



Daffodil
International
University

Internship Report On
**Responsibilities of a Language Teacher at a Secondary-level Institution: A
Case Study**

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This Report is submitted to the Requirement for the Degree of B.A (Hons) in English.

Declaration

I do, herewith, state that the internship report I submitted to the English Department at Daffodil International University for the completion of my course titled "Project Paper with Internship" (Course Code ENG: 431) in the B.A. (Hons.) in English is entirely my own work. The internship report on "Responsibilities of a language teacher at a secondary-level institution: A Case Study" was completed under the guidance of Mr. Al Mahmud Rumman, Senior Lecturer, Department of English, Daffodil International University.

I am glad to provide my internship report to the English Department at Daffodil International University to complete my project for the B.A. (Hons.) in English degree requirements. This report is only used by me to complete the course's requirements, and it doesn't violate any copyright laws.



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Certification

To certify that MD Moniruzzaman Maruf, ID: 192-10-438 is a student of Department of English, Daffodil International University, Ashulia.

I'm really glad that he finished the project paper under my supervision and put a lot of effort into writing this report. He has not submitted this report anywhere else, thus the statistics and information he provides in it are all completely authentic. I wish him endless success in both his personal and professional pursuits.

A handwritten signature in black ink, appearing to read 'Al Mahmud Rumman', with a long horizontal stroke extending to the right.

Mr. Al Mahmud Rumman

Senior Lecturer

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Acknowledgment

Before describing all the things, first I would like to thank the almighty Allah. Then, I would like to sincerely thank my supervisor, Al Mahmud Rumman sir, and express him my respect and gratitude. I would want to thank him for his consistent support, insightful advice, and careful observation, which helped me prepare my project paper in the allotted time. He provided a lot of beneficial advice and comments that helped me finish this internship. Then I cordially thank Md. Mostafizur Rahman Sir, the honorable principal of Bangabandhu Sheikh Mujibur Rahman Agricultural University School, for giving me the chance to do a three-month internship there. I would like to express gratitude to Md. Juwel sir and Faria Jinnat Ety ma'am, the English teachers of Bangabandhu Sheikh Mujibur Rahman Agricultural University School. Their support and love helped me to complete my schoolwork. I thank the younger students who took part in my lessons and accompanied me. I want to convey my gratitude to everyone who has helped me complete this internship successfully by giving me various resources, support, and advice along this three-month journey.

Abstract

The major objective of this intern paper is to present the responsibility of a teacher to learn a language and the scenario of the language education system at the secondary level in Bangladesh. To collect data and information to portray this intern paper I had to observe and conduct both three classes in a secondary school as a teacher. Class observation helped me to gain knowledge about how secondary school teachers usually conduct classes as well as their way of handling the other responsibilities. While observing the classes I learned the strategies, methods, and techniques they used to handle the classroom and their effort helped to make an educated nation, etc. This observation helped me to know the limitations and competencies among secondary-level English teachers in Bangladesh. After taking the classes I realized the effective and interesting way to hold the attention of students as well. I had an opportunity to attend a training session and that session made me feel how teachers should undertake responsibilities to serve a nation. Here, I have included an in-depth description of my entire observation and teaching experiences below, including all the materials and knowledge which seem necessary.

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Chapter 1

Introduction

Since Bangladesh is a developing country, it must interact with the outside world more effectively to meet the high demand for human resources in the increasingly globalized world markets. It requires developing learning and teaching English. English is the second language of Bangladesh. To communicate and competing the world we are in very much need to master ourselves in understanding English. Though there have been numerous attempts to modify the curriculum, English language education in Bangladesh has always been problematic.

Teachers rely on assessment in schools to identify the areas that need more teaching and learning and to determine the learners' present levels of understanding. The English language evaluation in school's Bangladesh is summative, where the students' memorization and understanding skills are assessed. Other abilities including learner presentations, analysis, synthesis, and critical thinking are hardly ever thought to be crucial for evaluation (Begum & Farooqui, 2008).

I have always had an ambition to become a teacher. But before working as an intern teacher, I had very little experience in teaching. So, I decide to complete my internship at a secondary school where I can get some teaching experience. I have tried to convey this experience in this paper; this internship is my first teaching experience in a classroom. Throughout this journey, I gained a lot of new knowledge, and I have also done my best to adjust to new surroundings. I'll highlight a few of these experiences in my paper. I'll also go through how I've tried to use the knowledge I gained from my undergraduate studies at Daffodil International University in my teaching. It was during the Spring 2023 when I started my internship.

Chapter 2

Objective of Internship

Understanding the current state of English language teaching and learning approaches, which are primarily employed by secondary school teachers in Bangladesh, is the main objective of the project activity. The following list also includes the project paper's objectives:

- To understand the strategies used by secondary English teachers, as well as their methods of instruction.
- To explore and comprehend the methodologies and resources used to teach English.
- To investigate the current situation of the classroom in a secondary school.
- To be comfortable with various methods of instruction that can be used to instruct students, and stimulate their excitement in what is being taught, while keeping them involved in the class.
- To develop skills in order to grab the students' attention and maintain their concentration during class.
- To emphasize how instructors might improve the effectiveness and productivity of their lessons.

Chapter 3

Methodology

3.1 Choosing the Level of Education for Internship: I have always had a strong desire to become a teacher. But I had very little experience in teaching. At the initial stage, I thought primary school teaching will become tough for me to understand the psychology of the children, and at Higher Secondary level there is very little scope to get into a college to do an internship. Thus, I choose a secondary school. There are lots of private secondary schools to apply for an internship and it is easier to understand the psychology of secondary school kids than primary school children.

3.2 Choosing an Institute: When it came to the time of choosing an institute for an internship, I thought a lot and made my decision to do it in the school that I have read. And luckily after dropping my recommendation letter, I got the chance to do my internship under the guidance of those teachers who taught me when I was young. It is the best opportunity to know their methods from their perspective.

3.3 Class Selection: I have requested the headmaster to conduct classes eight and nine so that I could relate their basic level of learning English. Then the class teacher permitted me to conduct his scheduled classes. The students of both classes took me very sincerely.

3.4 Internship Procedure: To explore the responsibilities of a language teacher at a secondary-level institution, I observed three classes, conducted three classes, and prepared a detailed lesson plan for each class. During class observation, I maintained a checklist provided by my supervisor, and to do the overall discussion on the class observation, I have adopted a chart from “Practice Teaching: A Reflective Approach” by JC Richards, TSC Farrell published in 2011.

Chapter 4

Details of Institution

Name: Bangabandhu Sheikh Mujibur Rahman Agricultural University School.

Location: Bangabandhu Sheikh Mujibur Rahman Agricultural University, Shalna, Gazipur-1706.

Founded: 01 January 2023.

Number of Classrooms: 16 (primary school- 8, High School- 8)

Number of Students: 376

Number of Teachers: 24 (Primary School – 10, High School – 14)

Number of Staff: 4

Playground: 1

Result: The overall result of the school is good which is bringing enough reputation for the school year by year.

Cultural Condition: The cultural condition is quite good because of the environment of the university. There is a cultural club in the school as well and they have sessions once a week.

Overall Factors: Big classrooms, auditorium, clean washrooms, and Canteen.

Chapter 5

Class observation report

To complete my internship report I needed to observe some classes of other teachers. I have observed four English classes of Class Six, Eight, and Nine. The report of classes that I have observed is given below:

Class Observation Report 1: [Class eight]

Teacher's name: Md Juwel Mia	
Name of Institution: Bangabandhu Sheikh Mujibur Rahman Agricultural University School, Shalna, Gazipur 1706.	
Classroom Description:	
Size of Classroom: The classroom is big enough to accommodate 90-100 students.	Ventilation: The classroom has six big windows on both sides and two doors as well. So, there is sufficient ventilation for sunlight and air.
Seating Arrangement: The classroom has wooden high benches which are attached to low benches. Three students can seat on a bench. The seats are arranged in nine to ten rows and four columns. The classroom contains a standing desk for a teacher so that he/she can conduct the class with the learning materials.	Lights and Fans: As the classroom size is big so it needs a huge number of lights and fans. The classroom has 9 tube lights and 9 fans for sufficient light and air.

Students Information:	
Academic Level of the Students': As they are in class eight so they are at the beginner level.	Average Age of Students: The average age of the student is around 12 to 14 years old.
Language Level of the Students: As their mother tongue is Bangla so they feel comfortable using Bangla in the classroom even though their communication with the teacher is also in Bangla.	Number of Students: They are around 60 in number.

Lesson Objectives: The objective of the lesson is on a passage from their textbook named “Nakshi Kantha” and solve the exercises.
Teaching Materials: Whiteboard, marker, duster, textbook. Course Book: English for Today. Class-Eight. National Curriculum and Textbook Board, Bangladesh.

Experience of the class: It was 12 February 2023, a sunny morning and I went to observe my first class at 10:00 AM in BSMRAU School, Shalna, Gazipur. The class duration was 45 minutes. Around 60 students were presented in the class. There is only one shift in this school. So, the pressure on teachers is less than in a two-shifted school. The class was conducted by Md Juwel Mia, a young gentleman with a strong personality to encourage students, the junior English teacher of the school. It was an English first-paper class. When we entered the classroom, at first, he introduced me to the class and let them know the purpose behind my visit. It felt good when the students gave a warm welcome with sincerity and politeness. I greeted them also. Then I took a seat on the last bench of the middle row to ensure the proper visual of the class.

After making them comfortable he explained the topic that they were going to study today. As it was a class on a passage so he told a student to come in front of the class and read them out. This helps a student to build up his reading skills and confidence. After reading the text he explained the Bengali meaning to the class and picked some new vocabulary and through them questions to say the meaning of that. He explained each corner of the passage so nicely that everyone in the class could understand. Then he gave them to solve the questions that were given below the passage. He gave them 10 minutes to solve the questions. It was so good to see most of the students respond in time. He praised the students for picking up the quality of their writing.

The class was conducted mostly by use of the Bengali language. As the mother tongue of the students is Bengali so it is easier for them to understand. His presentation skill is so good that can seek anyone's attention. And yes, the class was well organized.

Class Observation Report 2: [Class eight]

Teacher's name: Md Juwel Mia	
Name of Institution: Bangabandhu Sheikh Mujibur Rahman Agricultural University School, Shalna, Gazipur 1706.	
Classroom Description:	
Size of Classroom: The classroom is big enough to accommodate 90-100 students.	Ventilation: The classroom has six big windows on both sides and two doors as well. So, there is sufficient ventilation for sunlight and air.
Seating Arrangement: The classroom has wooden high benches which are attached to low benches. Three students can seat on a bench. The seats are arranged in nine to ten rows and four columns. The classroom contains a standing desk for a teacher so that he/she can conduct the class with the learning materials.	Lights and Fans: As the classroom size is big so it needs a huge number of lights and fans. The classroom has 9 tube lights and 9 fans for sufficient light and air.
Local Conditions: The environment of the local area is much more supportive and calmer as the school is in a university campus.	Teaching aids: The classroom has a long whiteboard, multicolor markers, dusters, and a laser light for the teachers. Teachers can make use of them to conduct a class.

Students Information:	
Academic Level of the Students': As they are in class eight so they are at the beginner level.	Average Age of Students: The average age of the student is around 12 to 14 years old.

Lesson Objectives: The objective of the lesson is on a passage from their textbook named “Bangladeshi Cuisine” and solve the exercises.

Teaching Materials: Whiteboard, marker, duster, textbook.

Course Book: English for Today. Class-Eight.

National Curriculum and Textbook Board, Bangladesh.

Experience of the class: It was 20th February 2023, it was my second time observing the same class at BSMRAU School, Shalna, Gazipur. It was also a sunny morning with a very hot temperature. The class duration was 45 minutes. Around 53 students were presented that day.

As they knew the purpose behind my visit, they greeted me so politely after entering the classroom and asked how I was that day. I also greeted them with sincerity. I took my place at the middle bench that day to observe their movements. And that day I got to know some students were gossiping among themselves and they were not paying attention to the class. This is pretty obvious that the teacher noticed that as well. And then he stopped to explain the topic and started to tell a short event of his life. And when he ensured that everyone is listening to him, he started the topic.

That day he read out the story by himself and explained it by himself. And then he gave them to solve the question that was given below the passage in 10 minutes. Students responded to him with sincerity as always. He gave homework and packed the class. After the class, he told me that it was a sunny day and too much hot weather. Because of those, the students got tired soon and lost their patience, so he told them a short event of his life to bring them back to the target topic.

Class Observation Report 3: [Class Nine]

Teacher's name: Md Juwel Mia	
Name of Institution: Bangabandhu Sheikh Mujibur Rahman Agricultural University School, Shalna, Gazipur 1706.	
Classroom Description:	
Size of Classroom: The classroom is big enough to accommodate 70-80 students.	Ventilation: The classroom has four big windows on both sides and two doors as well. So, there is sufficient ventilation for sunlight and air.
Seating Arrangement: The classroom has wooden high benches which are attached to low benches. Three students can seat on a bench. The seats are arranged in nine to ten rows and four columns. The classroom contains a standing desk for a teacher so that he/she can conduct the class with the learning materials.	Lights and Fans: As the classroom size is big so it needs a huge number of lights and fans. The classroom has 6 tube lights and 6 fans for sufficient light and air.
Local Conditions: The environment of the local area is much more supportive and calmer as the school is in a university campus.	Teaching aids: The classroom has a long whiteboard, multicolor markers, dusters, and a laser light for the teachers. Teachers can make use of them to conduct a class.

Students Information:	
Academic Level of the Students': As they are in class Nine so they are in the pre-intermediate level.	Average Age of Students: The average age of the student is around 13 to 15 years old.

<p>Language Level of the Students: As their mother tongue is Bangla so they feel comfortable using Bangla in the classroom even though their communication with the teacher is also in Bangla.</p>	<p>Number of Students: They are around 40 in number.</p>
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<p>Lesson Objectives: The objective of the lesson is to Changing Sentences and solve the exercises.</p>
<p>Teaching Materials: Whiteboard, marker, duster, textbook.</p>
<p>Course Book: English Second Paper. Class-Nine. Advance Learners Chowdhury and Hossain.</p>

Experience of the class: I observed my third class on the same day at 10.45 AM with class 9 in Bangabandhu Sheikh Mujibur Rahman Agricultural University School. The class duration was 45 minutes. The present student was around 40. This class was conducted by Md Juwel Mia.

First, the teacher introduces me to the class and told them why I'm there. The teacher was going to teach them to change sentences under the English Second Paper course. The teacher conducted the class mostly in English, but for a better understanding of students, he sometimes used Bengali as well. At first, he briefly talked about what is Sentence and its basic structures. Then he taught the changing rules from the book with relative examples and taught some exceptional rules also. After that, he told students to solve five changing sentence exercises written on the whiteboard. Then he wrote the answers on the board and told the students to check their answers. Some of them did wrong, and the teacher again explained the rules for their better understanding. Then he asked if they had any more confusion or not. They clarify that they understand properly. By taking short feedback from me, the teacher ended the class.

The overall report of class observations

1. **Lesson structure:** Teachers entered the class and greeted them with a smile and wished them good morning. Then they shared with them why they should learn the topic and the essentials of the topic. The teacher taught students how they could write them easily and gave them exercises to point out where they make mistakes. This is very similar in all the classes.

When designing a lesson structure, it's important to consider the objectives you want to achieve, the content you need to cover, and the learning needs of your students. Here's a suggested lesson structure that you can adapt and modify based on your specific teaching context:

Introduction (5-10 minutes):

- Greet the students and establish a positive learning environment.
- State the objectives of the lesson and explain why it is relevant and important.
- Activate prior knowledge by asking questions or reviewing previous concepts related to the current topic.

Pre-assessment or Warm-up Activity (5 minutes):

- Engage students in a brief activity or discussion that helps assess their existing understanding of the topic or activates their prior knowledge.
- This can be in the form of a quick quiz, brainstorming session, or a short writing exercise.

Presentation of New Material (15-20 minutes):

- Introduce the main concepts, skills, or information you want to teach.
- Use various instructional strategies such as lectures, demonstrations, visuals, or multimedia to present the content.
- Break down complex ideas into smaller, more manageable parts.
- Provide clear explanations, examples, and real-world connections to enhance understanding.

Guided Practice (15-20 minutes):

- Facilitate activities or exercises that allow students to apply what they have learned.
- Provide step-by-step guidance, support, and feedback as they practice the new skills or concepts.
- Encourage active participation and group collaboration when appropriate.
- Monitor students' progress and address any misconceptions or difficulties they may encounter.

Independent Practice (15-20 minutes):

- Assign tasks or exercises those students can complete on their own.
- Provide clear instructions and resources needed for independent practice.
- Encourage critical thinking, problem-solving, and creativity.
- Circulate the classroom, offering individual assistance as needed.

Recap and Review (5-10 minutes):

- Summarize the key points covered in the lesson.
- Ask questions to check students' understanding and address any remaining misconceptions.
- Encourage students to reflect on what they have learned and how it connects to previous or future lessons.

Conclusion and Closure (5 minutes):

- Wrap up the lesson by emphasizing the main takeaways.
- Provide a brief preview of the next lesson or any upcoming assignments or assessments.
- Allow time for students to ask questions or seek clarification on any topics covered.
- Note: The time allocation for each section is approximate and can vary depending on the complexity of the topic, grade level, and available class time. Flexibility is essential to adapt the lesson structure to suit the needs of your students and the specific content being taught.

2. **Classroom management strategies:** Effective classroom management is crucial for creating a positive and productive learning environment. Here are some strategies that can help you maintain order, engage students, and promote a conducive atmosphere for learning:
- **Establish Clear Expectations:** Set clear and consistent rules, routines, and expectations from the beginning of the school year. Communicate these expectations to the students and ensure they understand the consequences of not meeting them.
 - **Build Positive Relationships:** Develop positive relationships with your students based on trust, respect, and empathy. Show interest in their lives, listen to their concerns, and provide support when needed. When students feel valued and connected, they are more likely to be motivated and engaged in the classroom.
 - **Classroom Layout and Organization:** Arrange the physical space of the classroom in a way that promotes a smooth flow of activities and minimizes distractions. Ensure that materials and resources are easily accessible to students. Consider seating arrangements that facilitate interaction and collaboration.
 - **Engage Students Actively:** Incorporate active learning strategies that encourage student participation and engagement. Use a variety of instructional methods such as group work, hands-on activities, discussions, and technology-based tools to keep students involved and interested in the lesson.
 - **Effective Lesson Planning:** Plan lessons that are clear, structured, and aligned with the learning objectives. Use a variety of teaching methods and materials to cater to diverse learning styles and abilities. Break down complex tasks into manageable steps and provide clear instructions.
3. **Teaching activities:** Teaching activities can vary depending on the educational level and subject matter. Here are some common teaching activities that educators engage in:
- **Lesson Planning:** Teachers spend time planning lessons to ensure they meet the learning objectives and engage students effectively. This involves determining the content to be taught, selecting appropriate instructional materials, and preparing activities and assessments.

- Lectures: Delivering lectures is a traditional teaching method where teachers present information and concepts to students. Lectures can be supplemented with multimedia presentations, handouts, and visual aids to enhance understanding.
 - Discussions: Teachers facilitate classroom discussions to encourage student participation and critical thinking. They pose questions, encourage students to share their thoughts, and guide the discussion to ensure relevant learning outcomes are achieved.
 - Group Work: Collaborative activities are essential for promoting teamwork, communication skills, and problem-solving abilities. Teachers assign group projects, case studies, or problem-solving tasks to encourage students to work together and learn from each other.
 - Feedback and Assessment Review: Teachers provide constructive feedback on student work, assess assignments, and review assessments together with students. This helps students understand their strengths and areas for improvement, promoting self-reflection and growth.
4. **Teacher's use of materials:** Most of them used Text Book while conducting the class on the English first paper. But when they conducted class on English second paper, they used and suggested to students some particular books for better understanding. As well teachers delivered their knowledge too.
 5. **Teacher's use of language:** Most of the time they used L1. When they tried to conduct the class by using L2, it made students uncomfortable. So, most of the time teachers used L1 for better learning, understanding, and time management. But teachers encouraged students to use L2 when he is present in the class.
 6. **Students' use of language:** Students were uncomfortable using L2 in class. Their facial reaction said that most of them were confused about what to answer and how to answer. They mostly faced problems with the structure of a sentence and tense as well. They had no idea about phonology which affected their pronunciation.
 7. **Student interaction:** Most of the students were insincere about the homework but they engaged more when the teacher told them to solve something in front of him.

Chapter 6

Reports on Class Conduction – 01 & 02

Reports on own class:

Descriptions of students, classroom, materials

Descriptions of students:

- i) Academic level: Beginner.
- ii) Language level: pre-intermediate.
- iii) Average age: 13 years
- iv) Number of students present: 60
- v) Teaching timing: 45 minutes (per class)

Descriptions of the classroom:

- i) Sitting arrangement: The room can accommodate 70-80 students; The benches are arranged in nine to ten rows and four columns.
- ii) Ventilation: The classroom has six big windows on both sides and two doors as well. So, there is sufficient ventilation for sunlight and air.
- iii) Teaching tools: The classroom has a long whiteboard, multicolor markers, dusters, and a laser light for the teachers.
- iv) Teaching aids: Course book, worksheet.

Teaching materials:

- i) Course book: Advance learners Chowdhury and Hossain for class eight.

- ii) Topic: Article

Covering: The “Definite Articles” Use of “A” and “An” (day 1)

Covering: The “Indefinite Articles” Use of “The” (day 2)

- iii) Objectives: To make sure the students when, where, and why they need to use the article

iv) Teaching aids: Worksheet and Coursebook.

Description of Class:

The class started with a very traditional way of sharing greetings. Then I wrote down the subject name in the selective box and the topic name on the upper middle of the portion of the board as a heading. Told them to open their note paper and course book. Then I asked them what they knew about the article. They answered A, An, The is the article. I appreciated their answer and added the classification of the article and the reasons to use the article. I asked them if they have learned it before or not. They replied yes, they did; but most of them said they did not know why and when they need to use them properly. After hearing that I took my marker and wrote a word and asked them what should I use before the word. They replied correctly but they did not know why they used that. Then I told them the reason and started to teach them rule-wise and saw that they were happily grabbing those and responding to almost all the students. Rules made them easier to understand. Then I gave them a passage article to solve in pairs within 10 minutes. Most of the students responded in 5-7 minutes. I checked the answer and saw that they are doing well. Appreciated them for their engagement and gave them homework and said to touch on the next day's topic as well by greeting them all I ended the class.

Critical analysis and reflection of own class:

➤ Class participations:

Students were very interactive from the very beginning. The whole class's participation was up to the mark. When their interpretation and competitive mind easily found something interesting, it helped their mind shine like a diamond. Also, little encouragement made them confident. Appreciation, motivation, and proper guidelines made their souls alive. Structures are boring to remember but they can be changed into interesting by presentation skills and effective hacks. Students were willing to answer fast. Pairwork was effective in that case; they found their friend alone. Friends are the best teacher because both know how the other will understand easily. But

when it came to the time of individual tasks some of them were found lazy but that was not that much.

➤ Teacher's activities and qualities:

It seemed challenging to cover activities like individual, pair, group, and whole-class tasks in 45 minutes per class. In both classes maintaining the same supportive mood and task was much in a controlled manner. The voice was clear and loud enough to reach the last bench in both classes. Appreciation toward the students for little things maintained in both classes was pretty good. Maintaining formal and semi-formal approaches to situations was portrayed in both classes. It was always in mind that the use of language needed to be student-friendly. Even the lesson materials were interesting and suitable for them in a few ways. Addressing someone by name makes one happy, which was also portrayed in both classes. Greeting, appreciation, motivation, and guidelines also seemed to be performed in the class.

➤ Task accomplishment:

On the first day, the objective was to cover the "Definite Articles" use of A and An. Both topics were completed well with performing pair work. Rule-wise lesson material made it easy to finish on time. Made sure to use the whiteboard for the bullet points. Tried to keep the interest of the student as well.

On the second day, it was fun in the next day. Their interest worked positively the next day. It made it easier to deliver the lesson smoothly because of their home task. Most of them read out The "Indefinite Article - Use of The" at home. Taking this as a weapon covered the topic very smoothly as well.

Reports on Class Conduction - 03

Reports on own class:

Descriptions of students, classroom, materials

Descriptions of students:

- vi) Academic level: Beginner.
- vii) Language level: pre-intermediate.
- viii) Average age: 13 years
- ix) Number of students present: 60
- x) Teaching timing: 45 minutes (per class)

Descriptions of the classroom:

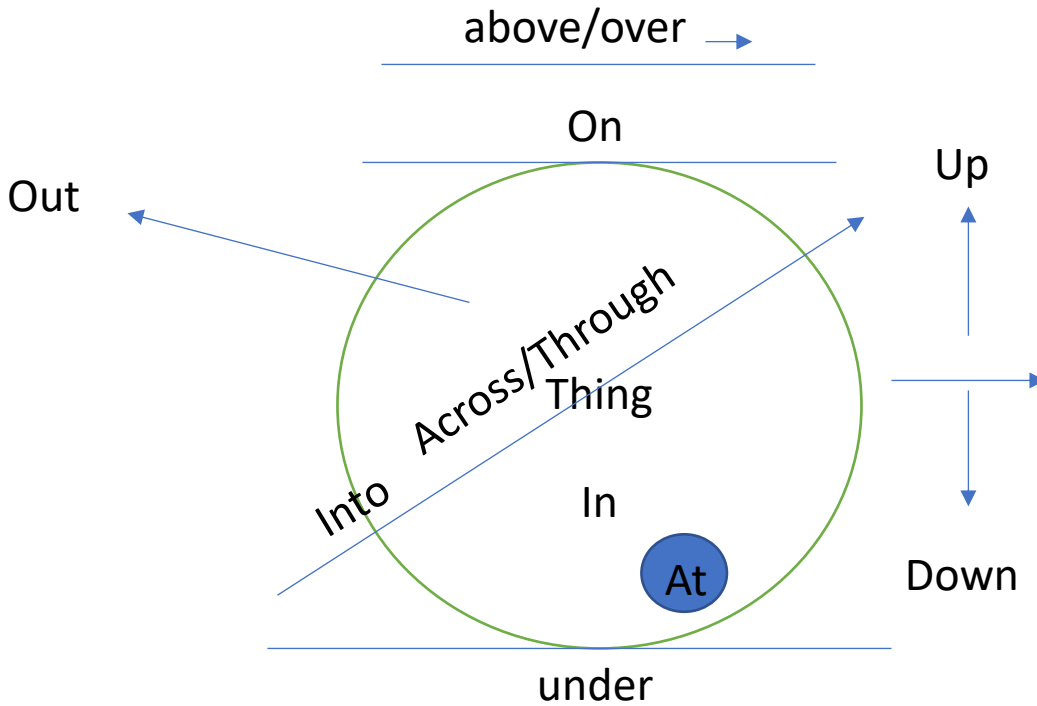
- v) Sitting arrangement: The room can accommodate 70-80 students; The benches are arranged in nine to ten rows and four columns.
- vi) Ventilation: The classroom has six big windows on both sides and two doors as well. So, there is sufficient ventilation for sunlight and air.
- vii) Teaching tools: The classroom has a long whiteboard, multicolor markers, dusters, and a laser light for the teachers.
- viii) Teaching aids Course book, worksheet, online materials.

Teaching materials:

- i) Course book: Advance learners Chowdhury and Hossain for class eight.
- ii) Topic: Preposition
- iii) Objectives: To ensure the students know the appropriate use of prepositions.
- iv) Teaching aids: Worksheet and Course book and Online materials.

Description of Class: The class started with sharing greetings with the students. Asked them how they were. After making them comfortable I wrote a title on the whiteboard named preposition. I briefed them about prepositions. And told them where we need to use prepositions. Then I assured

them not to worry and encouraged them a little. After that, I drew a circle on the whiteboard and told them to think of the circle as a thing. Then I wrote down the prepositions around the circle and told them where to use the appropriate prepositions. I am giving the diagram below to better understand:



I could use random books and rules to teach them. But I tried to play with their photographic memory. I described all the things where and why we should use those prepositions. For example, I asked them when we should use on. They replied their ways but I replied when something is placed on a surface that has a touch with the surface then we should use “on”. After describing all the things, I gave some exercises to ensure that they are understanding or not. And this is a matter of glad as a teacher that most of the students responded very well and their performance was also too good when I reviewed their scripts. After doing all these things suddenly the bell rang and I gave them homework and ended the class by wishing goodbye.

Critical analysis and reflection of own class:

- **Class participation:** Students looked happy to learn all those things with a diagram. They felt good when they came to learn something in a new way. The traditional way of learning is common but when a student finds something new, they feel excited and energetic. Their participation and interaction with the teacher were enough for a teacher to feel good. The tendency to answer the questions before their classmates was noticeable. They asked questions if they did not understand anything once.
- **Teacher's activities and qualities:** The teacher looked confident from the very beginning. When greeting them teacher made sure about the engagement of the student with the teacher. The teacher motivated them as well. Also assured them not to worry. The teacher made everyone comfortable first. Taking a class beyond the traditional way seemed to be done very well. Asking questions, the students seemed to appear. Use of a mixture approach like both formal and semi-formal way to handle the student portrayed as well. Reviewing their scripts to ensure their understanding is also noticeable in the class.
- **Task accomplishment:** It was very tough to complete the task in that much time. The targeted topic was delivered well on time. The performance of the students made this happen. The use of whiteboard and other materials seemed very good. Keeping the attention of students as well.

Chapter-7

Other Responsibilities of a Secondary School Teacher

The responsibilities of a teacher go much beyond simply giving lessons while at the front of the classroom. Lesson planning, preparation, and further assistance for students require a lot of work behind the scenes. Additionally, a good teacher can influence students positively by frequently serving as a source of motivation and inspiration. There are lots of responsibilities like -

- Research and training on new teaching methods.
- Evaluating student work and keeping a performance log.
- Organizing tests and setting up assessments.
- Enhancing teachers' own learning and career development.
- Arranging and executing educational programs and events.
- Attending meetings with parents and teachers
- Administrative Tasks.

My participation in other responsibilities:

- 1. Maintaining Punctuality:** Doing work in time always creates a positive impression on others. I was sincere in time management. I was never late to my duties.
- 2. Attending meetings:** We had a daily 15-minute meeting regarding the updates every morning at 8:45-9:00 AM. In this fixed meeting, the headmaster was the host. Here in the meeting, he distributed the daily work to the teacher.
- 3. Attending Assembly:** I along with the teachers used to go to the assembly ground at 9:00 AM. At the time of assembly, we were instructed to observe the manners and etiquette.
- 4. Preparing lessons:** I used to prepare lessons at night. I had a break period after the assembly period, I used to revise the topics that I was going to deliver in the classes.
- 5. Taking Proxy Classes:** Besides taking classes I conducted proxy classes as well. Due to some unavoidable circumstances when a teacher could not attend the class, the assistant headmaster used to assign me to conduct the classes.

- 6. Arranging and Attending Annual Sports Day:** I attended the “Annual Sports Day” of the school and the authority gave me a chance to involve with the cultural segments. I assisted to prepare students to perform at the cultural segment of Annual Sports Day.
- 7. Attending Teachers Training:** In my three-month internship as a secondary English teacher, I completed in-house training on the new curriculum of classes six and seven. The government is changing the secondary educational approach.
- 8. Arranging exams and making questions:** I have made question papers for classes eight and nine and evaluated their scripts.
- 9. Evaluating Scripts and Record in Performance Log:** The school provided me with a marking chart where I needed to record the name of the student, marks, and comments on the result.
- 10. Attending Teachers-Parents Meetings:** I attended a teacher-parent meeting thrice in the three months of the internship.

Chapter 8

Overall Findings

I found out the following things through my observations and teaching experiences at the Bangabandhu Sheikh Mujibur Rahman Agricultural University School:

- ❖ The teaching approach of the teachers was excellent, and they are well qualified.
- ❖ The classrooms and washrooms were very clean with a very nice environment.
- ❖ The student has many opportunities to improve their skills. The school has an English Language club, Cultural Club, and Debating club as well.
- ❖ Students have of lack the basics of grammar due to the break of the “Covid 19” pandemic.
- ❖ The institution did not have modern technologies like multimedia.
- ❖ The students have the opportunity to play in the big playground, further learning in the library and have a good meal from the canteen.
- ❖ Both teachers and students looked punctual.
- ❖ Depending on a textbook is the reason for slow learning.
- ❖ The teachers were very cooperative and positive-minded.

Chapter 9

Recommendation

1. For better engagement teacher should do several activities like group work, pair work, discussion sessions, and so on.
2. In English classes teachers should conduct the class in English. Though there are some limitations to doing so in Bangladesh.
3. English-spoken sessions should be included in the classes.
4. Practical example helps to better understand. Teachers should use practical examples in the class.
5. For grammar teachers should follow other books and online material too. There are lots of things that are not included in one book. Though it is tough to recommend and make the student buy several books of English in a situation like Bangladesh. So, teachers should give references to other books too.
6. After the lecture it is important to summarize the text. Students never receive 100% of the intended topic. So, it helps them to better understand. Students often feel hesitant to ask questions. So, the teacher should encourage them to ask questions.

Chapter 10

Conclusion

I gained a lot of knowledge during my internship. For me, it was an entirely new experience. I had numerous issues. With the guidance of my supervisor Mr. Al Mahmud Rumman sir, I managed to tackle all the obstacles. Additionally, the teachers there were very friendly and supportive. They used to demonstrate to me how to conduct a class keeping the students under control. Moreover, each class's students need to be handled differently, they also gave advice about this. My entire class was incredibly friendly. They were extremely eager to learn.

I didn't let my class monotonous. I tried to use examples from real life, giving different group assignments and tasks. They were able to understand topics easily as an outcome, and they did the classes attentively. That is why I was cheerful in class, too. Finally, with the help of Almighty Allah, I completed my paper for the internship project.

Both my teaching and communication skills have improved for this internship project. For me, it turned into a teaching test as well. I was able to figure out from this experience whether or not I could adjust to the teaching profession. It was a journey I'll never forget and was also helpful to my future. I'll do my best to utilize the knowledge I learn through the internship project.

Lastly, I want to thank everyone who helped me in numerous ways to complete my internship project, including my supervisor, teachers, students, and my department.

References

Begum, M., & Farooqui, S. (2008). School Based Assessment: Will It Really Change the Education Scenario in Bangladesh?. *International education studies*, 1(2), 45-53.

Appendices

Appendices 1: Checklist

Appendices 2: Lesson Plan for Grammar Teaching Sample

Appendices 3: Certificate of Internship.

Appendices 4: Photographs.

Appendices 1

Classroom Observation checklist

Lesson Plan and Execution					
	Com pletely	Mostl y	Some what	little bit	Not at all
a. Was the format appropriate			√		
b. Were objectives shared with learners		√			
c. Did the instructor get the attention of learners early		√			
d. Did the instructor state the purpose in an interesting way				√	
e. Did the instructor pose a dilemma					√
f. Did the instructor ask a stimulating question	√				
g. If not, how could it have been done more effectively					
h. Was there a handout		√			
i. If yes, was it organized according to the presentation	√				
j. How much did the instructor highlight important points		√			
k. How much information was presented for a given time period			√		
l. Were stated objectives met		√			

m. Did the instructor encourage student responsibility for further learning		√			
Comment: Except for some categories, all the teachers had efficient lesson plans and execution.					
Teaching Techniques					
	Completely	Mostly	Some what	little bit	Not at all
a. Did the instructor maintain control of the class	√				
b. Did the instructor ask the audience to answer questions			√		
c. Did the speaker use brainstorming				√	
d. Were many responses generated by the students	√				
e. Were any audiovisuals used				√	
f. Were they of good quality	√				
g. Was the instructor conversational		√			
h. Did the instructor use eye contact	√				
i. Did the instructor use natural hand and body gestures	√				
j. Did the instructor vary the pace of the presentation		√			
k. Did the instructor avoid standing in a stiff manner or hiding behind a podium	√				
l. Was voice quality/volume adequate	√				
m. Did the instructor show interest in the subject	√				
n. Did the instructor show interest in teaching	√				
o. Did the instructor appear to have prepared for the presentation		√			
p. Overall, did the instructor try to help the learners learn the subject		√			
q. Were learners asked to evaluate the presentation			√		
Comment: They all were well-qualified teachers with many years of experience. Their presentation skill and teaching approach was excellent. But if they used more English in classes it would be an encouraging factor to the students.					
Class Management					

	Completely	Mostly	Some what	little bit	Not at all
a. Teachers' presence in the class was appropriately approachable not stifling	√				
b. Teacher established a rapport with the class before starting the lesson	√				
c. Teacher took the time to introduce the lesson to the Class	√				
d. Lesson was complemented by the Teacher's tone, gesture, posture, and demonstration (if necessary)	√				
e. Lesson material was meaningful, motivated, contextualized	√				
f. Use of ample examples or reference		√			
g. Use of activities to engage the students (Group work, pair work, peer evaluation)				√	
h. Enough opportunities for students to respond or question the teacher			√		
i. Effective balance of STT and TTT			√		
j. Transition from one point to another		√			
k. Time Maintenance		√			
l. Linking lesson to previous or next lesson materials		√			
Comments: The overall class management by the teachers was good enough but they needed to involve students in group work, and pair work for better engagement.					
Learning Environment					
	Completely	Mostly	Some what	little bit	Not at all
a. The class atmosphere was warm, open, and accepting	√				
b. Learners were clear about the topic being taught		√			
c. Student participation was appropriate, not disturbing			√		

d. Classroom facility was adequate and furnished with the necessary equipment (Board, Marker, Speaker, Multimedia, etc.)		√			
e. Classroom environment was appropriate to facilitate learners' learning (Light, fan, AC)		√			
f. The seating arrangement is suitable, not overcrowded	√				
g. Interaction of Teacher and Learner during a lesson		√			
h. Learner's response was appropriate and inquisitive		√			
i. Display of misconduct or hostility towards the Teachers from the learners					√
j. Display of misconduct or hostility from one Learner to other learners				√	
k. Peer feedback and feedback from the Teacher were supportive and constructive		√			

Comments: The classroom had a very good environment full of lights and fans but if there were multimedia and speaker then it would be much easier and more effective for the teachers.

Use of Language

	Completely	Mostly	Some what	Little bit	Not at all
a. The teacher speaks in the target language in the classroom appropriately and effectively			√		
b. Use of English language is appropriate to student needs				√	
c. The teacher offers opportunities for native language use	√				
d. The teacher uses familiar words related to what s/he is teaching in class		√			
e. The instructor presents information about some very familiar topics using the native language	√				
f. If learners find the lesson difficult teacher tries to say it in a simple way.	√				

g. Teacher uses formal language in the classroom.		√			
h. The teacher checks for comprehension by frequently asking and observing individual students		√			
i. Teacher engages students in speaking activities to develop an understanding of sounds in the utterance					√
j. Teacher explains cultural differences in different accents of the English language			√		
k. Teacher finds discomfort when students express ideas in English only.					√

Comments: The use of the target language in the class was not so good. Most of the time teachers seemed to use native language. Teachers should encourage students to speak in English in the classes.

Teaching methods/techniques

	Compl etely	Mostl y	Some what	Little bit	Not at all
a. Teacher uses a specific teaching method in class		√			
b. Teaching techniques are related to the objective of the lesson		√			
c. Teacher takes initiative to promote communication among students and teachers.	√				
d. Use of techniques which has implication outside the classroom		√			

Comments: The overall use of teaching methods and techniques was satisfactory by the teachers.

Presentation skills of the teacher

	Compl etely	Mostly	Some what	Little bit	Not at all
a. Teacher's voice is enough audible for all the students.	√				
b. Teacher's pronunciation is clear enough to understand.	√				
c. Teacher is able to keep pace while giving a lecture	√				

d. Teacher can change the pitch of his tone to support the meaning & for emphasis.	√				
e. The teacher gives adequate pauses while giving a lecture.	√				
f. The teacher is able to make eye contact with all the students.	√				
g. The gesture of the teacher compliments what he is saying	√				

Comments: The presentation skills of the teachers were excellent.

Personal qualities of the teacher

	Compl etely	Mostly	some what	Little bit	Not at all
a. The teacher is friendly with the students while teaching.	√				
b. The teacher welcomes opinions & comments from the students.		√			
c. Teacher uses relevant personal examples to create rapport with students.		√			
d. The teacher shows enthusiasm & passion regarding the subject matter.	√				

Comments: The personal qualities of the teachers were so good.

Teaching Materials (Teacher designed / Supplementary)

	Comp letely	Mostl y	Some what	Little bit	Not at all
a. Materials are designed according to the age level.		√			
b. Material fulfills the objective of the lessons provided.		√			
c. Materials include lessons that are interesting and can motivate the learner			√		
d. Materials have a face value not only from the outside but also inside of the text		√			
e. Use of other teaching aids along with the prescribed text. Ex: audio-visual materials.					√
f. Use of authentic material		√			

g. Materials are used effectively and efficiently	√				
h. All the lessons are covered in the prescribed material.		√			
Comments: For the lack of multimedia and speaker teachers were not able to use audio-visual materials. Audio-visual material help student with a better understanding of the topic.					
Treatment of Feedback					
	Completely	Mostly	Some what	Little bit	Not at all
a. Teacher provides effective feedback to each activity	√				
b. Teacher provides feedback after the activity is finished	√				
c. Teacher provides feedback individually			√		
d. Teacher gives feedback to the whole class	√				
e. Teacher's feedback is comprehensible	√				
Comments: Feedback helps students to know their lickings and advantages. All the teachers gave feedback to the students so that they could know their positions.					

Additional Comments:

By observing the classes I would like to recommend that teacher should engage students to use English in the class. This would help them not to feel shy and discomfort when they need to communicate in English. At least they should arrange a English speaking session once a week. This will help the students a lot,

Appendices 2

LESSON PLAN for Grammars Teaching

Teacher (Student)	MD. Moniruzzaman Maruf
Class profile and size	Students are at the beginner level. Around 60 in numbers
Class Duration	45 minutes
Medium of instruction	English and Bangla
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Grammar
Teaching materials	<ul style="list-style-type: none"> • Selected Coursebook • Worksheet • Printed sheets. • Whiteboard and multicolor marker. • Online Materials.
Learning Objectives:	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> • Process of using grammar. • Know the importance of grammar. • To make sure their positive opinion on grammar.
Anticipated Challenges	<ul style="list-style-type: none"> • Students may not want to learn rule-wise. • As most of them are used to teacher-centered classes, students may not be motivated to work in pairs or groups, and they may become bored in class. • The allotted amount of time for each activity might not be used as intended; some tasks might take longer or shorter than anticipated; and there might be a power outage.

<p>Motivational factors</p>	<ul style="list-style-type: none"> • Giving rewards during ice-breaking sessions could motivate the students to pay attention to the material. • Encouraging pair work among students to make the lesson easy and interesting for them. • Asking questions and appreciating their work will be useful. • Students may be highly motivated by receiving immediate constructive feedback. 			
<p>Backup Plan</p>	<ul style="list-style-type: none"> • If the student like to learn traditional rule-wise and feels bored, teach them effective hacks. • One or two less significant activities may be skipped if there is a time crunch. 			
<p>Feedback Process</p>	<ul style="list-style-type: none"> • Oral feedback will be delivered by the teacher. • The response and success rate in task completion will be used to evaluate the lesson. • If the lesson involves writing, the teacher will assign homework so that he or she can provide each student with individualized feedback. 			
<p>Learning Outcomes</p>	<p>Students will be able to make the proper way of using grammar.</p>			
<p>Activity</p>	<p>Student/teacher Interaction</p>	<p>Materials/Techniques</p>	<p>Learning Outcome</p>	<p>Timing</p>
<p>Greetings:</p> <ul style="list-style-type: none"> • T will warmly welcome the Ss in the class 	<p>T → Ss Ss → T</p>		<p>Students will be comfortable being engaged with the class activity with warm greetings.</p>	<p>3 minutes</p>

<p>Initial activity.</p> <ul style="list-style-type: none"> • ‘Preposition’-the topic title will be written on the whiteboard by T. • A short brief will be given about prepositions by T. • Ss will listen to those carefully. 	<p>T → Ss</p>	<p>Visuals on whiteboard</p>	<p>Ss will relate what they are going to learn.</p>	<p>5 minutes</p>
<p>Grammar activity:</p> <ul style="list-style-type: none"> • Ss will open their notebooks. • Following the instructions, students will get to know the basics through different examples. • T will describe the rules. 	<p>Pair work: S → S T → Ss</p>		<p>Students will learn basics and grammar in this section and think individually.</p>	<p>15-20 minutes</p>
<p>Scanning Activity:</p> <ul style="list-style-type: none"> ▪ Ss will be given some Exercise questions with worksheets to solve in groups or pairs. ▪ Ss will do scanning to solve the exercise by the rules that have been taught by the T. 	<p>T → Ss</p>	<p>Worksheet</p>	<p>Scanning the exercises will be practiced.</p>	<p>5 minutes</p>

<p>Script Checking.</p> <ul style="list-style-type: none"> ▪ T will be checked their script. ▪ T will feedback in groups or pairs based on their script. ▪ Pair and group work will be done. 	<p>T → Ss S → S Ss → Ts</p>		<p>Few mistakes will be solved.</p>	<p>6 minutes</p>
<p>Inference:</p> <ul style="list-style-type: none"> ▪ Students will response to open-ended questions. ▪ Ss will convey their own opinions. 	<p>T → Ss Ss → Ts</p>	<p>Worksheet</p>	<p>Students will gain the ability to express their opinions and understanding.</p>	<p>4 minutes</p>
<p>Conclusion:</p> <ul style="list-style-type: none"> ▪ Teachers will appreciate Students for their efforts ▪ T will assign homework. ▪ T will inquire regarding any questions Ss may have. ▪ T will conclude the class with a thank-you note. 	<p>T → Ss Ss → T</p>			<p>2 minute</p>

Teacher self-evaluation:

- Positive aspects of the lesson.
- How could the lesson be made better?

Material Sources:

- **Text Source: Advance Learners by Chowdhury and Hossain.**
- **Worksheets.**
- **Online materials**

Appendices 3

Certificate of Internship



বঙ্গবন্ধু শেখ মুজিবুর রহমান কৃষি বিশ্ববিদ্যালয় স্কুল

গাজীপুর-১৭০৬।

স্থাপিত-১৯৯৯ খ্রি.

বিদ্যালয় কোড: ২১০৯, EIIN: ১০৮৯৫৩, কেন্দ্র কোড: ৫৮৬, মোবা: ০১৩০৯১০৮৯৫৩

E-mail: bsmrauschool99@gmail.com

To whom concern

It is certified that MD. Moniruzzaman Maruf, S/O: Mizanur Rahman, residential area of Bangabandhu Sheikh Mujibur Rahman Agricultural University, Gazipur-1706, has been completed his “**Internship**” as an English Teacher in this institution from 06.02.2023 AD to 08.05.2023 AD. During this period, he has done a very positive job with the young learners as well as with the concern authority. As far I know he bears a strong moral character.

I earnestly wish his grand success in every step of life.

২৫. ০৫. ২০২৩

মোঃ মোস্তাফিজুর রহমান
প্রধান শিক্ষক (ইনভেস্ট-২৮৫৯২৫)
বঙ্গবন্ধু শেখ মুজিবুর রহমান কৃষি বিশ্ববিদ্যালয় স্কুল
গাজীপুর-১৭০৬।

Appendix 4

Photographs











বঙ্গবন্ধু শেখ মুজিবুর রহমান কৃষি বিশ্ববিদ্যালয় কুমিল্লা

গাজীপুর-১৭০৬
[স্থাপিতঃ ১৯৯৯ খ্রি.]

প্রধান শিক্ষকগণের কার্যকাল

ক্র. নং	নাম	পদবী	স্বাক্ষর	ইহতে	পর্যন্ত
০১	জনাব মোঃ আবুলফুজ ইলিয়াস	এ.এস	০১-০১-১৯৯৯	০১-০৫-১৯৯৯	
০২	জনাব আবু হোসেন সরকার	এ.এ. বি.এ	০১-০৬-১৯৯৯	০১-১২-২০০৮	
০৩	ড. মোঃ মোস্তাফিজুর রহমান	ড.এ	০১-০১-২০০৯	২৯-০৭-২০০৯	
০৪	ড. মোঃ ইউনুস সিদ্দিক	ড.এ	০১-০১-২০০৯	০১-০৭-২০১০	
০৫	ড. মোঃ আবুল হোসেন মোস্তাফিজ	ড.এ	০১-০১-২০১০	০১-০৭-২০১০	
০৬	ড. মোঃ মোস্তাফিজুর রহমান	ড.এ	০১-০১-২০১০	০১-০৭-২০১০	
০৭	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০১-২০১০	০১-০৭-২০১০	
০৮	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০১-২০১০	০১-০৭-২০১০	
০৯	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০১-২০১০	০১-০৭-২০১০	
১০	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০১-২০১০	০১-০৭-২০১০	
১১	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০১-২০১০	০১-০৭-২০১০	

বঙ্গবন্ধু শেখ মুজিবুর রহমান কৃষি বিশ্ববিদ্যালয় কুমিল্লা

গাজীপুর-১৭০৬
[স্থাপিতঃ ১৯৯৯ খ্রি.]

পরিচালনা পর্ষদের সভাপতিগণের নামের তালিকা

ক্র. নং	নাম	পদবী	ইহতে	পর্যন্ত
০১	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০১-১৯৯৯	০১-০৫-১৯৯৯
০২	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৫-১৯৯৯	০১-১২-২০০৮
০৩	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-১২-২০০৮	০১-০৭-২০০৯
০৪	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৭-২০০৯	০১-০৭-২০১০
০৫	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৭-২০১০	০১-০৭-২০১০
০৬	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৭-২০১০	০১-০৭-২০১০
০৭	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৭-২০১০	০১-০৭-২০১০
০৮	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৭-২০১০	০১-০৭-২০১০
০৯	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৭-২০১০	০১-০৭-২০১০
১০	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৭-২০১০	০১-০৭-২০১০
১১	ড. মোঃ হুমায়ুন কবীর	ড.এ	০১-০৭-২০১০	০১-০৭-২০১০

Appendices 5

Plagiarism Report

Turnitin Originality Report

Processed on: 03-Jun-2023 09:14 +06
 ID: 2107853460
 Word Count: 8977
 Submitted: 1

192-10-438 By Md. Moniruzzaman
 Maruf

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Similarity Index	Internet Sources: 18%
19%	Publications: 1%
	Student Papers: 6%

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 Assignment: Student Project
 Paper ID: [945516662](#)

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