



Internship Report

On

My Internship Journey at Dhakuria Protapkati Secondary School.

Prepared by:

Tanjilur Rahaman

ID: 221-10-1082

Department of English

Daffodil international University

Supervised by:

Rubaiaat-E-Tarik Prithwee

Lecturer

Department of English

Daffodil International University

©Daffodil International University

Transmittal Letter

Date: 08/12/2025

Rubaiaat-E-Tarik Prithwee

Lecturer Department of English

Daffodil International University

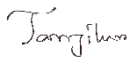
Subject: Request for accepting my internship paper.

Dear Ma'am,

It is my pleasure to inform you that I have just done my internship report which is titled My Internship Journey at Dhakuria Protapkti Secondary School. This report is one of the requirements to complete my internship. This experience has provided me with useful information and enhanced knowledge of the topic. I feel grateful for this learning experience.

I also made the best of my internship time as I tried my best to acquire hands-on knowledge and recorded all the pertinent experiences and observations in this report. It was a learning and motivating experience. I do hope that any accidental mistake will be overlooked.

I am asking you to please give me your constructive feedback and accept my internship report.



Digital signature of the Intern

Tanjilur Rahaman

ID: 221-10-1082

Department of English

Daffodil International University

©Daffodil International University

Certification of the supervisor

This is to confirm that Tanjilur Rahamn, bearing ID 221-10-1082, has successfully completed his internship at Dhakuria Protapkati Secondary School, Jashore, on the topic *"My Internship Journey at Dhakuria Protapkati Secondary School."* During his internship, he maintained regular communication with me and sought guidance whenever necessary.

Having fulfilled all the requirements and procedures of the internship course, he is now eligible to submit his report for assessment by the examination panel. Furthermore, he is expected to present his report findings to the panel of assessors as part of the assessment process.



Supervisor

Rubaiaat-E-Tarik Prithwee

Lecturer

Department of English

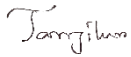
Daffodil International University

Acknowledgement.

First of all, I'd like to thank our supervisor Rubaiaat-E-Tarik Prithwee for her huge support and kind help from the starting day in my internship. Her guidance and support were instrumental in my professional development. I also thank her especially for assistance with my internship report, which made my report more organized and worthwhile.

I also express my gratitude to Monojit Biswas, Assistant teacher, Abdul Jabbar, Head Teacher & all students of Dhakuria Protapkti Secondary School for their cooperation and moral support during the work went on smoothly.

Finally, I want to thank my Mother and Father for their boundless love, support, and encouragement. Their continued support has been my cornerstone during this journey.



Tanjilur Rahaman

ID: 221-10-1082

Department of English

Daffodil International University

Abstract

This paper illustrates an overview of my internship experience as an English teacher at Dhakuria Protapkti Secondary school, a Bangla Medium School, under the guidance of Rubaiaat-E-Tark Prithwee, lecturer, Department of English, Daffodil International University. During my internship, I gained insights into teaching strategies, observed student-teacher interactions, and learned how to manage different kinds of classroom challenges, as it was my first experience of teaching in a classroom setting. This report discusses these observations, experiences and highlights key learning outcomes, and offers recommendations to enhance the teaching experience and improve student engagement.

Keywords: Internship, English Teaching, Dhakuria Protapkti Secondary School, Teaching Techniques, Student-Teacher Interaction, Classroom Challenges and Educational Development.

Table of Content	Page
Transmittal Letter	ii
Certification of supervisor	iii
Acknowledgment	iv
Abstract	v
Table of content	vi-vii
1. Introduction	1
2. Objectives	2
3. Methodology	3
3.1 Observational Learning and Active Engagement	3
3.2 Reflective Practice and Feedback Integration	3
4. Institution Details	4
5. Class observation report	5
5.1 Class observation day-1	5-6
5.2 Class observation day-2	7-8
5.3 Class observation day-3	9-10
5.4 Class observation day-4	10-11
6. Teaching experience	12
6.1 Teaching experience day-1	12
6.2 Teaching experience day-2	13
6.3 Teaching experience day-3	14
7. Experience as an Examiner	15
7.1 Working as an examiner, day-1	15
7.1 Working as an examiner, day-2	16
8. Skills I used	17-18

9. Limitation	19
10. Learning from My Internship	20
11. Recommendations	21
12. Conclusion of my internship	22
13. Reference	23
14.Appendix	24
14.1 Plagiarism Checking	24
14.2 Recommendation letter from Daffodil International University	25
14.3 Internship Certificate	26
14.4 My internship pictures	27-28

Chapter -1

1. Introduction

I am Tanjilur Rahaman and pursuing my bachelor's degree at Daffodil International University. I recently did an internship in Dhakuria Protapkati Secondary School which is a Bengali-medium school as part of my academic requirements. This internship provided me with the valuable practical experience in teaching and made me realize the way a school setting works.

I was an English teacher during the internship under the supervision of Monojit Biswas who is an Assistant Teacher in the school. This role allowed me to observe and apply various methods of teaching, communicate with the students with different backgrounds, and acquire valuable classroom skills that will benefit my future career. It also made me realize the demands, duties, and expectations of being a teacher.

This report presents a concise description of my internship experience. It describes the competencies that I developed, the challenges that I had to face, and my lessons. It also provides a couple of recommendations that can be made to enhance the learning process of students and teachers, relying on my personal observations.

Chapter -2

2. Objectives

The internship aims to accomplish a number of specific goals as follows:

- To gain working experience in teaching English at a Bangla-medium school and enhance my perception of effective modes of teaching.
- To develop effective instruction through observation and practice under the supervision of experienced teachers.
- To explore the student-teacher interaction and challenges associated with classroom Management and pupil engagement, and how these triggers influence learning environment.

Chapter -3

3. Methodology

3.1 Observational Learning and Active Engagement:

I used the observational learning process during my internship period, since I extensively observed the teaching behaviors of other teachers, especially Mr. Monojit Biswas, an assistant teacher in the school where I was serving the internship term. This process helped me learn various teaching techniques, classroom management techniques and ways of ensuring that students are engaged. I used what I learnt next which involved actively participating in classroom activities, assisting in presenting lessons and aiding in group-based activities. This practical experience allowed me to directly practice the techniques observed as well as evaluate their effects in an actual classroom setting.

3.2 Reflective Practice and Feedback Integration:

During my internship, I kept a reflective journal to record my daily experiences, challenges and personal development. I asked my supervising teacher and other colleagues to provide regular feedback to evaluate my teaching practices and improvement at communication skills. I was able to constantly refine my approaches by carefully putting into consideration their recommendations. This reflective practice did not only enable me in honing my professional skills but also gave me a better insight into areas that need additional development which have been used to make the recommendations as provided in this report.

Chapter -4

4. Institution Details

Institution Name	Dhakuria Protapkati Secondary School
Location	P.S.: Manirampur, Dist.: Jashore
Year of Establishment	1939 AD
Number of Teachers	18
Number of Students	455
Shift	day
Teacher Qualifications	Master's
Ownership	Government
Security:	Yes
teacher's room	Yes
Canteen	No
Library	Yes
Playground	Yes
Computer lab	No
Transportation	No
Garden	No
Cultural Activities	Yes
Sports Activities	Yes
Staffs Room	Yes
Guardian room	No

Chapter -5

5. Class observation report

5.1 Class observation, day-01

Date: 03-09-20225

Time: 10.00AM -10.45 AM

Class: Seven

Topic: Sentence

Teacher: **Mst Nur Nahar**
Assistant teacher

Class Observer: **Tanjilur Rahaman**

Description: During my internship in Dhakuria Protapkati Secondary School, I was able to make my first-class observation in Class Seven with Monojit Biswas, an assistant teacher in this school. He introduced me with Mst Nur Mahar ma'am and the students, and then he uttered the reason why I was visiting the lesson which facilitated the building of rapport and pre-setting of the lesson. When I entered the classroom with her permission, I could see that the students were visibly shocked and interested in what I was doing in the classroom.

Once I met the students, I sat at the back of the room so that I am able to observe the class without any interruption. The topic of the lesson was sentences and their classification with structure, which is one of the primary ideas in English grammar. The lesson by Mst Nur Nahar started with an explanation of the need and significance of understanding the classification and structure of sentences in meaningful conversation and error-free writing in the English language. She also gave Bengali meanings and structure of each kind of sentence with a real-life example to understand the context of using this or that kind of sentences in communication and writing. This plan helps in making the information relatable to the students.

As part of the reinforcement, she explained some of the key principles that were used in application of various types of sentences both in informal and academic contexts. Her explanations were clear and will be systematized so as to allow the students to follow-up on the content. she also asked questions and solicited answers of the students, which made the students actively participate in the class.

Mst Nur Nahar provided time at the conclusion of the lesson to answer the questions of students. This interactive part enabled the students to discuss certain problems encountered by them including how to request shortcuts or certain words to recognize particular types of sentences. She was diplomatic in clarifying her doubts and giving them more examples so that the doubts could be clear.

The lesson was forty-five minutes long, and I was able to learn invaluable information about successful practice in teaching. The organized way of operation, interactive interaction and clear explanations used by Mst Nur Nahar pointed out the key instructional methods that can be used to guide students to learn. It was especially adorable how she was able to control the classroom and create a favorable learning environment.

Observations

The lesson was properly organized and run in an efficient manner. The learners were actively engaged in the lessons and showed interest in the subject. Nevertheless, I have realized that it is possible to include visual aids or multimedia examples to make students more engaged.

Also, it would be useful to give them a short-written exercise or a group activity, which would encourage their awareness of the subject matter.

Overall, this is a valuable experience that I had during this class inspection, which provided me with practical information, as well as inspiring me in my future teaching practice.

Chapter -5

5.2 Class observation, day-02

Date: 04-09-2025

Time: 10 AM-10.45 AM

Class: six

Topic: Parts of Speech

Teacher: **Robindra Nath Biswas**
Assistant Teacher

Class Observer: **Tanjilur Rahaman**

Description: While attending my internship on the second day, I witnessed a Class Six English lesson which was conducted by Mr. Robin and it was based on 'Parts of Speech'. The lesson was designed to introduce students to certain elements of grammar and to assist them in using the different forms they were learning.

The students entered the class one after the other, appearing surprised at my presence. The instructor stood me up in front of the class and told them why I was there. I even sat at the back to see the session in its entirety.

The 45-minute period started with the teacher calling the roll, which took around five minutes. He then began the lesson by writing the words Parts of Speech on the blackboard and asking the students, "What do you know about parts of speech?" This opening was interactive, which hooked the pupils and established what this lesson would be about.

The teacher then described the elements of parts of speech (nouns, verbs, adjectives and adverbs) with some clear examples. He put two to three sentences on the board showing how they were used and had students search for them and use them correctly in their writing. Most students understood the ideas, but many did not. These students were given permission to present their struggles, and the teacher explained once again until they felt confident.

The teacher ended the lesson by informing a class test on it in the next section. He urged students to “go back over these and actually study.” The lesson concluded with the teacher’s announcement of a class test on the topic in the next session. He encouraged the students to review and prepare thoroughly.

Observations

The class was well-structured, with time managed efficiently across three portions: five minutes for attendance, 35 minutes for instruction and examples, and the remaining time for practice and question-and-answer.

The teacher’s strategy was both interactive and supportive. His pragmatic examples helped students comprehend the concepts easily, while his treatment ensured all students felt included. To further enhance the lesson, incorporating visual aids or brief group activities could make the session even more effective and engaging.

Lastly, the class successfully introduced the foundational elements of grammar which is parts of speech, leaving the students with clear motivation and a goal to improve their perception.

Chapter -5

5.3 Class observation, day-03

Date. 07-90-2025

Time: 11.30 AM -12.15 PM

Class: Seven

Topic: Tense

Teacher: **Mst Nur Nahar**

Assistant Teacher

Class Observer: **Tanjilur Rahaman**

Description: On the third day of my internship, I observed a class Seven English class conducted by Mst Nur Nahar on the topic, Tense. The lesson was conducted to build student's comprehension of tenses and their importance in building correct sentences. It also focused on their exam-oriented grammar, particularly right form of verbs.

The class started with a general discussion of the significance tenses have in communication. Mst Nur Nahar gave a brief overview of the three main type of tenses - past, present and future along with its different categories (simple, continuous, perfect tense etc). Today she did only present tense and its subsequent forms. She showed clear examples of both on the board and made sure the students were grasping the form and application.

To keep the students involved, Mst Nur Nahar used questions like, "In this sentence which tense is given?", and "How do we change it so that we indicate a different time? Such interaction with the students led to active participation and accordingly, they participated in sharing their answers confidently.

As reinforcement, she wrote some example sentences on the board and asked students to identify the tense and come up with similar sentences. An interesting feature of the class was the use of storytelling by the teacher. She read her students a brief story and periodically stopped to question them about what tense the narrator was using at the time. This method provided more clarity on changing tenses in a story and helped to keep students engaged with the lesson.

The class concluded with a quick summary of the general principles, and homework, to practice making sentences in different tenses on their recording device.

Observations

The forty-five-minutes class was well-structured, allowing time for instruction, application and interactive exercises. Mst Nur Nahar's approach of making complex grammar easy by using real life examples and storytelling was second to none. Her teaching style fostered student engagement and helped to keep us actively involved in our learning.

Adding some visual aids could enhance the lesson and make sure even the youngest could understand the lesson effectively. Overall, the session was a great demonstration of how to make grammar lessons about language that students use and apply frequently. "The way Mst Nur Nahar teaches is an example of creating a friendly environment and how the class can be interactive as well as student centered.

Chapter -5

5.4 Class observation, day-04

Date. 09-09-2025

Time: 12.15 AM - 1 PM

Class: Six

Topic: Holding Hands (Lesson-7)

Teacher: **Mst Nur Nahar**

Assistant Teacher

Class Observer: **Tanjilur Rahaman**

Description: On my fourth day of observation, I attended a Class of Six conducted by Mst Nur Nahar on the little poem named '*Holding Hands*' from Class Six's textbook: English for Today. The objective was to create a sense of collective responsibility and emphasize on the importance of teamwork and unity.

©Daffodil International University

To establish the stage, madam had shown them a picture of an elephant to evoke student's memory of an elephant's characteristics. She asked them questions about the utility of an elephant's trunk and tail, which had set the context of the class. Then she recited the poem loudly, maintaining proper rhythm and exact pronunciation.

Then her focus shifted to vocabulary and fluency. Key terms such as trails, handy, circus and rings were defined using simple synonyms and relevant examples. Students engaged in echo reading to honing their pronunciation and rhythm, preparing them for subsequent individual and paired reading practice.

Then she explained slightly tough vocabulary from the poem using easy synonyms and relatable examples with Bengali meaning. Then she carefully explained the core subject matter of the poem, these are unity, companionship and interpersonal support for teamwork. At last, she allowed students to ask questions to clarify any confusion on this poem.

Observations

The class was well organized and effective. The teacher has shown her competence in time management and making class interactive. She masterfully divided the class into five little segments: the hook by showing a visual picture from the book, the read-aloud portion by recitation, vocabulary and terms clarification, the main themes of the poem, and a short quotation answer portion. Which was very effective and meaningful.

Area for Enhancement: While cognitive comprehension of the theme of unity was achieved, the lesson design lacked a necessary kinesthetic or applied component. The instruction remained primarily auditory and conceptual, limiting the opportunity for students to physically or creatively internalize the message of companionship. The duration of the class is also a limitation; so far, I assume it can be further extended by an extra 15 minutes.

Chapter -6

6. Teaching experience

6.1 Teaching experience, day-01

Date: 07-10-2025

Time: 10.45 AM-11.30 AM

Class: Six

Topic: Lesson 16: Boats sail on the rivers

Teacher: **Tanjilur Rahaman**

Lesson plan

Lesson	Duration
Introduction of the poem	8 minutes
Discussing the main themes and vocabulary	30 minutes
Taking questions from students	5 minutes
Ending	2 minutes

Description: As I entered the classroom, I greeted the students with a warm “Good morning.” This was my first class in that school, and in fact, the very first class I had ever taken in my life. After exchanging greetings, I gave them a brief outline of what I would be teaching that day. In the first eight minutes, along with the greetings, I introduced the poem “Boats Sail on the Rivers.” I told them who wrote the poem, what the poem is mainly about, and other basic details.

After that, I recited the poem aloud with proper pronunciation. I also asked them to imitate me while reciting. Then I wrote the difficult words from the poem on the blackboard and explained their actual meanings in the context of the poem. After this I have discussed about the central theme of the poem such as " the beauty nature", "the differences between of material world and nature", and " preference to natural over material world." In the middle thirty minutes, I concentrated on recitation, vocabulary and overall meaning of the poem.

I spent the next 5 minutes in question-and-answer mode. Throughout, I prompted the students to ask questions to clarify any confusions or misconceptions. During the last two minutes of class, I briefly reviewed the entire lesson and what major topics were covered that day. The class was happy and cooperative which raised my self-confidence as their guest teacher further.

Chapter -6

6.2 Teaching experience, day-02

Date: 12-10-2025

Time: 11.30 AM-12.15 PM

Class: Seven

Topic: Lesson 2, "Leisure"

Teacher: **Tanjilur Rahaman**

Lesson plan

Lesson	Duration
Introduction of the poem	8 minutes
Discussing the main themes and vocabulary	30 minutes
Taking questions from students	5 minutes
Ending	2 minutes

Description: The class started with a very warm and friendly greeting. As I walked into the class, I asked them how they were and if their studies were going well. Then I did a brief overview of what I would be teaching that day. After the greeting, I gave my students a quick introduction of today's lesson, which was a poem titled "Leisure." I summarized what the poem says and who wrote it.

Next, I read aloud the poem to students. I also attempted to show them an issue with pronunciation that is common in some words in the poem. Then I selected several comparatively difficult words from the poem and explained their meanings, along with their exact sense within the poem. After this, I discussed the main themes of the poem, such as busy modern life, the importance of nature, leisure and happiness, and criticism of materialism. During the central thirty minutes, I focused on recitation, correct pronunciation, vocabulary, and the thematic discussion of the poem.

I set aside the next five minutes for a question-and-answer session. At this stage, I asked the students whether they had understood the poem. Finally, in the last two minutes, I gave a brief recap of the entire lesson. The class was well-organized, and the students were highly attentive.

Chapter -6

6.3 Teaching experience, day-03

Date: 15-10-2025

Time: 10.00 AM -10.45 PM

Class: Seven

Topic: Narration

Teacher: **Tanjilur Rahaman**

Lesson Plan

Lesson	Duration
Attendance and Introduction	8 minutes
Main Discussion	30 minutes
Taking questions from students	5 minutes
Ending	2 minutes

Description: After entering the classroom and exchanging greetings, I began the lesson by taking their attendance. Then I briefly introduced the day's topic, which was Narration—an exam-oriented grammar chapter and an important part of their syllabus—the first eight minutes passed with greetings, attendance, and the introduction to the class.

After that, I explained what narration is and described its types with examples. For instance, narration is of two kinds: Direct Speech and Indirect Speech, which refer to the ways spoken expressions are presented.

Next, I conducted a basic discussion on narration and talked about the essential things students need to know before practicing it. I explained what reporting verbs are, what reported speech means, the structure of the five types of sentences, changes in tense, subject–object–possessive transformations, and gave a quick overview of adverbial phrases. With this, I ended the class and told them that I would discuss narration in detail in the next session.

I spent the next five minutes in question–and–answer mode. I asked the students if they had a problem understanding anything earlier in class. During the last two minutes I summarized up to that point. It was a fun and interactive class; all the students were so responsive and cooperative.

Chapter -7

7. Experience as an Examiner

7.1 Working as an Examiner, day-01

Date: 22-11-2025

Time: 10.00 AM -1.00 PM

Class: Mixed

Exam: Annual Examination-English First paper

Teacher: **Mst Afroza Khatun & Tanjilur Rahaman**

Description: The test was to commence at 10:00 AM So, we were there with another teacher with answer scripts and question papers fifteen minutes in advance. It was the school's annual test. As we prepared to hand out the papers, my co-teacher Mst Afroza Akter explained the rules and regulations of the examination amply.

About 10 minutes before the exam, we both made sure that each student had received their answer script so they could write their required information such as name, role, date and subject. Right on 10.00 AM we passed the question papers to all students.

I've patrolled around as much as possible in the 90-minute exam. I patrolled the classroom to make sure that everyone was obeying by exam regulations and rules, such as no talking or cheating of any kind. My co-teacher also helped me keep a respectful testing atmosphere.

If a student ran out of pages in the exam, I had signed and given them the stapled together extra answer sheets afterwards. When the examination finished, we assembled the answer papers in an orderly way. Every part of the exam process went really well. The students were well-behaved and attentive. It was great, I learnt so much and it made me see how examination is managed and the dynamics in the classroom.

Chapter -7

7.1 Working as an Examiner, day-02

Date: 23-11-2025

Time: 1.00 pm -04.00 pm

Class: Mixed

Exam: Annual Examination- English second paper

Teacher: **Mst Afroza Akter & Tanjilur Rahaman**

Description: The test began at 1:00 P.M. We gave out the answer sheets to my co-teacher, Afroza Akter, and myself ten minutes prior to the exam, so that the students would be able to write down all the required information before the exam. At 1.00 P.M. to the minute, we handed out the question papers to the students. We made sure every student sat properly and was armed with all the necessary needs including pens, pencils and scale.

I had given out the question papers and then addressed the students and explained the specifics of the examination. I made it clear that it is necessary to follow exam instructions and manage time well. I also attempted to explain the mark allocation and eliminate the confusion that might occur at the beginning concerning the question paper.

During the entire ninety minutes of examination, I was consciously going round the exam hall by walking to ensure that the students were not distracted and were observing every regulation of the exam. The reason why both Afroza Akter and I attended the class was to avoid disruptive behaviour and to have a peaceful examination environment.

The answer sheets were collected in an orderly fashion at the end of the exam and cross-checking was performed to make sure that all scripts were counted. We appreciated the cooperation of the students and made sure that the classroom was put in a proper order.

The experience highlighted the role of effective coordination, attention, and effective communication in order to cope with an exam session. It also gave a revelation on the part of the examiner as part of ensuring fairness and discipline.

Chapter -8

8. Skills I used

Skills	Steps
1. Lesson Planning and Organization	❖ I make good lesson plan and it is made mainly on the basis of what student's needs and their understanding level. ❖ I structure out the class time in various sections, so that it makes sense and feels productive. For instance, I typically split the class into: Introduction, Main Discussion, Question–Answer and Recap.
2. Communication	❖ When elucidating any topic, I make an attempt to articulate in a way they can understand. I make complex concepts easy and clear to understand. ❖ I also attempt to establish dialogue with them and urge them to openly express their inquiries or thoughts.
3. Classroom Management	❖ To make the class fruitful and effective, I clearly explain a few rules beforehand and clarify the purpose of the class. ❖ I had tried to engage the students through interactive methods, keeping their attention and interest in the lesson.
4. Analytical and Problem-Solving Skills	❖ I observed students' behaviour and participation to evaluate their progress and identify areas needing improvement. ❖ As an examiner, I monitored exams closely to ensure fairness and compliance with rules.

5. Making Sure of a Stress-Free Environment	❖ To make the class enjoyable and cooperative, I always try to create a stress-free classroom atmosphere. ❖ Sometimes during the class, I share a fun riddle or sing a small line of a song to bring their attention back. This helps remove fear and makes the learning experience more effective and enjoyable.
6. Adaptability	❖ I adapted to different classroom dynamics and student learning styles, ensuring inclusivity and engagement. ❖ I managed any unexpected situations, such as clarifying doubts during discussions or addressing technical issues in lessons efficiently.

Chapter -9

9. Limitations

- **Minimal Class Duration:** Within a forty-five minutes lesson, one may find it hard to discuss all the topics of a lesson. In addition, some students have difficulties grasping the more intricate aspects of the lesson within this short period of time.
- **Lack of Materials:** The other obstacle is the lack of appropriate teaching resources like multimedia facilities and reference materials. In the absence of these resources, the knowledge of students is limited.
- **Classroom Size and Noise:** The size of the classroom was large with an excess number (50 individuals) of students in it, and at times some noise was heard in the classroom making maintenance of discipline and keeping all students attentive to be very difficult.
- **Limitations of the Assessment:** The short duration of the classes does not allow properly assessing the work of the students. This makes it hard to provide them with the correct feedback and instructions.
- **Deficiency in Higher-Order Training:** Sometimes lack of higher training in dealing with various classroom scenarios diminished my capability to deal with uncooperative students or technology use.
- **Student-Teacher Interaction Problems:** Some of the students were not very interactive during the lesson and I had to work hard to continue engaging them within such a very short time lesson.

Chapter -10

10. Learning from My Internship

My internship experience in Dhakuria Protapkati Secondary School taught me a few significant lessons. It was an eye-opener and very informative journey, and it made me stronger as a teacher and my grasp of how classrooms should work.

➤ **Adaptability and Problem-Solving:**

The ability to adjust to a new environment, new classes, and new students as soon as possible was one of the first things I learned. I also got to know how to react immediately to any issue that occurred in the classroom and seek an appropriate solution.

➤ **Increased Communication Efficiency:**

My presentation skills in the presentation of complex issues in a simple and comprehensible manner developed significantly. In my teaching experience of various classes, I was able to improve in terms of teaching according to the needs of students and their comprehension.

➤ **Improved Teaching Skills:**

I also understood the skills of lesson planning and time management. I also realized that despite the short time span, one can still have an effective class. I also came to know how to divide hard issues into smaller parts so as to teach them better.

➤ **Assessment**

Being an examiner in the yearly test and class assessment provided me a good experience in testing and just assessment.

➤ **Collaborative Learning:**

My collaboration with the experienced teachers helped me to learn valuable lessons about the teaching process, school functioning, and classroom organization. My own teaching style was greatly and positively influenced by their styles of teaching.

Chapter -11

11. Recommendations

- To enhance the effectiveness of the class, the duration of the classes must be expanded at least one hour and the population of students per class ought to be decreased.
- In order to make students more engaged in school and classroom life, lessons need to be more interactive. Recent pedagogical technologies like multimedia, introductions can be made of projectors, and soundproof classrooms.
- Co-curricular activities can be organized to make the school life enjoyable. like singing, recitation of poems, and reading books and writing reviews, and debate competitions.
- Students can be given a counselling time where they can talk and address their personal or school problems.
- Further improvement of the classroom environment may be provided by proper lighting, noise reduction, and proper sitting provisions.
- Developing a student, teacher and parent system to be constructive. feedback of teaching practices, co-curricular activities and school facilities, to make certain that there is continuous improvement.

Chapter -12

12. Conclusion of my internship

The experience of my internship at Dhakuria Protapkti Secondary School was both rich and informative work-related experience that helped me a lot to get stronger in my perception of classroom management and polished my key teaching skills. During the internship, I was able to perform a number of tasks, which included attending classes taught by the experienced teachers, teaching various categories of students, and acting as an examiner during the annual exams. These roles provided me with a good exposure to teaching career as well as enriching my general knowledge on effective educational practices.

Direct practical experience helped me to enhance my communication skills, organisational capabilities and problem solving capacity. I got to understand how to adapt my teaching methods to suit different learning requirements, how to develop stimulating and meaningful lesson plans and how to deal with classroom dynamics with more confidence. The experience of observing good teachers made me gain valuable knowledge about how to be disciplined, motivate students, and create a favorable and supportive learning atmosphere.

Though I had to face certain difficulties like resource deficits, time constraints, and differences in student abilities, they allowed me to realise that there are other aspects I could and will continue to work on to enhance my performance and the performance of the institution. They also motivated me to be creative and come up with practical solutions to ensure that the teaching learning process is more effective and enjoyable.

In general, this internship enhanced my interest in teaching and learning. It established a good base to my future teaching career. I would like to thank all the educators of Dhakuria Protapkti Secondary School who enabled me to and guided me to the purpose and made this journey memorable and easy thanks to the sincerity and cooperation of all students.

Chapter -13

13. References

IRIS Connect Blog. (n.d.). *How lesson observation supports great teaching: A detailed guide*. Retrieved from <https://www.irisconnect.com/uk/blog/how-to-make-lesson-observations-most-effective/>

Dialnet. (n.d.). *Inside the classroom: Observations on the professional context of an English teacher*. Retrieved from <https://dialnet.unirioja.es/download/articulo/9969604.pdf>

TEDx Talks. (2015, May 27). *Teaching methods for inspiring the students of the future* | Joe Ruhl | [Video]. YouTube. https://youtu.be/oIJZSFa_a3s

Li, H. (2025). *Reflective practice for pre-service teachers' professional development*. <https://doi.org/10.1177/21582440251363136>

Chapter -14

Appendix

14.1 Plagiarism Checking

221-10-1082

ORIGINALITY REPORT

5%	5%	0%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	dspace.daffodilvarsity.edu.bd:8080 Internet Source	3%
2	Submitted to Daffodil International University Student Paper	1%
3	www.carlislecoahs.org Internet Source	<1%
4	Submitted to Namibian College of Open Learning Student Paper	<1%
5	cuny.manifoldapp.org Internet Source	<1%
6	Submitted to Ikon Institute Student Paper	<1%
7	docslib.org Internet Source	<1%
8	ourladyofpeacestratfordct.weconnect.com Internet Source	<1%
9	htlc-anderson.org Internet Source	<1%

Chapter -14

14.2 Recommendation Letter

**Daffodil**
International
University
A landmark to create the Future

**Faculty of Humanities
and Social Science**

Ref: Internship Placement//253September 15, 2025

To

The Headmaster
Dhakuria Protopkati Secondary School
Manirampur, Jashore.

Subject: Request for Internship Placement

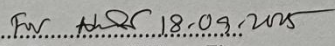
Dear Sir,

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 **Tanjilur Rahaman, ID Number: 221-10-1082**, has completed 123 credit hours in 41 courses from the Department of English. It would be highly appreciated if you could kindly allow him 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
Assistant Professor & Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd



Daffodil International University: Daffodil Smart City, Birulia, Savar, Dhaka-1216, Bangladesh
IP Number: +8809617901212, 09617901233, Tel: +8802224441833-4, 01713493051, 01713493141
01841493050, Fax: +8802224441835, E-mail: info@daffodilvarsity.edu.bd www.daffodilvarsity.edu.bd

Chapter -14

14.3 Certificate of Internship



Chapter -14

14.4. My Internship Pictures



