

Inclusive Context in the Pre-Primary Curriculum and its Practices

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Department of Special Education

Institute of Education & Research

University of Dhaka

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Declaration of Originality

I hereby announce that this research report entitled '**Inclusive Context in the Pre-Primary Curriculum and its Practices**' is my own work, submitted to the Institute of Education and Research, University of Dhaka in partial fulfilment of the requirement for the degree of Master of Philosophy in Education. I have conducted the research work and written this research report based on original research findings from a field study conducted by me, under the supervision and guidance of Dr Sharmin Huq, Professor, Institute of Education and Research, University of Dhaka. This research work or any part of it has not been submitted for any other institution for any other degree. This thesis contains no materials published previously or written by any other person except where appropriate references are made in the thesis text.

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Certification

This is to certify that the thesis entitled '**Inclusive Context in the Pre-primary Curriculum and its Practices**' submitted to the Institute of Education and Research, University of Dhaka in partial fulfilment of the requirement for the degree of Master of Philosophy is an original research work done by Mohammad Quamrul Hassan, registration number-231, under my guidance and supervision. I hereby certify that the research work has not been used for any other purposes or the thesis has not been submitted to any other university or institute for any degree.

I further certify that this original research work is worth submitting to fulfil the requirements of the above-mentioned degree.

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Dedication

This thesis is dedicated to my beloved Mother, *Mrs Umea Kulsum Shohag*, my paramount inspiration and greatest confidant, and my dear Father, *Mr Mohammad Ratan Mian*, my best incentive.

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Abstract

Inclusion context in education refers to children from different educational needs and backgrounds in mainstream classrooms. Children with disability face barriers in educational institutions due to their deficiencies and many other social obstacles. Though the education policy of Bangladesh includes an inclusive approach, many teachers face challenges teaching children with disability at the pre-primary level with all other normal children. The researcher conducted a qualitative study to review the inclusive contexts in the pre-primary curriculum to find out how inclusivity is addressed in the curriculum. The researcher also intended to investigate the practices of learning-teaching strategies of the pre-primary curriculum in regular classrooms considering children with disability. The data was collected through classroom observation and interviews with class teachers and head teachers from government primary schools in Dhaka, Bangladesh. Further, an in-depth interview was conducted with five educational experts to obtain their opinion to provide suggestions on the necessity to review the provision in the pre-primary curriculum and to suggest the strategies for teachers to address the needs of children with disability in inclusive classroom settings. Findings from the study explored some issues, such as teachers' lack of knowledge of the provisions about inclusion in the curriculum, lack of teachers' training on inclusive education and classroom management. The research also identified that teachers have limited time and eagerness to prepare differentiated planning to deliver lessons for children with disability. The experts opined that the classroom teachers need support from special educators or special education support teachers to teach children with disability to ensure inclusivity and quality education.

Keywords: National pre-primary curriculum, Inclusive education, Learning-teaching activities and Children with disability

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List of Acronyms

ADHD	Attention-Deficit/Hyperactivity Disorder
ASD	Autism Spectrum Disorder
APA	American Psychiatric Association
APSC	Annual Primary School Census
ATEO	Assistant Thana Education Officer
AUEO	Assistant Upazila Education Officer
BBS	Bangladesh Bureau of Statistics
CP	Cerebral Palsy
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
DEO	District Education Officer
DSS	Department of Social Service
EAHCA	Education for All Handicapped Children Act
ECCD	Early Childhood Care and Development
ECERS	Early Childhood Environment Rating Scale
EDLS	The Early Learning Development Standards
GOB	Government of Bangladesh

GPS	Government Primary School
HD	Hearing Disability
ID	Intellectual Disability
IDEA	Individuals With Disabilities Education Act
IEP	Individualised Educational Programme
IFSP	Individualised Family Service Plan
LD	Learning Disability
MCYS	Ministry of Community Development, Youth and Sports
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
NDD	Neuro-Developmental Disabilities
NCTB	National Curriculum and Textbook Board
NNPS	Newly Nationalised Primary School
PBA	Positive Behaviour Analysis
PD	Physical Disability
PL	Public Law
NCTB	National Curriculum and Textbook Board

SD	Speech Disability
SEN	Special Educational Needs
SMC	School Management Committee
TEO	Thana Education Officer
TG	Teachers' Guide
TPD	Teachers' Professional Development
TTC	Teacher Training College
USA	United States of America
UEO	Upazilla Education Officer
UNCRPD	United Nations Convention on the Rights of Persons with Disability
UNICEF	United Nations International Children's Emergency Fund / United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
VD	Visual Disability

Chapter One

Introduction

Chapter One: Introduction

1.1 Background of the Study

Pre-primary education focuses on children's overall development building up a healthy foundation for lifelong learning. It is an important phase in human development when the teachers emphasise developing children's personalities and preparing them for future life (Shonkoff & Phillips, 2000). The future generation of any nation is the foremost important factor, and the country's future is in their hands. The foundational capacities built during this time support the acquisition of key life skills and produce better outcomes that benefit future generations (Black et al., 2016). Early childhood care, health, and education (ECCE) have been critical for developing these skills, allowing children to achieve cognitive outcomes that facilitate and lead to more secure futures (Attanasio, Meghir & Nix, 2015; Engle et al., 2007).

Pre-primary education is the first step and acts as preparatory to formal education. It is the initial part of the widely ranged educational system consisting of the primary, secondary and tertiary education. Pre-primary education helps children to learn in early years of their life that will lay the foundation for future academic success (Kaul, 2002).

Early childhood education has a positive impact on the children's cognitive, social and emotional domains. Success at the pre-primary stage, leads towards a more positive access to enter the primary level which will ensure quality participation for further academic achievement. Pre-primary education facilitates in grooming young minds and provides dynamic and complete development, making them confident and curious learners (Ramachandran et al., 2003).

The child's growth through continuous experiences, informal learning, and the changes that he/she experiences after birth is significantly important for the development of a child. Based on the knowledge and skills that the child acquires at every step of change, he/she reaches

the next step. The rate of change at the time of beginning is faster and more extensive than the rates of change during the other segment of life. Similarly, a child crosses a number of significant steps during the pre-primary time span prior to his/her entry into the primary classes. The appropriate growth, development and learning of a child at every step lays the foundation for beginning his/her primary education [National Curriculum and Textbook Board (NCTB), 2011].

In order to obtain and ensure a standard for quality learning-teaching, schools must have a good curriculum that would guide teachers to enhance the children's potential to enrich their capabilities to make them more self-reliant. Thus, in order to make pre-primary education achievable and functional, schools should prioritise in availing a reliable and standard curriculum. A curriculum identifies the learning outcomes, core competencies, and standards and provides instruction regarding learning-teaching strategies that children need to demonstrate before advancing into the next stage (Ornstein & Hunkins, 2018). An effective curriculum delivers teachers, students, school authorities and other relevant personnel with measurable plans and structures for delivering quality education at the pre-primary level.

A quality curriculum promotes students to acquire and develop the knowledge, skills, values, and associated competencies that are necessary to guide meaningful and productive lives fairly and inclusively (Bandyopadhyay & Behera, 2010). The quality of learning achieved by students, as well as how effectively students use that learning for their personal, social, physical, cognitive, moral, psychological, and emotional development, are illustrated in a curriculum.

The aim of the pre-primary curriculum is to create a joyful and spontaneous entrance into the primary education courtyard by the pre-primary school-age children (5+) and coronation of offering assistance to them for their overall development via physical, mental, emotional, social, cognitive and linguistic growth and development according to the age and ability in a child-

friendly and delightful environment and laying the foundation for learning in later life (NCTB, 2011).

The curriculum is an area of vital importance to the development of education and it is also the means for achieving educational goals. Curriculum includes a set of ideas, content, students, their needs and how they learn; about schools, classrooms, teachers, society, and its needs and about images of good teaching (Sharma, 2020). An effective curriculum is essential for impactful learning and teaching and ensuring inclusion of all learners.

Inclusion in the education system, as well as pre-primary education, is now addressed worldwide. Quality pre-primary education promotes inclusive education and meaningful access to formal school education by reducing dropping out, vulnerability, and failure in the later stage of education. It also increases the enrollment of the children (Bandyopadhyay & Behera, 2010). The concept of inclusiveness has been thought of as an umbrella initiative to offer equal opportunity for the participation of all the children and ensure their success while paying respect to diversity. It is necessary to prepare a pre-primary education curriculum and to design learning-teaching methods and materials as will meet the needs of all types of children and those of their families and provide opportunities for learning irrespective of their sex, community, colour, religion, ability, disability, economic condition. Quality inclusion reflects each and everywhere in the education system, such as during the time of constructing the pre-primary curriculum; things will be taken into consideration to make it attainable and accessible for everyone. The area of reflection and practices of the pre-primary curriculum on the inclusion is vast and immense, such as learning-teaching strategies and methods, teaching materials and aids, teachers' quality, and even the assessment procedure. The learning-teaching strategies and environment should be flexible and consistent with the individual need of the child and the way of his/her learning so

that the learning interest of all the children is sustained and learning needs are satisfied.

Inclusiveness has been followed as a basic principle in the case of this curriculum from its inception to its operation at the school and family levels (NTCB, 2011).

1.2 Statement of the problem

Bangladesh is one of the overpopulated countries with a significant number of children with disabilities. The department of social service (DSS) said that 4,65,693 children have disabilities (Chandan, 2021)). The Annual Primary School Census (APSC), by the Directorate of Primary Education (DPE) in 2019, collected data on the enrolment of children with special needs. There were categorised six types of mild and moderate disabilities included in the APSC questionnaire as Physically Handicapped, Poor Eyesight, Short of Hearing, Problem in Speech, Intellectual/Mental retarded and Autistics. According to the APSC, the number of enrolled children in the pre-primary level was 11,84,310 and the number of children with disabilities was 25,745 (DPE, 2019). That means more than 2.17% of children who enrolled in the pre-primary level had disabilities. However, the real scenario will vary because the census did not focus on ADHD, Learning Disabilities, and Slow Learners. The teachers and head teachers in the school were not trained to address the disability at the school level (Nath et al., 2014).

On the other hand, the National Education Policy (2010) and Rights and Protection of Persons with Disabilities Act in 2013, approached inclusive education for the children with disability in all forms of pre-primary, primary, secondary and higher education for the equal opportunity to learn. The NCTB constituted the national pre-primary curriculum in 2011, and pre-primary education was enhanced with written guidelines in Bangladesh.

The National Education Policy (2010) approaches inclusive education for the children with disability in all forms of pre-primary, primary, secondary and higher education for the equal

opportunity to learn. Later, the NCTB constituted the national pre-primary curriculum in 2011 for all learners, irrespective of their diversity and special needs. Thus, significant numbers of children with disabilities also enrolled in pre-primary education.

When a child with a disability is enrolled in inclusive education with the normal children, they need extra attention and care from the class teachers in the school (Hebbeler & Spiker, 2016; Holdsworth, 2015). Children with special educational needs have to participate in learning-teaching activities and the other normal children. The pre-primary curriculum is a constituted document where all procedures and instructions need to be documented in the black and white form regarding the learning-teaching activities at the pre-primary level. So, it is necessary to find out if a proper guideline is provided in the curriculum and practised accordingly in the pre-primary classrooms.

1.3 Rationale of the Study

Educational institutions are expected to make reasonable adjustments to allow children with disabilities to access education. Reasonable adjustments in this context are open to a certain amount of interpretations but are influenced by various considerations. There are several factors that the education providers will have to consider while making considerable adjustments in the curriculum to accommodate learners with special learning needs (Jebaraj & Sundararasan, 2019). There is growing consensus on including children's sociological, cultural, economic, and indigenous backgrounds in public school curricula to meet the individual student's needs to prepare them for the environments they will live, work and learn. The primary concern of curriculum development is functionality. It means from a rather narrow debate, based on the education-integration, to a broader concept of an ongoing dynamic process for addressing all learners' diverse expectations and needs. There is a need to re-position the EFA engagement to

ensure that inclusive education is perceived as the core of EFA and must be an integral part and a cross-cutting dimension of education reforms, from vision to practises.

Many studies have been conducted on inclusive education by several scholars. However, there seems to be little research evidence focusing on the national pre-primary curriculum and its accessibility for children with disabilities. This study is going to identify how the children with disabilities are addressed in the curriculum and to what extent learning-teaching strategies are practised in the classrooms in pre-primary level.

1.4 Significance of the Study

This study might impact the learners, teachers and the schools at the pre-primary level and draw the attention of the policymakers in order to make necessary changes in the curriculum if necessary.

As educators, selecting appropriate learning-teaching strategies and the learning materials needs to be child-centred in an inclusive classroom school environment. Thus the teachers can help the children to do their work efficiently. While designing the curriculum, the priority to address diversity requires a more in-depth consideration to accommodate all learners. The important thing is to let the diverse learners feel that they are welcomed. The teachers can conduct the learning-teaching activities addressing the needs of diversified learners and accommodate them to the best of their abilities. It may take time for the teachers to learn and adapt to new methods and some special techniques. The teachers should be trained to understand the requirements of diverse children and should make the necessary adjustments to give them better accessibility. Therefore, it is needed to focus on the children with special learning needs to take the steps needed to address their additional learning needs.

The study will further help to determine whether all the learners with special needs effectively get access to the general pre-primary curriculum to adequately harvest the benefits of education for the individual learners and the nation's betterment. This research may also stimulate other researchers to do similar in-depth studies concerning the curriculum accessibility of learners with diverse learning needs from different backgrounds towards inclusivity.

1.5 General objective

To explore inclusive provisions in the national pre-primary curriculum and classroom learning-teaching practices addressing children with disability.

1.6 Specific Objectives:

1. To investigate the provision of the curriculum for children with disability at pre-primary level
2. To explore the inclusivity in the curriculum for the children with disability to address them in inclusive classrooms
3. To what extent learning-teaching strategies are practised in the classroom for the children with disability

1.7 Research Question:

1. What are the provisions in the national pre-primary curriculum to address the issues of children with disability?
2. How does the curriculum specifically focus on the issues related to disability and inclusion?
3. To what extent does the curriculum ensure the flexibility in the learning-teaching strategies, and assessment process?
4. How are the teachers conducting learning-teaching activities in the classroom for the children with disability?

1.8 Overview of the Study

This dissertation contains six chapters where each stated with the systematic details of this conducted research.

Chapter 1

The first chapter is 'Introduction', where the background of the study, statement of the problem, the rationale of the study, the significance of the study, general objective, specific objectives, research questions, and limitations of the study have been described.

Chapter 2

In the second chapter, 'Literature Review', related pieces of literature have been discussed to clarify the concepts and variables related to the study and justify them. Further, a conceptual framework has been provided regarding the study.

Chapter 3

In chapter three, 'Methodology,' the research design, research approach, sampling process and techniques, tools development procedure and the overall data collection and analysis process have been discussed in detail with necessary tables and figures for ensuring better understating.

Chapter 4

Chapter four, ' Analysis and Findings', contains the information extracted from the data collection process.

Chapter 5

The fifth chapter includes the discussion of the findings and recommendations.

Chapter 6

The sixth and last chapter consist of the conclusion of the study

Apart from these six chapters, required appendixes have been added at the end of this report beforehand references that contain the consent letters, the drafts of tools, and so on.

Chapter Two
Review of Literature

Chapter Two: Review of Literature

2.1 Introduction

In responding to the diversity of learner needs in the classroom, it is imperative to ensure differentiation in curriculum delivery to enable access to learning for all learners. The same curriculum can be delivered to all learners while simultaneously providing variations in the mode of delivery and assessment processes. Respecting diversity implies a belief that all learners have the potential to learn. Barriers to learning arise from the different aspects of the curriculum, such as the content, the language, classroom organisation, teaching methodologies, pace of teaching and time available to complete the curriculum, learning-teaching support materials, and assessment (Department of Education, 2002). As students benefit from a diversified approach, several studies pointed out some concepts and methods of quality education such as differentiation, individualised learning, and curricular modification to address the needs of students with different learning abilities (Leite et al., 2013).

2.2 Pre-primary Education and Curriculum

Pre-primary education is the initial and preparatory stage of formal education. It is the foundation of the next step of the formal education of primary, secondary, and tertiary or higher education. After birth, child growth and development is a continuous process, where a child acquires experiences, knowledge, and skills in every stage to enter the next step. During this commencement of infancy, the rate of change is more rapid and wide-spreading than in the other phase of life. The national education policy refers to pre-primary education as the preparedness of formal education. It will assist the child in obtaining mental and physical preparedness in order to foster the child's interest in school, curiosity about education, and formation of ideas about formal education discipline at a later stage (MOE, 2010). The People's Republic of

Bangladesh government constitutes the National Curriculum and Textbook Board (NCTB) as the statutory body to construct the curriculum and textbooks for primary and secondary level education. In order to meet the global meet, followed by appropriate methods and procedure of ECCD (Early Child Care and Development), EDLS (The Early Learning Development Standards), research on development, dissemination and implementation of pre-primary curriculum, and through reviewing our policies as well as other country's pre-primary curriculum, the National Pre-primary Curriculum of Bangladesh is formed. (NCTB, 2011)

Transforming education in the primary years must build a high-quality education system, starting from age three to third grade. It is significantly important to build critical language, vocabulary, numeracy skills, and pre-literacy at this stage to overcome difficulties in reading and mathematics at the primary level (Lifter et al., 2011). Pre-primary education is also an important stage to obtain social and emotional skills, such as following teacher directions, attending to instruction, learning to persist, as well as solving problems. The three and four years old children, having these skills improve their inbuilt potential for success in the early years. In order to higher performing educational continuum, it is important to ensure pre-primary education to achieve educational goals throughout the child's educational experiences. Early childhood education is critical for achieving the meaningful and measurable educational goal of bringing all children to the normative range in language, vocabulary, pre-literacy, and numeracy skills before they enter primary school. (Lifter et al., 2011)

The curriculum is the constitution of education where everything is illustrated to the point. The curriculum discussed what to teach and to whom for what purpose in which condition (Yasar & Aslan, 2021). The curriculum explains the learning-teaching environment and teaching materials. The content of the curriculum is incorporated for the development of the students' self-

interpretation of understanding, competency, skill and ability, moral value, cultural and social norms, and attitudes. According to Ramchandran, Jandhyala & Saihjee (2003) pre-primary education is considered to be very important for the child. It is the first step towards entering the world of a knowledgeable, healthy, and purposeful life. This education system helps children become more independent and confident and promotes the children's overall development. According to Hong Kong pre-primary curriculum guide, 2006, Pre-primary education is an important stage that lays the foundation for the lifelong learning and development of the person and serves as the starting point of formal education that articulates with primary, secondary, and tertiary education to form an entire education spectrum. (The Curriculum Development Council [CDC], 2006)

2.3 Pre-primary Curriculum in Bangladesh

Pre-primary education has a strong and positive impact on further learning during the primary level and beyond. The pre-primary curriculum is designed to provide education and ensure the child's right to protection, care, survival and preparation for school education through play, amusement and introduction to literacy and numeracy, irrespective of the child's physical, mental and social status. Global experiences indicate that pre-primary education programmes have a significant contribution toward reducing dropouts and grade repetitions. The long-term vision of pre-primary education includes ensuring access to preschool programs, and the current target is to provide preschool education to all children aged 5+ to below 6 years.

A child crosses many significant steps throughout the preschool period before entering the primary classes. At every step, proper development and learning establish the base for beginning a child's primary education. (NCTB, 2011). The National Education Policy, 2010 of Bangladesh suggested one-year pre-primary education for the children of the 5+ age group to lay

the foundation for the total development of the personality & lifelong education and provide preparedness for the formal primary education. According to The Education Policy, pre-primary education is the readiness education and provides the importance of creating an environment where the children will acquire mental and physical readiness (Ministry of Education, 2010).

In Bangladesh, since 1980, various agencies have been operating pre-primary education programmes in Bangladesh. All these agencies have been administering the pre-primary education programmes prioritising their own importance, status and situation. Among these agencies, there was not only a lack of coordination but also varied in respect of the objectives, teaching methodologies and curricula. Later the pre-primary education programmes were introduced in all the government primary schools but there was an acute need for a curriculum that would be standard, universally accepted and implementable. The statutory body, The National Curriculum and Textbook Board, is responsible for making school curriculum in Bangladesh initiated a frame for the pre-primary curriculum (Banu, 2012; Nath & Roy, 2018). To prepare a pre-primary curriculum according to the guidelines enunciated by the Framework for Conducting and Managing Pre-primary Education 2008, the MoPME formed an organisational frame stipulating and distributing responsibilities. The MoPME also constituted a technical committee for constructing the curriculum as per the frame. A structure of the pre-primary curriculum was prepared by this committee reviewing associated policies, educational programmes, and curricula for pre-primary education implemented by the research findings, documents embodying policies of international organisations, government, and non-governmental agencies, and pre-primary curriculum of several developed and developing country. After formulating the structure, the technical committee passed it to the 'Curriculum Committee' of the NCTB. (Banu, 2012; Aktar, 2013)

2.3.1 Inclusive context in pre-primary curriculum

Inclusive education is a philosophy of accepting and embracing all learners providing impartial and equitable access in the school environment. Inclusive education is a guideline to ensure all learners' participation and engage them in the learning-teaching activities under the same roof, irrespective of their diversity. The term diversity does not only limited to the group of marginalised people who do not have the opportunity in a regular classroom due to their sex, colour, religion, economic condition, and language but also includes the children with special needs or disabilities (Malak et al., 2013) The goal of inclusive education has been recognised and established to take action as a significant catalyst ensuring the accessibility, appearance, participation and achievement of all children or students and remove the barrier for the children from a diverse background including disability (UNESCO, 1994). The broader philosophical perspective of inclusive education is embracing all learners under the same umbrella in a uniform educational arrangement, not just including the group of marginalised children in the regular classroom (Malak, et al., 2013; Ainscow, 2005).

The actual journey of inclusive education in written form has begun through the construction of the constitution of Bangladesh. In Article seventeen (a) of the constitution, there is a clear indication to establish a 'uniform', 'mass oriented', and 'universal' education system and extend it towards free and compulsory education for all children by law. Article 28 in section three clearly states that the citizens of Bangladesh will have access to any public place or public educational institution (Ministry of Law, Justice and Parliamentary Affairs [MLJPA], n.d.). From this Article, it is also clear that the accessibility must not restrain due to race, caste, religion, sex, place of birth and most significantly, there is the word 'disability'. That means it is a

constitutional right for the children with disabilities towards inclusion to have inclusive education in Bangladesh

In the last three decades, the Government of Bangladesh (GOB) took initiatives to ensure education for all as a signatory country of the World Conference on Education for All-1990, Salamanca Declaration-1994 and Dakar as a Framework for Action-2000. In 2001, the Bangladesh Persons with Disabilities Welfare Act drew attention to children with disabilities to promote their inclusion in society. After endorsing the UNCRPD in 2007, the GOB also undertook a fundamental review of the situation of children with disabilities to take specific steps to provide education through an inclusive approach (Malak, 2013). The National Education Policy (2010) also stressed implementing inclusive education in all educational institutions to facilitate access for all children from diverse backgrounds into the formal education system (MOE, 2010). To ensure equal access to education, UNICEF (2014) also advocates for mainstreaming approaches based on child's disability-specific needs and capacities from the pre-primary level of education. Consequently, many educationists, policymakers, teachers, and parents preferred placement for children with disabilities in formal education classrooms. Thus, the number of special needs children enrolled in pre-primary schools has increased (MOPME, 2019). When children with disabilities are in formal education, they require specialised support to achieve their full potential (Hebbeler & Spiker, 2016). It is well established that if they get facilities to adapt to the classroom environment, they are more likely to do better in future. According to the national education policy (2010), primary-level teacher education institutions must have teacher educators who train teachers on inclusive education to develop knowledge and understanding of teaching and handling children with disabilities in their classrooms (Ahsan & Sharma, 2018).

Utmost consideration is given towards inclusive education. The concept of inclusiveness is offering the equal opportunity of participation and paying respect towards diversity. In order to meet the learning needs of the all children irrespective of their religion, community, colour, ability, sex and economic condition, it is necessary to prepare pre-primary curriculum and design learning-teaching methods and materials. To sustain learning interest and satisfy the learning needs, the learning environment and the learning-teaching strategies are needed to be flexible and related to the individual's way of learning. Inclusiveness has been considered as a basic principle of the pre-primary curriculum from the commencement to operation at the school level (NCTB, 2011).

In the education policy 2010, there is emphasis on inclusive education focusing on children who are excluded from mainstream education. The ideas were derived from research on positive outcomes of inclusive education in educational institutions. The research finding also supported that there are opportunities for all children to participate in the same education program together with different assessment methods.

Regarding the assessment of students' learning achievement, the pre-primary curriculum (2011) has a specific focus on inclusive education. It includes necessary guidelines on the major areas of inclusive education and preparing teachers' guides, textbooks, and learning materials. The teachers' guide is important to help the teachers in their teaching-learning process for effective transaction of the curriculum. While preparing the teacher's guide, the curriculum provides instructions to create effective scopes to implement the ideas of inclusive education. Similarly, while preparing textbooks,

2.3.2 The main aspect learning-teaching process

The learning-teaching process is one of the major components and a substantial part of the curriculum. There are several instructions about the learning-teaching process in the pre-primary classrooms in the curriculum. According to the curriculum, the learning-teaching activities should be designed so the learner can acquire the competencies and achieve the specified learning outcome. The teachers also need to focus on creating a child-friendly environment in the classroom, maintaining it, and becoming friends with the children. The teacher will talk, react, and communicate with the child to have faith in him and full confidence as they rely on the parents and other close or intimate family members. As a facilitator, the teacher will create a child and learning-friendly educational environment in the classroom where the learners will spontaneously and actively participate in various activities (NCTB, 2011).

According to the curriculum, the teacher training, workbooks, classrooms, furniture, learning-teaching materials, toys, etcetera are significantly important for successfully implementing the pre-primary curriculum (CDC, 2006). The teachers should also use teaching-learning materials effectively and appropriately in the learning-teaching process. The foundation of child development and learning depends on academic activities. It is also subjected to non-academic pursuits such as continuous interaction with the various toys, experimenting with adequate learning-teaching materials, playing with different things, handling various objects, etcetera. All these teaching aids and supplementary things play an effective role in the learning-teaching process, whether these are academic or non-academic pursuits. Effective learning teaching materials can create opportunities for children to actively participate in games, plays, and different activities in the classroom that can assist their sound growth and development (NCTB, 2011).

2.3.3 Guidelines for developing learning-teaching materials

In the national pre-primary curriculum, teachers and the learning-teaching materials are the two most important things for the successful implementation of the curriculum. The curriculum's main vehicle is learning-teaching materials. The curriculum is implemented through the learning experiences that the teacher organises and conducts in the classroom with the help of learning-teaching articles. In other words, the teacher uses teaching to implement the curriculum. The curriculum's main vehicle is learning-teaching materials. The curriculum is implemented through the learning experiences that the teacher organises and conducts in the classroom with the help of learning-teaching articles. In other words, the teacher uses teaching to implement the curriculum. Teachers, guides, textbooks, and teaching articles are the most common learning-teaching materials in pre-primary education. The primary objective of developing learning-teaching materials is to facilitate students achieve the learning outcomes described in the curriculum matrix, concoct effective teaching-learning strategies, and identify content/subject matter (NCTB, 2011).

2.3.4 Guidelines for assessment

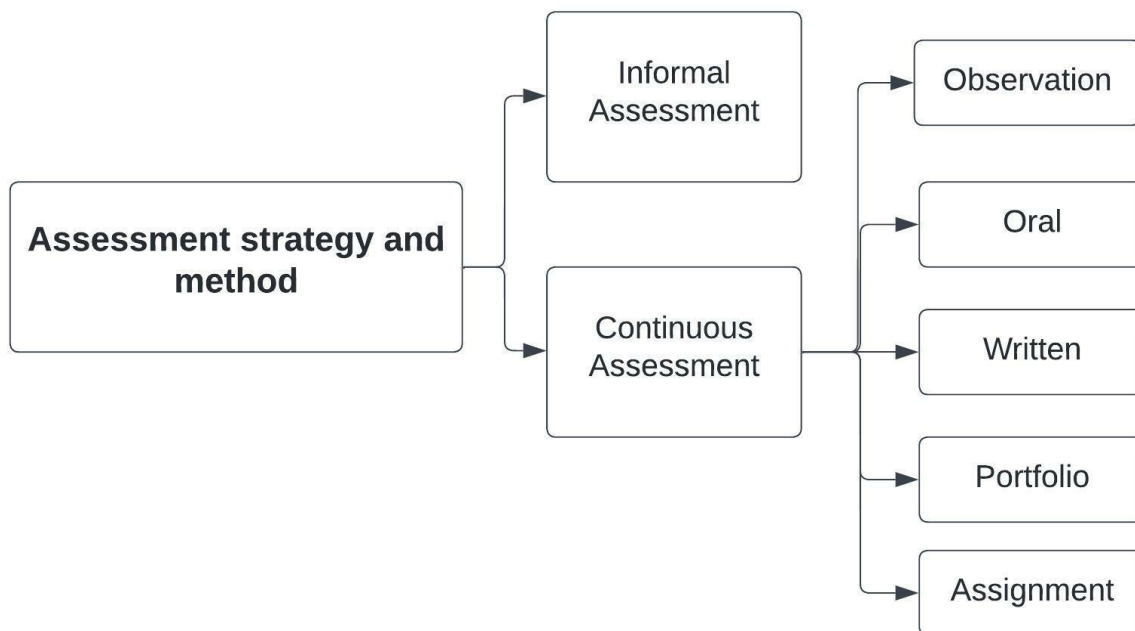
The national pre-primary curriculum (2011) has stated that assessment is an important and integral part of the curriculum. It is essential to assess the learning environment and the overall implementation situation and assess the child's learning progress for assessing the pre-primary curriculum. The primary goal of the curriculum is to ensure that the child makes the desired progress in learning, which is impossible to achieve without providing the right and appropriate learning environment and curriculum implementation strategies.

The effective and successful implementation of any curriculum depends on three factors: firstly, to ensure that the child acquires the desired skills and competencies and the learning

outcomes; secondly, to ensure a just learning environment and thirdly, to ensure the rightness and validity of the curriculum with its other components like teaching-learning materials, learning-teaching methods/techniques and teacher competencies. The learning environment is crucial for helping the child acquire the expected learning outcomes. The learning environment has three main things: the physical scope, learning-teaching process and inter-personal evaluation and directly influence the attainment of the desired learning outcomes.

The learning-learning methods, the learning-teaching materials, the teachers' skills, and the curriculum are important for the education system at the pre-primary level. It is necessary to assess the importance of desired learning outcomes or skills defined in the curriculum and the extent to which they are appropriate for children of this age group and sufficient for child development.

The learning-teaching strategies proposed in the curriculum or teachers' guides are influenced the children's achievement, and the child's learning is directly dependent upon the teacher's skill in conducting the lesson. Ensuring the validity of the overall planning and management system is important for the successful implementation of the pre-primary education programme. However, the successful implementation depends on the assessment procedure and strategy. The curriculum stated informal and continuous assessment for the learners. The continuous assessment contains observation, oral, written, portfolio and assignment. The following figure can show a clear picture of the assessment method.

Figure 2.1*Assessment Strategy and Method*

Along with the informal assessment the curriculum (2011), has also described and focused on the continuous assessment. For continuous assessment, it is necessary to preserve the data on a child's learning progress. This data is useful in this case, the assessment activities may be conducted with the help of assessment tools to be prepared using specified indicators. The following strategies may be used for the continuous assessment according to the national pre-primary curriculum (2011).

2.3.4.1 Observation. The most suitable technique for assessment at the pre-primary stage is observation. The children try to achieve the learning outcomes through various activities in the classroom. Such activities cannot be tested oftentimes through written or oral tests. In such cases, the teacher can assess the child's progress through observation. The teacher will constantly use his/her observation to assess the achievement of the learning outcomes and to ascertain the

child's mental and physical capability and learning level. To observe the child, it is useful to use an observation table where daily or weekly updated information could be enlisted in the table.

2.3.4.2 Oral. Through the written test, some learning competencies can not be assessed, such as recitation of rhymes, following instructions in performing tasks, role-playing, and singing. The teacher will assess these activities orally. In the case of such assessment, the indicators like the right answer, correct pronunciation, comprehensibility, audibility, clarity, and self-confidence may be considered.

2.3.4.3 Written. Some learning competencies like scribbling, drawing pictures and diagrams, and writing a letter or a word can not be assessed orally and hence should be tested using written tasks. The indicators of the completion of the task are clarity, neatness and understandability.

2.3.4.4 Portfolio. A portfolio is an assemblage of the works done or things prepared by the children. The use of such portfolios may help review the children's learning constantly.

2.3.4.5 Assignment. To assess the achievement of some learning outcomes, the children may be given assignments. The learning outcomes such as being able to collect information through observation and discussion; being able to guess, explain and draw conclusions on the basis of experience could be considered for assignment. Assignments may help to measure the attainment of learning experience by the child and his/her progress in learning.

The curriculum has mentioned that the assessment system at the pre-primary level should be developed considering the above mentioned methods for all learners. The curriculum has also stated specific instructions for children with disability, for example, the teacher can assess the children with disabilities based on their academic levels or abilities.

2.3.5 Directions for inclusive education

Special emphasis has been provided on inclusive education in the curriculum for pre-primary education. In the Bangladesh context, the directions for inclusive education encompass necessary guidelines in the four areas (i. gender equality and equity; ii. Vulnerable children; iii. Children of small tribes; iv. Children with special needs) of inclusive education. According to the guidelines directed/stated in the pre-primary curriculum, the textbooks, teachers' guides, workbooks, teaching aid, and learning teaching materials may be prepared. (Aktar, 2013)

2.3.6 Guidelines about inclusive education

Bangladesh Government is committed to creating the scope for a standard primary education through pre-primary education and has recently taken the initiative to implement an inclusive education programme. But the fundamental human right to receive basic education for all children has yet not been ensured. Currently, about 3.5 per cent of children are not enrolled in primary school (Nath et al., 2014). Despite their attendance at school, we have once again been unable to ensure that all children participate equally in the teaching-learning process. Following careful consideration of these issues, the government has developed inclusive education programmes and launched initiatives to put them in place, allowing all children to attend school and participate in educational activities on an equitable basis.

The Compulsory Primary Education Act of 1990 states that no child will be denied access to primary education because of their gender, age, income, family, culture, or ethnicity. From pre-primary to primary level, the government is committed to providing opportunities for standard education. In conformity with these commitments, the government has declared its oneness towards various international declarations, principles, and policies, such as Education for All, the Millennium Development Goals, and the United Nations Charter on Children Rights,

1990. The main principles of these national and international laws, policies, and universal declarations have been incorporated into the National Work Plan (2002-2015) in order to ensure that all children receive a standard education. A National Seminar on Inclusive Education was held in 2003 at the initiative of the Inclusive Education Core Group of Bangladesh. Experts and specialists in the field of inclusive education, such as University teachers, representatives from GOs, NGOs and development partners, attended the seminar. This seminar produced an operational definition of inclusive education in Bangladesh. (Malak et al., 2013)

Inclusive Education is a method of delivering education. This delivery mechanism recognises each child's unique needs and potential, reduces or eliminates all related barriers, and includes all children eligible for primary education. With the help of educational opportunities, the mechanism aims to bring about the most positive change in the life of the concerned child. Children admitted into schools but are unable to complete their education due to a variety of reasons. Again, children who have not been admitted to the school. They may have educational opportunities if their families, communities, schools, and education systems become more caring and responsive to their needs.

Ensuring no child is excluded from the opportunity to receive an education because of their social, economic, ethnic, linguistic, or religious differences from the mainstream population is the main proportion of inclusive education. The inclusive education notion also guarantees that no child is denied an education because of their mental disposition, emotion & feeling, or any other difference.

The children who are mainly considered for inclusive education are generally deprived of education, backwards socially and economically, mentally and physically disabled, and belong to small ethnic and minority religious groups. All these categories of children together may be

called disadvantaged. Besides all these, gender-issue is treated as an all-embracing matter. To honour the Bangladesh Government's commitments and proclamations of identity with the national and international charters, declarations, and policies and implement the provisions of the conventions ratified by the GOB, the Ministry of Primary and Mass Education inserted a work plan and superstructure of inclusive education named "Strategies and Action Plans for Inclusive Education" in the Second Primary Education Development Programme (PEDP-II) (Directorate of Primary Education [DPE], 2007).

The "Strategies and Action Plans for Inclusive Education" embraces four areas of inclusive education:

2.3.6.1 Gender equality and equity. The issue of equality between sex, or impartiality between men and women, has been treated as a cross-cutting matter.

2.3.6.2 Vulnerable Children. Vulnerable children are those who have been denied access to education due to various factors, including social and economic disadvantages, geographic, linguistic, ethnological, and social handicaps.

2.3.6.3 Children of small tribes. Besides most Bangla-speaking mainstream population, there are about 40 tribal groups of people who have their own dialects/regional languages. Their environment, culture & lifestyles, including their religious rituals, are full of diversities. Because of their tribal characteristics, languages & ethno-geographical conditions, they are called small ethnic groups.

2.3.6.4 Children with special needs. The mental, physical, intellectual, and verbal conditions of children determine the nature of their special needs. Again, the nature of the special needs is defined by the strategy for meeting them and the opportunity to cultivate them. Children

with special needs are defined as children who have special learning needs and who require special aid in order to learn. (NCTB, 2011; DPE, 2007).

2.3.7 Children with special needs

The People's Republic of Bangladesh recognises education as a basic human right in the constitution. The government has enacted laws and established educational policy guidelines to ensure that every child's right to education is realised. Bangladesh is a very populous country with limited resources to achieve its educational goals. Even back then, the country has achieved noteworthy success in primary education. There has been no significant progress recorded in ensuring the educational rights of children with special needs. However, the country's government has taken steps in this respect and formulated the Bangladesh Disabled Persons Welfare Act, 2001. The importance of education for disabled children was also emphasised in the National Education Policy of 2010.

Along with various national commitments, Bangladesh has also declared oneness of identity with the UNESCO educational conference held in Salamanca, Spain, named 'World Conference on Special Needs Education: Access and Quality'.

These are the children who need special consideration and aid due to some kind of disability, impairment or handicaps, physical, mental, intellectual, listening, or hearing in nature, which hinders their way of receiving education in the educational institutions for their normal peers. However, such disabled children can get the education with other normal children in the schools of the common stream if they (the former) can be offered some kinds of special aid/assistance to cross over their barriers. Children with mild and medium types of disability are encouraged to participate in mainstream primary education in the country. (Rich-Orloff, 2010)

2.3.8 Guidelines on disabled children

While formulating the pre-primary curriculum (2011), the importance of education of the children with special needs has been considered very seriously. Though the domains of education and the learning outcomes have been formulated with the normal children in view, the issues of equality and equity among all the children have been spotlighted and emphasised in preparing textbooks, teachers' guides, and teaching aids/materials. The following guidelines should be considered honestly in order for children with special needs to be easily brought into and absorbed into the mainstream.

First, the curriculum has been formed keeping in view the growth and development of normal children and their learning needs. Nevertheless, the teachers can facilitate the participation of the disabled children in the classroom activities and learning-teaching process by choosing proper learning-teaching strategies, techniques and planned activities. For example, a child with a disability for bodily movement may not be in a position to develop motor skills to the level of normal children, but such a child can be given more importance in other class activities, like composing a continuous story and narrative. Teachers' guides should include instructions on how to use learning-teaching programmes and planned activities for disabled children.

Second, to ensure that disabled children are treated equally to other (normal) children, instructions on preparing learning materials and selecting teaching aids should be issued. It should also be ensured that the contents of textbooks are useful for developing empathy and friendship with other children towards the disabled children. Textbook authors and editors should care and exercise wisdom in this regard. To make mainstreaming easier for disabled children, the language of presentation in textbooks and illustrations with pictures/diagrams

should depict the positive aspects of disabled children. There should be no negative connotations about disabled students in any instructional materials or teaching aids.

Third, though the base of assessment in the pre-primary education is a ‘criterion referenced assessment’, different procedures may be used for assessing the children with special needs. The strategies and methods for assessment may be selected considering the child's overall situation.

2.4 Pre-primary Curriculum in International Perspective

2.4.1 India

India defines *preschool education* as the education imparted to children aged three to six years which is the initial stage of organised education and is also known as pre-primary education (NCERT, 2019). It is provided in any settings, such as anganwadies, preparatory schools, kindergartens, nursery schools, montessori schools, preschools, and pre-primary sections in government, and non-government schools. The vision of the preschool is to promote access to universal, equitable, contextualised and inclusive learning opportunities for ensuring the holistic development of all children between the 3–6 years age group. The principal aims of preschool education are to provide strong foundations for total development and lifelong learning and prepare the child for school. The objectives of Indian preschool education are; to ensure a child-friendly environment, enable a sound foundation for good health, help the child become effective communicators and become involved learners, enable a smooth transition of children from preschool to primary schools and work as partners with parents and the community to enable each child to flourish. It is the right for every child to be provided with opportunities for all-around growth and development in order to reach their full potential. The early years are significantly important for human growth, development, and learning for all, including children

with special needs due to disabilities. The all-around abilities that emerge in the 3 to 6-year-old age group are the foundations for later academic and life success. Children develop their working memory, focus their attention, and gain self-control through creative play, well-thought-out games with appropriate adaptations for children with special needs, and developmentally appropriate activities. Children's executive functions and self-regulation skills lay the groundwork for them to become confident and efficient learners later in life. They also naturally learn to accommodate differences (learning styles) among themselves (National Council for Educational Research and Training [NCERT], 2019)

In light of new developments and emerging needs in preschool education, efforts are being made to ensure that the current curriculum is holistic, developmentally appropriate, indigenous, and, most importantly, play and activity-based. The preschool curriculum of India (2019) has focused on disabilities in the learning-teaching strategies, assessment procedure. As a result, the curriculum is based on the following principles:

Learning is ongoing and cumulative: Learning starts at birth and continues throughout one's life. Early care and stimulation have a cumulative impact on children's development because they learn through their senses and stimulation. It is essential to provide optimal stimulation to children, including those with special needs or disabilities, during their early years.

Article 41 of the Indian constitution clearly stated that within the limits of the economic capacity and development, the state must make effective provisions to secure the right to work, sickness, old age, and disability and in 2009 India addressed education as a Right in their constitution through amendments (Dawn, 2014). The NCERT has incorporated the possible modification and adaptation as per the needs of the children with disability.

2.4.2 Hong Kong

In Hong Kong, children are encouraged to attend pre-primary classes at age 3. However, in response to the preference of many parents for matching the age of children entering the pre-primary level, the minimum age for children has been relaxed to two years and eight months from September 2021 (www.gov.hk, 2022). Children's characteristics and developmental needs are seen through the lens of child development psychology and the families and social-cultural contexts. Children are the heart of the learning process. In the pre-primary curriculum guide of Hong Kong, the family, school, and society mainly influence the learning and development of children including the children with disabilities. Appropriate coordination among the three factors will enable children to develop their potential and lead a healthy life, based on the major premise of understanding and respecting children. Children will be well prepared for lifelong learning if they develop good learning habits and a desire to learn. (CDC, 2006). In Hong Kong, pre-primary institutions should provide care and appropriate learning opportunities according to their potential to prompt the interest in learning and enable a balanced development in physical, intellectual, ethical, social, and aesthetic aspects to all children as well as children with special needs. The CDC (2006) mentioned that pre-primary educational institutions need to be focused on comprehending children's family backgrounds as well as establishing the partnership with children's parents and family members who are important for the children's development. In addition, to understand the immediate social environment and necessities and utilise the community resources appropriately. Moreover, grasping the existing trends of the children's early childhood education to elucidate their mission and design the curriculum.

Children will be well-prepared for life due to these efforts and become proactive, self-motivated, responsible citizens and lifelong learners. Their learning and development are deeply

influenced by the people and things they encounter at home, school, and society. (ECD, 2006). On the basis of CDC 2006, the curriculum development council of Hong Kong had constructed and updated a new curriculum for kindergarten education in 2017 (CDC, 2017).

In CDC (2017), the curriculum has addressed the unique ability of the children and suggested to provide the effective education for the according to the capability, interest of the children with diversity. The assessment procedure also needs to be conducted as per the individual's ability of the children.

2.4.3 Australia

Australia is a developed country in the world. Quality of pre-primary education for enriching the children's learning is shed light by the government of Australia. In 2009, Australia's first national Early Years Learning Framework was published for early childhood educators. This framework was developed with significant input from the early childhood academics, early childhood sector, and Australian state and territory governments by the Council of Australian Governments (Banu, 2012). According to the Department of Education, Employment and Workplace Relations for the Council of Australian Governments (DEEWR, 2009), the aim of the framework is to create successful learners, confident and creative individuals, active and informed citizens. The purpose of this document is to assist and guide educators in providing opportunities for children to reach their full potential and lay the groundwork for future academic success (DEEWR, 2009). The framework emphasises that early childhood is a fundamental stage of a child's learning and development; as a result, it serves as the foundation for pre-primary education, ensuring that all children in all education and care centres receive quality learning and teaching practices and feel safe, secure, and supported. The framework, in particular, has placed a focus on play-based learning approaches, as well as the

development of children's communication and language abilities, including literacy and numeracy, as well as their social and emotional development (Banu, 2012). This Australian national framework categorises children's lives into three categories: belonging, being, and becoming (DEEWR, 2009). It recognises children's interdependence with family, neighbours, and community members, as well as the origins of relationships to establish identities. Being acknowledges the impact of place and time in the lives of children, whereas becoming emphasises children's learning through full and active participation in society (Banu, 2012).

This framework addressed inclusion and respect for diversity including disability in the principle of the framework. The framework also stated that during curriculum decision-making disability needs to be included in the learning-teaching activities, play, co-curricular and various activities. Children including disability would be assessed through gathering and analysing information as evidence about what children know, can do and understand. Assessment is the part of an ongoing cycle that includes planning, documenting and evaluating children's learning (DEEWR, 2009). The framework also identified that the recent approaches of assessment included examining the learning strategies too, where the children use and reflecting ways in which learning is co-constructed through interactions between the educator and each child. Used effectively, these approaches to assessment become powerful ways to make the process of learning visible to children including those with special needs and their families, educators and other professionals (DEEWR, 2009).

2.4.4 Singapore

Singapore is situated in South-East Asia in the world map with rich racial and cultural diversity such as Chinese 75%, Malays 13.6%, Indian and remaining 8.8% and 2.4% from the other ethnic group. Since 2000, Singapore's pre-primary school landscape has evolved and

changed at a faster rate than before. The desire to improve the quality of pre-school education is reflected in the implementation of new policies and initiatives (Ting, 2007). The development of the policy has resulted in significant modifications in various aspects of Singapore's pre-primary education quality standards. In 2003, Singapore constructed *A Framework for a Kindergarten Curriculum in Singapore* for the children in order to assist the teacher at the kindergarten level to provide the high quality of early childhood education (MoE, 2003) and in 2012, the Ministry of Education of Singapore also developed a guide for parents under the framework for kindergarten curriculum (MOE, 2012).

The child care centres in Singapore, licenced by the Ministry of Community Development, Youth and Sports (MCYS), provide care and education to children aged two months to six years. On the other hand, Kindergartens are registered with the Ministry of Education and provide education to children aged four to six (Ting, 2007).

Singapore also addressed that quality early childhood education is important in forming the child's lifelong learning abilities. Learners are the centre of their learning process. They understand the importance of catering to various learners including disabilities and the importance of employing flexible strategies in order to promote effective learning (Ting, 2007). In this learning process, teachers see themselves as facilitators. Following the focus on learners, the kindergarten curriculum must consider the needs for knowledge, skills, and dispositions to be developed through a variety of methods and strategies to accommodate individual differences (MOE, 2003). The aim of pre-primary education is to support and foster the children's holistic development and the love of learning. The goals are divided into six broad areas, to obtain aesthetic and creative expression, discovery of the world, language and literacy, development of motor skills, numeracy, and social and emotional development (MOE, 2003). Teacher with the

collaboration of the parents will help the child to acquire these goals of the curriculum. The children learn better through observing, exploring, imagining, discovering, investigating, collecting information and sharing knowledge. So, the curriculum suggested to provide the opportunities to perform these aspects of the learning for all learners. The children with special needs are also addressed in the assessment procedure and the learning-teaching activities. The school environment and participation focused on all children with or without disabilities.

In Singapore, service training was ad hoc and introduced more than fifty years from now (1970) in Singapore for the pre-primary teachers. The teacher would undergo fundamental in-service training programmes regarding pre-primary teaching ranging between 60 to 120 hours (Khoo, 2004). In 2001, a new teacher-training framework was introduced with the least professional qualification of pre-primary teachers. In the framework, it was stated that the 'Certificate in Pre-school Teaching'. The training was more than 470 hours (Khoo, 2004). All of the principals of the schools must meet more than 1200 hours of a two-tier diploma training as well as the diploma in pre-primary teaching, which was more than 700 hours. In addition, there was also included leadership training in pre-primary education for 500 hours by January 2006 (Ting, 2007). Further, the MOE declared that by January 2008, 25% of pre-primary class teachers had to go through a diploma in pre-primary education-teaching. In addition, all other class teachers had to obtain a certificate-trained. A handsome remuneration also is provided to encourage the teachers in the diploma (S\$15,000) and in the certificate (S\$7,500) to ensure the qualified teachers and professionals at the pre-primary level who would be able to create an appropriate learning environment for all children including disabilities (Ting, 2007).

2.4.5 United States of America (USA)

The United States is a developed and advanced country in the field of the education system as well as the pioneer in addressing and including the children with disability in the education system. The USA has taken various initiatives since 1975 in the field of disability, under the Public Law (PL) 94-142, Education for All Handicapped Children Act (EAHCA) was enacted by the Congress of USA (Gamson et. al., 2015). Later, the federal government had enacted PL 99-457, under which the early intervention service was introduced in 1986 for the children with disabilities (Hebbeler et al., 2012). Later, the IDEA (Individuals With Disabilities Education Act) under the same P.L. 99-457 had introduced and provided an educational guideline for the children with disability. The USA addressed fourteen categories of disability (Hebbeler et al., 2011). From IDEA, part C is the programme for infants and toddlers focusing on early intervention for the children with disability aged from birth to three years (Bruder, 2010). Through this programme, children with disability have been provided with a federal grant for early intervention (Hebbeler et al., 2009) and reduced the later educational costs by minimising their needs in regard to inclusion (U.S. Department of Education, 2009a). The IDEA, Part B, is the services for the school-aged children from three to twenty-one, including preschool education. The government is responsible for the educational cost of children with disability. IFSP (Individualised Family Service Plan) and IEP (Individualised Education Program) are mandatory for the children with disability as per the needs of the child and its family (U.S. Department of Education, 2009b). Support teachers, specialists, modified curriculum, curriculum adaptation, special assistantship, IEP, after-school programmes as well as partial inclusion also focused on the educational system as per the necessity of the children with disability (California Department of Education, 2010; California Department of Education, 2011). The preschool

curriculum 2010 has focused on social-emotional development, language and literacy, English-language development, and Mathematics for all children, including children with disability. The preschool curriculum 2011 has emphasised visual and performing arts, physical development, health and nutrition for all. The children with disability addressed each and every area of the preschool curriculum and provided the assessment procedure too with examples. The USA also updated the Diagnosis and Statistical Manual from DSM-V to DSM-5 for mental disorders, which was constructed by the American Psychiatric Association to assess the children with mental disorders and understand their mental condition (Pomeroy, & Anderson, 2013).

2.5 Practices of Pre-primary Education in Bangladesh

The practices of the pre-primary curriculum significantly depend on the teachers' knowledge and acquaintance with the curriculum and its contents, as well as the application of their understanding in the classroom. The curriculum is a critical component because it informs teachers about the goals, content, and learning competencies of pre-primary education (Banu, 2012). It also identifies and clarifies issues related to children's learning achievements, teaching processes, organisation of the classrooms, textbooks and materials, and teacher-student-parent relationships (Weikart, 1989). Because the curriculum is linked to the quality of pre-primary education (Catron & Allen, 2008), and teachers must have a thorough understanding of the curriculum, which necessitates their active participation in its development.

The teachers in pre-primary classrooms are the key persons for the children's educational life (Eriks-Brophy & Whittingham, 2013). It is important for effective classroom teaching practice that the class teacher has the right knowledge and skills of the pre-primary curriculum. The class teachers' knowledge of contents and approaches of teaching can work as an effective resource in pre-primary schools. The level of their understanding regarding the context and the

children's ability significantly influence their teaching practices as well as quality of pre-primary education. It is needed to understand the lesson appropriately in order to practise teaching in the classroom (Banu, 2012).

Bangladesh has made substantial progress in the last few years in having established pre-primary education and enrolling young children in pre-primary settings. A large number of initiatives were undertaken to ensure the quality implementation of PPE. To implement a quality, universalized pre-primary education programme, the GoB has created additional assistant teacher positions of 37672, one for each Government Primary School (GPS). During the PEDP-III period, the DPE completed the recruitment of 34,895 assistant teachers and conducted fifteen days of basic teacher training. Furthermore, DPE has already submitted a proposal to the MoPME for 25800 pre-primary school teacher positions for the Newly Nationalised Primary School (NNPS), awaiting approval (Jewel et al., 2020).

Variety of seating styles found by Nath et al. (2014) in the pre-primary classrooms. In the government primary schools (GPS), 64.1% of the children of the pre-primary level sat in rows. The U-shaped seating style was observed in 19.4% of the classrooms. The percentage of the children sitting in small groups was 4.5, and 12% percent of the classroom had the seating arrangement in a large group. There are also a number of seats in the pre-primary level, such as plastic mats, jute made mats, benches, chairs, floor, and others. In 83% of GPS, boys and girls sat together, and others had a different classroom system or came to the school on a morning-day basis. Pre-primary classes were held in classrooms in the vast majority of cases; however, in 10.8% of cases, school verandas, head teachers' offices, school roofs, stair boxes, or open spaces were used. Government schools had an average of 1.3 teachers for pre-primary school children, with about 70% of the teachers being female. (Nath et al., 2014). It is also found by Nath et al.

in 2014 that the majority of the schools had access to drinking water, and 69.5 percent had sanitary restrooms. The majority of these were shared by all students (pre-primary and primary), which presented challenges for pre-primary students due to their age and height. 38.3 percent of the schools had age and height appropriate drinking water facilities, and 59 percent of the schools had toilet facilities. In 37.2 percent of the schools, a first-aid kit was available. Each classroom had an average of 28 students, although 27 could easily be seated where the rate of attendance is 52.5%.

2.5.1 Learning-teaching activities

Teachers at the pre-primary level were better educated than those at non-government or NGOs schools (Nath et al., 2014). The teachers are trained with fifteen days of training (Das et al., 2021). In the pre-primary level, hoisting the national flag and singing the national anthem in schools cultivate the love for the country, including its history, people, and heritage. Although the pre-primary children, only 28% had national flag hoisting as a regular ritual, the children sang the national anthem of 72.8% of the schools. Physical exercise plays an important role in early childhood development. It is arranged in school fields or in the classrooms. Sometimes, it is done along with curricular activities. In the majority of the cases, the schools arranged physical exercise without any materials. On average, two-thirds of the schools had physical exercise as part of school activities (Nath et al., 2014). Exercise and play are part of the child's learning-teaching activities. The national pre-primary curriculum clearly stated that children would participate in various play, games, and role-play and flourish their potential with collaboration during these activities. Aamar Boi (my book), published by the Directorate of Primary Education, was used at the pre-primary level and each of the schools received 30 notebooks,

some pencils, alphabet charts, ludo, balls, and skipping rope from the upazila or thana education office each year.

In the pre-primary level of GPS, the teaching was mostly limited to Bangla alphabets, mathematical numbers, reciting rhymes, and drawing various objects (Nath et al., 2014). Sometimes the class teacher read the alphabet and numbers aloud, and the students collectively recited them. The study by Nath et al. also finds (2014) found that the teacher asked the children to read the alphabet and numbers from the charts hung on the walls. The children at the pre-primary level sometimes did so collectively and sometimes individually, as the class teachers instructed. The teacher recited a rhyme line-by-line, and all of the children followed him/her. It was also found that the teacher wrote the numbers 11 to 15 on the blackboard and asked the children to copy them on their workbooks several times. The teachers sometimes called the students to the blackboards and asked them to write the alphabet or numbers of the teachers' choice. The teachers intend to ensure the participation of all students in these activities of the learning-teaching. For the slow learner in the classroom, additional care was limited to asking them to read or write repeatedly. The same was done to those who did any mistake. The teachers also praised those students who performed well. In any of these classrooms, no group work or peer work was found in the study. Activities like singing, telling stories or rhymes, play or drama was totally absent. Everything was book-based. There was no activity outside classrooms as well as found no variation in teaching style (Nath et al., 2014), though the learning-teaching activities outside of the classroom, role play, playful activities, co-curricular activities are an important part and parcel for pre-primary education (Das et al., 2021).

2.5.2 Assessment process

The teacher assessed students regularly in different ways in the classroom. Teachers also praised the students as and when necessary, especially when the children could provide correct answers to their questions, whether oral or written and a good portion of the teachers' time in the classrooms is spent checking students' work (Nath et al., 2014). In order to keep the students busy, the teachers often offered them more written work, which was not always possible to check with adequate attention. Children were seen making noise, quarrels or gossip among them while the teacher was checking their copybooks. The study also showed that no introduction was given before moving from one subject to another, and no group work was seen during the observation. Due to the congested sitting arrangement, it was not always possible to administer any group work. Nath et al. also found in 2014 that the teacher focused on English during the teaching as well as the emphasis was given to memorisation and rote learning rather than understanding. It is found from the study by Nath et al. (2014), that there is a provision of homework at the pre-primary level for all students including slow learners and disabilities. Class teachers provided the task for the home and checked the next day through asking and observation. The teacher used to provide the home task on a regular basis and focused more on the classroom's academic activities. The teacher also emphasised on the formal assessment procedure for all. It was also found during the study that eighty-eight percent of the government schools practised various forms of student assessment at the pre-primary level. This assessment procedure includes classroom assessment, half-yearly examination and final examinations in written form. The assessment procedure also contains an oral test like reciting rhymes from the textbook. The regular attendance of the children also counts as a component of the assessment strategies (Nath et al., 2014).

2.5.3 Challenges of Addressing Children with disability

There are many challenges that affect implementation of the curriculum and provision of meaningful education. These challenges relate to working with parents, resources at school, educational administration, attitudes in the schools and communities and providing education for all (Ojala, 2004). The study revealed that especially pupils with diversity tend to be poorly catered for through the current education provision. Ojala (2004) maintains that there seems to be inconsistency in the government's actions and policies in terms of addressing education in an inclusive context. There is a need for monitoring schools, allocating funds and resources equally and sharing information. The study however suggested that meaningful education does not only demand more resources but rather good planning and committed actors.

In five EU countries - Spain, Ireland, Italy, Malta and Portugal - about 40% or more of fathers of children aged 3 to 6 years obtained only lower secondary education or less. The other major challenge facing European education and training systems is to compensate for any differences in pupils' backgrounds which could place certain groups at a disadvantage. In spite of the various difficulties some EU countries have been made to ensure universal access in pre-primary school to unravel all troubles such as France, Italy and Belgium (Commission of the European Communities, 2008)

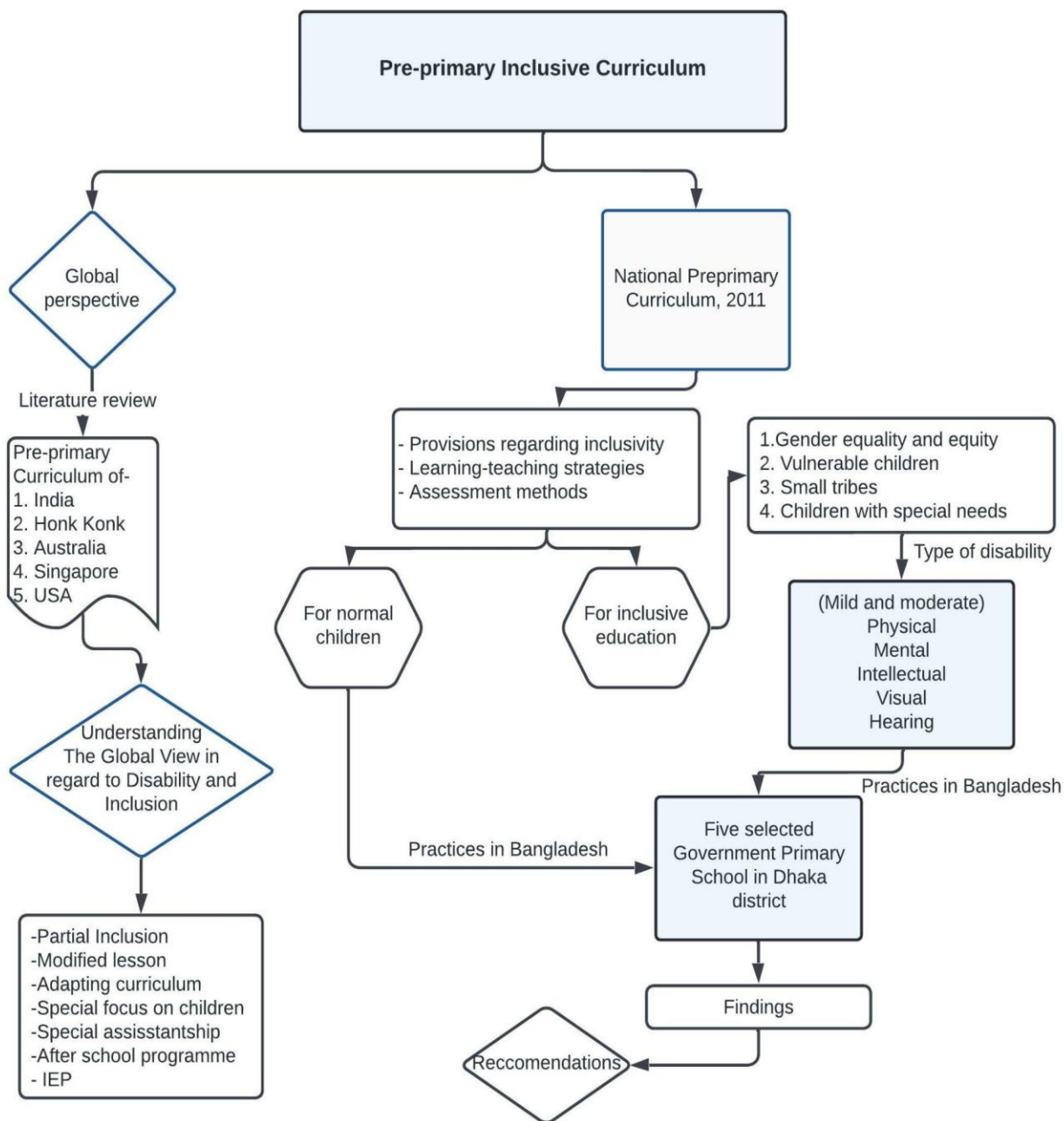
2.6 Conceptual Framework of the Study

The study intends to investigate the provision of the pre-primary curriculum for the children with disability. Through this study, the researcher also intends to explore the inclusivity of the curriculum. This study also focuses on reviewing innate direction and instruction in the curriculum regarding the children with disability and observes its practices in the learning-teaching

activities by the class teacher in the pre-primary classroom for the children with disability accordingly.

Figure: 2.2

Conceptual Framework of the Study



Chapter Three

Methodology

Chapter Three: Methodology

The systematic steps taken to conduct a research study in order to reach the findings in a logical scientific approach are referred to as research methodology (Patel & Patel, 2019). It is an analytical and scientific approach for objectively gaining a thorough understanding of the topic by logically adapting multiple stages. The methodology is the theoretical analysis of a set of processes and principles associated with a field of study (Igwenagu, 2016). The inclusion of a methodology chapter in a research report, which legitimises the validity and reliability of the overall study to the readers, is a guideline composed of specific procedures that help to determine, set, proceed, and analyse information related to the studied topic. It also explains how data for a study is gathered. It is a detailed action plan that's kept track of in order to meet the study's defined research goals. In this systematic and scientific structure, the nature, purpose, process management, and technique of monitoring efforts to attain objectives in performing particular research are all integrated. Simply said, it is a method of analysing, explaining, and anticipating events that are related to the studies. The methodology section enables to illustrate and explain the process or work plan used to arrive at the conclusions for the chosen research problem, as well as make it clear and authentic to the audience (Rajshekar et al., 2016).

A concrete designed methodology can easily provide the proper understanding of the methods used in the study. The research aimed to investigate the provision of the national pre-primary curriculum for learners with disability at the pre-primary level, explore the inclusivity of the curriculum for the children with disability in inclusive classrooms and find out the practice of the learning-teaching activities in the pre-primary classrooms.

3.1 Nature of the study

For the study, data were collected from primary sources and secondary sources. Initially, the pre-primary curriculum of Bangladesh and other countries, different kinds of scholarly literature, and policy were reviewed according to the contexts on the topic of the research considering national and international perspectives. Again, document analysis was conducted to gather existing knowledge and define the central concepts for the study in the context of Bangladesh. Then the schools were selected purposefully, where the children with disability enrolled in the pre-primary classroom, to find out how the teachers were conducting learning-teaching activities for them through classroom observation to develop a detailed understanding of the practise of the pre-primary curriculum in an inclusive context. In order to develop an in-depth exploration of a central phenomenon, qualitative research is effective (Cresswell, 2012), which was also needed for the study. Besides, the teacher, head teacher and expert were interviewed with an open-ended interview schedule to assemble the empirical data to get a clear understanding of the research area and to answer the research questions accordingly. A qualitative research design was used while conducting the study.

3.2 Area of study

The study was conducted in Dhaka district which consists of 17 educational thana according to DPE in Dhaka Division of Bangladesh. Among the 17 educational thana, five educational thana were selected purposively and from each selected thana, one government primary school was selected purposively. So, five government primary schools (GPS) were selected through purposive sampling technique considering enrolled children with disability. Details of the selected schools are shown in Table 3.1.

Table 3.1*Area of Study*

Division	District	Area	Location	Number of Schools
		Cantonment Thana	Uttara	1
		Lalbagh Thana	Lalbagh	1
Dhaka	Dhaka	Dhanmondi Thana	Dhanmondi	1
		Gulshan Thana	Badda	1
		Mirpur Thana	Mirpur	1
Total Number of the Schools				5

3.3 Population of the Study

The study was conducted at the pre-primary level in five government primary schools. So, the children with disability, normal children, and class teachers who taught at the pre-primary classroom constituted the population of the study. The head teachers of the selected schools were also participants in the study. The experts who are quite knowledgeable, skilled and experienced in the area of curriculum, disability, pre-primary education, special education, inclusive education, learning-teaching strategies and assessment and the inclusive environment of the classrooms were also an integral part of the study.

The selection of teachers and children had gone through the following considerable facts as the findings of the research were generalised among them.

1. Teachers who were teaching in the pre-primary classroom in government primary schools in Bangladesh
2. Children with disability and normal children of pre-primary level
3. Head teachers of the government primary schools in Bangladesh

4. The experts in the areas of curriculum, pre-primary education, disability, special education, inclusive education, learning-teaching strategies and assessment and the inclusive environment of the classrooms

3.4 Sample and Sampling Techniques

In a qualitative study, it was a critical decision to determine the number of participants for the study to interview and observe (Kuper, et al., 2008). Sampling was done systematically using the purposive sampling technique (Stenius, et al., 2017). The sampling process was guided by the research objectives to answer the research questions, so that enough data were collected for the research.

3.4.1 Sampling Classroom Observation

To fulfil the research objectives, it was essential to observe the classroom activities to collect the information regarding the practices of the learning-teaching strategies and assessment process in the classroom for the children with special needs. From the classroom observation schedule, the participation in the learning-teaching activities of all learners including children with disability were monitored. How did they respond to the instruction? What kind of activities were enjoyable for them? Further, what kind of playing activities were accessible for all children? All these answers could be found in the classroom observations. Activities in the classroom might vary from area to area, even on a day to day basis. In order to get the overall picture of the classroom activities, five schools were selected purposively from the five educational ehana in the Dhaka district. Moreover, the classroom activities were needed to be observed for five days to get the complete scenario. The first two days were needed for rapport building with the children and teachers in the pre-primary classrooms. From day three, the class teacher and the children were habituated to have another person in the classroom with them, and

they felt free to act as they liked. Sample type, sample size, sampling technique, data collection tools and research methods of the classroom observation in the selected primary schools are shown in Table 3.2.

Table 3.2

Sample and Sampling Technique and Data Collection Tools for classroom observation

District	Area of School	Sampling Technique	Data Collection tool	Number of School	Number of Class Observed
Dhaka	Cantonment Thana	Purposive Sampling	Observation Schedule	1	5
	Lalbagh Thana			1	5
	Dhanmondi Thana			1	5
	Gulshan Thana			1	5
	Mirpur Thana			1	5
Total number of Classroom Observation					25

3.4.2 Sampling of Class Teachers and Head Teacher for Interview

Class teachers and head teachers were selected purposively in order to get the total view of learning-teaching strategy through the classroom activities and inclusiveness of the government primary schools. Schools were selected from the five educational thana of the Dhaka district purposefully to get a full scenario. Selected schools' head teachers and the class teachers of the pre-primary classrooms were interviewed. As the study focused on the flexibility of the learning-teaching strategy, assessment process to the children with special needs, so it was essential to interview the teachers regarding their teaching strategies and instruction procedure along with the classroom observation. Head teachers and class teachers of the GPSs were

interviewed with an open-ended interview schedule, whose classroom was observed previously. Open-ended interview schedule was used to get the in-depth data from the teachers as the research was qualitative in nature. Data collection method, sample type, sample size, sampling technique and data collection tools in the selected schools are shown in Table 3.3.

Table 3.3

Sample and Sampling Technique, and Data Collection Tools for Interview

Method of Data Collection	Type of Respondent	Tools of Data Collection	Technique of Sampling	Sample Size in each School	Total selected Schools and Sample number	Total Respondent
Interview	Pre-primary Class teachers	Open-ended Interview Schedule	Purposive Sampling	1	5	$5 \times 1 = 5$
Interview	Head teacher of Primary School	Open-ended Interview Schedule	Purposive Sampling	1	5	$5 \times 1 = 5$

3.4.3 Sampling of Experts for Interview

After collecting data from selected primary schools, the researcher also selected five experts who have both theoretical and practical knowledge and experience in the area of learning-teaching strategy, children with special needs, special education, assessment procedures, pre-primary curriculum and who also have expertise in inclusive education. Purposive sampling was selected as a technique to select the experts; as the research required experts fulfilling the criteria of having pedagogical knowledge, skills and expertise in the field of teaching-learning process, pre-primary curriculum, disability and inclusive education.

The sample for the study consists of three categories, such as class teachers, head teachers and experts. The purposive sampling technique was followed to select respondents from all categories of the sample. The researcher collected data from five government primary schools in five purposefully selected thana in Dhaka district. Sample type, sample size, sampling technique, data collection tools for experts are shown in Table 3.5.

Table 3.4

Sample, Sampling Technique, and Data Collection Tools for Experts

Methods of Data Collection	Type of sample	Tools for Data collection	Sampling technique	Sample size
Interview	Experts	Open-ended Interview schedule	Purposive Sampling	5

3.5 Methods and Tools of Data Collection

The researcher collected data from both secondary and primary sources for the study. Secondary data were collected through published document from different sources such as the pre-primary curriculum of India, preschool curriculum framework of Hong Kong, Australia and Singapore, related literature on curriculum, disability, inclusion, the constitution of Bangladesh, EFA (1990), Salamanca declaration (1994), CRPD by the United Nations, Operational framework for pre-primary education (2008) by DPE, National Education Policy (2010), Person with Disabilities Rights and Protection Act- 2013, Neuro-developmental Disability Trust Act- 2013, Integrated/Special Education Policy except for NDD- 2018 (Draft), journal articles, books and book-chapters and academic theses. On the other hand, the primary data were collected through classroom observations and interviews, including class teachers, head teachers and

experts. The methods for data collection were selected systematically and purposefully to gather information to find the answers to the research questions (Kuper et al., 2008). The data sources and the data collection methods are presented in the following figure.

Figure 3.1

Methods of Data Collection for the Study

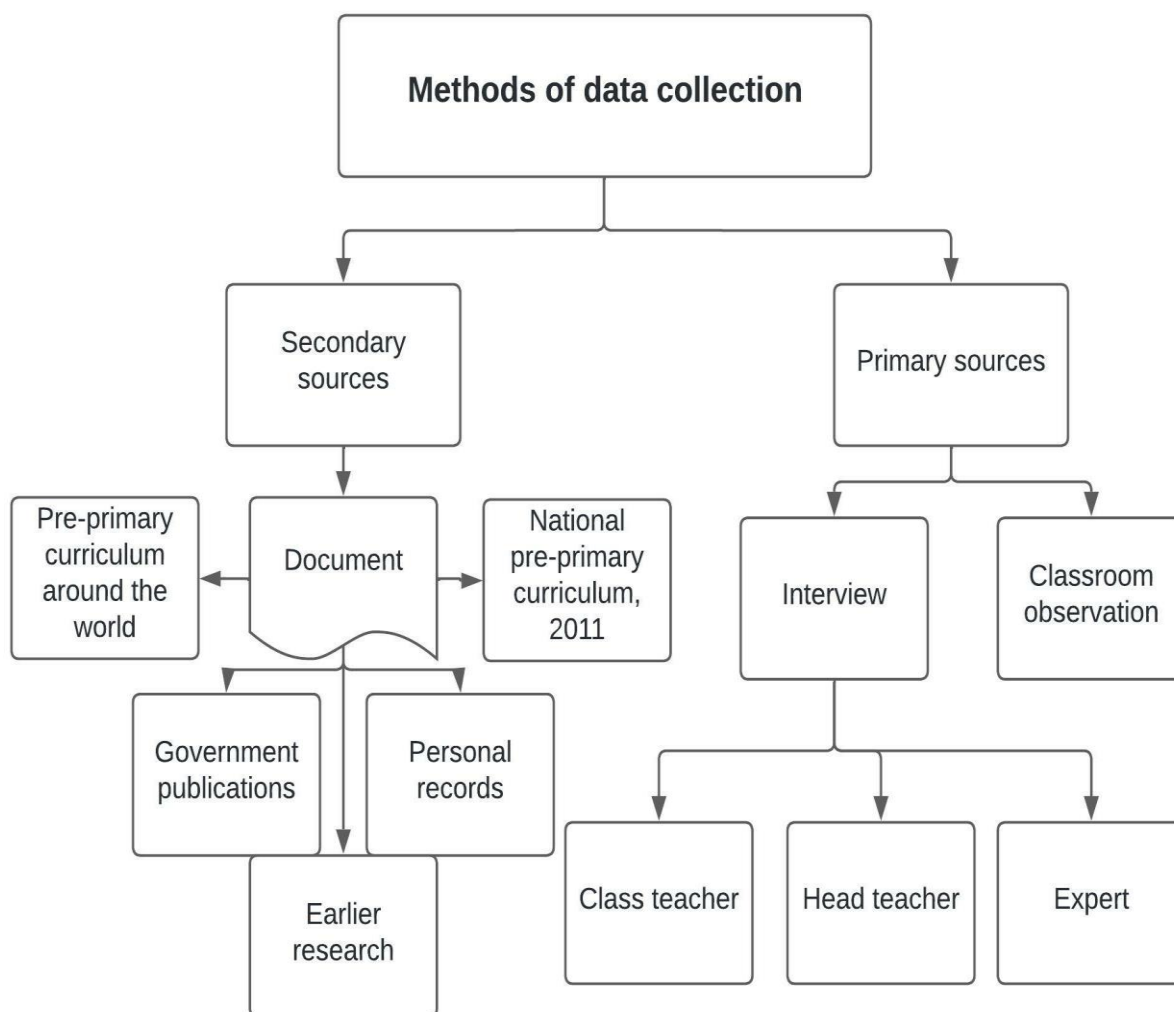
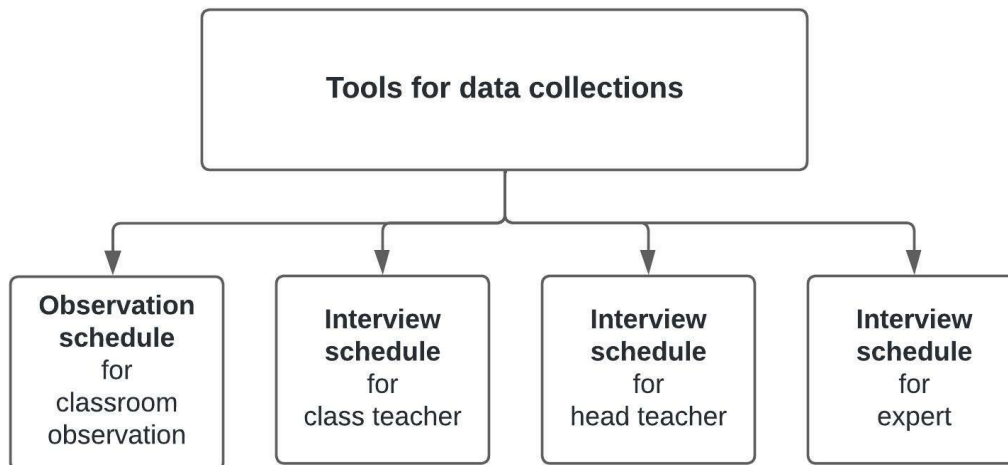


Figure 3.2*Tools of Data Collection***3.5.1 Classroom Observation**

The researcher observed five consecutive classes in the pre-primary level in each selected school to cover the variations of the learning-teaching activities in the pre-primary classrooms (Stenius et al., 2017) as well as the playing activities, assessment procedure addressing the children with disability. After taking consent, the researcher started to observe the teaching activities of the pre-primary class. Usually, when someone new comes into a classroom to observe, the presence might impact the classroom activities more or less (Wragg, 1999). So, before classroom observation, the researcher talked to the children at the pre-primary level, briefly, to make them felt at ease about the situation that someone had been observing the classroom activities and sitting in the corner of the classroom with the children. On the first two days, the researcher observed the full class (two and half hours each) informally to make the situation comfortable for the teacher, the children as well as the researcher but took note regarding special activities that engaged the children, including the children with disability in a

joyful way. Before entering the classroom, the researcher discussed with the class teacher about the children who were lagging behind and the teacher usually faced difficulties engaging the children in the classroom activities and what kind of special needs children were enrolled in the pre-primary class.

The researcher observed classes from the third day on and started collecting data. During classroom observation, the researcher used an observation schedule that focused on collecting data about learning-teaching strategies mentioned in the pre-primary curriculum, assessment procedure, and participation of the children with special needs in routine activities stated in the class routine of the pre-primary class.

As the study focused on the children with disability in the classroom, the researcher mainly focused on the activities and participation of the specific children in the classroom. The researcher followed the qualitative method of classroom observation focusing on the significance of any event or activity, searching for the reasons or meaning of anything happening in the classroom. The researcher also applied the technique of collective interpretation of events if anything was confusing, as Wragg (1999) stated. For example, the researcher also took notes when necessary about any event that was needed for further clarification from the teacher or children. After completing the classroom observation, the researcher asked questions about any particular issue afterwards when the participants had a suitable time. According to Wragg (1999), it is essential to understand the plan behind the activities during learning-teaching activities, and it is necessary to translate data very carefully later on.

3.5.2 Interview

Open-ended questions are generally asked to generate unbiased responses, whereas closed-ended questions may push the participants to respond differently during the time of

interviewing (Creswell, 2012). An open-ended question allows respondents to react in a variety of ways. The interview schedule was developed in search of the answer to the research questions. The open-ended interview questionnaire was developed easily and understandably for the participants.

3.5.2.1 Interview of Teachers. In order to collect in-depth data from the class teachers teaching at the pre-primary level, interviews were conducted. While taking the interviews, the researcher was always aware of maintaining reflexivity and thus, tried to avoid either assumptions for any answer or biases by the interviewees (Hsiung, 2008).

The researcher interviewed the class teacher after completing all the classroom observations. Five pre-primary class teachers were interviewed from five selected GPS in total. While taking an interview, an open-ended interview schedule was used. The interview questions were focused on learning-teaching strategies mentioned in the curriculum, activities for engaging children with disability, and assessment process. Further, the researcher had some notes from classroom observation that needed discussion with the class teachers for clarification; if so, those issues were also discussed while interviewing. The researcher also used probing questions rather than being confined to the interview questionnaire (Bass et al., 2010).

3.5.2.2 Interview of Experts. After collecting data from selected schools, the researcher analysed data at the initial stage to explore the challenges in the teaching-learning process for the children with special needs. Then the researcher selected five experts who have expertise in early childhood education, curriculum, special education, disability and inclusive education.

The researcher used an open-ended interview schedule, including the issues and findings derived from data collected for the study. The experts gave their opinion about possible ways toward the learning-teaching strategies and assessment procedures in order to the inclusion of

children with disability in mainstream education. They also suggested the conceivable opportunity to engage them appropriately in the pre-primary classroom and remove the barriers.

3.6 Preparation and Planning

As the study focused on the learning-teaching strategies for the children with special needs in the pre-primary classroom, the researcher had to confirm that children with special needs were enrolled in a school before selecting any school for data collection. First of all, the researcher had to visit a school and conduct introductory sessions with the head teacher and the class teacher of the pre-primary classroom to explain the objectives of the study. Then, the written consents were taken from the parents, head teacher, class teacher, and most importantly, verbal consent from the classroom children before conducting the classroom observation. Sometimes the class teacher faced difficulty in addressing the children with a disability. However, when it was explained that the children with hyperactivity or the class teacher faced difficulty to engage any children in the daily classroom activities like ID, slow learner or lagged behind than other children or did not provide attention to the class teacher, the teachers said that s/he had such kind of children in the classroom. After discussing with the guardian, when it was confirmed that the children with special needs were enrolled in the pre-primary classes, the school had been selected for the study. The school was selected purposely to collect data for the study.

3.7 Data Collection Procedures

The details of the data collection procedure needed to be documented clearly and elaborately. Interviews and observation are the primary sources of data collection (Jaycox et al., 2011). Various documents from scholarly articles, government documents, constitutions, books, journals, and policies are the secondary sources of data collection (Malak et al., 2013). The

national pre-primary curriculum, curriculum and curriculum framework of the other countries were also reviewed for this study. In the study, data had been collected in both ways.

3.7.1 The Process of Curriculum Review

First, the researcher thoroughly went through the National pre-primary curriculum of Bangladesh between the lines. Then the pre-primary curriculum of India, Hong Kong, Australia and Singapore was reviewed through a thorough curriculum review guideline (Chance & Peck, 2015 & Virginia Department of Education, 2007) in order to get the idea of a global perspective. In addition, related literature on children with disability, inclusive education, and practice of curriculum in the classroom was studied to understand the current trends and perspectives of the pre-primary curriculum in the context of inclusion to get the minimal view of global perspectives towards inclusion.

The constitution of Bangladesh, EFA (1990), Salamanca declaration (1994), CRPD by the United Nations, Operational framework for pre-primary education (2008) by DPE, National Education Policy (2010), Person with Disabilities Rights and Protection Act- 2013, Neuro-developmental Disability Trust Act- 2013, Integrated/Special Education Policy except for NDD-2018 (Draft) are also studied to get a proper and clear inclusive lens to review the national pre-primary curriculum. All these documents provided a concrete sense of the review of the pre-primary curriculum showing what was included in the curriculum already and what was needed to be included furthermore to make the curriculum more inclusive for all. Then the provision of the pre-primary curriculum of Bangladesh, specific focus on the issues related to disability and inclusion, and the flexibility of the learning-teaching strategy and assessment were reviewed with the inclusive lens in order to answer the first three research questions.

3.7.2 Document analysis

The researcher reviewed conventions, laws and policies for children with disability in Bangladesh and many other developed and developing countries.

Table: 3.5

The Domains of Documents for Analysis

Related Document	Content
National Pre-primary Curriculum of Bangladesh	<ul style="list-style-type: none"> - Aims and objectives pre-primary education - Principles of pre-primary education - Main principles for Learning-Teaching Strategies -Teaching-learning materials, supplementary materials - Instructions for parental involvement - Instructions for assessment - Techniques for successful curriculum implementation - Instruction for Inclusive Education
Teachers' Guide	- Guideline for teaching at pre-primary level
Textbook, workbook	- Textbook and workbook of the pre-primary class
Documents	<ul style="list-style-type: none"> - The constitution of Bangladesh - EFA (1990) - Salamanca declaration (1994) - Convention on the Rights of Persons with Disabilities (CRPD) - Convention on the Rights of the Child (CRC) - Operational framework for pre-primary education (2008) by DPE - National Education Policy (2010) regarding pre-primary level - Person with Disabilities Rights and Protection Act- 2013 - Neuro-developmental Disability Trust Act- 2013 - Integrated/Special Education Policy except for NDD- 2018 (Draft)

	<ul style="list-style-type: none"> - Language policy (languages used while teaching and learning, use of sign language, use of Braille, other alternative/augmentative communication); - Curriculum policy (any special curriculum, any guideline to support children with developmental delays, provisions regarding promotion to next grade, any part of the national curriculum disallowed for certain groups, any additional curriculum entitlement); -Teacher education policy for teaching students with disabilities -Policy on qualifications required of any specialist teachers for children with disabilities
Curriculum Review (International Perspective)	- Review of the pre-primary curriculum and the curriculum framework of India, Hong Kong, Australia, Singapore and USA.

3.7.3 Procedure of Data Collection from the Field

In order to find out how the class teachers were conducting the learning-teaching activities and practising at the pre-primary level, an observation schedule was prepared for the classroom observation to observe the learning-teaching activities in the pre-primary classroom conducted by the class teachers. At the pre-primary level, five consecutive classes of the class teacher were observed to assemble in-depth data on teaching-learning activities, assessment process, and engagement of children with special needs in classroom activities along with play and games. After completing the five classroom observations, the researcher conducted an interview with the class teacher at the teacher's suitable time without hampering regular school routine. The class teachers were interviewed on an open-ended interview schedule regarding their learning-teaching activities and differentiated learning-teaching strategies, instruction and

assessment methods for the children with special needs in the classroom. When the teacher's interview was completed in a selected school, the researcher conducted another interview of the head teacher with the open-ended interview schedule regarding his/her initiatives and providing instruction to the pre-primary class teacher in regard to the inclusion of the children with special needs in the classroom and the school. After finishing all these activities in all selected schools, the researcher analysed data initially to explore the hindrances of the children with disabilities for the participation in learning-teaching activities and the assessment procedure of the all learner specially for the children with disability for inclusivity. In order to understand and create the right opportunity for the children with disability at the pre-primary level, an open-ended interview was conducted with the experts in the respective fields. The experts were selected through purposive sampling. The researcher presented the facts and challenges from the schools' findings to the experts in order to get their input on how to meet the needs in these respective areas. The experts were interviewed individually at their convenient times. The researcher suggested and did some modifications in the area of learning-teaching activities, assessment process, provisions addressed to the issues related to disability and inclusive education and again discussed/shared with the experts. Based on the findings from document analysis, empirical data, and experts' opinions; the researcher made some recommendations at the end of the study.

3.8 Data Analysis

The data gathered from a number of documents review and fieldwork were analysed qualitatively using a thematic analysis approach. Collective data provided a picture of existing provisions in the curriculum that address the issue of children with disabilities, learning-teaching strategies and assessment methods in an inclusive context. The data also showed the qualities

and shortcomings of current curriculum practices used by class teachers and head teachers in these five different schools.

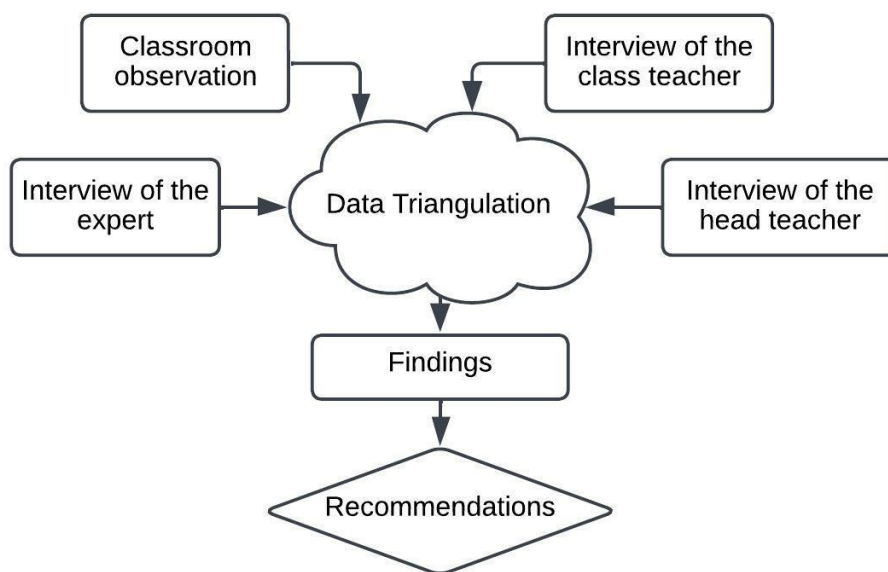
The study followed a systematic way of data analysis. In qualitative research, the transparency of the analysis is a crucial factor. It means that the researcher would provide necessary information step by step on how the analysis was done, which could provide a visible insight to other readers (Stenius et al., 2017). Soon after collecting data, the researcher interpreted them on the same day they were collected. The data gathered from classroom observation, class teachers' interviews and head teachers' interviews to answer the research question were analysed thematically. According to the data collecting tools and responses of the respondents, themes and subthemes were identified by the researcher for thematic analysis. Following each theme, data collected from classroom observation were correlated with class teachers' interviews and head teachers' interviews. Several sub-themes were derived from those themes, and they were also described according to the responses. Classroom contexts were highly prioritised while explaining every theme and subthemes. Respondents' opinions were also mentioned in the form of quotation form and were required to support the themes and subthemes. Although the number of respondents was not too large to represent the whole scenario of the country, the in-depth and detailed data derived by the researcher using the research tools and respondents were able to answer the predefined research question.

The researcher used data triangulation techniques while analysing data to explore the answer to the research questions from different contexts (Kuper et al., 2008). It involved the acquisition of data collected from different sources, such as classroom observations, interviews with class teachers, interviews with head teachers and the interview with experts to describe major findings from the study (Tan, 2019). The triangulation of the data was used to ensure the

correlation among the different sources of data. Classroom observation helped the researcher to get data from the real scenario of the learning-teaching strategy and assessment methods practised in the classrooms to triangulate data with the responses of class teachers and head teachers during the interview. Moreover, observing five classrooms of the class teacher ensured the possibility of a more realistic scenario. The class teachers' interviews provided an opportunity to get detailed explanations about the teachers' activities in the classroom in several contexts. Besides, findings from head teachers interviews were correlated to classroom observation and class teachers' interviews to get an explanation about learning-teaching activities and the participation of the children with disability in the classroom activities in the classroom. Alongside, opinions and recommendations of experts mostly reflected the findings from the other three tools. The data triangulation technique is shown in Figure 3.3.

Figure 3.3

Levels of Data Triangulation



3.9 Data Coding

Coding is important to analyse data and make it clear to other researchers. This research coding procedure (Orwin & Vevea, 2009) was followed carefully in a planned and specific way. Coding is a part of qualitative research. In the study, data were coded by the consecutive number. In this study, data were coded by consecutive numbers. Data coding is shown in Table 3.

Table 3.6

Data Coding

Categories	Area of school	Coding number
School	Cantonment Thana, Lalbagh Thana, Dhanmondi Thana, Mirpur Thana, Gulshan Thana	GPS1, GPS2, GPS3, GPS4, GPS5
Class teacher	Cantonment Thana, Lalbagh Thana, Dhanmondi Thana, Mirpur Thana, Gulshan Thana	CT1, CT2, CT3, CT4, CT5
Head teacher	Cantonment Thana, Lalbagh Thana, Dhanmondi Thana, Mirpur Thana, Gulshan Thana	HT1, HT2, HT3, HT4, HT5

Experts were selected purposefully for the study. They had interviewed with an open-ended interview schedule. Excerpts were from early childhood education, disability, special education, curriculum, and inclusive education for this study. The expertise of the expert are following,

Table 3.7*Coding of Experts*

Area of expertise	Coding Alphabet
Special education, disability, curriculum, inclusive education	Expert A
Early childhood education and curriculum	Expert B
Inclusive education, early childhood education, disability and curriculum	Expert C
Curriculum, early childhood education and inclusive education	Expert D
Disability, special education, and inclusive education	Expert E

All of the selected experts had versaille expertise in the field of selected areas. Such as the expert in the field of special education, also expert in disability, curriculum and inclusive education. Again the experts in the field of inclusive education, also had expertise in early childhood education and curriculum. For this qualitative research, experts were coded alphabetically.

3.10 The matrix of research methodology

The research design matrix, which is a systematic method for planning a research study that consists of the goal, objectives, definitions, variables, method and tools of the study. In the research design matrix, the components of the study fitted into rows and columns systematically. Furthermore, as a result, the research design matrix encapsulated the research design and what the researcher intended to do. Logic and reasoning were materialised in the research study from the beginning of the planning process that developed based on the arrangement of the various concepts involved (Choguill, 2005). The matrix of the research methodology is shown in the table 3.8.

Table: 3. 8*The Matrix of Research Methodology*

Objective	Source/Participants	Method	Tools
To investigate the existing provision in the pre-primary curriculum for the children with disability	Pre-primary curriculum, class teacher, head teacher, and experts	Review of relevant documents, interview of class teacher, head teacher, and experts	Document review guideline, Open ended interview schedule
To explore the inclusivity of the curriculum for the children with disability	Pre-primary curriculum, head teachers, class teachers, experts and children including children with disability	Review of relevant documents, teacher's interview, head teacher's interview, expert's interview, classroom observation	Document review guideline, observation schedule, open ended interview schedule
To what extent learning-teaching strategies are practised in the classroom for the children with disability	The head teachers, class teachers, all children including children with disability	Classroom observation, class teacher's interview, head teacher's interview.	Observation schedule, open ended interview schedule

3.11 Ethical Consideration

It is essential to follow research ethics to ensure that the research work does not harm the participants or the environment (Archer, 2019). Similarly, the researcher followed some

procedures, such as obtaining participant consent, maintaining confidentiality, appropriately interpreting data, and securely storing data (British Psychological Society, 2013). A letter was provided to the school's HT about the purpose and significance of the study and also mentioned the respondents' identity to remain classified for their social context. Informed consent was taken from the head teacher, class teacher, and the parents of the children before they participated in the study. Furthermore, the children were also part of classroom observations, so verbal consent was also taken from the children before the classroom observation. It was also mentioned to the participants that they had the full right to conclude their participation anytime whenever they wanted during the study. In this study, data were collected by giving thorough concentration and importance to the participants. At the time of classroom observation and interview and more in the paper, entirely concerned not to state anything associated with participants' cast, religion, sex, ethnicity, and cultural issues. During the expert interview, it was maintained that the participants would not feel any discomfort taking part in this research. The interview took place wherever and whenever the expert felt comfortable answering the questions. Sincere gratitude was also expressed verbally and in black and white to all the participants in the study, providing valuable time and active participation. The researcher also ensured the privacy and confidentiality of the collected data to the participants. Thus, the participants felt free and safe to participate in the study.

3.12 Limitations

It is essential to document the limitations regarding this study. Data was collected from the government primary schools (GPSs), not from other schools such as newly nationalised primary school (NNPS), non-government organisation (NGOs), non-government schools, kindergarten, mosque based schools or others. The study was conducted in schools of Dhaka

district only. Though the government primary schools have some similar rules, regulations and practises all over the country, there were also differences regarding areas, infrastructures of the schools, qualifications and training of teachers and some other aspects. Therefore, the findings from the study might not be generalised for the whole country. Another limitation of the study is that teachers' factors were not analysed, such as age, gender, educational background and teaching experiences, which may impact the ways they conduct the learning-teaching strategy in their pre-primary classrooms.

Chapter Four

Analysis and Findings

Chapter Four: Analysis and Findings

This chapter presents the predominant findings from the collected data through a qualitative analysis process. The researcher collected data from the respective areas and participants and then analysed to get the answers to all research questions. The study also considered a good amount of detailed information from the secondary data gathered from the literature review relevant to the pre-primary curriculum, inclusivity, learning-teaching strategies, assessment, and inclusive education for children with disabilities. The research findings investigate the existing provisions regarding special needs and disability in the pre-primary curriculum, differentiated practices of the learning-teaching strategies and assessment methods practised in the pre-primary classrooms. The researcher collected data through classroom observation, teachers' interviews, head teachers' interviews, and experts' interviews for this study and gathered from fieldwork were analysed qualitatively using the thematic analysis approach. Furthermore, the researcher included an inclusive learning matrix as per experts opined. The analysis of curriculum and major findings are described below according to the themes derived from the collected data.

4.1 Analysis

Pre-primary curriculum in Bangladesh is based on Early Learning Development Standards (ELDS) which are expected standards of achievable knowledge, skills and behaviour for children of one-eight years. The ELDS had been developed for monitoring early childhood development programs as well as to assess child development and their learning progress. According to ELDS, the child development process had been categorised into four domain areas, such as i) Development of bodily motion and ability for movement ii) Development of social and Emotional Skills iii) Development of Language and Communication Skills and iv) Cognitive

Development. These four domains had been further divided into eight learning areas. These were the following,

1. Bodily motion and ability for movement
2. Social and emotional
3. Language and communication
4. Pre-mathematics
5. Creativity and aesthetics
6. Environment
7. Science and technology
8. Health and safety

Several achievable competencies were specified for every domain of learning mentioned above. Again, more than one learning outcome, learning-teaching strategy and planned activity had been identified for every achievable competency. More than one learning outcome could be achieved through a particular planned activity. Similarly, one learning outcome could be acquired through more than one planned activity.

The researcher reviewed the achievable competencies, learning outcomes, planned activities, and learning-teaching strategies in the curriculum to explore the inclusive context of the curriculum as per the experts opined regarding learning activities mentioned in the national pre-primary curriculum, which could be practised in classroom learning-teaching activities where necessary and appropriate for the children with disability as per the need of the learners. The adaptive and modified activities toward effective inclusion in the context of Bangladesh for the children with special educational learning needs (children with disability) are shown in Table 4.1.

Table: 4.1*Curriculum Review*

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
1. Bodily motion and ability for movement	1.1. The child will be able to move & walk, run, play, do physical exercises & take part in various activities	1.1.1 Be able to move & walk keeping balance (walking on uneven path, walking on one foot, walking when blindfolded, jumping, walking up & down, walking in a zigzag course, stopping suddenly & changing direction) and be able to run	Teaching strategy should be adapted with relevant/appropriate/need based/peer support/sighted guide/equipment for children with Visual Impairment.
		1.1.2 Be able to take part in daily chores (putting in order the books etc. pouring water in pots & watering plants, taking bath, etc.)	For children with NDD teaching strategy should address/include individual support, task analysis and reinforcement

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		1.1.3 Be able to play local and other games	Few games highlighted (Dariabandha, Shatchara, Dorilaaf) are not appropriate for children at the pre-primary level along with VD, HD and NDD. Latim game is pretty much dangerous whereas interactive games and peer centric indoor games like Loodu, Rumal Khoja, Openti Baouscop, Kanamachi, Passing the Pillow would be more preferable for their development.
		1.1.4 Be able to undertake different physical exercises	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	1.2 The child will be able to hold, draw and make different things	1.2.1 Be able to hold properly pencils, eraser (Rubber), Chalk, painting brush, etc.	For special needs these skills have to be supported by teacher or/and peer with special support for children with VD.
		1.2.2 Be able to draw with the help of crayon, pencil & paint brush and paint	For special needs these skills have to be supported by teacher or/and peer with special support for children with VD.
		1.2.3 Be able to hold, sort out and arrange freely small pieces of stones (pebbles), seeds, blocks	Special need children will require guided support of peer as well as teachers.
		1.2.4 Be able to make toys with clay or pulp as they wish (freely)	Safety Scissors for children should be used along with guided support of teacher as well as peer for free play with clay or pulp.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	1.3 Will be able to work using the different sense organs and their coordination	1.3.1 Be able to do different works using eyes and hand and their coordination	For special needs these skills have to be supported by teacher or/and peer with special support for children with VD.
		1.3.2 Be able to tell the characteristics of different things by touching but without seeing these	Children who are hyper sensitive (autism) has to be carefully addressed while conducting these activities.
		1.3.3 Be able to identify different odours by smelling them.	Children who are hyper sensitive (autism) have to be carefully addressed while conducting these activities.
		1.3.4 Be able to see closely things, scenes or events	Special need children will require guided support of peers as well as teachers.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		1.3.5 Be able to identify different types of food by taste (sweet, hot, sour, bitter, saltish)	Children who are hyper sensitive (autism) have to be carefully addressed while conducting these activities. Children with VD will require guided support from teachers as well as peers.
		1.3.6 Be able to identify the sources of sound by listening	Children who are hyper sensitive (ASD) has to be carefully addressed while conducting these activities. Children with VD will require guided support from teacher as well as peer.
<p>‘Bodily motion and ability for movement’ is important for a child’s growth, gross-motor and fine-motor activities. The curriculum had emphasised the physical activities at the early level of education, which is essential, according to the experts. However, the physical activities and proper growth of the children with disability should be focused on as per their needs and ability. The class teacher should consider the child’s present condition and plan effective physical activities, exercises, play and games for the children with special needs.</p>			

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
2. Development of Social and Emotional Skills	2.1 Children will be able to communicate and behave with the seniors by adhering to social manners, customs and norms.	2.1.1 Will be able to form the habit of saluting seniors.	For NDD and VD children, teacher will guide the student through physical and verbal prompt alongwith roleplay.
		2.1.2 Be able to exchange greetings	During role play, teacher will initiate with assurance the proper participation for children with special needs.
		2.1.3 Be able to exchange views with seniors (talking, expressing feeling)	
	2.2 Children will be able to come together in the company of friends and others of equal age	2.2.1 Be able to play in the company of class-fellows and others of equal age	As a facilitator teacher will motivate and encourage the children to include SEN during play and other group activities.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		2.2.2 Be able to demonstrate cooperative attitude to class fellows and others of same age	During playing (all children) different patterns of behaviour can be taught e.g., Turn taking, waiting, conversation and friendship.
		2.2.3 Be able to make friends at various places (homes, school, play ground) and be able to maintain relations with two or more friends	Children with SEN will gradually be able to generalise their behaviour pattern at school, home as well as other places.
	2.3 Children will be able to live together through acquiring social qualities	2.3.1 Be able to obey leadership	As a facilitator, teacher will motivate and encourage the children to include VD, HD during role play and other group activities.
		2.3.2 Be able to acquire leadership qualities	As a facilitator, teacher will motivate and encourage the children to include VD, HD during role play and other group activities.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		2.3.3 Be able to resolve minor conflicts	
		2.3.4 Be able to show attitude of accepting difference of opinions	
		2.3.5 Be able to acquire the mentality of accepting the differences/distinctiveness & diversity of class mates.	Teacher will address the difference among children in classroom through story telling (Pictorial) to accept the differences among classmates.
		2.3.6 Be able to express one's likes & dislikes	
		2.3.7 Be able to perform different works through cooperation & sharing.	Teacher's proactive facilitation to engage children with SEN in group activities (eg. tiffin sharing) will enhance their cooperative and sharing skills.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		2.3.8 Be able to adapt oneself to the environment of home, class, school and other places.	Any adaptation especially for children with NDD requires more time, patience, encouragement, reinforcement with long term support from peers, teachers as well as caregivers.
	2.4 Children will be self conscious, be able to control themselves, be able to show emotion	2.4.1 Be able to express normally one's own feeling & emotion (anxiety, fear, love, outburst, liking) to others through different media.	Most children with autism and ADHD are characterised with problems expressing their feelings and emotion. Teacher should apply Positive Behaviour Analysis (PBA) to foster appropriate behaviour.
		2.4.2 Be able to provide to others information about oneself orally.	
		2.4.3 Be able to express one's own ideas & opinions	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		2.4.4 Be eager to take responsibility and be able to carry out responsibility.	
		2.4.5 Be able to acquire a sense of self respect.	
		2.4.6 Be able to express himself/herself in a controlled manner through self restraint in any condition (e.g., Without fighting when angry, when afflicted with sorrow.)	
		2.4.7 Be able to listen to the complete instructions with attention and patience before starting a work.	Children with ID will able to take part in this activity with help of peers and HD with will need body gestures and prompt to start work.
	2.5 Children will become conscious of the sense of values	2.5.1 Be able to express regret if he/she has given trouble to some body or has committed mistake	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		2.5.2 Be able to distinguish between good-bad.	
		2.5.3 Be able to praise good work	
	2.6 Children will be able to cultivate Bangladeshi Culture and Tradition	2.6.1 Be able to show respect and love to the National Flag.	With proactive facilitation from teacher and peer, children with SEN will be stable (someone has to hold the child and stand) while they will show respect to the National Flag.
		2.6.2 Be able to show respect & love to the National Anthem	With proactive facilitation from teacher and peer, children with SEN will stand (someone has to hold the child and stand) and sing while they will show respect during the National Anthem.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		2.6.3 Be able to take active part in celebrating the national days	
		2.6.4 Be able to participate actively in various social events/festivals.	
		2.6.5 Be able to show interest in the Bangladeshi dresses, foods, fruits, roots.	
		2.6.6 Be able to take part in local games enthusiastically	
		2.6.7 Be able to participate spontaneously in local/popular rhymes, songs & dance	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
<p>According to the curriculum, the ‘Development of Social and Emotional Skills’ has been considered the second domain of learning. The achievable competencies have focused on acquiring social skills, making friends, culturing behavioural skills, expressing emotions, and cultivating culture and tradition. The children with disability would be in need of intensive support from the class teachers, parents and peer groups, especially for those with NDD and slow learners. Proactive facilitation from the teacher as well as prompt and PBA would be helpful for the children with special needs in order to acquire the learning competencies that have been described under this domain.</p>			
National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
3. Language and Communication	3.1 Children will be able to receive and understand the meaning/idea (seeing &	3.1.1 Be able to follow oral instructions (order, request, advice)	Children with SEN will be able to follow simple oral instruction through physical and verbal prompt alongwith roleplay.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	listening) and express the power of understanding (speaking or physical gestures/body language)	3.1.2 Be able to answer short questions	Children with SEN will be able to answer simple questions either orally or through sign, with guidance.
		3.1.3 Be able to listen to short stories & reproduce these in own words	Since children with SEN specially Autism, NDD and HD have problem in listening, the stories have to be simple and presented through task analysis. The stories should be presented in simplified pictorial form. e.g. The sequence of the story, Crow and the Pitcher, cover page will introduce crow and pitcher with written words. Next page the illustration of the pitcher will be transparent showing the low water level which the crow could not reach to drink.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		3.1.4 Be able to identify objects after listening description about these	
		3.1.5 Be able to identify and understand the meaning of unknown words through hearing.	
		3.1.6 Be able to tell about the familiar objects, pictures or scene	With proper guidance, children with SEN will be able to tell about simple and familiar objects and pictures.
		3.1.7 Be able to recite rhymes, sing songs and tell stories	Children with SEN will be able to recite rhymes, sing songs through physical and verbal prompt along with role-play.
		3.1.8 Be able to speak clearly and in audible voice	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		3.1.9 Be able to use the proper tenses [past, present & future] while expressing ideas	
		3.1.10 Be able to take active part in conversations and group discussions	Children with SEN should be involved in all type of conversations and group discussions.
		3.1.11 Be able to speak sentences using new words.	
		3.1.12 Be able to complete & narrate a story left incomplete	
		3.1.13 Be able to tell the names of the days in a week	It is possible for children with SEN to identify weekdays when presented with specific activities relevant with the days.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	3.2 Children will be able to read (pre-reading)	3.2.1 Be able to identify the different sounds heard in the immediate environment	It is possible for children with SEN to identify different sounds relevant within the immediate environment through one to one interaction (Teacher-Peer-Caregivers).
		3.2.2 Be able to separate sounds and words from the sentences	
		3.2.3 Be able to identify the same sounds and words	
		3.2.4 Be able to frame different sentences using the same words	
		3.2.5 Be able to separate the sounds from the words	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		3.2.6 Be able to identify the same types of sounds	
		3.2.7 Be able to form different words using the same sounds	
		3.2.8 Be able to identify the symbols of sound (letters)	
		3.2.9 Be able to identify letters from words	Children with SEN will be able to identify letters from word with the guidance of teachers, peers and caregivers.
		3.2.10 Be able to read small & easy words composed of two or three letters	Children with SEN will be able to read small and easy words with one to one guidance (teacher, peer and caregivers).

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		3.2.11 Be able to tell (read) continuous stories or fables based on pictures	
		3.2.12 Be able to use books (holding a book, turning pages, going from left to right, from up to down	Some of the children with SEN will be able to use books, turn pages, and understand the concept of right and left, up and down with physical and verbal prompts.
		3.2.13 Be able to identify his/her written name.	Children with SEN will be able to identify their written name tagged with illustrations of flowers or other familiar pictures. This will help the children to be conditioned with the images of their names.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		3.2.14 Be able to identify/read different symbols/signs	Children with HD, SEN will be able to identify or will know about different symbols/signs for their daily life skills through continuous support and guidance from their teachers and caregivers.
	3.3 Children will be able to write (pre-writing)	3.3.1 Be able to scribble freely	Some of the Children with SEN will require guidance from teachers and peers.
		3.3.2 Be able to make pattern/draw shape/body	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		3.3.3 Be able to draw pictures as they like and paint	Children with SEN and HD might be able to draw simple pictures and colour them. For children with VI the pictures must have thick outlines so that they can do the colouring within the line drawing. e.g. when colouring a different shape, the shape can be drawn with a coarse outline that would help the children with VD to do the colouring.
		3.3.4 Be able to draw pictures/objects/diagrams/scene by looking at these	Children with SEN and HD might be able to draw simple pictures/objects/diagrams/scenes by looking at these. For children with VD the pictures must have thick outlines so that they can do the drawing within the line drawing.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		3.3.5 Be able to write own name by looking at it	Children with ID, ASD, VD, HD will require support to develop prewriting skill- scribbling, imitating and coping up (horizontal/vertical/circular direction) and gradually they will develop writing skill with physical prompt.
		3.3.6 Be able to write the symbols of sounds (letters)	Children with SEN and HI might be able to identify the letter instead of writing with intense pedestrian guidance of the teacher, peer and caregivers.
		3.3.7 Be able to write familiar simple words composed of two or three letters	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
<p>‘Language and Communication Development’ has been considered the third domain of learning according to the curriculum. The achievable competencies have focused on understanding the meaning, idea, expressing the power of understanding physical gestures, body language and acting accordingly. To Differentiate various sounds of nature and animals, tones of the voice have also been emphasised under this domain along with the pre-reading and pre-writing. To acquire these competencies, class teacher and parents should provide support and facilitate intense guidance and prompt for the pre-writing, pre-reading, and differentiating of various sounds for the children with ID, ASD, VI, HI and slow learners. Teachers must have abundance of patience to work with the children with disability as well as appropriate parental guidance or the guidance from the caregiver and assistance from the peer group might accelerate the children’s performance in order to obtain the achievable learning competencies.</p>			

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
4. Pre-Mathematics	4.1 Children will be able to acquire mathematical concepts	4.1.1 Be able to mark right-left, small-big, more-less, short-long, fat-thin, light-heavy	Children with SEN, HD will require support to develop right-left, small-big, more-less, short-long, fat-thin, light-heavy concept from the teacher, peer and caregivers.
		4.1.2 Be able to mark in-out, up-down, front-back, high-low, far-near	Children with SEN, HD will require support to develop in-out, up-down, front-back, high-low, far-near concepts from the teachers, peers and caregivers.
		4.1.3 Be able to arrange objects according to their sizes & shapes (big, small, medium)	Children with SEN, HD will be able to sort out shapes and sizes with support. For children with VD they will require clue (raised dot, board pin can be fixed for them to feel the shapes through touch) to understand and identify various sizes and shapes (big, small, medium) with the help of teacher and peer.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		4.1.4 Be able to classify different things according to their colour, shapes & sizes (round, with three angles & with four angles)	Children with SEN, HD will be able to sort out the colour but for shape and sizes they will require support. For children with VD they will require clue (raised dot, board pin can be fixed for them to feel the shapes through touch) to understand and identify various sizes and shapes (big, small, medium) with the help of teacher and peer.
		4.1.5 Be able to guess & measure using real objects	
	4.2 Children will be able to acquire the concepts of numbers	4.2.1 Be able to count 1-20 real objects	Children with special needs might be able to count 1-5 or a little beyond with the help of real objects with guidance.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		4.2.2 Be able to count 1-20 by looking at pictures	Children with special needs might be able to count 1-5 or a little beyond with the help of real objects with guidance.
		4.2.3 Be able to count the numbers 1-20 [From small to large, large to small]	
		4.2.4 Be able to recognize the number symbols 1-9	Children with disability will be able to recognize the number of symbols 1-5 with intensive guidance.
		4.2.5 Be able to match any number of real objects upto 1-9 with their number symbols	
		4.2.6 Be able to match any number of semi-concrete objects (pictures) upto 1-9 with their number symbols	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		4.2.7 Be able to acquire and express the simple concept (notion) of zero (0) and recognize its symbol	
		4.2.8 Be able to recognize the symbols of the numbers 10-20	
		4.2.9 Be able to match the number symbols 10-20 with any number of concrete objects upto 10-20	
		4.2.10 Be able to match the number symbols 10-20 with any number of semi-concrete objects (pictures) upto 10-20	
	4.3 Children will be able to write numbers	4.3.1 Be able to write numbers 1-20	Children with HD and VD will be able to write number 1-10 with guidance.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		4.3.2 Be able to write any numbers 1-20	Children with HD and VD will be able to write any number from 1 to 10 with guidance.
	4.4 Children will be able to compare numbers	4.4.1 Be able to find out moreless by counting concrete and semi-concrete objects upto 1-20	Children with ID and slow learners will be able to do with abundance support from the 1-5 with concrete cue than class teacher will practise with semi-concrete objects.
		4.4.2 Be able to compare any two numbers upto 1-20	
		4.4.3 Be able to arrange any five numbers upto 1-20 in ascending and descending order	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	4.5 Children will be able to acquire the concept of addition	4.5.1 Be able to add using concrete & semi-concrete objects (sum not to exceed 9)	Children with VD and HD will be able to do simple addition using concrete and semi-concrete objects where children with SEN will require intensive guidance from the teacher and caregivers as well as peer.
		4.5.2 Be able to add two 'one digit' numbers (the sum will not exceed 9)	Children with HD and VD will be able to do additions of one or two digits with support.
		4.5.3 Be able to solve mathematical problems involving addition (sum not exceeding 9)	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	4.6 Children will be able to acquire the idea of subtraction	4.6.1 Be able to subtract with the help of concrete & semi-concrete objects (no number will exceed 9)	Children with VD and HD will be able to do simple subtract using concrete and semi-concrete objects where children with SEN will require intensive guidance from the teacher and caregivers as well as peer.
		4.6.2 Be able to subtract two numbers each consisting of one digit (no number exceeds 9)	Children with VD and HD will be able to subtract two numbers each consisting of one digit where children with SEN will require intensive guidance from the teacher and caregivers as well as peers.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		4.6.3 Be able to solve real-life problems involving subtraction (no number will exceed 9)	Children with VD and HD will be able to solve real-life problems involving subtraction where children with mild and moderate SEN will require concentrated guidance from the teacher and caregivers as well as peers.
<p>The fourth domain of learning that the pre-primary has mentioned is 'Pre-mathematics'. The achievable competencies that have been emphasised by the curriculum in acquiring mathematical concepts of numbers, addition, subtraction and comparing the numbers. According to experts, intensive guidance from the teacher and caregivers as well as peers would be needed in acquiring the concepts of addition and subtraction for the children with mild and moderate SEN. Further, children with disability would be able to do through real-life examples, and the curriculum should be modified and adapted as per the needs of the learners with SEN.</p>			

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
5. Creativity and Aesthetics	5.1 Children will be able to show creativity and aesthetic sense through arts and crafts work	5.1.1 Be able to draw the pictures of different materials with their background (scene)	Children HD will be able to draw. Children with mild SEN will require proper and effective guidance to draw the pictures with background scenes. Children with VD must need thick outlines to draw and do the colouring within the line drawing.
		5.1.2 Be able to make different things (e.g. dolls, flowers, fruits, etc) with the help of easily available materials in the immediate environment	Children with HD will be able to make different things with the help of the teacher and peer group.
		5.1.3 Be able to draw the National Flag	Children with SEN and HD will be able to draw the National Flag with the guidance of the teacher. Children with VD will be able to draw the National Flag with raised dots.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	5.2 Children will be able to show creativity and sense of aesthetics through rhymes, dancing, singing and acting	5.2.1 Be able to make stories and tell the same in groups	Children with VD will be able to make stories and tell in the group where children with HD will be able to tell stories with visual cue. Children with SEN will require intensive guidance from the teacher and caregivers to tell the stories.
		5.2.2 Be able to present rhymes, poems & stories through acting & gestures	Children with SEN, HD and VD will be able to present rhymes, poems and stories through acting and gestures with modelling (Physical and Visual prompt).
		5.2.3 Be able to sing local, popular songs and other songs pleasing to the children in tune with rhythm	Children with SEN, VD and HD will be able to sing the local songs along with other children in the classroom.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		5.2.4 Be able to perform local, popular and other dances in tune with rhythm	Children with SEN and HD will be able to perform local, popular and other dances in tune with rhythm with all. Children with VD will require hand to hand peer support to dance.
		5.2.5 Be able to recite local, popular & other rhymes & poems pleasing to the children	Children with SEN, HD and VD will be able to recite rhymes with the proper guidance from the teachers.
		5.2.6 Be able to sing the National Anthem	Children with SEN, HD and VD will be able to sing the National Anthem with proper guidance of the teachers. Teachers will support some students to stand along with children with Autism and ADHD during the National Anthem to show respect.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		5.2.7 Be able to know about the common musical instruments	Children with SEN and HD will be able to know musical instruments by seeing and children with VI will use their hand to get the idea of these shapes along with sounds.
	5.3 Children will be able to show sense of aesthetics in different works of daily life	5.3.1 Be able to keep oneself neat, tidy & clean & be methodical (neat & clean, dresses, articles of daily use, furniture)	Children with SEN, HD and VD have to understand the concept of tidiness and cleanliness with support of the teacher and caregiver. Gradually through physical and verbal prompts they will improve their skills.
		5.3.2 Be able to keep the things of own use in order	Children with SEN, HD and VD will require intense support to keep the things of their own use in order.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
			<p>‘Creativity and Aesthetics’ has been considered the fifth domain of learning according to the curriculum, which is derived from the Cognitive Domain of ELDS. The achievable competencies have focused on acquiring an aesthetic sense of arts, crafts, rhymes, dancing, singing, and acting as well as through different work in daily life.</p> <p>According to experts, intensive guidance from the teacher, caregivers and peers would be needed in acquiring the concept of tidiness and cleanliness as well as, through physical and verbal prompts, they could improve their skills. In addition, children with mild SEN would be required proper and effective guidance to draw the pictures with background scenes, and children with VD would be able to do with thick outlines to draw and do the colouring within the line drawing. Further, visual cues might help to make stories and tell in the group for the children with HI.</p>

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
6. Environment	6.1 Children will be able to know about the various things & events in the environment	6.1.1 Be able to identify and name the constituents of the surrounding environment e.g. flowers, fruits, fishes, birds, animals, trees, water, soil, vehicles, the moon, the sun.	Children with SEN, VD, HI, ADHD will be able to identify the surrounding constituents with the help of Teacher, Caregiver and peers.
		6.1.2 Be able to recognize the elements of the physical environment-crop fields, forests, hills, rivers, sea	Children with SEN, VD, HD, ADHD will be able to recognize the crop fields, forest, hill, river and sea through pictures and internet with the help of teacher and caregiver.
		6.1.3 Be able to tell about the different events/occurrences of the natural environment-rain, flood, storm, earthquake, etc.	Children with SEN, VD, HD, ADHD will be able to tell about rain, storm as well as flood. They will require motion picture (video) to get the idea about earthquake and other natural calamities.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		6.1.4 Be able to identify the things belonging to oneself own home, own school, be attentive to these objects	Children with SEN, HD, ASD, ADHD, VI will be able to identify the things belonging to oneself, own home, own school. To make them attentive to these objects, intensive guidance will be required from teacher's and caregiver's end.
		6.1.5 Be able to tell about the members of one's own family and near relations [father-mother, brothers-sisters, grandparents (both paternal & maternal), aunts (paternal & maternal)]	Children with SEN and HD, VD will be able to tell about the members of one's own family. They might need special care from their teacher as well as a caregiver to tell them about near relations.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		6.1.6 Be able to find out the general characteristics of the various animals (3) in the immediate environment	Children with SEN and HD, VD will be able to find out the 03 general characteristics of the various animals in the immediate environment with proper observatory mechanism and appropriate guidance of the teacher and caregiver.
		6.1.7 Be able to tell the differences among the seasons the summer, the rainy season and the winter on the basis of their peculiarities	Children with HI, VD, SEN, ID will be able to tell the different characteristics of summer, rainy and winter seasons with guidance of the teacher and caregivers.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		6.1.8 Be able to identify the different parts of the 24 hour day separately-morning, noon, afternoon, dusk, night.	Children with SEN, HD, VD, ADHD will be able to identify the different time of a day through a daily schedule of activities. e.g. morning is the wake up and school-going time, noon is bathing and lunch-time, at evening they will play games and at night they will take supper and go to bed.
	6.2 Children will be able to conserve the environment	6.2.1 Be able to keep the environment clean	Children with HD and VD will be able keep the environment clean where children with ID, ADHD will require concentrated guidance to clean the environment through hand on learning by doing.
		6.2.2 Be able to participate in the activities relating to the conservation of the environment	Teacher will lead the children with SEN, ID, ADHD, VD, HD to the environment conserving activities through demonstration e.g. tree plantation and its maintenance.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		6.2.3 Be able to be attentive to the plants & herbs and birds & animals	Teacher and caregiver will modeling and demonstrate the attentiveness toward plants, herds, birds and animals to children with mild and moderate SEN, VD, HD and practise with them repeatedly.
<p>The sixth domain of learning that the pre-primary has mentioned is ‘Environment’. The achievable competencies that the curriculum has emphasised were acquiring the knowledge of various things and events in the environment and conservation of the environment. The intense care and guidance from the teacher, caregivers and peers would help the children with SEN, VD, HD, and ADHD to identify the surrounding constituents. According to the experts, the children with HD and VD would be able to keep the Environment clean, whereas children with ID and ADHD might be required concentrated guidance to clean the Environment through hand-on learning by doing.</p>			

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
7. Science and Technology	7.1 Children will be able to become science-minded	7.1.1 Be able to collect information through observation & discussion	When the skill can be taught in a natural environment through direct hands-on experience. For children with VD teaching should be through touch.
		7.1.2 Be able to classify, compare and present the information on the basis of different characteristics	
		7.1.3 Be able to guess, explain and draw conclusion on the basis of experience	For the Children with HD, and HD the process of explanation should include body gestures.
		7.1.4 Be able to explain the relationship of cause and effect in simple events	Children with HD, SEN, mild ID will be able to explain the sunshine-and-shade, leaves move when wind blows, light appears when switch is put on with guidance of teacher and caregiver.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		7.1.5 Be able to solve simple problems	Children with HD, mild SEN can solve simple activities/problems e.g. basic shape (circle, square, triangle etc.) with intensive guidance of the teacher and caregiver.
	7.2 Children will be able to know about inanimate objects, living creatures, plants & animals	7.2.1 Be able to differentiate inanimate objects from the living beings	
		7.2.2 Be able to distinguish between plants and animals	Children with VD will need assistance from the peer to distinguish between plants and animals.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	7.3 Children will be to know about the technologies used in our daily life	7.3.1 Be able to tell about the advantages of using the technologies which are prevalent and known throughout the country (radio, T.V. Clock, mobile phone, computer, threshing machine for paddy, pump for irrigation)	Children VD, HD, ID will need special care from the teacher, peers and parents. They will know, tell or express about the advantages using various technologies if they are presented one by one and provide sufficient time to understand.
		7.3.2 Be able to recognise the common implements/equipments used in daily life	
	7.4 Children will be able to acquire elementary ideas about the information and	7.4.1 Be able to know the names of and identify a few information and communication technologies (radio, TV, Computer, Mobile phone)	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
	communication technologies	7.4.2 Be able to tell the use of various information and communication technologies.	Children VD, HD, ID will need special care from the teacher, peers and parents. They will know, tell or express about the advantages using various technologies if they are presented one by one and provide sufficient time to understand.
<p>‘Science and Technology’ has been considered the fifth domain of learning according to the curriculum, which is also derived from the Cognitive Domain of ELDS. The achievable competencies have focused on that the children acquired the knowledge of science, the technology used in daily life activities and elementary ideas about the information and communication technologies. In order to obtain these learning competencies, the necessary technologies need to be presented one by one and provide ample time to understand and practise for the children with SEN, especially for VD, HD, ID, ASD, slow learners and PD.</p>			

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
8. Health and Security	8.1 Children will be able to do daily tasks relating to health, and form the habit of eating and resting	8.1.1 Be able to tell the names of the various body parts and their functions	Children with VD will need support from peer group or class teacher during naming the body parts and their functions. To many information should be avoided for the children with ID, ASD and slow learner.
		8.1.2 Be able to brush the teeth, wash hands, comb the hair, cover the mouth while coughing and use toilet, trim the nails regularly	Children with physically challenged will need support from the peer and teacher to brush the teeth, wash hand, comb hair.
		8.1.3 Be able to identify different types of food	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		8.1.4 Be able to separate different types of food items (rice/bread/loaf, fishmeat/pulse, fruits-roots, vegetables)	Children with VD and ID can perform this activities in time with proper care and assistance from peers and teacher.
		8.1.5 Be able to wash hands before meals and eat on his/her own regularly and wash hands after eating	Children with ID will need support in the continuous process from peers and teacher to practise washing hands before and after meals.
		8.1.6 Be able to cleanse and wash his/her own plate before and after eating	
		8.1.7 Be able to cover the food in clean pots/containers	
		8.1.8 Be able to wash the fruits & roots before eating	

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		8.1.9 Be able to take rest for a specified period at a designated time	
		8.1.10 Be able to know about some common diseases	
	8.2 Children will be able to develop the habit of living safe and risk-free	8.2.1 Be able to identify the dangerous things or the sources of danger like fire, electrical implements, medicines, insecticides, broken pieces of glass, knife, scissors, chopper, matches, pool, tank, etc	Children with VD, ID and autism need special support handling these dangerous things from the teacher and parents on a regular basis.
		8.2.2 Be able to follow the general rules of safety & security and abide by these while using roads, vehicles, crossing roads, walking outdoor.	Children with SEN and VD, HD, ID, ASD will need intense support while using roads, vehicles, crossing roads, walking outdoors.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
		8.2.3 Be able to identify the persons whose help can be sought in case of danger/dangerous situation and ask for assistance when needed in such a condition	
		8.2.4 Be able to refrain from taking toys, chocolate, money, etc. from strangers	Children with ID will need assistance from peer groups, teachers and family members refraining from taking toys, chocolate or money from strangers.
		8.2.5 Be able to adopt precautionary measures as per the dictates of adverse situation	Children with SEN will need help from the teacher and parents to adopt precautionary measures as per the dictates of adverse situations.

National Pre-Primary Curriculum			
Domain of Learning	Achievable Competencies	Learning Outcome	Review/findings
			<p>The pre-primary curriculum has discussed eight domains of learning: Health and Safety. The achievable competencies that have been emphasised in the curriculum are doing daily tasks related to health and living safe and risk-free. In order to acquire these competencies, proper support and assistance would be needed from the peer and teacher, such as brushing the teeth, washing hands, and combing hair. Children with ID, ASD, CP, VD and HD would need guidance to cross the road, take help from strangers and identify dangerous tools like knives, scissors, and choppers.</p>

4.2 Findings

According to the analysis, based on the objectives and to answer the research questions, the major findings are described below according to the themes derived from collected data.

4.2.1 Existing Provisions

In order to answer the first research question, the researcher reviewed the pre-primary curriculum thoroughly. The curriculum was conceived for the normal children and discussed the guideline regarding the learning-teaching strategy, implementation and dissemination procedure, and assessment strategy for them. However, the curriculum provided some significant provisions, addressing some important issues for children with disabilities. These provisions were derived from the People's Republic of Bangladesh constitution, which recognised education as a basic human right. The Government has framed laws and laid down educational policy guidelines for ensuring the realisation of every child's right to education. Though the country has achieved remarkable success in the field of primary education, in the case of ensuring the educational rights of the children with special needs, no significant progress has been recorded. Then along with various national commitments, Bangladesh has also declared oneness of identity with the Salamanca Charter, 1994 what was adopted in the UNESCO Educational Conference held in Salamanca, Spain (UNESCO, 1994). The Government had taken initiatives in this respect and formulated the Bangladesh Disabled Persons Welfare Act, 2001, later incorporated with the Persons with Disabilities Rights and Protection Act, 2013, which was passed by the members of parliament and the President of Bangladesh. The National Education Policy, 2010 has also emphasised the importance of education for disabled children. As a result, while conceiving the pre-primary curriculum, children with special needs have been considered very seriously.

There are provisions innate in the curriculum about infrastructural changes in the school. The classroom activities also should be such as will facilitate the socialisation of the children with disability. Furthermore, the provisions also consist of instructional materials and teaching aids. The learning-teaching strategy should be structured to make it easier for children with disabilities to be socialised and independent. More importantly, there is a provision in the pre-primary curriculum that the trainers of the pre-primary teachers should be trained in special education. So, the class teacher could be trained to engage with the children with disability in the pre-primary classroom. So, there are several provisions in the pre-primary curriculum that address the issues of children with disabilities.

From the interview with the head teachers from all selected schools, the researcher found that the HTs were not sure that they had seen the national pre-primary curriculum. Four out of five interviewed head teachers stated that they might not have the printed copy of the pre-primary curriculum in their school, and another HT did not know that there was a printed copy pre-primary curriculum in school or not. The HT2 said, “I have kept a printed copy of the primary curriculum in my school but I am not sure that there was a printed copy of the pre-primary curriculum in my school.” The head teachers and class teachers both commented that they were not aware of the existing provision in the pre-primary curriculum regarding the inclusion and children with disability. However, they all thought that there were some provisions that included children with disability and inclusivity.

4.2.2 *Children with Disability*

The curriculum addressed special needs children “having some kind of disability, impairment or handicaps physical, mental, intellectual, visual, and hearing in nature, which creates hindrance on their way of receiving education in the educational institutions meant for

their normal peers. Children with mild and moderate types of disability are encouraged to participate at pre-primary level in the country. So, children with physical disability (PD), intellectual disability (ID), attention deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), learning disability (LD), slow learner, downs' syndrome, cerebral palsy (CP), visual disability (VD), hearing disability (HD), speech disability (SD) were included in these category that the curriculum stated according to the experts. However, the curriculum suggested that such disabled children can get education services with other normal children in the schools if they can be offered some kinds of special aid/assistance to cross over their barriers. So, irrespective of the disability, children have the right to be enrolled in the pre-primary classroom, and the school must welcome them. Instead of enrolling children in the inclusive education, HT3 said,

Children with disability are facing challenges to be enrolled in the mainstream education system. They should be enrolled in the special education system with proper care and guidance. The schools are not ready yet to welcome the children with disability.

However, the experts suggested some important findings from the pre-primary curriculum regarding the provisions regarding the children with disability. The Expert A and Expert E were not only concerned about children with severe and profound types of disabilities but also concerned with the philosophy of inclusive education. Inclusivity must not ensure if there was label for the enrollment for the children with disability. According to Expert E,

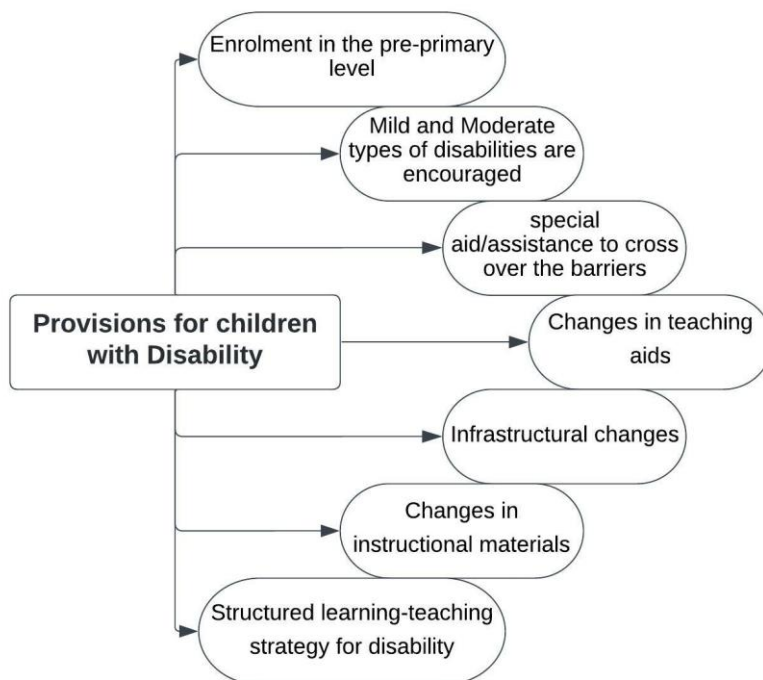
In the pre-primary curriculum, there should not be labelled the children with disability in regard to their mode of severity. As a national document, there could have just addressed the children with special needs or children with disability. From the labelling, it has appeared that severe and profound types of children with disability have already been

excluded from the education system. Though our government is positive towards disability, the personnel who were reliable for the curriculum formation might not be aware of the proper inclusion. Besides, many developed as well as developing countries have already incorporated full guideline in their curriculum for the children with disability in their provision.

The following figure 4.1 provides a clear picture regarding the provisions on the children with disability.

Figure: 4.1

Provision in the Pre-primary Curriculum for the Children with Disability



Three experts opined that the curriculum suggested bringing the mild and moderate types of disabilities into inclusive education, but there was no discussion about the children with severe and profound types of disability. There was no instruction in the pre-primary curriculum about where they should or would get the opportunity to be enrolled in the education system. The

children with mild and moderate types of disabilities are encouraged to be enrolled, but the children with severe and profound disability are not discussed in the pre-primary curriculum. Two of the experts suggested a full guideline in regards to all types of disability in the pre-primary curriculum for effective inclusion. However, all experts agreed that it was a good initiative that the national pre-primary curriculum included provisions on disability and inclusion.

All of the pre-primary CTs said that they knew the term 'inclusive' includes the children with disability. The teachers did not know the terms of ADHD, Learning Disabilities, and Slow Learners. They only knew about hearing disability, speech disability, visual disability, intellectual disability, Physical disability. They were unable to differentiate the children with Autism Spectrum Disorder and ID. One of the head teachers (HT2) could not differentiate the concept of ID and Autism as s/he considered both of them similarly.

4.2.3 Focus on Inclusion and Disability

The GOB was committed to create scope for the standard pre-primary education which needed to be started from the pre-primary level. As per the pre-primary curriculum, the government was also concerned that 3.5% of the children were out of the fold of primary education. The fundamental human right of all children to receive basic education was not ensured properly. So, the curriculum needed to focus especially on the issues related to the disabilities and inclusion.

The Government has considered the recent educational research in the field of inclusive education, and found that all children from diversified backgrounds, including disabilities, need the opportunity of inclusive education. The National pre-primary curriculum specifically focused on the issue related to disability and inclusion through incorporating a separate chapter about

inclusive education in the pre-primary curriculum to include the children who were excluded from mainstream education. The pre-primary curriculum designed a superstructure for inclusive education. In the superstructure, the curriculum embraced four areas. Along with gender and equity, vulnerable children, children from small tribes, the children with special needs also being focused specially.

The rationale of inclusive education also revealed that every child's participation is important to bring out the good result in social, cultural and economic fields and the total development of the children. According to the pre-primary curriculum, children with special needs have been considered very seriously during the curriculum formulation. As a result, equity and equality among all learners have been emphasised in preparing textbooks, teachers' guides, and teaching aids/materials. Such as the class teachers can facilitate the participation of the disabled children in the classroom activities by choosing proper learning-teaching strategies, techniques and planned activities.

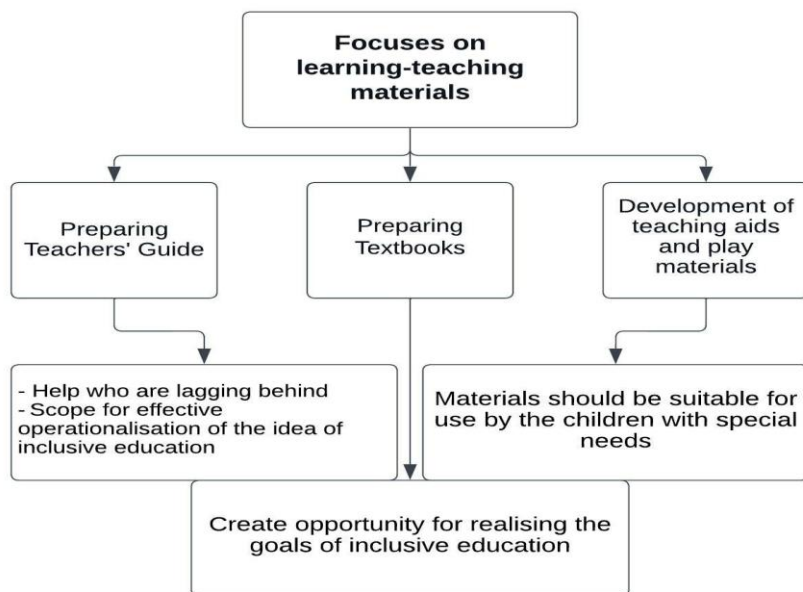
In the chapter, 'Guidelines for Developing Learning-teaching Materials', the pre-primary curriculum has focused on the inclusive education in teachers' guide, textbooks, teaching aids and digital contents. The learning-teaching materials are the main vehicles of the curriculum, and the curriculum has focused on this part and provided direction for inclusive education. As per the curriculum, teachers' guide is one of the basic learning-teaching materials. In the curriculum, there was a focus on the preparation of teachers' guides in regard to disabilities and inclusion, such as throwing ideas on how to ensure mastery learning by offering remedial to the learners who are lagging behind from the other children in the classroom. Furthermore, there is also a focus on suggesting effective scope for the effective operationalisation of the idea of inclusive education.

Another basic component of the learning-teaching materials not only at the pre-primary level but also at any other level of the education system, is the textbook which is prepared for the learners. The pre-primary curriculum has focused on these educational materials. It has provided direction that the textbook lesson should be written and compiled keeping in view the children's ability, interest, capacity, and mental maturation. In addition, there should be a focus on creating opportunities for realising the goals of inclusive education.

Along with the textbook, the other teaching-learning materials are learning-teaching aids, digital content and playing tools. The proper use of the right teaching aids and playing tools accelerate the attainment of the learning outcomes. In this regard, properly linking the presented activity with just teaching aid is a very effective step. The curriculum has also mentioned inclusion in digital content. The curriculum has stated that during choosing, selecting, and preparing the teaching aids and playing tools or objects, the class teacher should innovate the materials. According to this part, class teachers are independent of innovating the necessary equipment which could be useful for children with disability and inclusive education. Furthermore, the pre-primary curriculum has focused specifically on the issues related to disability, saying that "materials should be suitable for use by the children having special needs". So, when selecting and choosing the teaching aids and playing objects, teachers need to be focused on the usefulness of the disabilities. The following figure can draw a summary of the discussion about the issue related to disabilities and inclusion in learning-teaching materials.

Figure 4.2

Focuses on the Issues Related to Disabilities and Inclusion in Learning-teaching Materials



Likewise, the learning-teaching materials, the curriculum also focused on the assessment procedure. Assessment is important to test the learning progress of the child and his/her total development and take the necessary matter. In order to assess the child's learning progress, it is relevant to know the child. For that reason, the pre-primary curriculum has significantly focused on children with special needs. The curriculum mentioned, "To identify the children who have special needs, and arrange proper care and nursing". From this statement, it is clear that the class teachers need to identify if there are any children in the class with disabilities or the other learning difficulties which hinder inclusive education, and it is one of the important objectives of the assessment.

Further, the pre-primary curriculum has also focused on the school infrastructure for the children with disability. Infrastructure is an important issue for accessibility towards inclusion. Accessibility in the toilet and playground have been focused in the curriculum. The infrastructure of the toilets and playgrounds should be disabled-friendly for the children with disabilities

especially physically disabled. The curriculum also proposed the collaboration of the respective stakeholders (e.g., teachers, trainers of teachers, members of SMC, parents, guardians, and community) for proper inclusion.

Three of the experts pointed out that it was a good initiative to include a particular chapter in the pre-primary curriculum focusing on the issues relating to disability and inclusion. According to an Expert E,

Through combining a chapter on inclusion and disability that means that the government was concerned about the burning issues of inclusive education for the children with disability. That was certainly a good start for a developing country. Nevertheless, for the proper inclusion, it is essential to create a scope in regard to the disability in each and every area of the curriculum with adequate guidelines and directions instead of a separate chapter.

The expert also showed concern that the teachers' guide and the textbook are not addressing disability for the proper inclusive education. They suggested that the textbook be in braille and audio version for the children with visual disability.

4.2.4 Flexibility in Learning-teaching Strategy

The learning-teaching strategy is one of the topmost important components of any curriculum. The proper use of the tasks and the strategies that are identified to assist in achieving the specified learning outcomes in various contexts and situations helps the learners acquire the competencies desired in the curriculum. Various initiatives are launched for appropriate use of these tasks and strategies with a view to ensuring the successful implementation of the curriculum. The national pre-primary curriculum has already ensured flexibility in learning-teaching strategies along with the assessment process for the children with disability in the chapter on inclusive education.

Children with intellectual and physical disabilities are generally deprived of education and are socially backward. It has been already mentioned earlier that the matter of education of the children with disability has been considered very seriously while developing the pre-primary curriculum. However, the teaching-learning strategies, learning requirements and learning outcomes have been framed for the children who are considered normal, but the flexibility can be ensured during practice towards the children with disability. The curriculum has provided the opportunity for the class teacher that they can facilitate the participation of the disabled children in the classroom activities and teaching-learning process by choosing proper learning-teaching strategies, techniques and planned activities. In order to ensure the flexibility in the learning-teaching strategies, the curriculum also stated an example. According to the pre-primary curriculum,

A child with disability for bodily movement may not be in a position to develop motor skills to the level of normal children, but such a child can be given more importance in other class activities, like composing a continuous story, narrative. Instructions should be there in the teachers' guides on the use of learning-teaching programmes and planned activities pertaining to disabled children.

So, it is a clear statement by the curriculum to ensure the flexibility in learning-teaching strategies for the children with disability. The curriculum just provided an example for children with a physical disability. However, from the statement, it is clearly understandable that flexibility needs to be ensured in the learning-teaching strategies for all kinds of disabilities, such as children with ID, HD, VD, ADHD, ASD, LD, as well as slow learners. The curriculum also focused on the flexibility regarding the participation of the children with disability in the co-curricular activities. The children will take part in the co-curricular activities besides the

curricular activities as per their capability and choice. The class teacher will create a comfortable and secure environment for their active participation. The curriculum has also stated that the instructions should be incorporated in the teachers' guides regarding the learning-teaching strategy and planned activities pertaining to the disabled children, and the class teacher will be the key role player. The class teachers are constituted by the curriculum to ensure the flexibility to ensure the active participation of the children with disability in the learning-teaching activities.

Along with the teachers' guide, ensuring flexibility, there are clear instructions on preparing the learning materials and selecting teaching aids in the pre-primary curriculum. The learning materials and the teaching aids needed to be selected in order to ensure equality for disabled children along with other (normal) children. Details about learning-teaching material and teaching aids have already been mentioned earlier when answering the first and second research questions. From the answers, it has been clear that class teachers have the flexibility in choosing, selecting and even preparing the learning-teaching materials and teaching aids for the children with disability along with the other children in the classroom.

Further, according to the curriculum, it has been stated that to ensure the flexibility in the learning-teaching strategies, the contents of the textbooks are needed to be selected and prepared to develop the empathy and friendship of other children toward the disabled children. The authors and the editors of textbooks should exercise wisdom and care in this regard. The curriculum also has shed light on the language of presentation in the textbooks and illustrations with pictures/diagrams that should depict the positive aspects of disabled children so that their mainstreaming would be easier. In addition, The personnel who will prepare the workbooks, materials and teaching aids should convey the notion and positive impressions about the children with disabilities.

4.2.5 Flexibility in Assessment Process

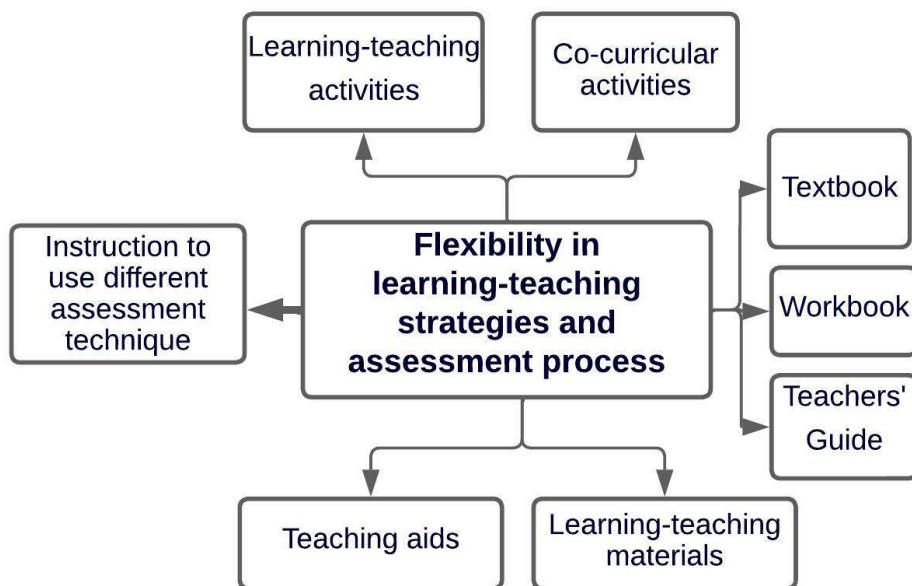
The pre-primary curriculum not only ensured the flexibility regarding the learning teaching strategies but also the assessment method. Assessment is an important component of understanding the progress and measuring the performance and competency of the learners. The curriculum has proposed criterion-referenced assessment for the children at the pre-primary level. But to ensure the flexibility, exceptional assessment techniques could be possessed in some special cases for children with disability suggested by the curriculum. Before administering any assessment technique, the overall condition of the children with disabilities needs to be considered properly. In order to provide flexibility in the assessment process, the curriculum clearly stated that, “It will be difficult for the children with special needs to continue their education in the mainstream school if their achievements are assessed by using traditional tools and methods.”

The curriculum has also proposed that the guidelines should be provided in the curriculum document on the use of special techniques for the assessment of learning of the children with special needs so that these children could sustain their education along with other normal children in the mainstream.

The following figure 4.3 shows the areas of flexibility in the pre-primary curriculum in learning-teaching strategies and assessment process at a glance.

Figure: 4.3

Areas of Flexibility in Learning-teaching Strategies and Assessment Process



From the classroom observation and class teachers interview of all selected schools, there were no differentiated assessment techniques observed and found to ensure the flexibility in the assessment processes. The teacher provided the written task to all and observed who were involved in the activities and who were not. The children usually finished the task and ran to the teacher for feedback and praise. Most of the time, the teacher checked randomly, and children who performed well regularly in the classroom activities got prioritised by the teacher. Children with disability always are counted as they will understand slowly by the time, and class teachers would not consider different kinds of assessment procedures for them.

Regarding the different assessment procedures, in the Expert E's opinion, it was proposed that the teachers needed to prepare a case study discussed with parents and the concerned family members of the children with disabilities. The parents were more experts than anyone in the world of his/her children. They knew their child from the very first day of birth. So, with the

collaboration of the parents, the class teacher needed to be well aware of the child's strong side and weak side. The experts emphasised on what kind of incentive was effective for the particular disabled child, and what did he/she like and dislikes? The assessment technique might vary from child to child. The teachers had to be trained in this regard.

4.2.6 Learning-teaching Activities

From the factual conversation mentioned above in themes, it is crystalline that the pre-primary curriculum has contained provisions on disability, focused on the issues related to disability and inclusion, as well as, to some extent, ensured the flexibility in the learning-teaching strategies and assessment process. Now, it is essential to find out, during teaching, how relatively the learning-teaching strategies ensured the inclusivity in the pre-primary classroom to reply to the research question four. This research question can be answered from the classroom observation and interview schedule with the class teachers and head teachers.

The researcher has already mentioned that the issue of equity and equality among all children, including disabilities, has been highlighted and emphasised in preparing learning-teaching materials for inclusivity. Learning-teaching materials are crucial for the pre-primary level activities, including TG, textbooks, workbooks, teaching aids, and playing objectives.

4.2.6.1 Teachers' Guide. Teachers' guide is a substantial material that helps teachers conduct learning-teaching activities in the pre-primary classroom. According to the curriculum, the teachers' guide will provide scope to operate inclusive education effectively. From the interview with teachers, there were no specific guidelines or content to involve children with disability in the learning-teaching activities. Class Teachers from all selected GPSs mentioned that they did not find any instruction or guideline in the TG to engage children with disability actively in the learning-teaching activities. CT2 clearly stated that,

There is a child in my classroom who has a problem with arm (PD) and can not write properly. I looked into my TG to find any activities for the child or any other instruction regarding classroom activities specifically... but did not find anything.

In answering the probing question, how did you conduct the learning-teaching activities then? CT2 replied that she monitored the child closely, made a sitting place nearby, and helped with handwriting. However, during the classroom observation, CT2 could not able to focus on the particular child with the handwriting due to the overnumbered (45) children in the classroom. Instead, it was observed that the other child who sat next to did help with the handwriting.

Expert A suggested that creating special arrangements thinking betterment of the children, such as sitting arrangement near CT, asking another child to help the children with disability, actually labelled the children toward exclusion and provided the idea that there was a necessity for special support for the child. Instead, expert A suggested that the class teachers could create an environment for better learning like using twin track strategy, not specifically for the children with disability but for all learners.

On the other hand, Experts B and Expert C expressed their opinion that teachers only had 15 days of training. It was the better option, for now, to engage children with disability to make a closer sitting arrangement and provide peer help. At Least, the child could learn how to do social interaction by getting help from a peer.

Experts D opined that the detailed instruction on how to make the learning-teaching activities more inclusive that need to be provided in the TG. According to the Expert A and Expert D, the TG needed to be reviewed by the expert personnel in the field of disability, inclusive education and the early childhood education specialist before piloting and finalising for the distribution.

4.2.6.2 Textbook and Workbook. The curriculum has suggested creating opportunities for realising the goals of inclusive education while preparing the pre-primary textbooks and workbooks, but from the interview of the CT, all of them informed to the researcher, that they did not find any contents and activities in the textbook and workbook that can be useful for learning-teaching activities in the classroom for the children with disabilities. So, they relied on the traditional learning-teaching activities in the pre-primary classrooms. During the classroom observation in all GPSs, it was found that CTs focused on the textbook and workbook related activities, such as reading the story, reading after the teacher, reciting poems from the textbook, writing the number from 1 to 10, matching the letters with pictures, writing five letters, fill in blanks with missing letters. The children of the pre-primary classes completed given tasks and rushed toward the CTs for feedback. Most of the time of the class passed by assessing the given task. No differentiated task was found for the children with disability. In GPS1, it was found that a hyperactive child was laying down on the floor and playing against the wall, but the CT1 overlooked the child during the written task. In GPS2, another child completed the written task of the child with PD.

The researcher also found from the five days of consecutive observation that all of the CTs told the children to look at the wall where various numbers and letters are painted and asked the children specifically by name and pointing out with a finger. The child with HD (GPS4) could not be able to answer in the first attempt due to hearing problems and noise in the class, and the child with VD (GPS3) faced difficulty seeing and went closer to the wall to answer the question, but the other children in the class answered the question before the child with VD replied. Then the CT3 asked another child.

Experts E suggested that if we could be able to ensure total participation of all kinds of disability besides mild and moderate, then the necessity of braille, audiobooks and other types of related materials will be prepared spontaneously. The teaching aids needed to be prepared as per it could meet the equity inclusion for the children with disability.

4.2.6.3 Learning-teaching Aids. From the classroom observation, the classroom lacked teaching aid and playing materials. No classrooms were found that were completed with four suggested material corners as stated in the TG; 1. Corner of imagination, 2. Corner of block and movement, 3. Books and drawing corner and number 4. Sand and water corner. The CTs mainly focused on the academic activities instead of letting the children engage in the playing and gaming activities. It was found that GPS5 locked the materials in the cupboard instead of keeping them in the open places. CT5 of GPS5 said, "These children studying in the government primary school come from very poor families. So, the children try to steal these colourful materials and take them home with them".

CT3 demoralised and forbade children to play with the sand and water because during the play with sand and water, they make the classroom dirty and muddy. CT3 stated,

I do not understand why there is a sand and water corner in pre-primary classrooms. The children always make the classroom muddy during the playing with sand and water. I have to omit these playing activities to keep my classroom neat and clean.

From the expert opinion (Expert 3) it was learnt that the play with sand and water enhance children with both fine and gross motor activities. It was not necessary to play with sand only. CTs were also instructed to use rice, pulse instead of sand. Besides, the CTs might do the sand and water activities outside of the classroom which could be more enjoyable for all learners including the children with disability.

4.2.6.4 Play and Game. Game is an integral part of the learning-teaching activities to grow socialisation. The researcher found from the classroom observation that children with physical, visual and hearing disabilities and intellectual disability were not active participants. Other children usually do not let them play or take them (children with disability) with them while playing, and class teachers usually ignore them. All of the CTs, during the interview, said that they always tried to engage the children with disability with other children in the playing activities. However, during the classroom observation and late from the interview, no significant activities were found from the CT's end for the children with disability.

On the other hand, children with hyperactivity always took active participation in all games. In GPS3 and GPS1, hyperactive children were running with other children in the 'Traincar' game and during stoppages at various stations for checking their hair, nail, and teeth; the child (GPS3) was observed riding a horse, and in GPS1, the child was playing with a tennis ball. Both CT (1 and 3) forbade the child to participate in the 'Train car', but the children did not listen to the teachers and retook part in the 'Traincar' game with other children. Then the CTs let the hyperactive children participate in the game.

In the classroom activities of the pre-primary level in GPS2, it was also found that during the playtime, a child with PD was not welcomed to take part in the game according to the class routine. Some children were playing with a ball, and when the child with PD caught the ball and tried to take an active part in the game, the ball was snatched away and told to play with some other children. When the child said to the teacher about the exclusion issue, the other children let the child participate in the game.

4.2.6.5 English lesson. There was no instruction regarding English in the curriculum and the textbook. But from the classroom observation the three CTs out of five, also focused on English. CT1, CT2, and CT5 wrote various alphabets A, B, C, D on the black board and drew pictures beside the letters. The children with disability also had to take part in English learning activities with other children. The CT2 said with proud that,

“There is English in the grade one level but the textbook and workbook contain no initial learning part on English. To keep my children advanced and in order to prepare them for grade one English, I also focus on English. Thus the children of this school are more advanced than any other school in this area.”

The teachers should take the initiative to create a favourable environment in the classroom that will encourage the normal children to accept the disabled children as their friends and classmates; the teachers should facilitate the active participation of the children with special needs in the co-curricular and cultural activities along with the normal pupils.

4.2.6.6 Addressing Children by Their Name. It is also observed that if the children with special needs were addressed by his/her name, provided attention to the class teacher and actively listened to the instruction. But teachers were not able to address the children with disabilities most of the time by name. And the teacher did not ensure the participation of the children with disability in most of the cases and overlooked the activities until any unwanted situation arose like violence or crying of any particular child.

Experts suggested that if children including disability were addressed by name regularly they felt like that they were in a home environment. In the home, children were always addressed by name. So, for creating a learning environment like home, children should be called and addressed by name in the classroom.

CT2, CT3 and CT5 said that they always address their children by name but at the pre-primary level it took longer than other classes because all of the children were new at this level.

4.2.6.7 Involvement of the Family. The role of the family side by side with that of the school is very important for child development and his/her learning at the pre-primary level of education. The child spends a critical phase of development and learning in the family up to five years of age. Even when the child comes to a pre-primary class, he spends only 2.5 hours in the school and remains with the family for the rest of the day. So the family has a great part to play in the teaching-learning activities. From the interview with the CTs and the HTs, it was found that the parents were not cooperative. Three out of five CTs and all HTs mentioned in their interview that parents could not provide quality time to their children in their children's learning due to low family income, always in search of income-generating activities. The communication and relation between the parents of the children with disability and the teachers, both HTs and CTs, were not effective. During the school observation in GPS 2, it was found that a guardian of a child came to the classroom and asked the class teacher to allow his child to be present at the class even an hour late. While interviewing the head teacher, she said,

“The guardians of this area are not concerned regarding the formal time schedule of the pre-primary classes. They always send their children whenever they want to”.

The HT2 also said,

“The attendance of the children with disability is always poor not only in the pre-primary level but also in other grades. The parents send their children irregularly which creates the educational gap of the learning-teaching activities. My CTs are always facing challenges to make the parents understand regarding the importance of daily presence in the school.”

Parents-teachers meetings used to take place on the school premises once a month, according to the HTs. But some of the parents of the children with disability came three or four days later and explained they did not know or could not make time to be present on that day. According to experts, there was a lack of continuous assistance from the parents in the school. Even the guardian never wanted to admit that there was any kind of disability in their children. Children with intellectual disability were explained by their guardians that everything would be fine after a certain period of time.

Most experts (four out of five) opined that the parents and other family members could provide the CTs with information about the child, such as likes, dislikes, particular aptitudes, skills, and weaknesses. That would give the teacher a complete picture of the child and could help the CTs to assist the child with disability in the learning process in the best possible way. As a result, the learning process within the classroom could become more meaningful, the relationship between the teacher and the family could be strengthened, and the child could feel secure at school as if s/he were at home. Alongside the efforts of the teachers, the parents and others in the family should render continuous assistance for the learning of the child. The family and the school could have a mutually complementary role to play in this regard.

4.2.6.8 Assessment. The children including disability were assessed on a regular basis, and their expected learning progress evaluated by the CTs. Assessment is essential for obtaining a clear picture of the child's learning progress. The pre-primary curriculum (2011) has stated that the assessment process should be informal and continuous. Both strategies needed to be used in a flexible way at the pre-primary level on the basis of children's performance.

From the classroom observation, the researcher found that class teachers asked questions to the class regarding some daily life issues (e.g. What day is it today? Which date is today? Who

did not brush his/her teeth before coming to school? Who ate breakfast today, raised hand? What did they eat for breakfast?) and children replied or/and raised their hands. The teacher also asked about children's hobbies, favourite foods, favourite flowers, favourite dresses, etcetera in the classroom and the children answered and participated in the discussion. It was also found that children asked the teacher about the teacher's hobby, favourite food, flower and dress and teacher replied too.

Children with visual (GPS3) and physical disabilities (GPS2) participated in this discussion, and hyperactive children answered in a loud voice and sought attention from the teachers. Sometimes the teacher provided attention and continued the discussion with the children with ADHD (GPS1 and GPS3), but most of the time, the teacher told that particular child not to shout in the classroom. But in different scenarios, the researcher also observed that children with hyperactivity participated politely after the teacher continued his/her discussion with the child.

Children with ID (GPS1), and HD (GPS4) face difficulty in participating in discussions with the CTs. From the classroom observation, the teacher asked the student with ID, HD, and repeated the questions, but with the answer, the class teacher was not satisfied. Children with HD with hearing devices answered to the teacher with the help of peers, but the child with ID did not answer properly. During classroom observation, three out of five CTs ignored these students intentionally and concentrated on the other children.

One of the teachers answered, "I am responsible for all students, no for the disabled children in my classroom only. It takes too much of my time to teach him/her than my other normal children". (CT5)

During the interview scheduled, CTs used observation, oral, written assessment strategy for all children whether with disability or not. CTs asked children to recite, write, draw in the classroom and evaluate the given tasks. Whereas the curriculum has instructed in regard to formal assessment methods, on the contrary, from the interview with the CT of all selected schools, they were practising year-end final examinations to upgrade the children in grade one from pre-primary level. However, they were well aware of the government rules regarding formal assessment procedures with no year-end examinations until grade three. Nevertheless, according to HTs interview, they conducted year-end formal written examinations at the pre-primary level, which was not mentioned in the curriculum. All of the HTs and CT stated that they knew the rules about no year-end examination at the pre-primary level. However, in order to keep the parents happy and satisfied, they (HTs) had to conduct the year-end examination. All the children in the pre-primary classes, including children with disability had to go through the written formal assessment procedure. There was no different assessment process for the children with disability and whatever they passed and failed in the exam, they upgraded to the grade one, except the parents wanted to keep their child in the same class which was found at GPS4. The parents contacted the CT4 and HT4 and requested that they wanted their child to stay in the pre-primary level for another year.

From the classroom observation and CT interview, it was found that three out of five teachers could not maintain the observation technique or table used for assessing the learners including disabilities. CT5 said that, “It is not possible to maintain an observation table for each child in the classroom. But I observed my child everyday”

CT4 was not able to complete the observation table due to 60 children in the class. CT4 stated,

“I have more than 60 children in my class. I have to maintain a tight routine schedule for my classroom activities. It is not possible for me to maintain the observation table for each of the children. But I usually take note on the attendance sheet if anything noticeable happens.”

During the interview, Four out of five experts commented that the year-end examination is not appropriate for children with disability as well as all learners at this readiness level. Another expert commented that due to lack of skill the CTs were not able to conduct the continuous assessment for the children with disability. Experts C and Expert E stated that the children with SD and HD faced challenges in oral assessment procedure. It is found that the class teachers did not use different assessment techniques instead of the oral assessment besides repeating the questions. Experts also stated that children with ID and ASD face serious challenges in oral and written assessment procedures. Because of their neuro-developmental disability, their brain could not perform as the others brain could. Even they could not able to provide attention to hear and listen to the instructions from the class teacher and could not enact accordingly in response to the teacher. The teacher needed to be remarkably patient in this regard in order to help the child with ID or ASD to make him/her understand the instruction and ensure active participation assessment procedure.

4.2.6.9 Activities in the Classroom. From the classroom observation, the researcher found that CTs of the pre-primary level provided individual tasks, group tasks, project work and role play. All CTs said that during the role play of ‘doctors’ all learners showed interest to take part including children with disability. Project work included cleaning the school premises once in a week and group tasks like making round shape, triangles in a group by holding each-other’s

hands. From the classroom observation children with hyperactivity found it so much exciting where the children with ID showed not much interest but both of them took part in the activities.

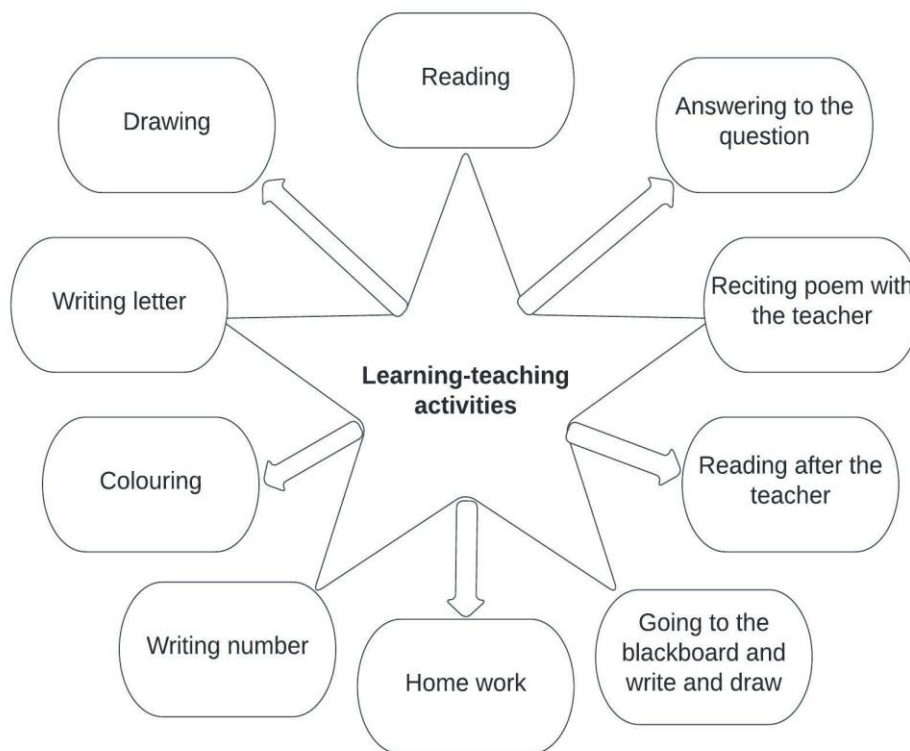
The researcher also noticed during the classroom observation that the CTs wrote on the blackboard and told children to write on the workbook. In GPS1 the child with hyperactivity did not listen to the CT1 and went out of the class and back after some times, but the teacher overlooked that. During the interview CT1 stated that, “I willingly did that. The child usually goes out and comes back after a while. If I go after the child for a chase the class will be disrupted.” On the other hand, in GPS3, the CT stated in interview that,

I usually provide some leadership tasks to the children with ADHD. I make the child class captain to observe the classroom activities and help other children who can not perform accordingly. The child happily helps the other children in various learning-teaching activities.

The experts also suggested that providing leadership based tasks, communicative and collaborative tasks during project and assignment based activities and team monitoring could help the ADHD to be engaged in activities in a positive and productive way.

Three of the experts suggested that teachers need to have the proper training on inclusive education in order to ensure the proper use of the teaching materials and encourage all children to take part actively in the learning teaching activities. The training needs to be incorporated from top management to down for the respective personnels. Fifteen days of training was not adequate. So, that might be a reason, that the teachers were practising traditional learning-teaching activities in the pre-primary classroom which was found from the classroom observations and CTs interview.

The figure 4.4 is shown the activities conducted in the pre-primary classroom.

Figure 4.4*Activities in the Classroom*

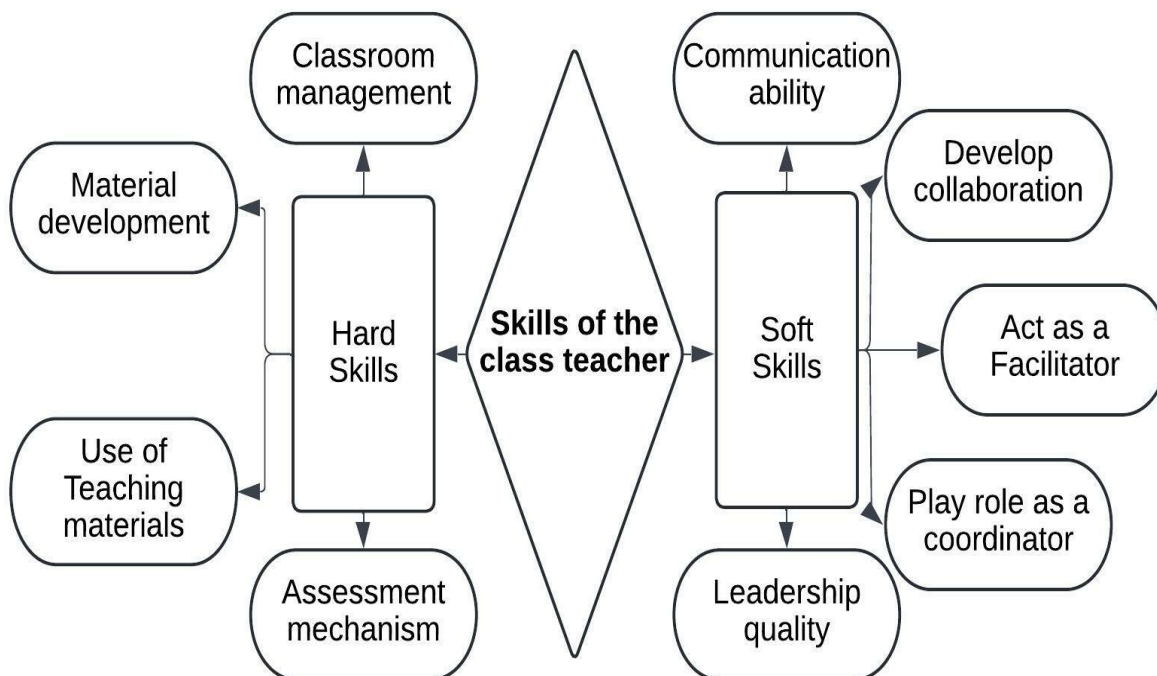
4.2.6.10 Teachers Training and Skills. From the classroom observation, the researcher found that the CTs had content knowledge on Bangla and Mathematics. In order to engage the children with disability, experts focused on pedagogical knowledge and pedagogical content knowledge. During the interview four out of five CTs stated that they repeated the instruction, made a closer sitting arrangement for the children with disability but could not mention any differentiated teaching activities to engage all learners in the classroom activities.

The experts focused on the pedagogical knowledge as well as pedagogical content knowledge for the class teachers of the pre-primary level to ensure proper inclusion. Expert A strongly suggested that the CTs should be skilled with both hard and soft skills in order to

conduct the learning-teaching activities for all learners, including the children with disability.

The hard skills included classroom management considering the children with disability, material development, and sufficient knowledge about the proper use of the teaching materials, and assessment mechanism that could meet the needs of all learners in the classroom.

Expert A, also described the soft skills. The soft skills included the communication ability that led to a total communication approach and assisted the learners through the multiple ways of communication, a positive approach to developing collaboration among all children. In addition, the learning-teaching activities of CTs not only deliver the knowledge but also act as a facilitator. CTs need to play the role of coordinator so that the learner would be able to be engaged in learning-teaching activities by themselves and able to do everything to achieve the learning outcome. The role-play as a facilitator would create an effective learning environment for the children with disability. The CTs must obtain leadership quality and be able to distribute the leadership quality among all of the children in the classroom, which is known as transformative leadership or distributive leadership. That could develop a fruitful learning environment for all. The figure 4.2 is given below addressing the soft and hard skills.

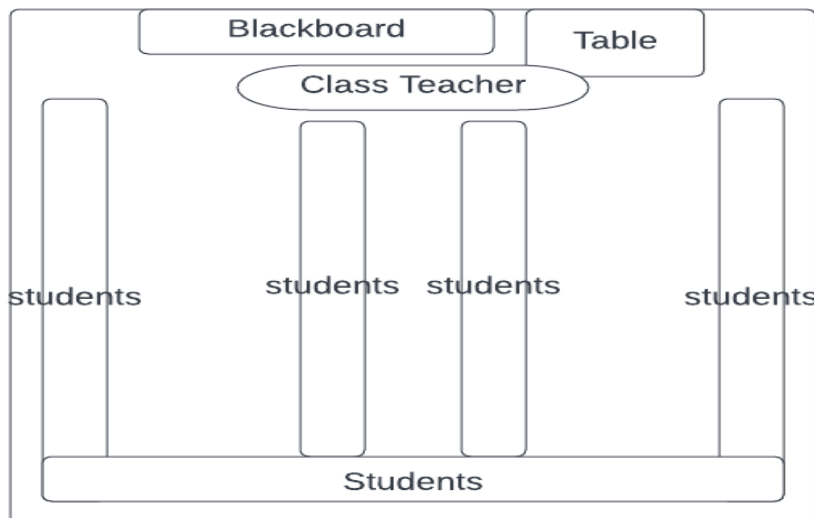
Figure 4.5*Skills of the Class Teacher*

The Expert A suggested making an individualised educational plan (IEP) for each child especially for the children with disability in the classroom. Where the CT with the help of parents will form an educational plan considering the strong side and weak side of the children with disability and focus on the strong side to overcome the weak side.

4.2.6.11 Classroom Settings. As per the national pre-primary curriculum (2011), the teachers-students ratio in pre-primary classrooms should be 1:30. The teaching-learning process has already been specified for achieving the curriculum objectives in a class where not more than 30 children were present at a time. If more than 30 children presented in the class, the class teacher would face problems in conducting the teaching-learning activities, and the scarcity of necessary teaching materials would create a hindrance to proper learning. For that reason, it was

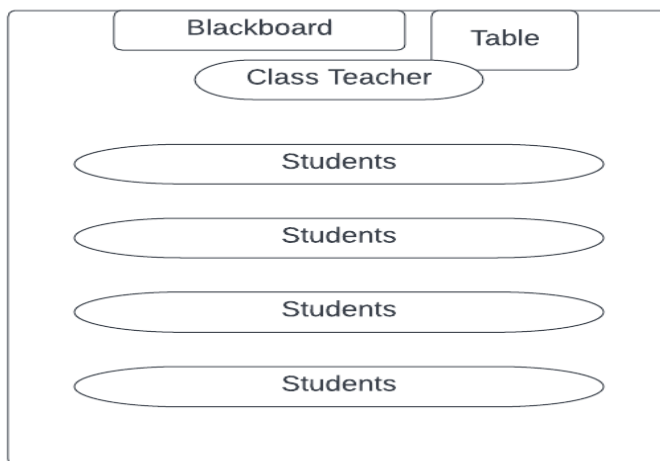
desirable that there should be a maximum of 30 children in a class. Another class needed to be opened if more than 30 pupils were admitted into a school offering pre-primary education. However, from the classroom observation, every GPS had more than 40 children in pre-primary classes. The GPS4 had more than 60 children in each of the classes. During the interview, the HT4 stated, “It is not possible for a government primary school to say no regarding the admission at the pre-primary stage. I have to enrol whoever wants to get admitted their children aged five plus at the pre-primary level in my school. There is pressure from local people.”

Due to overnumbered children in GPS4, the class teacher faced a challenge to involve all learners in the learning-teaching activities. The CT4 could not be able to provide special attention to the children with disability. There was a lack of learning-teaching materials and teaching aids in the classroom to ensure the active participation of all children, including the children with disability. The curriculum suggested a U-shape sitting arrangement that could facilitate the class teacher to observe all children and ample space in the middle of the class as well as an organised four learning corner as per the curriculum demanded. In order to ensure the sitting space for 60 children, the class teacher and school authority could not manage the necessary infrastructural modification of the classroom in regard to ensuring an appropriate activity-based learning environment. The class teacher said, “I can not manage the class all the time due to the outnumbered children in my classroom. There is noise all the time, and most of the time, I always have to shout to make the children understand my instruction. The sitting arrangement of 60 children is shown in Figure 4.6.

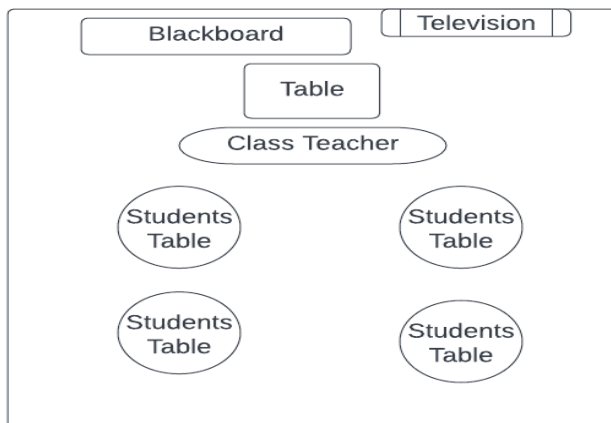
Figure 4.6*Sitting Arrangement for 60 Children*

From the figure, it is clearly observable that children in this classroom are facing a lack of space for their learning-teaching activities. Sufficient place in the classroom is an important component where all of the children, including the disabled, have space to move, play, and participate in play and game with peers.

In GPS2, there was a different sitting arrangement in the classroom. The children sat in a row in the Classroom like the traditional class and CT2 stood in front of the children and provided direction and instruction regarding the classroom activities. No particular sitting was found for the children with disability (PD) in the classroom. The Expert A opined that sitting arrangement should facilitate the effective learning environment for the children with disability where the traditional sitting arrangement might not ensure the active participation due to the lack of space in the classroom. In figure 4.7 the sitting arrangement is shown.

Figure 4.7*Traditional Sitting Arrangement in GP2*

According to a head teacher, the Plan International Bangladesh also helped the school authority and provided multimedia, television and other necessary furniture including chairs, tables as well as painted the classroom's walls. The sitting arrangement of plan funded pre-primary classroom was furnished. The sitting arrangement of plan funded school is shown in figure 4.8.

Figure 4.8*Sitting Arrangement of Plan Funded classroom*

The class teacher of the plan funded pre-primary classroom said, “Before the pandemic, I had a child with Autism in my classroom. The child pushed the chair of the other child who was sitting beside, and the child fell down on the floor with the chair and got hurt.” From the classroom observation, it was found that the child had a lack of playing space in the classroom for the furniture but the head teacher was happy with the classroom setting.

4.2.6.12 Learning-teaching Environment. The immediate environment of the child played a significant role in the teaching-learning strategy. Contrary to popular belief, a child's learning environment was limited to the school's four walls; in reality, it extended far beyond the school's perimeter. After family, the pre-primary school has considered as the first and most important learning environment for the child. At the stage of the pre-primary period, many studies discovered that the learning environment exerted an immense influence on the learning and child's psychology.

The class teachers illustrated that they conducted the learning-teaching activities in the classroom and outside of the classroom. However, from the classroom observation, there was a lack of space for the child as well as those with disability to play, jump, run hither and thither, imagine as the learners liked, and freely move in and out. Though in the learning-teaching process, the environment played a colossal role, the classroom environment was not adequate for effective learning-teaching activities. The classroom walls were coloured brightly and contained various letters and numbers, but the colour faded away. Schools were lack of learning aids in order to engage children in play, games and drawing activities. The experts suggested that children should have the regular opportunity to play and react with satisfactory educational materials and sufficient playthings in the classroom. The child's drawings, arts, and pictures could be displayed in the classroom to create his/her ownership over the classroom so that they

might consider the room as their own place exclusively. Experts A opined that, to feel safe, pleasant, secure and encourage the child to fly high in their (children) world of fantasy, the classroom settings needed to be relevant and overwhelming.

4.2.6.13 Role of the Teacher. In the learning-teaching activities of pre-primary education, the teacher must play the most substantial part; that was the reason that the teacher prepared through training. Acquired through training, the appropriate reflection of the skills in the process of learning-teaching was not sufficient. According to the experts, the teacher should create a child-friendly environment in the classroom and maintain it and become a friend to the child. The teachers' tone of talking, reaction, and communication with the child, should be learning-friendly to ensure learners' spontaneous and active participation in various activities. The role of teacher in the classroom was as a class leader with commanding voice and ordering in the classroom activities found from the classroom observation. The teacher provided tasks on the board as well as verbally towards the children and the children did in the classroom activities including the children with disability. The language, tone, emotional warmth towards the children was not adequate to create a joyful learning environment. The CT1 and CT2 illustrated in the interview that to maintain the overnumbered children in the class, they had to speak in a loud voice and provided tasks to keep the children busy.

4.2.6.14 Role of Community. Along with the role of teachers, parents, and the school environment in ensuring the child's learning and development, the community or society played an important role in learning-teaching strategies. The community/society could help the school in various ways; e.g. donating toys and teaching aids, community members serving as para teachers, and assisting the school in holding some outdoor events like school fair, annual sports, parents' day, organising some festivals, introducing social and cultural personalities to the

children. The pre-primary schools should also establish a relationship of cooperation with the cultural and social organisations of the larger society so that community resources might be utilised in furthering the child's learning. From the observation it was found that there was no noteworthy community involvement to make the learning environment appropriate at the pre-primary level. In the southern part of Dhaka, the plastic factory was just beside the school and there was no concern from the community. One of the primary head teachers stated, "Our local community does not bother about the pre-primary school and its activities". A case of stealing took place and the thief took the projector of the school (GPS2), cutting the window's grill. In GPS5, local people were found gossiping in the school premises during the school time.

4.2.6.15 Schools Infrastructure. From the observation, most of the pre-primary schools are situated in the hard to reach areas. There is no easy way to find out the location of the school, and the environment of the pre-primary schools is beyond imagination. The colour of school buildings has totally faded away, and buildings walls are damaged and broken in various places. The environment is totally unhealthy as well as unhygienic. Plaster falling off the ceiling and mouldy classroom walls are found in several schools. Though the classrooms were painted with colourful pictures and letters and numbers, due to the mouldy walls, some numbers and letters vanished and faded away. During the observation, it is found that all of the schools have smelly and unclean toilets, which are totally unhygienic for the young children. Doors lock of toilets are not working, leakages in the water taps, yellow and unclean commodes are the common scenario for the pre-primary school observed in all schools in Dhaka city.

A primary school (GPS1) situated in the most northern part of Dhaka city, there was no school boundary wall. Road construction and repairing materials took place at the school premises in the name of local development, but there were enough places outside of the school

boundary. Children were found playing with the construction materials, and school teachers overlooked the total scenario. The environment of the pre-primary school situated in the southern part (GPS2) of Dhaka was fearsome. The wall of the plastic factory and school were adjacent to each other. Smell and smoke from the plastic factory always remained in the classroom, which was poisonous for the young children. Children were always inhaling the contaminated air, and their respiratory organs were in danger in this school environment. HT2 commented, “We have raised the issue regarding the plastic factory in our SMC meeting, but no fruitful solution or discussion took place in the meeting”.

From the observation, the researcher found that most schools (three out of five) did not consist of ramps for entrance for the children with physical disabilities, and children with visual disabilities faced challenges to enter in the classroom without help from others. Though a few schools had a ramp but the making of the ramps was not easy going for the wheelchairs.

One of the head teachers (HT3) said that, “We discussed with the higher authority about the school environment and infrastructure, but they did not respond accordingly.”

From the observation, there was a lack of warm, comfortable and pleasant environment for the young children with disability where they could feel secure and happy and engaged in spontaneous participation and openings for intellectual and physical involvement for their holistic development.

Chapter Five

Discussion and Recommendations

Chapter Five: Discussion and Recommendations

The discussion and recommendations of the study are presented here in this chapter. The discussion is organised around the major themes that emerged from the study's data. The discussion proceeds in the same order as the presentation of the research findings. The researcher discussed the major findings based on the themes. The findings of the study are also compared to those of other similar studies conducted in the same area. The second section of this chapter contains recommendations based on the document analysis and study findings on pre-primary curriculum and its practices.

Pre-primary education, which is known as early childhood education too, is essential for all children, especially since contemporary research has revealed that the majority of brain growth and development occurs during childhood (Banu, 2012). Pre-primary education is critical for the emotional, social, and personal development of children. Pre-primary school is a child's first experience in a planned setting, where they learn the value of sharing and the importance of learning new things, both of which promote personal growth. Considering the importance of pre-primary education, the pre-primary curriculum was formed by the NCTB (2011) in Bangladesh. Though the curriculum constituted addressing all normal learners according to the curriculum, the children with special needs were brought into consideration during its development.

4.1 Analysis

Based on the Early Learning Development Standards (ELDS), the pre-primary curriculum (2011) has been constituted. The expected standards of the ELDS focused on achievable knowledge, skills and behaviour for the children from the age of one to eight. The ELDS had developed for monitoring early childhood development programs as well as to assess child development and their learning progress. According to ELDS, the child development

process has been categorised into four domains of development such as i) Development of bodily motion and ability for movement, ii) Development of social and Emotional Skills, iii) Development of Language and Communication Skills, and iv) Cognitive Development. Further, the pre-primary curriculum divided the cognitive developmental domain into five different learning areas; pre-mathematics, creativity and aesthetics, environment, science and technology, and health and safety. So, based on ELDS, the curriculum constructed all together eight domains of learning areas and constituted various achievable learning competencies under each learning area.

The learning domain constructed in the child-centred, activity-based pre-primary curriculum (2011) has addressed inclusivity meticulously. However, in the researcher's opinion, the curriculum could be more inclusive in the context of children with disability as the kindergarten curriculum of Hong Kong has done already. The curriculum of Bangladesh has focused on the physical movement in the achievable learning competency that the children, including those with disability, will perform various activities in order to develop their balance, fine motor and gross motor activities. Similarly, the CDC (2017), has also focused on physical fitness and health in order to maintain a healthy body, joyful mind, and good social life, which would lay the foundation of positive values and attitudes for all learners in an inclusive environment. Hong Kong has also formed a 'Physical Activity Guide for Children Aged 2 to 6', which they published in 2014. Further, the CDC (2017) has mentioned the pedagogical approach for the teachers to maintain sufficient safety precautions and avoid the comparison of the children's abilities in order to ensure an inclusive learning environment.

The second domain of the learning area in the pre-primary curriculum (2011) is 'Development of social and emotional skills', where the curriculum has focused on that the

children will be able to make friends with equal aged groups, live together through acquiring social qualities, and show emotion. Children with disability also practise these skills successfully. Similarly, CDC (2017) also focused on affective and social development in the curriculum framework in an inclusive environment. The NCERT (2019) of India also addressed pro-social behaviour in their skills and provided special attention to the children with special needs.

The CDC (2017) focused on language ability that the children, according to their capability, will be able to listen and speak before writing and reading. The NCTB (2011) also focused on the 'Language and communication skills' and incorporated the learning outcome for the children. Similarly, Australia (DEEWR, 2009) also emphasised on the language ability of all learners as per the individual's ability. It was also argued in previous research that a good way to ensure quality of learning-teaching activities, listening to children and incorporating their ideas and thoughts (Cheeseman, 2017).

The other learning domains derived from the ELDS's 'Cognitive Development' sphere that had included pre-mathematics, creativity and aesthetics, environment, science and technology, and health and safety for all children, including the children with disability and needed to be practised in an inclusive environment through various activities. They also emphasised early childhood mathematics, art and creativity, and nature and living, which were similar to the divided areas of cognitive development of ELDS. Hong Kong did not address the term special needs in their curriculum framework; however, the CDC addressed all learners, including the children with disability, in a different way that the class teachers should facilitate the activities as per the unique ability and needs of the children. There would not be any kind of comparison regarding the performance among the children. The NCERT (2019) also mentioned that there

should not be any formal instruction from the class teacher's end to ensure inclusivity in the classroom. The curriculum of Bangladesh also mentioned that the class teachers would use their innovative skills in administering the learning-teaching activities in order to attain the learning outcome provided in the curriculum for all children, including the children with disability and ensure inclusivity. Similarly, the preschool curriculum of California (2010) and the preschool curriculum of California (2011) has also mentioned the modified learning teaching activities with innovation skills for the children with disability.

5.2 Provisions

The researcher found that the national pre-primary curriculum incorporated some significant provisions for the children with special needs. The special needs children are described in the curriculum as having some kind of physical, mental, intellectual, visual, or hearing impairment or disability that makes it difficult for them to receive an education in the same educational institutions as their normal peers. According to the pre-primary curriculum, such mild and moderate disabled children could be attended school with other normal children if they were given some kind of special aid or assistance to help them overcome their barriers which created hindrances to education. The study also found provision regarding the infrastructural changes in the school. Instructional materials, teaching aids and classroom activities should also be designed to aid in the socialisation of children with disabilities. The learning-teaching strategy should be structured to make it easier for disabled children to be socialised.

Similarly, the pre-primary or pre-school curriculum of India constructed by the National Council for Educational Research and Training, (NCERT, 2019) also incorporated the provisions regarding the children with disability. Article 41 of the Indian constitution clearly stated that

within the limits of the economic capacity and development, the state must make effective provisions to secure the right to work, sickness, old age, and disability (Dawn, 2014). However the NCERT did not form a separated chapter like Bangladesh national pre-primary curriculum; rather they addressed children with disability everywhere as per the need of the learners. In the part of the early learning and development in pre-primary curriculum, NCERT incorporated provisions regarding the careful inclusion for the children with disability. According to NCERT (2019), addressing children with disability in learning-teaching strategy, suitable classroom modification, assessment procedure and constructed provisions.

5.3 Children with Disability

According to the pre-primary curriculum (2011), having a disability, impairment, or handicap, whether physical, mental, intellectual, visual or hearing, makes it difficult for them to receive education in educational institutions intended for their normal peers. Children with mild and moderate disabilities are encouraged to participate in pre-primary education in the country. On the contrary, it is found that labelling is a form of exclusion of the children with disability from the society (Šiška & Habib, 2013). In the pre-primary curriculum of other countries did not categorise regarding the enrollment of the children with disability in their education system such as India addressed just as children with disability (NCERT, 2019). In the pre-primary curriculum of India, no category was found regarding types of disability or severity of the disability. In the kindergarten in Hong Kong (2017), there was no word for disability or special needs; instead, they addressed every child as an individual with different learning abilities and suggested inclusion for all (CDC, 2017).

CDC (2017) considered children as unique individuals with unique personalities, capabilities and interests, as well as the speed of development. They also differ in languages,

cultures they have acquired by birth and habits of living. The children should have the chance and opportunity to obtain a quality education, regardless of the factors of culture, race, the background of the family, growth, development and ability. The schools should aim to create a learning environment that will be inclusive for children and offer them enjoyable and rewardable learning experiences. In addition, the schools should comprehend and accept the diversified abilities of the children as well as their needs in learning in order to make adaptations in the curriculum and the pace of learning and teaching to ensure the proper growth and development of the children. Effective support strategies and techniques need to be developed according to school context in order to allow children with distinguishable learning, and adaptation needs to be able to enjoy learning along with their peers on the same campus.

So, in 2006 Hong Kong addressed special needs (CDC, 2006) in their kindergarten curriculum, but in 2017 they omitted the word but addressed all learners, including the disability, in a technical way. On the other hand, the United States addressed fourteenth categories of disability that children faced struggle in their educational level from kindergarten and pre-primary to grade twelve and provided free and appropriate education for them under the federal government (Hebbeler et al., 2012).

5.4 Focus on Inclusion and Disability

Different countries worldwide emphasise inclusive education during the formulation of education policies. The aim is to ensure all children have access to mainstream education. The findings of recent educational research also provide insight into the positive outcomes of inclusive education in educational institutions. Considering the individual speciality and variance of all children and the opportunity to participate in all children is created under an inclusive educational programme in the educational process. It is revealed that inclusion improves the

educational scenario and yields better results in the cultural, social, and economic fields.

Research showed that education with the participation of all children in an inclusive environment leads to the total development of the children including those with disability. (Rich-Orloff, 2010).

The pre-primary curriculum of Bangladesh (2011) has incorporated a chapter focusing on inclusive education and children with disability. In the separated chapter, the curriculum formed a guideline regarding how to focus on inclusive education for the children with diversified backgrounds, including vulnerable children, gender equality, children from the tribe and special education. In the chapter on inclusive education, the curriculum focused on the children with disability and the learning-teaching strategy and assessment procedure of the children. Furthermore, the curriculum also stated that the children with disability needed to be provided with a stipend in regard to increasing their enrolment in mainstream education.

Similarly, NCERT (2019) also focused on disability as well as inclusion at the pre-primary level. In India, three years of pre-primary education were conducted; three to four, four to five and five to six years of age. In all these stages children with disability were provided optimal stimulation in the area of learning-teaching activities, assessment, play and game for ensuring inclusion. In Hong Kong, inclusive education is also considered as a critical component of quality education and they focused on the children with disability (Zhang, 2014).

5.5 Flexibility in the Learning-teaching Strategies

An essential component of any curriculum is its learning-teaching process, and the proper use of the tasks and processes identified to assist in achieving the specified learning outcomes in various contexts and situations helps the learners, including children with disability, acquire the competencies desired in the curriculum. The contents of textbooks should be selected and

prepared to develop empathy and friendship among other children toward disabled children and ensure flexibility in learning-teaching strategies. In this regard, textbook authors and editors should use caution and wisdom. The curriculum has also shed light on textbook presentation language and illustrations with pictures/diagrams that should depict the positive aspects of disabled children in order to make mainstreaming easier. Besides, the people who will construct the workbooks, materials, and teaching aids should have a positive attitude toward children with disability (NCTB, 2011). The national pre-primary curriculum (2011) has provided flexibility for the children with disability to administer differentiated learning-teaching activities considering the type of disability. According to the experts, the curriculum is child-centred and activity-based so that the class teachers have adequate options to conduct the learning-teaching activities flexibly as per the learner's need, whether abled or disabled.

Similarly, Jebaraj and Sundararasan in a study conducted in 2019, suggested that children with disability needed to be provided flexible learning-teaching strategies for their better performance. In Hong Kong, the curriculum also provided flexibility in learning-teaching strategy and mentioned that the teachers should care for, realise, accept, and understand the individual needs of children and abilities that schools adopt the "child-centredness" as the curriculum's core value and uphold the principles of inclusion that allow children in order to develop their unique strengths and unleash their full potential as per the children's ability (CDC, 2017).

5.6 Flexibility in Assessment Process

Assessment is an integral part of understanding and measuring the learners' progress as well as their performance and competency. For children in pre-primary, the curriculum proposed criterion-referenced assessment. However, in some particular cases for children with disability

suggested by the pre-primary curriculum (2011), exceptional assessment techniques may be required to ensure flexibility. The overall condition of children with disabilities must be carefully considered before any assessment technique is used (Hebbeler & Spiker, 2016). The curriculum also mentioned that it might not be possible to ensure inclusivity if the children with disability were assessed using the traditional assessment procedure.

Experts also suggested using a flexible assessment procedure for the children with disability and constructing an IEP that considers the children's strengths and weaknesses and assesses them according to a particular period.

Correspondingly, According to IDEA 2004, part B, it was essential to construct an IEP for the children with disability, including the annual goal that needed to be achieved and assessed continuously in a flexible way (Hebbeler & Spiker, 2016). The curriculum has also mentioned that assessment of the children with disability should be done flexibly. Similarly, a study said that the assessment at the early childhood stage depended on various measures and needed to be flexible considering the environment and the child (Ishimine & Tayler, 2014).

5.7 Learning-teaching Activities

The pre-primary curriculum (2011) has recommended activity based learning in the classroom. At the stage of early childhood education, it is important to ensure effective learning-teaching activities in the classroom for all children including the children with disability. Further, inclusive education is a critical component of effective learning-teaching strategies (Zhang, 2014). The children with disability are in need of proper care and modified instruction from the teacher. The modified instructions and additional support for children with disability may positively impact the development of their behavioural, social, and communication skills (Cameron & Cook, 2013). This study also stressed improving classroom skills from the

beginning of schooling. Agran et al. (2010) added to focus on teaching self-management and daily life skills to prepare them to work independently and follow the classroom instructions in the learning-teaching activities. The researcher would not find any significant modified learning-teaching activities or instruction at the pre-primary level. The other essential skills needed to be in a formal classroom setting are being engaged in individual work, participating in the group work, role-play activities and following classroom routines and rules. Besides, a vital classroom survival skill is following classroom instructions and using classroom materials appropriately (Kemp & Carter, 2006). Kemp and Carter (2006) also suggest that teachers work efficiently to support all learners along with the children with disability in developing their on-task behaviour to facilitate their learning.

5.7.1 Role Play

During the role-play activities of ‘doctor-patient’ and group work of ‘cleaning the classroom’, it was seen that all of the learners, including the children with ID and PD, took part in it, and children with ADHD were so much interested in regard to the role-play activities. This type of activity is effective in initiating a conversation. Involving the children in role-play activities that also help to socialise and communicate with peers. When other children in the classroom interact and support children with disabilities, they also sequentially develop their social skills (Hollingsworth & Winter, 2013). Thus, children can help each other and create a friendly and cooperative classroom environment through role-playing activities.

5.7.2 Teaching Aids and Playing Tools

The teaching aids and playing tools are important media of active learning for all children, leading to effective learning-teaching activities. Children, including those with disability, needed to be provided ample teaching aid and playing tools for their joyful learning-

teaching activities. The lack of these materials might create a hindrance to the active participation of all learners. In this study, the researcher found a lack of teaching aids and playing tools in classroom settings. Likewise, another study by Nath et al. conducted in 2014 also found a lack of teaching aids and playing materials in the pre-primary classroom, which impacted the spontaneous classroom learning-teaching activities.

5.7.3 Peer Help and Socialisation

The researcher found during the classroom activities, children who sat beside the children with disability helped in the classroom activities. Children with PD and ID usually get help from the peer group which was found during the classroom observation. According to various studies, it is a good practice to create the opportunity of collaboration as well as socialisation. Socialising and interacting with peers are considered great benefits for children with intellectual disability and slow learner in an inclusive classroom setting (Cameron & Cook, 2013). Hollingsworth and Winter (2013) in North Carolina and Copple and Bredekamp (2009) in Washington found comparable results when studying children with disability learning progress in the formal classroom setting. Thus, the activities in the classroom could accelerate the skill of interaction and socialisation for all children as well as children with disability.

5.8 Game and Play

Playing activities is the most critical part of learning-teaching activities. Children took part in the play and game but learnt about collaboration, cooperation and socialisation. The findings of this study also reveal that play and play-based activities create a good relationship between adults and young people, which seems to be key to developing resilience, self-confidence and self-esteem (Das et al., 2021). From the study, a significant number of play-based activities were not observed as the curriculum stated for the children, including those with

disability. Besides, most of the time, the class teachers of the pre-primary schools focused on the traditional classroom activities like writing, reading and reciting poems. The experts also opined that due to the lack of modern pedagogical knowledge, the teachers were conducting the same old traditional learning-teaching activities at the pre-primary level where the curriculum focused on the game and play-based activities more. Another study by Nath et al. (2014) found a similarity that play-based activities used in the pre-primary schools were not fulfilling the goal of the existing curriculum due to a lack of experience and support from the pre-primary class teachers. The class teacher usually focuses on the lecture and instruction. Due to the lack of proper pedagogical training and lack of training on play and playful structure, the CTs are conducting insufficient play-based activities in the classroom environment (Das et al., 2021), which also leaves a poor impression on their confidence too.

5.9 Assessment:

The assessment procedure should be a part of the learning-teaching strategy in child-centred learning but not be counted as the educational system's final step. (Biswas & Roy, 2010). It may be possible to guide children in improving their existing knowledge, attitude, and psychomotor skills and capabilities through proper assessment procedures (Roy, 2016). In the pre-primary level, the curriculum (2011) stated that the assessment should be formative with criterion referenced assessment method and no year-end exam. Further, the children with disability should not be assessed by the traditional assessment procedure. However, it was found from the interview with the CTs and HTs that the year-end traditional formal exam took place at this level and the guardians were satisfied too. On the other hand the expert suggested that it would not be possible to measure the progress of the children with disability through this assessment procedure. The study by Roy (2016) also suggested that it might not be possible to

evaluate the child properly if the assessment was considered as the final part of a grade or stage. Besides, by contemporary learning-teaching theories such as constructivism, assessment procedures were considered an integral part of learning-teaching activities in both formal and informal educational systems (Roy, 2016) not the end of any grade. In order to conduct the appropriate assessment for all learners, experts opined that it was essential to be skilled and trained with the pedagogical content knowledge. Besides the assessment process practised in the pre-primary classroom was totally teacher's centred rather than child-centred and activity based. The voice of children and representation ignored by the class teacher (Banu, 2012). The reason behind this practise is teacher's training and pedagogical content knowledge and according to a study, there is a positive association in the pedagogical content knowledge and the assessment of the children (Cueto et al., 2017).

5.10 Role of the Family

The children's behaviour is significantly influenced by their parents and the family. Honesty, responsibility and respect towards others are instilled by parents who are their children's first role models (MOE, 2012). In the pre-primary school, children joined in the learning-teaching activities for two and half hours in Bangladesh. The rest of the time, they are with their parents and the other family members. So, it is necessary to involve the parents in the learning-teaching strategies for the betterment of all children, including the children with disabilities. The children with disability need immense support from their family members along with the school (Mallillin & Mallillin, 2021). With the assistance of the concerned parents and family members, their pathways to achieve their educational goals will be accelerated. In a case study, Cobb (2014) designed a conceptual model of the 'three-legged stool of parental inclusion' and suggested that parental inclusion is critically important for the meaningful education of

children with disabilities. Parents need to take part as the foundation of their children's education besides the class teacher where they have to be aware of the children, and they must be knowledgeable and updated about the children's present situation (Cobb, 2014). In this study, the head teacher from GPS 4, gave an example that a child with mild Down's Syndrome got admitted to her school, and now she is in class six with others. She successfully completed the pre-primary and primary stages, and her parents were immensely concerned about the progress of the child with Down's Syndrome. The parents took the proper care and provided utmost importance to the child in every learning-teaching activity along with the CT4. The curriculum also planned and suggested that parental involvement is one of the key components of the children's learning-teaching activities (NCTB, 2011).

5.11 Teachers Training

Pedagogical knowledge includes the understanding of learning, development of humans, professional values, classroom management, instructional strategies, motivational techniques, cultural differences, as well as individual differences that impact the children, including those with disability (Campbell et al., 2014) which is essential at the pre-primary level. Pedagogical content knowledge is significantly important in the learning-teaching process that involves the teacher's competencies to deliver the conceptual approach as well as the rationale of understanding and adaptive reasoning skills of the subject matter (Kathirveloo et al., 2014). The class teachers of the pre-primary level have sufficient content knowledge to teach at the pre-primary level. However, due to a lack of pedagogical knowledge, they face difficulty in involving the children with disability in classroom learning-teaching activities along with all learners. Teachers took fifteen days of training to conduct the class at the pre-primary level. Pre-primary children need to be engaged in the classroom activities in a joyful environment

(Agbenyega & Deku 2011). Teachers are the respective person who must create an environment of learning for the children with differentiated planning and provide instruction in an inclusive setting with additional support. When the teachers use differentiated planning, it makes them more concerned about providing additional support for struggling children to maximise their participation and attainment of the curriculum standards (Lawrence-Brown, 2004). However, the fifteen days of training is not sufficient for teachers. They need to be provided with concrete training regarding early childhood development as well as regarding disability. Similarly, in another study, Das et al. (2021) also found that most of the pre-primary class teachers confirmed that they need adequate training for the appropriate learning-teaching activities in the classroom. Furthermore, during the interview, all of the CTs said that they did not receive any training regarding the children with disability. Another study conducted in 2020 also found that two out of four class teachers did not have the idea of dealing with the children with disability (Jewel et al., 2020) . So, to engage the children with disability in a joyful classroom learning environment and ensure participation with all learners, it is essential to provide a special education training and a pragmatic idea of inclusive education along with the children with disability.

5.12 Role of the Teacher

The role of teacher in the classroom was as a class leader with commanding voice and ordering in the classroom activities found from the classroom observation. The teacher provided tasks on the board as well as verbally towards the children and the children did in the classroom activities including the children with disability (Sarker, 2021). The language, tone, emotional warmth towards the children was not adequate to create a joyful learning environment. The pre-primary curriculum (2011) has mentioned that the teacher should talk, react, and communicate with the child in such a manner that the child would have faith in him along with full confidence

as they rely on the parents and other close or intimate family members. Similarly, another study also found that the teacher's positive behaviour, sensitivity towards special needs and stimulating language helped children towards effective learning-teaching activities and inclusion (Pianta et al., 2016). However, it was found in this research that the class teacher talked to the children with loud voices and shouting to maintain the classroom and was not able to appreciate the children with disability for their success all the time. Correspondingly, Lee and Recchia (2016) also found that the class teacher did not always appreciate the children with special needs for their unique strengths and success accordingly.

5.13 Classroom Settings

The ratio of the teacher and children mentioned in the pre-primary curriculum in order to achieve curriculum objectives through learning-teaching activities. If any of the pre-primary classes contained more than 30 children, then the class teacher would face problems in conducting the learning-teaching process, and the scarcity of the learning material would take place in the classroom settings. The interaction between children and teachers might be affected in this regard and would create a hindrance to proper learning. In the USA, most of the pre-primary schools consisted of 20 or fewer children, and in 2012 it was 26 (Pianta et al., 2016). Most of the pre-primary classrooms in the USA consisted of less than 30 children, whereas in Bangladesh, more than 60 children were found in the classroom observation, and that had a negative impact on addressing the children with disability in learning-teaching activities.

In addition, from the teacher interview, it was found that the role of the community was not adequately helpful. On the contrary community engagement facilitated effective inclusion through social activities to meet the necessary requirements of all learners (Pianta et al., 2016). Similarly, another study also found that the collaboration with the community enhanced the

inclusion for the children with disability along with the parents and schools (Baquedano-López et al., 2013).

5.14 Recommendations

Regarding the inclusive context in the pre-primary curriculum and its practices, the findings from this study are worthy of consideration to many extents. The researcher strongly believes that the study will have an in-depth impact on emphasising the inclusivity of the curriculum for the children with disability and practices of the learning-teaching strategies that can address all the children in the classroom regardless of their educational needs and level. The research recommends additional support for the children with disability to create more opportunities in mainstream classrooms in order to minimise their challenges in the process of proper inclusive practise of the pre-primary curriculum. The researcher also explored the inclusivity of the curriculum, provision for the children with disability, flexibility in the learning-teaching strategies and assessment, and a significant number of challenges the teachers and children with disability have to face during the learning-teaching activities, assessment processes in regular classrooms. Based on the findings induced from the study, the study provides some recommendations to overcome the challenges and review the national pre-primary curriculum with a more inclusive lens and proper practices in the classroom for the better inclusion of the children with disability and overcome the barriers that they are facing every day in classroom activities. Besides, some recommendations might be considered necessary while reviewing National Educational Policy, the teacher's guide and the teachers' training manuals at the pre-primary level. The followings are suggested recommendations based on the data from this study.

1. As the Constitution of Bangladesh and National Education Policy promote children with disability to access mainstream education, the schools and all the concerns need to be

prepared to accept them wholeheartedly and ensure their full involvement and achievement of learning. The concept of inclusive education should be described to each and every related personnel concerned with school. To make every school ready for providing quality and effective education in inclusive classroom settings it is essential to identify and lessen or eradicate all obstacles that may hinder the opportunities and quality of education for children with disability at the pre-primary level.

2. Findings from the study illustrated that the head teachers and the class teachers could not be able to confirm that they had seen the national pre-primary curriculum where the national pre-primary curriculum has incorporated the chapter on inclusive education and provided the directions and guidelines on learning-teaching strategies, materials, teaching aids, assessment procedures, and differentiated instruction regarding the children with disability. So that to ensure the proper inclusive practice of the curriculum at the pre-primary level, each and every GPS is needed to be provided with the national pre-primary curriculum.

3. A proper guideline and instructions need to be formulated for the parents regarding their cooperation in the school activities. Instruction might be added in that guideline how to raise children with disability and parental involvement in inclusive education for the better outcome in the school activities.

4. From the findings of the study, it is clear that there is a lack of coordination among our government educational agencies. There is a provision in the pre-primary curriculum that instructions should be constructed in the teachers' guides on the use of learning-teaching programmes and planned activities pertaining to disabled children but from the interview of the head teacher and reviewing the TG again, no instruction was found in the teachers' guide. It is

essential to review the teachers' guide through the lens of inclusive education and formulate appropriately for all children including the disability.

5. The pre-primary education is under MOPME and children with disability are under the Ministry of Social welfare. There are two ministries for a child with disability who has enrolled in the educational institution. If one ministry is responsible for the enrolled children, it would be easier to ensure the development of the children with disability. For school going children, the MOPME and later the MOE will take the decision regarding the additional support for the children with disability including the technical and vocational training along with the academic programme.

6. In the Constitution of Bangladesh Article 17, education is addressed as a 'Need', not a 'Right'. India, Nepal, Maldives, Sri Lanka, and so many countries around the world already address education as a Right in their constitution which provides the children with ample opportunity regarding their education and removes the barriers towards proper inclusion. Again, according to Article 28, our constitution has mentioned that every citizen of Bangladesh has the 'Right' to go to any government institution irrespective of their disabilities which include the government educational institutions too. These two Articles have seemed to be contradictory at a glance. Further, our primary education is compulsory, which is equivalent to a Right, and as a signatory of the Universal Declaration of Human Rights (1948), education is a Right. So, through this study, the researcher strongly recommends addressing education as a 'Right' and making amendments to Bangladesh's constitution to promote quality inclusive education for all learners, especially for the children with disability.

7. The pre-primary curriculum has encouraged the children with mild and moderate disabilities to enrol in the pre-primary level, but there is no direction regarding the children with

severe and profound disabilities. Though these are the medical terms, there is no relation and connection between the severity of the disability and the cognition and intelligence of the children. According to the experts, it may seem to be a sign of exclusion for the children with severe and profound disabilities and contradictory to the constitution of Bangladesh. The researcher strongly recommends excluding the labelling from the curriculum regarding the severity of the disability.

8. A specialist on disability or special education and inclusive education should be included as a member of the curriculum, textbook, and teachers' guide preparing committee to address the educational needs for the children with disability and ensure proper inclusion.

9. From the findings, class teachers and head teachers were found to lack pedagogical knowledge and pedagogical content knowledge to conduct the learning-teaching activities in the classroom with children with disability. Besides, the teachers also admit that they need additional training to engage the children with disability in learning-teaching activities along with the other children in the classroom. So, intense training with pragmatic knowledge on inclusion is essential for all primary school teachers to admit children into school, and creating space for equal involvement of all children in mainstream education in an attainable way. This training also helps to provide a positive response to the child's speciality, difference and variety of needs as well as necessary to raise the standards of learning-teaching activities to meet the learning needs of all children including those with disability.

10. In every primary school, at least two teachers need to be trained in sign language and braille in order to meet the needs of children with visual and hearing disabilities. Then if any teacher would face difficulties working with the children with VD and HD, s/he could have assistance from that particular trained teacher on braille and sign language.

11. Pre-primary education is the foundation of later life education, and the children are active learners. So, it is significantly important to engage the children, including the children with disability, in various joyful activities all the time. For only one teacher without any break, it is hard to administer the continuous learning-teaching activities and facilitate the children effectively. So, there is a need for another teacher along with the class teacher to ensure the quality inclusion at the pre-primary level.

12. Learning-teaching materials are pretty important at the pre-primary level. The materials include workbook, textbook, playing tools, teaching aids as well as digital content. These materials are needed to be prepared as per the needs of the children with disability and effectively usable at the pre-primary level for all learners. Though Bangladesh is using a centralised curriculum on the basis of control, proper initiatives from the concerned authority of GOB should be taken in regard to making disabled-friendly learning-teaching materials in order to ensure inclusivity.

13. Schools are the media between family and society (NCTB, 2011). The beginning of formal socialisation starts in the schools for all children, including children with disability. The schools' infrastructure should ensure accessibility for all children and assure a joyful learning-teaching environment for all young learners. So, proper infrastructural adaptation and modification of schools need to be done considering the children with disability in classroom settings, stairs, toilets, and providing safe drinking water.

14. The textbook and workbook are constructed, keeping the normal children in consideration. Children with visual disability and hearing disability face problems when they are provided with the same educational materials as the other children. Braille and audio-version of the textbook will be helpful for children with disability. Besides, the mainstream children will

also find it interesting, exciting and joyful in their daily classroom learning-teaching activities in the form of the twin-track approach.

Chapter Six

Conclusion

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The pre-primary education is “a set of knowledge along with skills and experience as well as behavioural rules which provides the essential for coping successfully in everyday life and at school” Sharma, (2020). Pre-primary education is the first step in the educational process, serving as a foundation for formal education (Haque et al., 2013). Pre-primary education is critical for the development of young children and the beginning of formal school (Alwani, 2018). There is a need for written instruction and guidance where everything is described in order to make pre-primary education achievable and functional in schools. Under these circumstances, the GOB constituted a national pre-primary curriculum in 2011 for the first time in Bangladesh. The pre-primary curriculum had identified the learning outcomes, core competencies, and standards, as well as instruction on learning-teaching strategies that every child, including child with special needs, must demonstrate. An effective curriculum provides measurable plans and structures for delivering quality education at the pre-primary level. From the study, an investigation was done to explore the inclusive context in the national pre-primary curriculum. This research investigated the provision of the pre-primary curriculum for the children with disability. This study also explored the inclusivity of the national pre-primary curriculum for all learners, especially for children with disability. Furthermore, this research explored what activities the class teachers’ practise in the classroom settings and facilitate the children with disability to acquire the educational goals as the curriculum mentioned. The researcher also intended to explore the practices of the curriculum in their daily lessons and other activities. The current Bangladesh policy on pre-primary education and its facilitation of access to the pre-primary curriculum for the children with disability could be properly designed and implemented. To initiate possible solutions that may allow children from different backgrounds will acquire full access to the education curriculum.

Through the literature, the researcher described the law and policy for the children with special needs in Bangladesh and around the world. The pre-primary curriculum of the other countries were addressed, and concluded the provision on disability in their education policy at the initial stage of education. The researcher also found that through an effective inclusive pre-primary curriculum, a diversified learning environment provides sufficient learning opportunities to facilitate all children, including children with disabilities, developing their multiple intelligences and addressing their different needs (Hebbeler & Spiker, 2016). The quality inclusive pre-primary curriculum will promote inclusive education and meaningful access to formal school education by reducing the vulnerability of dropping out or failing in the later stage of education and increasing the enrollment of the children.

In order to explore the provision, inclusivity in the pre-primary curriculum for the children with disability and find out the way of practising the learning-teaching strategy in the classroom, the researcher conducted a qualitative study. The study took place in five government primary schools in Dhaka district. The researcher collected data through intense classroom observation focusing on children with disability, and interviews of the CT and HT to investigate the practices of the curriculum for all learners. After exploring the real scenario and understanding the major challenges towards inclusion, the researcher interviewed the experts in order to get suggestions on how to minimise and overcome the challenges that the class teacher and children with disability were continuously facing in the classroom.

From the study, the researcher shared findings that the national pre-primary curriculum of Bangladesh (2011) has given careful attention to meet in inclusive classrooms. An inclusive classroom is to ensure a learning environment which is diversified that provides adequate learning opportunities in order to facilitate all children to develop their considerable bits of

intelligence or address their different learning needs. The quality pre-primary education will facilitate inclusive education and consequential access to formal school education by reducing the vulnerability of dropping out or failing in the later stage of education and increasing the enrollment of the children (Bandyopadhyay & Behera, 2010). The pre-primary curriculum allows each child, including those with disability to experience the excitement of learning of their own choice. Children's holistic development can be fostered through play, meaningful life experiences, and sensory, exploratory and interesting activities. The pre-primary curriculum needs to remain more accessible and child-focused to address not only mild and moderate but also severe and profound in regular classrooms. The result may reveal that students may struggle, receive poor grades, and be at risk of dropping out of school (Bandyopadhyay & Behera, 2010). In addition, the teacher at the pre-primary level needed to be more qualified and skilful in the area of learning-teaching strategy in order to meet the aims and goals of the curriculum for all learners to ensure inclusivity.

Findings from the study would help the policymaker to constitute more accessibility to children with disability when acquiring access to the national pre-primary education curriculum. The study would also facilitate the teachers' community to engage themselves to find out best practices for their pre-primary classroom so that they can reach all the children and address their needs within limited time and resources. Besides, this study may contribute to the field of education, special education and research for the children from diversified groups to support inclusion in the classroom in terms of theoretical and practical aspects. In respect of the theoretical aspect, this study broadens our understanding of the concepts of to use of differentiated planning and multiple teaching-learning strategies that can reach every individual and address their learning needs to a great extent. Regarding the practical aspect, some strategies

were suggested by the experts and practitioners in order to create an effective inclusion for the children with disability based on the facilities, resources and the context of pre-primary classrooms in Bangladesh. This research also recommends further scope to improve the pre-primary curriculum and make it achievable for children with disability.

This initial attempt of the researcher and the experience from the findings might further inspire more researchers to investigate the inclusivity and flexibility of the following pre-primary curriculum and the practices for the children with disability as well as the other group of children who are facing a challenge for inclusion.

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Appendix

Appendix A

Classroom Observation Schedule

শ্রেণি কার্যক্রম পর্যবেক্ষণ

এই আমি এই মর্মে নিশ্চিত করছি যে, আমি আমার এম.ফিল গবেষণার ((Title: Inclusive Context in the Pre-Primary Curriculum and Its Practices)) জন্য আপনার শ্রেণি কার্যক্রম পর্যবেক্ষণ এবং তথ্য সংগ্রহ করছি। আমার গবেষণার কোথাও আপনার পরিচয় (নাম, লিঙ্গ, বয়স, বিদ্যালয়ের নাম, অবস্থান, শিক্ষাগত যোগ্যতা, শিক্ষার্থীর নাম) প্রকাশ করবো না। সংগৃহিত তথ্যসমূহ শুধুমাত্র গবেষণার কার্যক্রমে ব্যবহার করা হবে।

বিদ্যালয়ের নাম	পাঠ্য বিষয়	অবস্থান
শ্রেণি শিক্ষকের নাম	পর্যবেক্ষণের সময়	পর্যবেক্ষণ নং

শিখনক্ষেত্র	অর্জন উপযোগী যোগ্যতা	শিখনফল	মন্তব্য
১. শারীরিক ও চলনক্ষমতা	১.১ নিয়মিত হাঁটাচলা, দৌড়ানো, খেলা, শারীরিক কসরত ও বিভিন্ন কাজে অংশগ্রহণ করতে পারা	১.১.১ ভারসাম্য রক্ষা করে হাঁটাচলা (উঁচু-নিচু দিয়ে হাঁটা, এক পায়ে হাঁটা, চোখ বাঁধা অবস্থায় হাঁটা, লাফানো, ওপরে-নিচে ওঠানামা, আঁকাবাকা হাঁটা, হঠাৎ থেমে যাওয়া ও দিক পরিবর্তন করা), দৌড়াতে পারবে।	
	১.২ বিভিন্ন জিনিস ধরতে, আঁকতে ও তৈরি করতে পারা	১.২.১ পেন্সিল, শার্পনার, রাবার, তুলি, চক ইত্যাদি সঠিকভাবে ধরতে পারবে।	

শিখনক্ষেত্র	অর্জন উপযোগী যোগ্যতা	শিখনফল	মন্তব্য
	১.৩ বিভিন্ন ইন্দ্রিয়ের ব্যবহার ও সমন্বয় করে কাজ করতে পারা।	১.৩.৪ কোনো দৃশ্য, বস্তু বা ঘটনা পর্যবেক্ষণ করে প্রকাশ করতে পারবে। ১.৩.৫ বিভিন্ন স্বাদের খাবার শনাক্ত করতে পারবে (মিষ্টি, ঝাল, টক, তেতো, নোস্তা)	
২. সামাজিক ও আবেগিক (অটিজম, এডিএইচডি)	২.২ বন্ধু ও সমবয়সীদের সাথে মেলামেশা করতে পারা।	২.২.১ সহপাঠী ও সমবয়সীদের সাথে মিলেমিশে খেলতে পারবে।	
		২.২.২ সহপাঠী ও সমবয়সীদের প্রতি সহযোগিতার মনোভাব প্রদর্শন করতে পারবে।	
	২.৩ সহপাঠী ও সমবয়সীদের প্রতি সহযোগিতার মনোভাব প্রদর্শন করতে পারবে।	২.৩.১০ প্রয়োজনে অন্যকে সহযোগিতা করতে ও অন্যের সহযোগিতা চাইতে পারবে।	
	২.৪ আত্মসচেতন হওয়া, আত্ম নিয়ন্ত্রণ করা ও আবেগ প্রকাশ করতে পারা।	২.৪.১ নিজের আবেগ অনুভূতি (যেমন : উচ্ছ্বাস, উদ্বেগ, ভয়, ভালো লাগা, মন্দ লাগা, ভালোবাসা ইত্যাদি) স্বাভাবিকভাবে অন্যের কাছে প্রকাশ করতে পারবে।	
২.৪.৭ কোনো কাজ শুরু করার পূর্বে মনোযোগ ও ধৈর্য সহকারে পুরো নির্দেশনা শুনবে।			
৩. ভাষা ও যোগাযোগ (ভিআই)	৩.১ ভাব গ্রহণ (দেখা এবং শোনা) ও প্রকাশ (বলা বা শারীরিক	৩.১.১ মৌখিক নির্দেশনা (আদেশ, অনুরোধ, উপদেশ) অনুসরণ করতে পারবে	

শিখনক্ষেত্র	অর্জন উপযোগী যোগ্যতা	শিখনফল	মন্তব্য
	অঙ্গভঙ্গি করতে পারা।	৩.১.৮ স্পষ্ট ও শ্রবণযোগ্যভাবে কথা বলতে পারবে।	
	৩.২ পড়তে পারা (প্রাক পঠন) - ব্রেইল	৩.২.১ পরিবেশের বিভিন্ন শব্দ শনাক্ত করতে পারবে (শ্রবণ প্রতিবন্ধী কি করবে) ৩.২.৭ একই রকম ধ্বনি ব্যবহার করে ভিন্ন ভিন্ন শব্দ তৈরি করতে পারবে।	
	৩.৩ লিখতে পারা (প্রাক-লিখন) - ব্রেইল	৩.৩.৪ ছবি/চিত্র/বস্তু/দৃশ্য দেখে আঁকতে পারবে।	
৪. প্রারম্ভিক গণিত	৪.১ প্রাক-গাণিতিক ধারণা অর্জন করা	৪.১.৪ রং, আকার-আকৃতি (গোল, তিনকোনা, চারকোনা) অনুযায়ী বিভিন্ন বস্তু শ্রেণিকরণ করতে পারবে।	
	৪.২ সংখ্যার ধারণা অর্জন করা	৪.২.২ '১ - ২০' পর্যন্ত ছবি দেখে গণনা করতে পারবে।	
		৪.২.৬ '১ - ৯' পর্যন্ত যেকোনো সংখ্যক অর্ধবাস্তব উপকরণের (ছবির) সঙ্গে তার সংখ্যা প্রতীক মিলাতে পারবে।	
	৪.৩ সংখ্যা লিখতে পারা	৪.৩.১ '১ - ২০' পর্যন্ত সংখ্যা লিখতে পারবে।	
	৪.৪ সংখ্যার তুলনা করতে পারা	৪.৪.১ '১ - ২০' পর্যন্ত বাস্তব ও অর্ধবাস্তব উপকরণ গণনা করে কম-বেশি নির্ণয় করতে পারবে।	
	৪.৫ যোগের ধারণা অর্জন করা	৪.৪.২ বাস্তব ও অর্ধবাস্তব উপকরণের সাহায্যে যোগ করতে	

শিখনক্ষেত্র	অর্জন উপযোগী যোগ্যতা	শিখনফল	মন্তব্য
		পারবে (যোগফল ৯ এর বেশি হবে না)।	
	৪.৬ বিয়োগের ধারণা অর্জন করা	৪.৬.১ বাস্তব ও অর্ধবাস্তব উপকরণের সাহায্যে বিয়োগ করতে পারবে (কোনো সংখ্যাই ৯ এর বেশি হবে না)।	
৫. সৃজনশীলতা ও নান্দনিকতা	৫.১ চারু ও কারু কাজের মাধ্যমে সৃজনশীলতা ও নান্দনিকতা প্রকাশ করতে পারা।	৫.১.১ পরিবেশের বিভিন্ন উপাদানের দৃশ্যপটসহ ছবি আঁকতে ও রং করতে পারবে।	
	৫.২ ছড়া, নাচ, গান, গল্প ও অভিনয়ের মাধ্যমে সৃজনশীলতা ও নান্দনিকতা প্রকাশ করতে পারা।	৫.২.১ দলে ধারাবাহিক গল্প তৈরি করতে ও বলতে পারবে।	
		৫.২.২ অভিনয় ও অঙ্গভঙ্গির মাধ্যমে ছড়া, কবিতা, গল্প উপস্থাপন করতে পারবে।	
		৫.২.৩ ছন্দের তালে তালে স্থানীয়/লোকজ ও অন্যান্য শিশুতোষ গান গাইতে/নাচতে পারবে।	
৫.৩ দৈনন্দিন বিভিন্ন কাজে নান্দনিকতার প্রকাশ করতে পারা।	৫.৩.১ নিজেকে পরিপাটি করে রাখতে পারবে (পরিষ্কার-পরিচ্ছন্ন, সাজ-সজ্জা ও পোশাক)।		
৬. পরিবেশ	৬.১ পরিবেশের বিভিন্ন বস্তু ও ঘটনা সম্পর্কে জানতে পারা।	৬.১.২ ফসলের ক্ষেত, নদী, পাহাড়, বন, সমুদ্র চিনতে পারবে।	
		৬.১.৩ প্রাকৃতিক পরিবেশের বিভিন্ন ঘটনা যেমন বৃষ্টি, ঝড়, বন্যা, ভূমিকম্প ইত্যাদি সম্পর্কে বলতে পারবে।	

শিখনক্ষেত্র	অর্জন উপযোগী যোগ্যতা	শিখনফল	মন্তব্য
	৬.২ পরিবেশ সংরক্ষণ করতে পারা।	৬.২.২ পরিবেশ সংরক্ষণ কার্যক্রমে অংশগ্রহণ করবে।	
৭. বিজ্ঞান ও প্রযুক্তি	৭.১ বিজ্ঞান মনস্ক হওয়া	৭.১.১ পর্যবেক্ষণ ও কথোপকথনের মাধ্যমে তথ্য সংগ্রহ করতে পারবে।	
	৭.২ জড়, জীব, উদ্ভিদ ও প্রাণি সম্পর্কে জানতে পারা	৭.২.১ জড় ও জীবের পার্থক্য করতে পারবে	
	৭.৩ দৈনন্দিন প্রযুক্তি সম্পর্কে জানতে পারা	৭.৩.১ দেশের সর্বত্র প্রচলিত ও পরিচিত প্রযুক্তির (ঘড়ি, ইঞ্জিনচালিত নৌকা, ধান মাড়াইয়ের কল, সেচ যন্ত্র, ট্রাক্টর) নাম ও কাজ বলতে পারবে	
	৭.৪ তথ্য ও যোগাযোগ প্রযুক্তি সম্পর্কে প্রাথমিক ধারণা লাভ করা	৭.৪.১ তথ্য ও যোগাযোগ প্রযুক্তি (রেডিও, টেলিভিশন, কম্পিউটার, মোবাইল ফোন) নাম জানবে ও শনাক্ত করতে পারবে।	
		৭.৪.২ তথ্য ও যোগাযোগের বিভিন্ন প্রযুক্তির ব্যবহার বলতে পারবে।	
৭.৫ বিভিন্ন প্রকার যানবাহন সম্পর্কে জানতে পারা	৭.৫.২ জলপথের যানবাহন সম্পর্কে বলতে পারবে।		
৮. স্বাস্থ্য ও নিরাপত্তা	৮.১ স্বাস্থ্য সম্পর্কিত দৈনন্দিন কাজ করতে এবং খাবার ও বিশ্রামের অভ্যাস গড়ে তুলতে পারা।	৮.১.১ নিয়মিত দাঁত মাজতে, হাত ধুতে, চুল আঁচড়াতে, হাঁচি-কাশির সময় মুখ ঢাকতে ও টয়লেট ব্যবহারের পর সাবান বা	

শিখনক্ষেত্র	অর্জন উপযোগী যোগ্যতা	শিখনফল	মন্তব্য
		ছাই দিয়ে হাত ধোয়ার অভ্যাস গঠন করবে।	
	৮.২ নিরাপদ ও ঝুঁকিমুক্ত থাকার অভ্যাস গড়ে তুলতে পারা	৮.২.১ বিপজ্জনক বস্তু বা বিপদের উৎস চিহ্নিত করতে পারবে, যেমন, আগুন, বৈদ্যুতিক সরঞ্জাম, ঔষধ, কীটনাশক, ভাঙ্গা গ্লাস, ছুরি, কাঁচি, দা, দেয়াশলাই, ডোবা, পুকুর, নদী-নালা, গাছে উঠা ইত্যাদি।	
		৮.২.৭ হয়রানি ও নির্যাতনমূলক আচরণ বুঝতে পারবে এবং মা-বাবা/ অভিভাবক/ শিক্ষককে জানাতে পারবে।	

শ্রেণি পর্যবেক্ষণের পর শ্রেণি শিক্ষককে কিছু প্রশ্ন-

১. আপনার শিখন শিক্ষণ কার্যক্রমটি প্রধান শিক্ষক কীভাবে পর্যবেক্ষণ করেন ও নির্দেশনা প্রদান করেন?
২. একীভূত শিখন-শিক্ষণ কার্যক্রমে কী কী সমস্যার সম্মুখীন হন?
৩. এ বিষয়ে প্রধান শিক্ষকের ভূমিকা কী?

Appendix B

Open-ended Interview Schedule for Class Teacher

শ্রেণি শিক্ষকের জন্য প্রশ্নাবলি

আমি এই মর্মে নিশ্চিত করছি যে, আমি আমার এম.ফিল গবেষণার (Title: Inclusive Context in the Pre-Primary Curriculum and Its Practices) জন্য আপনার সাক্ষাৎকার গ্রহণের মাধ্যমে তথ্য সংগ্রহ করছি। আমার গবেষণার কোথাও আপনার পরিচয় প্রকাশ করা হবে না। সংগৃহীত তথ্যসমূহ শুধুমাত্র গবেষণার কার্যক্রমে ব্যবহার করা হবে।

শিক্ষকের নাম :

লিঙ্গ :

বয়স :

শিক্ষাগত যোগ্যতা :

বিদ্যালয়ের নাম :

ঠিকানা :

১. শিক্ষক হিসেবে প্রাক-প্রাথমিক শিক্ষাক্রম সম্পর্কে আপনার মতামত প্রকাশ করুন।

২. একীভূতকরণের আলোকে প্রাক-প্রাথমিক শিক্ষাক্রম কিভাবে সাজানো হয়েছে বলে আপনি মনে করেন?

৩. আপনার শ্রেণিতে কি বিশেষ চাহিদাসম্পন্ন শিক্ষার্থী আছে? তাদেরকে নিয়ে শ্রেণিতে কোন ধরনের প্রতিবন্ধকতার সম্মুখীন হন?

৪. শারীরিক ও চলনক্ষমতা বিকাশে বিশেষ চাহিদাসম্পন্ন শিশুদের জন্য শ্রেণিতে কী কী কার্যক্রম পরিচালনা করেন?

৫. সামাজিক ও আবেগিক শিখনের ক্ষেত্রে শিক্ষার্থীদেরকে কীভাবে সম্পৃক্ত করেন?

৬. শিক্ষার্থীদের মনোযোগ ধরে রাখার জন্য কী কী পদ্ধতি অবলম্বন করেন?
৭. সামাজিক আচরণের ক্ষেত্রে বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের জন্য কী কী কৌশল অবলম্বন করে থাকেন?
৮. নিজের কাজ নিজেই করার ক্ষেত্রে বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের জন্য আপনি কী কী ধরনের কার্যক্রম পরিচালনা করে থাকেন?
৯. শিক্ষার্থীদের মাঝে আত্মসচেতনতা বৃদ্ধি করে পারস্পরিক সহযোগিতামূলক কাজ কীভাবে পরিচালনা করেন?
১০. বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের সাথে যোগাযোগ কীভাবে করেন এবং ভাষা দক্ষতা বৃদ্ধির জন্য কোন কোন কৌশল অবলম্বন করে থাকেন?
১১. প্রাক-লিখন বিকাশে বিশেষ চাহিদাসম্পন্ন শিশুদের জন্য কোন ধরনের পদ্ধতি অবলম্বন করে থাকেন?
১২. প্রারম্ভিক গাণিতিক ধারণা বিকাশে আপনি কীভাবে সাহায্য করে থাকেন?
১৩. সৃজনশীলতা বিকাশে বিশেষ চাহিদাসম্পন্ন শিশুদের কীভাবে সাহায্য করেন?
১৪. বিজ্ঞান ও প্রযুক্তি শিখনক্ষেত্রে কীভাবে শিক্ষার্থীদের সম্পৃক্ত করেন?
১৫. স্বাস্থ্য ও নিরাপত্তা বিষয়ক জ্ঞান বিকাশে বিশেষ চাহিদাসম্পন্ন শিশুদের জন্য কী কী উপায়ে কাজ করেন?
১৬. বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের মূল্যায়নে কী কী পদ্ধতি অবলম্বন করে থাকেন?
১৭. একীভূতকরণের লক্ষ্যে শ্রেণি কার্যক্রমে আপনি নিজে থেকে কোনো পদ্ধতি বা কৌশল অবলম্বন করেন কিনা? করলে একটু বিস্তারিত বলুন।

গবেষণার কার্যক্রমে অংশগ্রহণ এবং আপনার মূল্যবান মতামত প্রদানের জন্য আপনাকে অসংখ্য ধন্যবাদ।

Appendix C

Open-ended Interview Schedule for Head Teacher

প্রধান শিক্ষকের জন্য প্রশ্নাবলি

আমি এই মর্মে নিশ্চিত করছি যে, আমি আমার এম.ফিল গবেষণার (Title: Inclusive Context in the Pre-Primary Curriculum and Its Practices) জন্য আপনার সাক্ষাৎকার গ্রহণের মাধ্যমে তথ্য সংগ্রহ করছি। আমার গবেষণার কোথাও আপনার পরিচয় প্রকাশ করা হবে না। সংগৃহিত তথ্যসমূহ শুধুমাত্র গবেষণার কার্যক্রমে ব্যবহার করা হবে।

প্রধান শিক্ষকের নাম :

লিঙ্গ :

বয়স :

শিক্ষাগত যোগ্যতা :

বিদ্যালয়ের নাম :

ঠিকানা :

১. বিদ্যালয়ের প্রধান শিক্ষক হিসেবে প্রাক-প্রাথমিক শিক্ষাক্রম সম্পর্কে আপনার মতামত প্রকাশ করুন।

২. একীভূতকরণের আলোকে আমাদের প্রাক-প্রাথমিক শিক্ষাক্রম কিভাবে সাজানো হয়েছে বলে আপনি মনে করেন?

৩. শিখন শেখানো কৌশলের ক্ষেত্রে আপনি আপনার বিদ্যালয়ের শিক্ষকগণকে কি কি ধরনের নির্দেশনা প্রদান করে থাকেন?

৪. আপনার বিদ্যালয়ে কি বিশেষ চাহিদাসম্পন্ন শিক্ষার্থী আছে? থাকলে কোন কোন ধরনের?

৪.১. তাদের শিখনের ক্ষেত্রে একীভূতভাবে শ্রেণি কার্যক্রম পরিচালনায় আপনি কী কী পদক্ষেপ গ্রহণ করেছেন?

৪.২. পরবর্তীতে কার্যক্রমসমূহ কীভাবে মূল্যায়ন করে থাকেন?

৫. বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের মনোযোগ ধরে রাখার ক্ষেত্রে শিক্ষকগণের জন্য আপনি কি কোনো নির্দেশনা দিয়ে থাকেন? দিয়ে থাকলে কোন ধরনের?

৬. শিক্ষার্থীদের সামাজিক ও আবেগিক শিখনের ক্ষেত্রে বিদ্যালয়ে তাদেরকে কীভাবে সম্পৃক্ত করেন? শিক্ষকগণের প্রতি কোনো নির্দেশনা প্রদান করেন কিনা? করলে কি কি?

৭. শিক্ষার্থীদের সৃজনশীলতা বিকাশে আপনি কোন ধরনের নির্দেশনা প্রদান করেন? বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের জন্য আলাদা কোনো নির্দেশনা থাকে কিনা?

৮. যোগাযোগ, ভাষাগত দক্ষতা ও সহযোগিতামূলক মনোভাব বৃদ্ধিতে শিক্ষকগণের প্রতি দলগত কাজ করাসহ আরো কোনো নির্দেশনা দিয়ে থাকেন কি? দিয়ে থাকলে কি কি?

৯. নিজের কাজ নিজেই করার ক্ষেত্রে বিদ্যালয়ে বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের জন্য আপনি কোন ধরনের কার্যক্রম পরিচালনা করেন বা কোন ধরনের নির্দেশনা প্রদান করে থাকেন?

১০. বিদ্যালয়ে কীভাবে শিক্ষার্থীদের মাঝে আত্মসচেতনতা বৃদ্ধি করে পারস্পরিক সহযোগিতামূলক কাজ পরিচালনা করেন? বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদেরকে কীভাবে অন্তর্ভুক্ত করেন?

১১. বিজ্ঞান ও প্রযুক্তি বিষয়ক শিখনে কীভাবে শিক্ষার্থীদের সম্পৃক্ত করেন? বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের জন্য নির্দিষ্ট কোনো নির্দেশনা থাকে কিনা?

১২. স্বাস্থ্য ও নিরাপত্তা বিষয়ক জ্ঞান বিকাশে বিশেষ চাহিদাসম্পন্ন শিশুদের জন্য কী কী উপায়ে কাজ করেন?

১৩. বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের মূল্যায়নে শ্রেণি শিক্ষককে কোন ধরনের পরামর্শ ও নির্দেশনা দিয়ে থাকেন?

১৪. সামগ্রিকভাবে বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের জন্য আপনার অভিমত কী?

গবেষণার কার্যক্রমে অংশগ্রহণ এবং অভিজ্ঞ মতামত প্রদানের জন্য আপনাকে অসংখ্য ধন্যবাদ।

Appendix D

Open-ended Interview Schedule for Expert

Questionnaire for Expert Interview

I would like to inform you that I am collecting data for my MPhil thesis titled: “Inclusive Context in the Pre-Primary Curriculum and Its Practices”. Your expert opinion suggestions/comments are important in reviewing the national pre-primary curriculum in inclusive context. I will not disclose your identity anywhere in my thesis.

Name :

Profession :

Organisation :

1. In your opinion, how does the pre-primary curriculum meet the needs of learners?
2. What are the provisions in the pre-primary curriculum to include children with disabilities in inclusive classrooms?
3. How does the curriculum address the issues of children with disabilities?
4. To what extent the learning-teaching strategies are suitable for inclusion.
5. To what extent does the curriculum ensure flexibility in the teaching-learning strategies?
6. How does the curriculum ensure that the assessment criteria is inclusive and accessible for all students?
7. How will the teachers assess the students with disabilities during and at the end of the lesson?

8. What type of learning-teaching instruction will be appropriate for students with disabilities in an inclusive classroom?
9. What do you suggest for the teachers to differentiate the learning-teaching instructions?
10. What type of skills would the teacher require to include all learners in the teaching-learning activities?
11. What teaching strategies do you suggest for the teachers to ensure inclusivity?
12. In your opinion what type of teaching strategies are relative for inclusion in the pre-primary classrooms?

Thank you for your cooperation.

Date: