



Daffodil
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Submitted by

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Date of Submission: 21 August, 2025

Declaration

I would like to declare that this internship report, titled “*Teaching practices at Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Govt. Primary School*”, is the result of my own learning, effort, and practical experience during the internship. I have prepared and submitted this report to the Department of English, Daffodil International University, as a partial fulfillment of the course ENG431: Project Paper with Internship.

This report has been written under the guidance of Ms. Rabeya Binte Habib, Assistant Professor, Department of English, Daffodil International University. To the best of my knowledge, the work presented here is original and has not been copied or submitted to any other institution for academic credit or degree purposes.

Signature:

Rokhsana

Mst Rokhsana Haque Borsha

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Department of English

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Certification of Supervisor

This is to certify that Mst Rokhsana Haque Borsha (ID: 213-10-781), a student of the Department of English at Daffodil International University, has successfully completed her internship and prepared the report entitled “Teaching Practice at Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Govt. Primary School” under my supervision.

The report reflects her engagement, observation, and efforts during the internship period. After evaluating her work and statement, I am satisfied that the report is valid, original, and ready for academic purposes only.

I hereby grant her permission to submit the internship report as part of the requirement for the course ENG431: Project Paper with Internship, and I wish her unreserved success in her academic and professional journey.

Supervisor's Signature:



Rabeya Binte Habib

Assistant Professor

Department of English

Daffodil International University

Acknowledgement

Firstly, I would like to express my cordial thankfulness to Almighty Allah for granting me the strength, charity, and opportunity to fulfill my internship journey successfully. I am genuinely thankful to all my faculty members of Department of English for incorporating this internship into our curriculum, which has allowed me to experience real-life teaching for the first time. My special thanks go to my supervisor, Ms. Rabeya Binte Habib, Assistant Professor, for her kind guidance and thoughtful feedback throughout this paper. I am also obliged to the head teacher, Assistant Teacher, and students of Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Government Primary School for their warm welcome and for working with me during my internship period. Their support made my journey more interesting and memorable.

Finally, I am really thankful to my loving family and friends for their love, mental support, inspiration, and motivation, which made this entire journey easier and truly fulfilling.

Abstract

This report shows a summary of my two-month internship experience at Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Government Primary School. In this period, I taught regular English classes for students in grades four and five.

I was able to integrate the theories I studied in universities with the practical classroom setting. I became aware of the difficulties associated with education in rural areas, including inadequate facilities, a dearth of technology, and disinterested students. However, I've also discovered that students learn much more actively when lesson plans are entertaining, simple to understand, and relevant to their lives.

I examined my teaching experiences, classroom observations, and school environment in this report. I concluded by outlining some suggestions and areas for my professional and personal growth that will enable me to teach English more successfully in the future.

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Chapter 1-Introduction

1.1 Rationale

An internship is a short-term program where students gain real work experience in their field of study. It allows them to apply what they have learned in the classroom to real-life situations. In this period, students get a chance to watch, assist, and sometimes handle small tasks under the guidance of experienced people.

This experience shows how students begin to understand how things work outside of textbooks. It helps them build practical skills like interpersonal skills, time management, and solving problems. Internships also help students explore whether the chosen career path is suitable for them or not. At the same time, it prepares them to be more confident for future jobs.

For organizations, internships are also useful because they get new ideas from students and may even find future employees through this process. The internship also benefits institutions by bringing fresh perspectives and enthusiasm from young learners of the profession. For me, this internship was not only a course requirement but also a meaningful professional journey that enabled me to examine the realities of English teaching in a rural Bangladeshi setting.

Chapter 2- Objectives of the Internship

The main purpose of this internship was to gain experience as an English teacher at a primary school in Bangladesh. In this program, I aimed to build both my teaching skills and the learning environment of the classroom.

The specific objectives were:

- To establish a stimulating, encouraging, and active learning environment for students.
- To boost student self-confidence when speaking English in order to motivate them to do so both inside and outside of the classroom.
- Employing student-friendly teaching strategies like interactive exercises, group projects, and pair discussions.
- Ensuring that students find learning English engaging and relevant so they can apply the lessons to their own experiences and lives.
- Evaluating my own teaching experience and identifying areas for development.

Chapter 3-Institution Details

3.1 Basic Information

Name: Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Government Primary School

Level: Primary

Location: Sariakandi, Bogura

Established Year: 2011

Number of Shifts: 02

Academic Building: One (storied) building

Number of Students: Approximately 130

Number of Teachers: 5

Number of Staff: 1

Qualifications of Teachers: As per the guidelines of the Ministry of Primary and Mass Education

Financial Issues: Government funding, student tuition fees (if applicable), and local donations

3.2 School Summary

Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Government Primary School is a rural government school located in Sariakandi, Bogura. Established in 2011, the school runs in two shifts and currently has about 130 students. The school follows the national curriculum and works to provide basic education to local children with limited resources.

Chapter 4: Research Methodology

This chapter describes the steps I followed throughout my internship journey, from selecting the school to observing classes and teaching.

4.1 Selection of Institution:

Following my supervisor's advice, I was instructed to find a suitable primary school where I could gain practical teaching experience. At first, it was a bit challenging to find the right institution, as I wanted a place where I could both learn and profit. Finally, I got the chance to work at Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Government Primary School, located in my hometown, Bogura. This school provided a friendly environment, and I learned many real-life teaching lessons there.

4.2 Selection of Class:

I observed and conducted English classes for grades 4 and 5. Before starting the classes, I review the lessons of class 3 to understand the students past knowledge. The teachers of the school support me in understanding the syllabus, daily routines, and teaching methods, which helped me feel confident while producing my classes.

4.3 Selection of Facilitator:

In my internship, My Assistant teacher MS. Arifa Akter, who is an experienced teacher at the school helped me as facilitator. She protected me throughout the internship period by offering leading on lesson planning, classroom activities, and student management. I consulted her advice closely and learned a lot from her teaching style.

4.4 Class Observation:

Various under the leadership of the Head Teacher and my facilitator Arifa Akter, I observed English classes using the observation checklist provided by my university. I noticed that teachers usually start the class by reviewing the past lesson, checking homework, and then moving to the new topic in a structured way. These observations gave me insights into practical teaching methods and classroom behavior management.

4.5 Interviewing classmates:

I shared my project with some of my friends. They appreciated my efforts and gave worthy feedback. I was inquiring about their teaching styles, techniques, and how they handled classroom issues. From their reactions, I learned some unique concept which I tried to incorporate into my own teaching system.

4.6 Student Evaluation and Self-Assessment:

In my classes, I saw that although the students were active during lessons, many students lacked interest in studies. Their primary knowledge, especially in English, was quite poor. I tried to make my lectures as simple and interesting as possible so that even the weaker students could follow. I gave special attention to those who struggled and used easy interpretation to support their understanding. However, I understood that neither the students and their parents were not serious about education, even in this modern age. Which became one of the major challenges for me.

4.7 Interview with an experienced teacher:

To profit from deeper insights about the school, I also spoke to a senior teacher who had been working there for a long time. From the conversation, I found that teachers were more worried about the students' performance than the students or their families themselves. The teacher shared the real struggles they face daily, especially in motivating students whose home environments lack educational support. This interview helped me understand the overall academic atmosphere and challenges faced by rural schools.

Chapter 5 – Class Observation Report

I observed five different classes at Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Government Primary School during my internship period from 14 May 2025 to 31 July 2025. Each class was observed using a checklist to understand the teaching techniques and student responses.

5.1 Class Observation 1

On 14 May 2025, I observed my first English class at Class 4 conducted by Arifa Akter Madam. The class topic was “Family” from the main textbook. The class began at 10:00 AM and lasted for 40 minutes. Madam used easy English and gave relatable examples. Students seemed interested and engaged. She explained each sentence in Bangla for better understanding. Then she created groups of students to practice reading on their own and to find unfamiliar vocabulary.

5.2 Class Observation 2

In the afternoon, I observed a Grade 5 English class on the subject "Eat Healthy" conducted by Ms. Arifa Akter. This lesson was an inciting term in which students participated and were asked about their favorite fruits, and thus it gave a motivational frame. This was then followed by guided reading, explanation of vocabulary, and a group activity to enhance understanding. Employing such relatable in real world connections follows constructivist teaching approaches, which encourage more learning through relating new information to existing knowledge of the students (Arefin et al,2024). While peer learning was attained in group work, there were still some students who were not engaged suggesting that differentiated instruction is necessary to ensure engagement for all.

5.3 Class Observation 3

On 15 May 2025, I observed a Science class at Class 3, again taken by Arifa Akter Madam during the second shift. The topic was “Air”. The teacher started the class with an open discussion, where she asked the students what they already knew about the topic. She also shared some real-life examples from her own life. Which creates interest in the children. He also gives classwork and homework to reinforce the learning.

The lesson mainly focused on using students' previous knowledge, which is an important aspect of good teaching. However, in subjects like science, the lack of necessary materials such as laboratory experiments or visual aids reduces the opportunity for hands-on learning.

5.4 Class Observation 4

I observed a Grade 5 Bangla class titled "The Noble Rokeya" on May 18, 2025, taken by Ms. Rufina Haque. The teacher engaged students in a participatory reading activity, in which students were asked to read aloud, search for unfamiliar words, and provide the meaning of the words. It was an approach that encouraged collaborative learning and helped students comprehend the text. While the task was effective at promoting vocabulary learning and interaction, the lesson plan can be further improved by using multimodal resources, such as images or short biographical videos. These materials will provide contextual scaffolding that will render the learning experience more engaging and meaningful.

5.5 Class Observation 5

On 19 May 2025, I observed another English class in Class 4, taught by Arifa Akter Madam. The topic "The Hare and the Tortoise," a short story from the book. The lesson started with review of homework and commendation of good work. Then it included guided reading and comprehension questions for facilitating interaction. Learners were encouraged to ask questions. The positive reinforcement strategies are consistent with behaviorist theory in encouraging learners to stay focused. Nonetheless, the inclusion of role-playing or dramatization would enhance recall of the moral lesson and speaking ability.

Chapter 6: Teaching Experience

6.1 Experience Gained as an Intern

My journey as an intern English teacher was a very special and memorable experience. This internship helps me to realize the real picture of rural primary education. I experienced that a teacher must be tolerant, supportive, and creative. I always tried to keep my lessons interactive, interesting, and connected, full of real-life examples. For example, some of the students in one of my first classes were too timid to use English. I began by asking them to give a brief introduction, saying something like, "My name is....." I clapped and smiled broadly when they finally said it. By the end of the class, many students were introducing themselves without hesitation as more students gained the confidence to try. This demonstrated to me how motivation can be instantly increased through positive reinforcement. Most importantly, I saw how much a little love and attention can change a student's interest in learning

6.2 Supervisor Information

I did my internship under the supervision of Rabeya Binte Habib, Assistant Professor. She directed me in every step. Her feedback, suggestions, and motivation helped me grow both academic and professional skills.

6.3 Class Experience 1 – May 21, 2025

This was my first class as an intern teacher. I took a session with the 5th-grade students. I started by introducing myself and asking them to introduce themselves. We had an amiable chat about their hobbies and future plans. I also asked about their English knowledge and partitioned some basic topics of the language like alphabets, common words, and simple greetings. They were very curious and looked part actively.

6.4 Class Experience 2 – May 29, 2025

In the second class, I met the 4th-grade students. Like before, I introduced myself again and asked them about their interests. That day I started some basic grammar discussions, such as simple

sentence structure and common vocabulary used in daily life. I used examples from their environment so they could relate. The students were very active and asked lots of interesting questions.

6.5 Class Experience 3 – June 19, 2025

By this class, I had already built a good and engaged friendly connection with the students. At Class 5, I taught a lesson titled “Happy Birthday”. I narrated the meaning of every word and line in simple Bengali. I also partitioned a small real-life story about birthday ceremony to make the lesson more relatable. Students studied the vocabulary in pairs, and I incited them to make birthday wishes for their friends as a speaking activity. An interesting incident in this class was when I was asking everyone about their birthdays, one of them said that he didn't know his birthday, neither his mother. This surprised me a lot. In this modern era, a boy doesn't know his birthday. This provided me with a fresh view of rural Bangladesh where such celebration would not have any significance.

6.6 Class Experience 4 – July 3, 2025

This class was with Class 4, and the lesson was “Sagar and His Family.” I began by reviewing the previous topics and then introduced the new text. I explained each line using Bangla and real-life family examples so the students could understand easily. I divided them into groups for a matching activity and vocabulary quiz. They really enjoyed the group work, and their teamwork was impressive.

6.7 Class Experience 5 - July 31, 2025

This was my final class, and it was filled with emotion. The students knew this would be my last day, so they seemed both excited and sad. I taught the Class 5 topic “My Home District.” I asked them to find out new words from the text and we discussed them together. I shared about my own district, Bogura, and encouraged them to speak about theirs. I also arranged a small group activity where students created posters about their district. At the end, we took pictures, and I distributed chocolates. Many students expressed their love and said they would miss me. The bond we built was unforgettable, and I believe they improved day by day through these sessions.

Chapter 7 – Overall Observation

7.1 Lesson Planning:

Good lesson planning is necessary for giving quality teaching. Without a clear plan, it becomes difficult for teachers to manage time, engage students, and cover the remarkable learning objectives. At Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Government Primary School, I saw that the teachers prepared regular lesson plans before going to the classroom. If they faced any challenges, they found creative ways to defeat them. Their promise to prepare significantly improved their classroom performance.

7.2 Teaching Practice:

I understood, teaching is not limited to giving content. It adds responsibility, empathy, and good communication. The teachers I worked with were cordial and sensible about their duties. They good understand carried their lessons using both Bangla and English, depending on the students' needs. If any student did not a topic, the teachers calmly explained it again until clarity was achieved. Their dedication to make sure that every student understood the lessons was impressive.

7.3 Classroom Management:

The classrooms were fairly capacious and allowed for easy movement, which supported interactive teaching. However, each and every classroom condition needed some improvement in terms of facilities and neatness. Even with this restriction, all the teachers were respectful, well-mannered, and maintained a friendly environment that helped the students feel comfortable and eager to learn.

7.4 Use of Technology:

One problem I observed was the lack of technological support in the school. There were no multimedia classrooms, sound systems, or digital teaching instruments. In today's era of digital learning, the absence of such facilities places rural students in trouble. I strongly believe that introducing basic multimedia equipment could enhance the learning experience and make education more inclusive and effective for all.

7.5 My Teaching Experience:

Taking my first class was both exciting and a little stressful. I made my lesson in advance and entered the classroom with the goal of making learning meaningful and enjoyable. I built a friendly relation with the students and tried to make the environment lively and interactive.

Teaching Approach:

I presented the lessons in a simple and relatable manner, using real-life examples to refine the concepts. I regularly encouraged students to participate and check their classwork to ensure they were learning properly. Practice and revision were part of my daily routine with them.

Use of Language:

Language plays a crucial role in intelligence. Since the students came from a rural background and had limited exposure to English, I used Bangla alongside English to explain the content. I rephrased my language clearly, gently, and easy to follow. My students showed positive engagement toward this approach, and I found that this dual-language method helped them build confidence in learning English.

Time Management:

Managing class time effectively was one of my key goals. Each class was 40 minutes long, so I divided the time technically starting with a short recap, followed by the new topic, practice time, and finally a summary. This structured timing helped me stay focused and complete the lesson objectives within the given period.

Chapter 8: Recommendations

8.1: Suggestions for improving the institution and learning environment

From my teaching experience at the internship school located in the rural area of Shariakandi, Bogura. I have observed both positive aspects and various challenges within the institution's teaching-learning environment. Considering these, I would like to suggest the following points for prosperity:

- Teachers can move beyond the boundaries of textbooks and add unique teaching aids such as picture charts, and easy worksheets to make lessons more interesting and help students understand better.
- Big, colorful posters and visual materials can help students to retain news more successfully, especially for difficult English topics.
- More attention should be given to develop students' English utterance and primary communication skills by organize regular oral practice sessions.
- Every teacher should come to class with a well-prepared lesson plan and important materials, which will make sure more structured and efficient classes.
- Make a school library, since there isn't one at the school, putting up even a small collection of age-appropriate books could really get the kids interested in reading and help them develop good reading habits.
- Set up at least one multimedia classroom with the bare minimum of equipment (projector, audio system) so that rural students can use digital learning tools.

- As I noticed, many parents don't know how important school is. Awareness sessions could help get more parents involved in their kids' education.
- I personally tried to assign the students through enjoyable and interactive methods of teaching, such as games, storytelling, and real-life examples. This increased their interest and participation noticeably, and I believe such methods should be adopted more often.

8.2: Recommendations for personal development

- I aim to show myself in the classroom with good confidence and positivist in future teaching experiences.
- I will keep studying student attitude and learning styles to adapt my teaching trick to suit their individual needs.
- I plan to harden my skills in using ICT instrument and modern teaching technologies to make learning more dynamic and useful.
- I will try to give extra attention to low- performing students, help them with extra care and support, and help them grow both emotionally and academically.
- I believe in teaching with sympathy. I will continue to listen to students' problems and adjust my access accordingly to create a safe, friendly, and motivating classroom environment.

Chapter 9- Conclusion

Finishing this internship as an Assistant English teacher has been a valuable journey in both my studies and personal growth. It gave me the chance to see the realities of primary education in a rural Bangladeshi arrangement, where there are challenges like low student interest, absence of parental involvement, and limited school savings.

Even with these barriers, I construct countless happiness and learning in the classroom. The sagacity assists me realize the critical gravity of patience, creativity, and sympathy in teaching. I understood how to make the easier text for students with weak basics, how to make English fun through activities, and how to build trust with students who were primarily shy or passionless.

This internship also taught my understanding of classroom management, lesson idea, and the gravity of adjusting teaching techniques based on student needs. Teaching in such a behalf made me more flexible, confident, and motivated to continue progressing as a trainer.

I am truly thankful to my internship school, my supervisor, and especially my beloved students, whose smiles and small progress made every effort worthwhile. The sagacity and skills I have earned through this practical experience will remain a strong foundation for my future career as an English teacher, and I am leaving this internship with a renewed sense of purpose and inscription to the field of education.

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Chapter 11- Appendices

Lesson plan – 1

Date: 21 May 2025

Class Topic: Self-Introduction

Class: 5

Lesson Activities:

Lesson phase	Time Duration	Instructor's Role	Learner's Role
Introduction	7 minutes	Introducing myself and asking them to introduce themselves.	Introduce themselves one by one.
Activity Session	25 minutes	Ask each student to write 5 sentences about themselves.	They work on the tasks & submit it.
Evaluation & Guidance	8 minutes	Corrects errors politely.	Listen to corrections, ask questions if confused.

Lesson plan –2

Date:29 May 2025

Class Topic: Basics Grammer (Sentence Structure & Vocabulary) Class:4

Lesson Activities:

Lesson phase	Time Duration	Instructor's Role	Learner's Role
Introduction	7 minutes	Introduces simple structure: Subject + Verb + Object	Listen attentively and try to understand.
Activity Session	25 minutes	Gives pairs of words, asks students to make sentences.	Try to make and share sentences in pairs.
Evaluation & Guidance	8 minutes	Corrects sentences, appreciates creativity.	Listen and self-correct

Lesson plan – 3

Date: 19 May 2025

Class Topic: Happy Birthday

Class:5

Lesson Activities:

Lesson phase	Time Duration	Instructor's Role	Learner's Role
Introduction	7 minutes	“When is your birthday?”	Students answer with dates.
Activity Session	25 minutes	Reads text, explains vocabulary (gift, wish, cake) with Bangla support.	Repeat words, write meanings.
Evaluation & Guidance	8 minutes	Homework, write 4 sentences about birthday celebration.	Note homework.

Lesson plan – 4

Date:03 July 2025

Class Topic: Sagar and His Family

Class:4

Lesson Activities:

Lesson phase	Time Duration	Instructor's Role	Learner's Role
Introduction	7 minutes	Reads text, explains meaning line by line using Bangla	Listen, underline new words.
Activity Session	25 minutes	Group work, Vocabulary matching, short quiz.	Work in groups to solve
Evaluation & Guidance	8 minutes	Gives feedback & gives homework, draws a family tree.	Note homework.

Lesson plan – 5

Date: 31 July 2025

Class Topic: My Home District

Class:5

Lesson Activities:

Lesson phase	Time Duration	Instructor's Role	Learner's Role
Introduction	7 minutes	Summarize text and find out new vocabulary.	Listen attentively and note meanings.
Activity Session	25 minutes	Provide proper guidance on reading passages, focus on pronouncing.	Try to read passages in the proper way.
Evaluation & Guidance	8 minutes	gives corrections & clapping.	They are listen attentively and note down.

বীর মুক্তিযোদ্ধা আঃ হামিদ সরদার ও লাভলী বেগম সপ্রাৰি

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Date: 30-07-2025

Certificate of Internship Completion

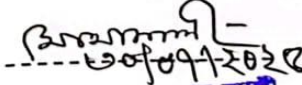
This is to certify that Mst. Rokhsana Haque Borsha, Student ID: 213-10-781, from the Department of English, Daffodil International University, has successfully completed an internship at Bir Muktizodha Abdul Hamid Sardar and Lovely Begum Government Primary School, Sariakandi, Bogura.

during the Summer 2025 semester, from 14/05/2025 to 31/07/2025.

During the internship, Mst. Rokhsana Haque Borsha demonstrated dedication, professionalism, and a keen interest in teaching methodologies, contributing significantly to the academic environment of the institution. Her role in implementing and analyzing innovative English Language Teaching approaches, particularly Suggestopedia, has been commendable.

We wish her all the best in her future academic and professional endeavors.

Signature


 Head Teacher
 বীর মুক্তিযোদ্ধা আঃ হামিদ সরদার ও
 লাভলী বেগম সরকারি প্রাথমিক বিদ্যালয়
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1st Day at School





Picture Taken from class. (5)



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