

INTERNSHIP REPORT 2026

EDUCATION IS THE ONLY BRIDGE FROM HARDSHIP TO DIGNITY



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Executive Summary

This report examines how Bangladeshi students across diverse socio-economic backgrounds perceive education as a "bridge from hardship to dignity." Conducted by interns at Poraai—an educational platform for the underprivileged—the study involved rotations through departments including Survey Operations, R&D, Administration, and Instruction to ensure a multi-faceted approach.

The team gathered qualitative and quantitative data through surveys and interviews with students and educators from various backgrounds, including Bangla Medium, Bangla Version, English Medium, and underprivileged groups. Despite navigating obstacles such as gender-based disparities, logistical challenges in remote areas, and the sensitivity of discussing financial hardship, the interns maintained strict anonymity and obtained all necessary institutional authorizations.

These findings not only identify the barriers students face but also address the broader socio-economic factors shaping their futures. By developing practical research and communication skills, the interns provided Poraai with actionable insights to design more effective strategies for supporting students in their transition from hardship toward dignity.

Description of the company

Poraai.com is an innovative online educational platform based in Bangladesh, committed to making quality education accessible and affordable for all. The organization is led by CEO Mr. Muntasir Mubin Sauvik, who oversees its overall operations from Saskatoon, Canada. Supporting the organization are Mr. Asif Rahman Akash, the Operations Manager, and Ms. Tanha Ahmed Nijhum and Ms. Sumyya Binte Mahmud, who serve as Coordinators and Instructors, managing both academic and organizational activities.

Poraai operates two physical classrooms to serve students from different regions of Bangladesh. Poraai Classroom 1, located in Netrokona, and Poraai Classroom 2, situated in Gazipur, which provide free online and offline education to high school students from low-income families, helping them prepare for their national board examinations. Online

classes are conducted by Ms. Tanha Ahmed Nijhum and Ms. Sumyya Binte Mahmud, while Joyanal Sir and Mofazzul Sir lead the offline classes.

In addition to academic instruction, Poraai.com actively organizes donation drives, guest speaker sessions, and internship programs to promote student development and community engagement. The organization has also conducted educational initiatives focusing on health, hygiene, and nutrition and is preparing to launch a year-long series of social awareness programs addressing important societal issues. Furthermore, Poraai plans to introduce an online Math Olympiad, Tournaments, University Placements, IELTS reinforcing its mission to empower students through accessible, innovative, and impactful educational opportunities.

Description of the internship

This internship commenced on 15 June 2026 with an online orientation session. The orientation was attended by the management team of Poraai, including CEO Mr. Muntasir Mubin Sauvik, Operations Manager Mr. Asif Rahman Akash, Coordinators and Instructors Ms. Sumyya Binte Mahmud, Ms. Zarin Tasnim, Ms. Swagata Pal, and Mr. Labib Bin Rashid.

During the session, the interns were introduced to the organization, its mission, and the internship structure. They were also provided with a comprehensive overview of their roles, responsibilities, expectations, and objectives for the two-month internship period.

Throughout the internship, interns were assigned a variety of tasks that allowed them to participate in diverse activities, develop practical skills, and enhance both their professional and personal growth. The interns were divided into groups of four, with each group rotating weekly through different departments, including the Survey Department, Research and Development, Administration, and Instruction.

As part of the Survey Department, interns visited schools to conduct surveys based on the theme, "Education is the only bridge from hardship to dignity," while additional online surveys were conducted among rural students to gather broader insights. Interns also contributed to maintaining Poraai's social media platforms, preparing lesson plans for students of Poraai Classroom 1 (PC1) and Poraai Classroom 2 (PC2), and conducting online classes. Each intern maintained a detailed logbook documenting daily activities, progress,

and reflections throughout the internship. Furthermore, interns identified available resources and proposed practical solutions to address issues revealed through interviews, surveys, and background research. This process not only highlighted common educational challenges but also uncovered several deep-rooted issues that may have otherwise remained unnoticed, enabling the organization to develop more informed and impactful strategies for future initiatives.

Description of Project Design Methodology Project Review

Introduction

The internship project aimed to understand the educational experiences, learning environment, and overall well-being of children studying in rural and city schools. Interns conducted surveys among students from both settings using a standardized questionnaire. The collected data provided insights into the similarities and differences in access to education, infrastructure, learning resources, extracurricular activities, and future aspirations.

Aim

- To assess the educational conditions of rural and city schools.
- To compare students' access to educational resources.
- To understand differences in learning opportunities and challenges.
- To identify areas where educational support can be improved.

Methodology

The interns visited selected rural and urban schools and conducted face-to-face surveys with students from different grade levels.

The questionnaire included both multiple-choice and open-ended questions covering:

School infrastructure
Availability of teachers
Learning materials
Technology access
Extracurricular participation
Study habits
Career aspirations

Challenges faced in education

The responses were compiled, analyzed, and compared to identify key trends.

Key Findings

1. School Infrastructure

City schools generally had better infrastructure, including well-maintained classrooms, science laboratories, libraries, and sports facilities. Rural schools often had fewer classrooms, limited laboratory facilities, and inadequate learning spaces. Some rural schools also reported shortages of electricity and internet connectivity.

2. Access to Learning Resources

Students in city schools had greater access to textbooks, computers, and internet-based educational resources. Rural students relied mainly on printed textbooks and classroom instruction due to limited access to digital technology.

3. Teacher Availability

City schools reported a higher availability of subject-specialist teachers. In several rural schools, one teacher was responsible for teaching multiple subjects, which affected the quality and depth of instruction.

4. Technology Usage

A significant proportion of city students regularly used computers, tablets, or smartphones for educational purposes. In contrast, many rural students had limited or no access to digital devices and depended primarily on traditional teaching methods.

5. Extracurricular Activities

City schools offered a wider range of extracurricular opportunities, including sports, music, arts, debates, robotics, and science clubs. Rural schools generally organized fewer activities due to resource and staffing constraints.

6. Attendance and Motivation

Attendance rates were generally low in rural schools, as rural students occasionally missed school because of transportation difficulties, household responsibilities, or seasonal agricultural work. City students reported fewer such disruptions.

7. Career Aspirations

Students from both rural and city schools expressed ambitions to pursue higher education and professional careers. City students demonstrated greater awareness of diverse career options, while rural students often identified fewer professions due to limited exposure and career guidance.

8. Challenges Identified

-Rural Schools

Limited educational infrastructure

Insufficient access to technology

Teacher shortages

Transportation difficulties

Limited extracurricular opportunities

-City Schools

Higher academic competition

Increased academic stress

Greater dependence on digital devices

Time constraints due to busy schedules

Strengths of the Internship Project

- ❖ Well-organized survey methodology.
- ❖ Effective communication between interns and students.
- ❖ Collection of valuable first-hand information.
- ❖ Meaningful comparison between rural and urban educational settings.
- ❖ Identification of practical areas for educational improvement.

Recommendations

- ❖ Improve digital infrastructure and internet connectivity in rural schools.
- ❖ Increase the recruitment and training of qualified teachers for rural areas.
- ❖ Expand library and laboratory facilities in underserved schools.
- ❖ Provide career counseling and awareness programs for rural students.
- ❖ Increase extracurricular opportunities in rural schools to support holistic development.
- ❖ Encourage collaboration between rural and city schools through exchange programs and online learning initiatives.
- ❖ Continue periodic surveys to monitor educational progress and evaluate policy interventions.

Conclusion

The internship project successfully highlighted important differences between rural and city schools while also demonstrating that students in both environments share a strong desire to learn and achieve their goals.

Although city schools generally benefit from better infrastructure, technology, and educational opportunities, rural students often face significant resource limitations that can affect learning outcomes. Addressing these disparities through targeted investments, teacher support, and improved access to educational resources can help create a more equitable education system.

The survey findings provide valuable evidence for educators, policymakers, and stakeholders seeking to improve educational quality and ensure equal opportunities for all children.

Problem statement

A problem statement briefly outlines the specific challenge or issue that a research project sets out to investigate. By clearly defining this problem, researchers can pin down the focus of their study, demonstrate why the topic matters, and establish a clear roadmap for discovering solutions.

The problem statement for this report is: “Education is the only bridge from hardship to dignity”

Problem Description

The belief that education is the fundamental driver of social stature is advocated by many in modern society. But a person’s circumstances can easily trap them in a cycle of socio-economic struggle, making the journey out of adversity feel nearly impossible.

Education is far more than a path to a job or financial stability; it is a transformative force that restores a person's self-worth, brings genuine respect from society, and unlocks personal freedom and confidence. Without this vital schooling, individuals are often left facing a future defined by limited choices and ongoing struggle. For many students in Bangladesh, this concept is an everyday reality.

Millions of young learners face deep-rooted challenges—ranging from severe financial constraints and difficult home environments to family pressures—that threaten to break their academic journey short. In these environments, organizations like *Poragaj* step in to ensure everyone gets the education they need, helping students stay on track despite the hurdles they face.

This research project aims to look closely at how Bangladeshi students view the role of education in their lives. By understanding their daily motivations and the real-life barriers they encounter, this study seeks to provide every student the opportunity to rise above hardship and achieve a life of true dignity.

Requirements

- **Survey of students who are from different socio-economical backgrounds:**

In Bangladesh there are primarily 3 different curriculums followed by the schools which includes Bangla Medium and Bangla Version under the national curriculum while private schools offer English Medium education which often follows reputed international curriculums. Furthermore there are underprivileged children who do not have access to proper educational institutions. The goal of the survey is to collect realistic survey samples from the four target groups to ensure fair comparison.

- **Survey of Teachers:**

Educators are the backbone of the education system. Their insights are important to conclude a valid conclusion. Therefore educators teaching at different institutions should be taken into account for the survey.

- **Survey Questionnaire preparation:**

1. The survey should consist of questions that can retrieve relevant information in simple words that can be easily comprehended.
2. Survey questions should be prepared in both Bangla and English language while keeping the meaning of each question the same therefore accurate translation is required. This will ensure participants of the survey are given

the option to complete it in whichever language they understand better and hence comfort of participants while taking the survey is assured.

3. Consent of survey participants should be taken and documented
 4. It should be prepared in a way so that questions can fetch adequate information while not being time consuming.
- **Anonymity Protocols:**
A rigorous data-masking protocol must be implemented to ensure that student identities, family financial records, and institutional names remain completely confidential.
 - **Institutional Authorization:**
Formal clearance from institutions must be obtained to legitimize data collection and institutional entry.
 - **Preparing accurate statistical representation of the data collected via survey of students and teachers**
Statistical representation of data enables a clear visual overview of the outcome of the study.
 - **Detailed Analysis of survey data and current conditions of Bangladeshi students:**
Analysis should consist of both qualitative and quantitative information. It should explain all the perspectives with logical reasoning. Deductions should be written in a neutral tone.
 - **Identifying other factors apart from education that impacts a person's future and deducing the extent:**
Analytic descriptions should also identify and include other factors that play a role in shaping the futures of adolescents. The study should discuss the significance and each factor based on data collected via the program's research .

Constraints

- **Gender disparity in education obstacles:**
Female students face distinct structural barriers—such as safety concerns during daily commutes, household chores, and the looming risk of early marriage—which disproportionately disrupt their schooling compared to their male peers.

Consequently, survey data may heavily reflect these varying obstacles rather than a perfectly balanced 1:1 narrative.

- **Participant Availability and Readiness:**

Gathering data from students is highly constrained by the academic calendar and personal responsibilities. High-stakes terminal exam preparation (such as coaching for O/A Levels or board exams), fixed school vacations, and personal or family commitments frequently limit students' availability and willingness to dedicate time to external research surveys.

- **Achieving an equal distribution of students across all educational backgrounds:**

English Medium, Bangla Medium, and English version, or urban versus rural setups presents a major statistical challenge. Because certain demographics are far more accessible, data risks becoming "tilted" or biased toward the perspectives of the more easily reachable student groups, potentially overshadowing underrepresented populations.

- **Discomfort of survey participants :**

Inquiry into topics of financial hardship, poverty, and social dignity inherently carries the risk of triggering emotional distress, shame, or defensiveness among participants. This introduces a risk of response bias—where participants may overstate their economic stability to maintain dignity, or understate it if they anticipate financial aid from the research entity.

- **Conducting fieldwork in areas with low educational access:**

Remote rural villages or hard-to-reach urban settlements presents immense logistical hurdles. Bangladesh's infrastructure variations mean that commuting to these under-resourced locations requires significant time, physical effort, and resources, severely restricting the geographic scope of data collection.

Objectives

We established clear objectives to bridge the gap between our academic background and professional practice. Our primary goal was to gain hands-on experience in educational research and community-based support, specifically regarding the challenges faced by students in underserved areas. Furthermore, we aimed to strengthen our technical research abilities and interpersonal skills—such as communication, teamwork, and problem-solving—to better contribute to organizational goals.

To achieve these, we engaged in several key activities:

- **Research & Data Collection:** Conducted student interviews and prepared questionnaires to analyze educational barriers and engagement levels.
- **Resource Development:** Created materials and posters to promote student well-being and participation.
- **Program Analysis:** Researched existing support strategies to understand how organizations address academic and social challenges.
- **Professional Collaboration:** Participated in team meetings to refine our professional communication and workplace competencies.

Idea Generation

Through ideation, the survey team explored several approaches to data collection and analysis that could satisfy the requirements set out for this research — surveying four socio-economic student groups and their teachers, using bias-free bilingual questionnaires, protecting participant anonymity, securing institutional clearance, and producing a statistically sound, factor-inclusive analysis — while respecting the constraints identified earlier, namely gender disparity in access, limited participant availability, difficulty achieving equal representation across groups, discomfort discussing hardship, and difficult field logistics. Three approaches were considered:

1. Purely Digital Survey Distribution – questionnaires shared exclusively through school WhatsApp groups, Facebook pages, and email, with no in-person visits.

2. Stratified Multi-Site Mixed-Mode Collection – interns physically visit a representative sample of Bangla Medium, Bangla Version, English Medium, and underprivileged-background institutions, offering both paper and digital versions of the same bilingual questionnaire, supplemented by remote online forms for hard-to-reach rural students.

3. Institution-Partnered Mixed-Method Approach – combining the stratified survey above with short, voluntary follow-up interviews with consenting teachers and select students to add qualitative depth.

After evaluating the three ideas against the requirements and constraints using a decision matrix, the first approach was eliminated: a fully digital model would systematically under-represent underprivileged and rural students who have limited or no internet access, worsening rather than solving the representation constraint.

The second and third approaches were retained and merged, since the in-person, mixed-mode collection in the second approach is a prerequisite for the qualitative depth added by the third. The two solutions carried forward into the detailed design are:

- Stratified Mixed-Mode Survey Collection
- Institutional Partnership, Consent & Anonymity Framework (paired with statistical and thematic analysis)

Detailed Design

Solution: Stratified Mixed-Mode Survey Collection

This solution establishes how the survey reaches all four student groups and their teachers fairly, using whichever mode of delivery each setting can realistically support.

1. Defining the Sampling Frame

- Interns identified the four target respondent groups — Bangla Medium, Bangla Version, English Medium, and underprivileged/out-of-mainstream-schooling students — alongside a fifth group of teachers across these settings.
- A target quota per group was set in advance so that no single easily-reachable group (e.g., urban English Medium students) could dominate the final sample.

2. Questionnaire Development

- A single bilingual (Bangla and English) questionnaire was drafted, with professional translation cross-checked to preserve identical meaning in both languages. Questions were kept short and in plain language, moving from neutral demographic items toward more sensitive topics (financial hardship, future outlook) to build participant comfort gradually.

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- A consent section was placed at the start of every questionnaire, and no response was recorded until consent was documented.

3. Mixed-Mode Field Deployment

- Monthly Activity: Intern teams, rotating through the Survey Operations department, visited a scheduled set of partner schools representing each curriculum type.
- Paper questionnaires were used on-site for students without reliable device or internet access; digital forms were used where students had access, and for remote rural respondents who could not be visited in person.
- Teacher Surveys: A parallel, shorter questionnaire for teachers was administered during the same visits or shared digitally, focusing on their observations of students' motivations and barriers.

4. On-Site Facilitation

- A staff member or trained intern was present at every session to explain the study's purpose, answer questions, and confirm that participation was voluntary and anonymous.
- Sessions were kept brief (20–30 minutes) to minimize disruption to class time, respecting the constraint on participant availability during exam periods.

Cost Breakdown

- Printing of bilingual paper questionnaires: 400
- Transportation to partner schools: 800
- Data/internet allowance for digital forms: 200

Total Cost: 1,400

Solution: Institutional Partnership, Consent & Anonymity Framework

This solution covers how access was legitimized, how participant identities were protected, and how the resulting data was turned into a fair, evidence-based analysis.

1. Securing Institutional Authorization

- Before any fieldwork, interns obtained written clearance from each participating institution, outlining the study's purpose, the data to be collected, and how it would be safeguarded.
- This clearance was a prerequisite for entry into rural and low-access institutions, directly addressing the authorization and logistics requirements.

2. Anonymity and Data-Masking Protocol

- Every questionnaire was assigned a numeric code at the point of collection instead of a name; any key linking codes to identities was stored separately from the response data.
- Institutional names were replaced with generic labels (e.g., “Rural School A”) in the working dataset used for analysis, so no student, family, or school could be identified in the final report.

3. Handling Sensitive Topics

- Surveyors were trained to introduce financial and hardship-related questions only after rapport was established, and to let participants skip any question without penalty, reducing the response bias described in the constraints.

4. Statistical & Thematic Analysis

- Quantitative responses were compiled and represented through charts and summary statistics (by curriculum type, gender, and urban/rural split) to give a clear visual overview of patterns
- Qualitative responses were coded thematically to surface recurring ideas about what “dignity” and “hardship” mean to different groups of students, and to identify factors beyond education — family support, health, geography, gender norms — that shape a student's future.
- Findings across the four student groups and the teacher survey were triangulated to check consistency and flag where perspectives diverged.

5. Reporting

- Analysis was written in a neutral, non-judgmental tone, presenting both the quantitative patterns and the qualitative context needed to interpret them, so the final report could help Poraai and similar organizations design more targeted support strategies.

Cost Breakdown

- Data entry and coding (existing spreadsheet tools): 0
- Printing of consent forms and institutional clearance letters: 150
- Miscellaneous (data storage, backup): 100

Total Cost: 250

Together, these two solutions address the eight requirements and five constraints identified earlier, ensuring the study produces a fair, representative, and ethically sound picture of how Bangladeshi students across socio-economic backgrounds experience the bridge from hardship to dignity.

Survey Results and Analysis

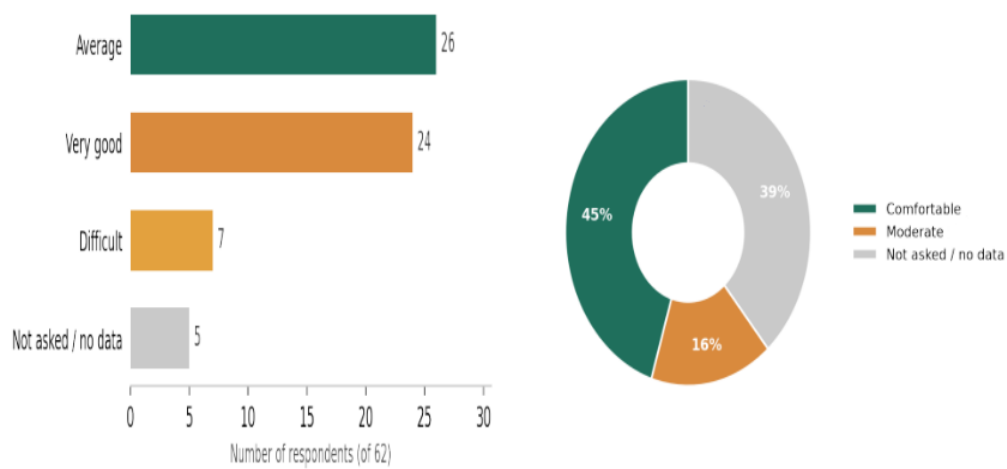
This report summarizes and interprets responses collected across 62 anonymized student surveys on the theme of education, hardship, and dignity. No names or other identifying details appear anywhere in this analysis, in keeping with the confidentiality promised to participants.

Findings are grouped into four themes: background, attitudes, struggles, and motivation — each opening with a short narrative summary and illustrated with the two most revealing charts from that theme. A closing section draws the patterns together.

Short Information:

<i>Total Respondents</i>	<i>EDU= Better life(avg.)</i>	<i>Possibility of equal opportunities(avg.)</i>	<i>Educated get more respect</i>
62	4.3/5	2.9/5	80%

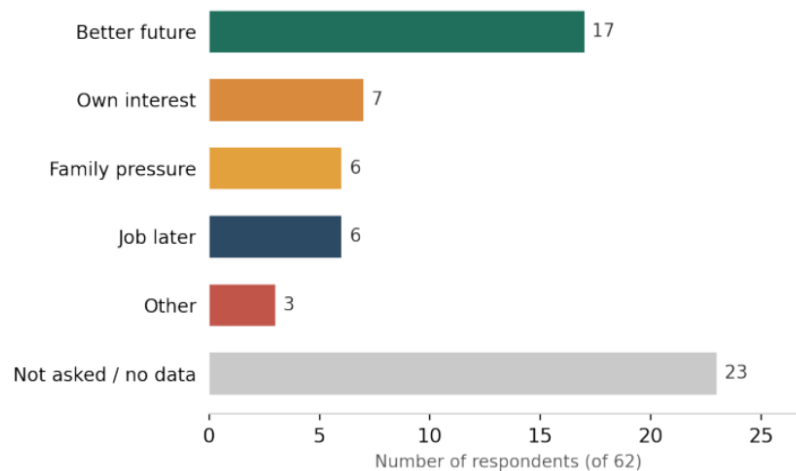
Background & Study Environment



Home study environment, all 62 respondents. Among the 57 asked, most describe an average or very good home study setup; only 7 call it difficult.

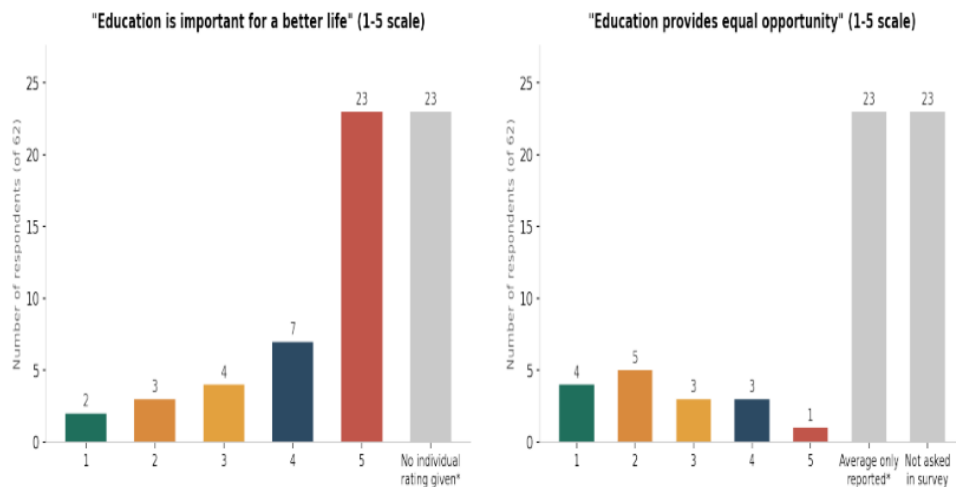
Family income situation, all 62 respondents. Among the 38 asked, roughly three-quarters describe their household income as comfortable rather than moderate.

Motivation & Reasons for Attending School



Why students attend school, all 62 respondents. Among the 39 asked, "building a better future" is the dominant reason, well ahead of personal interest or family pressure

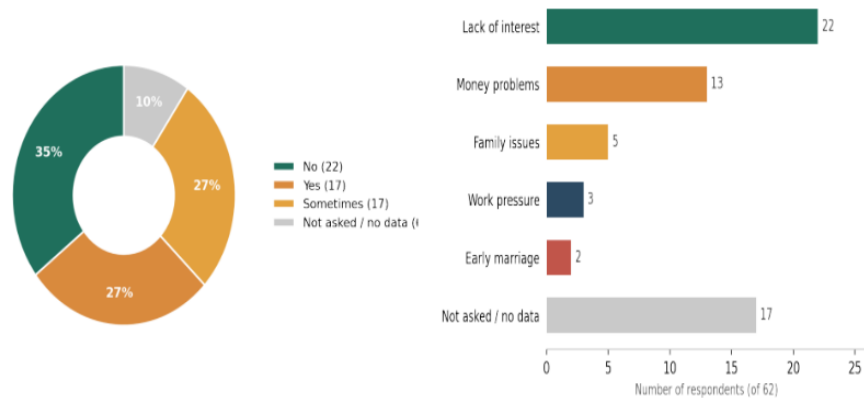
Attitudes Toward Education



"Education is important for a better life" (1-5 scale), all 62 respondents. 39 gave an individual rating and cluster heavily at 5; the remaining 23 have only an average score on record (4.4/5 and 5.0/5, marked *) rather than an individual rating.

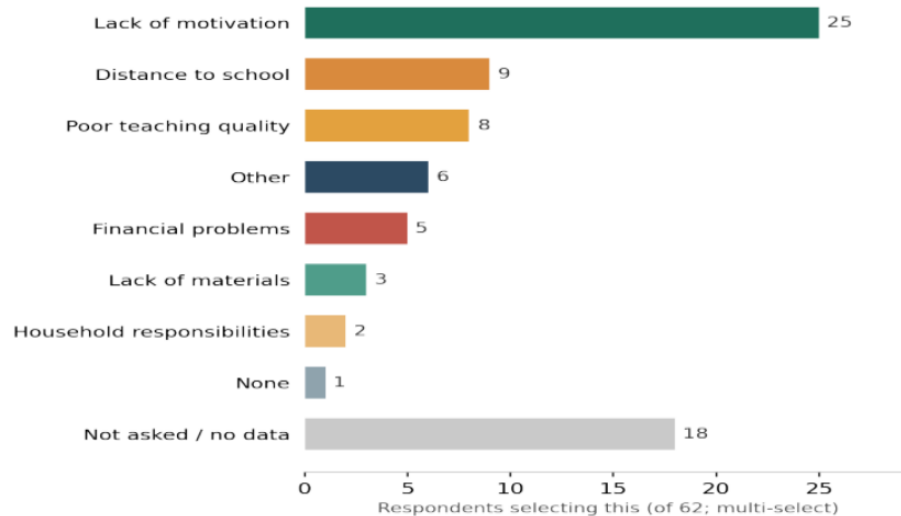
"Education provides equal opportunity" (1-5 scale), all 62 respondents. Only 16 gave an individual rating and skew notably lower; 23 more have only an average score on record (3.2/5, marked *), and 23 were not asked this question at all.

Struggles & Risk Factors



Ever felt like quitting studies, all 62 respondents. Among the 56 asked, over 60% have felt discouraged at least sometimes, though "No" remains the single largest group.

Perceived main reason students in their area stop studying, all 62 respondents. Among the 45 asked, lack of interest — not money — is seen as the leading local dropout driver.

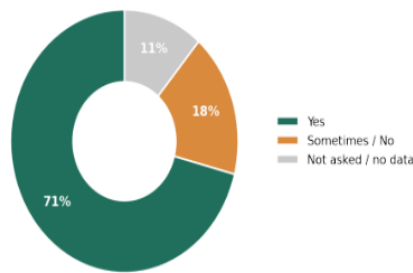


Challenges affecting own education, multi-select, out of all 62 respondents.

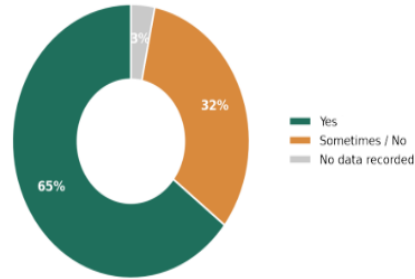
This question allowed more than one answer per person, so bars don't sum to 62; "Not asked / no data" marks the 18 students who didn't answer this question.

Lack of motivation dominates among the rest, cited well over twice as often as any structural barrier like distance or teaching quality

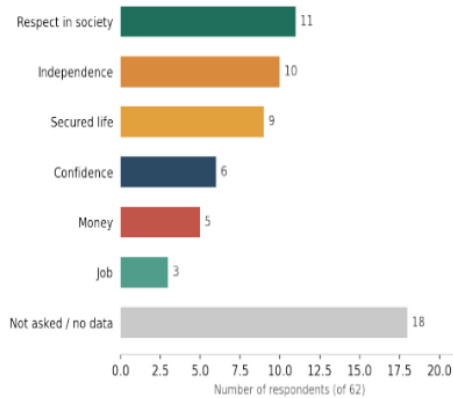
Dignity, Respect & Confidence



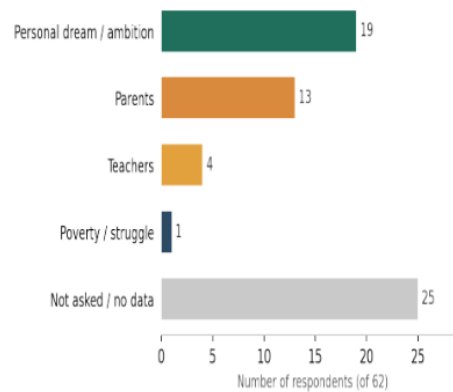
Do educated people get more respect in society? All 62 respondents. Among the 55 asked, four in five say yes outright and almost nobody disagrees.



Feel more confident because of education, all 62 respondents. Nearly all 62 answered this; two-thirds report feeling more confident outright, with the remainder feeling this only sometimes.



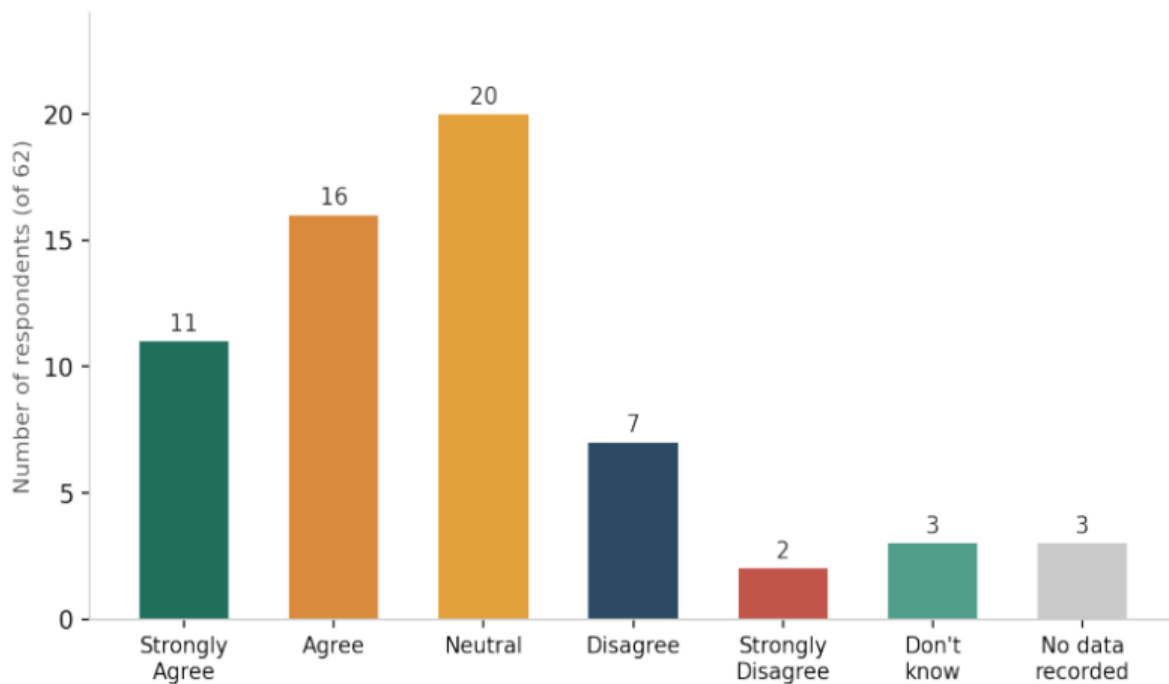
Biggest perceived real-life benefit of education, all 62 respondents. Among the 44 asked, social respect, independence, and a secured life are named far more often than money or job security.



Biggest motivator to continue studying, all 62 respondents. Among the 37 asked, personal ambition outweighs pressure from parents or teachers as the leading driver.

The Central Claim

Respondents reacted to the survey's guiding statement: "Education is the only bridge from hardship to dignity."



Agreement with the central claim, all 62 respondents (59 gave a rated answer, 3 have no data on record).

"Neutral" and "Agree" together account for over half of all responses, while "Strongly Agree" and outright disagreement are each a minority.

Several respondents qualified their answers in writing — noting that dedication, family support, personality, connections, or luck can also lead to dignity, and that education is best described as the easiest path rather than the only one.

Key Takeaways:

- Belief in education's personal value is close to universal (average 4.3/5), but belief that it offers truly equal opportunity is markedly weaker (average ~2.9/5) — a fairness gap that recurs throughout the sample.
- Motivation, not money, is the dominant fault line: lack of motivation/interest is the top-cited personal challenge and the top-cited reason peers drop out, even though most respondents come from comfortable, well-educated households.
- Struggle and confidence coexist rather than cancel out: roughly 6 in 10 students have doubted their studies at some point, yet a similar majority credit education with making them more confident.

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- Dignity is understood in personal and social terms more than economic ones — respect, independence, and confidence outrank money and job security as education's biggest perceived payoff.
 - The survey's "only bridge" framing is consistently the most contested item: agreement is real but heavily hedged, with "Neutral" and "Agree" dominating over strong agreement throughout the sample.

Methodology:

- ❖ Responses were extracted from each respondent's completed questionnaire and reported in aggregate only. Every chart in this report is scaled to the full sample of 62 respondents so results are directly comparable throughout.
- ❖ Not every respondent answered every question; where a response is missing for a given question, or a score was only available as a group average rather than an individual rating, this is shown as a grey "Not asked / no data" or "Average only reported" segment (marked * where an average score is quoted in the caption) instead of being left out — so every bar or pie chart still totals 62.
- ❖ The one exception is the multi-select "challenges" question, where a respondent could pick more than one option, so bar values naturally don't sum to 62.
- ❖ No names or other identifying details were available, consistent with the confidentiality promised to participants.

Personal Statements of Internship Coordinators

Labib Bin Rashid

Serving as an Internship Coordinator has been a deeply rewarding experience that sharpened my leadership, communication, and organizational skills.

I focused on fostering a supportive, motivating environment from onboarding through daily operations, ensuring interns understood their roles and engaged in meaningful work. By closely collaborating with various teams, I matched interns with tasks that built practical, real-world expertise. I maintained open lines of communication to offer guidance and

constructive feedback, and I took great pride in watching them grow in confidence and independence.

This role taught me the value of patience and adaptability; ultimately, it reinforced my belief that a positive, well-supported learning environment creates a lasting, mutually beneficial impact for both the interns and the organization.

Swagata Pal Chowdhury

Serving as the Lead Instructor for this internship program has been a truly rewarding experience. Throughout the journey, I had the opportunity to mentor and guide a group of dedicated, enthusiastic, and talented interns. Their eagerness to learn, positive attitude, and responsiveness made every session enjoyable and meaningful.

Although we had limited opportunities to meet in person, our online interactions never felt distant. It always seemed as though we were working side by side because of their cooperation, kindness, and commitment. I only wish we had more chances to spend time together beyond the virtual sessions.

I am grateful to have been a part of their learning journey and proud of everything they have achieved. I wish them continued success and look forward to seeing all that they accomplish in the future.

Zarin Sonamony

As Internship Coordinator, I managed a program designed to bridge the gap between academic theory and professional practice. My role involved planning, supervising, and evaluating the internship to ensure participants met key learning outcomes through structured mentorship.

The program centered on a survey-based research project where interns learned to build professional networks, conduct fieldwork, manage data, and draft analytical reports—all while upholding strict research ethics. To ensure workplace readiness, I led professional development sessions on communication, documentation, and office etiquette.

Interns rotated through Survey Operations, Instruction, Administration, and R&D, gaining cross-functional experience that fostered teamwork and accountability. Throughout the

process, I provided continuous guidance via regular evaluations and feedback sessions to build their problem-solving and leadership skills. This holistic approach successfully equipped participants with the technical, ethical, and interpersonal competencies necessary for their future careers.

Personal Statements of Interns

Nahin Hussain

My internship experience was enriching and rewarding. I learned new skills, improved my communication and teamwork abilities, built strong connections with my teammates, and developed better punctuality and responsibility. This experience helped me grow personally and professionally while giving me valuable knowledge and confidence for the future.

Umaiza Tasnim

Working at Poraai has sharpened my communication and AI tech skills while broadening my perspective on our education system. Conducting surveys and creating presentations helped me understand the diverse struggles students face and the dedicated efforts teachers make to ease their burden. It has been a truly wonderful experience.

Maliha Mahzabin Adila

During my internship, I gained practical experience by applying theoretical knowledge to real-world tasks. I developed problem-solving, communication, technical and teamwork skills while working in a professional environment. The experience enhanced my confidence, improved my time management, and provided valuable insights into workplace responsibilities and career development.

Nafeesa Tabassum

The internship significantly broadened our perspective by working with students in both rural and urban schools, strengthening our understanding of diverse educational challenges, improving our adaptability, and enhancing our ability to communicate and make a meaningful impact across different learning environments.

Jannatul Ferdous Tushi

During my internship, I developed essential practical skills like researching, data analyzing, and conducting surveys. Applying these methodologies to real-world projects greatly enhanced my critical thinking. This hands-on experience has equipped me with a strong professional foundation, preparing me to tackle future workplace challenges effectively.

Mahveen Afia Ashfique

During my internship, I sharpened my communication skills and embraced teamwork by collaborating on cross-functional projects. Owning key deliverables taught me to be highly responsible, structured, and proactive, ultimately cultivating a professional mindset and a versatile skill set tailored for work environments.

Mahan Bepary

Interning at Poraai has been such a great experience. Getting hands-on with real projects has taught me way more than any textbook could. The team is incredibly supportive, and I've loved being pushed to solve actual problems. It's been a huge step forward for my career and confidence.

Tahmidur Rahman Tasin

My experience at Poraai has been wonderful. I learned new skills, worked with a supportive team, and gained valuable practical experience. It helped me grow professionally and improved my confidence in communication, teamwork, and problem-solving.

Labeeba Binthe Hossain Roza

My internship at PORAAI was a rewarding and memorable experience. The supportive coordinators created a welcoming environment that encouraged learning and growth. Throughout the internship, I improved my communication and teamwork skills, gained practical knowledge, and built confidence in handling responsibilities while working with others. I am truly grateful for this opportunity and the valuable experience it provided.

Adiba Raihan

At the beginning of the internship, being an introvert, I was quite nervous about how I would complete my tasks and keep a good relationship with my team members and coordinators. There was also the struggle of navigating everything virtually. However, my coordinators were incredibly supportive and guided me every step of the way. The assignments were incredibly fun to do. When we went out to do surveys, meeting and interacting with students was amazing, and I truly enjoyed it. This entire experience taught me a lot and gave me skills that will definitely help me in the future.

Laiba Azeen

It has been an exciting journey filled with learning, new experiences, and meaningful friendships. I gained hands-on experience in research, surveys, and the effective use of AI while contributing to projects that create a positive social impact. Poraai's friendly and supportive environment made this internship truly enjoyable, rewarding, and memorable.

Safrin Hefayat

My internship at Poraai has been one of the most enriching experiences of my academic journey. Although I initially expected an offline internship where I would get to experience

office decorum, working with the Poraai team gave me a deeper understanding of education and social impact. Throughout the internship, I contributed to survey and research activities, prepared reports and presentations, and worked collaboratively with fellow interns on meaningful projects. I also had the opportunity to interact with students, which helped me better understand the educational challenges faced by underprivileged communities. This experience strengthened my communication, teamwork, and research skills while boosting my confidence and sense of responsibility. Beyond the professional growth, I built lasting friendships and felt welcomed as part of a supportive family. I am truly grateful to Poraai for inspiring me to become more socially aware and reinforcing my commitment to making quality education accessible to everyone.

Sowgato Bhowmik Roy

The last four weeks interning at Poraai have been incredibly special. I interacted with new teammates, gained invaluable skills, and helped uncherished rural kids. This experience helped me grow as both a student and a human, something I will always be grateful for.

Srotaswati Kundu

My internship in Poraai was amazing. My internship was a valuable learning experience that helped me develop both my professional and personal skills. During this time, I worked with a supportive team, learned how to communicate effectively, and gained practical knowledge by completing real-world tasks. I improved my time management, problem-solving, and teamwork abilities while adapting to a professional work environment. This experience gave me greater confidence and motivated me to continue learning and growing in my career.

Overall Takeaways from the Internship Project

Research Excellence:

We gained firsthand experience in social research, learning that meaningful findings rely on rigorous planning, ethical data collection, and effective collaboration.

Diverse Perspectives:

Engaging with students from varied socio-economic backgrounds highlighted educational inequalities in Bangladesh and reinforced the value of empathy and active listening.

Cross-Functional Insight:

Rotating through departments—including Survey-Operations, R&D, Administration, and Instruction—broadened our understanding of organizational functions and improved our adaptability.

Professional Skill Development:

We strengthened essential competencies such as communication, teamwork, report writing, and project management, learning to deliver quality work efficiently under pressure.

Confidence & Ethics:

Fieldwork in schools built our confidence in professional interaction and deepened our commitment to maintaining research integrity, confidentiality, and accuracy.

Personal Growth:

Beyond technical skills, this experience fostered critical thinking and professional integrity, confirming that success is driven by collaboration, adaptability, and a commitment to continuous learning.

Logbook Details:

Throughout the internship, we maintained a detailed logbook to record our daily tasks, responsibilities, and professional development.

Orientation & Training:

- We began with an introduction to the organization's mission, followed by training in administrative procedures, digital content creation (Canva), and effective communication.

Departmental Rotations:

- **Research & Development (R&D):** Conducted field surveys, designed educational materials, and drafted course content.

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- **Administration:** Assisted with organizational procedures, report writing, and project documentation.
 - **Survey-Operations:** Participated in data collection, analysis, and the synthesis of research findings.
 - **Instruction:** Developed lesson plans, created teaching materials, and engaged with Poraai Classroom (PC1 & PC2) sessions.

Logbook Links(3):

<https://docs.google.com/spreadsheets/u/2/d/1IXVbEAj3v4zhlh4ZIJXqtYBcda2s0pXWVSux3hstc-s/edit?gid=0#gid=0>

https://docs.google.com/spreadsheets/d/18DX81goA9VCijsL2AKVGQd_XVpSQ6338QB4m_gs7Mtw/edit?gid=0#gid=0

<https://docs.google.com/spreadsheets/u/1/d/1t34802-kcJM9c23qIFE6XkuW6h-zlpYAUcBcV7nZkmk/htmlview?pli=1>

Conclusion:

- The internship ended with a final report submission and a group presentation.

Future Recommendations for the Next Batch of Interns

Communicate Clearly: Maintain open dialogue with supervisors and peers to ensure alignment on objectives, reduce errors, and improve team efficiency.

Prioritize Punctuality: Respect deadlines and meeting schedules to ensure the workflow remains smooth and organized.

Embrace Collaborative Equity: Work as a unified team. Tasks should be divided equally; focus on achieving shared goals rather than individual metrics.

Stay Flexible & Proactive: In a remote environment with fluid hours, remain prepared for urgent tasks by frequently checking communication channels for updates.

Welcome New Challenges: View unfamiliar tasks—like video production or report writing—as opportunities for growth. Your supervisors are there to mentor you, so don't hesitate to step outside your comfort zone.

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