



Daffodil
International
University

Internship Report On
“Teaching Experience at Bagbari Kalim Mahmud High School”

Course Title: Project Paper with Internship Course

Course Code: ENG431

Semester: Fall-2025

Submitted By:

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ID: 221-10-876

Batch: 55

Program: B.A in English

Department of English

Daffodil International University

Supervised By:

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Lecturer

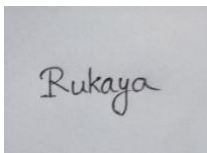
Department of English

Faculty of Humanities and Social Sciences

Daffodil International University

Declaration

I hereby acknowledge that the project work entitled “Teaching Experience at Bagbari Kalim Mahmud High School”, submitted to the Department of English, Daffodil International University, is an authentic work completed by me under the guidance of my honorable supervisor, Ms. Afroza Akter, Lecturer at Department of English, Daffodil International University. This project is submitted as partial fulfillment of the requirements for the degree of B.A (Honours) in English for the course Project Paper with Internship (ENG4531).



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Mst. Rukaya Jannat

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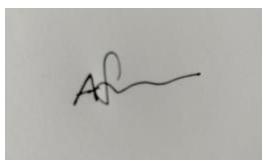
Department of English

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Certification of the Supervisor

It is my pleasure to certify that Mst. Rukaya Jannat, ID: 221-10-876 is a student of Department of English, Daffodil International University, has successfully completed her project paper entitled “Teaching Experience at Bagbari Kalim Mahmud High School”. She has completed her project paper under my supervision and prepared it according to my direction and guidance. Her dedication towards the internship is worth appreciating. All the information provided here are completely authentic.

I wish her every success in life.



.....

Ms. Afroza Akter

Lecturer

Department of English

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Daffodil International University

Acknowledgement

At the beginning, I would like to thank Almighty Allah for giving me the opportunity to complete this work with diligence, courage, and strength. I would also like to express my sincere gratitude to my honorable supervisor, Ms. Afroza Akter, Lecturer, Department of English, Daffodil International University. Without her guidance, valuable discussions, and support, I could not have completed this entire internship project. I am also grateful to the Head Teacher of Bagbari Kalim Mahmud High School, Md. Rakibul Islam, for helping me throughout the process. I sincerely thank him for allowing me to observe and conduct classes. Moreover, I would like to give special thanks to Ms. Jannatul Ferdous Ma'am, the English teacher of Bagbari Kalim Mahmud High School. She supported and encouraged me a lot to conduct the classes nicely. The students of the school were also very polite and friendly. I am truly grateful to everyone who helped and supported me in completing my internship successfully.

Abstract

The idea behind this internship report is to observe and teach English lessons at Bagbari Kalim Mahmud High School and use the teaching practices and classroom management skills I have learned throughout my academic career practically. During the internship, I attended lectures of teachers to understand their approaches, ways of implementing the lesson plans, and the way they communicated with the students. To respond to the needs of the students and improve my teaching skills, I referred to my personal knowledge and skills during classroom management, provided me with beneficial practical knowledge on classroom instructions and helped me to develop self confidence and accountability as an educator. My report also brings out the challenges I faced during the internship and how I managed to deal with them. I tried to take note of my weaknesses and work on them in future by relying on continuous observation and self-reflection. In general, this internship allowed me to develop the confidence and sense of responsibility as a teacher besides providing me with helpful knowledge regarding classroom instructions in real life.

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	6-7
Chapter 2	Objectives	8-9
Chapter 3	Methodology	10-11
Chapter 4	Institution Details	12-13
Chapter 5	Internship Activities	14
	5.1 Class Observation Activities (1-5)	15-19
	5.2 Class Conducting Activities (1-5)	20-22
Chapter 6	Overall Finding	23-25
Chapter 7	Recommendation	26-27
Chapter 8	Conclusion	28-29
Chapter 9	Reference	30-31
Chapter 10	Appendices	32
	10.1 Appendix 1: Internship Certificate	33
	10.2 Appendix 2: Some photos during conducting the class	34-35
	10.3 Appendix 3: Plagiarism Report	36

Chapter 1

Introduction

1.1 Introduction

English language is a global tongue that has an important role in communication, education and even in professional lives in the world. Its significance has made it very crucial that students be made to learn English correctly, as well as teachers to teach it with utmost commitment and competence. My teacher experience as an internship was the start of my long way to becoming an English language teacher. My teaching practice was applied in Bagbari Kalim Mahmud High School where I was an active participant in classes and was able to teach under the guidance. This experience enabled me to appreciate how instructors handle the classrooms and ensure that learning is a positive process. I understood the value of interpersonal communication between teachers and students in order to achieve effective learning. I also encountered and dealt with several difficulties in the classroom, which helped my problem solving abilities and self-confidence. This internship enabled me to have a practical understanding of my duty as a teacher. I was taught to use theories and methods that I taught in my university classes in actual classroom settings. All in all, this experience was influential in the process of my professional development and dedication toward becoming a competent English teacher.

Chapter 2

Objectives

2.1 Objectives of the Internship

The internship is expected to assist me with getting my first teaching experience and have meaningful learning with students. It also equips me with the future job of an English teacher. The key goals of this internship include:

1. To know the way English is taught at the school.
2. To master the new pedagogical methods and use them in the classroom.
3. To be able to control the classroom and keep the right timing.
4. To establish a good and effective learning atmosphere.
5. To develop a cordial and respectful relationship with students.
6. To adopt simple technology to facilitate instruction.
7. So as to build confidence in my future career as a teacher.

Chapter 3

Methodology

3.1 Methodology

Before I started with my internship, I was able to first choose a favorable institution where I was able to observe and conduct classes. I decided that Bagbari Kalim Mahmud High School should be my choice after weighing the pros and cons of the alternatives, and it is close to my village home and hence convenient in doing my internship. I found this institution to be the most suitable in my future as a teacher. I contacted my supervisor and followed the department's guidelines throughout the process.

I visited the school, met the headmaster, and submitted my recommendation letter. After receiving official permission, I was introduced to the English teachers, who helped me plan my class observations. During my internship, I observed several classes from class 6, 8, and 9, focusing on English 1st Paper and grammar lessons. I also conducted classes and actively engaged with the students, classes properly.

Throughout the internship, I used a mixed instruction (Communicative Language Teaching, CLT, the Direct Method, and the Storytelling Method) based on the needs and the levels of the students. I also used CLT to promote students active involvement in classroom tasks through posing open-ended questions, organizing short discussions and encouraging them to share their ideas with simple English, which assisted them to gain more confidence in speaking and communicating. Simultaneously, I used the Direct Method to instruct vocabulary and sentence format through simple and understandable English, real-life illustrations, motions, and classroom scenarios to ensure that the students could know meanings without relying on the translation completely. Moreover, I employed the storytelling technique, particularly at junior classes, wherein I told short and engaging stories to the students with the use of voice change and expression, and this type of learning made the classes appeal to the students and they gained skills of listening, imagining and moral comprehension. This hybrid approach contributed to making the learning process friendly and interactive and facilitation of English classes to be simpler, meaningful, and interesting to the students.

Chapter 4

Institution Details

4.1 Institution Details:

Institution Name	Bagbari Kalim Mahmud High School
Location	Bagbari Bazar,Gabtali,Bogura
Date of Establishment	1919
Academic Building	02
Time	9am to 4:30pm
Number of Students	500+
Number of Teachers	12
Library	Yes
Canteen	No
Transportation	No
Tiffin Provided	No
Computer Lab	Yes
Labratory	Yes
Qualification of Teachers	Masters
Dress Code	Boys- White shirt & green trousers, white shoes. Girls- White shallower,green kamiz with white dupatta & green belt.
School Logo	

Chapter 5

Internship Activity

5.1 Class Observation Activities:

I have observed five classes at Bagbari Kalim Mahmud High School. The classroom were well organized and teachers were very friendly with the students.

5.1.1: First Class Observation:

Teacher's Name	Ms. Jannatul Ferdous
Course Book	English For Today, Class 6, Unit 24, "Our Wage Earners" – National Curriculum and Textbook Board, Bangladesh.
Lesson Objectives	The main objective of the lesson was to read, understand, and explain the story "Our Wage Earners." The teacher aimed to help students comprehend the text through summary, reading, and translation.
Teaching Materials	Textbook, Pen, White Board, Marker, Duster

Experience of the class:

On 3 September 2025. I went to the "Bagbari Kalim Mahmud High School" to observe English 1st paper class of class six which was taught by Ms. Jannatul Ferdous. The class took 45 minutes. After talking a while about some basic information with the English class teacher, we went to the classroom. Students were curious by seeing me. The teacher understood the matter. Then she introduced me to the students. After that, I personally gave my introduction and talked with some of the students. After the introduction, the teacher started the class. I sat on a suitable bench from where I could observe the class properly. There were around 41 students in the class.

After the attendance part, she advised everyone to open their English book, Unite 24. The title of the lesson was "Our wage earners". The teacher prepared her lecture plan so well. At the beginning, the teacher presented the summary of the story two times. The students

listened to her. Then she read out the story in English and translated the story into Bengali to make the story understandable for her students. After that, she asked the students to read out the story. She helped the students where they were facing problems. The students asked their confusions with due respect, and she answered each of their confusions. It was a great session for me.

5.1.2: Second Class Observation:

Teacher's Name	Ms. Jannatul Ferdous
Course Book	English Grammar & Composition, Class 8
Lesson Objectives	The main objective of the lesson was to understand and practice "Changing Sentences," including transforming affirmative to negative, affirmative to interrogative, and learning rules related to verb changes and degrees of comparison.
Teaching Materials	Textbook, Pen, White Board, Marker, Duster

Experience of the class:

On 9 September 2025, I went to the school a little before class time to observe my second class. That day's class was with class 8. Just like the previous day, I entered the classroom with the English teacher, Ms. Jannatul Ferdous, and sat on a corner bench to observe the lesson. There were about 38 students present. After taking attendance and checking the students' homework, she asked everyone to open their English Grammar book. The topic of the lesson was "Changing Sentences." First, she gave some exam suggestions, and then she wrote several sentences on the board. She explained in detail how to transform sentences and the rules for changing affirmative to negative and affirmative to interrogative. She also explained how verbs change according to different subjects and briefly discussed degrees of comparison. From this, I learned how to clearly explain grammar rules to students. After giving her explanations, she wrote more examples on the board for the students to solve. Once they finished, she solved them together with the class. I was truly impressed by her teaching technique and the way she handled the lesson.

5.1.3: Third Class Observation:

Teacher's Name	Ms. Jannatul Ferdous
Course Book	English Grammar & Composition, Class 8
Lesson Objectives	The main objective of the lesson was to understand the concept of "Narration," including its types, rules of changing narration, and applying those rules through practice exercises.
Teaching Materials	Textbook, Pen, White Board, Marker, Duster

Experience of the class:

I also visited the school on 22 September 2025, a couple of minutes prior to the beginning of the lesson in my third classroom to follow my lesson. As had happened before in my view, this lesson was being given to Class 8 students. I joined the classroom together with the English teacher, Ms. Jannatul Ferdous, and sat quietly in the back of the classroom on a bench so as to clearly observe the teaching process. Students in the classroom were about 40 in number resulting in a vibrant learning experience. The teacher took attendance after which students were requested to open their books on English Grammar and Composition. The day lesson topic was on Narration which is a crucial grammar subject. She has started the lesson by providing a basic definition of narration so that students will not have difficulties in learning the definition. Then she clarified the various forms of narration in a very understandable way. Thereafter, she explained how to convert direct speech in indirect speech in stages. She had some examples on the whiteboard to make the students visualize the changes. The lesson was made more interesting with the help of simple language and real-life examples used by the teacher. The students were attentive and had

a lot of interest in the subject. Most of the students raised their hands when she posed questions. She then explained and provided some practice exercises on the board to the students. The students approached their work on questions very seriously and handed their answers, and the teacher reviewed their work and gave corrections and comments.

5.1.4: Fourth Class Observation:

Teacher's Name	Md. Rakibul Islam
Course Book	Popular English Grammar & Composition with Model Questions, Model Question 38: "Lake Baikal"
Lesson Objectives	The main objective of the lesson was to understand the passage "Lake Baikal," learn new vocabulary through real-life examples and short stories, and comprehend the text through line-by-line explanation and interpretation.
Teaching Materials	Model Question Book, White Board, Marker, Duster.

Experience of the class:

I attended the school on 7 October 2025 to observe my fourth class. As in my earlier observations, I went into the classroom together with the English teacher, Md. Rakibul Islam, and this time around the session was carried out with Class 9 students. He introduced me to the students at the start of the lesson and thus I felt welcomed and at home in the classroom. Then I settled on the last bench such that I could easily follow the teaching and learning process. The number of students in the classroom was approximately 56 and this made the learning experience a busy and an energetic one. The teacher then checked the homework of the students and discussed some of the common mistakes in a brief manner after attending. Then he requested the students to open the Model Question 38 of the book Popular English Grammar and Composition with Model Questions, which is called Lake Baikal. He started the lesson with the introduction of hard and unknown words in the reading. He used real life examples and brief and interesting anecdotes about words to make the vocabulary easy to comprehend. This method was used

to make the students relate the new words to their daily experiences. He then went through the lines line by line and explained them in a simple and clear way. He also advised students to pose questions whenever they were at a loss. Numerous learners were attentive and answered questions and provided their opinions on the text. The mood of the entire classroom was good and interactive and the students appeared to be interested in the lesson. This observation made me realize the reason why vocabulary teaching and engagement of the students during reading lessons are important.

5.1.5: Fifth Class Observation:

Teacher's Name	Md. Rakibul Islam
Course Book	English for Today, Class 9, Unit 10: "Dreams" – National Curriculum and Textbook Board, Bangladesh.
Lesson Objectives	The main objective of the lesson was to understand the theme of "Dreams," learn important vocabulary with clear meanings and examples, and comprehend the passage through line-by-line explanation. The lesson also aimed to inspire students to think about their own dreams and aspirations in life.
Teaching Materials	Textbook, Pen, White Board, Marker, Duster

Experience of the class:

I visited the school on the 9th of October 2025 to observe an additional lesson. Similar to the lesson I visited before; I accompanied the teacher of English Md. Rakibul Islam to Class 9. To observe the session, I sat in the back of the classroom. The number of students was approximately 52. He took the roll call and briefly examined their homework after which he requested the students to open their English for Today textbook. It was a lesson of Unit 10, entitled "Dreams". He has started with some basic questions concerning the topic of dreams to entice the students to take the subject seriously. A great number of students were enthusiastic to express their ideas. He then elaborated the significant vocabulary of the unit with definite meanings and like examples. He then read out, and

broke down the passage line by line, making the students comprehend both the concepts and the message of the text. He also advised the students to consider having their own dreams and aspirations in life. The students were highly interested and were active in responding to his questions. The classroom environment was energetic and optimistic, and I got to know how to make a reading lesson interesting by relating it to the real-life of the students.

5.2 Class Conducting Activities:

5.2.1: First Class Conduction

I visited Class 9 on 28 October 2025 and taught the class. The two stories that were to be finished were the day topics: A Friend in Need Is a Friend Indeed and Value of Attire. It was among the classes in which I was teaching without any direct assistance. I was really nervous at the beginning since I was teaching to a large extent without assistance. However, students were extremely approachable and I felt at ease after a couple of minutes. I also read every line of the stories to them to ensure that the students have a clear understanding. They were very attentive to listen and were active in response, which is why the class was enjoyable. Towards the close of the session I was much more confident and pleased with my teaching. This course helped me learn that the right environment in the classroom can eliminate nervousness and enhance instructions.

5.2.2: Second Class Conduction

On 3 November 2025, I had a lesson with the students of Class 9. The theme was the unit 8: world heritage in the book, English for today. In the very first minute, I was a bit nervous at the very beginning of the lesson since it was my time to assume full responsibility of the lesson. Yet, the students greeted me in a polite and warm manner and I gradually started to feel relaxed and confident. I began the lesson by

providing the definition of World Heritage and why some locations are deemed important to the entire humankind. I would then read a chosen passage in the book and discuss each line in straightforward and clear terms such that the students could easily comprehend. The students were very interested in the subject, and their interest in the various world heritage sites was observed through various questions posed to us, and so the session became more active and interactive. I got them to express their ideas and answer the questions of others, which provided a favorable learning environment. Over the course of the lesson, I developed a feeling of confidence because I could observe their eagerness and engagement. By the end of the lesson, I was content with the overall result of the lesson. It was a good, fun and significant lesson in which the students participated. I ended the lesson by hoping that the students would learn to respect, protect and preserve the heritage of the world to the future generations.

5.2.3: Third Class Conduction

On 10 November 2025, I conducted a class with the students of Class 6. The book of the lesson was Lesson 13: Our Pride. I wanted to make the lesson active because it was a young class. The students received me with excitement as soon as I entered the classroom. I was assured by their smiling faces. The lesson started with me providing them with some simple questions such as; what do you take pride in in our country. The students were willing to put up their hands, and they gave replies like the national flag, language and famous people. The learning atmosphere was pleasant due to their energy. Then I picked the textbook and began reading the passage. I told them the meaning of each line in simple words and put little narratives to make them see better. The students were always happy to respond when I asked questions. Others even stood up to respond and this made the class more interactive. I presented them with pictures of monuments in Bangladesh on the board to make the lesson more interactive and connected them with the text. Students were much interested and listened attentively. At the close of the lesson, they were in a position to articulate the reasons why these things are our pride. The lesson proceeded in a pleasant and happy manner.

5.2.4: Fourth Class Conduction

Conducted a Class 6 lesson on Lesson 14: The Lion's Name of the book English for Today on 12 November 2025. Once I came in, the students were very interested and eager and this made me feel like we are about to begin the class. I started by posing a question to them, Who likes animals? and I could see some hands already raised. I requested them to pretend that they were in the jungle and the lion was near them to make the story exciting. I read the story with dramatic pauses in order to create suspense to the students, and when it reached the moment when the lion made its appearance in the tale, they leaned in with anticipation. The classroom became dynamic as the students gasped and laughed and even shouted answers as the story was being told. I also put the questions such as, What would you do with the lion? And they all volunteered their suggestions. At the conclusion of the lesson, the students were completely involved and had the ability to narrate the story with certainty. The lesson was lively, entertaining, and exciting and I was pleased to witness their interest and passion during the lesson.

5.2.5: Fifth Class Conduction

The lesson I completed on 18 November 2025 was based on the poem Andrey by Gwendolyn Brooks of the English for Today book. Curiosity was jumping in the classroom as I entered in. I wanted to make the poem interesting and interactive to the students. I started by asking the students to dream of having a dream where they had to pick the parents of their own like in the poem. The eyes of the students dilated and some were forging forward in order to know what was next to come. I read the poem in a stressful and intonating manner, and I stopped dramatically at certain moments. The students were listening attentively and gasping and laughing at the surprises in the dream scenario. Then we performed the task during which they circled all the verbs and changed the tenses. I asked them to pronounce the verbs in an energetic manner and this made the classroom sound like a vibrant and entertaining environment. At the end, they were able to read the poem with confidence, comprehend its meaning and even imagine.

Chapter 6

Overall Findings

6.1 Overall Findings

In the course of my internship, I was able to see various issues regarding teaching and classroom activities in the school. Some important points are:

Lesson Plan: The educators had lesson plans made of each lesson. These schemes assisted them to take the lessons in a smooth way and pursue a sequential design.

Lesson Presentation: The presentations addressed in lessons were delivered in a clear and straightforward manner by teachers. They addressed the key subject and discussed it through simple words to ensure that the students comprehended.

Classroom Management: Classrooms were well furnished and in good learning environment with appropriate benches, teacher desk, blackboards and air flow. This made students focus and minimized noise issues.

Instructional Approach: The majority of the lessons started by discussion. The standard approach to grammar-translation that teachers used typically resembled it: they read passages in English and then in Bengali and provided the students with exercises concerning the lesson.

Language use: Language used in the classroom primarily was in Bengali. English was predominantly applicable in reading or writing on the textbook. There was also practice of English in reading and writing.

Technological use: The use of technology in the classroom was minimal and it was limited to a few microphones. There were missing multimedia facilities.

6.2 Findings of My Teaching Experience

As an intern, I received a significant teaching experience and learned a number of relevant aspects of classroom practice:

Lesson Preparation: Before each lesson, I prepared lessons. Planning also assisted me in structuring the topics and thinking of the examples that are relevant so that students would easily comprehend.

Lesson Delivery: I would have attempted to be direct to the students and explain all the topics in a basic manner. I also reviewed their past work, engaged in the routine activities of the classes, and engaged them to be active.

Language: I also used English and Bangla in classes in order to make the lessons easier to understand. Another strategy I employed was to make little stories and examples according to the lesson so that the students would be interested and engaged.

Time Management: The classes were 40 minutes each, and I managed time in a proper way to accomplish all the activities and lessons that were planned during the session.

Student Feedback: I evaluated the knowledge of the students with the help of brief tasks and a mini-test. This allowed me to be aware of the extent to which they had learned, and how well I was teaching.

Chapter 7

Recommendations

7.1 Recommendations

Through my internship with Bagbari Kalim Mahmud High School, I discovered that the school in general is well structured and the teachers are committed. But there are some recommendations that I will make to improve on that:

1. The school tower is located near a traffic road and the classes are usually interrupted by heavy traffic noise. It might be helpful to install soundproofing or move the classes off the road in order to concentrate the students.
2. The school is very aged and not overly well-decorated. The classroom environment can be enhanced by improving its decoration, which would result in a more positive and motivating atmosphere in the classroom.
3. The classrooms do not have multimedia facilities. Teaching and learning could be improved by the provision of projectors or the use of audio-visual aids.
4. There are classes that contain many students. Learning would be more successful by splitting them into smaller sections.

Chapter 8

Conclusion

8.1 Conclusion:

This internship in Bagbari Kalim Mahmud High School was a learning and transformative experience. To begin with, I had some form of nervousness with respect to how I handled classes, communication with students and how I adjusted to the school environment. However, this positive attitude of the faculty and polite behavior of the students helped me to gain confidence within the short period of time. The participative nature of their character led to smooth and more pleasurable teaching-learning. The internship has provided me with many essential pedagogical competencies that will also be applied in future practice, such as lesson planning, delivery, and effective and engaging delivery of lessons, as well as control and efficient management of activities in the classroom. I also learned the importance of patience, accountability, and development of good relationships with students and co-workers. This experience highlighted the fact that the behavior and communicative style of a teacher are a crucial element that help to develop the classroom atmosphere and affect the learning process in students. All in all, this internship has strengthened my confidence and kept me on my path of becoming a passionate English teacher. I owe a lot to all the faculty and students who were able to guide me through this process. Their support made my internship truly meaningful, and the things I have learned and mastered will be used to steer me in my professional life.

Chapter 9

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Chapter 10

Appendices

10.1 Appendix 1

Internship Certificate

বিসমিল্লাহির রাহমানির রাহিম

বাগবাড়ী কলিম মাহমুদ উচ্চ বিদ্যালয়

ডাকঘর- বাগবাড়ী, উপজেলা- গাবতলী, জেলা- বগুড়া।

স্থাপিত : ১৯১৯ খ্রী. মোবা- ০১৭১৬-৮৭০৫৪৪

বেনব্যাচ- ৭৬০৫০৫১৩০১, উপ./থানা- ৪০১০, জেলা- ৪৯, কেন্দ্র কোড- ৪৪৮-এ

রাজশাহী শিক্ষা বোর্ড- ৪৬৬৪, এফ.এস.এস.এ.পি- ১১১১৩৩০

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প্রধান শিক্ষক :

তারক নং- বা.ক.ম.উ.বি/২০২৫.....

তার- ০১/১২/২০২৫ইং

Attestation Paper

This is to certify that Mst. Rukaya Jannat, ID: 221-10-876, a student of the Bachelor of Arts in English program in the Department of English at Daffodil International University, has successfully completed her project paper with internship of the course code ENG 431 at "Bagbari Kalim Mahmud High School" from 1st September to 30 November 2025. We are pleased with her word and behavior. She also managed to get a positive feedback from the students.

We wish her all the success in every aspects of her future.



Md. Rakibul Islam

Headmaster (Acting)

Bagbari Kalim Mahmud High School

Bagbari, Gabtali, Bogura.

মোঃ রকিবুল ইসলাম
প্রধান শিক্ষক (ভারপ্রাপ্ত)
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গাবতলী, বগুড়া।
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10.2 Appendix 2

Some photo during conducting the classes





10.3 Appenndix 3

Plagiarism Report

221-10-876

ORIGINALITY REPORT

6%

SIMILARITY INDEX

6%

INTERNET SOURCES

0%

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STUDENT PAPERS

PRIMARY SOURCES

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Submitted to Daffodil International University

Student Paper

3%

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