
Internship Report



An Internship report submitted
in partial fulfillment of the requirements for the degree of
Department of English
Daffodil International University

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Transmittal Letter

Date: 10-10-25

Rubaiaat-E-Tarik Prithwee
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Subject: Prayer for accepting my internship paper.

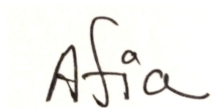
Sir,

Every academic move opens a new learning horizon; with that inspiration, I am delighted to inform you that I have finished my project report titled "*My Internship Journey at Purbo Battala Shadula Government Primary School*," which is a required component for the official completion of my internship. This experience has provided me with deeper knowledge and a more extensive understanding of the subject. I am sincerely and greatly appreciative.

During the internship program, this project helped me develop a better understanding of the topic and enhanced my research and analytical skills. The experience has been highly educational, insightful, and engaging. I trust that, despite my efforts, any unintended mistake will be viewed with understanding.

I shall be very thankful if you kindly accept my internship report and offer formative feedback on its contents.

Sincerely,

A handwritten signature in black ink that reads "Afia". The signature is written in a cursive, flowing style.

Afia Haque Orpita
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CERTIFICATE

I would like to confirm that Afia Haque Orpita bearing ID 221-10-1060, has successfully completed her internship at Purbo Battala Shadula Government Primary School, Banshchara on the topic "My Internship Journey at Purbo Battala Shadula government primary school " During her internship, she maintained regular communication with me and investigate guidance whenever necessary.

Having fulfilled all the requirements and methods of the internship course, she is now eligible to submit her report for appraisal by the examination panel. Furthermore, she is expected to present her report findings to the panel of appraisal as part of the imposition process.



Supervisor's Name/ Signature

Lecturer

Department of English

Daffodil International University

Dhaka, Bangladesh

Acknowledgement

First, I wish to extend my sincere appreciation to my supervisor, **Rubaiaat-E-Tarik Prithwee**, for her invaluable guidance and steadfast support throughout this project. Her mentorship during my internship was essential in providing significant career advice and shaping my professional aspirations. I am especially grateful for her guidance while preparing my internship report, which greatly improved its quality.

I am also deeply grateful to **Hazera Khatun**, the Head Teacher, and the students of Purbo Battala Shadula Government Primary School for their encouragement and cooperation, which significantly assisted the successful fulfillment of my responsibilities.

Finally, I am truly indebted to my parents for their constant love, support, and motivation, which have been a continuous source of strength throughout this journey.

Afia Haque Orpita

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Abstract

This paper presents an overview of my internship experience as an English teacher at Purbo Battala Shadula Government Primary School, a Bangla medium institution, under the guidance of the Head Teacher, **Hazera Khatun**. During the internship, I gained knowledge regarding teaching techniques, observed student–teacher interactions, and encountered various challenges as it was my first experience in a classroom setting. This report discusses these experiences, highlights key learning outcomes, and offers suggestions to enhance the teaching experience and improve student engagement.

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Chapter 1

Introduction

Every journey begins with curiosity and my journey is no different. My name is Afia Haque Orpita, and I am currently student of the Department of English at Daffodil International University. To fulfil the requirements of my degree program, I recently completed an internship at Purbo Battala Shadula government primary school a Bengali-medium school. This internship provided me with valuable hands-on teaching experience and an opportunity to gain insight into the progress of an educational environment. Throughout my internship, I worked as an English teacher under the supervision of Hazera Khatun, the head teacher in the school. This role provided me with the opportunity to observe and materials various teaching methodologies, engage with students from diverse backgrounds, and acquire practical skills that will be valuable in my future career. Additionally, the experience enabled me to pursue a deeper understanding of the challenges and responsibilities innate in the teaching profession. This report presents a thorough overview of my internship experience, outlining the skills I developed, the challenges I faced, and the insights I gained. Furthermore, it includes recommendations aimed at improving the student-teacher learning experience, based on my observations.

Chapter 2

Objectives

These are the purposes of the internship:

1. To gain practical experience in teaching English within a Bangla-medium school, enhancing my understanding of effective teaching methods and practices. To develop practical teaching skills by observing and implementing diverse instructional techniques under the mentorship of experienced educators.
2. To gain insight into the dynamics of student–teacher interactions and their impact on the learning environment.
3. To recognize and evaluate the challenges encountered in classroom management and student engagement.

Chapter 3

Methodology

3.1 Observational Learning and Active Engagement:

Throughout my internship, I employed an observational learning approach, carefully studying the methods of experienced teachers, especially under the guidance of Hazera Khatun. This process involved examining various strategies, classroom management techniques, and methods for engaging the student with the study. I persistently applied these observations by actively participating in classroom activities, assisting with lesson delivery, and facilitating group exercises. I also engaged the student with daily physical exercise like parade and some simple exercise. I called their parents and discuss with them how to treat a child and what they should do to improve their efficiency. I have engaged them with some volunteer activity also. This practical engagement allowed me to implement teaching techniques firsthand and evaluate their effectiveness in real-time.

3.2 Reflective Practice and Feedback Integration:

During my internship, I kept a reflective journal to record my daily experiences, challenges, and progress. I consistently sought feedback from my supervising teacher and colleagues to assess my teaching approach and enhance my communication skills. By integrating this feedback, I made ongoing adjustments to my methods. This reflective practice not only enabled me to refine my skills but also offered valuable insights into areas for improvement, which have shaped the recommendations presented in this report.

Chapter 4

Institution details

Institution Name	Purbo Battala Shadula Government Primary School
Location	P.S.: Banshchara Dist.: Jamalpur
Year of Establishment	1981 AD
Number of Teachers	5
Number of Students	500
Shift	Day
Teacher Qualifications	Master's
Ownership	Government
Security	Yes
Teacher's Room	Yes
Canteen	No
Library	No
Playground	Yes
Computer Lab	No
Transportation	No
Garden	Yes
Cultural Activities	Yes
Sports Activities	Yes
Staffs Room	Yes
Guardian Room	No

Chapter 5

Class Inspection Report

5.1 Class inspection, day – 1 :

Date: 10-11-2025

Time: 9:00 AM – 4:00 PM

Class: Two

Topic: Poem

Teacher: Hazera Khatun, Head Teacher

Class Observer: Afia Haque Orpita

Description: As part of my internship at Purbo Battala Shadula Government Primary School , I conducted my first-class observation in Class two under the guidance of head teacher Hazera Khatun . Upon entering the classroom with his permission, I noticed the students were visibly surprised and curious about my presence. Hazera Khatun introduced me to the students, explaining the purpose of my visit, which helped establish rapport and set the stage for the lesson. Once I introduced myself to the students, I took a seat at the back of the room to observe the session without disrupting its flow. The topic of the class was "poem Twinkle Twinkle little star " a most easy and meaningful poem in the text book. Hazera Khatun began the lesson by explaining the purpose and importance of poem and easily understand them. She provided real-life examples to clarify the poem. To reinforce learning, she elaborated on several line explain for governing poem. Her explanations were clear and systematic, enabling the students to grasp the material effectively. She frequently engaged the class by asking questions and encouraging responses, which kept the students actively involved.

Observation

At the end of the lesson, Hazera Khatun allocated time for student queries. This interactive segment helps students. They are trying to read poem and figure out the meaning. She patiently accept their some mistake and provided additional correction to ensure understanding. The class lasted for one hour, during which I gained valuable insights into effective teaching practices. Hazera Khatun structured approach, interactive engagement, and clear explanations highlighted essential teaching techniques that can facilitate student learning. Her ability to manage the classroom while fostering a positive learning environment was particularly impressive. Observations The lesson was well-organized

and efficiently executed. The students showed active participation and demonstrated a keen interest in the topic. However, I noticed that incorporating visual aids or examples from multimedia could further enhance student engagement and comprehension. Additionally, providing a brief written exercise or group activity would help consolidate their understanding of the topic. Overall, this class inspection was an enriching experience, offering me practical knowledge and inspiration for my future teaching endeavors.

5.2 Class observation, day – 2 :

Date: 13-11-2025

Time: 1:00 p.m – 2:00 p.m

Class: Three

Teacher: Rokibul Sir, Assistant Teacher

Class Observer: Afia Haque Orpita

Description: I went to class three on the second day. Rakibul sir was teaching there. He was starting with English. First he was teaching a story. He introduced story My family, My numbers. . Then He started teaching them. He taught them three subjects: Bengali, English, and Mathematics and observed their interests and what they disliked. He paid close attention to their reading skills and pronunciation. There is a small task for English spelling and writing. After that He gave advice on English subjects. He asks them to learn different grammar rules and usage. He teaches them sentence structure in the beginning. After that, I share a small concept about article definition example. Which are basic needs. After that, I learn their math subject lightly. This was before their tiffin period. After that, it was their tiffin time.

Observation

I didn't find their teaching very complicated. They were attentive. But they weren't very interested in English. They couldn't read much of the book well. And their situation was even worse in grammar. Teacher tried to remove their fear. But their math subject was very interesting. They are quite good at math. Rokibul sir let them solve many problems in the book and they were quite enthusiastic and could do the majority. However, some were still behind. The attendance in the entire class was quite good, with 4-5 students absent. All the students were interested. But they were more interested in sports, so they started leaving the class before their tiffin time started. As we entered the classroom, the students seemed surprised yet curious about my presence. The teacher introduced me to the class and explained my purpose to join there. I chose to sit at the back to observe the session comprehensively. The class was well-planned, with time allocated effectively across three segments: five minutes for attendance, 50 minutes for instruction and examples, and the remaining time for practice and questions. The teacher's approach was both interactive and supportive. Her use of realistic and amazing examples helped students to understand the concepts, while her encouragement ensured all students to be attentive. To further enhance the lesson, incorporating visual aids or brief group activities could make the session even more engaging. Overall, the class successfully introduced the basic elements of grammar, leaving the students with clear guidance and a goal to improve their knowledge.

5.3 Class observation, day- 3 :

Date: 23-11-2025

Time: 10:00 a.m – 12:00 p.m

Class: Five

Teacher: Umme Hani, Assistant Teacher

Class Observer: Afia Haque Orpita

Description: I went to observe Umme Hani Ma'am's class. She taught class five. She started with mathematics. Since they were going to give the scholarship exam, there were some selected candidates. They were being scrutinized thoroughly. Umme Honey Ma'am was solving the question papers of the previous years and was giving them the board which they were not able to do. I went to the benches of many and saw their answers from close up. Many were able to do it while some were sitting again. I help those who are sitting. Umme Hani Ma'am then teaches them English. First she starts with the lesson. She tells the students the page of the English book. Then she explains the lesson. From there she gives them fill-in-the-blanks and multiple choice.

Observation

They really like teaching Bengali. Because they had to study English for a long time. They had homework. And those who didn't do it had punishment. They were given extra homework, and their parents or guardians were informed. I think they were less motivated. Because their class time was longer. Since they had a scholarship exam, they had a separate tutor. They got scared because they had to study for a long time. And their pressure was higher than all the other classes. Umme Hani Ma'am has tried to give them her best efforts. She teaches with a lot of care. I can learn many things from her. How to be sincere towards the students in class. Helping them to increase their attention. She explained many things in a very simple way. This made it easier for them to understand many things. They did not get tired of teaching for a long time. They were not disappointed when they did not attend the class. The session concluded with a summary of the key points covered and a homework task to practice forming sentences using different tenses and easy ways to talk to each other. The 1 hour 10 minutes class was perfectly organized and interactive, with a balance between explanation, application, and interactive exercises and implementation of practical knowledge. To further enhance the session, incorporating visual aids or worksheets could provide additional clarity and variety to the lesson. Overall, the session was a strong example of how to make grammar lessons engaging and effective.

5.4 Class observation, day- 4 :

Date: 24-11-2025

Time: 10.00 am-11.00 a.m

Class: One

Teacher: Aleya maam, Assistant Teacher

Class Observer: Afia Haque Orpita

Description: I observed the class of class one on the 4th day. I felt that this class was a bit straggler. Because this class had the youngest children, it was difficult to continue the conversation with them. They were taught through entertainment and stories every time.

This was Aleya Ma'am's class. She was handling the children very smartly. There were various types of educational instruments. Through which they learn through play. Since this is a class for very young children, Aleya Ma'am is teaching them very patiently. In this class, children are first taught morality and etiquette outside of their studies. They are given emphasis on various poems and pronunciations. While teaching English, Aleya Ma'am first explains the meaning of words and what the subject is about.

Since they are young, they cannot be disciplined. They need to be taught through fun and games. While teaching English, I noticed that they are very interested but they are learning limited words. Because of the lack of adequate guidelines. They have to learn in class. They don't get much help at home. But they were reading very attentively. They were being taught English words and meanings through various stories. And math was fun for them. They were doing simple addition, subtraction and number calculations with great interest.

Observation

I feel like they are taught very seriously in school. But because they don't get enough help at home, many of their subjects are limited. Another thing is that teaching them has to be entertaining. Ma'am was explaining to them a subject over and over again. I found it very patient. Moreover, they had to explain every detail in detail. Usually, the children in this class are afraid of the teachers. I find it very patient and intelligent to teach children in a fun way by getting to know them in class. It takes a lot of skill to keep them engaged in class. Classes one and two have their classes till 12 noon. They have their classes till noon. After that, they are given leave. Classes for classes three and four students are held in the afternoon session. All the students gather at 12 noon. There they sing the national anthem and take the oath. Sometimes they have to do physical exercises which ensure their mental and physical well-being. All children have a set school uniform. Sometimes it is made a priority by the school.

The session concluded with a recap of the main points and a homework task for individual presentations in the next class. This helped reinforce both the academic content and the skills covered during the session. Overall, the class demonstrated an excellent balance of academic learning and practical skill building under the teacher's guidance.

Chapter 6

Teaching experience

6.1 Teaching experience, day -1 :

Date: 26-11-2025

Time: 1.00 am-2.00 pm

Class: Four

Teacher: Afia Haque Orpita

Lesson Plan

Lesson	Duration
Taking attendance	10 minutes
Discussing with the topic	10 minutes
Explain the full passage	30 minutes
Taking questions from students	8 minutes
Ending	2 minutes

6.1.1 Description:

Teacher experience:

The class began with a 10-minute attendance session where I warmly greeted the Class Four students. This helped create a friendly learning environment. I, Afia Haque Orpita, introduced the day's lesson, "A Day in Zishan's Life," by asking a few simple questions about the students' own daily routines. My experience as a teacher was phenomenal. I was a little nervous at first. But I started by introducing myself and then asked them about their previous classes. What was being taught. They communicated and told me what their previous topics was. And I started my class. I start by teaching a lesson in English to class four students. A poem name wake up. I ask them to focus on the meaning of words and sentence structure in this story. For the next 30 minutes, I recite the poem, "wake up, wake up. It is a lovely day" aloud and paused at important parts to explain the meaning clearly. I highlighted the benefits of early rising throughout the class, such as waking up early, cleaning and taking breakfast, getting ready for school, attending classes, helping at home, and spending time with family. I explained new vocabulary

using easy examples and asked students to read small portions to build confidence. This made the lesson engaging and relatable for the young learners.

During the following 8 minutes, I encouraged students to ask questions about anything they do not understand. They shared their thoughts about the importance of rising early in the morning and compared it with their own daily habits. I clarified their difficulties and helped them to catch up with the key ideas of the poem. The class ended with a five-minute summary where I reviewed the main points of the poem. I emphasized the importance of rising early, time management, and helping family members—values reflected in this poem. I encouraged the students to think about how they could implement these habits in their own routines and start a good day. Overall, the session was interactive, enjoyable, and educational for the Class Four students.

In the following 10 minutes, I invited questions from the students to address any confusion or doubts about the lesson. This interactive session helped reinforce their understanding and clarified any uncertainties. The class concluded with a two-minute summary, where I recapped the main points of the story and emphasized its moral. I encouraged the students to reflect on the lessons learned from the story. The session was well-structured and interactive, fostering a positive and engaging learning experience for the students.

6.2 Teaching experience, day -2 :

Date: 28-11-2025

Time: 10.030 am-11.00 pm

Class: Five

Teacher: Afia Haque Orpita

Lesson Plan

Lesson	Duration
Taking attendance	10 minutes
Discussing with the topic	40 minutes
Taking questions from students	8 minutes
Ending	2 minutes

6.2.1 Description:

Teacher experience:

The class began with a 10-minute attendance session, during which I greeted the students warmly and created a friendly and comfortable learning atmosphere. After completing attendance, I introduced the day's lesson: Articles and Tenses from the Class Five English grammar textbook. To make the introduction interactive, I first asked students what they understood by articles and why using the correct tense is important in sentences. Their responses helped me identify their prior knowledge and set the tone for the class. I start with grammar for class five students. First, I explain the definitions to them and try to understand their concepts about grammar. I correct their mistakes and give them the right direction. I give them new tasks like solving previous questions. I try to understand how much they can grasp. Since they have a scholarship exam, I must explain small things to them. These things are very important to them. During the 40minute lesson discussion, I explained the three articles—a, an, and the—with clear examples from daily life. I focused on the proper use of a/an before singular nouns and the use of them with specific names, places, or objects. I also highlighted common mistakes students usually make and demonstrated how to correct them. Next, I introduced the basic tenses—present, past, and future—and explained how verb forms change according to time. I wrote several example sentences on the board to show the difference between the tenses. I guided the students to identify the correct verb and tense.

To strengthen their knowledge, I practiced a lot of short exercises from the textbook. Students participated actively by identifying articles in sentences and rewriting verbs using proper tenses. The following 10 minutes were spent answering different questions arise by the student. They asked thoughtful queries about when to use them for general nouns and how to recognize past tense verbs. I provided clear explanations and additional examples. In the final 2 minutes, I briefly reviewed the lesson, summarizing the key points of articles and tenses, and encouraged students to practice more examples at home .

6.3 Teaching experience, day -3 :

Date: 21-10-2024

Time: 9.00 am -11.00 am

Class: Pre-primary

Teacher: Afia Haque Orpita

Lesson Plan

Lesson	Duration
Taking attendance and introduce with students	30 minutes
Discussing with the topic	20 minutes
Oral activity, story telling, drawing	8 minutes
Ending	2 minutes

6.3.1 Description:

The session began with a warm welcome. I took quick attendance while each child greeted me and their classmates. To settle the children and build a joyful atmosphere, we sang a short welcome song together — this also helped those who were shy to feel included. For the warm-up I led two short action rhymes that connected to family (e.g., “This is the way we wash our hands” adapted to family members). The rhymes energized children and prepared them to listen. During the story (8 minutes) I used a simple, brightly illustrated picture book about a small child describing their family (mother, father, siblings, grandparents, pet). I showed flashcards and pointed to pictures while using clear, simple language and repeated key words (“mother, father, sister, brother, home”). I asked one or two very short yes/no or show-me questions (“Who is in the picture? Show me ‘mother’.”) to check understanding and keep attention. In the guided activity, each child received a sheet and crayons. I modelled how to draw a simple family (stick figures with names) and encouraged them to draw one person first, then add others. I moved around the class giving gentle help with holding crayons, naming colours, and praising effort. Emphasis was on expression and vocabulary rather than perfect drawing. For the movement game / show tell (3 minutes) children stood and showed the colour or shape they used or pointed to a family member in a large classroom poster. This reinforced vocabulary and gave quieter children a low-pressure chance to participate. Closing (1 minute): I reviewed three key words (mother, father, sister) and gave a simple home activity: “Draw one person from your family at home and tell your mum/dad one sentence about them.” I noted each student’s engagement level and language use for formative assessment.

6.4 Reflection / Assessment:

Most children responded well. A few needed one-to-one promptings during drawing; I gave extra praise to encourage participation. The lesson met its aims of introducing family vocabulary, practicing listening, and giving a creative outlet for expression. For the next lesson I will include more tactile materials (family puppets) to support those who need sensory engagement. The class concluded with a two-minute summary.

The session was engaging and interactive, fostering creativity while building essential composition-writing skills.

Chapter 7

Experience as an Examiner

7.1 Working as an Examiner, day -01 :

Date: 29-11-2025

Time: 1.00 am -02.00 pm

Class: Three

Exam: Half-Year

Teacher: Asad sir and Afia Haque Orpita

7.1.1 Description

Experience as an Examiner:

I was given the duty of examiner for class three children. The exam started at 1 pm. The question paper came to us at around 11 am. Asad sir and I were given the responsibility of class three examination. We first entered 10 minutes before the scheduled time. After that, we made sure that they were seated properly. We made sure that everyone had all the materials for the exam. After that, we started giving question papers for 10 minutes. After that, their final exam began.

Basically, we make sure that they understand the question paper properly. After that, Asad sir asks everyone if they have any other problems. I go to each student and make sure they have any questions to discuss. In the beginning, I made sure that I didn't talk to the examinee next to me. Everyone takes the exam in their own way. Asad sir helps me in this regard because many students are very nervous during the exam. They can't write properly as their vocabulary isn't so good. Throughout the 90-minute examination, I actively monitored the students, walking around the students to ensure they remained focused and adhered to the rules and didn't copy from others as I need to assess individually. My colleague and I collaborated to find out any minor problem and provided support to students if they had concerns about the understanding question.

At the end of the exam, we collected the answer sheets serially, assured that every student had submitted their answer paper. The experience was both amazing and insightful, offering a valuable opportunity to understand examination management and classroom dynamics.

7.2 Working as an Examiner, day -02 :

Date: 30-11-2025

Time: 10.00 am -12.00 am

Class: Five

Exam: Half-Year

Teacher: Hazera Khatun and Afia Haque Orpita

7.2.1 Description

Experience as an Examiner:

The next day I was given the responsibility of the class five math exam. Hazera Khatun was with me that day. Since I was doing an internship under her, I took care of all the responsibilities of the exam. Hazera Khatun gave me guidance. Since I have taken an idea about many things on the first day. So, on the second day I try to finish everything by myself. After that, the respected Hazera Khatun madam helped me. Since it was their math exam, they must be careful about the time. First, I gave them the question paper and gave them a proper seat plan. When the exam started, the head teacher Hazera Khatun was very professional. When the students were having trouble understanding a question. At that time, there was a lot of commotion in the examination hall. Ma'am very skillfully took control of the entire environment and handled it smartly. Since she was teaching class five mathematics, Ma'am easily solved the problem. Finally, we conclude the examination process by submitting the answer sheets. Answer sheets are submitted in a systematic manner from everyone. And after completing the official formalities, we conclude the examination process for that day. We thanked the students for their participation and ensured the classroom was properly arranged. The experience strengthens the importance of efficient teaching methods, attentiveness, and clear communication to manage an exam session successfully. It also helped to learn how to be an efficient examiner and know the role of an examiner.

Chapter 8

Skills I Used

1. Communication	• I effectively conveyed lessons to students using clear simple language, ensuring they understood the concepts. • I maintained open communication with students, encouraging them to ask questions and express their thoughts. Communicating with the under 10 years children is different because their psychology is different from adults in many ways.
2. Lesson Planning Organization	• I prepared structured lesson plans tailored to the needs and comprehension levels of the students. • I managed class schedules and allocated time efficiently for different activities such as teaching, discussions, and assessments.
3. Classroom Management	• I was able to maintain a disciplined and peaceful classroom environment by implementing a few rules and regulations. • I engaged students through interactive methods, keeping their focus and interest in the subject matter.
4. Analytical and Problem-solving Skills	• I observed students' behavior and participation to assess their progress and identify areas needing improvement. • As an examiner, I monitored exams closely to ensure fairness and compliance with rules.
5. Interpersonal Skills	I built rapport with students, encouraging a positive and collaborative learning atmosphere.
6. Management	I collaborated effectively with other teachers to manage exams and share insights on teaching strategies.
7. Adaptability	• I adapted to different classroom dynamics and student learning styles, ensuring inclusivity and engagement. • I handled unexpected situations, such as clarifying doubts during discussions or addressing technical issues in lessons. • It is very difficult to spend a long time with them. Because they are immature and do not understand many things. They cannot be forced or punished.

Chapter 9

Limitations

1. Security Problem: It is my experience that people are not conscious of their children. When children have problems among themselves, guardians come to settle the problem even if it was a silly matter. Sometimes they attack teachers violently. Most of the people are illiterate, they do not want to follow the school rules and regulations.

2. Time Constraints: Limited class duration made it difficult to cover all topics properly, leaving some students struggling to grasp complex concepts.

3. Diverse Learning Abilities: The varying perception levels among students made it complex to balance the pace of teaching, leading to a slower learning curve. Some students catch the topics very easily and some even don't know what they are learning.

4. Limited Resources: The lack of teaching aids, such as multimedia tools and reference materials, restricted the use of interactive or visual methods to engage students effectively.

5. Classroom Size and Noise: Small class sizes and the noise of bazaar made it harder to maintain discipline and keep all students attentive to studying as noise masking their ear.

6. Superstition: Generally, women teachers are not respected by the people of the area. They try to interfere in the internal affairs of the school which is not in the school rules.

7. Assessment Constraints: The limited time for evaluating answer scripts made it difficult to provide detailed feedback, leaving students without thorough guidance for improvement.

8. Student Engagement Issues: A few students displayed low interest during lessons, which was challenging to address effectively within the short class periods.

9. Lack of Advanced Training: The absence of advanced training in managing diverse classroom scenarios sometimes limited my ability to handle uncooperative students or integrate technology effectively.

10. Transports: The most difficult part of the journey is towards the village. There are no vehicles available. The roads are very bad in rainy season which impact on students attending the class. There are no proper measures to protect the student from the accident.

Chapter 10

Learning from My Internship

During my internship at Purbo Battala Shadula Government Primary School. I learned precious professional ways and practical skills that enhanced my teaching abilities and managing classroom dynamics.

- **Improved Teaching Skills:** I learned how to plan lessons, manage time, and ensure that topics are covered properly. For example, breaking down complex topics like "Tense" and "parts of speech" into simpler concepts helped me develop strong instructional techniques.
- **Enhance communication skills:** The experience of interacting with students of varying age groups helped me adapt my communication style according to their needs.
- **Handling trouble:** Primary teachers have often had to face unexpected incidents. Parents and other people who are mostly uneducated. Many things must be dealt with very carefully.
- **Assessment and Evaluation:** Acting as an examiner during monthly assessments provided insights into evaluating students' progress.
- **Adaptability and problem solving:** Dealing with unforeseen challenges, such as time constraints or unprepared students, improved my ability to think quickly and adapt to different situations.
- **Creative mindset:** sometimes you must do creative activities with students so they can learn other things besides studying.
- **Explore:** primary students need to be constantly interested in new topics. They need to be exposed to many aspects of science.

Chapter 11

Recommendations

I think the road transportation system to primary schools needs to be improved. They often must face accidents. They must struggle a lot to reach on time.

1. Modern teaching aids such as multimedia projectors, whiteboards, and visual learning tools to make lessons more engaging and interactive.
2. Conduct professional development workshops to enhance teachers' skills in classroom management, student engagement, and the integration of technology in teaching should be provided for development teaching process.
3. Additional support sessions for students struggling with specific subjects to improve their academic performance and confidence should be organized.
4. Upgrade classrooms with better seating, proper lighting, ventilation, and noise control measures to create a more conducive learning environment. The government should pay attention to this matter.
5. The teacher should be Promote activities like debates, quizzes, and creative writing to develop students' critical thinking, teamwork, and communication skills.
6. The government needs to take proper steps and create a system for students, teachers, and parents to provide feedback on teaching methods, security, communication, curriculum, and school facilities, enabling persistent improvement.

Chapter 12

CONCLUSION OF MY INTERNSHIP

My internship at Purbo Battala Shadula government primary school has been an enriching and transformative experience that allowed me to develop essential teaching and classroom management skills. Over the course of this internship, I engaged with students from various classes, observed experienced teachers, and conducted my own lessons, which deepened my understanding of the teaching profession.

Through practical exposure, I enhanced my communication, organizational, and problem-solving abilities. I learned to adapt my teaching methods to address diverse learning needs, create engaging lesson plans, and manage classroom dynamics effectively. Observing experienced educators provided valuable insights into how to maintain discipline, motivate students, and foster a positive learning environment.

While I faced challenges such as limited resources, time constraints, and diverse student abilities, these experiences helped me identify areas for personal and institutional improvement. They also motivated me to seek innovative solutions to enhance the teaching-learning process.

Overall, my internship has strengthened my passion for teaching and provided a strong foundation for my future endeavors in education. I am grateful for the guidance and support of the teachers and administration at Purbo Battala Shadula government primary school, which made this journey both educational and memorable.

Chapter 13

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Date: September 20 2025

To

Assistant upazila Education Officer
Directorate of primary Education
Head Office

Through :

Head Teacher
purbo Battala, EMIS code : 301030807,
Banshchara Union Jamalpur district, Mymensingh

Subject: Request for Internship Placement

Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering a BA in English for the partial fulfillment of the requirement for the BA in English Degree. Students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention to the fact that **Afia Haque Orpita, ID Number: 221-10-1060**, has completed 120 credit hours in 40 courses from the Department of English. It would be highly appreciated if you could kindly allow her to be an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With best regards,

Dr. Ehatasham Ul Hoque Eiten

.....
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor & Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd



পূর্ব বটতলা শাদুল্যা সরকারি প্রাথমিক বিদ্যালয়
ডাকঘর- জামিরা
উপজেলা- সদর, জেলা- জামালপুর
বাংলাদেশ :



Purba battala Shadula Govt. Primary School
P.O : JAMIRA
U.P- SADAR, ZILLA- JAMALPUR
BANGLADESH

ব্যানবেইস কোড- ৩০১০৩০৮০৭

বিদ্যালয় কোড : ২২০৬ পোস্ট কোড : ২০০১, উপজেলা কোড : ৫৭, EIIN : 112559

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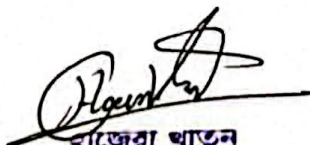
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Assertion Certificate

This is to certify that Afia Haque Orpita bearing student ID: 221-10-1060 has successfully completed her internship as a part of Academic course, ENG: 431- Project Paper with internship during Fall- 2025 from Purba Battala Shadula Govt. Primary School, P.O- Jamira, U.P- Jamalpur Sadar, Zilla- Jamalpur. As an intern, I found determined, punctual and consciousness in her activities and she has ability to work with creative thinking and different circumstances and will be a good teacher in future.

She has not taken part in any subversive activities. I wish every success in her life.


বাজেরা খাতুন
প্রধান শিক্ষক (মঃ দাঃ)
পূর্ব বটতলা শাদুল্যা সরকারি প্রাথমিক বিদ্যালয়
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