



Daffodil
International
University

Internship Report

On

"Classroom Teaching and Administrative Activities of Paragram High School"

Prepared by:

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ID: 193-10-461, Batch: 15th

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Course title: Project Paper with Internship

Course code: ENG-431

Department of English

Faculty of Humanities and Social Science

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Submitted to-

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Date of Submission: 18 May 2023

Letter of Transmittal

Date: 18 May 2023

Md. Nuruzzaman Moral
Assistant Professor
Department of English
Faculty of Humanities and Social Science
Daffodil International University
Subject: Submission of the Internship Report

Dear Sir,

As part of the Bachelor of Arts program at Daffodil International University, I am delighted to submit my project paper title "Classroom Teaching and Administrative Activities at Paragram High School". The internship has provided me with valuable experience that I believe will help me advance in my career. I write this internship report using the knowledge I gained during my three-month internship. It has provided me with work experience and force me to apply what I've learned in education to the real world. I learned many information from my work place for this paper. In addition to information from other sources and my daily observations, I used both to create the report. This is a wonderful opportunity for me to report on my work under your guidance. I will be delighted if my report has been used appropriately.

With your warmest wishes

Jobayer Ahmed

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Jobayer Ahmed

Id:193-10-461

Program: B.A in English

Daffodil International University

Faculty of Humanities and Social Science

Declaration

I am Jobayer Ahmed, and would like to inform you that I completed the project paper on "Classroom Teaching and Administrative Activity" at "Paragram High School" with the help of Md. Nuruzzaman Moral, an assistant professor of English at Daffodil International University. The paper is for my course "Project Paper with Internship (Course Code: Eng431)" in the Bachelor of Arts program in English. I can assure that this is true story which I wrote myself. I also confirm that this paper has not been shared to any other groups or educational institutions.

Jobayer Ahmed

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Jobayer Ahmed

Program: B.A(Hons) in English

Batch: 15th

ID Number: 193-10-461

Department of English

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Approval Certificate

This is to certify that Jobayer Ahmed ID: 193-10-461, a student of the Department of English Daffodil International University has completed his internship report titled "Classroom Teaching and Administrative Activists of Paragram High school ". I approve the formation and contents of this internship report. I am glad to state that he has gone through all the necessary and required steps to accomplish the report and the report contains all the data, information, analysis and findings from authentic sources. As a result, the report seems to have completed on a successful note.

I wish his success in every sphere of life.



.....

Md. Nuruzzaman Moral

Assistant Professor

Department of English

Faculty of Humanities and Social Science

Daffodil International University

Acknowledgment

I would like to thank the Almighty Allah for allowing me to complete my “Project Paper with Internship” program and prepare a report on it. Sir Md. Nuruzzaman Moral, an assistant professor in the English department at Daffodil International University, is also deserving of my deep appreciation. He provided me useful guidance and encouragement, which helped me to complete my internship report on time. Additionally, I would like to thank MD.Iqbal Hossain sir the Head of Paragram High School. He provided me with great support so that I can work in his school, attend lectures, observe classes, and perform other government-related tasks for his school. I would like to thank both of this school's English instructors, Runo Madam and Mannan Sir, for loving and working with me. Both of them supported me with a variety of school assignments in an honest manner. Both of them permitted me to teach large classes of students in their classrooms. I also attended the Upazila Mathematics Olympiad alongside at “Paragram High school” with the help of Headmaster, and Abdul Rahman sir. Thank you very much to school principal Abdul Rahman sir for providing me with this opportunity. I am pleased to have completed my entire training the school's curriculum.

Abstract

The subject of the project paper is "Classroom Teaching and Administrative Activities" .This report draws from my own personal experience. I observed instructors' classrooms to determine how they taught and whether they encountered any challenges. I also made an effort to figure out the method they use to teach their students. I utilized the knowledge and skills acquired from my excellent instructors throughout the entirety of this effort. Numerous issues have arisen that I've tried to resolve on my own. I also utilized methods of observation to learn more about the strategies and tactics engaged by instructors. As I observed classes, I received feedback and evaluations to identify my areas of strength and weakness. As a consequence of this, I will now perform better. I focused on developing new and inventive methods for teaching English.

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Chapter 1

Introduction:

Learning English allows us to see how the modern world has evolved which is still widely assumed to be the most widely spoken language. However, when we look at how languages are taught in Asian schools, we discover a distinct trend. This is especially true in Bangladesh, where many students acquire English simply to pass tests and not to communicate effectively. Students who are like this lose the larger picture when it comes to studying and understanding English on a daily basis. However, the English Department does offer a course called "Project Paper with Internship," which allows students to tour schools and learn more about how the secondary English Language Learning and Teaching System in Bangladesh operates. The internship report's major purpose is to discover what approaches teachers are still employing to engage their students in studying and using English in the classroom. As part of this Internship report, I had to spend more than three months in a high school. I managed my classes well and paid close attention to two courses I took to make my project paper more intriguing and useful. I'd like to thank our wonderful supervisor, Mr. Md. Nuruzzaman Moral, Sir who assisted me with my project paper by providing constructive feedback and ideas. I completed all of the course requirements.

Chapter-2

Objectives of the Internship:

The main goal of the project is to look at the English curriculum in Bangladeshi high schools.

Some of the goals of the project paper are as follows:

- To find out more about how English teachers in secondary schools teach and how their students learn.
- To get a better idea of how a teacher and a student work together.
- To become familiar with how the class system works.
- To show how teachers get students interested and involved by making classes fit each student's needs.
- To see how well the student's know English and how interested they are in the subject.
- To get more experience with ELT in the real world so I can teach English in a regular classroom better.

Chapter-3

Methodology:

This section provides the project paper's outline. In the following sections, we have covered the entire procedure:

Selecting an Institute:

During my study, I found the name of a well-known High-school near me: “Paragram High School” in Ashulia, Savar, Dhaka. I took a letter of reference from my English Department to the Headmaster. The Headmaster was kind, I was able to watch more than five classes and teach for three months. I think I'm lucky because the teachers helped me a lot, especially the head Iqbal Hossain and two of my English teachers, Mannan sir Runu maam. I did the work for an internship in that institution.

Choosing a Course:

I was told to watch two high school English classes, preferably at different levels for kids in grades 6–10. I took 9th and 10th grade student classes. After that, I asked the teachers for a copy of the class schedule, which let me sneak into class. I've noticed that the students in these groups are just as kind and helpful as their teachers.

Selecting a Facilitator:

I selected Mannan sir to serve as my facilitator. As I collaborated with this institution on my project paper, He was very helpful. He assisted me in determining which lesson to teach the children. In addition, He did an excellent job of introducing me to the other faculty members. I appreciate her assistance in completing my project paper.

Classroom observation:

I joined Paragram High School and observed three different lessons. When I was observing classes, the instructors told me everything I needed to know, such as the start time, the topic of the lesson, the class assignments. Specifically, Mannan sir, an assistant teacher, assisted me in selecting which courses to take. I utilised a checklist provided by my university. I observed

that instructors began class by reviewing the previous lesson and grading homework before moving on to the next topic. I believed that they planned the time well and utilized it effectively. Textbooks and sample question booklets were the primary teaching resources. It was impossible for students to use multimedia in the classroom. However, every teacher utilized a variety of methods to make their lessons simple for students to understand.

Teaching student:

I made an effort to make the class simple for everyone and tried my best to guide them. I identified what they required in order to figure out the best way to guide them. I then made my teaching strategy and exerted every effort. I took an effort to make my class an enjoyable one. To evaluate their level of knowledge and improve the impact of the session, I peaked the students' attention. It surprised me how simple it was to gather ongoing input from the students while I was a student teacher. I gave them writing assignments and classwork that connected to their subject. However, I noticed that 85% of the comments came from the students, which was enough for a teacher in training.

Chapter-4**Information of Institution:**

Institution name	Praragram High School
Location	Savar, Asulia, Dhaka
Establishment	2010
Building	3
Students	730
Number of Teachers	21
Teacher's qualifications	Average satisfied
Dress Code	Male: White Shirt & Navy Blue Pant Female: Blue Skirt & White Pant
Economic issues	Non-Government
Play Ground	Yes
Library	Yes
CCTV Monitoring	No

Students Common Room	Yes
Canteen	Yes
Cultural Activities	Yes
Sports Activities	Yes
Staff Room	No
Garden	Yes
Player Room	No
Security	Yes

Environment: The school's environment and appearance are lovely. The school has a gorgeous flower garden and a large playground in front of the building. There is often peace and quiet allowing students to focus on their academics.

Result: The academic performance of students has upped the standard in higher education institutions.

Economic situation: Although the higher education institution is privately held, it receives no government funding. The tuition fee, which supports school development costs, as well as the activity fee, test fee, and admissions charge, all go toward supporting the activities of the institution.

Cultural Condition: The school administration practically organizes a wide range of extracurricular activities, such as marches and sporting events, on an annual basis. Extracurricular activities are frequently encouraged by teachers for their students. Mother's

Day, Independence Day, and Victory Day are also observed on April 14th, which is also known as Pahela Baishakh. In addition, each year, students organize their own class events.

Social status: The institution's cheap tuition prices, middle-class families may be able to afford higher education. As a result, the majority of Icon School and College's professors and student population are from middle-class backgrounds.

Other factors:

Multimedia: They do not make use of any forms of multimedia or tools related to information technology. It has been brought to the attention of the administration that a projector may be useful in the classroom setting, particularly for classes IX and X.

Library: Students have access to a variety of picture books, textbooks, and Bangla novels that are housed in the school's library, despite its relatively small size.

Chapter-5

Class Observation Report:

I had to go to 3 months of classes in order to complete my project paper which the directions my supervisor gave me. The school Headmaster and Vice-Principal helped me along the way, and on February 7th, 20223, I was able to observe more than twenty lessons at “Paragram High School”. While I was observing courses, I had to use a checklist provided to me by the English Department. I noticed that each classroom was nicely organized and had a sufficient number of seats. They are using pens and white boards for writing. However, I couldn't find any multimedia in this school, so students couldn't access contemporary materials. Each classroom, nevertheless, displayed just one window due to its diminutive size. Natural light and air had a difficult time entering as a result. While witnessing lessons, I also took note of the teacher’s moral excellence and shortcomings, which are also covered in this chapter.

Class observation-1

Name of the Teacher:	Mannan Hossain
Present of student	32
Course Title and code	English Second paper
Class	IX
Room number	202
Date and time	13 th February
The lesson's objectives are:	I. Memorizing the "Drug Addiction" paragraph II. Information about the “Article”

As a witness, I first went to the class IX English class. The lesson started on time at 10:30 p.m. and went on for 50 minutes. On that day, there were 32 kids presented in the class. The lesson was taught by Mannan Sir, who is in charge of the school's English department. As soon as she and I walked into the room, every kid stood up to welcome us. He told them briefly who I was and why I had decided to join them. Before the meeting began, he made sure that everyone was there. Grammar and paragraph writing took up most of his time and he was helping them to memorize the " Drug Addiction " paragraph, which they had to read before their class test. He asked the kids to bring in their homework. Only 20% of the students who spoke in front of the class were able to do so. However, 80% of the students who could show their work did so. So, he asked them why they hadn't done their schoolwork? Md Mannan sir started to look over the notes and fix the mistakes he found during class time. Then, he chose to read out loud each paragraph. As he did this, he found out that some of the kids couldn't read the whole text correctly. He then gave both emotional and intellectual advice that was very wise for me. Students were very inspired and interested in their schoolwork after hearing these talks. They were also told to look for new words and phrases in the text and figure out what they meant. This would help them remember them and use them in their own sentences. Again, he read the full paragraph loudly, this time explaining the Bangla translation of each sentence. After that he introduced the topic, "Articles," to the class. He only gave an overview of what articles are, how they are categorized, and what a definite article (A) and an indefinite article (An) represent. During his talk, he actively sought out participation from each student. He decided not to finish the section because class time was running out. Since he switched between Bangla and English to ensure that all of her students understood, I knew that she was doing the Grammar Translation Method (GTM) with them. The students found this method to be very useful and successful in grasping any topic, especially because they were unable to hear the complete lecture that was presented in English. The teacher exerted all of his efforts to ensure that the students grasped the material. Before leaving class, he assigned further reading on that paragraph and on articles. The exit was ready for his when he got there. The entire experience was informative and beneficial

The objective of having the students memorize the "Drug Addiction" paragraph to help them in their learning was accomplished. Students who could not understand a single word of the material gained knowledge from hearing it frequently. They were able to fully understand the fundamental concept of articles according to the teacher.

The key points of the lesson:

1. **Pre-teaching period:** The teacher reviewed each student's tasks, corrected their errors, and provided feedback.
2. **While in the classroom:** The instructor required each student to read out a text during the instruction. She also taught them vocabulary from the passage that they didn't know. She then read the entire text aloud twice while explaining the Bengali translation of each sentence as well as the important points of the grammar section.
3. **Post teaching stage:** The teacher offered them moral talks after the lesson ended, which were highly beneficial for the kids and stimulated their interest in their studies.

Strengths:

- Active and funny
- Friendly and tricky
- Loud with a personal voice
- Punctual and well-behaved
- Knowledgeable and polite;
- Capable of engaging students in learning.

Suggestions for improvement: the teacher attempts to change the method English is taught. She must improve her English abilities and avoid speaking Bengali in class. She must not rely just on the textbook. Instead, he should encourage students to pursue writing by other authors of the English language.

Overall, I thought the teacher did an excellent job because she worked hard to make the class both useful and enjoyable. And I believe she has a great deal of potential to become a good teacher if she works diligently and stays focused on her objective.

5.2 Class Observation-2

Name of the Teacher:	Runa Akter
Present of student	35
Course Title and code	English First Paper
Class	8
Room number	102
Date and time	16 th February
The lesson's objectives are:	I. Reading an interesting story II. "Fill in the Blanks"

After my first observation class in IX grade, I had a second class in 8 grade. The lesson was scheduled to begin at 12 p.m. Runa Akter, utilized and taught the English First Paper in class. When she entered the room, students would always stand to welcome her, and she would always be pleased. There were 35 students in total. While guiding the class through a textbook example question, she told a story about an impoverished woman. Then she went over each sentence with the children to ensure that they understood it. In addition, she inquired whether they had understood. She was presented in such an engaging and informative manner that the students would remember the lessons for a very long time; therefore, the students did not need to memorize much. She began with "Fill in the Blanks," then moved on to "Question and Answer," and finally concluded with "Select the Correct Answer." The children listened attentively and answered each question correctly after hearing the story. The instructor decided not to inform the class because every student had provided the correct response. The students were able to understand the teaching style due to her inventiveness in making class enjoyable and beneficial for them. She used the additional time to teach by having the students read and record a speech about the importance of studying English for their upcoming exam curriculum.

The students read and wrote the lecture per his instructions. She then checked their work to ensure of mistakes. When she was present, the children were all at peace and confident of themselves. The students appreciated her efforts to assist everyone in the class by inquiring and sharing information. In addition, the children behaved and spoke like adults. She spoke to the students in both Bengali and English in the classroom to assist them with their studies. To cover up this, the "Grammar Translation Method" of teaching English was utilized. Before class ended, she distributed assignments based on the final components of the Model Question. The duration of his lesson was 15 minutes longer than usual. However, I had a great time, and the instructor gave it her all.

The key points of the lesson:

1. **The pre-teaching stage:** The instructor related a story of a woman who was connected to the passage's narrative. This was simply done to express the lesson's essential theme.
2. **While in the classroom:** The teacher read the text loudly during the teaching period in a way that made it very appealing. Each line of the story was translated into the original language for the benefit of the kids. Select the Correct Response, Questions and Answers, and Fill in the Gaps were all problems that he worked through step-by-step with the children. Additionally, he told them to write down the discussion during the class time.
3. **Post teaching stage:** He reviewed the students' responses and provided them with feedback before class ended. Additionally, he gave them moral lectures based on actual life experiences, which was extremely beneficial and increased their interest in what they were learning.

Strengths:

- Dynamic and confident
- Welcoming and humorous
- Good reading skills
- Decent speaking skills
- Knowledgeable
- Capable of capturing the attention of students.

Suggestions for improvement: The instructor should grow and improve his vocabulary. Instead of forcing them to memorize English. He should inspire them to take advantage of technology to better learn English

Chapter-6

6.1 Teaching Experience:

Day-1

After watching two classes the school's Head gave me permission to sign up to take class with them. I talked to the teachers before class to find out what we would be learning. I thought it would be a good idea to help them get ready for their final test by talking about topics that would be on the test's schedule. I did my best to study for lessons and give lectures that were both helpful and interesting.

Class-VIII Date-7.02.2023

Total student- 36

Taken by: Jobayer Ahmed

Date: 7 February, 2023

Subject: English Second paper

Topic: "Article"

By the conclusion of this lesson, students will understand what an article is and how to locate and solve them.

Lesson Plan: 1

Period	Timing	Goal	Method	Interaction
Stage-1	3 minutes	to encourage students talking about themselves.	Asking that everyone identifies themselves and sharing viewpoints on the Article.	Trainer- Whole class -Work by each individual
Stage-2	8 minutes	To encourage students to share what they know about the Arctic.	Activity-1-Inspiring individuals to think about Article -Creating a group -Sharing ideas in small groups regarding the given task	Trainer -whole class -class exercise
Stage-3	12 minutes	To respond the following tasks regarding the subject.	Activity2: Developing worksheet. Asking the locals to figure out how to complete the tasks in question. Write them on copies.	-Trainer -groupwork -individual work -whole class
Stage-4	12 minutes	to discuss their work	Activity-3:-Having them read their work loud in front of other students and supporting them Giving feedback. -A conclusion of the meeting	Whole class - Trainer

I went to the school on 7 February, 2022, to teach. After observation of two classes in the beginning. I went to class-VIII at 10.30 p.m on 12th February with Mannan Sir. There were 35 students in the room on that particular day. I briefly provided my introduction before moving on to the subject. I chose to take part in the "Articles" course, especially "The Use of A, and An," after discussing with the instructor. Additionally, introduced to the class was the teacher. Since it was the first time, I was leading a class as a professional, I must admit that at first, I was a little anxious. I greeted the class and then asked a few questions to get their attention about what they knew about "Articles" in general. The students were quite helpful. They saw me positively to respond to my questions. They treated me with kindness, which truly helped me regain my confidence so I could choose the major topic. It was not possible to cover all of the rules of using articles in a class, so I worked very hard to help them understand the 10 rules of using "A" and "An" one at a time with examples. I made an effort to engage them by asking questions and assigning assignments. In addition, I pushed them to ask me questions if they didn't understand me, and they expressed great appreciation for the way I taught. I continued my lesson in the middle of the class and instructed them to give examples using their own initiative; some of them were successful in doing so. Through their response, they really impressed me. It didn't matter to me whether they were right or wrong because at least they were trying. I guide them using my knowledge of articles rather than specific books. In my opinion, it truly enabled them to remember the lesson for a long time. I gave several informative and inspiring speeches about the significance of learning English and how we did it fearlessly. Along with some moral lessons based on actual life situations, I also offer them some efficient techniques to improve their English-language proficiency. Due to the short amount of time in the class, I was unable to continue, but before they left, they assured me that they had a thorough understanding of the subject and would be able to use it in the future. I basically taught the entire class using the Grammar Translation Method because the students weren't exposed to other English language learning techniques, but I also tried to create a fearless, welcoming climate in the classroom. Actually, I really enjoyed the experience because the students' collaboration made the class so happy and dynamic.

6.2 Class Experience

Day-2

Class-IX

Taken by: Jobayer Ahmed

Date-12.2.2023

They number 42 in total.

Subject: English 2nd paper

Topic: Tense

At the end of this instruction, everyone should be able to alter about tense.

Lesson Plan: 2

Period	Timing	Goal	Method	Interaction
Stage-1	3 minutes	to encourage students talking about themselves.	Asking everyone identify themselves and Sharing viewpoints on the Tense	Trainer- -Whole class -Individual Student
Stage-2	8 minutes	To Encourage students to share what they know about the Tense.	Activity-1 -Inspiring individuals to think about Tense -Creating a group -Sharing ideas in small groups regarding the given task	Trainer -whole class -class exercise
Stage-3	12 minutes	To respond the following tasks regarding the subject	Activity :2Developing a worksheet. -Asking the locals to figure out how to complete the tasks in question. Write them on copies	-Trainer -groupwork -individual work -whole class

Stage-4	12 minutes	to discuss their work	Activity-3: Having them read their work loud in front of other students and supporting them -Giving feedback. -A good conclusion	Whole class -Trainer
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At approximately 11:45 p.m., Class ix, which I also attended on 12 February. Again, I went up for Md. Mannan sir attempted to make a good first impression. Grammar's "Tense" was the subject of the study. There were 42 students in the class. I was received with kindness and the teacher left the classroom after we had a brief introduction between ourselves. It stressed to me when I first started school how important learning English was. I told the whole story to those who did respond. That time, I was able to command their whole attention. I then asked them about "Tense" (including its definition, significance, and classification). Then, I instructed them on how to use the present tense using a tone of real-world examples. In addition, I asked them to come up with a few lines on their own in the perfect, continuous, perfect, and perfect continuous tenses for the present tense. They turned in their papers for me to grade and correct any errors when they were finished writing. The students showed a genuine want to learn more by providing me with questions. I was able to effectively teach the lesson with the help of the students. I also used to conduct my lectures using the time-honored Grammar Translation Method (GTM) for the benefit of my students because they were not yet used to alternative approaches to studying English. The students were exceptionally kind and well-mannered. I gave the students some motivational speeches about life and school, shared some of my own experiences with them, and asked for their feedback on my teaching strategies before class ended. Additionally, they treated me with the respect I deserved. Nevertheless, the project paper for this internship taught me and helped me establish a lot.

Overall, I thought the teacher did a good job of instructing because he worked hard to ensure that the students understood the material and made the class enjoyable, productive, and effective. I believe he has a great deal of ability to become a good teacher.

Class Experience-3

Day-3

Class-VI

Taken by: Jobayer Ahmed

Date-6.3.2023

They number 38 in total.

Subject: Social Science

Topic: Social Science

The third class was particularly memorable for me since I was in a Class 6 Social Science subject. When the session was scheduled, I questioned how I could instruct them on this subject as I was a student of English. I then realized that we had taken a course called "Introduction to ELT," in which we learnt how to teach various lessons or subjects in various classes. So, I took out the social science textbook before class and asked the students which chapter I should teach. I had been told to teach them in the "Environment of Bangladesh" course, they said. After carefully reading that section, I created a lesson plan. I then headed to class. They were listening carefully to everything I said. To assist them understand the greenhouse effect and how people were destroying the protective ozone layer and impacting our environment, I produced a picture of our earth, the sun, and the ozone layer. How each day, people were harming the world more and more. I explained everything to them in an engaging way by drawing images and going over the entire text. They were enjoying themselves as I continued to educate them on the

subject. Some of them questioned me about the text's unclear passages. I provided examples to assist them understand those passages. Finally, I gave them a task for homework that was about "how people are harming the environment."

6.3-My Experience as an Instructor:

"Understanding is more important than memorizing. Students should learn how to understand, think, ask questions, and look into things in school. First, I went to other teachers' classrooms to see how they organized their classes, how they taught, how they stuck to the material, how they answered students' questions, etc. So, I learned those things from them. I saw that the teacher used a textbook and a book of practice questions to teach. We all know that our brains can only hold a certain amount of information, so we can't think about one thing for too long. But if we do something unique or interesting, our brains can easily remember it for a long time. After thinking about all of these things, I came to conclusion that I should include a fun game in my classroom to get more students involved and interested. I put what I learned in class to use in class. I gave them tasks to do in groups and used pictures and things from their own lives that they thought were interesting. I believed they would learn something new, but if they didn't, I was surprised. I figured that if they used these methods, they would learn how to work together, share ideas, and accept the ideas of others. Again, they would learn how to write without having to learn anything by memory. It would give them more words to choose from and make their language easier to understand. Students in other countries always do practical, task-based learning, which helps them think of new ideas. But I saw the exact opposite in a Bangladeshi school, so we don't have their creativity. If we don't change the way our students acquire knowledge, their creativity will go downward.

Chapter-7

Administration Activities:

7.1 Exam Hall Experience-1

It was my first experience that I had to keep an eye on the exam hall. I was told to maintain a watchful eye on the exam time. During the English test, I was responsible for keeping a check on the exam room along Mannan sir. In that time 53 students were taking the test within one room. I've learned to keep a record of all the students, distribute exam papers and questions on time, and keep an eye on the clock. If any student was having trouble understanding the question, I did my best to explain it to them. At the end, the honorable sir told me that I did a good job and gave me some nice comments.

7.2 Exam Hall Experience-2

On the last day of exams for 8th grade, the school's headmaster told me to watch over the room again. But this time I had to deal with something different. On that day, the respected Headmaster sir gave me the responsibility of being the only person in the test room. Because one of the teachers wasn't there due to her being on vacation. I was a little scared at first. But over time, I got over my fears and did my work with honesty. On the last day, children took the religion test. I walked into the exam room with a sheet of paper to write on and a sheet of paper with questions on it. The headmaster was with me, and he told all of the students that I would be their room monitor today so that no one would make a noise. Then sir told me everything and said that if I had any problems, I should call him. He then left the exam room. Then, as normal, I did my job and left the exam room politely when the student's test was done. After that, I gave the student writing test papers to the Headmaster and thanked him for giving me such a big irresponsibility.

7.3 Preparation for the Mathematical Olympiad:

The Upazila Education Office instructed two instructors at this school on how to administer the Maths Olympiad. Iqbal Hossion, the school's headmaster, and Abdul Rahman sir, a mathematics teacher, both participated in this training. I attended this training because Abdul Rahman sir requested that I help him. Sir introduced me with the individual in direct of that training and advised him on my topic. Sir Trainer explains why I went there and what I intend to get done. Through this instruction, I gain knowledge of numerous topics. The training took place from April 3 to April 5 under the direction of Md Iqbal Hossain father. Teachers from a variety of institutions were also present. At the Upazila Resource Centre, training was conducted. During this training, the teachers were informed of various aspects of the Mathematics Olympiad and given various ideas regarding it. I am pleased to be present at this point in time. As part of my internship programme, I attended this training event and had the opportunity to experience something new which will ultimately benefit me.

Chapter-8

Findings:

1. The school provides a delightful learning environment, which is essential for the physical and mental development of students as an entire group.
2. This school is quite clean, well-organized, and efficiently managed. It has a significant impact on the school's performance.
3. Teachers at this school are exceptionally kind, generous, intelligent, accomplished, and effective educators. This allows students to easily understand a variety of difficult lessons.
4. The rules established by the Upazila Education Office for exams and number distribution have been strictly adhered to and students do not feel more pressure at school as a result of taking multiple assessments.
5. Teachers and students get working well together which plays an amazing role for a proper education.
6. Students have access to the library.
7. Teachers respond to the government's rules and laws regarding education. They do not create rules that make it difficult for children to learn.
8. The Upazila Education Officer monitors every teacher in the school to ensure they are not engaging in inappropriate ways.
9. Teachers and students participate in cultural events at the Upazila level with considerable passion.
10. The government provides each student at this institution with a one-time mobile banking grant.

Chapter-9

Recommendation:

I was pleased to work for this institution. I have some suggestions for how this organization could improve its operations.

1. Sports such as football and cricket should be included in the school's annual activities so that every student can participate.
2. Pre-primary and first-grade students should receive additional attention from their teachers so they can enjoy learning.
3. Put more emphasis on English education and illustrate the significance of English so that elementary school students will not be afraid of learning the language.
4. Establish special counseling for fifth-grade students.
5. Introducing the English language. Various types of competitions, such as teaching with newspapers, storybooks, easy writing, and so on, should be utilized to enhance the abilities of students.
6. Creating computer labs on campus.
7. Schools must provide separate meeting spaces for headmasters and assistant instructors.
8. Hiring people to teach ICT in institutions.

Chapter-10

Future Improvement Plans:

Almost all of the criteria were met by the report. I anticipate it will be easy to add additional requirements and make changes in the future. I think that might imply:

1. In order to bring students up to speed, help them develop their abilities, and come up with more efficient teaching methods, teachers need to be more knowledgeable and adept at using technology.
2. Schools must teach children fundamental skills and keep up with the rest of the modern world.
3. Students should be trustworthy, honest, and dedicated.

Chapter-11

Conclusion:

My internship programme allowed me to gain new knowledge. I discovered more about myself as a result of managing the internship programme at Paragram High School. I am capable of learning something new. The work experience has taught me the importance of both classroom and on-the-job learning. During these three months as an intern, I was exposed to numerous new experiences and challenges. In addition, I am delighted and privileged to be a teacher for the first time in a government-recognized institution. It was a completely new experience for me, but it will help me find a job and create a successful career in the future. However, I am overjoyed to be able to teach young children and collaborate with kind teachers through my Internship. This position has made me more self-confident and taught me how to show others. I learned how to remain calm regardless of the circumstances. I am grateful to everyone who has assisted me with my employment. I feel fortunate to be able to spend time with them. Overall, I am appreciative to Allah for allowing me to learn and do so many new things during my Internship program.

Appendix

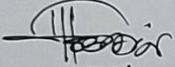
1.Certificate of Internship:

	বিস্মিল্লাহির রাহমানির রাহিম পাড়গ্রাম উচ্চ বিদ্যালয় স্থাপিত : ০৫/১২/২০১০ ইং সাধুপাড়া, পাড়গ্রাম, আশুলিয়া, সাভার, ঢাকা। E-mail : isfaqara63@gmail.com	মোবাইল : ০১৭৯৫-৭৩৫৫৬৩ ০১৯৫৬-৩১৮১২০ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>EIIN</td> <td>- ১৩৭০২৯</td> </tr> <tr> <td>School Code</td> <td>- ১৩৬৯</td> </tr> <tr> <td>পোস্ট কোড</td> <td>- ১৩৪১</td> </tr> <tr> <td>থানা কোড</td> <td>- ১৩২</td> </tr> <tr> <td>জেলা কোড</td> <td>- ১২</td> </tr> </table>	EIIN	- ১৩৭০২৯	School Code	- ১৩৬৯	পোস্ট কোড	- ১৩৪১	থানা কোড	- ১৩২	জেলা কোড	- ১২
	EIIN	- ১৩৭০২৯										
School Code	- ১৩৬৯											
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থানা কোড	- ১৩২											
জেলা কোড	- ১২											
সূত্র :	তারিখ : ০৭/০৫/২০২৩											

Attestation Paper

This is to certify that Jobayer Ahmed, ID: 193-10-461, a student of the Bachelor of Arts in English Program in the Department of English at Daffodil International University, has successfully completed his project paper with internship of the course code ENG 431 at "Paragram High School" 7th February 2023 to 7th May 2023. We are pleased with his word and behavior. He also managed to get a positive feedback from the students.

We wish him all the success in every aspects of his future.


 ০৭/০৫/২৩
 মোহাম্মদ ইকবাল হোসেন
 প্রধান শিক্ষক
 পাড়গ্রাম উচ্চ বিদ্যালয়
 পাড়গ্রাম, আশুলিয়া, সাভার, ঢাকা

MOHAMMAD IQBAL HOSSAIN
 HEAD TEACHER
 PARAGRAM HIGH SCHOOL
 SADHUPARA,ASHULIA,SAVAR,DHAKA.
 #01309137029,01795735563
 E-mail:isfaqara63@gmail.com

2. Letter of Internship placement:

 **Daffodil**
International
University
A landmark to create the Future

Faculty of Humanities
and Social Science

Ref: Internship Placement/222 Date: 06-02-2023

The Headmaster
Paragram High School
Address: Ashulia, Savar, Dhaka

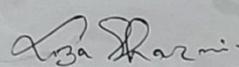
Subject: Request for Internship Placement

Dear Sir,
We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering BA (Hons) in English for the partial fulfillment of the requirement for the BA in English Degree, students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention that **JOBAYER AHMED**, ID Number: **193-10-461** has completed 117 credit hours in 39 courses from the Department of English. It would be highly appreciated if you could kindly allow him as an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With the best regards,


..... 06/2/2023

Dr. Liza Sharmin
Associate Professor and Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd



Daffodil International University: Daffodil Smart City, Ashulia, Dhaka, Bangladesh
Tel: +88 02 9138234-5, 48111639, 48111670, 01847140094, 01713493051, 01713493141, 01811458841, 01841493050
E-mail: info@daffodilvarsity.edu.bd, Fax: +88 02 9131947
www.daffodilvarsity.edu.bd

3. Classroom Observations:



4. Classroom Experiences:



5.Exam Hall Duty:



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