নিচের কোন বিবৃতিটি সঠিক?)

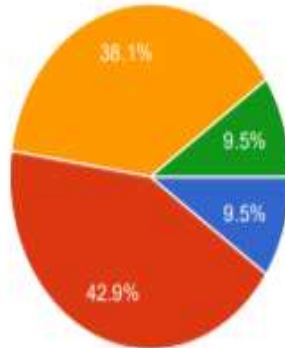
21 responses



- Leadership and authority are similar (নেতৃত্ব এবং কর্তৃত্ব একই)
- Leadership and authority are completely different (নেতৃত্ব এবং কর্তৃত্ব সম্পূর্ণ আলাদা)
- Leadership and authority are somewhat similar (নেতৃত্ব এবং কর্তৃত্ব কিছুটা একই)
- Do not know (জানি না)

What do you do when you see a problem in your community? (আপনি আপনার সম্প্রদায়ে একটি সমস্যা দেখতে পেলে কি করবেন?)

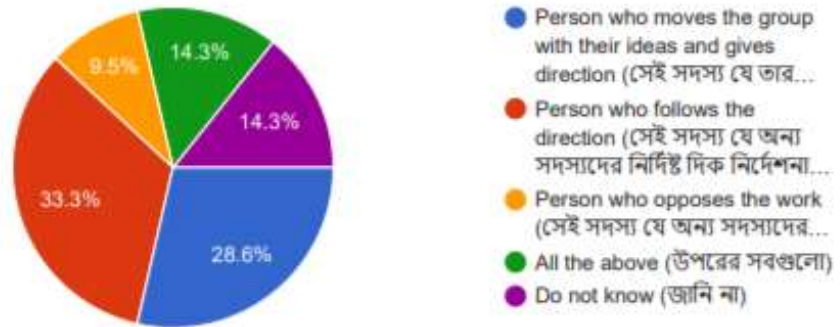
21 responses



- I step up and plan a change (আমি পদক্ষেপ নিবো এবং একটি পরিবর্তন পরিকল্পনা করব)
- I wait for the respective authority to take the appropriate action (আমি অপেক্ষা করব সং...)
- I ignore such problems since they are recurring or frequent (যেহেতু সমস্যাগুলোর পুনরাব...)
- Do not know (জানি না)

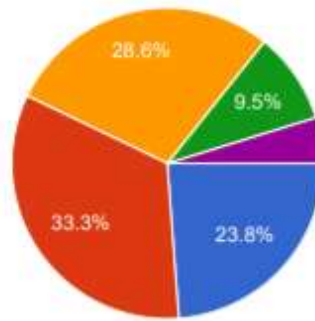
Suppose you are working in a team for a course at your university. While working in a team, you realize that some team members are moving the group with their ideas and giving direction, some are following the direction of the people who are moving the team, some are standing by as the group is doing the work, and some team members are opposing the work. Who is exercising leadership in such a team? (মনে করুন, আপনি একটি দলগত কাজ করছেন। কাজটি করার সময়, দলের কিছু সদস্য তাদের চিন্তা বা ধারণা দিয়ে দলকে এগিয়ে নেয় এবং দিক নির্দেশনা দেয়, কিছু সদস্য নির্দেশনা অনুসরণ করে, কিছু সদস্য দলগত কাজ চলাকালীন সময় দলের কাজ পর্যবেক্ষণ করে এবং কিছু সদস্য দলের অন্যান্য সদস্যদের কাজের বিরোধিতা করে। তাহলে এই দলে নেতৃত্ব আসলে কে চর্চা করছে?)

21 responses



You are preparing a science fair project for the upcoming Science festival in your school. Your teacher divided everyone into different teams randomly. While working in the team, you see that you are facing some disagreements with your team members. You know that your point is right but somehow the other members are not agreeing with you. What will you do now? (তোমরা তোমাদের স্কুলে আসন্ন বিজ্ঞান উৎসবের জন্য একটি বিজ্ঞান মেলায় প্রজেক্ট প্রস্তুত করছ। তোমাদের শিক্ষক বিভিন্ন দলে প্রত্যেককে ভাগ করে দিয়েছেন। দলে কাজ করার সময়, তুমি দেখলে তোমার দলের সদস্যদের সাথে তোমার মতের অমিল হচ্ছে। তুমি জানো যে তোমার কথাটি সঠিক কিন্তু অন্য সদস্যরা তোমার সাথে একমত হতে পারছে না। তুমি এখন কি করবে?)

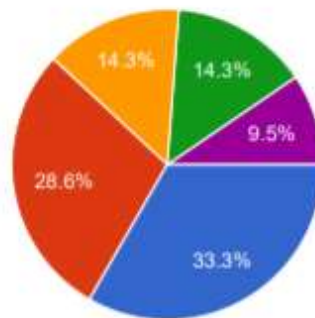
21 responses



- Do nothing and accept what other members decide (কিছুই করব না এবং অন্যান্য সদস্যদের...)
- Try to talk with other members once and wait for other memb...
- Go to teacher first and ask him/her to talk to your team to con...
- Try to make other members understand with proper logic....
- Do not know (জানি না)

Which of the following you should be careful about before talking about an issue in front of a large audience? (একটি বিশাল জনতার সামনে কোন বিষয় নিয়ে কথা বলার আগে নিচের কোন বিষয়টির প্রতি খেয়াল রাখা উচিত?)

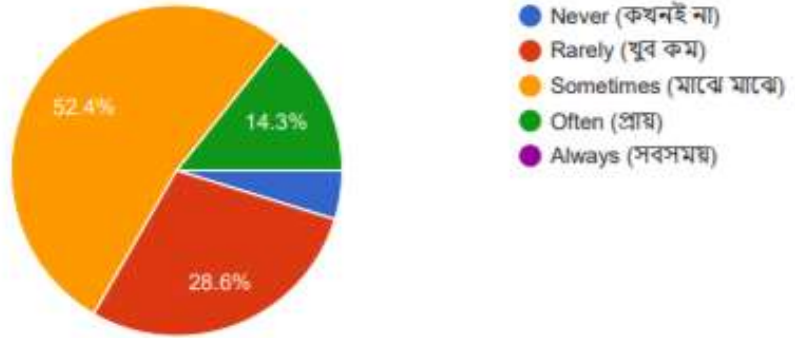
21 responses



- Content preparation (বিষয়বস্তু প্রস্তুত করা)
- Maintaining proper body language: eye-contact, gesture, posture, voice projection (শরীরের যথাযথ ভাষা বজায় রা...)
- None of the above (কোনটিই নয়)
- All of the above (সবগুলো)
- Do not know (জানি না)

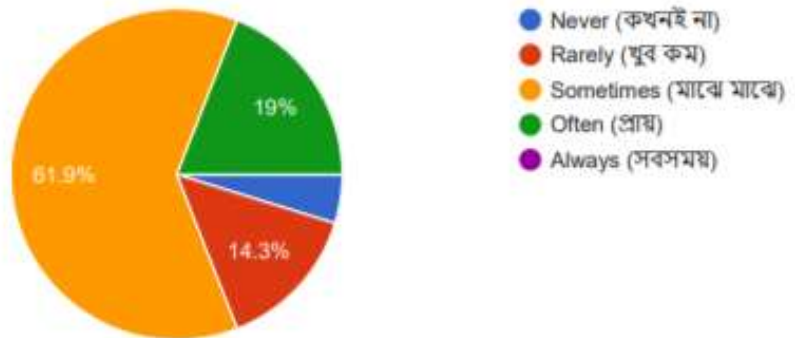
How often do you feel nervous/ unconfident/ anxious while talking about an issue in front of people/large audience? (সবার সামনে কোন বিষয় নিয়ে কথা বলতে তুমি কতটা স্বাচ্ছন্দ্যবোধ কর?)

21 responses



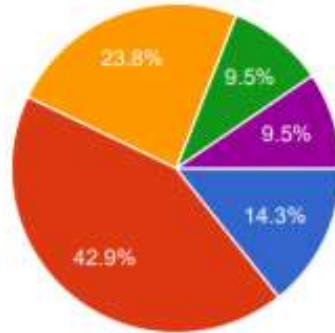
How often are you asked to repeat yourself after explaining an idea/topic? (একটি বিষয় ব্যাখ্যা করার পর তোমাকে কতবার পুনরায় একই কথাটি বলতে বলা হয়?)

21 responses



If there is a problem in the community, what actions should the members of that community take? (যদি কমিউনিটিতে কোন সমস্যা হয় তবে সেই কমিউনিটির সদস্যদের কী পদক্ষেপ নেওয়া উচিত?)

21 responses

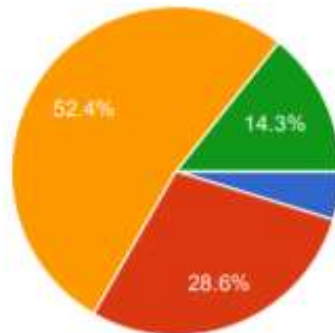


- Do nothing and ignore (কিছু না করে এড়িয়ে যাব)
- Try to analyze the problem according to your own views (সমস্যাটি বুঝতে চেষ্টা করব)
- Try to look for solution right after you hear about the problem (সমস্যাটি শুনেই সমাধান খুঁজব)
- Try to understand different peoples' views related to the problem (সমস্যাটির সাথে সম্পর্কিত বিভিন্ন মানুষের মতামত বুঝব)
- Do not know (জানি না)

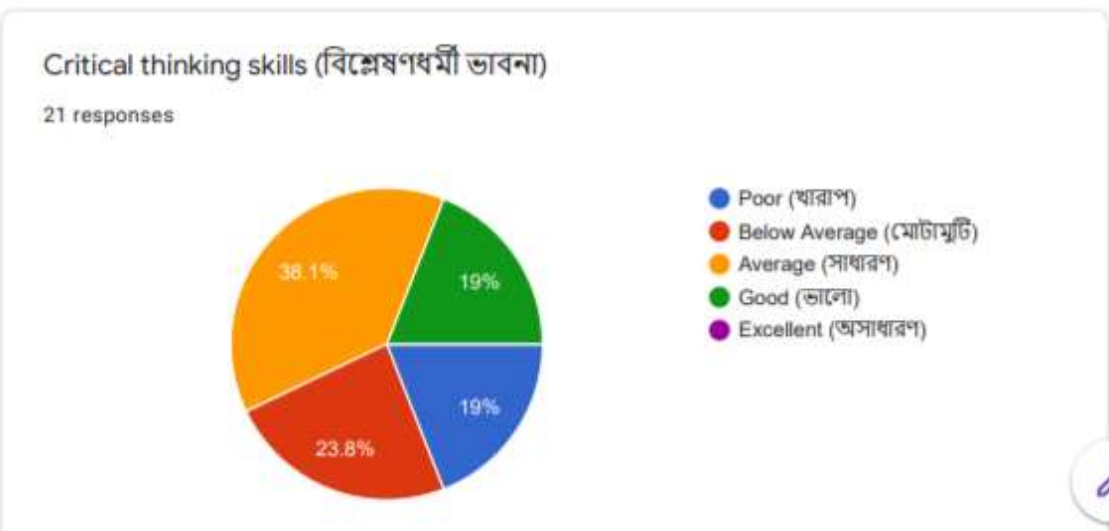
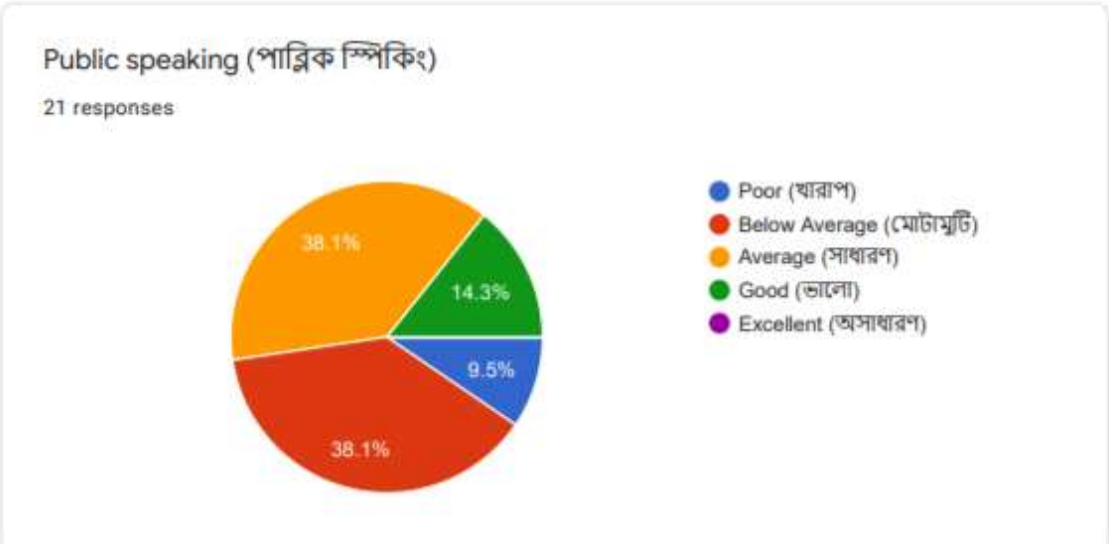
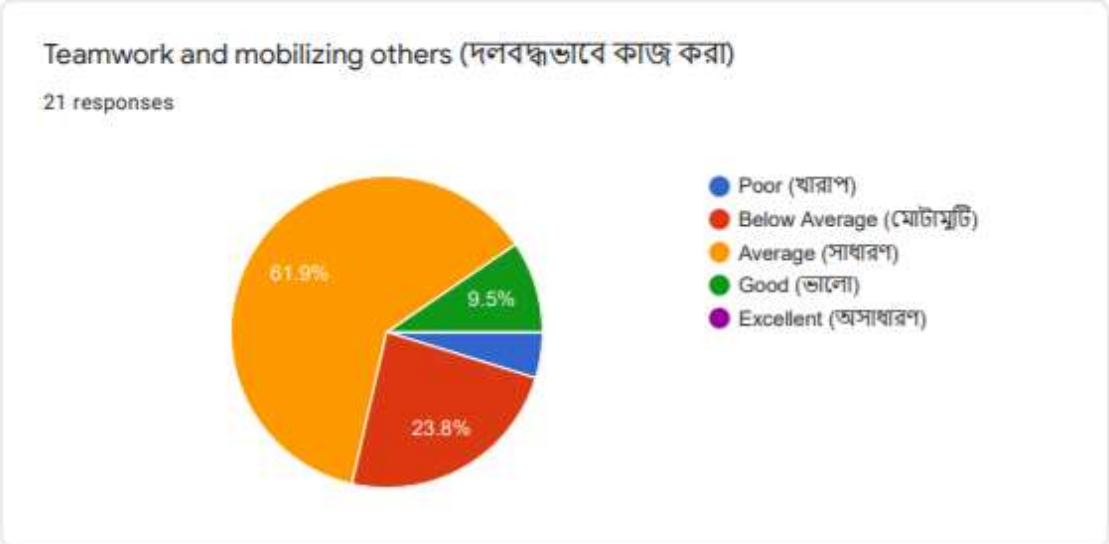
Section: Self-evaluation of skills (দক্ষতা সমূহের স্ব-মূল্যায়ন)

Leadership skill (নেতৃত্বের দক্ষতা)

21 responses

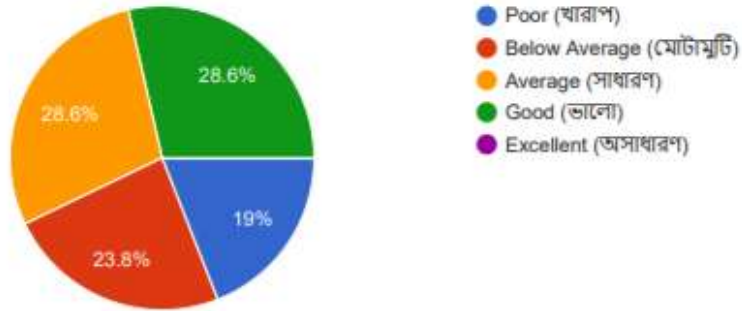


- Poor (খারাপ)
- Below Average (মোটামুটি)
- Average (সাধারণ)
- Good (ভালো)
- Excellent (অসাধারণ)



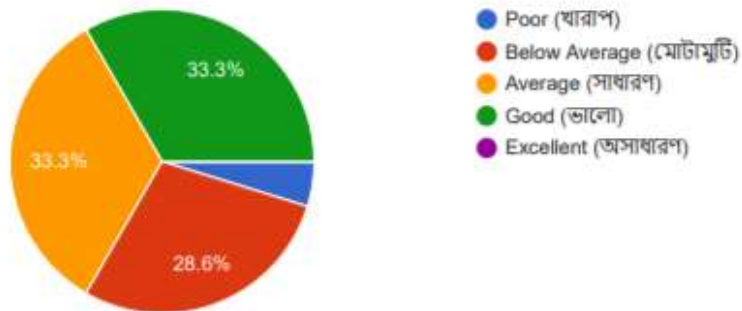
Problem diagnostic skills (সমস্যা বিশ্লেষণ করার দক্ষতা)

21 responses



Ability to work/ socialize with different backgrounds (বিভিন্ন শ্রেণীর মানুষের সাথে মেলামেশা এবং কাজ করার দক্ষতা)

21 responses



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Google Forms

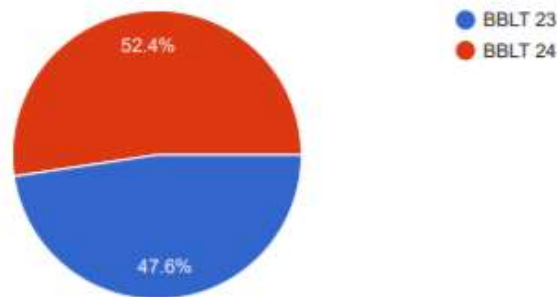
Post-program evaluation form (প্রোগ্রাম পরবর্তী মূল্যায়ন ফর্ম)

21 responses

[Publish analytics](#)

Which BBLT program you are attending? (আপনি কোন বিবিএলটি প্রোগ্রামে অংশগ্রহণ করছেন?)

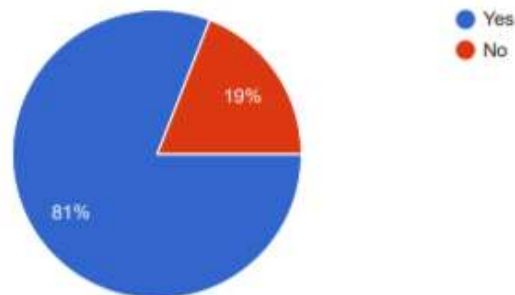
21 responses



General information (সাধারণ তথ্য)

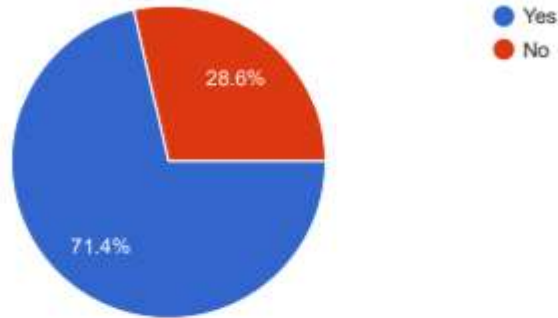
Have you done any BYLC program before? (আপনি আগে কোন বিওয়াইএলসি প্রোগ্রাম করেছেন?)

21 responses



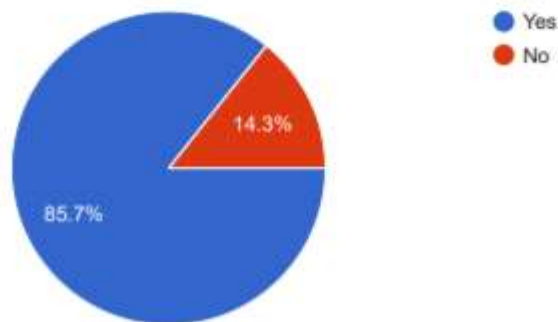
In the past, have you received any training that focuses on exercising leadership? (অতীতে আপনি কি নেতৃত্বের অনুশীলন করার কোনো প্রশিক্ষণ পেয়েছেন?)

21 responses



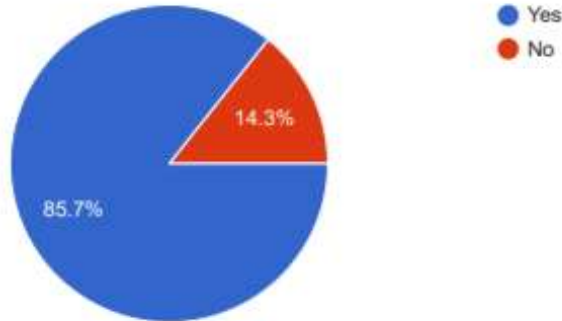
Do you have any friends who studies in a different educational medium (Bangla/ English/ Madrassa) than yours? (তোমার কি কোন বন্ধু আছে যে তোমার থেকে ভিন্ন কোন শিক্ষা মাধ্যমে (বাংলা/ইংরেজি/মাদ্রাসা) পড়াশুনা করছে?)

21 responses



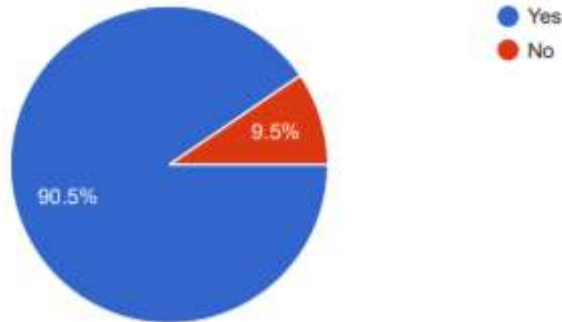
Have you ever delivered a speech in a public forum/gathering? (তুমি কি কখনো জনসম্মুখে কোন বক্তৃতা দিয়েছ?)

21 responses



Have you ever led a team towards achieving a common goal? (আপনি কি কখন একটি নির্দিষ্ট লক্ষ্য অর্জনের জন্য একটি দলকে নেতৃত্ব দিয়েছেন?)

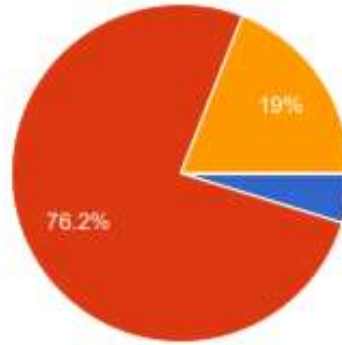
21 responses



Section: Learning areas (শেখার ক্ষেত্রসমূহ)

According to you, which of the following statement is correct? (আপনার মতে, নিচের কোন বিবৃতিটি সঠিক?)

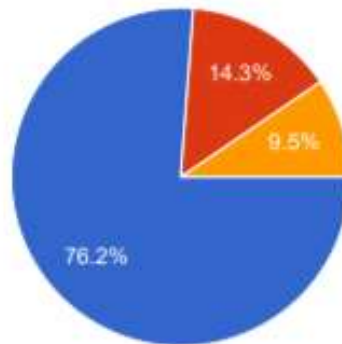
21 responses



- Leadership and authority are similar (নেতৃত্ব এবং কর্তৃত্ব একই)
- Leadership and authority are completely different (নেতৃত্ব এবং কর্তৃত্ব সম্পূর্ণ আলাদা)
- Leadership and authority are somewhat similar (নেতৃত্ব এবং কর্তৃত্ব কিছুটা একই)
- Do not know (জানি না)

What do you do when you see a problem in your community? (আপনি আপনার সম্প্রদায়ে একটি সমস্যা দেখতে পেলে কি করবেন?)

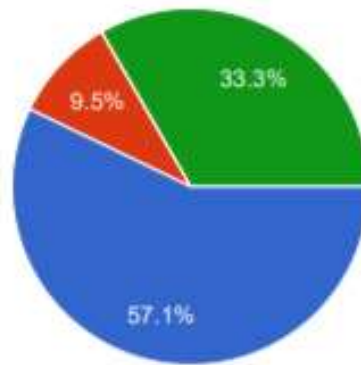
21 responses



- I step up and plan a change (আমি পদক্ষেপ নিবো এবং একটি পরিবর্তন পরিকল্পনা করব)
- I wait for the respective authority to take the appropriate action (আমি অপেক্ষা করব সং...)
- I ignore such problems since they are recurring or frequent (যেহেতু সমস্যাগুলোর পুনরাবু...)
- Do not know (জানি না)

Suppose you are working in a team for a course at your university. While working in a team, you realize that some team members are moving the group with their ideas and giving direction, some are following the direction of the people who are moving the team, some are standing by as the group is doing the work, and some team members are opposing the work. Who is exercising leadership in such a team? (মেনে করুন, আপনি একটি দলগত কাজ করছেন। কাজটি করার সময়, দলের কিছু সদস্য তাদের চিন্তা বা ধারণা দিয়ে দলকে এগিয়ে নেয় এবং দিক নির্দেশনা দেয়, কিছু সদস্য নির্দেশনা অনুসরণ করে, কিছু সদস্য দলগত কাজ চলাকালীন সময় দলের কাজ পর্যবেক্ষণ করে এবং কিছু সদস্য দলের অন্যান্য সদস্যদের কাজের বিরোধিতা করে। তাহলে এই দলে নেতৃত্ব আসলে কে চর্চা করছে?)

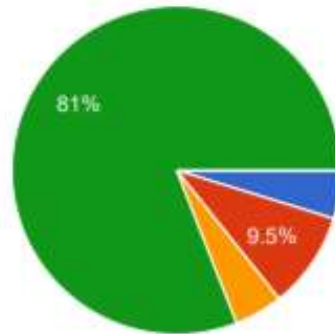
21 responses



- Person who moves the group with their ideas and gives direction (সেই সদস্য যে তার...
- Person who follows the direction (সেই সদস্য যে অন্য সদস্যদের নির্দিষ্ট দিক নির্দেশনা...
- Person who opposes the work (সেই সদস্য যে অন্য সদস্যদের...
- All the above (উপরের সবগুলো)
- Do not know (জানি না)

You are preparing a science fair project for the upcoming Science festival in your school. Your teacher divided everyone into different teams randomly. While working in the team, you see that you are facing some disagreements with your team members. You know that your point is right but somehow the other members are not agreeing with you. What will you do now? (তোমরা তোমাদের স্কুলে আসন্ন বিজ্ঞান উৎসবের জন্য একটি বিজ্ঞান মেলার প্রজেক্ট প্রস্তুত করছ। তোমাদের শিক্ষক বিভিন্ন দলে প্রত্যেককে ভাগ করে দিয়েছেন। দলে কাজ করার সময়, তুমি দেখলে তোমার দলের সদস্যদের সাথে তোমার মতের অমিল হচ্ছে। তুমি জানো যে তোমার কথাটি সঠিক কিন্তু অন্য সদস্যরা তোমার সাথে একমত হতে পারছে না। তুমি এখন কি করবে?)

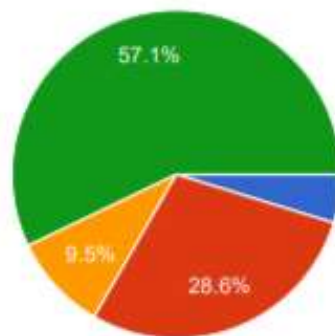
21 responses



- Do nothing and accept what other members decide (কিছুই করব না এবং অন্যান্য সদস্যদের...)
- Try to talk with other members once and wait for other memb...
- Go to teacher first and ask him/her to talk to your team to con...
- Try to make other members understand with proper logic...
- Do not know (জানি না)

Which of the following you should be careful about before talking about an issue in front of a large audience? (একটি বিশাল জনতার সামনে কোন বিষয় নিয়ে কথা বলার আগে নিচের কোন বিষয়টির প্রতি খেয়াল রাখা উচিত?)

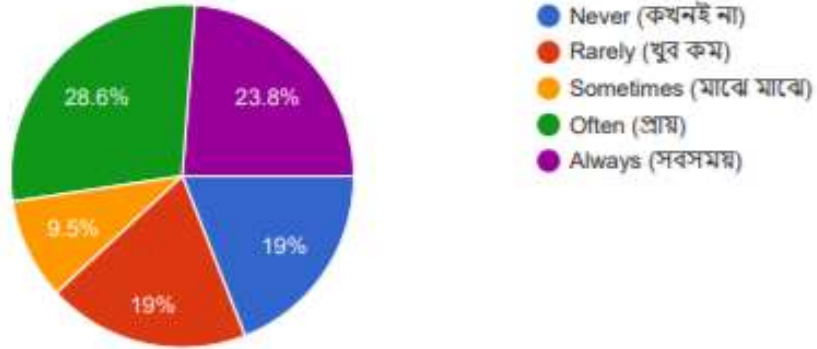
21 responses



- Content preparation (বিষয়বস্তু প্রস্তুত করা)
- Maintaining proper body language: eye-contact, gesture, posture, voice projection (শরীরের যথাযথ ভাষা বজায় রা...)
- None of the above (কোনটিই নয়)
- All of the above (সবগুলো)
- Do not know (জানি না)

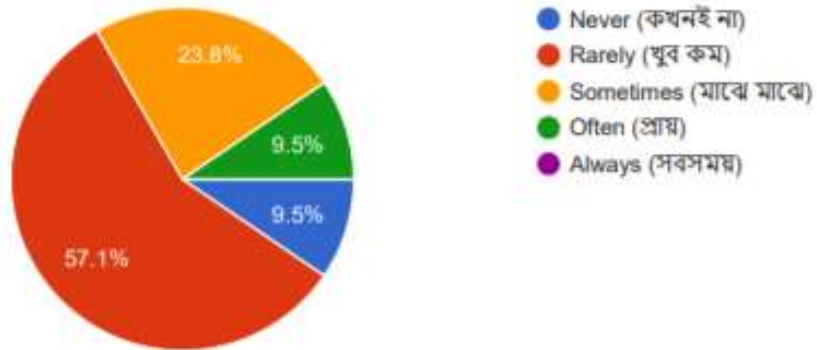
How often do you feel nervous/ unconfident/ anxious while talking about an issue in front of people/large audience? (সবার সামনে কোন বিষয় নিয়ে কথা বলতে তুমি কতটা স্বাচ্ছন্দ্যবোধ কর?)

21 responses



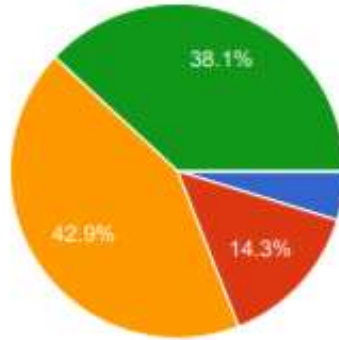
How often are you asked to repeat yourself after explaining an idea/topic? (একটি বিষয় ব্যাখ্যা করার পর তোমাকে কতবার পুনরায় একই কথাটি বলতে বলা হয়?)

21 responses



If there is a problem in the community, what actions should the members of that community take? (যদি কমিউনিটিতে কোন সমস্যা হয় তবে সেই কমিউনিটির সদস্যদের কী পদক্ষেপ নেওয়া উচিত?)

21 responses

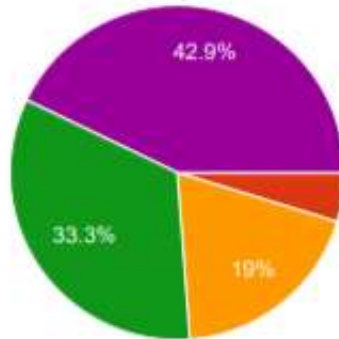


- Do nothing and ignore (কিছু না করে এড়িয়ে যাব)
- Try to analyze the problem according to your own views (সমস্যাটি বুঝতে চেষ্টা করব)
- Try to look for solution right after you hear about the problem (সমস্যাটি শুনেই সমাধান খুঁজব)
- Try to understand different peoples' views related to the problem (সমস্যাটির সাথে সম্পর্কিত বিভিন্ন মানুষের মতামত বুঝব)
- Do not know (জানি না)

Section: Self-evaluation of skills (দক্ষতা সমূহের স্ব-মূল্যায়ন)

Leadership skill (নেতৃত্বের দক্ষতা)

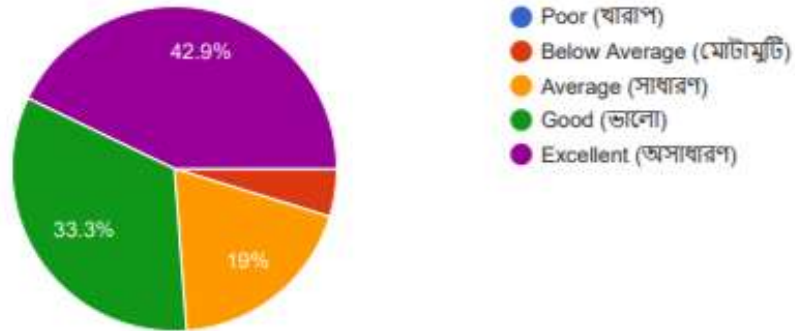
21 responses



- Poor (খারাপ)
- Below Average (মোটামুটি)
- Average (সাধারণ)
- Good (ভালো)
- Excellent (অসাধারণ)

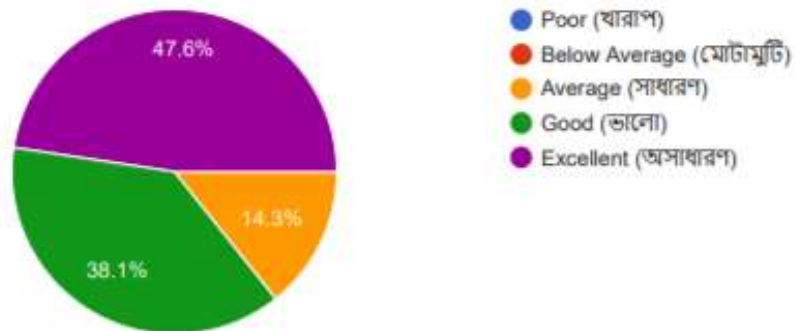
Teamwork and mobilizing others (দলবদ্ধভাবে কাজ করা)

21 responses



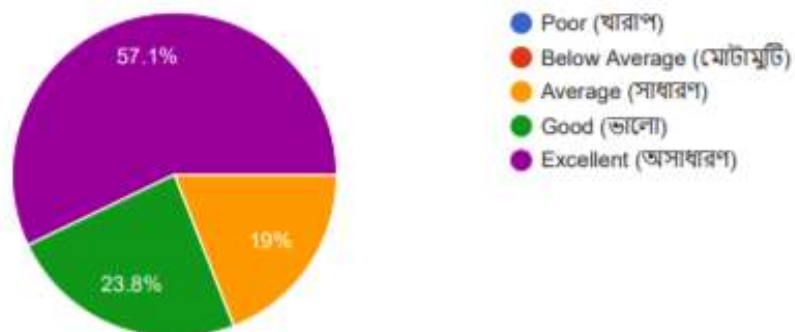
Public speaking (পাব্লিক স্পিকিং)

21 responses



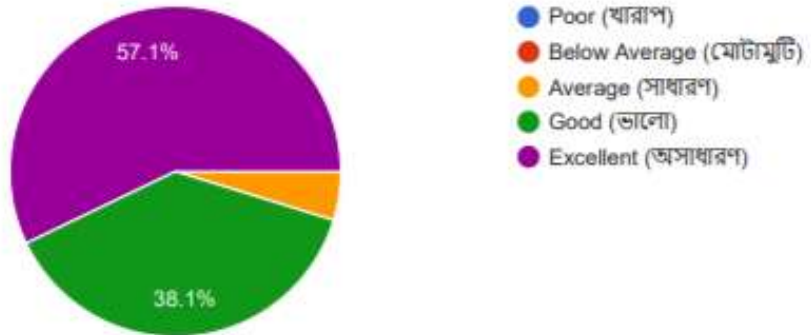
Critical thinking skills (বিশ্লেষণধর্মী ভাবনা)

21 responses



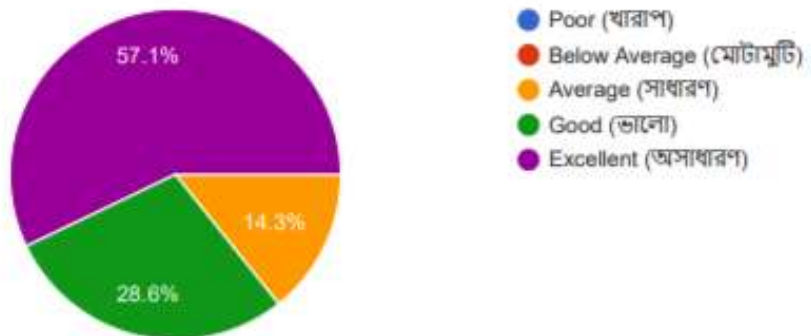
Problem diagnostic skills (সমস্যা বিশ্লেষণ করার দক্ষতা)

21 responses



Ability to work/ socialize with different backgrounds (বিভিন্ন শ্রেণীর মানুষের সাথে মেলামেশা এবং কাজ করার দক্ষতা)

21 responses



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