



An Internship Report on
My Internship Journey at Ceda Innovative School

Submitted To

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This Report is Submitted for Fulfillment of the Requirements for the Degree of
B.A (Honors) in English

DEPARTMENT OF ENGLISH
DAFFODIL INTERNATIONAL UNIVERSITY

SUMMER 2025

Declaration by Intern

I, Md Ashifur Rahman ID: 213-10-793 affirm that this report of internship was my own original effort. The report will be named, My Experience at Ceda Innovative School and will be enclosed based on tasks and experiences. I studied at the school during my internship.

This internship and this report have been completed under the supervision of Ms Mahinur Akther who is an English Lecturer in Daffodil International University.

In it I am fulfilling the requirements of the Department of English in Daffodil International University towards my B.A. (Hons) degree in English, which is the course Project Paper with Internship (ENG 431).

I state that this report shall not have been put forward in any other institution in any other degree or diploma. Any ideas, information and pictures that have been reproduced are properly recognized and attributed to in this report.



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Name: Md. Ashifur Rahman
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Supervisors Certification

It is to certify that Md. Ashifur Rahman with Student ID 213-10-793 in the Department of English, Daffodil International University, successfully completed his internship required project report entitled My Teaching Experience at CEDA Innovative School under my close guidance in the course ENG 431. His internship was in CEDA Innovative School, Pollibiddut, Savar as an English teacher.

Md. Ashifur Rahman maintained frequent contact with me throughout the internship and he diligently adhered to my advice. Any time he encountered some challenge, I was able to counsel him adequately and he exhibited focus to resolve it. He was cooperative, responsible and hard working in accomplishing his assigned tasks.

In this report, one can see his willingness and determination to learn. I therefore certify that his internship report is full and awaiting submission. I hope he has all the best in his studies and in his career.



.....
Signature of the Supervisor
Mahinur Akther
Designation: Lecturer
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Acknowledgement

I wish to whole-heartedly thank everyone who assisted me during the course of my internship and in the writing of this report.

First of all, I would like to express my gratitude to the Department of English at Daffodil International University that gave me this great opportunity. My learning experience at the internship at Ceda innovative school has played an important role.

I owe a special gratitude to my supervisor who was Ms. Mahinur Akther due to patient guidance and excellent support. Her consultation played a key role in ensuring that I have successfully accomplished this project.

I would personally like to thank the Principal and everyone who works at ceda innovative school. They cooperated with me and their kindness made that period enjoyable, as well as productive.

Lastly, it is my students I would like to say thanks to. They were enthusiastic in learning and had very nice energy that made each of my classes special. I would like to thank them as I was helped and cooperated with throughout my internship.

Abstract

This internship writing discusses my experience when I taught English at CEDA Innovative School at Savar. I had the opportunity to further combine what I said in theories and experience real life classroom circumstances during my time there. I conducted various classes, observed the behaviors of students, and had a close encounter with the classroom ambience. My primary objective was to observe the reaction of students to various methods of teaching and what I could do to develop my own skills as a teacher.

During the internship, I had to practice lesson planning, classroom management, and development communication competencies. I encountered certain difficulties, but I managed to separate them by remaining patient and consulting my supervisor. I have also attempted to make my classes more interactive and welcoming to students so that they could take control and express their thoughts.

This report indicates good areas and areas that need improvement in my ability as a teacher. It has as well what I discovered on good teaching procedures, the importance of offering feedback and how classroom collaborations with students can bring a transformation. As a result of this experience, I grew more confident in my teaching activities and received valuable lessons that can be applied to my further career.

During this internship experience I have matured as a learner as well as a teacher. It revealed to me that practical teaching can be a tool to develop professional skills and how teaching can be made productive to students.

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Chapter -1: Overview of internship

This internship took place at Ceda Innovative School from 10 May 2025 to 10 August, and it helped me meet the practical experience requirement for the BA Hons in English at Daffodil International University. The main goal of this placement was to connect what I learned in school with real-life situations, while also helping the school run smoothly and work towards its bigger goals.

Ceda Innovative School is characterized by a forward-looking method of education and advancing its commitment to the promotion of creativity and critical thinking. It was also an excellent learning ground. I worked there as a sort of a helper English Teacher mostly. This gave me the chance to observe, live and collaborate with veteran teachers and personnel.

My primary responsibilities were teaching/being taught by the teacher, contributing to the development of new project-based learning tasks, individually assisting the students, and preparing school activities. These duties provided me with a clear understanding of the functioning of the school as well as the way it educates its students. The experience also contributed to enhancing my technical abilities as well as the ability to work with other people and solve problems within a professional setup.

It helped me understand more about the education field and the challenges and rewards that come with it. This report will go over the projects I worked on, the difficulties I faced, the skills I gained, and how this experience has prepared me for my future career.

Chapter-2 : Internship Goals and Learning Outcome

2.1 Internship Goals

The main goals for my internship at Ceda Innovative School were set with the aim of offering a meaningful and broad learning experience. These objectives were written to help draw a line of connection between what I learned in school and how to use it. The outside world, the cultivated knowledge.

The principle aims were: Use of Academic ability utilize the teaching theories and specialized knowledge obtained during my honors program in actual classrooms and tasks such as curriculum development for the school.

How It All Works: A working understanding of school operations. So we can get a hands-on understanding of how a new kind of school operates in teaching duties each day, such as planning lessons, evaluating students and corresponding with parents.

School Wide Initiative: To actively encourage and participate in the school initiatives. constructing a science fair rubric and arranging for a literacy event that added true value and furnished hands-on experience.

Professional Networking: Connecting with educators, teacher's aides et al. other peers at Ceda Innovative School, get in touch with them and learn from their experiences.

2.2 Learning Outcomes

Through the course of my internship, I reached several learning outcomes, which will be useful as I move forward in my career. These outcomes directly reflect the goals I set at the start of the program.

Increase Knowledge and Awareness Regarding Pedagogical Knowledge: I learned more about childhood upbringing on which pedagogy contained on the pedagogical knowledge classroom project-based learning etc. I also learnt how to use these methods on various types of students.

Enhanced Technical Expertise: I also acquired professional skills in operating diverse learning management tools and platforms, such as education management systems and other learning assessment software that can be utilized in a school during the teaching and management processes.

Enhanced Communication Skills: The interaction that I had with the students, teachers, and parents helped me to know how to communicate clearly, either verbally or in the form of writing. This was inclusive of the aspect of learning to provide valuable feedback and being a good team player.

Problem-Solving and Adaptability: I learned to be able to recognize and manage unforeseen circumstances within the busy setting, and opened up to the idea of thinking fast on my feet and acting as resourceful.

Professional Development and Self-Certainty: The experience provided the confidence that I needed to pursue a career in education and made me realize my professional interests and areas that I desire to advance in.

Chapter-3 : Methods and Implementation

3.1 Internship Preparation Methodology

A careful and organized way of preparing was used to get the most out of the internship at Ceda Innovative School. This process included using what I learned in school, doing lots of research, and setting clear personal and career goals. The way I prepped was to make myself accustomed to real work. I had to make myself transition into a real work environment and to ensure my practice was aligned with the school's innovative aspirations.

Academic and Foundational Preparation

My preparation consisted of the first step depending on my experience at Daffodil International University. I reviewed relevant concepts and theories of various courses such as introduction to ELT. This has contributed to my knowledge on good teaching practices and provided the background that I needed to comprehend and justify the Ceda education mode.

Research and Contextual Understanding

Before starting the internship, I did a lot of research about Ceda Innovative School. This involved:

Reviewing the School's Mission and Vision: I got to know the school's main values, especially its focus on project-based learning, technology integration and student-led initiatives.

Exploring the Curriculum: I looked at the school's public curriculum details to understand what students are expected to learn and how lessons are taught.

School Leadership: I would look up ideas about the most important members of staff, leaders of the school and what their background was. And their contribution to what the school has become. This knowledge helped me start with a good understanding of the school's beliefs and made it easier for me to follow along with what was being taught and the tasks I was given during the internship.

3.2 Choosing of Institution

My decision to get an internship in Ceda Innovative school was not made anyhow. I wanted to relate my practical experience to my course work and career aspirations. This was done through searching for a school which provided not only good learning opportunities, but also shared my ideas on education and the place I would like to be in the future.

A unique way of teaching was also one of the reasons why I decided to get here. I was really interested in the fact that Ceda Innovative School specializes in project learning, integration with technology and whole-person development. The approach will also enable me to apply the concepts I acquired during the BA Hons studies in practice. I particularly enjoyed the opportunity to be in a community where the goal was not so much to learn facts as to think reflectively and to be imaginative.

The second reason was the good reputation of the school in the society. It has a reputation for its good teaching and innovative methods. The quality of education here proves to be high since I am aware that students who attend this institution are well rounded, and successful. It was a great attraction to have the ability to work and to learn with source teachers. The good impact of the school on the students as well as the school's community as a whole was such that my work there could have a significant impact.

My investigation also revealed that Ceda Innovative School had the particular programs that could fit my interests. The opportunity to contribute to such projects gave me additional strength in my decision and precluded the fruitful and valuable experience.

3.3 Mentor Interaction

A key part of my internship at Ceda Innovative School was the mentorship I received from HM Faruque, who holds the position of Principal. My relationship with my mentor was more than just guidance. It was a major factor in helping me grow both professionally and personally. The steady and organized way I interacted with HM Faruque was really important in handling the challenges I faced and making the most of my internship experience.

The mentorship I received was a good mix of independence and support. HM Faruque had a way of empowering me while still offering help when needed. They gave me important responsibilities and trusted me to handle them, but were always there to offer direction and feedback. This assisted me in assuming personal accountability towards my work and making my own choices, thus developing my confidence and the feeling of responsibility. There was open communication with each other and mutual respect such that I could easily ask questions and get clear answers.

We have been spending time on a regular check-in and maintaining a temptation meeting once a week. In such meetings, we would discuss my progress on the key projects, discuss any problems I encountered and plan the following week. The assistance given to me by HM Faruque was never brief, the comments were constructive and they centered on the future. Rather than simply pointing out the actions which turn out to be mistakes, they outlined why they thought their ideas were the best and provided valuable information on how best practices should be conducted in schools. Since this cycle of feedback was critical towards my learning, it helped me to ensure that the work I do is consistent with the standards and values of the school.

HM Faruque provided the mentorship on my projects and was a good professional mentor as well. They also provided their vast experience in the field of education and advised them on career choices, classroom handling and the methods of communication. One concrete instance of their mentor-ship could be pointed at a time when they assisted me in organizing a lesson plan, solving a pupil problem and organizing a presentation. Not only did this provide me with a different outlook but it has also equipped me with a valuable skill that I shall carry with me throughout my career. They did not only assist me with tasks that were included in the internship, but they also aimed at my future growth as a professional.

3.4 Teaching Style and Planing

The teaching approach I witnessed and practiced during my internship at Ceda Innovative School was quite different from the traditional, lecture-based methods I was familiar with before. The school follows a student-centered philosophy, focusing on asking questions, practical learning, and developing critical thinking skills.

One of the main features of this teaching style was the use of project-based learning (PBL). Instead of just memorizing information, students were involved in long-term projects that aimed to solve real-world issues. For example, in a science class, students worked in teams to design and build a small-scale model of a sustainable community. My role was to support them, offering mentors and sources as opposed to giving solutions. The process aided the students to gain more control of the learning process and connect with the material significantly.

The flexible and differentiating teaching approaches were another key factor. The teachers in Ceda were good at providing instruction to fit the needs of the diverse students. They employed diverse resources, tools, and instructional techniques, and in many cases, they applied technology to enhance student engagement. One of the most essential things that I learned was related to the significance of formative assessment, as I could keep track of the progress of the students in question and customize my assistance accordingly.

The Planning Process

The teaching methodology at Ceda Innovative School was underpinned by a thorough yet flexible planning process. It was one of the most important aspects of my internship because I have learned that teaching starts much earlier than pupils enter the classroom.

I participated in weekly planning sessions with my mentor, and other teachers, HM Faruque. In these meetings, we aligned our lessons with the standards of the schools curriculum, reported successful strategies we heard of, and brainstormed solutions to future problems that may have arisen in the classroom. By doing this, we were able to provide high-quality lesson ideas that could be used throughout the entire faculty.

The planning was itself the result of a systematic, staged process that included:

Clear Learning Goals : every lesson and project had clear outcomes for learning so our students knew what they had to achieve.

Interdisciplinary : We looked for ways to connect units of study, combining subjects for a better understanding and more relevant project based learning.

Resource and Technology Integration: Preparation includes collecting and sorting resources, online tools, and other media.

I had the opportunity to use tools such as Google Classroom, educational apps, and design software as part of my planning.

Assessment Planning: I learned to plan for both formative and summative assessments, creating rubrics and evaluation methods that accurately reflected student understanding and skill levels.

This structured planning method provided a strong foundation for the innovative and effective teaching I experienced at Ceda Innovative School, and I aim to apply these practices in my future career.

3.5 Class Allotment

Placement in a group of my internship was an intelligent and carefully thought move as my academic and professional interests were matched with the needs of Ceda Innovative School. This strategic placement mattered a great deal since it constituted a mutual interest of the value that it presented to me as well as the school and the actions I offered were of value to both parties as well as to myself and the experience was a cooperative one as it allowed me to contribute constructively and to also to get my hand on experience in a particular field as well.

The Allotment Process

I was assigned to a specific class in collaboration with my mentor, HM Faruque, and the school administration. The decision was based on two main things: my major in English and my interest in working with Teaching. The goal was to place me in an environment where I could use my knowledge from school and learn from a teacher who specialized in that area.

Details of Assigned Class

At the end of the discussions I was allocated to Saiful Islam Sir, the Grade 6 English teacher-in-charge. The class was selected due to the predisposition of hands-on labs and the literary analysis, which most closely aligned with my research and interests as a prospective internship. This placement was very vibrant through which I was able to observe and experience the innovative approach to teaching in this school.

My Role and Responsibilities

My role in the Grade 5 English class was very different and it was everchanging throughout the internship.

My main duties included:

I assisted the teacher Saiful sir by doing activities like preparing things, dividing students into groups, maintaining the positive environment of the class and cleanliness and order in the class.

Small Group Instruction: I was often asked to lead small group sessions, especially with students who needed more support or had advanced skills in English.

Evaluation and Feedback: I assisted in assignments assessment and provided students with feedback on their help to understand how students learn and how tests are made.

Curriculum Contribution: I also had the opportunity to assist in the planning of lessons by providing ideas of operatives. This direct involvement with the Grade 5 English class allowed me to move from being just an observer to becoming an active part of the educational process.

3.6 Classroom Management

It was also one of the greatest experiences during my internship, being able to observe and experience positive classroom control strategies. There were no serious rules emphasized at Ceda Innovative School, but instead there were intelligent, mainstream approaches to creating a respectful, interesting and collaborative classroom. The primary objective was to create an environment in which the students are not afraid, do not feel unimportant or unenthusiastic about education.

The classroom management ideas were based on a few important things:

Setting Clear Rules: The students were involved in the making of the classroom rules at inception. These were the agreements which people in the room were aware of; simple rules that were told to them by the teacher. Take an example we had a project and we discussed what good team work and communication was and we all agreed what was meant by this.

Positive Encouragement: The teachers were thus more concerned with the positive praise on the positive behaviour than on negative behaviours. This caused students to desire to continue doing the same things and be proud of them.

Keeping Students Engaged: A big part of managing the classroom was keeping students busy with meaningful work. Using project-based learning and hands-on activities kept students focused and less likely to get distracted. When students were really into their work, managing the class became much easier.

Smooth Transitions and Routines: The classroom smoothly because of established routines for starting activities and cleaning up. These routines helped avoid confusion and wasted time, so more time could be used for learning.

What I learned from this style of classroom management showed me that the best classrooms aren't controlled through authority, but through respect and clear communication. This experience helped me learn several important skills.

Building Relationships: I learned how to build trust and good relationships with students, which is the start of good classroom management.

Being Flexible: I learned to change my methods depending on what students and situations needed, understanding that not every student or situation is the same.

I learned at Ceda Innovative School that when it comes to classroom management, it's not just about making sure things run smoothly, it's also about making sure every student has a chance to succeed.

3.7 Actual Teaching Practice

During my internship, I began to play an active role in the Grade 5 English classroom which moved away from almost-observer status. A great part of my internship was the opportunity to leave the role of the assistant and start using the creative teaching techniques in everyday practice in the Ceda Innovative School. One of the primary objectives of my stay was that I managed to put into effect what I had learnt in real classroom/situations.

Co-Teaching and Lesson Planning

I planned on and taught lessons which became possible with the assistance of my mentor, HM Faruque. This process taught me a lot about how to design effective instruction.

Resource Creation: Making fun learning tools like interactive worksheets, a digital presentation.

The aspect that allowed me to experience leading the beginning of the lesson and leading group work came when we finally taught the unit. It was an excellent opportunity to exercise my speaking and classroom management skills as I was only safe and supported to do so.

One-on-One instruction and Small-Group Instruction

Another huge component of my teaching practice was a small-group and one-to-one work with students. I was dealing both with children who had to receive additional assistance in simple concepts and those who also wanted to have more demanding tasks.

Technological Integration

The teaching at Ceda used a lot of technology. I learned to use tools like Google Classroom to administer assignments, educational apps to give quizzes, and a SMART Board to display presentations. It was not only learning how to use the tools but how the others can help to make learning more interesting and easier for everyone. I made a guide for a new online research tool, which the whole class used for their final project.

This teaching out in the real world was really instructive. It just gave me confidence to stand up in command of a classroom, taught me how to plan good lessons, and taught me that great teaching is careful planning and the ability to be flexible.

3.8 Monitoring Student Reactions

Much of my internship at Ceda Innovative School had been learning to observe and interpret the behavioural reactions of students in lessons. This is an ability that was actually essential as a good teacher. It was not only a matter of seeing whether the students knew the material, but about watching over how they felt, and what they thought so that the learning was going on well.

I applied alternative methods of observing how the students responded. Combining their words and actions was what I discovered to give me the complete picture of the progress of the class.

What they said: I listened carefully to what students asked, what they said in group discussions, and what they talked about when working together. For instance, when a student would post a query such as a specific student's question that demonstrated a confusion, it meant I had to backtrack and clarify something more clearly.

What they did: I listened to the manner of their behavior as well. I could pick up on such things as when the students looked confused, when they looked like they were not interested by slouching back in their chairs or by nodding their heads to show that they were following. I could tell when it was about that time to quickly check up on a student or explain again to the entire class before they became too frustrated.

What they wrote and did in class: I also watched what students were writing and how they were working. Like for example, if they were doing it the way they should be or having struggles functioning with a certain tool then that immediate feedback for me and sometimes I used those quick checks or short exit tickets at the end of the lesson to check like how much how much have they learned.

It was more than just watching students, the point was to do something about it. The information I got, I tried to use it to make adjustments, as well I tried to plan better for the future.

Making changes on the spot: If I noticed a group was having trouble with a part, I would quickly give them a short lesson to help them understand better. This helped them keep moving forward without getting stuck.

Planning for the future: I also used what I saw to plan lessons better. If many students were confused about a topic, I would plan a review session or try a new activity to help them learn it better next time.

Watching how students reacted helped me build better relationships with them and make sure my teaching was helpful and working well. It taught me that being a teacher is not just about giving information, but about being someone who notices what students need and is ready to change and help them learn effectively.

3.9 Personal Evaluation

Ceda Innovative School internship was a life changing experience, and went well beyond learning from books and classrooms. Participating actively in the vibrant life of the school, I came to know myself and what I would do as an intern; my roots and my own calling to this work as part of my vocation. It is a personal reflection where you can actually go back to the professional and personal success of this journey.

Professional Growth and Skill Development

My time at Ceda was a great time to move from being a student of English to being a doer of English. It wasn't a teach-and-test curriculum, it was getting real hands-on experience and practicing lesson planning, classroom management, and supporting students. I learned to respect the complexity of instructional design, and I learned to be really flexible with the needs of learners. Working as part of a school team, this approach also greatly developed my teamwork and communication abilities, as I worked closely with my mentor and other staff.

Personal Development and Self-Reflection

More than clinical skills, the internship really built my character. I gained greater flexibility and resilience, and an ability to manage the unexpected in a fast-paced environment. For example, I learned how to do that and then needed to adjust a lesson plan on the fly when an activity I had planned wasn't coming together as planned with some students.

It also gave me much more confidence in myself as an educator. My experienced mentor and the positive feedback from the students and the staff made me feel confident that teaching was my future. This time out has given me a pretty clear sense of what I am good at – strength, empathy, patience and creativity and also what things I want to get better at.

Impact on Future Career Path

In the end, I must say that not only has this internship satisfied a program requirement—it has sealed the deal of my career aspirations.

Chapter-4 : Class Experiences

4.1Class Experiences

Week 1:

In my first week as an intern teacher, I wasn't quite prepared to handle subjective classes. Instead, I focused on introductory classes such as introducing myself to the students. It was more of a trial class for me to become familiar with the teaching atmosphere. So, my very first class was in class 5. It was an overwhelming moment for me to see those innocent eyes for the first time. Their curiosity made me feel slightly nervous. However, I managed to overcome my nervousness with a very friendly gesture. I was uncertain about what I would teach and how to engage with them because it was my first class, and I didn't prepare any lesson plan. Throughout the whole class, I was actively engaged with the students by asking them questions related to their interests, telling stories and employing various interactive methods to keep the class engaging. In the first week, I faced difficulties in following my planned lessons and couldn't fully grasp my responsibilities as well as the needs of my students.

Week 2:

After observing one class taught by the teacher, I officially began my journey as an intern teacher on May 10th. My first class was in fifth standard. Nevertheless, wearing my smart-ses had, and feeling confident, I created a lesson plan on the theme (Raju and the fire fighter) and took it all inside that poor classroom. First, I read aloud the text with two students helping, and then I asked a few questions related to the title to check comprehension. I was pleasantly surprised that they were all very responsive. Before concluding the class, I provided feedback to the students, identifying those who were particularly engaged, and asked them about their learning experience. I collected feedback from three students which I rewarded him with a prize. Overall, it was an outstanding experience.

Week 3:

In the third week, I conducted a total of three classes. On July 27th, I started teaching the fifth standard class. I covered the topic named "**I Meant to do my work today.**"It's a poem. Before jumping into the class, I asked them a few questions related to the topic. All students were very active, and they all received good marks. Before leaving, I provided them with feedback and asked them questions about what they had learned today. Four students gave feedback, and they summarized the whole class in two minutes.

Week 4:

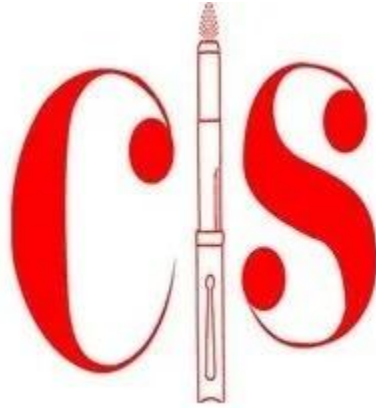
Throughout this entire week, I tried my best to identify students lacking in every sector. This week was hectic because I administered 3 quizzes. I prepared the questions from the topics that I taught them throughout the whole month, with the objective of identifying their shortcomings

and preparing them for the exam. Surprisingly, they all did well in those two quizzes. I found out their problems regarding the questions. Their problems were making some spelling mistakes, and some of the students had problems with making sentences properly. During that week, I also tried my best to give them a lesson on how they could do better in the topics.

Week 5:

This week, I attended classes on some fundamental needs, including how to meet and greet people, how to introduce yourself to others, and how to communicate effectively. In each class, I assigned specific tasks related to the topic which was being taught. In that particular class, I instructed students to select a friend and introduce themselves to others.

4.2 General Overview



Ceda innovative school is a progressive, educational centre placed in Pollibidyut, Savar, Dhaka. The school has a mission of delivering a good education that is modern to all the students aged in the playgroups to eighth Grade. The essence of its existence is to equip the students to make a success in the world that is continuously changing by instilling in them the essence of progressive thinking, creativity and the desire to learn even at an early age.

The philosophy of the school revolves around the student-centered approach where the curriculum and the teaching strategies are used in an active expression of the student's learning process. The company operates an innovative model that shifts the focus of education outside the conventional paradigms by incorporating project-based learning, technology, and inquiry-based activity in the everyday learning experience. Ceda Innovative School seeks to facilitate a caring and challenging community that promotes a whole child development that is academically focused, personally enriching and socially responsible.

The institution aims at providing its students with the competencies and attitude they need to succeed in the future field and education by creating a good background in the early stages of life. My internship experience opened a firsthand experience of how this visionary philosophy is implemented and is used to build the new generation learner.

4.3 Facilities and Environment

My experience as an intern was influenced a lot by the physical capacity and the general environment of learning at the Ceda Innovative school. The school was well organized and placed; it was well maintained also demonstrating their level of concern on their teaching methodologies. It designed a space which was not mere utility but also very convenient in generating new ideas, collaborating and ensuring that the students were interested in studying.

Physical Facilities

This school was equipped with all the necessities of learning and the campus was modern. The classrooms were well-lit, large, and well-technologies with interactive whiteboard or smartprojector that made lessons more dynamic and exciting. Besides regular classrooms, the school boasted some special rooms which were really impressive. An example of this was the fact that in science labs and the computer labs, students were able to learn through doing using the latest tools since it was linked to the project-based learning that students utilized.

The lobby and library were well planned as well. The library was not bookish only; it was the best place to do research and group work. This was illustrated by the comfortable seats and silent zones where it is evident that they cared about the learning styles of various people. The outside and play sections were equally maintained so they provide a secure and pleasant area where students can have fun, confer and study.

Learning Environment

School culture was positive and encouraging and not just the buildings. No one discriminated against anyone be it students, teachers or staff. Students collaborated in the classrooms, exchanged ideas and assisted one another. The energy level was intense, and students were pretty eager on the job and tended to run projects and sessions.

The school was also extremely inclusive ensuring that each student was made to feel vital and contributing. I also witnessed teachers develop a positive atmosphere where pupils could make queries, fail and experiment without being criticized. This offered a sense of safety and support to the students whose real learning and creativity are valued. This attention to such an environment at the school made me comfortable and capable of keeping a full engagement in all my activities as I participated in the internship.

4.4 Management Structure

The management structure at Ceda Innovative School is designed to support the school's innovative and collaborative mission.

Week 4:

The structure of the school is not one of a static, top-down hierarchy, but rather an established, challenging and so far successful framework for open communication and professional autonomy. This framework maintains a balance between administrative oversight and pedagogical freedom—empowering educators to be responsive to their students while still rooted in the curriculum. The Administrative Hierarchy The School Principal is the leader of the school, responsible for the institution-wide strategic direction, academic requirements and the oversight of administration. The Principal collaborates with either a Head of Academics or an Academic Coordinator who is responsible to ensure that the curriculum, teaching and learning strategies, and teaching and learning improvement is to the benefit of all grade levels.

The school is structured in department form or grade level teams. Within each team, there is a Team Leader or a Head of Department who organizes planning meetings, exerts peer mentorship, and serves to exert liaison between the teachers and the top management. This way of decentralization gives the teachers opportunities to own their own separate areas but ensure that it is in line with the overall school objective. I mainly worked under my mentor, HM Faruque, who was under another person Liton Hoque, Principle, and this caused a chain of communication which was efficient as well as effective.

Impact on the Internship Experience

This organization scheme was rather influential as far as my internship was concerned. It created a culture in which they believed in the encouragement and value of feedback at every level. I noticed that in many cases, decision-making was a process, in which different points of view had a chance to be expressed. It has helped me feel like an important part of the team and ask questions, and give ideas because this has created an open and supportive atmosphere. The easy organizational framework made it much easier to be certain who to go to and seek his/her advice, as well as the fact that this is a very flexible culture, and I was allowed some freedom to experiment and develop myself as a professional.

4.5 Curriculum Approach

During my time at Ceda Innovative School, I learned a lot about their unique way of teaching. The school's curriculum is not like a traditional one where students just sit and listen to the teacher. Instead, it's very hands-on and student-centered.

This is the overall principle of the curriculum as the absorption of learning should be meaningful to the children. They concentrate on what is referred to as project- based learning. This implies that, rather than conducting the classes in science, math, and English separately, the school integrates them in massive projects. As an example, the project could be designing a small, sustainable garden. Within this project, students would apply science to learn about plants, math to get the measurements of the space and calculate expenses, and English to write a report, or make a presentation on their design. The strategy aids in showing the students the relationship between all of the various courses in the real world.

Technology is another major component of the curriculum. Ceda Innovative School does not only use technology as a means, but as means of improvement of the learning process. It can be said that students will frequently access the tablets or computers that help them to research their other topics and or make presentations or even communicate with their classmates. I observed that this makes the studies more exciting and trains students to live in a world full of technology.

The assessment of students is done differently in the school as well. They do not only expect tests. Rather, they consider the complete portfolio of a student, consisting of projects and presentations, as well as the role a student plays within the group activities. Such a holistic approach allows teachers to explore what every student excels at and where they could use some extra support, and is not limited to memorizing facts.

I had an opportunity to assist in such projects and observe this method as an intern. I helped teachers to instruct students in their projects, provided help with research, and prompted the students to collaborate. This was a wonderful experience to witness how this contemporary curriculum makes the students more inquisitive and sure learners.

Chapter 5 : Internship Tasks and Learnings

5.1: Class Observation

Activities and Lessons from Internships

My main responsibilities during my Ceda Innovative School internship were observational and hand-on assistance oriented. This let me really grasp the school's own approach to learning in addition to helping the educators.

Classroom Observation

The hours I spent just watching the classes were among the most priceless elements of my internship. One thing to read about a curriculum; another to observe it in practice. Sitting in on several grade levels allowed me to observe the instructors bring the philosophy of the school to life.

Right away, I saw that the classrooms were quite vibrant areas. Often clustered, the students were chatting and working on their projects rather than just sat in rows. The teachers were more guides than speakers. They would walk around, ask questions, and offer assistance to pupils who became stranded, but always urged the students to look for their own answers. It was fascinating to watch how the instructors handled ideas a pupil had for a project instead of rejecting it, they would look for a method to include it, which enthused the student much more to study.

What I learned most from these observations was the importance of the teacher-student relationship. The teachers at Ceda Innovative School have a great ability to establish trust with their students. They facilitated a culture that made it fine to try and make a mistake and also a validation of the voice of every single child. It's an open and supportive environment that's part of why that project-based learning model is so effective here. I've learned so many ideas for how to cultivate that kind of supportive and collaborative energy in a learning space.

5.2: Direct Teaching

The Direct Method, also known as the natural method, is based on the premise that second languages are learnt like a child learns their first or mother tongue. This method concentrates on real communication and utilizes the target language in the classroom, avoiding the native language of students.

English Only: This term refers to when the teacher and students speak in the target language (English) through a course.

Inductive Grammar: This approach does not directly teach grammar rules. Instead, students learn them the same way that they learned to understand language in the first place by listening and speaking, by reading and writing, and by understanding the language well enough to make their own grammatical choices.

Focus on Oral Skills: The main goal is to improve speaking and listening abilities. Pronunciation is an important part of the process.

Vocabulary in Context: New words are introduced through visual aids, objects, or actions, not through translation.

Question and Answer Drills: Teachers use an interactive style, asking questions and getting full answers from students.

An illustration from my internship:

I saw the Direct Method in a classroom where the teacher was teaching a basic daily routine. She would enact motions like I brush my teeth while reciting the statements and flashcards. After that, the pupils replayed the sentences and enacted them. The teacher never used the students' indigenous language to clarify words; she depended instead on images and hand gestures.

During these years, my job was to assist the students who were having difficulty grasping. I'd sit with a small group, walk around, and answer their questions individually or reexplain the ideas in a different manner. This experience showed me that when it's used tactically, not as the only way but as a tool to kickstart more hands-on learning, direct instruction may be quite successful.

The Grammar-Translation Method (GTM)

The Grammar-Translation Method is a traditional way of teaching languages that was commonly used for learning ancient languages such as Latin and Greek. It mainly focuses on building intellectual skills and the ability to read and understand literature, rather than on speaking fluently.

Instruction is in the Native Language: Lessons are mostly taught in the students' native language, with the target language (English) used only for specific tasks.

Deductive Grammar: Students are taught grammar rules first, usually through clear explanations, and then they practice applying these rules in exercises.

Translation is the Core Activity: The main activity in class involves translating sentences and paragraphs between the target language and the native language.

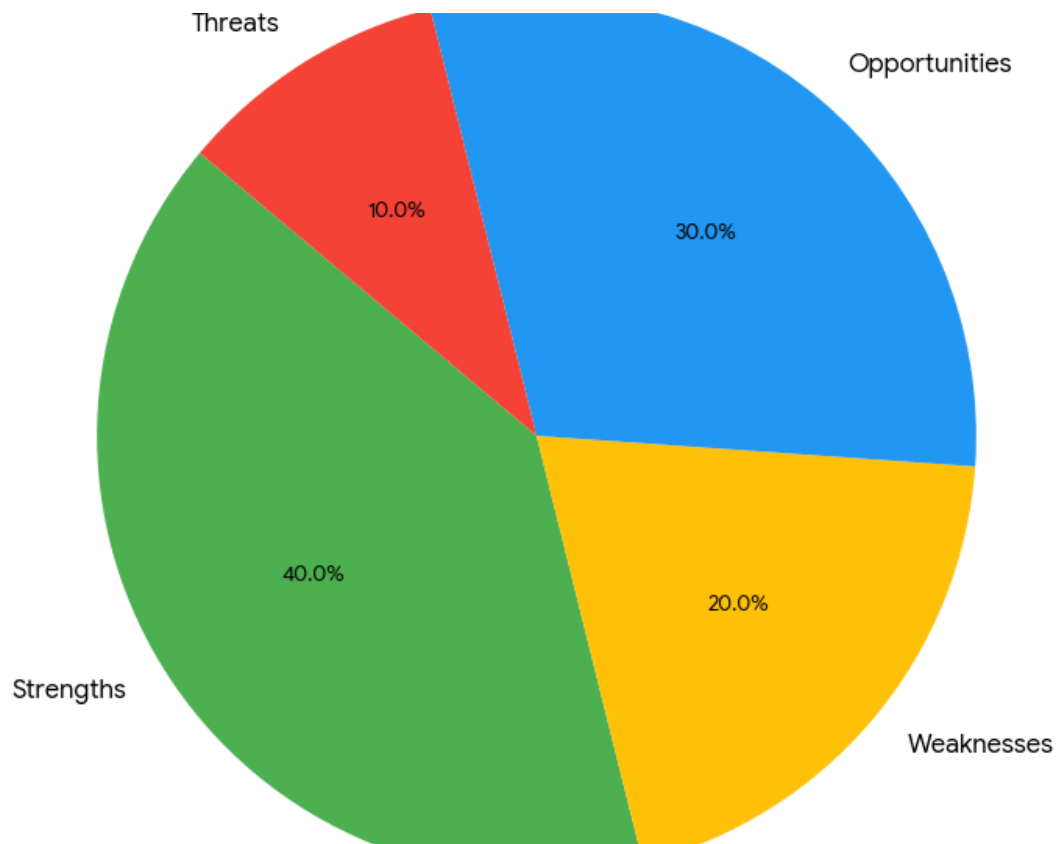
Focus on Reading and Writing: The method emphasizes reading comprehension and correct written expression over speaking and listening skills.

Vocabulary is Taught in Lists: New words are usually introduced in simple bilingual lists for memorization.

Example from My Internship:

During my internship, I saw a teacher using GTM to teach a passage from a literary text. The teacher would read a paragraph in English, then translate it line by line into the students' native language. Students were given a list of vocabulary words from the text and a worksheet to translate sentences from their native language back into English, paying special attention to grammar and word order.

5.3: Intern SWOT



Considering my internship path, I may use a basic SWOT approach to evaluate my experience. This clarifies for me my own development and how this encounter will shape my future.

Strengths: I discovered I am really flexible and a fast learner. I was able to rapidly grasp the ongoing projects and the needs of the students by leaping into fresh classroom settings. My communication skills, especially while tutoring pupils needing additional assistance, were also a strong point.

Weaknesses: I discovered that I could be a bit timid initially, which at times made it difficult to dive right into a new group exercise without a little encouragement. I also need to develop my time management as I am balancing several tasks at once.

Opportunities: With this internship, I had great chance to get practical experience and a better grasp of modern teaching techniques. The networking I did with the instructors and staff is a major asset for my future professional life.

One possible difficulty is becoming too familiar with a particular teaching approach. Understanding that not every school or classroom operates the same way, I must make certain I keep learning and remain adaptable.

5.4: Lessons Learned

Far more than I could have imagined, my Ceda Innovative School internship was an amazing learning opportunity that really transformed me. I found out that usually the greatest teaching involves guiding rather than only lecturing. Keeping students interested and demonstrating how various disciplines relate in the real world is quite successfully done using the project-based method. I also found out that any effective learning environment starts with a good and honest relationship between a teacher and a student.

On a personal level, this experience helped me understand my own strengths and weaknesses. I am more confident in my capacity to fit into fresh circumstances and interact clearly with pupils. I also have a better understanding of the areas I have to work on, like being more proactive in group projects. This internship not only gave me experience but also a better sense of my future and the kind of teacher I want to be.

5.5: Challenges Encountered

Though the internship was a really good experience, it did present difficulties. Simply adapting to the school's creative methods was the first big obstacle. Having a more traditional educational background, I took some time to acclimate to the project-based learning approach, where the timetable was more flexible and the classroom was often buzzing with activity.

Another obstacle was mastering my part. Being an observer as an intern required me to strike a balance with active participation. There were times I was unsure whether I should enter to assist a student or allow them to solve the issue alone. Finding that equilibrium required me to carefully observe the instructors and their approaches.

At last, collaborating with a range of pupils forced me to always adjust my communication approach. What helped one student might not apply to another; hence, I had to rapidly develop a connection with each student on their own level. It was a decent difficulty that helped me to learn patience and flexibility.

Chapter 6: Internship Limitations

Though my internship was a wonderful one, some aspects were not quite ideal. First, I had very little time, only three months. Although this provided me with a fair indication of the institution and teaching, it was insufficient for long-term initiatives or truly watching a student grow over a whole school year.

The tasks I was given were another thing. I mostly taught certain lessons and watched sessions. That meant I missed a lot of the other significant aspects of the school, including the bureaucratic effort or the events outside of lessons.

Additionally, the tools we had in the classroom presented certain difficulties. Despite the school's friendliness, there wasn't a lot of high-tech multimedia gear or sophisticated technology. This made using more dynamic and contemporary teaching techniques harder.

Chapter 7: Findings and Observations

I thoroughly research the schools and the students' organization structure, and the teaching environment in Ceda Innovative School teaching, is the first three months of arranged school life for me to understand. Here are the main takeaways and lessons from my time there.

One thing that stood out for me was the lack of digital/multimedia in the classrooms that I saw. This technological void forced the hand of teachers to mainly use the traditional, lecturetype instruction. And while the teachers were pretty damn good at that stuff, there were no computer rooms or interactive whiteboards, so they couldn't really adopt more modern teaching methods.

Nice Teacher-Kid Interaction: With not much resources the teacher-student relationship was very good and loving. The teachers were very compassionate, understanding and created a nice and inspiring environment. This promoted sincere communication and respect for each other and allowed the children to relax to study English.

Levels of curiosity were high in the students of grades 4, 5 and 6. They were very enthusiastic in the interview class, and the motivation was high. This shows that if the school has the capacity to offer more, there is a great potential for more engaging and student-centred learning methodologies.

Emphasizing fundamental skills, the curriculum centered on grammar, vocabulary, and reading as well as practical approach taken by the teachers to guarantee pupils attained mastery of these key subjects. Though this strengthened a base, less emphasis was placed on the development of advanced level abilities like critical thinking and creative writing, therefore potential for future improvements.

Strong Support from Administration: The school's administration and my supervisor, Ms. Mahinur Akther, were very supportive. They were quick to assist with any inquiries or projects, hence helping my internship run smooth. This great backing demonstrates the school's dedication to establishing a professional and pleasant environment.

Chapter 8: Suggestions for Improvements

Based on what I observed during my internship, here are some ideas to help to improve the learning environment at the school much.

Speaking Club: The foundation of a Speaking Club has the objective of improving the spoken English of students. It could be an extracurricular or weekly opportunity for children to practice public speaking, discussion and presenting in a supportive environment. It will help them to create the ability to speak in faisalabad, away from traditional classrooms, enhancing their confidence.

Additional Modern Technology: More modern technology should be added to teaching. Starting with one multimedia projector and screen in each grade level, for example, would be a smart first step. And teachers could use videos, slide shows and interactive material to try to liven up the material for students with different learning styles, the rationale went.

Additional Creative Writing: As good as the current courses are for building a foundation, I do believe there is room for more creative writing, in my opinion. Adding such activities as journal writing, poetry writing, or storytelling might assist students in developing their writing abilities as well as their thinking and creativity.

I recommend that teachers attend short training sessions often. These could be on topics such as teaching in a multi-faceted way with diverse pupils, how to make better use of digital tools, and blended learning. This would help teachers to keep up with the prevailing teaching methodologies and the quality of teaching would rise. Enhance Parent-Teacher Communication I saw zero sustained communication between teachers and parents.

I advise implementing a standard mechanism, such quarterly meetings or an online platform, to keep parents engaged and informed about their child's learning path. This will assist in developing more close collaboration between school and home.

Chapter 9: Conclusion

For me, Innovative School was a significant and life-changing event; it was a period of personal and professional development rather than simply finishing an academic project. This chance let me link what I learned in college with the actual world context of a hectic classroom.

My teaching skills grew during this time, and I became more adaptable to several pupils and classroom conditions. I grew much in terms of lesson preparation, classroom management, and student evaluation. Understanding what it really means to be a teacher depended much on the help from my mentor, Ms. Mahinur Akther, and the remaining teaching staff.

This internship has strengthened my resolve to pursue a career in education. I now understand teaching to be more than simply dispensing information; it's about inspiring pupils to think, believe in themselves, and live as active, responsible members of society. The knowledge I have acquired here will definitely benefit my future teaching career in English.

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Appendices



- Conducting Classes

