



Internship Report
On
**"Enhancing Learning Through Meaningful Engagement and
Communication Between Students and Teachers at Andulia High
School."**

Submitted By:

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Code: ENG431

Supervised By:

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Lecturer

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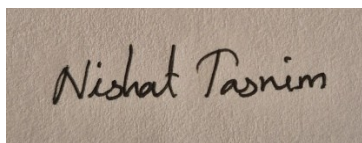
Faculty of Humanities and Social Sciences

Daffodil International University

Date: 15 December, 2025

Declaration

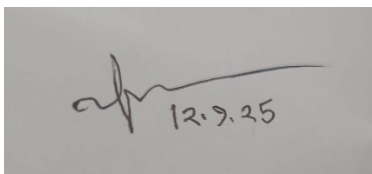
I declare that I have written my internship report, and the same will be forwarded to Daffodil International University, name of the report, Enhancing Learning through Meaningful Engagement and Communication between Students and Teachers at Andulia High School. This report is written under the guidance of Farjana Yesmin, who is a Lecturer in the Department of English. It is based on my learning and practical experience and my professional activity that I had during my internship period as an English teacher at Andulia High School. The information presented in this report is conceptualized out of my personal knowledge, writing abilities, and the experience I have had during the internship period. I also testify that this is the accepted copy of my report that has been approved by my academic supervisor and that it was not submitted to any other institution or university academically.

A rectangular box containing a handwritten signature in black ink on a light brown, textured background. The signature reads "Nishat Tasnim".

.....
Nishat Tasnim Promi
ID: 221-10-996
Department of English
Daffodil international university.

Certification of the Supervisor

This is in order to confirm that Nishat Tasnim Promi, an English Department student of Daffodil International University with ID 221-10-996 had completed his/her internship course project paper (ENG 431) successfully under my direct guidance. I, Ms. Farjana Yesmin, an English Department lecturer in DIU, at this time oversaw her in this work. She gave good English lessons and executed her duties with sincerity during her internship period at Andulia High School. Nishat was in constant communication with me, she obeyed my orders and always asked my advice whenever she faced difficulties. I supported her through all the challenging processes to make sure that she could move easily. Based on her diligence and quality portrayed in this project paper, I am therefore authorising her to submit her internship report.



.....
Ms. Farjana Yesmin
Lecturer, Department of English.
Daffodil international university

Acknowledgement

First of all I would like to say that I am so thankful to Almighty Allah that this milestone could be reached by me through the power and ability that Almighty Allah gave me. Moreover, I would like to express my personal gratitude to my supervisor, Ms. Farzana Yesmin Ma'am, who gave a very helpful feedback, never-ending support, and advice, which were instrumental in ensuring that I could complete my project paper on time. I am very grateful to Md. Masudul haque Sir, the honored head teacher of Andulia High School who has so graciously agreed to allow me to do my internship work in his very esteemed institution. The English teachers of the school, Md. Imrul Kayes Sir and Ranada Prashad Sir, continue to be a great asset to me, as their unrelenting encouragement, valuable recommendations, and encouraging words made my experience all the more pleasant and productive. I would also like to give a special thanks to my students as a whole who collaborated with me and participated actively in my classes which contributed greatly to their learning experience. Finally, I would like to say a great thank you to all of you who supported me, my fellow researchers and made me feel inspired during my internship.

Abstract

The report of this internship highlights the need to establish good relationships between students and teachers in high school education, as the author calls it in the title, which is "Enhancing Learning through Meaningful Engagement and Communication between students and Teachers at Andulia High School. It starts by defining the different interaction modes between a student and a teacher such as guidance, collaborative learning interaction, and daily classroom activities. The report further discusses the way these relations are reflected in the normal classroom environments. Also, the research demonstrates that good relations between students and teachers may allow improving the learning process, increasing student interest, and developing positive emotions. It also defines the main qualities like empathy, mutual respect and good communication as characteristics that help to grow and sustain meaningful relations, with references to the observations in the classroom practice. The report further explains the problems that are likely to occur when one wants to form these relationships. Finally, it gives practical and easily applicable recommendations of how the student-teacher relationship will be strengthened, and how this will help to have a more nurturing, effective, and supportive educational environment with all players involved in the teaching and learning of high school education.

Table of Contents

Chapter Number	Contents	Page Number
	Declaration	i
	Certification of the Supervisor	ii
	Acknowledge	iii
	Abstract	iv
	Table of Contents	v
Chapter 1	Introduction	1
Chapter 2	Objectives	3
Chapter 3	Methodology	5
Chapter 4	Institution Details	8
Chapter 5	Internship Activities	10
	Class Observation-1	11
	Class Observation-2	12
	Class Observation- 3	14
Chapter 6	Teaching Experience (1-3)	15
Chapter 7	Overall Findings	20
Chapter 8	Recommendation	22
Chapter 9	Learnings	24
Chapter 10	Conclusion	26
Chapter 11	Appendices	28
	Appendix 1: Some photos during conducting the class	29
	Appendix 2: Internship Certificate	30
	Appendix 3: Photos	31
	Appendix 4: Plagiarism Report	34

Chapter 1

Introduction

Introduction

The relationship between teachers and students in the area of education is an important element that does not only contribute towards academic performance but also personality development and equipping learners with responsibilities to be held in the future. My internship experience in Andulia High School taught me that effective teacher-student interaction may enhance learning results and contribute to the creation of a positive academic environment.

Bangladesh is a country with old cultural and educational background and this bond is highly emphasized at every level of schooling. At primary to secondary levels, teachers-learners relationship is still significant to the development of not only moral but also intellectual skills. I was able to observe all of these interactions in the reality of the classroom environment, as a part of the mandatory internship experience at the Department of English at Daffodil International University, directed by Ms. Farjana Yesmin.

A healthy teacher student relationship is founded on respect and trust. When students feel safe, respected and encouraged to express their views, learning is made to be more effective. With positive encouragement, they are active, inquisitive and seek new ideas. The teachers and students together will work towards forming a learning environment that is just as valuable as the formal curriculum.

As educational and social spheres of Bangladesh have been evolving continuously, the development of teacher-student relations has become even more important. This relationship fosters character formation, Skills, as well as the successful transfer of knowledge. During my internship, I was able to witness how the positive interaction may encourage the learners, increase their confidence, and help them to develop overall in academic and personal terms..

Chapter 2

Objectives

Objectives

My work experience as an English teacher in Andulia High School was stipulated by the desire to contribute to the creation of the supportive and encouraging school environment. The main focus of this internship was to observe and improve the teaching strategies of English that are normally used in Bangladeshi classrooms. I used interactive and creative teaching methods in order to achieve this. During the internship, I paid attention to the main aspects that contribute to effective student learning, especially improving the participation, communication, and engagement of students. I also wanted to develop lessons that are interesting, creative, and provide students with the opportunity to be active participants in their learning.

- 1.Examine different methods through which teachers and students can work together to enhance the learning experience.
- 2.Evaluate how strong and meaningful relationships between students and teachers lead to positive educational outcomes.
- 3.Recognize the common obstacles and challenges that undermine the quality of interactions between students and teachers.
- 4.Propose straightforward and practical strategies for cultivating healthy student-teacher relationships to improve engagement and academic success.

Chapter 3

Methodology

Methodology

Institution selection: The second most crucial process in my internship experience was the selection of a proper school. I had done some research on various institutions prior to the beginning of the program so that I would find an institution that would provide an enabling environment and one that would provide me with a sincere teaching experience. I have after considering my possibilities and found Andulia High School as it accommodated me as a student intern and fitted the criteria I was seeking. I was officially hired as an English teacher in the school August 3, 2025.

Departmental Recommendation: The recommendation letter was sent to the principal of Andulia High School after selecting the institution of the recommendation letter which in this case was the Department of English at Daffodil International University. This was an official report which stated that I was permitted to complete my internship under the guidance of Ms. Farjana Yesmin. By this consent I was allowed to commence my teaching work.

Getting Permission: I required official approval of the school authorities before I could begin my internship activities. I was warmly received and granted my wish without any doubt by the principal. Subsequently, my university supervisor confirmed that the internship placement had been confirmed appropriately.

Class Observation: In the first phase, I was observing a number of classes that were held by talented and experienced educators. I gave my attention to the way they dealt with various kinds of students, the way they taught them, and the way they motivated them to take part. I observed that some students were very attentive but some of them needed to be motivated further.

Teaching Practice: I started managing classes gradually by myself. It was thrilling to be teaching high school students the first time of my life but there were challenges associated with it. It took a lot of preparation and patience to maintain discipline, keep the students interested and make sure that all people understood the lessons. In the long run, I had to facilitate five English classes independently, which I used the methods and knowledge to do so based on my previous

observations. The practice also enabled me to gain confidence and develop a stronger capability to manage the classroom.

Activities as an Intern: I attended a lot of classes during the three-month internship period and also provided several lessons. I made good lesson plans to facilitate easy and effective teaching. Also, I had a checklist that was detailed as I observed classes to ensure that all the required information was recorded.

Chapter 4

Institution Details

Institution Details:

Institution Name	Andulia High School
Location	Harinakundu, Jhenaidah
School No.	101
Date of Establishment	2005
Post Code of School	Jhenaidah-6976
Number of Students	335
Number of Teachers	16
Number of Staff	6
Dress Code	Students must wear a certain uniform and are not permitted to attend classes without it.
Class Time	Class duration from 10.00 AM to 4.00 PM
Library	A small Library is present
Digital Classroom	No
Canteen	No
CCTV Security	Available

Chapter 5

Overall Observation

Class Observation-1

Name of Institution	Andulia High School
Teacher's Name	Ranada Prashad
Class	Nine
Subject	English 1 st paper
Date	September 5, 2025
Time	10:15-11:00 AM
Topic	"Girl" by Jamaica Kincaid
Materials	Textbook, whiteboard, marker

On my second day at the school, I was given an opportunity to observe an English 1st Paper lesson in Grade 9, taught by Ranada Prashad Sir. I was a bit nervous at the beginning, but the smile of the students made me less nervous. They were all keen to learn my identity. Sir was very kind to usher me into the class and interpret the intent of my visit, and the students were very friendly. I sat next to them and watched the whole lesson and Sir even gave me a textbook so that I could clearly see the contents.

He began the lesson with some rather simple questions concerning a text by Jamaica Kincaid called Girl. This assisted the students in relating to the topic and mingled up active participation. Sir read the passage out loud in between important parts explaining some of the vocabulary and expressions that were not familiar. Then he questioned the students to define the key points of the text and involved them by using short queries. Individuals who had difficulties were offered some extra direction and he took time and expounded all the concepts. Other students even posed intelligent questions which indicated their level of comfort with the teacher. Sir also pushed the students who are less outspoken to talk providing examples to build their confidence.

He also summarized the most important points towards the end of the class and asked students to say what they had learned. Having a little more time, Sir requested me to tell the class

something, and I told them briefly about a quote I had spotted during the lesson: One is not born a woman, one becomes a woman, by Simone de Beauvoir.

My general impression of his teaching method was that it was engaging and supportive. He was fair to all the students and did not make weaker learners feel like an outcast and this gave him a good classroom environment. The teacher-student relationship was also healthy; this was evident in the enthusiasm of the students.

Class Observation-2

Name of Institution	Andulia High School
Teacher's Name	Imrul Kayes
Class	Eight
Subject	English 1 st paper
Date	September 6, 2025
Time	11:00-11:45 AM
Topic	Dialogue
Materials	Textbook, whiteboard, marker

My third observation of classes was in the 1st Paper lesson of Class 8 taught by the senior teacher, Md. Imrul Kayes. We came into the classroom together and he greeted me warmly and said to me, Hello Nishat, how are you? I responded in a polite manner and he greeted me and proceeded with the lesson. He then turned to the students and told them that the subject of the day was Dialogue saying that the brief exchange between me and him was an instance of the subject. This was a simple warm up which instantly drew the attention of students.

Thereafter, he expounded the important points of writing dialogues which include proper punctuations, natural conversation style and ensuring a clear flow. He put a sample dialogue on the board, read it aloud, and indicated every feature that was significant. Then he gave another

example with some mistakes and requested students to determine those mistakes. To enhance the lesson, he divided the students into pairs and asked them to write brief dialogues about such topics as two friends talking about the preparation to exams. He wandered about the classroom as they worked and provided guidance to weaker students and gave useful feedback. There are those students who were confident about their dialogues and there are those students who required the support. He urged the unwilling ones by providing them with easy opening lines.

The good attitude and his friendliness kept the whole class ambitious. The lesson was structured properly, interactive and student-oriented. The key to the effectiveness of the session was the fact that Imrul Kayes was able to understand the needs of students and keep the atmosphere very active. The general rapport was to reveal a very good and sound teacher-student relationship which is prerequisite to effective learning.

Class Observation-3

Name of Institution	Andulia High School
Teacher's Name	Imrul Kayes
Class	Eight
Subject	English Second Paper
Date	October 20, 2025
Time	11:15 AM
Topic	Narration
Materials	Textbook, whiteboard, marker

My fourth day of class observation involved attending an English 2nd Paper lesson in the Class 8 taught by Md. Imrul Kayes. Upon entry to the classroom, the students appeared to be happy and energetic. Sir greeted the class in the expected manner and presented the topic of the day-narration. He started with asking simple questions on direct and indirect speech to get their background knowledge going. This brief discussion reminded students of what they are supposed to remember before proceeding to the lesson itself.

His next task was to describe how to transform the direct speech into the indirect speech, paying attention to the variations of the pronouns, tenses, and even the time and place expressions. He also put clear examples on the board and clarified each one in a well thought way making the concepts easy to learn. In his effort to engage the students, he gave them few direct speech sentences and requested them to rephrase them in an indirect speech. There were students who would take part enthusiastically and those who had to be motivated. Sir was circulating in the classroom, assisting students that had an issue and rewarding the correct efforts made by everyone to maintain the student motivation.

Once, a couple of students were conversing with each other, so he changed their placement and reminded them to be awake. He has also indicated the pitfalls that learners usually commit during changes in the narrations and how to avoid them, which has made many issues clear. Towards the end, he gave a brief individual work and recap later with the whole class to make sure he was clear. The learners seem to have been duly interested in the lesson.

In general, the course was interesting and fruitful. The lesson was very easy to follow by the fact that Imrul Kayes provided clear explanations, patience, and helped me.

Chapter 6

My Teaching Experience

Teaching Experience-1

Class	Seven
Subject	English First Paper
Date	September 9, 2025
Time	11:00-11:45 AM
Topic	Helen Keller
Materials	Textbook, whiteboard, marker

My class began exactly at 11:15 AM. The students were split into groups of five and each group was given a specific part of the life of Helen Keller; her childhood, education, achievements, and contribution to society. Each of the team members then presented their findings after a discussion among themselves. This exercise assisted in building a teamwork, research and confidence in addressing the crowds.

The students would then start posing numerous insightful questions, including how Helen Keller learned to talk and what made her to become an author eventually. I responded calmly and asked them to consider the worthwhile things, namely, perseverance, courage, and resilience, that they might emulate through her example. Some students even told personal stories of their friends who had gone through the hardships and this made the discussion more heart touching and genuine.

Towards the end of the class anyone, I assigned them a simple reflective exercise: What in the life of Helen Keller can you say that you have been most inspired to do? This enabled them to think more and give their own interpretation of the subject.

The session was emotional and effective overall. The life story of Helen Keller moved the students and made them participate in all the activities with passion. Although there were some minor problems related to time management and attention of all the people, the event was very beneficial to both students and to myself. The methods of teaching I observed previously in my course of internship contributed to the fact that the teaching process went easy and I established a positive rapport with the learners

Teaching Experience-2

Class	Six
Subject	English Second Paper
Date	September 21, 2025
Time	11:00-11:45 AM
Topic	Parts of Speech
Materials	Textbook, whiteboard, marker

The lesson started at approximately 11:00 AM and went on up to 11:45 AM. When the students sat down I saw a feeling of excitement and anticipation. I told them the lesson of the day was to be on Parts of Speech which was a fundamental subject of English grammar which aided in cultivating writing and communication abilities.

I started the session by a simple explanation of what the Parts of Speech are and how they are used to make proper sentences. Then I prepared a chart on the board and illustrated all the eight parts of speech, which are: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. It was approximately 11:10 AM and I switched to a more interactive section of the lesson. I selected some sentences and put them on the board and requested the students to label and name the parts of speech in each sentence. I also asked them to make their own suggestions on what sentence to analyze in the class. This exercise helped them to strengthen their knowledge and made this lesson more energetic. At 11:25 AM I split the students into small groups and provided them with a short passage. They were required to locate certain parts of speech in the text. Each group then discussed and one of the group members gave his answers. This did not only make their ideas stronger but also made them have confidence in speaking in front of the class. I gave them a short homework at the end of the session where I asked them to write five sentences and define what part of speech the words belonged to. I also answered their questions and overviewed the key points of the lesson briefly.

The class was on the whole a productive and interesting one. The students were engaged and it is possible to state that they improved in understanding the fundamental aspects of speech.

The time management and the support offered to less effective learners might allow making the classes even more effective in the future.

Teaching Experience-3

Class	Six
Subject	English Second Paper
Date	October 2, 2025
Time	11:00-11:45 AM
Topic	Right From of Verb
Materials	Textbook, whiteboard, marker

The lesson started at 11:00 PM with a very warm welcome to the students and introduction of the topic that day which was right form of verbs. I have made it clear why it is important in creating grammatically correct sentences and said that the another form of verb is determined by the subject, tense, and sentence structure.

Firstly, I wrote on the board several sample sentences that were written without verbs, such as:

She (go) to school every day.

They (finish) the job last night.

I requested the students to complete the blanks with the correct tense and subject-verb agreement and coached the students along the way. At approximately 11:10 PM, I presented the transformation of verbs in the present, past and future tenses and the irregular forms of the verbs. Then I separated the class into pairs and provided them with short exercises to solve in pairs. This enabled them to train and share ideas and check their answers with each other. There were

those students who grasped faster and those who required more encouragement particularly those who had a problem with both irregular and perfect tense.

At about 11.30 PM, I discussed the answers with the entire class and called some of the students to the board to provide an explanation of the choices they made. This made them feel like engaging and boosted their self-esteem. Lastly, having revised the primary rules and eliminated the most frequent errors, I provided them with a homework, a worksheet with ten sentences where they were required to practice verb forms, and concluded the lesson at 11:45 PM.

In general, the session was an interactional and fruitful exercise that enabled the majority of students to improve their knowledge on verb forms. I intend to change the time frame and incorporate more activities in the future classes to allow more time on irregular verbs.

Chapter 7

Overall Findings

Overall Findings

Based on the observations and the interactions with the learners in my classroom, as well as the experience of teaching during the internship, I have made the following conclusions:

1. The respectful and understanding relationship between educators and learners will establish a favorable learning environment in the classroom where the students will not feel afraid to ask questions and will be free to express their idea and share them openly.
2. Most of the students were enthusiastic with in-class exercises and when the lessons were linked to real life situations and examples. This strategy boosted their self-esteem and enhanced their proficiency in English.
3. Some of the weaker students shunned group communications, therefore, they had fewer opportunities to receive support. They may develop greatly with increased motivation and personal guidance.
4. There are those students who were able to grasp the lessons in a very short time, and there are those who had to be explained and have more illustrations. This brings out the importance of diverse instructional strategies to address the needs of diverse learners.
5. Seat arrangement and close observation ensured the concentration of students. There was an improvement in concentration of students who were easily distracted by changing their seats.
6. A supportive, friendly, and polite teacher helped to increase participation and interest in the activities of the classroom.
7. Teacher-student relationship was strong that assisted the students in their active participation and enhanced their comprehension of the lessons.

On the whole, my internship helped me understand that the creation of a productive learning environment requires a respectful and positive relationship between the teachers and the students. Weaker learners, interesting teaching methods, and effective classroom management can also help to increase the student performance and involvement.

Chapter 8

Recommendations

Recommendations

Resting on the information I acquired during my internship, I would like to propose some of the measures that could be taken to improve the classroom environment and make the connections between teachers and students stronger:

1. Build outdoor areas and playgrounds that would allow interaction between the teachers and students in the form of sports, games, and other activities. These kind of interactions contribute to creating teamwork and good friendships.
2. Organize various events during which teachers and learners can collaborate, that is, interactive lessons, group work, and cultural events and make the process of learning more pleasant and interactive.
3. Add multimedia, interactive assessment, and digital tools to attract the interest of students and promote improved teachers/students communication.
4. Promote the creation of clubs or participation in extracurricular activities at the personal interest of students. Educators are able to facilitate these programs to ensure that students are able to share experiences and socialize outside of the normal lessons in the classroom.
5. Motivate students, providing them with positive feedback and encouraging them to participate in different events of a school like debates, cultural programs, and sport activities.
6. Provide more support or mentoring of weaker academically students. Individual mentorship will make them feel confident and enhance their general performance.
7. Inspire students by offering positive feedback and motivating them to take part in various school events such as debates, cultural programs, and sports activities.
8. Provide additional support or mentoring for academically weaker students. Personalized guidance will help them gain confidence and improve their overall performance.

Chapter 9

My Learning from this Internship

My Learning from this Internship

The experience of my internship has been very rich and has transformed my perception of the teaching and learning process. Among the greatest lessons, which may be defined as one of the most significant ones, is that the classroom is actually a place where every one of the students feels welcomed when the teacher has an approachable, respectful relation with them. Students will not be afraid to participate in discussions and contribute to them voluntarily once they feel valued. I also learned through practical experience on how to manage a classroom. I got to know how various seating arrangements can affect the concentration and engagement of students and how a soft discipline can ensure the smooth running of the classroom. The other important lesson was to realize that all learners are not similar, some require a lot of explanation or real-life examples, whereas some may reach the point so fast. This has taught me that I should adapt my teaching style to suit the needs of the different groups.

Interactive activities, storytelling, and free discussions helped me to realize that students were more inquisitive and inspired. This is how they enjoyed the lesson rather than considering it as a burden. I also understood that it is important to assist weaker learners with additional instructions, collaboration, and motivating them to remain confident. In general, this internship demonstrated that the work of a teacher is not restricted to lesson delivery. It also entails establishing a sense of trust, establishing a favorable learning environment, and making each student feel motivated to develop not only academically but also in every other aspect.

Chapter 10

Conclusion

Conclusion

Teaching and classroom observation as my internship experience have been very valuable and insightful. It gave me an opportunity to apply my theoretical knowledge to real life experience and provided me with the real picture of what it feels like to be a teacher and the duties and rewards of the job. I understood more about the education system in Bangladesh, as well as realized that there are many needs of students and that it is important to have positive and respectful relationships between teachers and students. It was during this time that I felt more confident in my teaching skills and I learned how to modify my approach in various classroom scenarios and I also learnt that myself and traits like empathy, patience and creativity are some of the most fundamental areas of teaching. The experience I gained will be very beneficial in my future career as an educator due to the knowledge and practical skills that I gained. I am really thankful that Daffodil international university has given me this opportunity. I would like to express my heartfelt gratitude to my supervisor Ms. Farjana Yesmin because she guided, encouraged, and gave constructive suggestions during the internship. I would also like to express my gratitude to teachers and pupils of Andulia High School along with their willingness to cooperate and their pleasant attitude that made this not only a learning but also a memorable and meaningful experience.

Chapter 11

Appendices

Appendices 1: Joining Letter

Date: 03/08/2025

To

The Headmaster

Andulia High School

Harinakundu, Jhenaidah

Subject: Intimation for Joining Duty.

Respected Sir,

I respectfully inform you that I am willing to participate in my work of an intern at Andulia High School. I have the privilege of serving under the post of the Assistant Teacher during my period of internship and I am certainly confident that my academic background and previous experience will make me a responsible person to serve the institution positively. I am also excited to teach, assist the students, and complete all the given responsibilities with honesty and commitment.

I therefore request you to please accept my joining letter and enable me to take up my duties as per the scheduled date.

Yours sincerely,

Nishat Tasnim

ID: 221-10-996

Department of English

Daffodil International University.

Email: promi10-996@diu.edu.bd

03/08/2025
মোঃ মাসুদুল হক
প্রবাল শিক্ষক
আব্দুলিয়া মাধ্যমিক বিদ্যালয়
হরিনাকুন্ড, জেনাইদাহ।

Appendices 2: Internship Certificate

মোবাইলঃ ০১৩০৯-১১৬৪০১

আন্দুলিয়া মাধ্যমিক বিদ্যালয়

ডাকঘরঃ আদর্শ আন্দুলিয়া, উপজেলাঃ হরিণাকুণ্ড, বিনাইদহ

স্থাপিত : ১৯৭১ খ্রি.

বিদ্যালয় কোডঃ ৬৯৭৬, EIIN: ১১৬৪০১

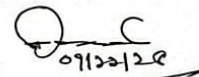
E-mail : s116401andulia@gmail.com

স্মারক নং-আমাবি-২০২৫/১৫৫ তারিখ : ০৭/১১/২০২৫

To Whom It May Concern

This is to certify that Nishat Tasnim has successfully completed her internship as an English teacher at Andulia High School, Harinakundu, Jhenaidah from 03 August 2025 to 03 November 2025. During her internship, she demonstrated a sincere and positive attitude while working with young learners and cooperated well with the school authority. She has shown dedication, responsibility, and professionalism throughout her service. To the best of my knowledge, she upholds a good moral character.

I sincerely wish her every success in her future endeavours.


০৭/১১/২৫
মোঃ মাসুদুল হক
প্রধান শিক্ষক
আন্দুলিয়া মাধ্যমিক বিদ্যালয়
হরিণাকুণ্ড, বিনাইদহ।

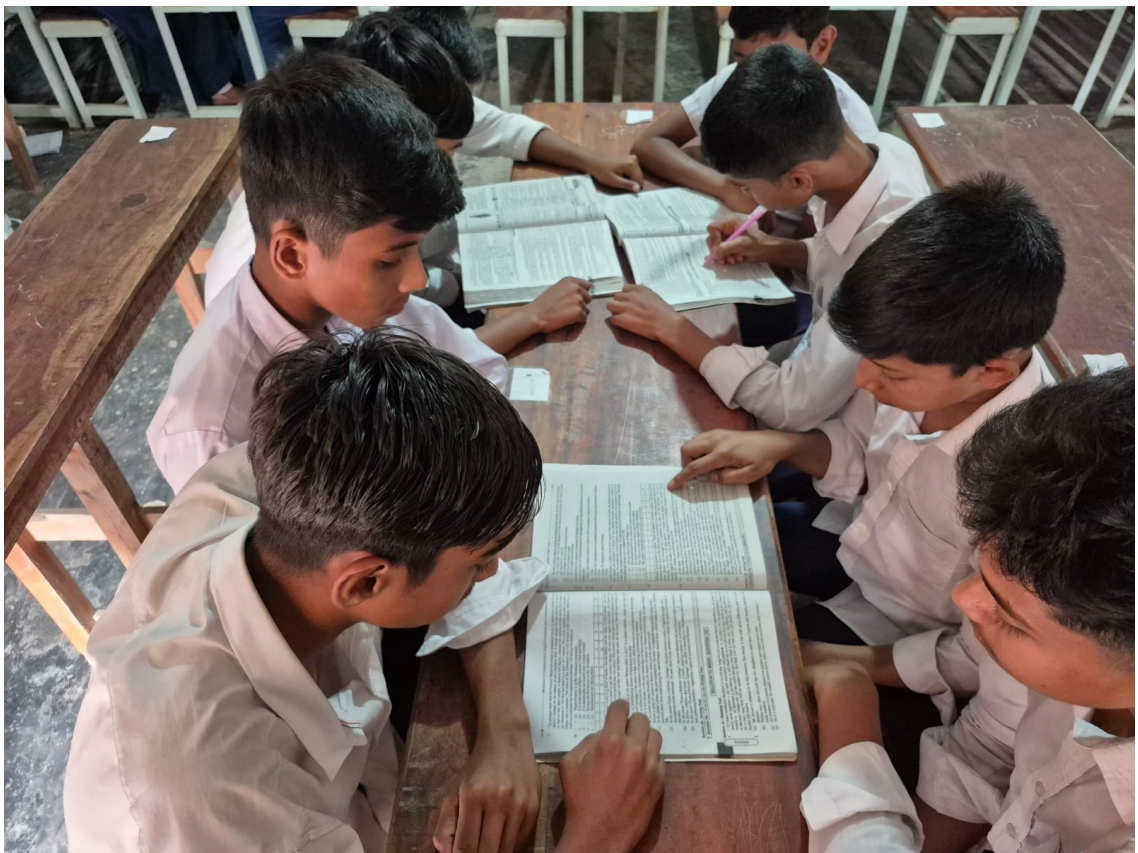
Appendices 3: Some photos during the class



Pair Work



Group Work



Appendices 4: Plagiarism Certificate

221-10-996

ORIGINALITY REPORT

4%	4%	1%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	dspace.daffodilvarsity.edu.bd:8080 Internet Source	4%
2	www.coursehero.com Internet Source	<1%
3	Mugundan, Shalini. "A Morphological Analysis of Lun Bawang", University of Malaya (Malaysia), 2023 Publication	<1%

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