



Internship Report

On

Student-Teacher Interaction and Its Impact on Learning:

Shikder Khairunnesa High school

Submitted By:

Nehal Mahmud

ID: 212-10-770

Batch: 20th

Semester: Fall-2025

Course Name: Project Paper with Internship

Course Code: ENG-431

Supervised By:

Ms. Farjana Yasmin

Lecturer

Department of English

Faculty of Humanities and Social Sciences

Daffodil International University

Declaration of Authenticity

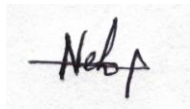
I, Nehal Mahmud, ID: 212-10-770, a student of the 20th Batch, Department of English, Faculty of Humanities and Social Sciences, Daffodil International University, hereby declare that the Internship Report entitled:

Student-Teacher Interaction and Its Impact on Learning: Shikder Khairunnesa High School

Is a record of work carried out by me during the period of my internship at Shikder Khairunnesa High School and has been prepared under the supervision and guidance of Ms. Farjana Yasmin, Lecturer, Department of English, Daffodil International University.

I affirm that this report is my original work and has not been submitted previously, in whole or in part, for the award of any degree, diploma, or other qualification at this or any other university or institution. All facts, data, and conclusions presented in this report are based on my personal observation, research, and analysis during the internship period.

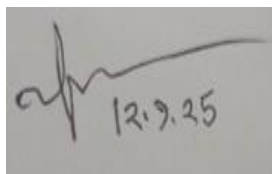
I further declare that any source of information, whether from published works, data, or materials, has been duly acknowledged and cited in accordance with the prescribed academic guidelines.



Signed,
Nehal Mahmud
Id:212-10-770
Batch:20th
BA in English
Dept. of English
Daffodil international University

Supervisor's Approval

This Internship Report, titled "Student-Teacher Interaction and Its Impact on Learning: Shikder Khairunnesa High School," submitted by Nehal Mahmud (ID: 212-10-770), is accepted. I certify that this work was completed under my direct supervision. The report fulfills the course requirements (ENG-431) and is approved for submission to the Department of English, Daffodil International University.



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Lecturer

Ms. Farjana Yasmin

Department of English

Daffodil International University

Abstract

This particular research highlights how the nature of Student Teacher Interactions (STIs) significantly affects the learning environment within Shikder Khairunnesa High School. The need to learn more about how interactions are exhibited on a daily basis, identifying a relationship that clearly connects interactions that occur and desired values, such as grades, motivation, and engagement, motivated this research.

The research design adopted in the study employed a combination of surveys, observation, and interviews to collect a full set of data. The most significant implication that can be derived from our research findings is that constructive engagement, intensive, substantive, and significant interactions are significantly linked with outstanding academic performance and enhanced beliefs in oneself. On the contrary, those classrooms with minimum constructive feedback, minimum openness, and minimum dialogue reflected a dramatic decline in student interests. This research provides significant implications for the educational administrators and faculty members, with a compelling emphasis on conducting rigorous teacher training programs on diverse teaching practices and developing a cultural environment within educational institutions that promotes positive interactions. This research provides targeted implications for Shikder Khairunnesa High School to enhance STI, leading to a more stronger learning environment for students.

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Chapter-1

Introduction

In the realm of education the relationship games played by students and teachers have played a huge role in the shaping not only the educational path, but even the root of development itself. In the vast global educational network, Bangladesh is one such setting that is vibrant and culturally rich. In the most prestigious setting of academia, from kindergarten to university classrooms, the relationship that exists between a student and a teacher is a constant that is universally experienced. The importance attached to this relationship cannot be limited by geographical, linguistic, or cultural constraints.

In short this is a relationship based on empathy, respect, and trust, which makes students feel comfortable enough to be open with teachers. The teacher's role is to teach, inspire, and develop the intellect, While that of the student is to learn, question, and discover. This relationship is as essential to learning as are textbooks and classrooms, because with it, the teachable moment becomes a reality.

Chapter-2

Objectives

1. Describe the various methods that can be adopted by students and teachers to make the learning process better.
2. Analyze the impact of high quality, positive, and strong student teacher interactions on learning success.
3. Point out the common problems that exist in interactions involving students and teachers.
4. Assess the importance of teacher empathy, support, and behavior in developing a student.

chapter-3**Methodology**

I want to be a teacher, which is why I chose to do an internship in a school. I decided to start my teaching career in Shikder Khayrunnesa High School because it is considered one of the best schools in Ashuliya. After getting the internship placement letter from my university I submitted all the required documents to start the internship as soon as possible. Initially, I observed classes taken by different teachers at the beginning of my internship. I noticed their teaching style and how they developed a relationship with the students. Additionally, I discussed their preparation for lesson plans. In short it was a great experience, and I learned a lot that will help me immensely in my future career.

Chapter-4

Institution details

Name	Sikder Khairunnesa High School
Location	Jirabo, Ashulia, Dhaka
Time of Establishment	2005
Number of Campus	1
Students	800
Number of Teachers	11
Teachers Qualifications	Masters
Dress Code	Boys-Blue Shirt with Tie & Black Pant, Girls- White Salower Kameez
Economic Issue	Private
Social Issue	No
Extracurricular Activities	Yes
Play Ground	No
Library	Yes
Multimedia Class	No
Shift	8:00 to 2:00

Chapter -5

Class Observation Report

Class Observation-1

Date	9 th November, 2025
Time	12:30 to 1:10
Class	8
Topic	English

It was my first day at school. The class I observed was taken by Mr. Kawsar sir who is the teacher for English 2nd paper of class 8. The students were very excited to see me and at the same time, they were very curious. Kawsar sir introduced me to the whole class, and I gave them my introduction, telling them that I was very excited to join them. For the next 30 minutes, I observed the class. What made it even more special was that I got to assist him throughout the class. The atmosphere was pretty lively and interactive right from the beginning. Mr. Kawsar started off the lesson by engaging the students in a group discussion over the topic.

Kawsar sir asked me to carefully observe the class because next time I have to take the class. Then Kawsar sir started to teach the lesson which was narration. He asked students to write down important bits from the lesson. Such as a few examples, rules etc. After explaining all the rules of Tense he gave students tasks. He wrote a sentence on the board. He asked students to solve it. Some were able to answer it and some weren't. Those who couldn't answer the question, he went to each of them and explained the question to each of them personally, so that they could understand what was being taught.

Be it in a kindergarten classroom or a university lecture hall, this relationship remains the only constant in the most erudite of environments. With the relationship holding much importance for teachers and students from across the world it has overcome geographical boundaries, languages and cultural differences.

Class observation-2

Date	10 th November, 2025
Time	12:30 to 1:10
Topic	English 1 st Paper

On my second day at school, I had the chance to observe an English 1st paper class in 9, taken by Md. kawsar. At first I was a little nervous, but my anxiety vanished when I saw the smiling faces of the students. They were excited to know about me. First, Sir introduced me to the class and described the purpose of my visit. Then the students received me very nicely. I sat beside a student and observed the whole class. Md. kawsar gave me a book to follow the class of the particular day. Md. kawser started the class by asking some general questions about the text "The Thirsty Crow. It helped the students become attached to the topic and let them participate enthusiastically. He asked the students to open their textbooks and listen while he was reading the Story. He stopped at some places to explain unfamiliar language and important idioms. Then he asked the students to identify the themes and ideas of the story. To create a learning attitude, he asked short questions to the students so that all of them stayed attentive. Who couldn't answer, he explained and revised every topic carefully. Some students bravely questioned the meaning and contexts of some lines, which showed the healthy relationship between the teacher and the class.. The class had 5 minutes left to conclude. Mr. kawsar called me to say something on this topic. During the class observed, I saw a quote,.I finished my speech to explain the quote. Overall, I was pleased with his interactive and student centered approach to teaching. He treated all students alike, never allowing even a single weaker child to feel left out, and maintained a positive classroom environment. The enthusiasm of the students to participate in the session indicated an excellent and friendly teacher student relationship.

Class observation-3

Date	11 th November, 2025
Time	12:30 to 1:10
Topic	English

For the third time, I did a class observation in the headmaster's class in the school, Md. Shajahan Mukter. After entering the class, Sir warmly welcomed me and introduced me to the students. Though the students became a little nervous to see me, they then grew curious.

This time, Sir started teaching in a different way. He organized the students in the classroom into several groups. Each group was assigned a particular task, and it was told that there was going to be a prize for the group which could finish the task in the least time.

The task was translating some English sentences into Bengali. There were five students in each group, and one English sentence was assigned to each student. Thus, they got the opportunity to learn by working together through group activities.

By this observation, I learned how to divide students into groups and make them actively take part in the learning process. This teaching method of Md. Shajahan Mukter Sir was a very educative experience for me.

Chapter 6

Teaching experience 1

Date	12th November, 2025
Time	12:30 to 1:30
Class	3
Topic	English

Every lesson is a new adventure when teaching Class 5, due to the students natural curiosity and transitional phase. They are transitioning from the concrete, literal, first few years of Primary School, to a more abstract, broader view of what are now becoming much more complex subjects, thus allowing them the opportunity to look beyond what is in front of them and begin thinking outside of the box.

Repetition remains a big part of their success but witnessing that Aha! The moment when they suddenly get it after struggling with what may be a seemingly impossible concept, gives me the most joy as a teacher. When I introduced them to the magnitude of the solar system and the vastness of space, or introduced them to how to represent fractions as a whole, it was a great challenge to say the least. When I finally look at them, and see the light in their eyes, it is a great reward after a lot of patience on my part. This age group enjoys doing hands on activities and they will always keep you on your toes. Thus, when I integrate different hands on explorations such as with experiments or group projects, I see the transition from rote memorization to an exciting exploratory adventure of learning. It is so much fun to see them naturally want to learn and understand everything around them.

Teaching Experience-2

Date	12th November, 2025
Time	10:30 to 11:30
Class	5
Topic	English 1st Paper (My Family)

A major part of teaching fifth graders is developing their independence and responsibility as a student. Fifth grade typically represents a point in time in which a student will see an increase in the number of subjects they are responsible for and an increase in the amount of personal organization it will require to successfully keep track of all assignments in addition to the growing complexity of social dynamics that the student will navigate. I attempt to incorporate as much of the development of executive functioning in my lessons in teaching students how to manage their time effectively, take effective notes, etc., because the development of these skills is critical for the successful transition from elementary school to middle school. Giving students controlled choices in regards to the assignments they complete also helps increase engagement while giving students ownership over their learning and develops confidence in their abilities to make informed choices, thus developing a balance between providing structure and allowing them to explore and develop their independence through making their own educated decisions.

Teaching experience 03

Date	13th November, 2025
Time	12:00 to 1:00
Class	5
Topic	English 1st Paper

I base my classroom experience on establishing a safe and inclusive community to provide a safe space where kids can take risks, ask questions, and bring their own perspectives. The fifth grade students are becoming more socially aware and have a stronger sense of fairness. Therefore, I believe now is the best time to introduce topics such as empathy, conflict resolution, and many different ways to look at things. I also try to set aside time on a daily basis for morning circles or class meetings for students to share their feelings with the entire group or to help each other solve small problems collectively. This teaches the students that they have a responsibility as a group to help support one another. In addition, by providing time for social-emotional learning, we are not only teaching students about being academically successful, but we are also teaching them to be caring, kind, and respectful members of society. There is nothing more touching than seeing a child support another child who is struggling in the classroom or celebrating each other's accomplishments together.

Chapter 07**Overall finding**

1. Strong student teacher relationships create a welcoming, friendly, and respectful classroom environment.
2. Academically weak students often avoid communication with teachers, preventing strong connections from forming.
3. This lack of communication smashes mutual understanding and negatively affects learning.
4. Positive teacher student relationships make students feel safe and confident.
5. When students feel comfortable, they participate more actively, leading to improve academic achievement.

Chapter-8

Recommendation

1. Encourage collaborative events that bring teachers and students together to strengthen relationships and deepen mutual understanding.
2. Foster a culture of respect by appreciating each other's perspectives and experiences, which will boost empathy and create a healthier learning atmosphere.
3. Incorporate digital tools into lessons to heighten student engagement and streamline teacher student collaboration.
4. Establish a playground to provide shared opportunities for sports and outdoor activities, enhancing camaraderie between teachers and students.
5. Support teachers in organizing activities aligned with their interests and involve students, promoting stronger cooperation and a positive school climate.
6. Urge teachers to attend student led events such as sports meets, debates, and cultural programs and offer constructive feedback to reinforce respect and strengthen bonds.

Chapter 9

Conclusion

My internship at Shikder Khaironnesa High School has been a valuable and insightful experience. Through class observations and teaching, I learned how positive student–teacher relationships greatly influence learning, engagement, and classroom environment. I also gained practical knowledge about effective teaching methods, classroom management, and the importance of patience and communication. This experience has strengthened my desire to become a dedicated teacher in the future. I am grateful to my supervisor, Ms. Farjana Yesmin, and to the teachers and students of the school for their support and cooperation throughout my internship.

Chapter 9

Annex

Internship placement letter



Faculty of Humanities
and Social Science

Ref: Internship Placement//253

October 12, 2025

To

Head Teacher

Sikdar Khairunnesa High School
Kathgara, Ashulia, Ducati Road Savar, Dhaka

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 **Nehal Mahmud, ID Number: 212-10-770**, has completed 120 credit hours in 40 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,

13.10.2025
.....
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

Internship Completion letter

Shikder Khairunnesa High School



Kathgora, Ashuliya (Zirabo), Savar, Dhaka.
EIIN: 424992, Telephone: 01750000384

TO WHOM IT MAY CONCERN

This is to certify that Nehal Mahmud (ID 212-10-770) student of the department of English at Daffodil International University has successfully completed his internship under taking method from 13-10-2023 to 10-12-2025 in Shikder Khairunnesa High School in Ashuliya. We observed that his teaching method and the way of his speaking is excellent.

I wish him the best of luck in life.

[Signature]
10-12-25

Principal
Shikder Khairunnesa High School, Ashuliya

Photo Gallery



Photo Gallery

