



WALKING THE PATH OF TEACHING: MY EXPERIENCE AS AN ENGLISH TEACHER AT AKANAGAR SESDP MODEL HIGH SCHOOL

Submitted by

Name: Khadiza Akter

ID: 221-10-1076

Batch: 55

Supervised by

Mr. Mahmudul Hasan

Lecturer

Department of English

DAFFODIL INTERNATIONAL UNIVERSITY

Daffodil Smart City,

Birulia, Savar, Dhaka.

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This internship report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the requirement for the degree of Bachelor of Arts (B.A.), in English

DECLARATION OF THE STUDENT

This is to declare that the internship report titled “Walking the path of teaching: my experience as an English Teacher at Akanagar SESDP model high School” is prepared and completed by me under the supervision and guidance of Mr. Mahmudul Hasan, Lecturer, Department of English, Daffodil International University. This report has not been previously submitted to any other university, college, or organization.

I truthfully confirm that the study I have presented does not breach any existing copyright.

Khadiza

.....

Khadiza Akter

ID: 221-10-1076

Department of English

Daffodil International University

Daffodil Smart City,

Birulia, Savar, Dhaka.

CERTIFICATION OF THE ACADEMIC SUPERVISOR

I hereby declare that the internship report on “Walking the path of teaching: my experience as an English Teacher at Akanagar SESDP model high School” has been submitted for the award of project paper with internship under my supervision. The author of this report is Khadiza Akter, bearing ID 221-10-1076, Department of English. This internship report is recommended for submission to the Department of English, Daffodil International University.

It has been a great satisfaction to work with her. I wish infinite achievement for her future life and career.



Mr. Mahmudul Hasan

Lecturer

Department of English

Daffodil International University

ACKNOWLEDGMENTS

First of all, I would like to thank and express gratitude to Almighty Allah for everything. Then I would like to thank the following people, without whom I would not be able to complete this internship.

I would like to take this opportunity to express my heartfelt gratitude and special thanks to my supervisor Mr. Mahmudul Hasan, Lecturer, Department of English, for his advice, perseverance, and support.

I would like to thank Md Afzal Hossain, Headmaster, Akanagar SESDP model high School for giving me such a wonderful opportunity to work along with you in this school.

Last but not the least, I am extremely grateful to all of my well-wishers especially my father, Nazrul Islam, for giving useful decisions, providing necessary advice and guidance, and organizing study materials to make it easier for me as well as for the student. I have chosen this moment to gratefully acknowledge their contribution.

ABSTRACT

This internship report presents an analytical overview of my teaching and institutional experience at Akanagar SESDP Model High School where I engaged in classroom observation, taking classes, administrative and academic activities across classes 6 to 10. The aim of the internship was to realize real-world teaching experience, student learning patterns and the operational structure of a secondary school. I observed a variety of educational strategies during the internship. My responsibilities involved assisting with managing the classroom, keeping an eye on student work, aiding teachers with classes, and observing rules and regulations associated with co-curricular activities, attendance and assessment. In order to show how these components support the growth of discipline, academic progress and overall development, this work reviews instructional strategies, student participation, the school atmosphere and institutional behaviors. Insights from the internship and useful suggestions for enhancing learning outcomes, classroom engagement and academic quality are included in the report's conclusion.

Keywords: Internship, teaching, educational institution, teachers, students, observations

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CHAPTER 1

INTRODUCTION

Introduction

It is saying that one book, one pen, one child, and one teacher can change the world. Teachers are seen as the backbone of society and as social reformers who mold people and rebuild society, according to [1]. According to the report [2], the modern teacher is someone who integrates technology, encourages critical thinking, and supports student-centered, collaborative learning. They are a guide and facilitator rather than just a knowledge source. To educate pupils for the challenges of a world that is changing quickly, a teacher in the twenty-first century needs to be technologically proficient, globally aware, and always learning.

When I started my academic career, I had no idea what I really wanted to become. But the more I studied at Daffodil International University (DIU), the more I realized how well I could communicate concepts and engage with others. This insight ignited my passion for teaching. Throughout my academic career, I frequently encountered the lack of excellent and motivating teachers, which led me to understand the profound impact it may have on a student's capacity to fulfill their goals. I became really motivated to become the kind of teacher that could help students achieve their goals by guiding, inspiring, and supporting them as a result of that realization. My professional journey has been guided by this sense of purpose, and I am now proudly finishing my internship at Akanagar SESDP Model High School as an English teacher.

It was a three-month internship at Akanagar SESDP Model High School that began on September 10. It is not particularly well-known in my area because it only began operations in 2013, but since it is close to where I live. I felt very confident before I walked into the classroom, but as soon as I walked in, my confidence drastically changed. I had never dealt with more than 40 students at once before. I felt a little uneasy because of their curiosity. However, I quickly got myself under control and gave my introduction to the students.

1.1 Responsibilities and duties of a teacher

As was already mentioned, a teacher's responsibilities go beyond simply imparting knowledge to their students; they transcend words. However, the followings are the fundamental guidelines and obligations that a teacher must uphold throughout his career has been outlined in [3].

1.1.1 Classroom Management

A disciplined and supportive learning environment is guaranteed by effective classroom management. It supports concentration, promotes involvement, and enables all students to learn without interruption and with successful results, all of which are very important to teachers.

1.1.2 Building Students' Moral Character

Developing students' moral ideals is crucial for reasons other than academic achievement. In order to help kids develop into polite and moral adults, I promote honesty, empathy, and accountability.

1.1.3 Motivating the Students

Student development greatly depends on motivation. I constantly encourage my kids to have confidence in themselves and to face obstacles head-on with grit and resolve.

1.1.4 High Student Involvement

The foundation of effective learning is active student participation. Through dynamic classes, debates, and exercises that encourage inquiry and critical thinking, I keep my students interested.

1.1.5 Objective Assessment

Students can learn about their areas of strength and growth through an impartial, fair assessment. I take care to make sure my evaluations accurately depict performance and encourage ongoing improvement and make sure the real impact of the evaluation regularly.

1.1.6 Self-Education and Technology Adaptation

I adapt my teaching strategies and knowledge on a constant basis as a teacher. I can improve my abilities and my pupils' educational experience by adjusting to new technology.

1.1.7 Teaching with Technological Innovation

Lessons become more interesting and productive when digital technologies are used in the classroom. I make use of technology to make difficult subjects easier to understand and relate what I'm learning to practical uses with more real-life experience and effective uses.

1.1.8 Promoting Compassion, Understanding, and Respect

One of my top goals is to establish a classroom environment that is both compassionate and courteous. I urge pupils to value diversity, help one another, and form wholesome bonds with one another.

1.2 Required Skills and knowledge of a teacher

According to [4], a teacher should have sufficient proficiency in various reading instruction approaches, good parent-teacher communication, appropriate behavior management strategies, and the capacity to cope with professional difficulties were the most crucial qualities. Outlining the fundamental characteristics of new teachers, [5] introduces the Values, Skills, and Knowledge (VSK) framework for teacher training programs. It combines professional abilities, subject-matter expertise, and fundamental beliefs to produce a well-rounded model for teacher development. Additionally, the validity and reliability of the framework in gauging student teachers' perceptions of their own development are assessed. It offers an organized method for producing capable and morally motivated teachers overall. according to [6], In the event that a teacher does not receive some specialized training before to starting their job, they may quit, criticize the curriculum of "dumbing down," and finally place the responsibility on their students. A teacher must also be knowledgeable about the subject matter, curriculum, teaching and learning, and learning setting in order to perform their duties. emphasized four essential components of instruction and learning in [7]. It is always possible to improve and make teaching more successful because learner types are ever-changing and no two students will ever have the same degree of comprehension and acceptability. Additionally, in [8], they discussed their own path to becoming a teacher and described the experiences they had along the route. They identified the cause of the students' lack of desire to learn something new. They said that this is because they aren't motivated to ask questions. Additionally, they placed the responsibility on specific professors who fail to answer their students' questions.

CHAPTER 2

OBJECTIVES

OBJECTIVES

1. To improve the students' overall communication skills in English by utilizing a variety of instructional techniques.
2. To comprehend the extent of students' increased anxiety over the English language and help them get rid of it.
3. To identify pupils' English language proficiency gaps and how to address them.
4. To share with university students my theoretical and practical knowledge of the English language.
5. To learn more and make a contribution to the teaching profession.

CHAPTER 3

METHODOLOGY

METHODOLOGY

The methodology describes how this internship book was prepared in a methodical manner. It covers the procedures for gathering data, making observations, documenting them, and organizing and completing the report.

3.1 Observation Method

During the internship, the main technique was observation. I kept a close eye on classroom activities, instructional strategies, student participation, and classroom management tactics. I also looked at the general institutional atmosphere, teacher-student interactions, and school procedures. After every session, all observations were recorded in a field notebook to guarantee accuracy and aid in subsequent analysis.

3.2 Data Collection

A mix of primary and secondary sources were used to gather information for this internship book.

3.2.1 Primary Data

Conversations with teachers, staff, and the headmaster, casual conversations with students and personal experiences during classroom visits.

3.2.1 Secondary Data

Examining school records, including schedules, attendance logs, notice boards, and institutional profiles. Additionally, consulting pertinent teaching frameworks and guidelines from scholarly sources.

3.3 Taking Notes and Keeping a Daily Journal

I kept a daily journal during the internship, in which I documented learning objectives, noteworthy incidents, classroom activities, and thoughts. These notes served as a basis for the development of the report's structured chapters and helped preserve details. Important findings, difficulties, and revelations were also highlighted for additional examination.

3.4 Organizing and Drafting

After collecting all information, I organized the notes into categories such as classroom observations, administrative functions, institutional details, and internship activities. Using these categories, I developed an initial draft of the internship book. Several revisions were made to improve clarity, flow, and academic presentation. Unnecessary information was removed while important details were expanded and refined.

3.5 Review, Verification and Final Editing

The final stage involved reviewing the report for accuracy, coherence, and proper formatting. Collected data and institutional information were cross-verified with school authorities to ensure reliability. The final manuscript was edited for grammar, structure, and readability, maintaining a formal academic tone throughout. Ethical considerations were also followed, ensuring confidentiality and respectful use of all collected information.

CHAPTER 4

INSTITUTION DETAILS

Akanagar SESDP Model High School, established in 2013 and located in Joynagar, Salimganj-3418, Bancharampur, Brahmanbaria, is a growing institution dedicated to providing quality education to the community. With 16 teachers and three staff members, the school serves more than 600 students in grades 6 through 10. Under the direction of Headmaster Md. Afzal Hossain, the school prioritizes student growth, discipline, and academic excellence. The school has set up a tiny playground where students participate in sports and physical activities despite the limited space. In addition to classroom instruction, the school hosts extracurricular activities like debates, science fairs, cultural events, and yearly sports to foster students' creativity and self-assurance. In addition to administrative offices, well-ventilated classrooms, and other necessary facilities, the infrastructure is constantly being improved.

For more details about the school, its activities, and academic initiatives, visit the official website: aksesdpmhs.edu.bd.

CHAPTER 5

INTERNSHIP ACTIVITY

INTERNSHIP ACTIVITY

5.1 Internship Activity

One of the most crucial aspects, in my opinion, is that one must love and be passionate about teaching in order becoming a teacher. A teacher will never be a good teacher if they do not take pleasure in what they do and do not feel proud to be in that position.

Class Experience

Week 1:

I only took trial or proxy classes my first week instead of participating in the regular classes. Consequently, class 6 was my very first class. The class had over fifty. After the introductory session was over, I began teaching them the same subject where the other teacher had left off because I was anxious and I could see that everybody was interested in me. I kept them interested by posing questions, sharing anecdotes, and other activities.

Week 2:

I began attending sixth and seventh grade classes in the second week. Class 6 students were instructed to solve a model's fill in the gaps with clues. I was genuinely shocked to see that they all received excellent grades after viewing the results. In light of that, I created some questions that resembled the model and instructed them to solve them right away.

Week 3:

During the third week, I made every effort to find students who were deficient in every area. I then created a lesson plan and began using various techniques to explain everything to them. They have a taste in November, so I wanted to make use of the entire week. In order to prepare them, I began by learning the fundamental rules of tenses, including how to utilize them, which tenses are commonly used, and how to recognize a tense. For class seven, I did the same thing. Following our conversation with the senior professors, we agreed to keep the syllabus brief until my topic. Thus, I incorporated simple subjects with tense and voice shifts.

Week 4:

The Head Teacher was pleased with my performance after I taught for three weeks in a row and chose to assign me the duty of teaching Class Eight's regular English First Paper courses.

The topic was covered by me at the very first day was “river gypsies in Bangladesh”. I concentrated on enhancing student's vocabulary, writing abilities, and reading comprehension throughout the week. The students responded favorably to guided exercises and took an active part in conversations in class.

Week 5, 6 and 7:

For Classes 9 and 10, I used a different approach. To evaluate their comprehension, I gave them a few simple grammatical questions on the first day.

Throughout the 5th, 6th and 7th week the topics I had covered are-

1. Tense
2. Right form of verbs
3. Changing Sentence
4. Narration

Week 8 and 9:

As I concentrated on teaching grammar to the students in Classes Nine and Ten, I eventually came to the conclusion that their writing abilities had been neglected. I therefore invited them to compose brief paragraphs on subjects of their choosing. I provided them a new topic “The person you love most” in order to better grasp their level. They found it difficult to articulate their ideas in more than a few phrases because they were inexperienced with these subjects. I became aware of the value of learning how to write freely rather than relying solely on memorization as a result of this experience.

I started teaching suffixes and prefixes after concentrating on writing for a week. All things considered, the writing and vocabulary classes proved to be highly successful in helping students become more self-assured, expressive, and less reliant on memorization.

Week 10:

In addition to teaching the seventh, eighth, ninth, and tenth classes, I intended to do something extra to help them become more confident and proficient in English. Despite my poor speaking skills, I really want to improve. I've always wanted to speak English fluently, but I never had

the opportunity. I therefore began speaking English for 10 minutes and 15 minutes out of 45 minutes during my classes.

I explained to them the advantages of forming a speaking club. I believe that a student would perform better in writing if he had sufficient confidence in his speaking abilities. My plan has been approved by the headmaster and all of the teachers, and we will begin speaking club the next year.

5.2 CLASS OBSERVATION EXPERIENCE

As a part of fulfilling the requirement of my internship I have observed 5 classes. I observed English classes of 6th to 10th standard.

Class 7

Class Observation Report

Date: 22nd September

Class: Seven

Teacher: Ms. Taslima Akter

Topic: Narration

Class Seven students were seated in orderly rows when I walked in, anticipating the start of their English lesson with great anticipation from their teacher, Ms. Taslima Akter. She asked, "How can we report this conversation to someone else?" and transformed the exchange into a sentence. That inquiry served as the lesson's entry point.

She slowly filled the two columns she had drawn on the board—Direct Speech and Indirect Speech—with examples such as:

Direct speech: Rahim said to me, "Will you go with me?"

Indirect speech: Rahim asked me if I would go with him.

Closing the class with a soft smile, Ms. Taslima reminded the students that narration is more than just grammar; it's the process of passing stories from one voice to another.

Class 8

Class Observation Report

Date: 23rd September

Class: Eight

Teacher: Md. Afzal Hossain

Topic: Changing Sentence

I participated in a Class Eight taught by Md. Afzal Hossain on September 23. In order to clarify the idea, she gave examples like:

Assertive → Interrogative: I go to school. → Do I go to school?

Exclamatory → Assertive: How beautiful the girl is! → The girl is very beautiful.

He asked students to provide their own sentences and modify them appropriately after describing each example. Some of them even came to the board to write their sentences, and they enthusiastically raised their hands in response. The instructor patiently corrected errors and helped students self-correct while fostering a warm and supportive environment.

Class 6

Class Observation Report

Date: 27th September

Class: Six

Teacher: Md. Billal Hossain

Topic: Tense

On September 27, I went to a lesson Six English lesson where Md. Billal Hossain was teaching Tense. He graciously granted me permission to watch the lesson after I inquired nicely. "Simple Present Tense" was the day's theme. The instructor began the class by posing simple questions regarding everyday routines, such as "What do you do every morning?" and "When do you go to school?" to get the students to consider routine activities. He went on to explain that the Simple Present Tense is used to express habitual actions in these kinds of sentences.

All things considered, the class was productive, engaging, and well-structured. The teacher made the subject more approachable and engaging for the students by using examples from their everyday lives.

Class 9

Class Observation Report

Date: 9th October

Class: Nine

Teacher: Md. Badol Hossain

Topic: Dialogue writing

I watched a Class Nine English class taught by Md. Badol Hossain on October 09. He taught dialogue writing with the goal of assisting students in expressing themselves through organic dialogue. He started by describing the structure of a conversation and writing a brief example of a conversation between two friends about "The Importance of Reading Books" on the board. Proper punctuation and speaker balance were emphasized by the instructor. Following that, students were instructed to compose a brief dialogue about "Planning a Picnic." Students demonstrated a strong interest in honing their dialogue-writing abilities, and the class was interactive.

Class 10

Class Observation Report

Date: 12th October

Class: Ten

Teacher: Md. Afzal Hossain

Topic: Model Questions

I watched a Class Ten English First Paper class taught by Md. Afzal Hossain on October 12. During the lesson, which concentrated on Model Questions, the instructor sought to improve the students' analytical and reading comprehension abilities. As he led the class through a sample question paper, he clarified how to comprehend a passage, pinpoint important concepts, and compose their own paraphrased responses. The pupils participated in the discussion of the definitions of challenging terms and paid close attention

5.3 LEARNING AS AN INTERN

There are no words to describe what I learned during this internship. The experience helped me develop a number of soft skills and interpersonal abilities, and it inspired me to be a better version of myself and I hope to implement these. A summary of what I've learned is provided below:

1. I improved my presentation skills as a result of attending 8/9 standard classes continuously.
2. I felt a great increase in confidence as I almost covered all the topics clearly to my students.
3. During meetings with coworkers, I observed a significant increase in my communication skills.
4. A profound comprehension in each grammar class that boost me a lot in my grammar sector.
5. I developed my class management abilities by teaching four different classes there.
6. I was able to plan, establish goals, and accomplish my objectives since I had to fulfill the syllabus on time.
7. Acquired knowledge about question papers and how to prepare for them.
8. Made it easier to be more patient and on time.
9. Lastly, I gained a practical understanding of the psychology of students, including their thoughts and reactions.

CHAPTER 6

ADMINISTRATIVE WORK

6.1 ADMINISTRATIVE WORK

During the examination period, I involved myself in several administrative tasks apart from my regular classes. These include:

1. I assisted in the invigilation process during examinations to ensure discipline and make a fair environment.
2. Helped in arranging meetings between teachers and guardians to discuss students' progress and improvement plans.
3. Took part in preparing class routines and examination schedules in collaboration with other teachers.
4. I supported in maintaining student attendance records and updating necessary academic information.
5. I helped to organize co-curricular events and competitions within the school.
6. I took part in maintaining discipline during assemblies and school events.
7. I assisted in collecting and organizing necessary documents for administrative purposes such as student registration and record keeping.

CHAPTER 7

OVERALL FINDINGS

7.1 OVERALL FINDINGS

1. Due to the small number of teachers, there is more pressure to uphold lesson plan and high-quality education.
2. The teachers are highly educated, approachable, and maintain a friendly relationship with students.
3. A key limitation in today's technology-based education system is the absence of computer lab at the school.
4. Students' comprehension and performance improved noticeably as a result of using various teaching strategies, which truly satisfied me.
5. There aren't enough learning resources in the classrooms, such models, charts, and visual aids, to make the lessons more dynamic and interesting.
6. There is no proper library facility for students, limiting their access to supplementary reading materials.
7. Parental involvement in school activities is quite limited, which affects continuous student progress monitoring.
8. There is no structured system for co-curricular activities, which could otherwise enhance students' creativity and confidence.
9. The school authority and staff members are cooperative and show genuine concern for students' development.
10. Despite resource limitations, the overall teaching-learning environment is positive, and both teachers and students show strong dedication toward education.

CHAPTER 8

RECOMMENDATIONS AND CONCLUSION

8.1 Recommendations

After taking class of 10 week continuously I have figured out several weaknesses of and the institution has. So based on my experience and research I would like to give them some recommendation for improving educational activities of the school.

1. The school authority should consider recruiting more teachers to reduce workload and ensure that lesson plans and quality education are properly maintained.
2. A computer lab should be set up to teach kids digital literacy and fundamental ICT skills, which are crucial in today's classrooms.
3. A small library or reading corner could be developed to help students build reading habits and access supplementary learning materials.
4. To create a clean and safe atmosphere, the school administration should make sure that sanitary facilities are properly maintained and improved.
5. To improve communication and guarantee parents' active participation in their children's education, parent-teacher conferences should be scheduled on a regular basis.
6. Classrooms should be equipped with sufficient learning aids such as charts, posters, and educational models to create an engaging environment for young learners.
7. Co-curricular and extracurricular activities should be introduced systematically to enhance creativity, leadership, and confidence among students.
8. I have still some problems of presenting a topic before a large number of audience and I should improve it.
9. Sometimes, I went to school just before starting my class and I think that punctuality must be maintained by me strictly.

8.2 Conclusion

The experience of working as an English teacher intern has been incredible. I've gained a lot of knowledge and had the chance to collaborate with excellent instructors and students. I believe I have developed both personally and as a teacher. I am really appreciative of this encounter.

The students I interacted with were excellent. They always looked forward to class and were eager to learn. Working with them and seeing their development was enjoyable. The nicest part of this experience, in my opinion, is that I changed their lives. Every day, I worked with the students to help them develop their vocabulary, grammar, and reading comprehension. Along with developing and implementing lesson plans, I also evaluated the students' development.

I also had the chance to collaborate with some incredible educators. They were really helpful and encouraging. They taught me a lot, and I am appreciative of their advice. All in all, this has been an amazing and fulfilling experience. I witnessed the students' growth over the semester and was able to assist them in improving their English.

CHAPTER 9

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REFERENCES

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CHAPTER 10

APPENDICES

10.1 APPROVAL LETTER



Date: 10 September, 2025

To

Dr. Ehatasham Ul Hoque Eiten

Assistant Professor & Head

Department of English

Daffodil International University

Daffodil Smart City, Birulia, Savar, Dhaka-1216

Subject: Approval for Internship Placement

Dear Sir,

With reference to your letter dated September 10, 2025, regarding the internship placement of Khadiza Akter (ID: 221-10-1076), we are pleased to confirm that Akanagar SESDP Model High School has approved her request to conduct an internship program at our institution.

She will be permitted to engage in the internship for a period of three months, during which she will participate in classroom observation, teaching assistance, and other academic activities as assigned. Our institution will extend full cooperation to ensure that she gains meaningful professional experience aligned with her academic requirements.

We appreciate the Department of English, Daffodil International University, for its continued efforts to strengthen practical learning opportunities for its students, and we look forward to maintaining this collaborative relationship in the near future.

With best regards,

A Hassan
..... 10.09.2025

Head Teacher

Akanagar SESDP Model High School

Joynagar, Salimgonj-3418, Bancharampur, Brahmanbaria

10.2 INTERNSHIP CERTIFICATION



Akanagar SESDP Model High School

CERTIFICATE OF INTERNSHIP

This certificate is proudly presented to

KHADIZA AKTER

having ID No: 221-10-1076 from Dept. of English, Daffodil International University has participated and successfully completed her internship at our institution Akanagar SESDP Model High School from 10-09-2025 to 10-12-2025

Afzal Hossain
11.12.2025

Md Afzal Hossain
Head Teacher

Akanagar SESDP Model High School
Joynagar, Salimgonj-3418, Bancharampur, Brahmanbaria



10.3 CLASS OBSERVATION REPORT

Class Observation Report

Instructor Name:	Ms. Taslima Akter
Subject/Topic:	Narration
Date:	22 nd September
Class:	Seven
Students Present:	40

1. Lesson Planning & Clarity

Learning objectives were clearly communicated.	Yes ☒	Partly ☐	No ☐
Lesson followed a logical sequence.	Yes ☐	Partly ☐	No ☒
Content matched curriculum requirements.	Yes ☒	Partly ☐	No ☐
Teacher stated the purpose of the lesson clearly.	Yes ☒	Partly ☐	No ☐

2. Teaching Delivery

Teacher explained concepts clearly.	Yes ☒	Partly ☐	No ☐
Voice projection and clarity were appropriate.	Yes ☐	Partly ☒	No ☐
Teacher monitored student understanding.	Yes ☐	Partly ☒	No ☐
Teacher used questioning techniques effectively.	Yes ☐	Partly ☐	No ☒

3. Student Engagement

Students were attentive and involved.	Yes ☐	Partly ☒	No ☐
Teacher encouraged student participation.	Yes ☐	Partly ☒	No ☐
Teacher encouraged student questions.	Yes ☒	Partly ☐	No ☐
Activities promoted active learning.	Yes ☐	Partly ☐	No ☒

4. Classroom Management

Classroom environment was positive and respectful.	Yes ☒	Partly ☐	No ☐
Teacher handled disruptions effectively.	Yes ☐	Partly ☒	No ☐
Time and transitions were managed smoothly.	Yes ☒	Partly ☐	No ☐

5. Teaching Aids & Materials

Materials supported lesson objectives.	Yes ☒	Partly ☐	No ☐
Teaching aids were used effectively.	Yes ☐	Partly ☒	No ☐
Visuals/board work were clear and organized.	Yes ☒	Partly ☐	No ☐

6. Assessment & Feedback

Teacher provided constructive feedback.	Yes ☒	Partly ☐	No ☐
Teacher checked understanding throughout the lesson.	Yes ☐	Partly ☒	No ☐

Class Observation Report

Instructor Name:	Md. Afzal Hossain
Subject/Topic:	Changing Sentence
Date:	23 rd September
Class:	Eight
Students Present:	40

1. Lesson Planning & Clarity

Learning objectives were clearly communicated.	Yes ☒	Partly ☐	No ☐
Lesson followed a logical sequence.	Yes ☐	Partly ☒	No ☐
Content matched curriculum requirements.	Yes ☒	Partly ☐	No ☐
Teacher stated the purpose of the lesson clearly.	Yes ☒	Partly ☐	No ☐

2. Teaching Delivery

Teacher explained concepts clearly.	Yes ☒	Partly ☐	No ☐
Voice projection and clarity were appropriate.	Yes ☐	Partly ☒	No ☐
Teacher monitored student understanding.	Yes ☒	Partly ☐	No ☐
Teacher used questioning techniques effectively.	Yes ☐	Partly ☐	No ☒

3. Student Engagement

Students were attentive and involved.	Yes ☐	Partly ☐	No ☒
Teacher encouraged student participation.	Yes ☐	Partly ☒	No ☐
Teacher encouraged student questions.	Yes ☐	Partly ☐	No ☒
Activities promoted active learning.	Yes ☐	Partly ☒	No ☐

4. Classroom Management

Classroom environment was positive and respectful.	Yes ☐	Partly ☒	No ☐
Teacher handled disruptions effectively.	Yes ☐	Partly ☒	No ☐
Time and transitions were managed smoothly.	Yes ☐	Partly ☐	No ☐

5. Teaching Aids & Materials

Materials supported lesson objectives.	Yes ☐	Partly ☒	No ☐
Teaching aids were used effectively.	Yes ☒	Partly ☐	No ☐
Visuals/board work were clear and organized.	Yes ☒	Partly ☐	No ☐

6. Assessment & Feedback

Teacher provided constructive feedback.	Yes ☒	Partly ☐	No ☐
Teacher checked understanding throughout the lesson.	Yes ☐	Partly ☒	No ☐

Class Observation Report

Instructor Name:	Md. Badol Hossain
Subject/Topic:	Dialogue Writing
Date:	9 th October
Class:	Nine
Students Present:	35

1. Lesson Planning & Clarity

Learning objectives were clearly communicated.	Yes ☐	Partly ☒	No ☐
Lesson followed a logical sequence.	Yes ☐	Partly ☒	No ☐
Content matched curriculum requirements.	Yes ☒	Partly ☐	No ☐
Teacher stated the purpose of the lesson clearly.	Yes ☒	Partly ☐	No ☐

2. Teaching Delivery

Teacher explained concepts clearly.	Yes ☐	Partly ☒	No ☐
Voice projection and clarity were appropriate.	Yes ☒	Partly ☐	No ☐
Teacher monitored student understanding.	Yes ☐	Partly ☒	No ☐
Teacher used questioning techniques effectively.	Yes ☐	Partly ☐	No ☒

3. Student Engagement

Students were attentive and involved.	Yes ☒	Partly ☐	No ☐
Teacher encouraged student participation.	Yes ☐	Partly ☒	No ☐
Teacher encouraged student questions.	Yes ☐	Partly ☐	No ☒
Activities promoted active learning.	Yes ☐	Partly ☒	No ☐

4. Classroom Management

Classroom environment was positive and respectful.	Yes ☐	Partly ☒	No ☐
Teacher handled disruptions effectively.	Yes ☐	Partly ☒	No ☐
Time and transitions were managed smoothly.	Yes ☒	Partly ☐	No ☐

5. Teaching Aids & Materials

Materials supported lesson objectives.	Yes ☒	Partly ☐	No ☐
Teaching aids were used effectively.	Yes ☐	Partly ☒	No ☐
Visuals/board work were clear and organized.	Yes ☒	Partly ☐	No ☐

6. Assessment & Feedback

Teacher provided constructive feedback.	Yes ☒	Partly ☐	No ☐
Teacher checked understanding throughout the lesson.	Yes ☐	Partly ☒	No ☐

10.4 PHOTOGRAPHS



Plagiarism Percentage: 11%