



## Internship Report

**Topic: Design a course curriculum that will help candidates prepare for their SSC English test.**

Internship session: 2023 (September - December)

**Internship coordinator:**

Tanha Ahmed Nijhum-NSU (CSE)  
Senior instructor

**Interns:**

1. Lovely Akter Munni-BRAC University (BBA)
2. Sumyya Binte Mahmud- Govt. College of Applied Human Science(Food and Nutrition)

## **Executive Summary**

Poraai.com(link) is a subsidiary of Rapid Code Solutions, an EdTech platform based out of Dhaka, Bangladesh. Their mission is to help students through online platforms to make education accessible and affordable. In addition to teaching through social media platforms, they run not-for-profit initiatives through physical classrooms in Netrokona(PC1) and Gazipur(PC2), Bangladesh. They also work with low-income families in Bangladesh and assist with winter clothes/blankets donations, food donations, medicine camps, etc. The focus of this project was to provide a precise guideline for SSC students of 2024, by developing a proper curriculum for English first paper and second paper for the students.

The students in Poraai Classroom 2 (PC2) Gazipur are SSC candidates for the upcoming 2024 board exams in February. They study in a school called Utsho Bidyaniketon which is also a not-for-profit and a partner with Poraai.com. They primarily work with students from low-income families. Creating a course specifically designed to address the needs of such students requires careful planning and consideration. These students face problems such as limited access to resources, lack of study materials, and difficulty in transportation. However, most concerning is their basics in English. As English is not their first language, students find it difficult to understand. Our objective for this project was to prepare affordable and accessible study materials for these SSC candidates and prepare them for their upcoming English SSC board exams. The syllabus we worked with is based on the National Curriculum and Textbook Board under the Ministry of Education in Bangladesh.

Being an engineer himself, it was the vision of the company CEO Muntasir Sauvik that the Engineering Design project structure could be implemented in any other real-world scenarios that have no relation to the Engineering practices themselves. The idea was to implement a structured approach toward research and expand the capacity of the candidates to tackle real-world issues with multiple viewpoints. The steps used in this process included problem-solving, identifying requirements, objectives, and constraints, prototyping, testing, evaluation etc.

**Our review of the internship program:** During this project, we gained a lot of positive experiences and faced some difficulties. Our biggest wins are that we were able to help students and were also able to finish our internship project and report in the allotted time. For us, that's a significant victory. However, occasionally we overestimated our speed of performance and also struggled with time management. We can improve by taking lessons from these errors. Knowing what went wrong will enable us to make better decisions in our future professional careers. For future candidates, we want to advise starting early and not waiting until the last minute. It takes effort, so trying hard from the beginning is important. In short, Poraai.com's project is not just about lessons. It's about helping underprivileged students with the educational challenges they face due to limited resources. Poraai.com wants education to be inexpensive and easy to get. During this project we learned the following— starting early is better and working hard from the beginning is important. This project is like a light showing the way to make education fair for everyone.

## **Background Research**

We initially did some background research before we started working on our project. The idea was to familiarize ourselves with the problem at hand and gather relevant information. This would help us take informed decisions down the line throughout the project.

During our research we utilized the following text books:

1. English for Today(PDF)

We prepared all of our English first paper study materials following the “English for today” textbook, which was first published in 2012 and reprinted in 2022. It is designed by the National Curriculum and Textbook Board. The Pdf of English for today is referred to as appendix-1.

2. English Grammar Book (PDF)

We did not follow this grammar book as such, but we worked on some grammar topics taken from this textbook. It's also designed by the National Curriculum and Textbook Board. The pdf of the English Grammar book is referred to appendix-2.

3. Syllabus & marks distribution

We followed the NCTB based syllabus and marks distribution while making the study materials. We did some research on the syllabus and listed all the topics and their marks distribution. The syllabus and marks distribution is referred to appendix-3.

4. Poraai.com(<https://www.facebook.com/poraaidotcom?mibextid=2JQ9oc>) is a subsidiary of Rapid Code Solutions, an EdTech platform based out of Dhaka, Bangladesh. Their mission is to help students through online platforms to make education accessible and affordable. In addition to teaching through social media platforms, they run not-for-profit initiatives through physical classrooms in Netrokona(PC1) and Gazipur(PC2), Bangladesh. They also work with low-income families in Bangladesh and assist with winter clothes/blankets donations, food donations, medicine camps, etc. The focus of this project was to provide a precise guideline for SSC students of 2024, by developing a proper curriculum for English first paper and second paper for the students.

Poraai.com page link:

*Facebook.* (n.d.-b). <https://www.facebook.com/poraaidotcom?mibextid=hllR13>

## Poraai Classroom 2 Gazipur (Utsho Bidyaniketon)

UTSHO Bangladesh is a grassroots, community based organization enabling access to basic human rights for marginalized women and children. Utsho's vision is to ensure all human beings have the right to survive, access to free healthcare and education and are free from all oppression. <https://www.utshobangladesh.org/>

Poraai has partnered with Utsho and they take English classes for the Grade 10 SSC candidates. They get offline lectures in their school and join us for online classes on the weekends (saturday and sunday). We teach around 13 students there and among them, 10 Students will take part in SSC examination 2024.

### Interviews

1. Rebeka Yasmin is a social worker and has been active on grass root level in Netrokona from 2012. She helped build a classroom for unprivileged children in Netrokona (Poraai Classroom-1) . Sumyya Binte Mahmud, interviewed her and got to know about the challenges she faced in these years while working in rural areas like Netrokona and Kishoreganj. She described the cruel scenarios of people living in rural areas. “The majority of the rural people in Netrokona have neither access to material resources nor have a base of non-materials resources for earning their livelihoods. As they struggle to even make ends meet, they cannot afford to make education a priority”, said Rebeka Yeasmin.

### **Problem Description**

The candidates from Poraai Classroom 2 (PC2) in Gazipur, who are preparing for the SSC exams scheduled for February 2024, are enrolled in Utsho Bidyaniketon, a non-profit school affiliated with Poraai.com. The school primarily caters to students from low-income backgrounds, necessitating careful planning to address their unique challenges. These challenges include limited access to resources, a lack of study materials, transportation difficulties, and, most significantly, struggles with basic English proficiency, given that English is not their first language. The main goal of our project was to develop affordable and easily accessible study materials tailored to the needs of these SSC candidates, specifically focusing on preparing them for the English portion of the upcoming board exams. The curriculum we utilized aligns with the National Curriculum and Textbook Board under the Ministry of Education in Bangladesh.

### **Problem Statement:**

A problem statement in a research project is a one line statement that describes the scope of the entire project. Considering the above problem background we decided to proceed with the following problem statement:

**“Design a course curriculum which will help candidates prepare for their SSC English test.”**

### **Identifying Requirements:**

Requirements resemble a project's to-do list. They provide precise guidelines on what functions a system or product must do. We make use of them to ensure that everyone is aware of the

expectations. They direct the development and design, keeping us on course. In addition to keeping the project within reasonable bounds, requirements also assist in defining its boundaries. They serve as a checklist, making verifying whether the finished product lives up to expectations simple.

Requirements:

- The solution must add knowledge.
- Solutions must be easy to understand for multiple levels of students.
- Solution must give students exam scenarios.
- The solution should have daily tasks.
- The solution must be affordable.
- The solution has to be accessible.
- The solution has to be interactive.

Our project excels in providing comprehensive knowledge, ensuring simplicity for all student levels. We incorporate real-world exam scenarios, daily tasks, and maintain affordability. Accessibility is a priority, and our interactive solution enhances learning. We meet all project requirements to create an inclusive and effective educational experience.

### **Identifying Constraints**

Similar to the guidelines that direct initiatives are constraints. Certain constraints, such as those related to finances, time, or resources, influence how a project is carried out. Constraints help us set limits and make sensible use of our resources. They assist teams in making wise judgments by keeping things grounded. For instance, when time is limited, we might concentrate on the most crucial duties. Additionally, constraints keep projects from growing too large or expensive. Teams can improve planning, exert control over actions, and maintain focus on achieving objectives by being aware of the guidelines, or limits. Similar to guardrails, constraints keep projects headed on the right path.

- each learning item must have 3 examples
- Compatible with moderate to higher levels of students.
- Must have 50 model test
- 3 tasks per day 4 days a week
- 5k-15 thousand limiting the price of the solution
- Solutions must have offline and online courses.
- The solution must have 3 methods of delivery.

Our project suits moderate to higher-level students, offering three examples for each learning item. Although we have 10 model tests instead of 50, we ensured affordability. Our solution provides offline and online courses, with three delivery methods, but video methods remain pending.

## **Objectives:**

Like specific goals, objectives let us know where we're heading and what we want to accomplish. They serve as precise, quantifiable benchmarks for decisions and actions. We utilize objectives since they give us direction and a feeling of purpose. They simplify planning and advancement by breaking down significant goals into more minor, manageable actions. Reaching goals provides us with a sense of accomplishment and keeps us inspired. By concentrating attention on what matters, objectives also aid in measuring performance. Consider targets as points of arrival on a map; they help us plan the route, indicate our destination, and allow us to assess our progress.

- Familiarize ourselves with the entire NCTB-based English syllabus.
- Identify all the topics
- Solution must have 3 examples of each topic (3x50=150)
- Design an assessment process that will determine the level of competency of the students. (exam papers)
- The question paper should have 3 levels of difficulties in the assessment process.
- 50 model test
- 150 tasks (3 tasks 4 days a week)
- Preparing a routine based on the topic
- Feasible analysis
- Reading lecture materials, watching videos, and attending live classes. Research and design 3 delivery methods.

We aimed to cover the entire NCTB English syllabus with three examples for each topic, but we've completed 10 model tests instead of 50. We need to look into video methods and the cost-benefit analysis. We're committed to addressing these gaps and enhancing the comprehensiveness and effectiveness of our educational solution.

## **Project Management**

Poraai.com is a subsidiary of Rapid Code Solutions, an EdTech platform based in Dhaka, Bangladesh. Our mission is to help students through our online platforms and make education accessible and affordable. In addition to teaching through our social media platforms, we run our not-for-profit initiatives through our physical classroom in Gazipur(PC2), Bangladesh. Three members of our team established a syllabus with a routine for SSC students of 2024.

For this project, we had to communicate online with the team members. The tasks were distributed, with 28 syllabus topics between the three teachers. Then, we worked individually on the assigned topics. The things that we needed for this project to roll out are -

- A slide (based on the topic)
- An assessment copy (to test the ssc candidates initially)
- A set of questionnaire
- A set of homework (daily basis task)

### **Elevator pitch:**

An elevator pitch is a short yet powerful and memorable self-introduction, a way of getting across a critical point and connecting with someone. It is called an elevator pitch because it takes roughly the time a person would spend riding an elevator with someone. Through an elevator pitch, we learned to

1. Introduce ourselves;
2. Explain what we do;
3. Identify who we serve;
4. State what makes us different;
5. Include an exciting hook with someone

Muntasir Mubin Sauvik, CEO of Poraai.com, has patiently instructed us throughout this internship journey. We have learned a lot of things from him, especially-

1. Teamwork
2. Improving our skills
3. Logbook writing
4. Project management
5. Project Designing
6. Official report writing
7. Creating a visible strategy in a workplace place
8. Leadership

### Social Media Tools

Zoom, whatsapp

1. Log book
2. Todoist
3. Drive structure
4. NDA IPA
5. Research
6. Group discussion
7. Assigning tasks
8. Accountability

The company CEO, Muntasir Mubin Sauvik, envisioned that the engineering design project structure could be implemented in any other real-world scenario that had no relation to the engineering practices themselves. The idea was to implement a structured approach toward research and expand the candidates' capacity to tackle real-world issues with multiple viewpoints.

#### 9. Personal Statement of the instructors:

**Munni:** The internship will help me learn and improve my leadership skills. The CEO of Poraai.com, Muntasir Mubon Sauvik, taught me to be patient and lead without getting angry, which is essential for HR work. It was hard at first because I was shy, and working on Friday mornings was sometimes challenging. But I enjoyed teaching students a lot. They were excited to learn, and seeing their happy faces made me happy, too. Even though it was a bit difficult initially, the experience has been a nice mix of learning and discovering new things, and I feel good about positively impacting the students.

**Sumyya:** After getting the opportunity to work with poraai.com, I found the three-month internship journey delightful and worth spending time on. I have always had a keen interest in teaching children. Poraai.com has allowed me to stay connected with them. During my internship experience, I developed my active listening, planning, and problem-solving skills. Direct interactions with Mr. Muntasir Mubin Sauvik help gather knowledge about project design, management, and other precious skills. Although I considered myself to be less experienced with the tasks given here, I was able to solve the problems with the help of my team members. I am overwhelmed by the thought of being a part of this project.

**Tanha:** I entered the internship with great enthusiasm for contributing to Poraai.com. My extensive research on the company's values and projects heightened my interest. I expected the internship to provide a platform for significant personal and professional development, allowing me to apply my academic knowledge in a real-world setting. I was particularly excited about collaborating with experienced professionals and learning new skills, especially in the SSC curriculum. I also understood the importance of flexibility and was prepared to adapt to the dynamic nature of the internship. I sometimes needed help with team collaborations. And I enjoyed it the most by thinking I was building up a curriculum for a student who needs proper guidance.

#### Wins and Losses and future recommendations

##### Wins

1. We were about to wake up almost on time without anyone calling us.
2. We were able to work without supervision.
3. We were able to learn how to work as a group.

### Loss

1. We were not able to do a cost-benefit analysis.
2. We were not able to efficiently perform as a team unit as expected at the start of the internship project.
3. An Early departure of one of the interns due to personal reasons.

### The whole structure of the internship needed to change

1. Overestimate the number of tasks that you could complete
2. The personal project we could not pursue  
All of the interns were also 3rd or 4th-year university students, and everyone faced difficulties doing the internship while also focusing on their university coursework and exams.

### Final outcome and future recommendation:

1. We were able to prepare the curriculum successfully in the nick of time.  
And also we were able to roll out the course to the students of Gazipur PC2.

### What should future candidates do?

- They can refine this project
- They can make sure all the lectures have videos and animated slides
- They can make more examples and model tests
- They can make more assessment tests and evaluation matrices
- There should be more team-building activities

## Appendix:

English for today (pdf)

[https://drive.google.com/file/d/1IXxcKRkgckBmK\\_BPbXFT10\\_qKbXVcpc0/view](https://drive.google.com/file/d/1IXxcKRkgckBmK_BPbXFT10_qKbXVcpc0/view)

English grammar book (pdf)

[https://drive.google.com/file/d/1U13r5tqFsiNp8Hm87k4B7alec\\_-dDdrS/view](https://drive.google.com/file/d/1U13r5tqFsiNp8Hm87k4B7alec_-dDdrS/view)

SSC English curriculum Syllabus and Marks distribution:

| Marks Distribution             |   | Marks Distribution |  |
|--------------------------------|---|--------------------|--|
| English 1st Paper              |   | English 2nd Paper  |  |
| Total Marks 100                |   | Total Marks 100    |  |
| <b>Reading (Marks-50):</b>     |   |                    |  |
| Seen Passage-1                 | • Multiple choice questions (MCQ)   | 07                 |  |
|                                | • Answering questions (open ended and close ended)  | 10                 |  |
| Seen Passage-2                 | • Get feeling without clues   | 05                 |  |
|                                | • Information transfer  | 05                 |  |
| Unseen Passage                 | • Summarising   | 10                 |  |
|                                | • Matching  | 05                 |  |
|                                | • Rearranging   | 08                 |  |
| <b>Writing (Marks-50):</b>     |   |                    |  |
|                                | • Writing paragraph answering questions   | 10                 |  |
|                                | • Completing a story  | 10                 |  |
|                                | • Describing graphs/charts  | 10                 |  |
|                                | • Writing informal letters/emails   | 10                 |  |
|                                | • Writing dialogue  | 10                 |  |
| By: Sumyya Binte Mahmud        |   |                    |  |
| <b>Grammar (Marks-60):</b>     |   |                    |  |
|                                | • Gap filling activities with clues (preposition, articles, parts of speech)                            | 05                 |  |
|                                | • Gap filling activities without clues (preposition, articles, parts of speech)                         | 05                 |  |
|                                | • Substitute table  | 05                 |  |
|                                | • Right forms of verbs  | 05                 |  |
|                                | • Narrative style (direct to indirect and/or vice versa)  | 05                 |  |
|                                | • Changing sentences (change of voice, sentence patterns, degrees)                                      | 10                 |  |
|                                | • Completing sentences (using conditionals, infinitive, gerund, participle)                             | 05                 |  |
|                                | • Use of suffix and prefix  | 05                 |  |
|                                | • Tag questions   | 05                 |  |
|                                | • Sentence connectors   | 05                 |  |
|                                | • Punctuation   | 05                 |  |
| <b>Composition (Marks-40):</b> |   |                    |  |
|                                | • Writing CV with cover letter  | 08                 |  |
|                                | • Formal letters/email (complaint letter, notice, purchase order, responses to an order/request, etc.)  | 10                 |  |
|                                | • Paragraph writing by listing/narrating/comparison and contrast/cause and effect                       | 10                 |  |
|                                | • Writing composition on personal experience and familiar topics, recent events/incidents, future plans | 12                 |  |
| By: Sumyya Binte Mahmud        |   |                    |  |

**Model test questions:**

English (Compulsory); 2nd Paper (SSC 2023)

(According to the Syllabus of 2023)

Sub Code: 108

Total Marks: 100

Time: 3 hours

[NB-The Figures in the right margin indicate fill marks]

**Part A: Grammar (60 marks)**

1. Fill in the blanks with suitable prepositions or articles. preposition or an article. Some of the blanks may not require a preposition or an article. Put a cross (×) in those blanks: 05×10= 5

(a) \_\_\_\_\_ issue of food adulteration has drawn the attention (b) \_\_\_\_\_ general people. We hardly find any food (c) \_\_\_\_\_ our country which is not adulterated in one way or (d) \_\_\_\_\_ other. (e)\_\_\_\_\_ present, sub-standard foods are sold in most of (f)\_\_\_\_\_ hotels. Very recently the government has directed (g) \_\_\_\_\_ mobile court to look at (h) \_\_\_\_\_ the matter of food. They are catching dishonest hoteliers red-handed for using (i) \_\_\_\_\_ unhygienic ingredients which are really harmful (j) \_\_\_\_\_ human body.

2. Fill in the blanks with the words from the box. You may need to change the forms of some of the words. 0.5×10=5

|         |        |         |       |        |
|---------|--------|---------|-------|--------|
| more    | and    | animals | place | give   |
| breathe | fruits | from    | world | floods |

Trees are very useful to man. They prevent the rich top soil (a)\_\_\_\_\_ being washed away by rainwater and (b)\_\_\_\_\_. We can see trees being planted (c) \_\_\_\_\_ damaged. Trees provide life to a (d)\_\_\_\_\_ with their colorful flowers, beautiful leaves and (e)\_\_\_\_\_. They provide shelter for birds and (f)\_\_\_\_\_. They take in carbon dioxide and (g) \_\_\_\_\_ out oxygen. Man needs oxygen to (h)

\_\_\_\_\_. Actually, without trees our life in the (i)\_\_\_\_\_ is impossible. So, we should plant (j) \_\_\_\_\_ trees and must refrain from destroying trees and forest.

**3. Make six sentences using parts of sentences from each column of the table below. 1×6=6**

|                  |               |   |
|------------------|---------------|---|
| Cricket          |               | become popular in our country.                      |
| It               | has           | a costly game.                                      |
| But it           | surpas<br>ses | a great appeal among the people all over the world. |
| Recently it      | be            | also seen playing cricket.                          |
| Its popularity   |               | that of football.                                   |
| Now rural youths |               | popular all over the world.                         |

**4. Complete the following test with right forms of the verbs given in the box: 1×10=10**

|       |          |       |        |      |
|-------|----------|-------|--------|------|
| allow | pass     | treat | depend | be   |
| do    | increase | earn  | secure | take |

Adult allowance (a) \_\_\_\_\_ a noble programme initiated by the present government. In most of the developed countries of the world this kind of programme is (b)\_\_\_\_\_ by the government. The government should pursue that their old age is (c) \_\_\_\_\_ and comfortable. But in our country the adults are (d)

\_\_\_\_\_ on their own sons or daughters. The adult loses the ability to work and (e)\_\_\_\_\_ at this age. They (f) \_\_\_\_\_ offensively by their own issues. They have to (g) \_\_\_\_\_ own their days depending on others. The allowance should be (h)\_\_\_\_\_ and the true needy (i) \_\_\_\_\_ have this allowance. It is expected that the local leaders (j)\_\_\_\_\_ their duty impartially to select the right person for this purpose

**5. Change the sentences according to directions. 1×10=10**

- (a) Facebook is a common social network. (Make it a negative sentence)
- (b) Now, it is being used all over the world. (Make it an active voice)
- (c) Everybody uses it. (Make it passive)
- (d) A smart phone is more popular with students than anything else. (Make it a superlative sentence)
- (e) You should not spend excessive time on browsing Facebook (Make it an imperative sentence)
- (f) Facebook is the best of all social networks (Make it a positive degree)
- (g) Unfortunately, Facebook gives students more pleasure than studies. (Make it a positive sentence)
- (h) You should use it to keep pace with the modern world. (Make it imperative)
- (i) We can get very useful information by using it. (Make it an exclamatory sentence)
- (j) Would that I could open a Facebook account! (Make it an assertive sentence)

**6. Complete the sentences. 1×5=5**

- (a) \_\_\_\_\_, he leads a poor life.
- (b) \_\_\_\_\_ meet at the cinema.
- (c) He bought some flowers \_\_\_\_\_.
- (d) If I have a lot of money, \_\_\_\_\_.
- (e) He \_\_\_\_\_ with the project.

**7. Complete the text adding suffixes, prefixes or the both with the root words given in the parenthesis 0.5×14=7**

Life without having any freedom to (a)\_\_\_\_\_ (joy) leisure and (b)\_\_\_\_\_ (relax) is dull. Nobody can work (c) \_\_\_\_\_ (relentless) without rest. Life becomes (d)\_\_\_\_\_ (charm) if man does not have any time to enjoy (e) \_\_\_\_\_ (beauty) objects of nature. (f) \_\_\_\_\_ (monotony) work is (g) \_\_\_\_\_ (doubt) a great (h) \_\_\_\_\_ (hinder) to the (i) \_\_\_\_\_ (smooth) of work. Leisure (j)\_\_\_\_\_ (new) our spirit of work. Everybody knows that (k) \_\_\_\_\_ (work) is (l) \_\_\_\_\_ (harm). Leisure does not mean (m)\_\_\_\_\_ (idle). It gives (n)\_\_\_\_\_ (fresh) to our mind.

**8. Make tag questions of these statements. 1×7=7**

- (a) You had better drink cold water, \_\_\_\_\_?
- (b) The father rose in him at this sight, \_\_\_\_\_?
- (c) Thank you very much, \_\_\_\_\_?
- (d) He as well as his brother came here \_\_\_\_\_,
- (e) Let us go home, \_\_\_\_\_?
- (f) He has to drag a miserable life, \_\_\_\_\_?
- (g) Nobody believes a chest, \_\_\_\_\_?

**9. Use capitals and punctuation marks where necessary in the following text. 0.5×10=5**

how daring you are to wake me up the lion roared shall kill you for that please let me go the mouse cried I did not mean to wake you up

**Part B: Composition (40 marks)**

10. Suppose, you are Salam/Saline and you are looking for a job. You want to apply for a job as a teacher in school. Now, write a CV with a cover letter for the post. Your CV should not exceed one page. 15

11. Suppose, you are Reja/ Rani, a student of Comilla Zilla School. You are interested in learning debate. There is no Debating Club in your school. Now,

write an application to the Headmaster of your school for opening a Debating Club in your school campus. 10

12. Write a paragraph on “Our National Flag”.

Time and difficulty analysis chart:

| Task No. | Topics                                 | Difficulty | Time Requirement | Total Score | Paper   |
|----------|--|------------|------------------|-------------|---------|
| 1        | Seen Passage MCQ                       | 1          | 3                | 4           | Paper 1 |
| 2        | Seen Passage Q/A                       | 1          | 2                | 3           |         |
| 3        | Fill in the blanks with suitable words | 2          | 2                | 4           |         |
| 4        | Matching table                         | 1          | 2                | 3           |         |
| 5        | Summary Writing                        | 2          | 3                | 5           |         |
| 6        | Complete the table                     | 1          | 3                | 4           |         |
| 7        | Rearrange                              | 2          | 3                | 5           |         |
| 8        | Paragraph Writing                      | 2          | 2                | 4           |         |
| 9        | Complete the story                     | 3          | 3                | 6           |         |
| 10       | Dialogue                               | 2          | 3                | 5           |         |
| 11       | Graph or chart explanation             | 3          | 3                | 6           |         |
| 12       | Fill in the blanks right form of verbs | 2          | 2                | 4           |         |
| 13       | Fill in the blanks with suitable words | 1          | 2                | 3           |         |
| 14       | Matching table                         | 1          | 2                | 3           |         |
| 15       | Articles                               | 1          | 1                | 2           |         |
| 16       | Right form of verbs                    | 2          | 2                | 4           |         |
| 17       | Narration                              | 2          | 3                | 5           |         |
| 18       | Changing sentences                     | 3          | 3                | 6           |         |
| 19       | Tag Questions                          | 1          | 1                | 2           |         |
| 20       | Complete the following sentences       | 2          | 2                | 4           |         |
| 21       | Suffix/Prefix                          | 2          | 2                | 4           |         |
| 22       | Connectors                             | 1          | 2                | 3           |         |
| 23       | Punctuation Marks                      | 1          | 2                | 3           |         |
| 24       | CV writing                             | 2          | 3                | 5           |         |
| 25       | Email writing                          | 2          | 3                | 5           |         |
| 26       | Letter writing                         | 2          | 3                | 5           |         |
| 27       | Paragraph Writing                      | 2          | 2                | 4           |         |
| 28       | Composition Writing                    | 3          | 3                | 6           |         |
| Total    |  | 50         | 67               | 117         |         |

| No. | Tanha        |           | Sumyya       |           | Munni        |           |
|-----|--------------|-----------|--------------|-----------|--------------|-----------|
|     | Task         | Score     | Task         | Score     | Task         | Score     |
| 1   | 1            | 4         | 3            | 4         | 4            | 3         |
| 2   | 2            | 3         | 6            | 4         | 5            | 5         |
| 3   | 7            | 5         | 9            | 6         | 8            | 4         |
| 4   | 10           | 5         | 12           | 4         | 11           | 6         |
| 5   | 15           | 2         | 13           | 3         | 14           | 3         |
| 6   | 18           | 6         | 16           | 4         | 17           | 5         |
| 7   | 19           | 2         | 20           | 4         | 24           | 5         |
| 8   | 23           | 3         | 21           | 4         | 22           | 3         |
| 9   | 25           | 5         | 28           | 6         | 26           | 5         |
| 10  | 27           | 4         |              |           |              |           |
|     | <b>Total</b> | <b>39</b> | <b>Total</b> | <b>39</b> | <b>Total</b> | <b>39</b> |

### Drive Structure:

... > Research Project > English SSC Curriculum
English SSC Curriculum

Type
People
Modified

☰
☰
ⓘ

| Name   | Owner                     | Last modified                 | File size |
|--|---------------------------|-------------------------------|-----------|
| Tag questions                                      | tanhanihum00056@gm...     | 14 Dec 2023 tanhanihum0...    | —         |
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| Rearrange  | tanhanihum00056@gm...     | 14 Dec 2023 tanhanihum0...    | —         |
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| Paragraph writing                                  | tanhanihum00056@gm...     | 14 Dec 2023 tanhanihum0...    | —         |
| Initial assesment                                  | tanhanihum00056@gm...     | 14 Dec 2023 tanhanihum0...    | —         |
| Email Writing                                      | tanhanihum00056@gm...     | 14 Dec 2023 tanhanihum0...    | —         |
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| paragraph rules.pdf                                | munnilovely103@gmail.c... | 14 Dec 2023 munnilovely10...  | 761 KB    |

English SSC Curriculum
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Details
Activity

**Who has access**

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S

Owned by you. Shared with Akash Rahman, Baharin Siddika, Lovely Akter Munni, Nijhum Tanha and 1 other.

Manage access

**Folder details**

Type  
Google Drive Folder

Location  
Research Project

Owner  
me

Modified  
13 Oct 2023 by me

Opened  
21 Dec 2023 by me



NOTES Date 202

10-10-2023 / Tuesday :

Meeting With Tanika Apu & Akash Vaia did Baharin Apu

Got tasks:

1. Make reels within this week.
2. Probation period Report
3. PDF making - class 6/7 English (must be within 10 pages)

Meeting with Akash Vaia

Meeting with Shouvik Vaia and team

"You have to make up the time if you are busy in your working time"

Must submit 30 sec introduction video within Thursday - Review on Friday.

Individual project selection-

NOTES Date 202

1. Hygiene - Munni Apu
2. Flood (Dealing with) - Baharin
3. Education - Sumyja

Meeting with Tanika Apu & interns

\* 12-10-2023 / Thursday : (9am-12am)

Made elevator pitch (30 sec)

Submitted to the team (whatsapp)

Researched for the pdf (English)

Tried to make a reel video but failed several times.

NOTES Date 202

20-11-2023 / Saturday : < 2 months > complete

Meeting With Shouvik Vaia & Team

Zoom meeting with the students (Ganipur) about the concern of their study and exam.

Shouvik Vaia asked to take the classes 1st of the replacement of Tanika Apu.

Prepared a slide (Obj-2)

NOTES Date 202

22-12-2023 / Friday :

Meeting with Shouvik Vaia & Team (9:30 AM - 12:00 PM)

Report writing (Shouvik Vaia instructed us and wrote down the key words/prints on Report)

Uploaded Group projects picture (Requirements, constraints, objectives) on whatsapp (paraai management group)

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Worked in my personal time (extra)

→ Proofreading All the pdf

→ Report writing

## Assessment test papers

### Initial Assessment

Read the passage then answer the questions no 1 and 2

Meherjan lives in a slum on the Siraggoni Town Protection Embankment. Her polythene-roofed shelter looks like a cage. She is nearly 45 but looks more than her age. In front of her shelter, she is trying to make a fire to cook the day's only meal. Her weak hands tremble as she adds some fallen leaves and straw to the fire. The whispering wind from the river Jamuna makes the fire unsteady. The dancing of the flames reminds Meherjan of the turmoil in her life. Not long ago Meherjan had everything—a family, cultivated land and cattle. The erosion of the Jamuna consumed all her landed property gradually. It finally claimed her only shelter during the last monsoon. It took the river only a day to demolish Meherjan's house, trees, vegetable garden and the bamboo bush. She had a happy family once. Over the years, she lost her husband and to diseases that cruel hunger and poverty brought to the family. Now, she is the only one left to live on with the loss and the pain. The greedy Jamuna has shattered her dreams and happiness.

There are thousand others waiting to share the same fate like Meherjan. Bangladesh is a land of rivers that affect its people. Erosion is a harsh reality for the people living along the river banks. During each monsoon many more villages are threatened by the roaring of rivers like the Jamuna, the Padma and the Meghna. It is estimated that river erosion makes at least 100,000 people homeless every year in Bangladesh. In fact, river erosion is one of the main dangers caused by climate change. If we can't take prompt action to adapt to climate change, there will be thousands of more Meherjans in our towns and villages every year.

1. Choose the correct answer from the following alternatives.

(a) What does the expression "The turmoil in her life" in the 1st paragraph mean?

(i) The pleasures of life. (ii) The thunderstorm in her life. (iii) The pangs and pains of her life.

(iv) The dreams of her life.

(b) What are the rivers mentioned in the passage?

(i) The Jamuna (ii) The Padma

(iii) The Meghna (iv) All the above

(c) Once Meherjan was —

(i) solvent

(ii) insolvent (iii) poor

(iv) impoverished

(d) Meherjan was homeless because of —

(i) the erosion of the Jamuna (ii) selling of her house (iii) destruction of her house (iv) flood

(e) What is the main purpose of the author of the passage?

(i) To explain the importance of river. (ii) To describe the impact of monsoon. (iii) To describe the effect of river erosion. (iv) To describe the fate of a woman.

(f) She is living — in her makeshift house now.

(i) with her relatives (ii) alone

(iii) with her husband (iv) with her family

(g) Dancing of the flames means —

(i) a traditional form of folk dance. (ii) a flame that makes people dance around it. (iii) instability of flame.

(iv) a flame made by people to remember that their past.

Answer: 1. (a) (ii) The pangs and pains of her life (b) (iv) All the above (c) (ii) solvent (d) (i) the erosion of the Jamuna (e) (ii) To describe the impact of monsoon (f) (ii) alone (g) (ii) instability of flame

2. Answer the following questions.

(a) Why does Meherjan look more than her age?

(b) Where does she live and how does her living place look like?

(c) When are many more villages threatened by in the roaring rivers?

(d) What happens there?

(e) How can we reduce the increasing number of shelterless people affected by river erosion?

Answer: 2. (a) Meherjan looks more than her age because of poverty, hunger and malnutrition.

(b) She lives in a slum on the Siraggoni Town Protection Embankment. Her living place which is polythene-roofed looks like a cage.

## Lecture sample

### INTRODUCTION

- ▶ Prefix: Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.
- ▶ Suffix: Suffixes are added to the end of an existing word in order to create a new word with a different meaning.
- ▶ Root word: A root word is a basic word with no prefix or suffix added to it.

2/20

### NOTE

▶ এমন অনেক শব্দ আছে, যার পূর্বে Prefix এবং পরে Suffix উভয়ই বসতে পারে।

যেমন :

1. Unnecessarily = un + necessary + ly
2. Unstoppable = un + stop + able
3. Irregularly = ir + regular + ly



## Engineering design project outline



**Engineering Project Design Outline**

1. Problem statement
2. Background research
3. Identifying requirements
4. Identifying constraints
5. Identifying objectives
6. Ideation
7. Initial design
8. Prototype
9. Testing
10. Final result

Sumyya Binte Mahmud



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