Internship Report

On

Practices and outcome of Inclusive Learning Cell:

A Study on Daffodil Polytechnic Institution

DAFFODIL INTERNATIONAL UNIVERSITY, DHAKA

Internship Report

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Practices and outcome of Inclusive Learning Cell:

A Study on Daffodil Polytechnic Institution

Supervised By

Mr. Mahbub Parvez

Associate professor

Department of Business Administration

Faculty of Business & Economics

Daffodil International University

Prepared By

Afroja Sharmin

ID 172-14-2422

Major in HRM

Program: MBA

Daffodil International University

Letter of Transmittal

October 14, 2021
Mr. Mahbub Parvez
Associate professor
Department of Business Administration
Daffodil International University

Subject: Submission of Internship Report titled 'Practices and outcome of Inclusive Learning Cell': A study on DPI

Dear Sir;
With due respect, here is the internship report that I have completed as a part of completing the requirement for the internship course. It is a great pleasure and privilege to present the internship report titled 'Practices and outcome of Inclusive Learning Cell', which was assigned to me as a partial requirement for the completion of my Master of Business Administration program.

Throughout the study, I have tried with the best of my potency to accommodate as much information and relevant issues as possible and tried to follow the instructions as you have suggested. I tried my best to build this report as much informative as possible. I sincerely believe that it will gratify your requirement. I however sincerely believe that this report will serve the motive of my internship program.

I am thankful to you for your direction and kind co-operation at every step of my endeavor. Now I am looking forward for your kind appraisal. It would be very kind of you, if you please take the trouble of going through the report and evaluate my performance regarding this report.

Sincerely Yours,
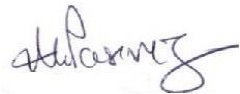
……………………..

Afroja Sharmin

ID 172-14-2422

Program: MBA

Daffodil International University

Certificate of Approval

This is to certify that the Internship Report titled **"Practices and outcome of Inclusive Learning Cell: A Study on Daffodil Polytechnic Institution"** has been successfully completed by Ms. Afroja Sharmin, ID 172-14-2422, Major in HRM from Daffodil International University, for the Degree of Master of Business Administration. The report has been equipped under my guidance. I am glad to state that Afroja Sharmin worked hard in preparing this report and she has been able to present a good scenario on Inclusive learning of the concerned organization. The data and findings presented in the report seems to be authentic and reliable.

Now she is permitted to submit the internship report. I wish her all success in her future endeavors. The report or the information will not be used for any other intention or purposes.

....

Mahbub Pervez

Associate professor

Department of Business Administration

Daffodil International University

ACKNOWLEDGEMENT

I wish to express all praise and humble gratitude are due to the Almighty Allah for giving the energy to complete the MBA program and finally this internship report successfully. I am taking this privilege to deliver my gratefulness to each and every people who are involved with me in every blessing enrage me to make a right move in my life.

I wish to express my immense indebtedness deepest gratitude and profound regard to my honorable supervisor Associate professor Mahbub Parvez, Daffodil International University, whose scholastic supervision, kind, motivation, warm advice and inspiration have enabled me to grow this report successfully.

the advisor of Inclusive Learning Cell, us for his valuable guidance, constant encouragement and suggestions during the study and research.

I would also like to express my sincere gratefulness to all of my colleagues, students, stuff of Daffodil Polytechnic Institute, who had responded cordially to meet my needs relating to the report and gave me feeling that I am not alone in this great responsibility. I would like to mention some of them-

> Dr.*Yousuf Mahbubul Islam* (Honorable Vice Chancellor Professor, Daffodil International University)
> K.M.Hasan Ripon (Honorable principal of Daffodil Polytechnic Institute)
> Mr.MD.Abdul.Hakim (Senior Assistant director Daffodil Polytechnic Institute)

They are given me fully support to cope up with the activities of the whole procedure of Inclusive teaching system. By this internship period I have got a lot of practical knowledge which will give in this report exactly.

Finally, I would like to thank Daffodil International University and its faculties of MBA for giving me scope to gather practical experience and enhance my knowledge.

I would like to thank from bottom of my heart to those people who are directly and indirectly connect with making this report.

ABSTRACT

The internship report is an indistinct requirement for MBA program. An internship report is very important for gathering practical experience through learning and spreading the motive of knowledge.

The Report is prepared on the basis of practical observation of inclusive learning cell in education sector of Daffodil polytechnic institute. The study titled 'Inclusive Learning Cell & Practice'. The primary objective of this study is to ensure quality full learning system rather than quantity. This internship program helps me a lot to learn about the technic of manage people, teaching technic, automation teaching. I have also accomplished my theatrical knowledge into a practical and a realistic work environment. Daffodil Polytechnic Institute is a registered institution by BTEB (Bangladesh Technical Education Board). It obeys the rules and regulation of Bangladesh Technical Education Board. Daffodil Polytechnic Institute believes- This is a modern polytechnic institute which practice practical learning. Here I have composed generally all though of my report.

This report consists four chapters- Introduction, objectives, scope, methodology of the study, limitation, Organization Profiles, mission, vision, goal, Structure and models, Basic focus and role, report, workshop, rules, policy, Findings, Recommendations & Conclusion.

The first chapter Introduction part focused on preliminary concept Inclusive learning system. Its objectives, scope, Methodology of the study, Limitation of the study. The main objective of the study is to ensure quality full learning system rather than quantity.

Second chapter represents Profile of Daffodil polytechnic institute. This chapter discusses about the profile of the organization, mission and vision, Objectives of the organization, departments, facilities and its services.

Third chapter represents the theoretical part of the report. This chapter represent the Mission, Vision, goal, objective of Inclusive learning cell and its practice. This chapter is also included with the structures and models of Classroom, teaching, learning, questioning and students learning models. However, to maintain those structures the organization are concentration with continuous improvement to ensure a quality full service for students. We can get ideas- some

basic needs for practicing inclusive learning cell, better communication and roles of teacher's, student's and campus.

In the chapter four, here we want to show some documents of Inclusive learning cell. As like reports, feedbacks, general rules, policy and workshop. We can also know about its overall finding, recommendations and conclusion from this chapter. Daffodil Polytechnic Institute always contributes quality full growth & development for student.

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A Study on Daffodil Polytechnic Institute

Chapter-1

Introduction of the Study

Daffodil Polytechnic Institute

Chapter-1

1.1 Introduction:

Education system is a learning process where we can enrich ourselves with potential learning facilities or achieve wisdom, efficiency of skill, values, beliefs and norms. Accomplishment process also covers exhortation, teaching, invention, converse and exploration.

As Bangladesh is a developing country, the government of Bangladesh also emphasizes and ensures education for everyone. In Bangladesh, all citizens must undertake twelve years of compulsory education which consists of eight years at primary school level and six years at high school level. Primary and secondary education is financed by the state and free of charge in public schools.

Though we live in the 4th industrial revolution, some institutions still follow the same traditional method of teaching, only following theoretical practice rather than practical practice. After that, those learning without practice create a barrier to achieve a bright future for students.

As we are growing with gathering knowledge and coping up with faster learning so that we have to ensure quality full education for us. We should not just focus on the quantity of traditional learning for achieving a degree. So, it is necessary to go through all fields of knowledge, both theoretical and practical.

Daffodil Polytechnic Institute practice practical learning. Inclusive learning cell is one of the great examples of it. Inclusive learning cell is a different way of teaching system where it ensures education for all and an equal learning system. Inclusive learning cell also create student's values, creativity and confidence. Examples are provided of inclusive learning development through shared examination of goals, strategies, assessment and innovative learning processes and outcomes associated with incorporating parent involvement in student's education.

Concern with equality inclusive learning cell assurance everyone's learning and accountability. Learning knows no bounds. With the connectivity of the word 'no bound' inclusive learning creates a platform to improve both teaching and learning systems.

It is a continuous process not a one-time event. Both teachers and students are involved with this learning system. Inclusive learning seems like a win-win process. Both teachers and students benefit from this structure. It develops students' feeling of self-respect, self-reliance, collaboration and use of modern technology. It connects them with future links, where institutions, families, students and community agencies form collaborative teams that are committed to a shared vision to support students in reaching their full potential goal.

Inclusive learning cell is a different way of teaching system where it ensures education for all and an equal learning system. Classrooms are organized differently, classroom conversation will start by asking questions, students have to sit in groups, all the tasks they have to complete in group, through discussion probable problems and solutions may come out and get feedback from teachers. Teaching is based on practical and automaton systems.

1.2. Origin of the report:

The internship is a whole part of the BBA, MBA, Engineering and medical education programs all over the world. For the indispensable Master of Business Administration course, it's a 3 months' perishable job program to present the understudies with the sterling institution. This internship period provides me with valuable insights into the professional and teaching oriented practical sense. Each department contributes as per program for working and inspecting support and stimulates me to get a successful end result of the report.

After completion of all the required courses of the MBA program under 'Daffodil International University', it is an obligatory part to get involved in a practical and professional environment. So I joined in the Daffodil Polytechnic Institution, as an Instructor, for 3 months to complete my MBA program. This institution offers a 4 years engineering program with 8 departments.

As I was an Instructor, I got a chance to conduct Inclusive learning structure in my teaching system with the use of automation and practical tasks. This report is the output of my practical experience which I gathered during my internship period.

As my educational background is HR, the teaching profession helps me a lot to know better about people and I learn how to manage people very well. My internship report for the MBA program includes an outline of the institutional sector for which I worked, summarize the work and discuss the relevant perspectives of my internship period. These guidelines attempt to explain the purpose of the internship report; it includes recommendations on the concentration my report has taken into fulfilling the academic requirements associated with the internship. I am pleased to fill in as an Instructor with the Daffodil Polytechnic Institution and I hope this experience helps me a lot in my future career.

1.3 Objectives of the Study:

The main objective of the report is to know about and implementation of the Inclusive Learning Cell of Daffodil Polytechnic Institution.

Specific Objectives-

- ❖ To provide an overview of Daffodil Polytechnic Institution and its Inclusive learning teaching system.
- ❖ To discuss automation based teaching systems in the education sector.
- ❖ To identify development for implementation of an Inclusive learning system.
- ❖ To identify the problems of the Inclusive learning teaching system.
- ❖ To recommend some suggestions based on findings to overcome the problems of the Inclusive learning system.

1.4 Scope:

The report covers the topic with 'Inclusive Learning Cell' of Daffodil Polytechnic Institute. To conduct a study on the Inclusive Learning Cell practice, I have settled some valuable information from my working experience.

- ❖ Create a good bonding between teachers and Students.

- ❖ Improving an effective lesson plan design.

- ❖ Maintain the link in effective and innovative learning.

- ❖ Ensure quality full work with the use of automation.

1.5 Methodology:

Every report follows some method and principle. To formulate this report, the figure has been composed of two sources. This report is also based on both primary and secondary data. Some of the information is also collected from different published articles, journals and websites.

Developing of Data Collection:

We developed the research plan for collecting data and information. We determined what types of data, facts, figures, and information are needed for the research. Then we design our research plan considering the following issues.

Source of Information

All the information used in this report is collected from both primary and secondary sources.

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Primary sources

- ❖ Face to face conversation with students,
- ❖ Colleagues,
- ❖ Management,
- ❖ Practically implement on Class,
- ❖ Google form (On line feedback system).

Secondary sources

- ❖ Daffodil International University.
- ❖ Internet,
- ❖ Various Documents, Reports, articles.
- ❖ Others schools practice of Inclusive Learning Cell from online.

1.6 Limitations:

On the way of the study, I have faced some problems that refers as the limitations of the study-

- ❖ Inclusive learning is a new practice so it's a little bit tough for me to absorb quickly.
- ❖ It takes a lot of time to take class in an inclusive way rather than regular class.
- ❖ Large-scale research was not possible due to less practice of others institutes.
- ❖ Internet facilities were not up to the mark to connect with automation based teaching systems so fast.
- ❖ Inclusive learning is an automation based learning system, so it requires much more skill than a traditional teaching system. So, here I was faced with some technical issues.
- ❖

Chapter -2

2.1 About Daffodil Polytechnic Institute-

Bangladesh Skill Development Institute which has been functioning since 2003 to develop professional Human Resources in different fields of education and training. BSDI has completely changed the traditional concept of polytechnic, technical & professional skill development training institutes in Bangladesh. Today BSDI is very well known institute for science, engineering, arts study and also for professional and leadership development training programs. It is the first and only polytechnic institute of the country which has been awarded internationally. To run and lead the science & engineering programs BSDI has initiated new associated operating wing Daffodil Polytechnic Institute. DPI as a part of BSDI will run the technical Education Board programs and BSDI will provide Professional programs and Employability Skills Training program in different disciplines. The long term strategic decision has been taken in a momentum considering the broader strategy to make the institute more competitive nationally and internationally.

Daffodil Polytechnic Institute which has been functioning since 2003 to develop professional Human Resources in different fields of education and training. DPI has completely changed the traditional concept of polytechnic, technical & professional skill development training institutes in Bangladesh. Today DPI is very well known institute for science, engineering, art study and also for professional and leadership development training programs. It is the first and only polytechnic institute of the country which has been awarded internationally. To run and lead the science & engineering programs BSDI has initiated new associated operating wing Daffodil Polytechnic Institute. DPI as a part of daffodil will run the long-term strategic decision has been taken in a momentum considering the broader strategy to make the institute more competitive nationally and internationally.

2.2 Management Aspects:

❖ Mission-

We want to contribute to national economy through Developing Technically Skilled Human Resources Creating Entrepreneurs Ensuring competency among every successful student serving the Industries through Developing Human Resources with required skills.

❖ Vision-

To be the recognized institute in the national and international arena for contributing in the development of highly skilled, employable graduates and to be known as the valuable resource for industry and society for developing human resources with required skills.

❖ Departments

Department of Computer Technology,

Department of Textile Technology,

Department of civil Technology,

Department of electrical Technology,

Department of AIDT Technology,

Department of GDPM Technology,

Department of Telecommunication Technology,

Department of Tourism & Hospitality.

2.3 Products, services and development:

❖ Products

Daffodil Polytechnic Institute works with its students. Its provide four years educational service. A four years long Diploma is highly valued today, among the young generation for its work/ job oriented approaches, syllabuses. After completing SSC, a student can join in this course and receives the status of a Diploma Engineer, from where they can enter the job field so easily.

❖ **Technical Education programs (06 months) –**
- ✔ APTIS,
- ✔ Art of living.

❖ **DPI provide Professional Program with the help of SEIP (O3 Months)-**

- ✔ Food and beverage production and entrepreneurship development,
- ✔ Apparel merchandising.

❖ **Employability skill training program in different disciplines.**

❖ **4 Years Diploma in Engineering.**
- ✔ Computer Technology
- ✔ Telecommunication Technology
- ✔ Electrical Technology
- ✔ Civil Technology
- ✔ Architecture Technology

- ✔ 4 years Diploma in Tourism & Hospitality
- ✔ 4 years Diploma in Textile
- ✔ Garments Design and Pattern Making

❖ Hostel Facilities

DPI has an arrangement of separate spacious & secure and nearby residence for male and female students, where students reside in comfort, intensive care and in the lap of a study environment and the healthy food. These accommodations are provided upon the requirements of the students.

❖ Library

Book Information- The library of DPI is the collection of the knowledge and built up a balanced and rich collection in Computer, Civil, Textile, Electrical, Telecommunication, AIDT, GDPM.

❖ Library Purpose-

The purpose of the library is to support academic and research activities such as:

• Fulfilling the course related needs of Diploma students
• Meeting the scholarly needs of Diploma students and faculty members
• providing users with access to materials located inside the library system

❖ Student Reading Book-

It is an open library system to students of DPI. The library can accommodate more than 20 students at a time. There is also a person assigned for managing the library operations.

❖ Lab and Amenities:

DPI has a rich arrangement of departmental lab facilities to ensure students practical training knowledge.
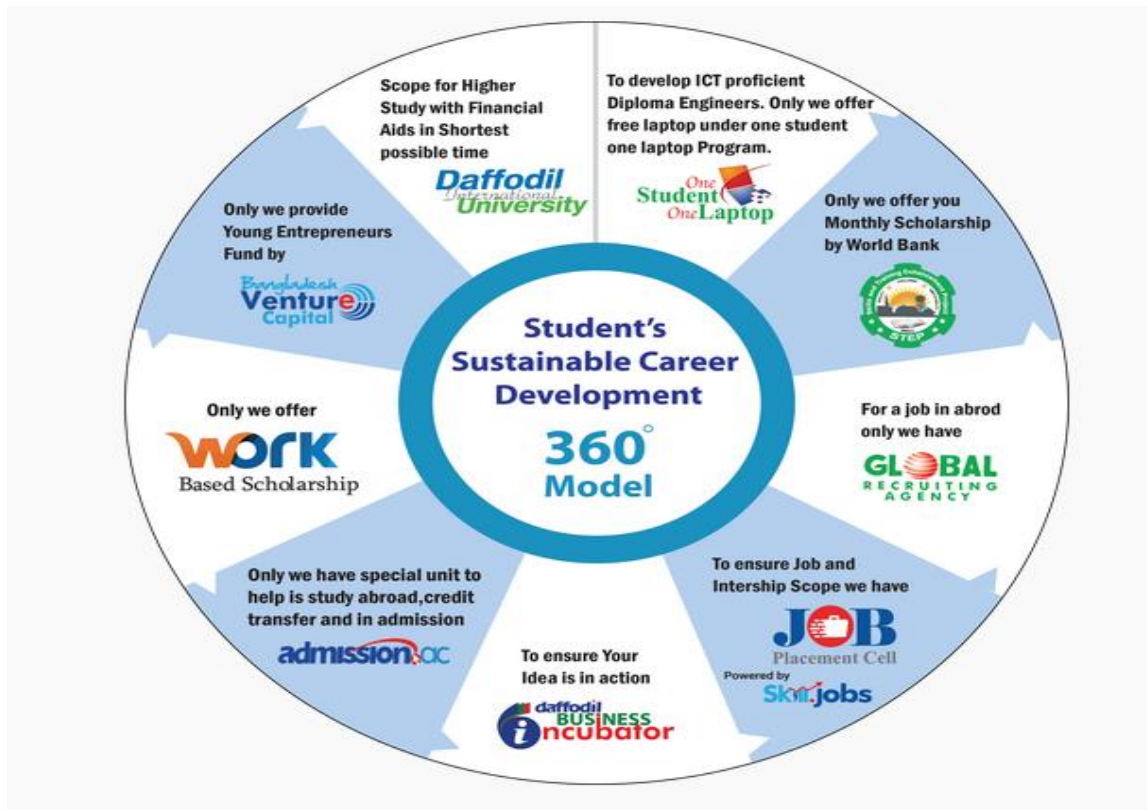
Computer Lab, PLC Lab, Hardware Lab, Electronics Lab, Textile Lab, Telecommunication Lab.

Students development:

Provide Free Laptop Every One Student

❖ Student's Sustainable Career Development:

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❖ <u>Work Base Scholarship:</u>

- Daffodil Polytechnic has a Work-base Scholarship Program to create an opportunity for students to increase their skills, where students get the opportunity to work as well as part time work.
- Through this, the students will have the experience of working in their own organization after the retirement of the classes.
- In this way, students will be able to gain experience in corporate life or corporate environment from academic career.
- After finishing their education, they will be helpful in their job career. Besides, the students will get an internship allowance for their work, which will be counted as scholarship on their tuition fees.

Know More: Click Here>> http://scholarship.dpi.ac

-Venture Capital

-Only we provide Young Entrepreneurs Found

 -Only we offer you monthly scholarship by world bank-

-Click to know more: STEP

-Scope for higher Study with Financial Aids in Shortest Possible time-

 -To ensure Job and Internship scope we have job placement cell (JPC)

 -For a job in abroad only we have Global Recruiting Agency.

2.4 <u>SWOT Analysis of Daffodil Polytechnic Institute</u>

Measuring the SWOT analysis is a must for every company as it plays a crucial role in determining the institution growth. Here in Bangladesh educational sector are changing with automation. Without assessing the internal and external factor, it is impossible to give any decision or estimate about institution sector current growth stage. Strength, Weakness, Opportunities and Threat of Daffodil Polytechnic Institute are given below.

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Strength

1. The professional management team and teachers with their satisfactory performance.
2. Practical based learning system is one of the main reason of strength.
3. Full time teachers ensure quality full productivity.
4. Ensure 100% internship facilities for alumni.
5. Relationship with students is very strong.
6. Scholarship based learning system encourage more students to engage with education.
7. Technology based learning system.
8. Work based learning system helps student's sustainable career.

Weakness

1. Dropout students is one of the main weakness of Daffodil Polytechnic institute. Students engage with various work so that they don't give proper concentration of their studies.
2. Not sufficient classroom for students.
3. Insufficient of common room is one of the weakness of Daffodil Polytechnic institute.
4. Insufficient of parking facilities is one of the weakness of Daffodil Polytechnic institute.

Opportunities

1. Government concern will facilitate more in the long term vision of Daffodil Polytechnic institute.
2. In this 4th industrial revaluation only technology based learning system will go long run. So already Daffodil Polytechnic institute practicing fully technology based learning.
3. Technical based learning system helps student's sustainable career.

Threats

1. Though Diploma sector are growing day by day very fast but general education policy take more attention.
2. Insufficient lab facilities may case of threat for Daffodil Polytechnic institute.
3. No permanent campus may the big reason of threat.

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Chapter- 3

3.1 Inclusive Learning Cell

Daffodil Polytechnic Institute practice practical learning. Inclusive learning cell is a different way of teaching system where it's ensuring education for all and equal learning system. Inclusive learning cell also create student's values, creativity and confident. Inclusive learning creates a platform to improve both teaching and learning system. Inclusive learning system is a win-win process. Both teachers and students get benefit with this structure. Inclusive learning cell is a different way of teaching system where it's ensuring education for all and equal learning system.

As we practicing inclusive learning cell structure in our teaching system. We need to set mission, vision to achieve our desire goal.

3.2 Mission:

Inclusive learning is e process of effective teaching and learning practice. Our mission is to spread the touch of Inclusive Learning process toward our students. In order that, they can familiar with the Inclusive learning system and cope up with the update, modern and quality full teaching system. We decided to implement inclusive learning cell education on particular department. We want to see the improvement result among our student during implementation of inclusive learning at our last semester (July to January) 2019. There are three departments and student of 1st semester selected to follow the Structure of "ILC" System of Daffodil Polytechnic Institute -

- 1st Campus- Tourism & Hospitality-(1st Semester)

- 2nd Campus- AIDT-(1st Semester)

- 3rd Campus- Telecom-(1st Semester)

3.3 Vision:

Our vision is to ensure education for all students. Inclusive learning welcomes and accepts all students for learning new things and generates their new ideas, thoughts, mindset growth. We hope that active participation and engaged of our students with future link will create an ongoing process to make the vision in real. Our students will role model for all the students of the world. As per our vision we already said that 'We want to spread inclusive learning in our education system and want to play a role model for the world'. So that firstly we have to ensure all the students of our institution practicing inclusive learning structure.

All the Semesters of all the departments at Daffodil Polytechnic Institution will take classes under the structure of Inclusive Learning Cell.

Department of Computer Technology,

Department of Textile Technology,

Department of civil Technology,

Department of electrical Technology,

Department of AIDT Technology,

Department of GDPM Technology,

Department of Telecommunication Technology,

Department of Tourism & Hospitality.

3.4 Goal:

-To implement all the structure of inclusive learning cell,

-To achieve mission and vision successfully,

-To ensure inclusive education for all students,

-To involvement of parents,

-To create future link with present learning.

-To ensure quality rather than quality,

-To bring-out inner talent from our students.

-To prefer practical practice rather than go-through,

We hope that favorable feedback from mission and vision will helps us to achieve our desire goal.

3.5 Objectives:

Education for all,
Peer work,
Regular Practice,
Listen to student first, ask them question,
Increase self-awareness,
Be open to change,
Bonding of teachers and students,
Develop a generative environment with future engagement,

Education for all: Inclusive learning ensures education for all. To improve quality of education and productive educational environment inclusive learning improves method of teaching technique. Inclusive learning addresses student's learning intellectual, knowledge able, social, communicative, emotional and physical aspects in their learning process. "All students will have equitable opportunity to be included in the typical learning environment." (**Alberta Education 2010**)

Peer Work: Inclusive learning concern with the collaboration process in team work where everyone has a role task to do and specific way to contribution his or her talent. Peer work help to achieve desire goal, encourage active participate, active learning, helps to develop finding and recommendation of particular case together, develop strong communication skill, social network, relationship and improve decision making skill. In peer work student feel also comfortable and stronger rather than individual work. They can find out any solution by together conversation. It gives an opportunity to all members to give their ideas and opinion on a certain topic. It creates a platform for all members to give their ideas and comment on a particular topic. It increases one's

listening skills and confidence in speaking. After giving students group work, the teacher will give feedback on task. It's help student to find out their mistake and helps to reach them solution. As a result, students participate actively on task.

Regular Practice: All that is possible in practice. Practice makes a man perfect. So if students regularly doing their task and recheck at the very beginning and end of his or her class he or she may be obtained desire shine. Regular practice influence students to get more learn something new and new. practice also increase student's leadership and self-confident.

Increase self-awareness: inclusive learning helps to increase self-awareness by draw visualization mindset. It means inclusive learning help to draw a timeline imagination for not only your education but also your life too. Your inner state will develop only if you know your own value, demands, personality, needs, habits, emotions, strengths, weaknesses. Inclusive learning enhances your inner state more strong with awareness.

Listen to student first, ask them question: Letting students talk first and asking to our students question first can creates more involvement of students. Its encourage student to participate task. When you will give them review on their task they can measure their task. If you give them all glowing reviews, it means to them, they're doing right and they should either maintain it or amp up the volume on what it they're doing. On the other hand, if they get receive negative feedback, it will as an opportunity to do better before their next assessment.

Be open to change: be ready to accept the newness for develop and believe that change can be transform into good. **"The spice of life."** There's an old saying, William Cowper, wrote that states, "Variety is the spice of life." If you can apply that attitude to how you see change, your whole approach to it will be different. You just needed to see the different view transform of goodness.

Bonding of teachers and student's: One of the precious elements of an inclusive learning to creates a strong bonding with teacher and student. When a teacher knows very well to his or her students, give more comfort environment with each student to learn more about his personal learning style and individual needs. Encourage students to acknowledge each other and show affirmation when a positive thought is shared. If you give more emphasize the relationships within your classroom, you'll create a more inclusive learning environment with your students.

Develop a generative environment with future engagement: Inclusive learning enhances inner talent to create more productive environment. Making learning collaborates with among students and relevant learning will be more attentive and engaged able in the learning process. Productive classroom with positive behavior also play such a strong success role to develop a generative environment and also helps students to build them resourceful.

Class Structure

3.6 How to conduct class with Inclusive Learning System:

1. Class can be started with question,

2. Face to face class,

3. Out of the box class,

4. Internet base class,

5. Visualization decorate classroom,

6. Student become teacher classroom,

7. Subject base supportive materials classroom,

8. Use softcopy rather than hard copy,

9. Focus on (Teacher + Student) relation and respect,

10. Outdoor class,

11. Standard indoor class,

12. Practical learning experience,

13. Let your clothes do some works.

1. Class can be started with question: Every class should start with question. From the beginning of conversation question can arise in between teachers and students. So that more ideas, creativity, thought can be generated and can get probable answer of all the questions through discussion and by asking question.

2. Face to face class: With the rules of Inclusive learning system every class should take face to face base. It's a standard way of learning system as learning needs physical attention too. Without face to face communication, eye contact and direct communication no student can conduct a class with full of his or her attention.

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3. Out of the box class: Think out of the box refers to think with creative, discover and different point of view at any situation. Traditional thinking comes out of paying for new ideas. Don't stay with fixed box and just thought out of the box. The ability of thinking out of the box is an asset for every student. Different thinking is always appreciable to others.

4. Internet base class: With the blessing of modern technology Internet base classroom is a storehouse of knowledge. It helps students to gather knowledge easily and reach the knowledge. Proper use of internet helps our student to make their task, assignment, presentation, extra curriculum works easier. Connects with global world and develop new skill internet base class play a vital role. It's like a blessing of God.

5. Visualization decorate classroom: Visual teaching system helps our student to draw that picture on their head based on text. After that when teacher teach the season that time students can share their imagination with text and visual demo also improve their learning system. It is an ideal strategy to memorize texts. As student of computer use hardware, civil students use machine, AIDT students use design, catalogs etc.

6. Student becomes teacher classroom: This is a different classroom structure to take an effective class. When a student become teacher in classroom is creates a different learning environment. It is a process where students have the opportunities to express his ideas clearly among others and also can get experience of new learning method.

7. Supportive materials classroom: All subject base supportive material has to ensure in classroom. Demo, dame, projector, visual text etc, can be example of supportive materials, proper use of modern technology, online base attendance system, use of Google classroom are one of them. Use of supportive material such as projector, internet, demo etc, is works like blessing for students to get worldwide knowledge. Available of supportive materials helps to utilize student's proper time for gathering knowledge. Ensure a digital classroom for implement inclusive learning system and connect with blessing of world.

8. Use softcopy rather than hard copy: We live in 4th industrial revaluation. Day by day all of us have to depend on modern technology rather than man maid things. So we should teach practicing use of technology, use softcopy rather than hard copy. It's also easy to carry whenever hardcopy is quit tough to move or carry. The world recommends service 4.o then our students should prepare themselves with technology.

9. Focus on (Teacher + Student) relation and respect: There is a saying that, 'to get respect, one has to know give honor'. Teachers and student relationship is very beautiful and innocent relation. Teachers also should give respect to students so that they will get respect and attachment in return. Teachers should use soft word then they are talk with students otherwise students will be scared of the teachers to understand their lesson.

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10. Outdoor class: As we already said that we have to think out of the box so that our class should also take in outdoor class too. As monotonous classes make students life dull and boring. Sometimes outdoor class can remove from this monotonous. Outdoor classes also help to increase students enhance personal and social communication skill, mental and spiritual health, more attentive, learning skill, helps to find out inner talent, involves with more extra curriculum activities and added more topic interesting. The *outdoor* environment also encourages skills such as problem solving and negotiating with risk.

11. Standard indoor classroom: To ensure sufficient space for classroom where class should not take more than 25 to 30 students at a time in a single class. So that, every student can engage themselves with learning. Because it's more flexible to learn in a structured, standard way. To ensure quality of students, teachers first have to ensure a standard classroom for implement inclusive learning system.

12. Practical learning experience: Practical learning experience helps to increase students learning experience, practically active participation, creativity, ideas, and thoughts. Workshops, seminars, Industrial visit are the real alive example of practical learning experience. They can get the chance to make they enrich with knowledge and learn practically how to implement it on sectors.

13. Let your clothes do some works: There is a saying that,
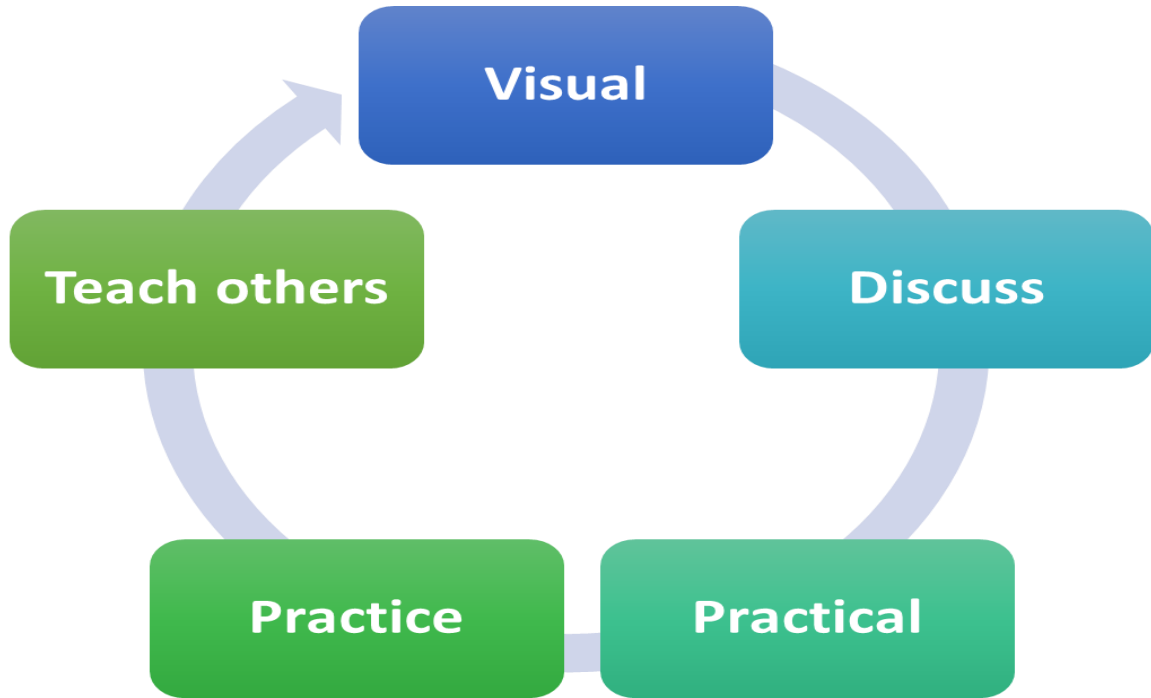
> **'You are braver than you believe,**
> **Stronger than you seem &**
> **Smarter than you think.'**

So let your clothes do some works.
Dress up brings inner confident and expresses personality. It's also represent occupation and dignity. So we should teach our student about the important of dress and how to get formal dress up in proper environment.

3.7

3.8 Questioning question

- Question can be arise from stating of conversation,

- Question should arise from students,

- Question from peer counseling,

- Question from self-actualization,

- Topic related and reliable base question,

- Example, reference and practical base question,

- Google site based questions.

- **Question can be arising from stating of conversation:** whenever a teacher goes to take class he or she should start conversation with students by asking question. There are many problems and solutions may come out from asking questions. In inclusive learning structure way every class should start with question. Starting conversation by asking question will help to make learner independent and improve their self-confident. Question can be arising from starting of conversation connect a link with topic at the very begging of class.

- **Question may arise from students**: it's not mandatory that always question may arise from teacher first. It's also may arise from students. Then the class will be more productive and get easy to reach solution. If students ask the question on the basis of related

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topic then they will get clearer information and also can get appropriate answer by their thought, ideas and question. Then they can match their thought with teachers answer.

- **Question from peer counseling:** Team work is must in inclusive learning. Through group discussion many of questions can come out, the more innovation can create. The more students can ask question the more they will learn how to solve it. By collaborate counseling many ideas, thought, question may generate and come out. It is very important

- **Question from self-actualization:** Question from self-actualization is one of the great talents of students. Its help them to get more self-confident; to build up more communication skill and make them clear to find out the solution of problem. By Self-actualization question student can express their own thought questions. When they get their figure and fact solution of their questions then they can easily understand about the topic.

- **Topic related and reliable base question:** We should also teach to our students whatever the questions they will ask it should have existence, reliable and related with specific topic. Topic related and reliable base questions ensure students quality and give solution of their problems. Quality full question always requires topic related and reliable base question.

- **Example, reference and practical base question:** Sometime quality full and reliable question depend on example, reference and practical base question. The more students ask the question with example, reference and practical base the more they can meet with actual facts and get clear massage. Those questions are more reliable, productive and acceptable. Then it will be more logical and reliable for our students.

- **Google site base questions:** Now a day through modern technology teachers and students both of them can use Google site base question. Its help student to improve their questioning question sector learns new things, gather more effective way of knowledge and develop their technological skill. Google site base question improve student's technological knowledge and helps them go ahead to take challenge for their upcoming bright future.

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3.9

```
                        ┌──────────────┐
                        │   Question   │
                        └──────────────┘
                               │
                        ┌──────────────┐
                        │   Classify   │
                        └──────────────┘
                               │
┌──────────┐           ┌──────────────┐           ┌──────────┐
│   Book   │───────────│   Compare    │───────────│ Article  │
└──────────┘           └──────────────┘           └──────────┘
                               │                   ┌──────────┐
                               │                   │   Note   │
                        ┌──────────────┐           └──────────┘
                        │  Task/Apply  │
                        └──────────────┘
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                        ┌──────────────┐
                        │   Feedback   │
                        └──────────────┘
                               │
              ┌────────────────┴────────────────┐
      ┌──────────────┐                  ┌──────────────────┐
      │  Understand  │                  │  Not Understand  │
      └──────────────┘                  └──────────────────┘
              │                                  │
┌──────────────────────────┐     ┌──────────────────────────────┐
│ Explain to others what   │     │ Find out what and where you  │
│ you understand.          │     │ can't understand.            │
└──────────────────────────┘     └──────────────────────────────┘
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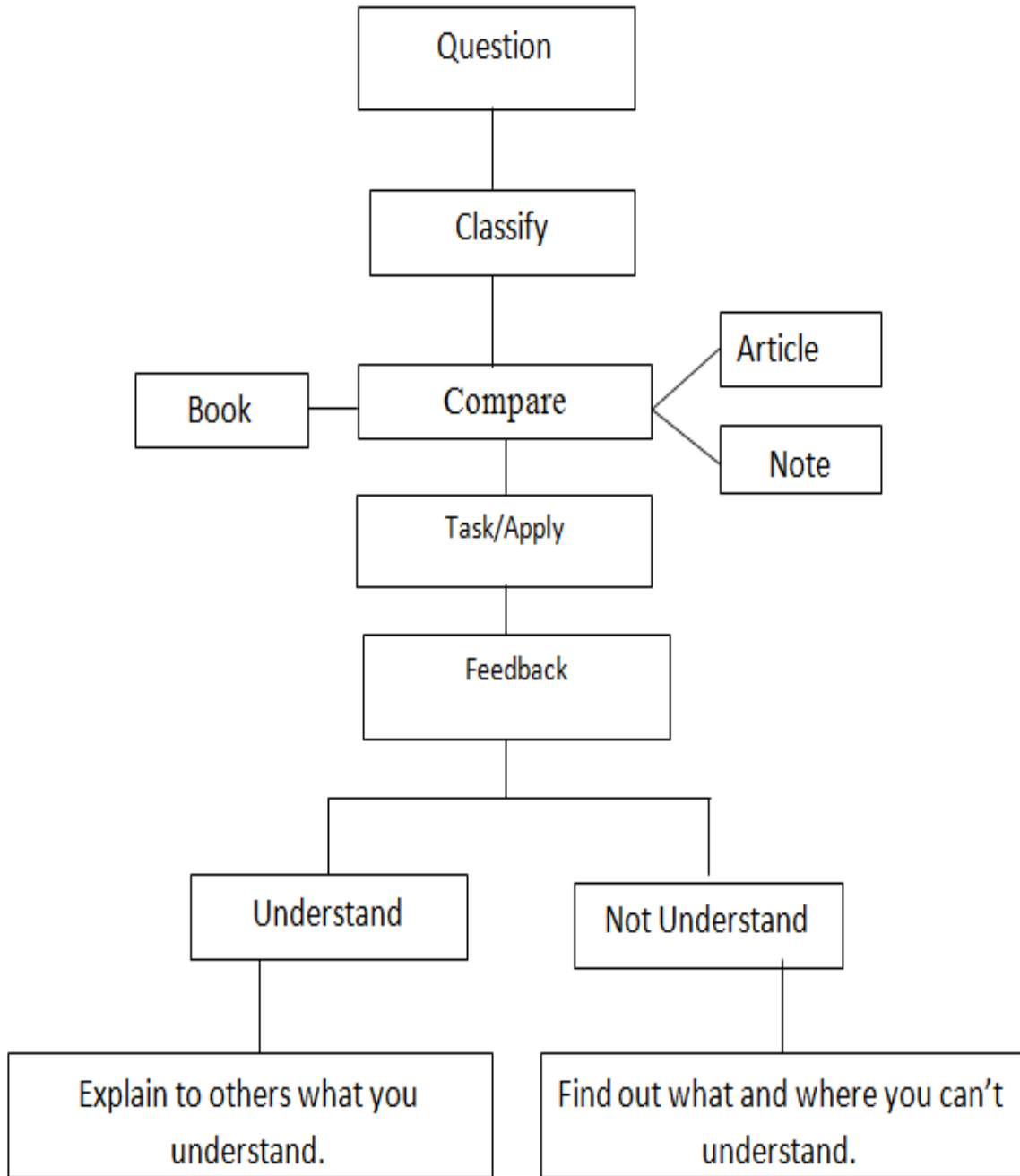
-Class can start through question,

-Need to classify the question and find out the probable solution,

- Compare the solution with text books, articles, notes etc.

-After that teach student how to apply the task,

-Give them feedback on their task. So that they can match with their probable solution,

-Ask students either they understand the solution or not,

-If they understand then they have to explain it to others for those who understand a little less,

-If they don't understand the solution then they have to find out in where part they don't understand.

- Then teachers will nurture the facts again.

3.10 Teachers Learning Model

3.11

Student practice

| I have to Read | I have to See | I have to Listen | I have to Do |
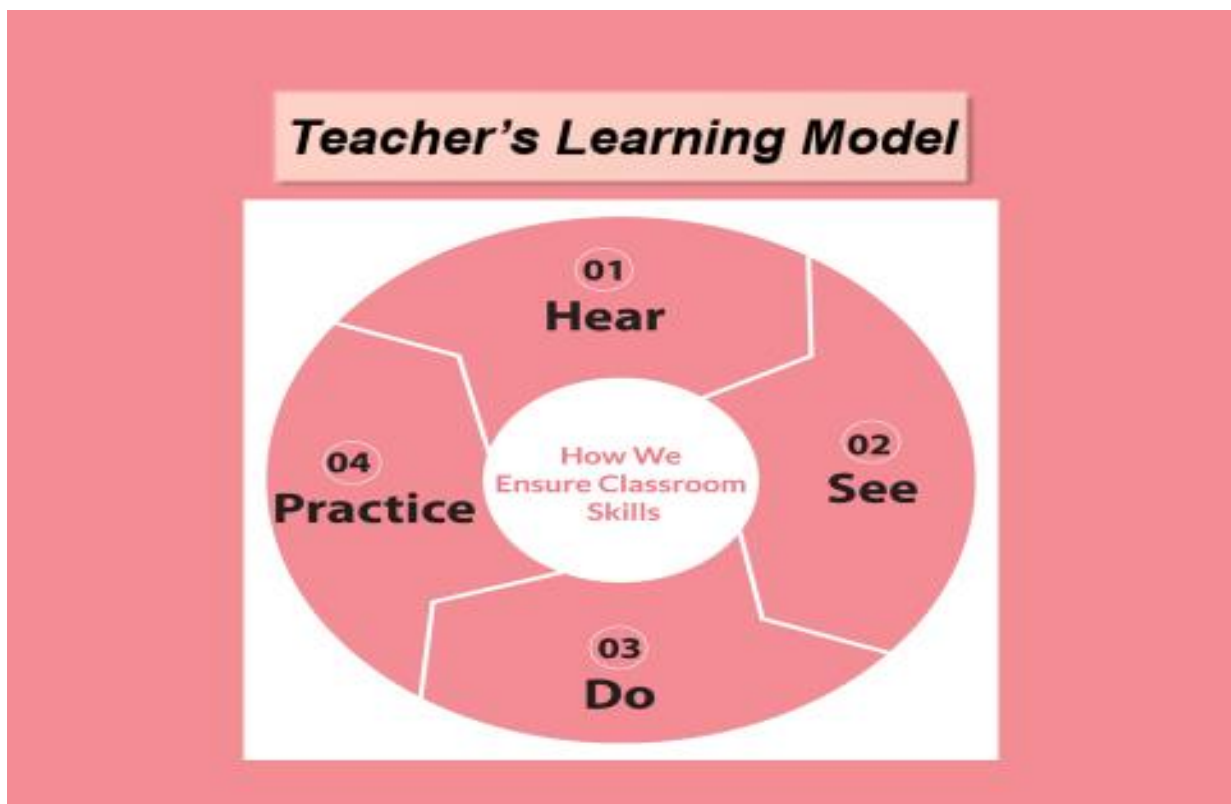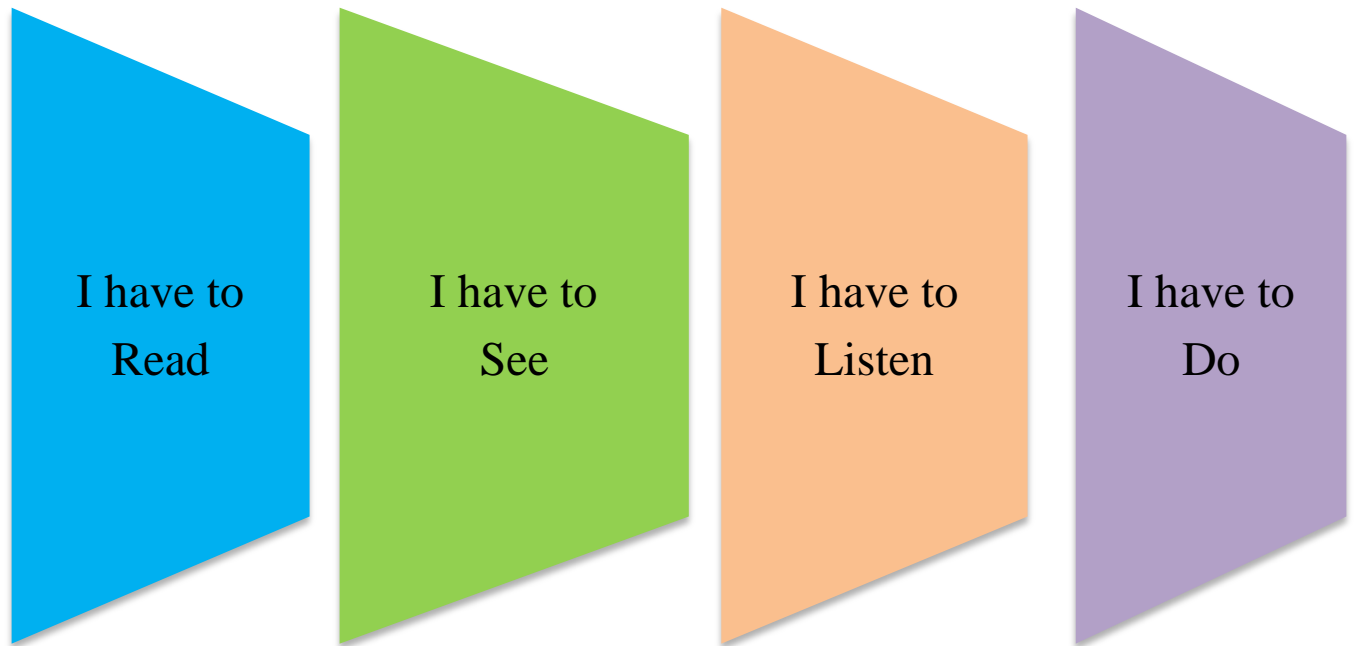
- **I have to read:** first of all, students have to read about the topic, then they can easily understand the topic easily and visual the lecture. So here it will be great full for our students if they are practice 'I have to read'. If students already know the topic by read, then they can easily adopt the lesson.

- **I have to see:** Education teaches them for knowledge and changes it into something better. It develops their perspective of looking at life. It helps to build opinions and have points of view on things in life. Use of this view site our students have to practice 'I have to see'. Whatever they are doing practice they need to practice see, should believe in real reliable information.

- **I have to listen:** Students have to practice listen first. Students are young so they are so much impatience. They want to people have to listen them first. But it's not right way

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and right manner. Students should listen opposition first then they should give feedback on the basis of what they listen. Whatever teachers teach need to listen first.

- **I have to do:** After listen first students need to do or give feedback whatever they listen. To gather knowledge student, have to implement it by of use their skill. Practice makes more powerful and increase strength of our students. Task, teaching, learning, practice improve the quality of education.

As I have already said we (Daffodil Polytechnic Institute) develop structures and already implement inclusive learning cell last semester (July to January) at our institute. For proper maintain and practically follow up those structures we develop a general rules and policy too.

Learn to know
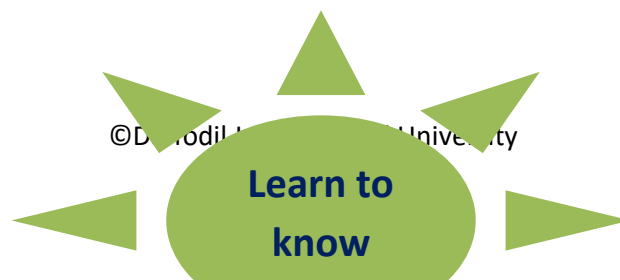
3.12

1. Question arise,
2. Equity,
3. Quality ensure,
4. Group work,
5. Collaboration,
6. Practical work,
7. Practice,
8. No fix teaching style,
9. Enjoy newly learn,
10. Feedback,
11. Implement,
12. Follow the structure.
13. Follow-up.
14. Growth mindset.
15. Win-win thought.

3.13

Communication

Communication- In every sector an effective communication system is very precious media to transform their information. In education sector as much as teachers interact with their students, it will be better for students' careers. In inclusive learning cell it's very important to make a strong and flexible communication with each other's.

Communication

Direct communication   indirect communication
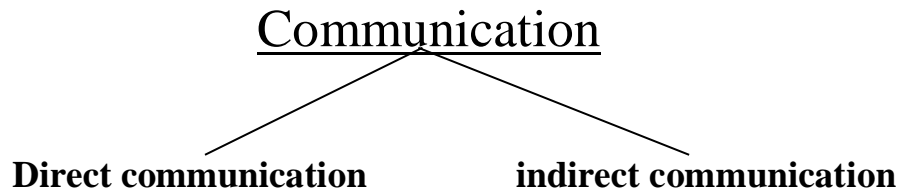
Direct communication- Direct communication is more preferable rather than indirect communication. This communication is the easy way to communicate with others which helps to make a strong communication with sender and receiver. In our education sector most of our students, teachers and parents are like to use direct communication.

In this case I have research on some of students, parents and teachers in Daffodil polytechnic institute. Most of them prefer direct easy way of communication.

It's an open communication system to all.

Indirect Communication-Indirect communication may a bit depth way rather than direct communication. May seems like a complex way to communication with sender and receiver in a short time. Sometimes it takes long time to give transform information or feedback. Though it's a formal, acceptable and documentable communication but most of our students are like to follow easy communication way to communicate.

It's a via communication system.

Communication should be easy communication rather than use to complex way. Simple, easy communication helps receiver to understand sender information, massage easily then receiver can reply or give feedback appropriately. So if we apply easy communication way in our education sector to connect with our students and their parents then it will more effective way to get feedback easily, fast and appropriate. So we should make our communication way more free and flexible for our student.

3.14

Basic Focus
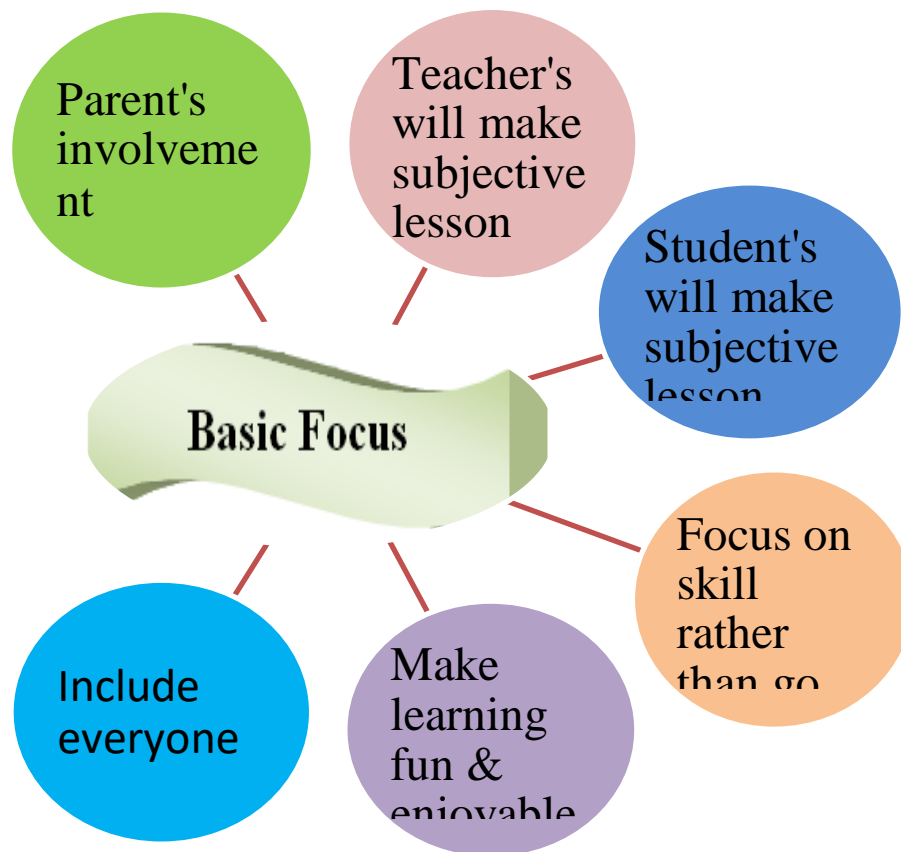
Parent's involvement: we need to give basis focus on parent's involvement. Parents are the source of complete information and concern to our students. Their involvement will help us to achieve our goal easily and implement inclusive learning system. If parents are also concern about inclusive learning cell, then it will be easier for take care our students to follow the inclusive system. In our inclusive learning research its show that the involvement of parents improves student's social skill, manner, behavior, grade promotion and achievements. In Daffodil Polytechnic Institution we teachers are regularly connect with our student's parents. We inform their parents about their studies, present, absent. Parent's involvement helps us to obtain our desire goal and also helps to our students to making decision easy. Their interaction becomes more aware to our student's studies.

Teacher's will make subjective lesson plan: Teachers will make subjective lesson plan with the method of inclusive learning cell. They have to create a list also in where student's role is given. So that teachers will know the role of students what they will play in classroom, task, studies. After the end of semester then teachers can measure the percentage or the ration that how much students perform their role. If students are fail to obtain the lesson plan, then teachers can take necessary step to solve it. On the other hand, if students are success to complete their lesson plan then students can follow the same procedure at next time for their betterment.

Student will make subjective lesson plan: Students will make subjective lesson plan too with the method of inclusive learning cell. In where they have to create a task list that the role they will play. That's why students will know their role what they will play in their studies. So that after the end of semester students can measure the percentage or ration of that how much they complete their role on the basis of lesion plan. If they are success to complete their lesson plan, then they can follow the procedure and develop themselves for next time. Its help them to increase their self-confident and skill growth.

Focus on skill rather than go throw: teachers have to focus on skill and bring out inner talent from students. Teachers should avoid go through reading style, traditional style and need to emphasize on enhance skill and knowledge. Proper guideline to our students can increase skill and knowledge. Teachers have to believe on students that they can do they task. So that if the students don't get up to the marks but at list they try to achieve it.

Make learning fun & enjoyable: Making learning fun, enjoyable and more interesting with gossiping about information base, creative class, doing extra curriculum activities. Then students will feel more comfort, easier and interest on learning system. Outdoor class, learning experience, practical visit, visual class, quality full standard class etc, makes learning system more fun and enjoyable.

Include everyone: Teachers have to ensure inclusive learning for all the students. Because inclusive learning Concern with equality inclusive learning cell assurance everyone's learning and accountability. Some students may catch the system very fast but some of them may little bit less. So teachers have to take care every of students and including all with this learning process.

It is a continuous process which creates a platform to improve both teaching and learning system. Inclusive learning cell also intercept with incorporating parent involvement in student's education.

Visual teaching structure:

Visual teaching structure creates a mind map in our student's mind to draw that image on their head based on text or what teachers teach. After that when teacher teach the lesson on that time students can share their imagination with text, audio, video, photo display and visual demo also improve their learning system. For visual teaching system students can learn actual facts, its nurture knowledge, stare upbringing, can memorize long time. Visual teaching system also helps our students to understand how they will apply their learning system, thought and practical practice.

Discussion teaching structure:

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Discussion is a teaching structure where activities involve with group, team and self-partnership. It also can involve with in between teachers and students. By discussion students can solve their problems and reach the solution. Discussion teaching structure is a face to face direct teaching method where information leads to exchange, finding the right balance of facts, its allow to our students more thinking on particular topic, newly ideas generate through discussion. Discussion teaching system encourages students to connect with topic, attentive and respect to listen. By share or discussion information, makes more skill with collaboration learning, ideas a group can related to how much constructivists knowledge can create.

Practical teaching structure:

To gather practical learning experience improves student's skill, knowledge, practical reality base experience. Practical assignments may work in groups. It helps students to inculcate social values, norms, sharing, collaboration, team spirit, tasks, presentations, compassion etc. An effective Practical work makes students independent and increases their confidence for doing students career better. In this case Daffodil polytechnic institute emphasize on practical learning experience of students. So that students can gather practical knowledge from industrial, project works, visual learning system. Our students learn more by doing practical activities. Its engage them with knowledge.
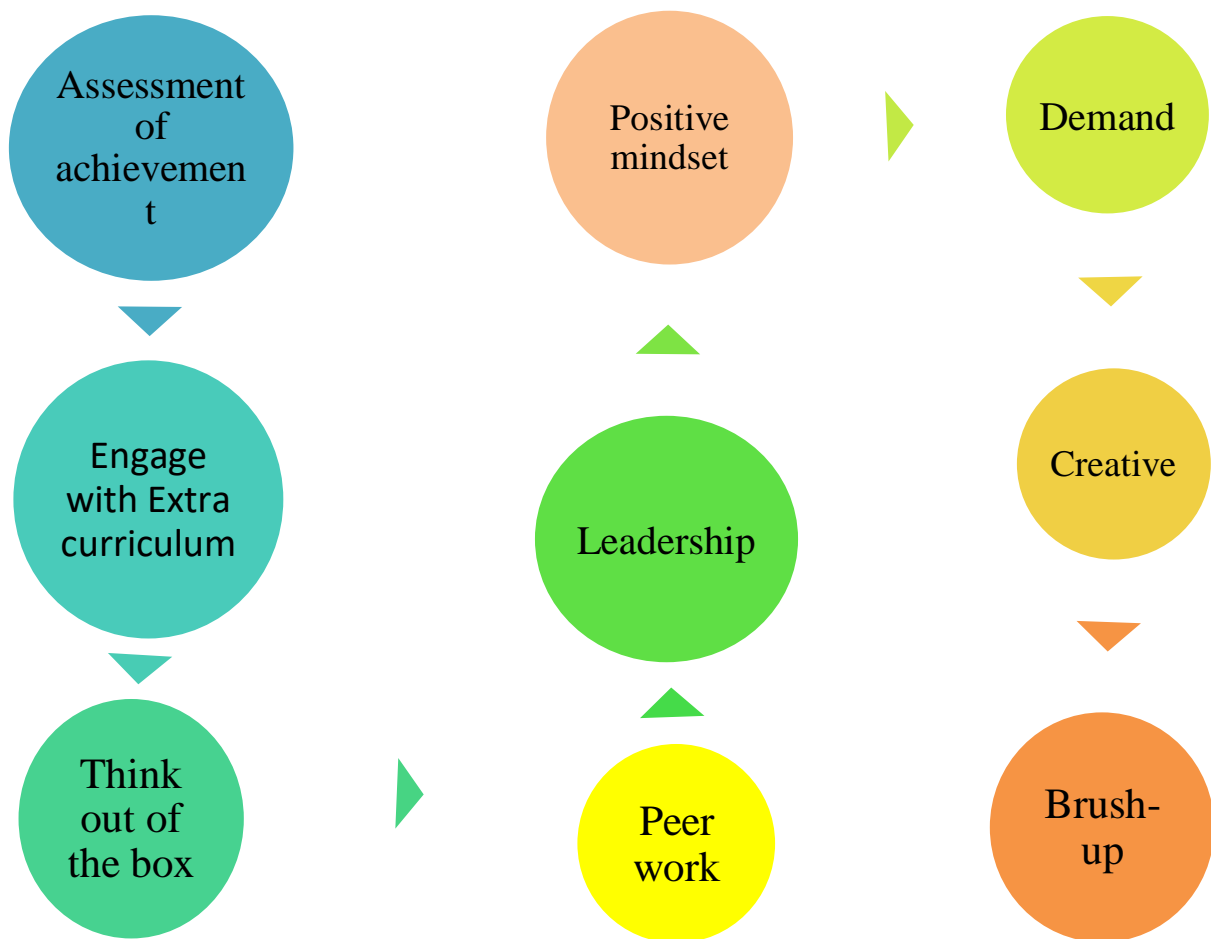
Practice teaching structure: Practice regularly inclusive learning cell is an ongoing process which can help students to make their task better. The more students practice then the more they will learn. Practice influence students to learn better and achieve their desire goal. Practice will make their task failure to success. To engage with the activities again and again is a great process learning and acquiring knowledge. Its helps to our students to set a fix goal, identify the problems and overcome it.

Teach others teaching structure: teach others teaching system ensures education for all. Suppose one student understand the topic then he or she can teach others or in a group. So that others can understand the topic easily and comfortably. It is important to work together with students, teachers and parents to ensure the education quality by helping each other's.

It's also improved our student's collaboration works, build strong communication and relationship.

3.15

Student role

```
        Assessment              Positive                Demand
          of                    mindset
        achievemen
          t

        Engage                                          Creative
        with Extra              Leadership
        curriculum

        Think                   Peer                    Brush-
        out of                  work                    up
        the box
```

- **Assessment of achievement:** major student's role is to actively participant curriculum and achieves their desire goal. Students should not forget their achievement; it will encourage their self-confident to achieve next one. So students should have assessment of their achievements. We teachers also should recognize and give identity to our students for their achievement.

- **Engage with Extra curriculum:** Engage with extra curriculum activities enhance student's ability to do whatever task. In Daffodil Polytechnic Institute students are engage with so many activities. Such as workshops, seminars, cultural club activities, debate club activities, English club activities, industrial visits and many more.

- **Think out of the box:** think out of the box bring to our student's inner talent, creativity, ideas, thought, generate quality. In Daffodil Polytechnic Institute outdoor class, outdoor game, talent hunt program, inclusive class, industrial visit is the realistic example of think out of the box.

- **Positive mindset:** only positive and growth mindset can accept new learning system. Growth mindset wants to accept new learning and try to develop, resourceful themselves. In Daffodil Polytechnic Institute students are very positive mindset. They have self-confident to accept new learning. Inclusive learning cell is one of the realist examples of that acceptance. On the other hand, win process is one kind great positive thinking mindset.

- **Leadership:** Inclusive learning cell enhance confident, skill, creativity, knowledge. It's also developing leadership and organizing power too. In Daffodil Polytechnic Institute students are very much active and they have leadership power. As an example they organize so many programs such as summer fest, spelling bee, victory day celebration, orientation program, New Year celebration.

- **Peer work:** through group discussion many solutions can come out. Peer task is more effective, productive and easier rather than individual task. It gives an opportunity to all members to give their ideas and opinion on a certain topic. It creates a platform for all members to give their ideas and comment on a particular topic.

- **Demand:** Students have to know their own value, demand, ability, skill and knowledge. They have to create their own brand. They should use their skill on stage demand and make it fruit full result. Inclusive learning helps to know their demand, values and weight of their quality. Performance, quality, status, values, norms ensure their demands.

- **Creative:** students are the creator of new dimension. Inclusive learning cell helps to develop their ideas, thoughts, generate quality full works. Our students are free to think new meaningful ideas, independent to take risk and develop their ability to solve the problems.

- **Brush-up:** After all the requirements achieve they need to brush-up their skill for enhance skill and achieve more. In our Institute inclusive learning concern about student's knowledge brush-up. Every year program of STEP, ICT Carnival, project fair brush-up out students and groom to our students for their better career.

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3.16

Teachers Role

- ► Asking Question.
- ► You tube Class.
- ► Engage with future link (Update of next class)
- ► Project based learning.
- ► Highlight of student's achievement.
- ► Related theory with real life/ example base class.
- ► Motivating student.
- ► Feedback system (Feedback of class topic).
- ► Innova class (Creative, innovative, Think out of the box).
- ► Visual class.
- ► Practical class.
- ► Inclusive Lesson plan follow class.
- ► No fix teaching style.
- ► Group work base class.
- ► Growth mindset/Positive mindset.
- ► Workshop/seminar.
- ► Use soft copy rather than hard copy.
- ► Use power point Presentation.
- ► Brush-up /follow up.
- ► Time management.

3.17

Campus Role

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1. Supportive materials - To implement inclusive learning cell we need to supportive materials to take proper class-

- Projector,
- Internet facilities,
- Available of lab equipment's facilities,

2. JPC (Job placement cell) - Job placement.

Internship placement.

Fest- Job fest, internship fest.

Connect our students with various companies.

Volunteer activities.

3. Technological support- Collaboration of technological support into our teaching system engages out students actively. If students want to progress and increase knowledge, performance, skill, ability by creating, using and managing technological resource then they need to use technological base teaching. Because using technology improves educational system, it helps to design, develop, implement, maintain and operate technological teaching structure. So we need technological support in our teaching system to implement inclusive learning.

4. Well organize- Inclusive learning always maintains structure and organizes way-

- Time management,
- Well dress-up,
- Smart behavior.

5. Budget for student rewords- Appreciation is a great motivation for student to build their bright future one step ahead. Sometimes teachers give rewords on the base of students actively participation, extra curriculum activities etc. So that teachers need budget for purchase gifts, arrange programs. Its enhance students self-confident for doing further better.

6. Need computer availability for teachers – as now a day computer is a blessing for every sector of works. It is very much essential in our education sector. In our institute for doing teachers task they need computer availability for student's betterment. Computer facilities helpful for teachers to make their lesson plan, laboratory experiments, task planning, improve communication.

7. Ensure quality rather than Quantity- Campus should also take concern about quality rather than quantity. Student's quality, skills ensure campus asset.

Chapter-4

Daffodil Polytechnic Institute, Institute Code:50238
House: 2B,Road:12,Mirpur Road,Dhanmondi,Dhaka-1209
Phone: +88-02-8110818,9143261
Fax: +88-02-58151035
Email: info@bsdi-bd.org

Inclusive Learning Cell

4.1   General Rules

1. **Advisory committee:** Head of the committee is Principal, Advisor is Honorable Vice Chancellor and his assistant advisor is Mr.Md.Abdul Hakim, Team leader of the cell is Afroja Sharmin Suvha.

2.Team leader will be Selected 16 members from students and four teachers for managing" ILC" Activities with follow this criteria-

S/N	Name	Designation	Department	Phone number	Signature
01					
02					

❖ **Teachers monitoring-**

❖ **Students criteria-**

Leadership/ Organizer-
Positive view / Growth Mindset-
Presentable / Anchoring-
Video editing-
Graphic Design-
MS Office/MS excel/Power point-
Extra curriculum activities.

S/N	Department	Semester	ID	Name	Phone number	Talent Area	Signature
01							
02							

3. Three department are selected to follow the Structure of "ILC" System –

- 1st Campus- Tourism & Hospitality-(1st Semester)

- 2nd Campus- AIDT-(1st Semester)

- 3rd Campus- Telecom-(1st Semester)

4. Students committee and Teachers will responsible by their divided task.

5. Students committees will get all the approval from advisory panel.

6. Publish the final committee list in the notice board and mail.

7. The selected department will take their respective class through PowerPoint and "ILC" Structure.

8. Team Leader and her selected members will monitor those selected Classes either they follow the structure or not. Maintain a report on this issue.

9. Students committee will sit with the leader to make activities Calendar of the cell.

10. "ILC" work plan will decide in the meeting with the committee members. The work plan must be approved by the Advisory Panel& team leader.

11. After the approval of the work plan student committee will call another meeting with team leader.

12. The budget of an event will be decided through a discussion of cell.

13. Every Students of this team must attend the meeting. If someone found absent three meetings and also found not to perform his/her task, then it will be caused in cancelation of membership.

14. Teachers of those selected department and semester must follow the structure of "ILC". If someone (Teachers) fund not to follow the structure of "ILC" then HR Department may ask the reason (show cause Letter).

15. In every meeting, committee have to maintain meeting minutes.

16. Teachers and students have to read minimum 1 book within 3 months and they should make a presentation on the objective basis of those Books.

17. Student (Self income generating cell) will bear 50% and institute (on the basis of Important) will bear 50% regarding any kind of program.

18. In this Cell teachers will get- Teachers Evaluation/ Principal Award/Financial Appreciation for his or her extraordinary Performance.

19. In This Cell students will get skill based waiver from 10%-50% (on the basis of their task).

20. Innova course-where students will learn new and innovative thing & students can also show their creativity, Ideas.

- Innova generate,
- Grooming to our student,
- Story telling of success/ business/achievement.

21. Every student and teachers of "ILC" should maintain International language and formal dress on Thursday.

22. Every workshop, seminar will have organized by the Cooperate with Daffodil Polytechnic Institute cultural club.

23. Every student of "ILC" should use Maker Space for new innovation and they must visit their own maker space at least one day in a month.

24. Every class will take 90 minutes.

25. Teachers have to give role of every student. So that students can create future link with their mind mapping.

…………………………..   …………………………..   ……………………………

Afroja Sharmin Suvha   Md. Abdul Hakim   K.M. Hasan Ripon

Instructor   Sr. Assistant Director   Principal & Executive Director

Daffodil Polytechnic Institute   Daffodil Polytechnic Institute   Daffodil Polytechnic Institute

Inclusive Learning Cell

4.2 <u>Policy</u>

1. Monitoring - Selected teachers will submit all monitoring report to team leader.

2. Teacher's workshop - Every month should conduct a teacher's workshop on the basis of theoretical and practical Issue.

3. Program - Conduct seminar and workshop within 2 months.

4. Study Tour - Industrial Visit, study trip with all "ILC" Teachers and students.

5. Foundation day - Celebrate foundation day.

6. Newsletter - Newsletter will publish on the basis of every workshop and seminar.

7. Teachers Guideline - Teachers must have their lesson plan on the basis of "ILC" Structure and implement it on classes.

8. Project/maker space - Must visit Departmental maker space at least one day in a month and research &develop any project.

9. Innovative storytelling- In Every Workshop Students, Teachers& Guest will be telling their own successful innovating story.

10. Document – keep documents everything. Drop your ideas on paper.

11. Cultural Club - Cultural Team will cooperate with "ILC Team" for every activity.

………………………………..	………………………………..	………………………….…
AfrojaSharminSuvha	Md. Abdul Hakim	K.M. Hasan Ripon
Instructor	Sr. Assistant Director	Principal & Executive Director
Daffodil Polytechnic Institute	Daffodil Polytechnic Institute	Daffodil Polytechnic Institute

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4.3 Workshop on inclusive

The Principal of Daffodil Polytechnic Institute K.M.Hasan Ripon creates such a platform where students can prepare themselves for take challenges for 4th Industrial Revolution and ensure learning for all. Honorable Vice-Chancellor, Professor Dr. Yousuf Mahbubul Islam of daffodil international university conducted a wonderful session on Inclusive learning cell. In where teachers and students both will get benefits through win win process by questioning question structure class.

By this ground, ToT based session of inclusive learning cell-

From this workshop we learn –

1. Conduct classes with Inclusive learning cell system.

2. How to engage student's brain-

- Give them space to implement their own thought,

-Give them to think and create new possible answer of the questions.

-Involve them with lots of learning activities.

-Project making.

3. Project making: where students practice their learning and get proper result by analysis, research and Implement.

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4. Guess the Answer: In this Session students tries to guess Question for the answers. Students try to find out the answers of the questions through searching Internet or other sources and compare with their previously guessed answers.

5. Feedback: students can know the actual solution.

6. Group work or team work for finding out solution and work together.

7. Make different structure of classroom and lesson plan.

8. Teaching Methods with ILC System.

Summary of the workshop is that- we have to engage our student's brain, connect them with new thought. If they know how to use brain in proper way they can easily generate lots of ideas, creativities.

After conducting workshop when we started to implement Inclusive learning in our class then honorable VC sir gave us a follow-up mail-

To understand the changes, we first need to do an immediate survey of how your students feel about the existing traditional teaching methodology. After a few classes, we can find out whether there are any improvements. Use the form in the link below now, before you start designing the classes using the new methodology. Student's feedback from link: https://forms.gle/ZuVMynJVUgp8zePG9

If you would like to learn more about the theories behind the questioning methodology, please visit the site below.

https://sites.google.com/daffodilvarsity.edu.bd/questioning-questions/linking-learning-theories

To motivation of our students in class through the Questioning Questions (QQs) method we have to maintain inclusive learning cell in our learning system. To understand the changes, at the beginning of this semester we took immediate feedback on how your students feel about the existing traditional teaching methods. As the semester is ending, we need to collect another feedback from the students to understand if the students learn better & prefer the QQs teaching methodology over traditional teaching.
We have to share the students post feedback form with the sections or classes where we applied QQs teaching method during the semester. Instruct our students verbally and through CR to ensure the feedback submission. The form link can be shared through Google Classroom/ Email.

Students post feedback form: https://forms.gle/H3CTMZwk5DDrsXHZ9
As the teacher feel about the QQs method we should also fill up this form.

Teacher's feedback form: https://forms.gle/ExUu6gmMzS9dTp6a6

4.4 [Feedback]

In our mission I have already said we (Daffodil Polytechnic Institute) are already implement inclusive learning cell last semester (July to January) at our institute, department of –

- 1st Campus- Tourism & Hospitality-(1st Semester)

- 2nd Campus- AIDT-(1st Semester)

- 3rd Campus- Telecom-(1st Semester)

So we collect some sample feedback from these departmental students at the end of their semester.

Here I have given below some sample feedback of implementation inclusive learning cell.

Department	Advantage	Disadvantage
1st AIDT	-Easy to understand, -No chance to miss topics, -We can sit and learn together by group.	-Its takes much time, -We have to do hard work, -Its takes much time to understand.
1st TCT	-By Group Discussion we can find out our problems so that we can solved it from this subjective teacher, -Face to face class -By Different structure class helps to remove boringness.	-It's taking much time than usual class, -In regular class teachers was teach us first but now a day's inclusive learning class making it different.
1st T&H	- physically interacting class, -more attention able class, -Class become more interesting, -More learning scope. - can generate more ideas and show creativity, - Opportunity of asking and clarifying questions.	-Create internal conflict by group.

Through goggle form we also collect student's feedback and questioning methodology for analysis their recent stage-

Student's feedback form link:

https://forms.gle/ZuVMynJVUgp8zePG9

The questioning methodology:

https://sites.google.com/daffodilvarsity.edu.bd/questioning-questions/linking-learning-theories

4.5   Report Form

To follow inclusive learning cell teachers also have to maintain a report on their daily basis class.

Date:

Campus & Department	Subject	Follow the Structure or not	Comments

4.6 Findings:

In our education sector students come here from different cultures and educational backgrounds. So here their acceptance of the new learning system is not the same. Traditional learning and teaching systems create a huge barrier to cope up with new learning systems.

1. Learning equipment and facilities to provide inclusive teaching are not sufficient.

2. Inclusive learning teaching system takes too much time rather than traditional classes.

3. Traditional thought in the teaching and learning system both of the teachers and students create barriers.

4. Proper training for the faculty members is not sufficient to develop an inclusive learning system at DPI.

5. The Inclusive Learning system in Daffodil Polytechnic Institution is not satisfactory due to efficient trained employees.

6. Due to lack of proper monitoring and management the outcome of ILC is not properly measured.

7. The Inclusive Learning cell system itself is still not well decorated and properly identified.

8. Lack of proper importance and proper consciousness about Inclusive Learning create barriers.

4.7 Recommendations:

On the basis of my observation, I would like to present some recommendations as I had the practical exposure in Daffodil Polytechnic Institute for more than two years.

1. To ensure a digital classroom, equipment and facilities for implementing an inclusive learning system will work like a blessing for students to get worldwide connectivity and gather knowledge.

2. Standard teaching system develops assignments, tasks, grades and academic activities. So it should maintain a standard time management.

3. Positive thinking impacts our education sector. Modern and innovative thought in teaching and learning systems enhance active participation which generate ideas and explore their creativity.

4. Should arrange more training facilities to develop an effective inclusive learning system for faculty members.

5. To get more workshops and seminars and training create more effective satisfactory results on the Inclusive Learning system.

6. To get better output and feedback, institutes should maintain their monitoring system.

7. With proper utilization of updated technologies institutions may have an auto updated and well organized Inclusive Learning system.

8. Teachers and students both should realize its importance in the learning system. Workshops and seminars and training on Inclusive Learning may help to understand its importance and proper consciousness.

4.8 Conclusion:

Inclusive Learning cell is a learning process which ensures education for all. Its Objective is to ensure that, all students will speak confidently, move to their bright future, work with collaboration. As a result of inclusive learning, students will say- 'I have to know and I can perform'. Students get enrich them by practical and experience learning. In Daffodil polytechnic institute, Inclusive Learning Cell, allow participation with collaboration and connect students with reality. Inclusive learning cell is a teachers and students win-win process.

References:

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Appendix

Inclusive Learning Cell

Inclusive Learning Cell Classroom

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