



## **Internship Report**

**on**

**The Present Situation of English Language Learning in Nischintapur  
Degree College**

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**Course Title: Project Paper with Internship**

**Couse Code: ENG431**

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**Submitted To:**

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Senior Lecturer

Department of English

Daffodil International University

Ashulia, Dhaka, Bangladesh

Date of Submission: 04/12/2022

## Declaration

I declare that this internship report titled “The Present Situation of English Language Learning in Nischintapur Degree College” is submitted to department of English, Daffodil International University. It is a record of genuine work done by me. Bascially, this report has been made for the completion of the course named “Project Paper with Internship” Couse code: ENG431). However, this internship report is made under the supervision of Mohammad Zahidul Islam, Senior Lecturer, Department of English, Daffodil International University.

Nusrat Jahan  
4/12/22

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Batch: 46<sup>th</sup>

Section: C

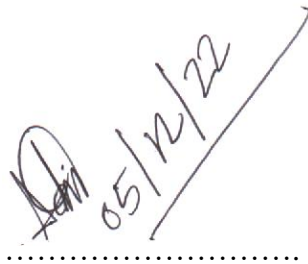
Department of English

Daffodil International University

## Certificate of Approval

I am pleased to confirm that the project titled “**The Present Situation of English Language Learning in Nischintapur Degree College**” is completed under my supervision during the Fall Semester 2022 by Nusrat Jahan, bearing ID: 191-10-1978 from 46th Batch of the Department of English, DIU. As far as I am aware, this project paper is genuine. The primary data provided here are collected by the author during her field work. The secondary data and other sources are cited properly. The findings are established by the author herself through field experience and logical arguments. She completed this work with the best of her abilities. Therefore, I recommend this paper to be considered for further academic recognition as per the policy.

I wish her all the best.

Handwritten signature and date: 05/12/22

Place and Date: Dhaka, December 5, 2022

Mr. Mohammad Zahidul Islam  
Senior Lecturer  
Department of English  
Daffodil International University

## **Acknowledgement**

First of all, I am grateful to the almighty Allah for giving me strength. Then, I would like to give special thanks to my honorable supervisor, Mohammad Zahidul Islam for his proper guidance as well as encouragement. Also, I am thankful to the other teachers who encouraged and supported me a lot for completing this project paper report.

Secondly, I am thankful to the principal (Mohammad Kamal Hossain) of Nischintapur Degree College. Thirdly, I would like to express my gratitude to the Department of English for creating the opportunity to complete this project paper report named “The Present Situation of English Language Learning in Nischintapur Degree College”.

Ultimately, I am grateful to my parents for their prayer, love, guidance and support for educating me. Moreover, I am thankful to those people who were involved in assisting me to complete this project paper report.

## Recommendation Letter



**Faculty of Humanities  
and Social Science**

Ref : Internship Placement//222

Date:23-08-2022

The Principal  
Nischintapur Degree College  
Address:Matlab Uttar, Chandpur

**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 in English and in 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 **Nusrat Jahan, ID Number: 191-10-1978** has completed 117 credit hours in 39 courses from the Department of English. It would be highly appreciated if you could kindly allow her as an Intern at your esteemed organization.

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

With the best regards,

*Liza Sharmin*  
23/8/2022

**Dr. Liza Sharmin**  
Associate Professor and Head  
Department of English  
Daffodil International University  
Email:[headenglish@daffodilvarsity.edu.bd](mailto:headenglish@daffodilvarsity.edu.bd)

*Kamal*  
23/8/22  
Md. Kamal Hossain  
Principal  
Nischintapur College  
P.O. : Nischintapur  
Matlab Uttar, Chandpur.



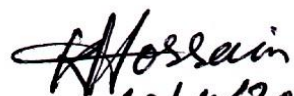
**Certificate of Internship**

**Nischintapur Degree College**  
Post Office: Nischintapur,  
Matlab Uttar, Chandpur

**Easted: 1995. College Code: 7352. EIIN: 138006**

This is to Certify that Nusrat Jahan bearing ID NO: 191-10-1978. Department of English. Daffodil International University, has Successfully Completed her Internship for the Project paper (course code: ENG 431) For 3 months.

We wish her a Successful life.

  
10/11/2022  
**Md. Kamal Hossain**  
Principal  
Nischintapur Degree College  
Post: Nischintapur  
Matlab North, Chandpur.

## **Abstract**

This internship report is based on the present situation of English language learning in Nischintapur Degree College, Matlab (north), Chandpur. All the information have gathered from the perception of three unique classes. After the observation and gathering necessary data, three classes have been taken with the assistance of the educators, students and the principal of the institution. Mainly, this report presents a clear picture of English learning in Nischintapur Degree College. In this report, personal observations have been up held. However, this report contains the criticism of the institution as well as the result of the observation.



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## **Chapter-1**

### **Introduction**

Now a days, English language plays a crucial role all over the world. Also, throughout the history it can be seen that foreign language learning always has been a significant practical concern. The Bangladeshi nation is a rising nation. So, they are practicing English language for their social, economical, political, cultural as well as educational changes. The government of Bangladesh has declared English as a second language. In all circles of life, it plays an essential role. At present, English is a compulsory subject for the primary, secondary and higher secondary level of education. That is why, students are practicing on how to grab this language. Also, the educators of English language have taken an important role in the process of genuine learning. Moreover, to explore the present situation of English language learning, I was instructed by my supervisor, Mohammad Zahidul Islam to visit a college, collect some important data and finally make an internship report. As my supervisor encouraged me, I visited a college named Nischintapur Degree College, met with several students together with educators, unfolded several new things and exposed them in the project paper report.

## **Chapter-2**

### **Objectives**

Firstly, the objective of the internship is to understand the present situation of English language learning in Nischintapur Degree College. The second objective is to get a view on the importance of English language in higher secondary level. The third objective is to get a teaching experience from real classroom. The fourth objective is to gather new ideas as well as techniques from diverse educators. The fifth objective is to teach as well as interact with several types of students easily. The sixth objective is to learn about the teaching methods. The seventh objective is to use new tactics and make the class environment more interesting together with attractive. The eighth objective is to make lesson plan for teaching the students in the classroom. The ninth objective is to engage the students through question-answer session. The tenth objective is to make the class environment friendly as well as comfortable for the students.

## **Chapter-3**

### **Research Methodology**

I needed to go through several processes for preparing this internship report entitled “The Present Situation of English Language Learning of the Students in Nischintapur Degree College.” First of all, I had to find out a college to fulfill my goals. To complete my project paper report, I had selected Nischintapur Degree College. Then, with the permission of the principal of the college, I had sharply observed three classes as well as taken three classes also. After observing three different classes, I took notes, noticed the teacher's teaching styles and students reaction on English language learning. Then I decided to take those classes. Bascially, the first class I had taken on seen comprehension. The second class was on preposition and the third class was on right form of verbs. I had conducted the classes in communicative language teaching method (CLT). However, the most interesting thing is that many students of the class were connected with my lesson. They did the classes with sharp concentration. For this reason, when I knowingly made a mistake, they could find out that. After the classes, I had asked them some questions related to the topics and they had answered them. In that case, some students gave right answer and some gave wrong. Also, I requested them to provide some feedbacks regarding my class lecture and they pleased me through sharing their positive feedbacks. Ultimately, it was an interesting journey for me.

## Chapter-4

### Details of the Institution

The college has large three buildings. There is two entryways in the college campus. Among three buildings, two buildings are well prepared and another one is under construction. However, the environment of that area is pretty much good. It is full of light and air. The college campus has a large playground where the students play football as well as cricket in the evening. There is also an attractive garden in front side of the campus which is full of several colors of rose flowers. Moreover, the college has also a library which is consist of one room. There are several types of books in that library, such as; novels, dramas, science fictions, motivational books etc. There has a canteen also. As authority of the college is so much strict, so the food of the canteen is pretty much hygienic. On the other hand, it is a matter of great regret that the college is not technologically developed. So, they cannot use the modern technology properly.

Bascially, the institution has both commerce and arts groups but there is no science group. The passing rate of the college is nearly 95%. The dress code for the girls are white “salwar kamiz” with white apron and for the boys, it is white shirt with navy blue plant. However, to keep the students engage with co-curricular activities, the institution organizes price giving ceremony every year. Meanwhile, the most interesting thing is that there is no religious and class distinction in the college. People from all classes and religions are allowed to study here. Even, the authority of the college has provided financial support for the students who are poor. This is how, they can continue their study without any trouble.

**Name of the Institution:** Nischintapur Degree College

**Foundation and Location:** This college was founded in 1/7/1995, located in Nischintapur, Matlab (north), Chandpur.

**E-mail Address of the College:** nischintapurcollege2015@gmail.com

**Number of Students:** 1060

**Number of Teachers:** 23

**Number of English Teachers:** 2

**Ratio of Male and Female Teachers:** 10:5

**Ratio of Female and Male Students:** 10:8

**Qualification of Teachers:** Most of the teachers have completed their Master’s degree.

## **Chapter-5**

### **Class Observation Report**

#### **5.1. Class Observation Report-1**

First of all, I observed the class of XII. In that class the number of students were 45. The class teacher was Mohammad Al-Amin. At first, he revised the previous class lesson. Then he started his lecture on narration. He talked about the importance of narration. Then, he discussed about some rules of narration and the students took notes. Also, he asked the students whether they had any confusion regarding these rules. The students said that they had understood. After that, he provided them a task. He showed them a paragraph which was in direct form. He said the students to transform it into indirect form. Secondly, he gave them another paragraph which was in indirect form. He said them to transform it into direct form. Many of the students completed their tasks and showed their scripts to the teacher one by one. The teacher checked their scripts and provided feedback individually. Most of the students could change the sentences correctly by following the rules and some students did mistake. The teacher had corrected their errors. Also, I had noticed that there were some naughty students who did not do their task properly. They did not show their scripts to the teacher. They made noise together with disturbed in the class. However, the pronunciation of the teacher was pretty much good. Ultimately, it was an effective class. The students had got a clear idea about the topic.

#### **5.2. Class Observation Report-2**

I went to class XI for observing the second class. In that class the number of students were 50 and the class teacher was Mohammad Sharif Hossain. The interesting thing is that the whole classroom became calm and quiet when the teacher entered into the class. However, in the class, the teacher provided lecture on degree but the whole class was directed in Bengali. He discussed about positive, comparative and superlative degree. Also, he upheld their differences. He gave a strict instruction and told the students to do the class with full concentration. Otherwise, they did not understand the lecture. Then, he wrote some rules in the board and described them properly so that the students could understand. The students were also taking notes. As a student did not understand some rules, so he asked question to the teacher. The teacher answered his question and removed his confusion. After that, the teacher provided the students some model questions regarding changing degrees. He told them to change the degrees regarding the given instruction. The teacher encouraged all of the students to do their task. He told them not to worry about wrong or right. Then he checked their scripts. Bascially, the teacher was fair to all students. He was pretty much co-operative and made the class environment friendly. For this reason, the students asked him questions without any fear. Actually, the most attractive thing is that the teacher was roaming in the whole classroom when he was delivering his lecture. As a result, the students who sat in the back benches, could understand the lecture properly. There was eye to eye contact between the teacher and students. Finally, the teacher summarized the whole class lecture and provided them some homework for the upcoming class.

### **5.3. Class Observation Report-3**

I again went to class XI for observing the third class. 40 students were present in that class and the class was directed by Mohammad Al-Amin. The teacher started his lecture through revising the previous lesson. Then he provided his lecture on tense. At first, he talked about the importance of tense. He said that without tense we could not make sentences. It plays a crucial role in English language learning. Then he discussed about some rules of the tenses and tried to connect the students in his lecture. However, the teacher showed the students some examples of different types of tenses. He suggested the students that always try to write in simple sentence so that they can avoid mistake. Then he wrote different types of sentences in the board and provided some directions. He told the students to change them according to the direction. The students tried to change the sentences and most of them made mistakes. The teacher became pretty much disappointed after checking their scripts. Bascially, he was not active in giving proper feedback. Then he again reviewed the lecture on the rules of tense and asked them whether they had any confusion or not. The students who did not understand the rules, asked question to the teacher. The teacher cordially had taken their questions as well as tried to answer them one by one. Actually, it was not that much interactive class as the teacher only provided his lecture. Most of the time, the students remained neutral. However, at the ending part of the class, the teacher provided some homework and told the students to solve them. He will check them in the next class. Though it was not that much interesting class but the teacher tried his best to make it fruitful.

## **Chapter-6**

### **Teaching Experience**

#### **6.1. Class-1**

First of all, I went to class XI. In that class, the number of students were 35 and most of them were girls. Firstly, I introduced myself to them. Then, I requested them to introduce themselves one by one. At first, they felt shy but gradually they introduced themselves very nicely. Then, I started to deliver my lecture. Firstly, I talked about their syllabus pattern. Then I chose a passage from their English first paper book named “English for Today”. It was unit six, lesson-1. The name of the passage was “The Storm and Stress of Adolescence”. Basically, I wanted to provide them a clear idea about the topic. So, I told them to read the passage at first. For that I gave them 10 minutes. Also, I advised them to find out some words which were hard and they did not know the meanings. After 10 minutes, some students asked some meanings of the words and I answered them one by one. Then, I asked them whether they had got some idea of the passage or not. Some students had shared their ideas about the passage and some said that they did not understand. Then, I told them to listen my lecture carefully because after the lecture I will provide them some activities and will give reward to them who will get a good mark. After that, I read the whole passage and translated it into Bengali for their better understanding. Also, I discussed the inner meaning of the passage. The whole class became calm and quiet and the students listened my lecture carefully. In order to know whether they had understood my lecture or not, I provided them some tasks and those were fill in the gaps and true-false. I encouraged all of them to complete the tasks and gave them fifteen minutes. After fifteen minutes, they showed their scripts to me. I checked them one by one and gave feedback individually. Most of the students had got good marks. Finally, I gave chocolates to all of the students and they felt pretty much cheerful. They thanked me and I finished the class with a positive vibe. Truly, it was an interesting experience for me and I enjoyed the class a lot.

#### **6.2. Class-2**

On the second day, I took my second class. I went to class XII and the number of students were 45. There was pretty much noise in the classroom. So, I requested the students to keep quiet for some moments. First of all, I introduced myself to them and requested to introduce themselves also. Then I asked them what they wanted to learn from me. Most of the students told me to teach them preposition. I asked them some questions on preposition. Some students gave answer to my question. In that case, some students gave right answer and some were wrong but they had tried their best. Then, I discussed about the rules of preposition. Actually, I was roaming around the whole class when I provided my lecture. For this reason, the students who sat in the back benches, could listen my lecture properly. Also, I kept eye to eye connection with the students extremely. However, I wrote some practical examples on the board so that they could get a clear idea on the topic. Then, I showed them a paragraph and told to find out prepositions from the paragraph. I requested all of them to complete the task. For doing the activity, I provided them ten minutes. After ten minutes, some students showed their scripts to me. I checked them one by one. I observed



that most of the students did mistakes. So, I corrected that as well as provided feedback also. I encouraged them to practice more and more to get a good mark in the examination. Then, I showed some board questions together with model questions to them. I solved a model question on preposition. The students attentively listened to my lecture as well as took notes also. I truly appreciated their attentiveness. Then I asked them to solve another previous board question on preposition. For doing this task, I provided them five minutes. After five minutes, many students showed me their scripts. I observed that this time many students did good. They could answer properly. I provided feedback one by one. Furthermore, I gave some fill in the blanks on preposition for the homework. Then, I summarized the whole class lecture and ended the class. The students thanked me for teaching them. It was really a great achievement as a teacher.

### **6.3. Class-3**

I went to class XI for taking the third class. In that class the number of students were 40. In the warm-up session, I introduced myself to them. Also, I requested them to say some jokes and sing songs. Some students felt shy to sing and some students really sang very good. It was truly an interesting session. However, after this funny part, I started my lecture. I chose a pretty much important topic to teach them and that was right form of verbs. First of all, I asked some questions to them about the topic. Some students eagerly answered to my questions. Truly, I gathered some ideas from their answers. Then, I discussed about some rules on right form of verbs. Some students seriously listened my lecture and took notes but some students were disturbing in the class. They were gossiping as well as were not that much serious about the lecture. I requested them to keep silent for some moments and did the class with concentration. Otherwise, They will not understand the topic. After that, I wrote some easy examples on the white board to give them a clear idea about the topic. Then, I showed them some model questions on right form of verbs. I briefly discussed about that and solved the problems. Then, I provided them some fill in the gaps and told them to fill the gaps with appropriate right form of verbs. I advised them to do the task within groups. They made some groups and started to work. I was roaming around the whole class as well as observing their tasks. I noticed that they were discussing in groups. I provided them ten minutes to finish their activities. After ten minutes, all groups showed their tasks to me. I checked them one by one as well as provided feedback also. Some groups really did good and got good marks and some groups did mistakes. I encouraged them to practice more and more. Also, I suggested them to solve previous board questions on right form of verbs. At last, I summarized the whole class lecture and asked them whether they had any confusion or not regarding the topic. The students said that they understood the topic properly. Then, I talked about the significance of English language learning in our life. The students praised my lecture a lot and I felt pretty much proud.

## **Chapter-7**

### **Research Findings**

This research helps me to discover some new ideas when I teach the students. Also, I have found some shortcomings and lack in into the teaching quality of the educators. I truly do this work with full of excitement. This research helps to discover the present situation of English language learning in Nischintapur Degree College. The research findings are given below:

1. The teaching as well as learning system of the college are good but it needs to be more improved also,
2. There is a library in the college but it is not that much large. Also, several types of English books should be included in the library so that the students can acquire more knowledge,
3. The college authority offers scholarship for both the brilliant as well as poor students so that they can continue their study smoothly,
4. The Institute is consist of three buildings. Two buildings are well prepared. The students do their classes in those buildings and the other one building is under construction,
5. The classrooms of the institution are not that much large. That is why, it becomes pretty much difficult for the huge students to do the class attentively. Similarly, it becomes troublesome for the teacher to maintain such huge students in the classroom,
6. Most of the teachers are graduated from renowned college or university in Bangladesh. They want to continue their teaching with modern technology. Similarly, the students also want to learn modern technology,
7. The college authority is strict about the education system of their college. The teachers provide proper guidelines to the students. That is why, every year the passing rate in English is nearly 95% of the college,
8. There is a friendly relationship among the teachers and students. Therefore, the students can share their problems with the teachers easily,
9. In the classroom, most of the time, the teachers and students speak in Bengali,
10. The students get the opportunity to do the extra-curricular activities in English.

## **Chapter-8**

### **Recommendations**

The educational system and other environments of the institution are good. In spite of that I want to suggest something for Nischintapur Degree College and these are given below:

1. The college authority should appoint more English teacher because there is not sufficient English teacher in the college,
2. The institution should open an English language lab so that the students can practice English there properly,
3. The college authority should arrange English debate as well as essay writing competition for the students,
4. During the English class, some students face lot of problems. For this reason, the college authority should create counselling hour facilities for the students,
5. The teachers as well as the students should speak in English during the class hour,
6. English newspaper should provide among the students. Also, the teachers should encourage the students to read English newspaper regularly,
7. There should create an English debating club in the college,
8. The teachers should be careful about their English pronunciation so that the students can learn English properly,
9. A monthly meeting should be arranged among the teachers and the guardians of the students,
10. The teachers should encourage the students to read more and more English books regularly.

## **Chapter-9**

### **Conclusion**

This internship report entitled “The Present Situation of English Language Learning in Nischintapur Degree College” is truly an amazing field work. This internship provides many new ideas as well as experience also. Similarly, it upholds our confidence level. Also, it provides an open door to explore more knowledge. This internship helps to communicate with different educators and get new logic and thoughts. Similarly, it helps to enrich several skills. It creates the opportunity to interact with several types of students lively. From that we can get teaching experience. The students enjoyed the lecture together with they did the class attentively. They were turning into the lecture with their highest focus. This is really a great achievement when someone listens to our lecture eagerly. Also, it gives immense pleasure when we can teach someone something special. Furthermore, I am thankful to department of English for creating this opportunity to make this internship report on “The Present Situation of English Language Learning in Nischintapur Degree College.” Without any doubt, it was an amazing experience for me.

## **References**

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## **Appendices**

1. Class Observation Checklists
2. Lesson Plans
3. Photographs

## Appendix-1

### 1.1. Checklist for Class Observation-1

School / College: Nischintapur Degree College

Teacher's Name: Mohammad Al-Amin

Class: \_XII\_\_\_\_\_ Section:    A    No. of Students Present:   45  

Course Title & Code: English Second Paper (Narration) Room No: \_10\_\_\_\_\_

Peer/Observer: Nusrat Jahan

Date and Time: 10/8/22 (10:00 – 10:45)

#### **Objectives of the lesson (as perceived):**

- i. Understanding the difference between direct and indirect narration,
- ii. Students will have the capacity to change the narration from direct to indirect and indirect to direct form,
- iii. Students have to practice more exercises on narration.

Were the objectives achieved and to what extent (in your view)?

The objectives were achieved successfully. Most of the students had understood the lecture properly.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher had good knowledge and idea about the topic. He had provided clear examples on narration.
2	<b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes)	The teacher was concerned to fulfill the objectives of the lesson. He discussed the main points of the topic.

	main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	He started and ended the class in exact time. Moreover, he summarized the whole lesson nicely.
<b>3</b>	<b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher was respectful as well as fair to all students. He provided feedback and encouraged students to ask question. He interacted with the students. Both the teacher and students were ready for the class not only on subject matter but also in manner, etiquette and attitude.
<b>4</b>	<b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teacher used relevant teaching methods. He provided lecture materials to the students. He encouraged questions from the students and responded with interest. Also, he provided real life examples which were related to the topic.
<b>5</b>	<b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	The classroom environment was very friendly. The teacher maintained eye contact with the students. His voice was clear. He used strong projection as well as good pronunciation.

## MANAGEMENT

**Was the time spent properly?**

Yes, the time was spent properly.



**What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)**

The class was on narration. At first, the teacher revised the previous lesson for 10 minutes. Then he discussed about some rules of narration for 15 minutes. After that, he provided some tasks to the students and gave them 10 minutes. Finally, he gave them feedback for 10 minutes.

**CRITICAL EVENT** (If took place)

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

Yes, there was a critical event in the lesson. Some students were disturbing in the class but the teacher handled the situation in a very smart way by giving them some conditions.

**Strengths observed:** There was a very good communication among the teacher and students. The teacher's pronunciation was standard. The teacher led the class in a very effective way. He provided relevant examples on the topic.

**Suggestions for improvement:** The teacher should provide more lecture materials on the topic. Also, he need to handle the whole class by giving the students proper instruction.

**Overall impression of teaching effectiveness:** Overall it was an effective class. The students understood the lecture properly. They got a clear idea about the topic.

## 1.2. Checklist for Class Observation-2

School / College: Nischintapur Degree College

Teacher's Name: Mohammad Sharif Hossain

Class: XI Section: B No. of Students Present: 50

Course Title & Code: English Second Paper (Degree) Room No: 5

Peer/Observer: Nusrat Jahan

Date and Time: 11/8/22 (11:00 – 11:45)

### **Objectives of the lesson (as perceived):**

- i. Understanding the difference between positive, comparative and superlative degree,
- ii. Students will have the capacity to change the degree from positive to comparative, comparative to superlative and superlative to positive degree,
- iii. Students have to practice more exercises on degree.

Were the objectives achieved and to what extent (in your view)?

The objectives were achieved successfully. Students were able to easily identify the positive, comparative and superlative degree. Also, they could change them according to the direction.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher gave exact knowledge of subject matter and discussed the topic properly. Also, he provided clear examples on degree.

2	<p><b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>His organization of subject matter was very good. He stated the objectives of the lesson clearly. Also, the teacher summarized the main points of the topic. He started and ended the class in exact time. Ultimately, he finished the lesson in a very wonderful way.</p>
3	<p><b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The most interesting thing is that the teacher was impartial and fair to all students. He showed enthusiasm and encouraged students to participate in class activity. Then he provided them feedback on their task. Both the teacher and students were ready for the class not only on subject matter but also in manner, etiquette and attitude.</p>
4	<p><b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are</p>	<p>The teacher used relevant teaching methods. He used interesting techniques during the class lecture and provided the students lecture materials. Also, he encouraged the students to ask him question and responded with interest. He gave them the opportunity to share their ideas. Furthermore, he used real life examples in the classroom.</p>
	<p>simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	
5	<p><b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The classroom environment was very friendly. As a result, the students asked question to the teacher without any fear. The teacher maintained eye contact with the students. The teacher's voice was clear and his pronunciation was good.</p>

## MANAGEMENT

**Was the time spent properly?**

Yes, the time was spent properly.

**What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? ( Optional: Draw a diagram to show main stages of the lesson and time spent on each)**

The class was on degree. At first, the teacher discussed and showed the differences among positive, comparative and superlative degree for 20 minutes. Then he provided the students some tasks and gave them 10 minutes to finish that. After that, he checked their scripts for 10 minutes. Finally, he summarized the lecture in 5 minutes.

**CRITICAL EVENT (If took place)**

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

There was no critical event in the lesson.

**Strengths observed:** The teacher controlled the students in a very excellent way. The teacher was hardworking as well as friendly with the students. The students communicated with the teacher without any fear. The pronunciation of the teacher was good.

**Suggestions for improvement:** The teacher should use both English and Bengali language in the classroom for the better understanding of the students. Also, the teacher should encourage the students to practice in class activity more. Moreover, he should give extra attention to the weak students so that they can improve their condition.

**Overall impression of teaching effectiveness:** Overall it was an interesting and effective class. There was the proper interaction between the teacher and students. The students understood the lecture clearly.

### 1.3. Checklist for Class Observation-3

School / College: Nischintapur Degree College

Teacher's Name: Mohammad Al-Amin

Class: \_XI\_\_\_\_\_ Section: \_\_\_D\_\_\_ No. of Students Present: \_40\_\_\_\_\_

Course Title & Code: English Second Paper (Tense) Room No: \_7\_\_\_\_\_

Peer/Observer: Nusrat Jahan\_\_\_\_\_

Date and Time: 14/8/22 (10:00 – 10:45)\_\_\_\_\_

#### **Objectives of the lesson (as perceived):**

- i. Understanding the difference between present, past and future tenses,
- ii. Students will have the capacity to change the sentences from present to past, past to future and future to present tenses,
- iii. Students have to practice more exercises on tense.

Were the objectives achieved and to what extent (in your view)?

The objectives were achieved partially. Most of the students understood the lecture on tense. They could change them according to the direction.

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	<b>SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher gave exact knowledge of subject matter and discussed the topic clearly. Also, he gave proper examples on tense.

2	<p><b>ORGANIZATION</b> (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)</p>	<p>The teacher's organization of subject matter was good but the class should be more interactive. He summarized the main points properly. Also, the teacher started as well as ended the class in time. He finished the lesson in an excellent way.</p>
3	<p><b>RAPPORT</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)</p>	<p>The teacher was impartial and fair to all students but he did not provide feedback properly. He encouraged the students to participate in class activity but the class was not that much interactive. He showed enthusiasm. Both the teacher and students were ready for the class not only on subject matter but also in manner, etiquette and attitude.</p>
4	<p><b>TEACHING METHODS</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>The teacher used relevant teaching methods. Also, he provided lecture materials to the students. He encouraged students to ask him question and responded with interest. He was open to share ideas. Similarly, he provided real life examples which were simple, clear and appropriate.</p>
5	<p><b>PRESENTATION</b> (establishes classroom environment conducive to learning; ensures</p>	<p>The overall class environment was good but most of the time the students remained neutral. They did not interact with the teacher properly. The teacher</p>
	<p>learners' interests, maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>maintained eye contact with the students. Also, his voice was very clear. His pronunciation was excellent and he used standard English.</p>

## MANAGEMENT

**Was the time spent properly?**

Yes, the time was spent properly.

**What were the main stages of the lesson? What tasks and activities did the teacher do during each stage? (Optional: Draw a diagram to show main stages of the lesson and time spent on each)**

The class was on tense. At first, the teacher revised the previous lesson for 5 minutes. Then he discussed about some rules and talked about different types of tenses for 15 minutes. After that, he showed some examples of tenses for 5 minutes. Then, he provided the students some tasks and gave them 10 minutes to finish that. Finally, he checked their scripts for 10 minutes.

**CRITICAL EVENT (If took place)**

Was there any 'critical event' in the lesson? (a point where communication broke down and there was a confusion). How did the teacher handle the situation?

There was no critical event or distribution in the lesson.

**Strengths observed:** The teacher organized the class lesson in a very wonderful way. His pronunciation was very good. He was able to control the students properly. Also, he provided real life examples in the class.

**Suggestions for improvement:** The teacher should interact with the students properly. Also, he should provide more lecture materials on the topic. Similarly, he should encourage the students to participate in class activity. Moreover, the teacher should give extra attention to the weak students.

**Overall impression of teaching effectiveness:** Though it was not that much interesting class but the teacher tried his best to make it fruitful. Most of the students understood the lecture. They got a clear idea about the topic.

## Appendix-2

### 2.1. Lesson Plan-1

<b>Teacher (Student)</b>	Nusrat Jahan
<b>Class profile and size</b>	Intermediate level 35 students
<b>Class Duration</b>	45 minutes
<b>Medium of instruction</b>	English
<b>Teaching-learning area/ Broad Topic/Micro topic</b>	Integrated task: Reading-Vocabulary- Writing
<b>Teaching materials</b>	<ul style="list-style-type: none"> <li>• English For Today for class-XI and XII</li> <li>• Worksheet</li> <li>• White board and black marker</li> <li>• Chocolates as reward</li> </ul>
<b>Learning Objectives:</b>	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> <li>• get a clear idea about the passage,</li> <li>• know the inner meaning of the passage,</li> <li>• know meaning of several words,</li> <li>• give their own opinion.</li> </ul>
<b>Anticipated Challenges</b>	<ul style="list-style-type: none"> <li>• They may not feel motivated in group work,</li> <li>• Students sometimes may feel bored in the class,</li> <li>• some activities have taken more or some activities have taken less time than the expected time.</li> </ul>
<b>Teaching Methodology &amp; Theoretical Background</b>	<ul style="list-style-type: none"> <li>• Communicative Language Teaching (CLT) approach has used to conduct the class,</li> <li>• Real life examples have shared with the students during the class,</li> <li>• Giving chocolate as reward has made them more connected with the reading activity,</li> <li>• Some tasks have given to them to know whether they have understood the lesson or not.</li> </ul>



<b>Motivational factors</b>	<ul style="list-style-type: none"> <li>• Providing foods have encouraged the students to be engaged with the lesson,</li> <li>• Asking questions as well as appreciating their response can be helpful to motivate them,</li> <li>• Providing immediate feedback can motivate the students.</li> </ul>			
<b>Backup Plan</b>	<ul style="list-style-type: none"> <li>• As there is shortage of time, two or three less important activities may be excluded.</li> </ul>			
<b>Feedback Process</b>	<ul style="list-style-type: none"> <li>• Student's answers have evaluated by teacher,</li> <li>• Oral feedback has also provided by the teacher,</li> <li>• The lesson has assessed through the response of the students,</li> </ul>			
<b>Learning Outcomes</b>	Students will be able to learn the inner meaning of the text. Also, they can be able to solve the task. Moreover, they will learn some vocabulary from the text.			
<b>Activity</b>	<b>Student / teacher Interaction</b>	<b>Materials/ Techniques</b>	<b>Learning Outcome</b>	<b>Timing</b>
<b>Greetings:</b> <ul style="list-style-type: none"> <li>• T will warmly welcome the Ss in the class</li> <li>• T will provide chocolates to the students</li> </ul>	T → Ss Ss → T	<b>Chocolates as reward</b>	Students will be motivated to engage with the class activity as well as their initial level of understanding will be identified.	5 minutes
<b>Reading activity:</b> <ul style="list-style-type: none"> <li>• Ss will be provided a visual text</li> <li>• Ss will read the whole lesson</li> <li>• In case of the unavailability of the multimedia facility hard copy of the text</li> </ul>	T → Ss	<b>Visual Text</b>		10 minutes

will be provided.				
<p><b>Skimming activity:</b></p> <ul style="list-style-type: none"> <li>• Students will be given a task</li> <li>• Individual work will be done</li> <li>• T will roam around the whole classroom and observe their activities</li> </ul>	<p>Individual work:</p> <p>S → S</p> <p>T → Ss</p>	<b>Worksheet</b>	<p>Ss will understand the lesson, Individual work will be done and feedback will be given.</p>	10 minutes
<p><b>Scanning Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Ss will be given some fill in the gaps as well as true-false to solve individually.</li> <li>▪ Ss will solve the activities.</li> </ul>	<p>T → Ss</p> <p>Ss → Ts</p>	<b>Worksheet</b>	<p>Students will try to complete the task.</p>	5 minutes
<p><b>Vocabulary Practice:</b></p> <ul style="list-style-type: none"> <li>▪ A vocabulary task will be given,</li> <li>▪ Ss will find out some words which they do not know the meaning</li> </ul>	<p>T → Ss</p> <p>S → S</p> <p>Ss → Ts</p>	<b>Worksheet</b>	<p>Some vocabulary will be practiced.</p>	5 minutes
<p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>▪ Open ended questions have answered by the students,</li> <li>▪ Ss will give their own opinion.</li> </ul>	<p>T → Ss</p> <p>Ss → Ts</p>	<b>Worksheet</b>	<p>Students will share their own opinion.</p>	5 minutes
<p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>▪ T will appreciate Ss for their efforts</li> </ul>	<p>T → Ss</p>			

<ul style="list-style-type: none"> <li>▪ T will ask the students if they have any query,</li> <li>▪ T will end the session with a positive vibe.</li> </ul>	Ss → T			5 minutes
<p><b>Teacher self evaluation:</b></p> <ul style="list-style-type: none"> <li>▪ Important points about the lesson</li> <li>▪ How can the lesson be improved?</li> </ul>				

Material Sources:

- Text Source: English For Today for Class-XI and XII

## 2.2. Lesson Plan-2

<b>Teacher (Student)</b>	Nusrat Jahan
<b>Class profile and size</b>	Intermediate level 45 students
<b>Class Duration</b>	45 minutes
<b>Medium of instruction</b>	English
<b>Teaching-learning area/ Broad Topic/Micro topic</b>	Integrated task: Reading-Vocabulary- Writing
<b>Teaching materials</b>	<ul style="list-style-type: none"> <li>• Anupam English Second Paper Model Question Book</li> <li>• Worksheet</li> <li>• White board and black marker</li> </ul>
<b>Learning Objectives:</b>	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> <li>• get a clear idea about the topic,</li> <li>• find out prepositions from any passage or paragraph,</li> <li>• share their own idea also.</li> </ul>
<b>Anticipated Challenges</b>	<ul style="list-style-type: none"> <li>• Students may not feel motivated in group work,</li> <li>• They may feel bored during the class,</li> <li>• Some activities can take more or some activities can take less time than the expected time.</li> </ul>
<b>Teaching Methodology &amp; Theoretical Background</b>	<ul style="list-style-type: none"> <li>• Communicative Language Teaching (CLT) approach is used to conduct the class,</li> <li>• Real life situation has given to the students during the class,</li> <li>• Individual work has given to make them connected with the lesson,</li> <li>• Some questions have asked to know that whether they have understood the topic or not.</li> </ul>
<b>Motivational factors</b>	<ul style="list-style-type: none"> <li>• Providing activities may encourage the students to be connected with the lesson,</li> <li>• Asking questions as well as appreciating their response will be helpful to motivate the students,</li> <li>• Immediate feedback can be truly motivating for the students.</li> </ul>

<b>Backup Plan</b>	<ul style="list-style-type: none"> <li>As the multimedia is not available, teacher will provide other instructions to the students,</li> <li>As there is shortage of time, one or two less important tasks can be excluded.</li> </ul>			
<b>Feedback Process</b>	<ul style="list-style-type: none"> <li>Student's answers have evaluated by the teacher,</li> <li>Oral feedback has also given by the teacher,</li> <li>The lesson has assessed through the response of the students and they have completed their tasks also,</li> <li>For writing activity, teacher will provide homework and give feedback individually.</li> </ul>			
<b>Learning Outcomes</b>	Students will be able to solve the activities given by the teacher. They will also learn some vocabulary as well as will get a clear idea about the topic.			
<b>Activity</b>	<b>Student / teacher Interaction</b>	<b>Materials/ Techniques</b>	<b>Learning Outcome</b>	<b>Timing</b>
<b>Greetings:</b> <ul style="list-style-type: none"> <li>T will warmly welcome the Ss in the class</li> <li>T will encourage the students to do the class attentively</li> </ul>	T → Ss Ss → T	<b>Encouraging the students</b>	Students will be motivated to be connected with the class activity as well as their initial level of understanding will be revealed.	5 minutes
<b>Reading activity:</b> <ul style="list-style-type: none"> <li>Ss will be provided a visual text,</li> <li>Ss will read the whole passage or paragraph to find out prepositions,</li> <li>In case of the unavailability of the multimedia facility hard copy of the text will be provided.</li> </ul>	T → Ss	<b>Visual Text</b>		10 minutes

<p><b>Skimming activity:</b></p> <ul style="list-style-type: none"> <li>• Students will be provided a worksheet,</li> <li>• Individual work will be done,</li> <li>• T will roam around the whole class as well as observe their activities to ensure everyone's participation.</li> </ul>	<p>Individual work: S → S T → Ss</p>	<p><b>Worksheet</b></p>	<p>Ss will learn the topic, Individual work will be done as well as feedback will be provided by the teacher.</p>	<p>10 minutes</p>
<p><b>Scanning Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Ss will be provided some board questions to solve individually,</li> <li>▪ Ss will do the task.</li> </ul>	<p>T → Ss Ss → Ts</p>	<p><b>Worksheet</b></p>	<p>Students will try to complete the activity</p>	<p>5 minutes</p>
<p><b>Vocabulary Practice:</b></p> <ul style="list-style-type: none"> <li>▪ A vocabulary task has provided,</li> <li>▪ Ss will find out the words which they do not know the meaning,</li> <li>▪ Individual work will be done.</li> </ul>	<p>T → Ss S → S Ss → Ts</p>	<p><b>Worksheet</b></p>	<p>Some vocabulary will be practiced.</p>	<p>5 minutes</p>
<p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>▪ Open ended questions will be asked to the students,</li> <li>▪ Ss will provide their own opinion.</li> </ul>	<p>T → Ss Ss → Ts</p>	<p><b>Worksheet</b></p>	<p>Students will learn to share their own opinion and thoughts.</p>	<p>5 minutes</p>
<p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>▪ T will appreciate Ss for their efforts</li> <li>▪ T will give homework</li> </ul>	<p>T → Ss Ss → T</p>			<p>5 minutes</p>

<ul style="list-style-type: none"><li>▪ T will ask the students if they have any confusion regarding the topic or not,</li><li>▪ T will end the class with a note of thanks.</li></ul>				
<b>Teacher self evaluation:</b> <ul style="list-style-type: none"><li>▪ Significant points about the lesson</li><li>▪ How can the lesson be improved?</li></ul>				

Material Sources:

- Text Source: Anupam English Second Paper Model Question Book
  - Worksheets

### 2.3. Lesson Plan-3

<b>Teacher (Student)</b>	Nusrat Jahan
<b>Class profile and size</b>	Intermediate level 40 students
<b>Class Duration</b>	45 minutes
<b>Medium of instruction</b>	English
<b>Teaching-learning area/ Broad Topic/Micro topic</b>	Integrated task: Reading-Vocabulary- Writing
<b>Teaching materials</b>	<ul style="list-style-type: none"> <li>• Anupam English Second Paper Model Question Book</li> <li>• Worksheet</li> <li>• White board and black marker</li> </ul>
<b>Learning Objectives:</b>	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> <li>• get a clear idea about the topic,</li> <li>• use right form of verbs in the sentence,</li> <li>• share their own opinion and ideas.</li> </ul>
<b>Anticipated Challenges</b>	<ul style="list-style-type: none"> <li>• They may not feel motivated in group work,</li> <li>• They may feel bored in class as most of them are habituated with teacher-centered class,</li> <li>• Some activities have taken more or some activities have taken less time than the expected time.</li> </ul>
<b>Teaching Methodology &amp; Theoretical Background</b>	<ul style="list-style-type: none"> <li>• Communicative Language Teaching (CLT) approach has used to conduct the class,</li> <li>• Real life examples have given to the students,</li> <li>• Group activities have given to the students to make them connected with the lesson,</li> <li>• Some questions have asked to know that whether they have understood the topic or not.</li> </ul>
<b>Motivational factors</b>	<ul style="list-style-type: none"> <li>• Providing tasks may encourage the students to be connected with the lesson,</li> <li>• Encouraging students to work within groups so that tasks may be easy as well as interesting for them,</li> <li>• Asking questions as well as appreciating their response will be helpful to motivate the students,</li> <li>• Immediate feedback can be truly motivating for them.</li> </ul>



<b>Backup Plan</b>	<ul style="list-style-type: none"> <li>As the multimedia system is not available, teacher will give other instructions to the students,</li> <li>As there is shortage of time, one or two less important tasks may be excluded.</li> </ul>			
<b>Feedback Process</b>	<ul style="list-style-type: none"> <li>Student's answers have evaluated by the teacher,</li> <li>Oral feedback has also provided by the teacher,</li> <li>The lesson has assessed through the response of the students,</li> <li>For writing activity, teacher will provide homework and give feedback individually.</li> </ul>			
<b>Learning Outcomes</b>	Students will be able to solve the tasks given by the teacher. Also, they have learned some vocabulary as well as they have got a clear idea about the topic.			
<b>Activity</b>	<b>Student / teacher Interaction</b>	<b>Materials/ Techniques</b>	<b>Learning Outcome</b>	<b>Timing</b>
<b>Greetings:</b> <ul style="list-style-type: none"> <li>T will warmly welcome the Ss in the class,</li> <li>T will encourage the students to participate in class activity.</li> </ul>	T → Ss Ss → T	<b>Encouraging the students</b>	Students will be motivated to be connected with the class activity as well as their initial level of understanding will be revealed.	5 minutes
<b>Reading activity:</b> <ul style="list-style-type: none"> <li>Ss have given a visual text,</li> <li>Ss will read the whole passage or paragraph to use right form of verbs,</li> <li>In case of the unavailability of the multimedia facility hard copy of the text will be provided to the students.</li> </ul>	T → Ss	<b>Visual Text</b>		10 minutes

<p><b>Skimming activity:</b></p> <ul style="list-style-type: none"> <li>• Students have provided a worksheet,</li> <li>• Group work will be done,</li> <li>• T will roam around the whole class as well as observe the group activity to ensure the participations of all group members.</li> </ul>	<p>Group work: S → S T → Ss</p>	<p><b>Worksheet</b></p>	<p>Ss will get an idea about the topic, Group work will be done as well as feedback will be provided by the teacher.</p>	<p>5 minutes</p>
<p><b>Scanning Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Ss have given some fill in the gaps to solve within groups,</li> <li>▪ Ss will do the activity.</li> </ul>	<p>T → Ss Ss → Ts</p>	<p><b>Worksheet</b></p>	<p>Students will try to complete the task</p>	<p>10 minutes</p>
<p><b>Vocabulary Practice:</b></p> <ul style="list-style-type: none"> <li>▪ A vocabulary task will be provided to the students,</li> <li>▪ Ss will find out the words which they do not know the meaning,</li> <li>▪ Group work will be done.</li> </ul>	<p>T → Ss S → S Ss → Ts</p>	<p><b>Worksheet</b></p>	<p>Students have practiced some vocabulary</p>	<p>5 minutes</p>
<p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>▪ Open ended questions have asked to the students</li> <li>▪ Ss will share their own opinion and thoughts.</li> </ul>	<p>T → Ss Ss → Ts</p>	<p><b>Worksheet</b></p>	<p>Students will learn to share their own opinion as well as understanding.</p>	<p>5 minutes</p>
<p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>▪ T has appreciated Ss for their efforts,</li> </ul>	<p>T → Ss</p>			

<ul style="list-style-type: none"> <li>▪ T will give homework to the students,</li> <li>▪ T will ask the students if they have any confusion regarding the topic or not,</li> <li>▪ T will end the session with a positive vibe.</li> </ul>	Ss → T			5 minutes
<p><b>Teacher self evaluation:</b></p> <ul style="list-style-type: none"> <li>▪ Crucial points about the lesson</li> <li>▪ How can the lesson be improved?</li> </ul>				

Material Sources:

- Text Source: Anupam English Second Paper Model Question Book
  - Worksheets

**Appendix-3**  
**Photographs**  
**3.1. Photograph-1**



This picture was taken during class observation-1

**3.2. Photograph-2**

This picture was taken during class observation-2



### **3.3. Photograph-3**



This picture was taken during class observation-3

### **3.4. Photograph-4**



This picture was taken when I had conducted class no-1

### **3.5. Photograph-5**



This picture was taken when I had conducted class no-2

### **3.6. Photograph-6**



This picture was taken when I had conducted class no-3