

# **Teachers' Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh**

Thesis Submitted for the Partial fulfillment for the Master of Philosophy (MPhil) Degree  
in  
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## List of Acronyms

|         |                                                                 |
|---------|-----------------------------------------------------------------|
| AT      | Assistant Teacher                                               |
| B.Ed    | Bachelor of Education                                           |
| BANBEIS | Bangladesh Bureau of Educational Information and Statistics     |
| C-in-Ed | Certificate in Education                                        |
| CRPD    | Convention on Rights of Person with Disabilities                |
| CSF     | Child Sight Foundation                                          |
| DPE     | Directorate of Primary Education                                |
| DPED    | Diploma in Primary Education                                    |
| EFA     | Education For All                                               |
| HT      | Head Teacher                                                    |
| IE      | Inclusive Education                                             |
| IER     | Institute of Education and Research                             |
| MoE     | Ministry of Education                                           |
| MoPME   | Ministry of Primary and Mass Education                          |
| NCTB    | National Curriculum and Textbook Board                          |
| NEP     | National Education Policy                                       |
| NGO     | Non Government Organization                                     |
| PEDP    | Primary Education Development Program                           |
| PTA     | Parent Teacher Association                                      |
| PTI     | Primary Teacher Training Institute                              |
| SDG     | Sustainable Development Goals                                   |
| SEND    | Special Education Needs and Disabilities                        |
| SMC     | School Managing Committee                                       |
| ToT     | Training of Trainers                                            |
| TQI-SEP | Teaching Quality Improvement in Secondary Education Project     |
| UEO     | Upazila Education Officer                                       |
| UNDP    | United Nations Development Programme                            |
| UNESCO  | United Nations Educational Scientific and Cultural Organization |
| URC     | Upazila Resource Centre                                         |

## Declaration

I, Md. Kabir Hossain, declare that the thesis titled “Teachers’ Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh” is the genuine and original research work completed by me, and this work has not been published or submitted anywhere else for the fulfillment of a degree program requirement. Every source I have cited in the thesis has been credited adequately with full references.



-----  
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## **Certificate of Supervisor**

This is to certify that the work incorporated in this thesis entitled: “Teachers’ Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh” was undertaken by Md. Kabir Hossain, Regi No: 05/ 2020-2021 under my supervision and guidance.

The entire dissertation comprises the researcher’s work and personal achievement and the thesis has not been submitted for any academic degree of any other institutions or universities inside and outside the country to the best of my knowledge.

I recommend the submission of the thesis to the University of Dhaka.



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-----  
**Md. Kabir Hossain**

## **Dedication**

In recognition of the unconditional love, encouragement, and strong support that my parents have always provided, I dedicate this thesis to them. I also dedicate this work to my beloved wife for her patience, understanding, and support throughout this challenging research process. Last but not least, I dedicate this thesis to every person who assisted, guided, and inspired me in this long and arduous journey, without whose help this work could not have been accomplished.

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## **Abstract**

Bangladesh is a multicultural country where people of different religions, castes, and ethnic backgrounds live. In an inclusive system, students with disabilities receive education in the same setting. In the context of Bangladesh, inclusive education (IE) is urgent because it has been playing a vital role in the development of primary education. Currently, 20 million children are in primary schools across the country, an achievement made possible through the rollout of inclusive education. Inclusive education has been internationally recognized as the most proficient system where teachers are grassroots actors in implementing inclusive pedagogy with the aim of ensuring full participation of all learners in the classroom.

This study has shown that rural government primary school teachers' attitudes toward inclusive education. Teachers' positive attitudes are essential for the effective implementation of inclusive education (IE). Therefore, the core objective of this study was to explore teachers' perceptions about inclusive education and its implementation with a view to ensuring education for all. Based on the core research question, it addresses three exploratory research questions, focusing on knowledge, understanding, and teachers' support of IE.

This study is qualitative in nature. The population of this study consists of all government primary school teachers working in rural areas, and selected head teachers, assistant teachers, and guardians are the sample. Data were gathered using semi-structured interviews and focus group discussions (FGDs), considering ethical issues, and analyzed using a thematic approach.

The findings demonstrate a mixed picture of teachers' attitudes. Primary school head teachers have mid-level knowledge and understanding, and support with a positive attitude. On the other hand, assistant teachers have training-based lower-level knowledge and insight, experience-based understanding, practical engagement, and a diverse attitude towards inclusive education. Both kinds of teachers showed some challenges, such as poor infrastructure, absence of teaching materials, and lack of trained teachers for special needs students, financial constraints, political interference, and students migrating towards Noorani Madrasahs.

The participants gave some suggestions to improve the implementation of inclusive education. A few areas must be prioritized, including strengthening teacher training, enhancing accessibility of infrastructure and resources, improving community and parental participation, government and NGO collaboration, and focusing on quality education and religious education. The head teachers and assistant teachers perceive inclusive education as teaching students of different religions, socio-economic status, and ability groups in the same classroom. Implementing inclusive education enjoys strong support from teachers, who believe it helps minimize discrimination, foster social harmony, and promote the holistic development of students.

## **Chapter I**

### **Introduction**

#### **1.1 Overview**

Education is the backbone of a nation. It shapes the future of a nation, making equal education for every single child. It promotes prosperity, self-preservation, and knowledge that teaches us about social behavior, respect for oneself, strength, and character (Bhardwaj, 2016). In many nations, including Bangladesh, inclusive education, which strengthens teaching all children in the same classroom regardless of circumstances, potential, or socioeconomic condition, has grown in significance. To put it simply, inclusive education is a declaration of everyone's inherent right to receive an education and not be left out. Since many groups of people do not actually have access to this right, important international instruments and development agreements have clarified what it means to have access to education rights (Lewis & Stubbs, 2008).

Many policies have been initiated by the government to encourage inclusive practice in primary schools. In rural government primary schools, teachers play a pivotal role in the successful implementation of inclusive education since they experience different classroom contexts and lived experiences (Malak et al., 2013). As teachers' perceptions are central to the opportunities and obstacles experienced in providing an inclusive education for all children. It is necessary that these are known.

## **1.2 Background of the Study**

Education is one of the greatest inventions in the history of mankind. Nevertheless, it was not discovered overnight. There has been a visible change in the concept of education in the light of human society. Education enables us to learn about our world and make it better. It offers a new way of seeing the world (Bhardwaj, 2016). Inclusive education is a very recent and powerful concept in the 21<sup>st</sup> century. The main message of inclusive education is that all children have an equal right to education. There is no class discrimination here (Herra-Seda et al., 2025)

Inclusive education is a contemporary trend that numerous international organizations advocating for the education of individuals with disabilities want to advance within diverse educational systems globally (Mahesh, 2023). The concept of inclusive education was first introduced in 1994 at the United Nations Conference on Special Needs Education held in Salamanca (UNESCO, 1994). This idea of integrated education is compatible with the basic spirit of the constitution of Bangladesh, and its wave has hit Bangladesh as well. Articles 15, 17, 19, 28, and 29 of the Bangladesh Constitution fully support the concept of inclusive education as these articles guarantee fundamental rights, education, and equal opportunity to all citizens of Bangladesh (Constitution of Bangladesh, 1972).

The government formulated the National Education Policy-2010 in the light of integrated education to include all children in the mainstream education of the country. It has been said here that disabled children, indigenous children, street children, abandoned children, unidentified children, and refugee children should all be given the same quality of

education in the same classroom (MoE, 2010). In light of the National Education Policy-2010, the National Curriculum 2012 has also been framed in the spirit of integrated education ( MoE, 2012). The concept and practice of inclusive education (IE) is one in which is all children, irrespective of their background or learning profile are offered equitable opportunities for access to learn together within regular schools. IE is concerned with diversity and individual difference and promotes a sense of belonging for all learners (Aniscow, 2020).

### **1.3 Problem Statement**

The bulk of the population in Bangladesh resides in rural areas. According to Molly Moore (2020), around 63.37% of people live in rural areas in Bangladesh. On the other hand, 70.29 percent of the population in Bangladesh was rural in 2009 (Moore, 2020). We should bring all of them into our education for an inclusive approach. Inclusive education (IE) is at an early stage of development in Bangladesh. In response to international policies and declarations over the past two decades (UNESCO, 1990; UNESCO, 1994; UNESCO, 2000), IE reform in Bangladesh has enacted several national policies and developed several professional development initiatives (Mullick et al., 2012).

Primary education is typically the first stage of formal and basic education. It is impossible to create an opportunity for giving basic education to all children of society separately. However, inclusive education programs offer opportunities for all children. Vaidya & Zaslavsky (2000) state that a segregated education is not equal, and research shows that typical children and children with disabilities learn as much or more in inclusive classes. Therefore Primary school can play an important role in ensuring Education for All (EFA)

with the help of an inclusive education system. This system is now followed worldwide. Haskell (2000) concluded that teachers are perceived as an integral component in the implementation of Inclusive Education. Hammond & Ingalls (2003) observed that research communicates that teachers' perceptions are the key to the success of inclusive programs. Therefore the researcher curiosity was high to know Bangladeshi primary teachers' perception about inclusive education, especially in rural areas. Because many children in rural areas are out of school and lack an inclusive attitude, mainly disadvantaged and disabled children are affected. The researcher wanted to explore the current knowledge, attitude, and practice of teachers about inclusion. This study aimed to investigate the present viewpoint of teachers about inclusive education in the Chattogram division.

#### **1.4 Main Research Question**

The research focused a principle question is-

How do rural government school teachers perceive inclusive education and its implementation?

The specific research questions followed the principle question that are given below:

- a. What do teachers know about inclusive education?
- b. What are teachers' understandings of inclusive education?
- c. How do teachers support inclusive education?

#### **1.5 Significance of the Study**

This study will have important consequences for policymakers, educators, teacher-training institutions, and NGOs. Findings from this study will help inform better policies and programs to enhance inclusive practices by understanding teachers' perceptions about

inclusion in rural primary schools of Bangladesh. It will also provide important evidence of the challenges and supports required for the successful implementation of inclusive education for children with disabilities in rural areas, which will benefit teachers on the ground as they improve students' learning outcomes. Furthermore, the research will be a building block for further work in this area, on both national and international levels, and contribute to the international debate on inclusive education in low-resourced contexts.

Many studies had been conducted on this issue abroad. Similarly, research on inclusive education in Bangladesh had also been conducted. But it was not raised in previous literature that much research had been conducted in Bangladesh, especially in rural areas. About three percent of the population in Bangladesh lives with disability (Rahman et al, 2023). Besides, Child Sight Foundation (CSF) had been conducting a study since 2008 on childhood disability in Bangladesh. The study revealed that about two percent of children are living with a severe form of disability in Bangladesh. There was an extreme lack of support for these children, and most of them were excluded from mainstream education. Besides, the disadvantaged and special children are not few in Bangladesh. It has been known from research that the special children in India were so large, their problems were so complex, available resources were so scarce, and social attitudes so damaging, it was only legislation which could eventually bring about a substantial change in a uniform manner. Therefore it was necessary to investigate what our primary education department was thinking about inclusive education, especially the primary school teachers' viewpoints.

However, this study was conducted to know teachers' perceptions. The importance of inclusive education was stated in the Salamanka Conference, which stated, "Schools should

accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities, and children from other disadvantaged or marginalized areas or groups’’ (Das, 2022).

The necessity of IE was also stated in SDGs. Special education challenged children are those who are blind, deaf, and dumb, and physically and mentally handicapped. These children are categorized as mildly, semi, and acutely handicapped according to the degree of their disabilities. Education for the handicapped depends on their types and degrees of challenges. With the adoption of some necessary measures, many of them can be inducted into mainstream education. However, special education was provided for those acutely handicapped children who cannot be enrolled in the general school system. The policy was specially designed for them. National Education Policy 2010 stated that the aims and objectives of special education were as follows:

- Steps were taken to include the handicapped in mainstream education.
- Special education was provided to the acutely handicapped children who cannot fulfil the demands of daily life due to their physical or mental disabilities. (MoE, 2010).

Above all statements, emphasis on the implementation of inclusive education. The teacher is the major implementer of inclusive education. If teachers do not have proper knowledge and awareness about inclusive education or have a negative attitude towards IE, we will fail to confront the challenges of the 21st century. The researcher was determined to examine the perception of teachers for the purpose of including all children because

teachers can play an important role in implementing inclusive education in primary school. It was needed to know what the teachers of government primary schools think and be aware of implementing inclusive education. Therefore research should be conducted on this issue. Because-

- It is helpful to understand the current status and knowledge of primary inclusive education in rural areas.
- It is necessary to understand teachers' views and attitudes in rural areas.
- It is helpful to remove the negative attitude of teachers towards inclusive education.
- It helps to create an environment for enrolling the disadvantaged and disabled children of our society.
- It provides a suggestion and awareness to a higher authority to take proper steps

This particular study in Bangladesh would definitely give the government policy-makers an insight into the status quo and predictors of attitudes of government primary school teachers towards inclusive education. Realizing the above fact, the present study was conducted on government primary school teachers and assessed their attitudes towards implementing inclusive education practices. I reviewed the predictors of these teachers' attitudes in terms of Bangladesh. And hence, signified to achieve the target segments of SDG 04.

### **1.6 Research Study**

The present research focused on the perceptions of head teachers and assistant teachers about the practice of inclusive education at the government rural primary schools of

Bangladesh. As pointed out by Ahsan and Mullick (2013), Inclusive education is part of national policy and curriculum reform, but its implementation is inconsistent, particularly in rural areas. Because they see the daily realities of classrooms where students of all religions, socioeconomic origins, and ability levels come together, teachers' voices are critical (Forlin & Loreman, 2014). Due in significant part to professional training programs like the Diploma in Education (DPED) or URC-based training, teachers frequently view inclusive education as a type of "partial knowledge" (Ainscow et al., 2006). The ironic sound of it is echoed and reinforced by the actualities of diverse classrooms, where Hindu students sit next to Muslim and Christian pupils, as well as with children who find themselves on the street or among those with disabilities. Inclusive education, according to literature, has been described positively by teachers because it promotes equality, builds tolerance, and reduces discrimination (Sharma et al., 2008). The research points to some significant issues for getting everyone educated in rural spaces. Kids drop out occasionally for religious schools, and there is not enough money, the buildings are bad, politics intervenes, and parents do not get it. The COVID mess made all this worse, so fewer kids signed up, and it was harder to learn (United Nations, 2021). When times are tough, teachers do their best to fix things by going to visit homes, having meetings with parents, and teaming up with charities and local leaders. The statement seems to suggest that for the initiative to be truly inclusive, more support from the government is needed. This support should focus on providing better-trained teachers and ensuring that the buildings or facilities are functional. In other words, to include everyone adequately, both the quality of education (through well-trained teachers) and the physical infrastructure (Ahsan & Sharma, 2018).

## 1.7 Organization of the Study

This study consists of six chapters. The introductory part in chapter one is focused mainly on the level of background and rationale, purpose of the study, and the research question. The second chapter tackles a review of the related literature to identify the gap in the research and also to steer the study. The research methodology for accomplishing the objectives of this study is explained in chapter three. Chapter four thematically analyses the data gathered and presents the findings, results, and their implications. In chapter five, the significant findings and discussions are presented. Finally, chapter six presents recommendations and conclusion.

**Table 1.1**

*Chapter Description*

| Chapter No.       | Chapter Title                       | Description                                                                                                                                                                                                                                                                                                                                       |
|-------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Chapter 01</b> | Introduction                        | <ul style="list-style-type: none"><li>• Background</li><li>• Problem Statement</li><li>• Research questions</li><li>• Significance and</li><li>• Research Study</li><li>• Organizations</li></ul>                                                                                                                                                 |
| <b>Chapter 02</b> | Review of the<br>Related Literature | <ul style="list-style-type: none"><li>• Concept of IE</li><li>• Philosophy</li><li>• Policy, guideline, and curriculum</li><li>• Approaches and Strategies</li><li>• Education Policy</li><li>• Teacher training</li><li>• Parental Perception</li><li>• Educators' Attitude</li><li>• International Aspect</li><li>• Current Situation</li></ul> |

|                   |                            |                                                                                                                                                                                                                                                                                  |
|-------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                            | <ul style="list-style-type: none"> <li>• Dakar Framework</li> <li>• Barriers and Challenges</li> </ul>                                                                                                                                                                           |
| <b>Chapter 03</b> | Methodology                | <ul style="list-style-type: none"> <li>• Nature of the study</li> <li>• Population</li> <li>• Area</li> <li>• Sample and Sampling</li> <li>• Data Collection Procedures</li> <li>• Coding Sheet</li> <li>• Limitations and Ethical Considerations</li> <li>• Timeline</li> </ul> |
| <b>Chapter 04</b> | Data Analysis and Findings | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Analysis of Demographic Information</li> <li>• Description of Analysis and Findings</li> </ul>                                                                                                                  |
| <b>Chapter 05</b> | Discussion                 | <ul style="list-style-type: none"> <li>• Teachers' Knowledge</li> <li>• Teachers' Understandings</li> <li>• Teachers' Support</li> <li>• Parental Involvement</li> <li>• Different Challenges</li> </ul>                                                                         |
| <b>Chapter 06</b> | Conclusion                 | <ul style="list-style-type: none"> <li>• Recommendations</li> <li>• Major Findings</li> <li>• Reflection of Research Scope</li> <li>• Further Investigation</li> </ul>                                                                                                           |

### 1.8 Scope and Limitations of the Study

This study investigated the views of teachers towards the implementation of inclusive education in rural government primary schools of two selected districts in Bangladesh. The paper emphasized the primary teachers' knowledge, attitude, ideas, difficulties, as well as the support and strategies that were employed in an inclusive classroom. There were eight administrative divisions, but this study was only one division, namely Chattogram. Just two districts were selected out of sixty-four districts. The study was kept limited to only six primary schools, thirty-four teachers, and eighteen guardians. Therefore, the result of this research may not be treated as a generalized picture of the whole of Bangladesh. According to Creswell (2012), study limitations were the flaws or restrictions that the

researcher found while doing his investigation. These restrictions result from methodological decisions or flaws in the design that affected how the results were interpreted. Results of the study may be influenced by constraints due to a limited supply of such as design features or specialized methodological procedures. It purports to explore rural government primary school teachers' perceptions towards their preparedness and professional development opportunities in the area of inclusive education in the context of Bangladesh (Mullick et al., 2012). The analysis incorporated teacher support programs, access to resources, and continuing support strategies.

### 1.9 Definitions of Key Terms

The table presents the definitions of key terms used in this study to ensure clarity and consistency in interpretation.

**Table 1.2**

*Definitions of Key Terms*

| <b>Term</b>                  | <b>Definition</b>                                                                                                                                                                                                                                                                                    |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inclusive Education</b>   | A teaching approach that ensures all children- regardless of physical, intellectual, emotional, social, linguistic, or other conditions- learn together in the same classrooms. It emphasizes equal access to quality education and the removal of barriers that prevent participation and learning. |
| <b>Teachers' Perceptions</b> | The beliefs, attitudes, understandings, and experiences teachers hold regarding inclusive education. This incorporates the way teachers perceive their role, responsibility, preparedness and barriers they experience in using inclusive practices.                                                 |
| <b>Implementation</b>        | How inclusive education policies and practices become implemented at the school level. This will apply to everything from tailored learning resources and methodologies, to classroom discipline, assessment tools and support services.                                                             |

|                                                      |                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rural Areas</b>                                   | Under-developed regions who are deprived of recourses, infrastructure and professional growth. In this paper rural areas are defined as villages or very remote parts of Bangladesh, areas where government primary schools are found.                                            |
| <b>Students with Special Educational Needs (SEN)</b> | Children who require additional support due to physical disabilities, cognitive impairments, learning difficulties, sensory challenges, or social/emotional difficulties to access and benefit from education on an equal basis with others.                                      |
| <b>Barriers to Inclusion</b>                         | Any physical, attitudinal, instructional, or systemic obstacles that prevent students with diverse needs from fully participating in mainstream education settings. These may include a lack of teacher training, inadequate resources, or negative social attitudes.             |
| <b>Support Systems</b>                               | Resources and services are provided to teachers and students to facilitate inclusive education. This includes teacher training, classroom assistants, learning materials, counseling services, and policy guidance.                                                               |
| <b>Government Primary School</b>                     | A government primary school is an educational institution funded and managed by the government, providing primary education to children, typically from ages 6 to 11. It aims to offer free or affordable education to all students, ensuring basic literacy and numeracy skills. |

## **Chapter II**

### **Review of the Related Literature**

#### **2.1 Introduction**

This chapter deals with the review of related literature, which presents the analysis of past published research as well as published materials related to the research topic. Previous literature assisted the researcher to understand and gain knowledge about his problem deeply. In this chapter, the researcher ask to himself about different aspects of inclusive education to explore the gap between existing literature and current study which are Concept of inclusive education and target group, philosophy of inclusive education, policy, guidelines, and curriculum on inclusive education, approaches to inclusive education, strategies for inclusive education, education policy 2010 and inclusive education, importance of inclusive education, teacher training for inclusive education, parental perception of inclusive education, educators' attitudes about inclusive education, international aspect of inclusive education, current situation of inclusive education, effects of inclusive education, affecting factors on teachers' attitude toward inclusive education. Dakar framework: the Dakar framework for action, framework for action on special needs education, barriers and challenges of implementing inclusive education etc.

#### **2.2 Concept of Inclusive Education and Its Target Group**

Inclusive education is a system where all kinds of learners study together such as abled, disabled, poor, rich, advantaged and disadvantaged children. It is a process of ensuring all school-age children and youth learn together in the same general education classes and

schools as welcomed and accepted members of their community, rather than have they segregated based on ability.

In essence, inclusive education is the act of offering educational and auxiliary services to children with special needs in an inclusive school context (John, 2020). It aims to supply equal opportunities for all students by reducing barriers to learning and engagement. The main principles of inclusive education state that every kid has the right to an education in a mainstream setting. Appreciating diversity among students. Tuning the climate, curriculum, and instructional methods to meet each student's needs. Maximizing the ability of all students to be actively engaged in the educational process. Promotes inclusive practices by engaging educators, parents, communities and policy-makers.



Figure 2.1: Groups of Children and Persons Identifying with Inclusive Education (Doncheva et al., 2024)

Inclusive education caters for the following categories of learners: Children with Disabilities (Physical, intellectual, sensory or developmental disabilities), Children with Learning Difficulties (Dyslexia, ADHD etc.), Children from Marginalized Communities (Ethnic minorities, refugees and indigenous groups), Economically Disadvantaged Children (Children from low-income families), Gifted and Talented Children (Who require differentiated teaching approaches to engage them in learning process), Children with Different Language Backgrounds (Non-native speakers up migrants' children), Psychosocially-Disabled Students (Trauma or behavioral issues). The goal of inclusive education is for all students to feel that they are valued, accepted, and supported within the learning environment, enabling them to reach their full potential in a space that is welcoming and responsive (Sharma & Gill, 2024).

### **2.3 Philosophical Foundation of Inclusive Education**

Inclusive education is the practice of teaching children with special needs in the same classroom as regular students, following the same curriculum. It is a method through which all children, regardless of religion, caste, rich, poor, boys and girls, disabled, non-disabled, gender, intelligence, physical differences, mental diversity, ability, faith, and values, are provided with quality education together in the same environment by the same teacher (Holmberg et al., 2016). It is an education system where children with mild to moderate disabilities are taught in the same. The principles that integrated education adheres to include: There should be no discrimination among students, there should be equal opportunities for education for all, the school environment should be conducive to the students, it should be fruitful for all, everyone should benefit, the students' perspectives

should be welcomed, personal differences are not a weakness of a student but rather a strength and diversity, new methods of teaching and learning can emerge, it will help meet the multifaceted learning needs of the child, and the educational program structure should be dynamic (Kaur & Arora, 2014). Philosophical foundations of inclusive education are:

- Every child has the right to education. This is a fundamental right, and the state and all its related organizations are internationally committed to protecting this right.
- Every child is different. One kid will be in some way different from another just by being born. Thus, they have different needs, likes and dislikes, interests, feelings, emotions, perception, and learning. This is not a problem; it is the human race.
- All children can learn. The truth is, kids learn differently, but there are no children who can't learn. Some get up to speed, others take a little longer. Moreover, children learn what they need to. What matters is not the child's capacity to learn but the system of learning.
- Each child's right to admission in a school near his or her place of residence. Assigning children to different schools on the basis of their characteristics is a right belonging to all humankind.

In this sense, each school should be ready to cater to diversity and provide for all children (Fisher et al., 1998).

This research was conducted to know the philosophy and attitude of teachers.

## **2.4 Policy, Guidelines, and Curriculum on Inclusive Education**

National Education Policy 2010 took a major step towards inclusive education when it talked of mainstreaming the disabled children in regular schools. It called for the training of at least one teacher in every school to help children with disabilities. The use of purpose-built facilities and resources for different impairments. Realizing the importance of a demand-driven education. However, NEP 2010 has been criticized for focusing on inclusion, while a medical model of disability is often the basis of the policy, and it does not have detailed plans to fully integrate. The Government of Bangladesh guarantees free and compulsory education for all children under the Constitution of Bangladesh, 1972 (Article 17). Bangladesh is a signatory to the international conventions, for instance, the UN Convention on the Rights of Persons with Disabilities (CRPD) and the Rights of the Child, illustrating its pledge toward inclusive education. Curriculum and Education Programs like Primary Education Development (PEDP II, III, and IV) are targeted at improving the quality of primary education in particular aspects to include all learners, such as:- Inclusion of children with disabilities into regular classrooms. Teacher training on inclusion pedagogies. Designing curricula and learning materials for diversity. Teaching Quality Improvement in Secondary Education Project (TQI-SEP) is another project targeted towards secondary level by imparting training to teachers of a varied kind. Fostering social inclusion in the classroom. Technical education, vocational education. In recent years, the Ministry of Education has introduced a training program that is based on the contractor system. Introduction of issues related to gender diversity and rights, and results-oriented monitoring. Malak et al., (2013) united valuable information in a table about national and international policies that are following:

**Table 2.1***Policy Pathway Bangladesh and International (Source: Malak et al., 2013)*

| Year | Policy Name                             | Policy Type          |
|------|-----------------------------------------|----------------------|
| 2010 | National Education Policy 2010          | National Policy      |
| 2006 | UN Convention on the Rights of Disabled | International Policy |
| 2001 | Bangladesh Disability Welfare Act       | National Policy      |
| 2000 | Dakar Framework for Action              | International Policy |
| 1995 | National Policy for the Disabled        | National Policy      |
| 1994 | Salamanca Declaration                   | International Policy |
| 1990 | Compulsory Primary Education Act        | National Policy      |
| 1989 | Convention on the Rights of Children    | International Policy |

## **2.5 Approaches to Inclusive Education**

Mugambi (2017) stated a formalized model of inclusive education based on rights, requiring that all children, especially children with disabilities, have access to quality education on an equal basis with others. It calls for accountability of both governments and donors to develop education systems that are accessible to every child, enabling full participation and social inclusion. Another one is multicultural education: Aims to promote cultural pluralism by identifying and valuing different races and cultures and supports the elimination of prejudice and oppression. The practice of inclusive teaching approaches incorporating diverse content(s), encouraging positive intergroup attitudes and equal opportunities for students.

## **2.6 Strategies for Inclusive Education**

Innovative solutions that may be easily tailored to each person's unique skills are offered by inclusive educational strategies, which also take into consideration students' preferred learning and communication styles as well as other particular demands in higher education (Brackenreed, 2011). The success of inclusive education must be founded on a broad package of measures to make learning accessible and equitable for all, regardless of special needs or social origin. The first point is the importance of ongoing teacher professional learning, so that teachers are equipped with an understanding of diverse learning needs, inclusive pedagogies, and how to differentiate. Secondly, curriculum adaptation allows students to participate meaningfully. Third, using assistive technology and other learning supports can facilitate participation by removing barriers. Fourth, frameworks like Universal Design for Learning (UDL) can be used to prepare for learners at different levels, instead of just responding to the needs of learners as they come. Fifth, Individualized through an IEP or based on needs. Sixth, Encourages collaborative learning and assistance among peers. Cooperative learning and peer support are mutually beneficial; students gain both academically and socially from their interdependence. Seventh, getting parents, communities, and policy makers involved turns inclusion into more than a classroom phenomenon. Eighth, greater transparency and accountability for inclusion programs are needed so there can be corrections to improve effectiveness. Ninth, creating a sense of belonging in your classroom by respecting diversity and listening to your students can help promote emotional and social inclusion. Tenth, make school infrastructure and physical environment accessible so students are able to move, interact, and participate barrier-free. Application of these strategies, considering challenges such as

limited resources or educator formation, is known to increase inclusive education access, quality, and outcomes (Thousand, 2007).S

## **2.7 Education Policy 2010 and Inclusive Education**

The National Education Policy (NEP) 2010 of Bangladesh was the first policy that clearly expressed a commitment to inclusive education with specific reference to reaching out to all children for access and equity, including children with disabilities, ethnic minorities, and disadvantaged groups (Ministry of Education, 2010). The policy focused on mainstreaming students into regular schools, increasing teacher training, and providing equitable access. Research has shown that there was relatively high promotion of awareness and policy visibility of inclusive education during the NEP-2010 (Malak, 2013). It also affected other interventions such as the Rights and Protection of Persons with Disabilities Act (2013) and Primary Education Development Programme (PEDP), which sought to operationalize policy. But studies suggest that policies and implementation often differ. Experts stress ambiguous definitions of inclusiveness, lack of teacher preparedness, insufficient infrastructure, and weak monitoring (Ahmmed & Mullick, 2013). Enrollment has become better, but meaningful participation of children with disabilities in regular classrooms is still low (IDS/Inclusive Futures, 2020). In sum, NEP-2010 was a milestone in grappling with the notion of inclusive education within the context of a developing country but effective implementation would necessitate continued investment in teacher training, appropriate infrastructure, as well as stronger policy practice coordination.

## **2.8 Needs for Inclusive Education**

Inclusive education recognizes that children will have varying learning styles and be at different developmental levels. It contributes to break the cycle of poverty and exclusion. Inspiring others around them locally to value and recognize diversity and introduce it on a wider level through inclusive education, both at school and in the community. Therefore it has a positive effect on the school culture of respect and membership. It gives power to the education structures, systems, and various approaches that serve all students. It focuses on raising the quality of education for all. In this sense, it can act to fight discrimination. It works on individual goals while being part of the classroom life with other kids their own age. It is an ongoing and gradual process, and it is a part of a larger practice for creating an inclusive society (Kour & Chirotra, 2018). Inclusive education is a critical method as it guarantees equality and rights to education for all children. It shatters the age-old discriminatory framework in our society. In this schooling, children with disabilities and kids from disadvantaged castes and tribes learn alongside typical children. Thus, they can educate themselves and respect each other. This is the basis for building a non-discriminatory and inclusive social system. Currently, a large number of children, including children with disabilities, are out of school in Bangladesh. Overall development is not possible by keeping these children out of education. Only integrated education can bring all children in the country, including children with disabilities, under the ambit of the right to education. The Education for All movement is a global and constitutional right. It is possible to ensure universal education by implementing inclusive education at the field level. Inclusive education is important for four main reasons: a) According to the Constitution, no citizen can be discriminated against. If inclusive education is introduced,

there will be no discrimination against children. b) For the commitment to the declaration of ensuring a quality basic education system at the International Conference on Education. c) Ensuring education for all children according to the National Education Policy 2010. d) Ensuring an equity-based education system according to the SDGs.

## **2.9 Teacher Training for Inclusive Education**

Training efforts begin with each participant identifying a circumstance or pedagogical issue that has taken center stage during their training placement at the designated school (Linares et al., 2016). Teachers are having fun with inclusive education training in the guise of games, with demonstrations, writing, and presentations taking place through individual and group work. Magic shows, songs, poetry readings, and jokes are being held between training sessions, eliminating laziness and boredom. Teachers want the training to be enjoyable. Training means working spontaneously, individually, and in groups, using various materials and demonstrating it through hands-on work. Training means joy and entertainment, learning something new daily, presenting lessons, and reading, listening, speaking, and writing according to the training content. Training means spontaneous participation, learning through play, mastering various learning strategies and methods, and implementing them in the classroom. Inclusive learning training is being carried out with great fun through excellent presentations, attractive and aesthetic presentations, and the teachers' minds are filled with happiness. Inclusion Strategies: Training on Teaching and Assessment under the Special Education Needs and Disabilities (SEND) sub-component of the Fourth Primary Education Development Programme (PEDP 4) to implement the program, a plan has been taken to organize a 07 (seven) day Training of

Trainers (TOT) on "Integration: Teaching-Learning and Evaluation" in PTIs in the financial year 2023-24.

### **2.10 Parental Perception of Inclusive Education**

Parental perception plays a critical role in the success of inclusive education. Studies show that many parents generally support the principle of educating children with disabilities alongside their peers, as they believe it promotes social integration and acceptance (Boer et al., 2010). But views differ on knowledge of parents, socioeconomic status, and personal experience. Research in Bangladesh and other similar settings has found that though some parents appreciate the importance of an inclusive environment, others have concerns about the quality of teaching, skills, and limitations of teachers, and worries that their child would not have their needs met (Sharma et al., 2022). In an international context, results indicate that parents of nondisabled children may have fears of impact on academic work, while parents of disabled children are likely to support the call for inclusive education where schools can provide appropriate systems of support (Sharma & Armstrong, 2019). In general, literature also underscores that a welcoming child-rearing climate, successful training and support of teachers, as well as tangible proof of the achievement in integration are conducive to positive parental attitudes.

### **2.11 Educators' Attitudes about Inclusive Education**

Educators play a key role in the holistic development of learners. Both learners and parents regard educators as the most important factor in the learners' transition towards adulthood (Siebalak, 2002). Teachers' attitudes have been widely recognized as a key factor in the

success of inclusive education. Positive attitudes in teachers often relate to training, experience, and access to resources, which make them confident in supporting diverse learners (Avramidis & Norwich, 2002). In Bangladesh and similar contexts, research indicates that many teachers conceptually support inclusion but express concerns about classroom overcrowding, lack of resources, and insufficient professional preparation (Malak, 2013). While young teachers and specially trained teachers tend to hold positive attitudes, less-than-favorable attitudes persist when systemic barriers - such as inadequate policy support and heavy workloads - remain (Sharma & Jacobs, 2016). Overall, literature emphasizes that improving teacher education and providing adequate school support are crucial for fostering positive attitudes toward inclusive practices. Generally, the literature emphasizes that improving teacher education and providing adequate school support are crucial for encouraging positive attitudes toward inclusion.

## **2.12 International Aspect of Inclusive Education**

The concept of inclusive education has gained worldwide attention as a cross-national policy issue set by international documents, including the UN Sustainable Development Goal 4 (SDG-4) and the UNESCO Salamanca Statement (1994). These documents promote education for all learners, including those with disabilities, girls, and children from impoverished backgrounds. Research indicates that educators approach inclusion in different ways, depending on the context. However, in high-income countries, teachers tend to show more positive attitudes, aided by formal training and sufficient resources (Forlin, 2010). Conversely, in low- and middle-income settings, systemic issues like overcrowded classrooms, inadequate training, and limited learning resources cause

educators to hold more guarded or adverse views (Sharma et al., 2013). Across countries, international literature has identified the need for high-quality professional development, alignment of policy to practice, and acceptance of a culture of commitment from educators towards inclusive education (UNESCO, 2020).

### **2.13 Current Situation of Inclusive Education**

Worldwide, the state of inclusive education today shows both policy progress and variable practice. International platforms like SDG-4 and the Global Education Monitoring Report by UNESCO (2020) highlight equity and “Education For All,” facilitating the embedding of inclusive education in national policies across a number of nations. Research demonstrates that, although more children with disabilities are enrolled in schools, their inclusive engagement is often hindered by insufficient teacher preparation, a lack of resources, and lack of accessibility at schools (UNESCO, 2020). Whilst there are policy frameworks for inclusion in developing contexts (Bangladesh), such as the National Education Policy 2010, and the Disability Rights Act 2013, actual classrooms are still very far away from inclusive environments, as many teachers still lack the requisite knowledge, the infrastructure to teach these children is either absent or poor and very few communities are aware of the right of children with disabilities to an education (Ahsan et al.; 2020).

### **2.14 Importance of Inclusive Education**

Studies have shown that inclusive schooling is beneficial for students both with and without disabilities. When appropriate support is in place, inclusion promotes academic progress, social skills, and self-esteem for students with disabilities (Hehir et al., 2016). In

addition, peers without disabilities benefit too, as they learn empathy, tolerance, and collaboration in inclusive classrooms (Saloviita, 2020). But studies warn these benefits are contingent on teacher training, materials, and school climate: in their absence, inclusion can result in basics-driven skills instruction or worse, segregation. Literature shows us that inclusion can lead to greater equity and social cohesion; however, full realization of these benefits depends on the presence of systemic supports and adequate implementation.

### **2.15 Affecting Factors on Teachers' Attitude toward Inclusive Education**

Many personal, professional, and contextual factors influence teachers' attitudes towards inclusive education. Studies have shown that training and professional knowledge, policy context and external support are some of the most powerful predictors of attitudes, with the confidence that trained teachers have in handling diverse classrooms being a factor (Sharma & Sokal, 2016). Familiarity with inclusion through experience in the classroom or the presence of students with a disability tends to promote acceptance of inclusion, while lack of experience tends to produce anxiety or resistance (Ahsan et al., 2012). In developing countries, contextual challenges, including overcrowded classrooms, a shortage of resources, and inadequate school support, adversely impact attitudes (Malak, 2013). The gender and origins of the teachers considered may also play a role since previous researchers have found female and younger teachers to be more open to inclusive practices (Boer et al., 2011). In general, the literature implies a need for better teacher education, improved resource availability, and better systemic support for teachers, all of which are necessary for nurturing a positive stance toward practicing inclusive education.

## **2.16 Dakar Framework**

Education for All (EFA) 2000 was adopted at the World Education Forum in Dakar, Senegal, and constitutes a global commitment to achieve quality basic education for all by 2015. Six EFA goals were framed in it, targeting a broader access to basic education, the more holistic goal of early childhood care, universal primary education, and access to evidence-based strategies in adult literacy, gender equality, and developing quality education (UNESCO, 2000). The framework highlighted equity, inclusion, and lifelong learning and then urged governments, civil society, and international agencies to cooperate. Evidence suggests that, although the Dakar Framework had a major impact on national education policies, particularly in developing countries, challenges related to human and financial resources, poverty, and inadequate teacher training hampered achievement of these equity goals (Aikman & Unterhalter, 2005). While many targets were not achieved, the Dakar Framework drove the path for more recent global commitments such as the Sustainable Development Goal 4 (SDG-4), which sustained the belief in equal and equitable quality education (UNESCO, 2015).

## **2.17 Framework for Action on Special Needs Education**

The Salamanca Statement and Framework for Action on Special Needs Education was adopted at the World Conference on Special Needs Education: Access and Quality, convened by UNESCO in Salamanca, Spain, in June 1994. It stressed that every school should accommodate all children found in the area (UNESCO, 1994). It is based on the key principle of inclusive schools, where diversity is seen as enriching and far from being an obstacle. What is natural is that teaching, curricula, and organization of the school adapt

to the plurality of learning needs. Studies indicate that this framework has successfully impacted both international (UNESCO, 1994; 2015) and national education policies (Reynolds et al., 2004), urging governments to abandon segregated special education for inclusive models (Florian, 2008). Cognizant of this, research has also reported the stifling burdens in implementation, especially in low- and middle-income countries, where the trifecta of resource constraints, insufficient teacher training, and policy–practice gaps continues to inhibit progress (Pijl et al., 2013). Broadly, the framework is still a pillar of the global movement for inclusive education, as well as for relevant policy-making.

### **2.18 Barriers and Challenges of Implementing Inclusive Education**

There are many obstacles and challenges globally for the implementation of inclusive education. There is no inclusive education in schools, and there are not enough environments that enable children with disabilities to learn in classrooms and schools such as sanitary conditions, getting role, less playground facilities and correct building signage for the student. The educator's attitude and their unawareness of inclusive education classrooms taught by teachers without IE training, negative perceptions by the parents and other pupils (Ahsan et al., 2012). Age-old cultural attitudes and the perception of inclusive education are negatively perceived among the teachers, parents, and community, limiting acceptance (Sharma & Jacobs, 2016). In addition to the sense of disability, negative perception of people with disabilities, skeptical attitude towards change, poor policy implementation, shortage of resources, and absence of measurement systems were additional barriers to inclusive education, leading to the gap between the policies and realities of practices in the classroom (Mitiku et al., 2014). Researchers stress that expertise

that addresses these barriers and enables meaningful participation of all students is not simply found but built on a systems level, through professional learning, community engagement, and the provision of inclusive environments.

This chapter reviews various existing literature and discusses the above to find the concept, significance, and implementation scenario of inclusive education. By searching both national and international research, the review attempts to identify the existing body of knowledge as well as the research gap in this field. The review also indicates that although a remarkable number of studies have been conducted on inclusive education, teachers' attitudes and perceptions, particularly those of primary school teachers in rural contexts of Bangladesh, remain largely underexplored.

In this context, the present study is undertaken to explore the perceptions and attitudes of rural primary school teachers in Bangladesh toward inclusive education. As a developing country, Bangladesh is progressing toward achieving the Sustainable Development Goals (SDGs) with a focus on ensuring both qualitative and quantitative improvements in education. Teachers' positive attitudes toward inclusive education can play a significant role in supporting the achievement of these goals of ensuring equitable, quality education. Therefore, this study is expected to contribute to addressing the gap in existing literature while also providing valuable insights for policymakers and educators playing a significant role in developing a more inclusive education as well as society.

## **Chapter III**

### **Methodology**

#### **3.1 Introduction**

This chapter discusses the research methods and procedures used in this study, as well as the rationale and justification for the chosen approach. The study's nature, research design, sample design, respondents, data collection techniques, and data analysis tools are all used to characterize the study's approach. These are explained in the sections that follow.

#### **3.2 Nature of the Study**

This study followed the qualitative approach, which is the most suitable technique for exploring a deep understanding of a central issue (Creswell, 2012). It helps to understand people's attitudes, behaviors, experiences, beliefs, and interactions. According to Pathak et al (2013), the qualitative approach produces non-numerical data in research.

Since this study investigated teachers' attitudes, behaviors, values, and interactions, it focuses on a qualitative method. The qualitative approach was suitable for understanding the teachers' perceptions in implementing inclusive education. There were three research questions in this research, and all the questions were of an exploratory type. Therefore, the research was qualitative in nature.

#### **3.3 Population of the Study**

Population refers to the entire group of individuals to whom the study's results are intended to generalize (Creswell, 2009). In this research, the population was all government primary school teachers working in rural areas of Bangladesh. According to BANBEIS (2025),

there are 6, 50,293 primary school teachers employed across the country. Among them 1, 21,144 primary teachers are employed in the Chattogram division. All rural primary teachers were the population of this study.

### **3.4 Sample and Sampling**

Bangladesh is administratively organized into eight divisions and sixty-four districts (BBS, 2023). Chattogram is one of the populous divisions of the country. There are eleven (11) districts in chattogram division (BBS, 2023). Among them, two districts (Chattogram and Cox's Bazar) were randomly selected from the eleven districts. Two upzilas were also selected randomly from Chattogram and Cox's Bazar districts. Three rural government schools had been selected purposively from each upazila. The selected primary school head teachers, assistant teachers, and guardians were the sample of this study. Semi-structured interviews were conducted with six head teachers and eighteen assistant teachers of two upazilas of the two districts. At the same time, a total of sixteen primary school teachers and sixteen guardians had been selected from two upazilas of the two districts for FGD data collection.

The following table presents the detailed sample and sampling techniques of the study:

**Table 3.1***Sample and Sampling Techniques*

| <b>Data Collection Method</b>       | <b>Respondent Type</b> | <b>Sampling</b> | <b>Sample Size in Each School/Upazila</b> | <b>Total School and Sample Number</b> | <b>Total Respondents</b> |
|-------------------------------------|------------------------|-----------------|-------------------------------------------|---------------------------------------|--------------------------|
| <b>Semi-structure Interview</b>     | Head Teacher (HT)      | Purposive       | 1                                         | 6×1                                   | 06                       |
|                                     | Assistant Teacher (AT) | Purposive       | 1                                         | 12×1                                  | 12                       |
|                                     |                        |                 |                                           |                                       |                          |
| <b>Focus Group Discussion (FGD)</b> | Primary Teacher        | Purposive       | 08                                        | 2×8                                   | 16                       |
|                                     | Guardian               | Purposive       | 08                                        | 2×8                                   | 16                       |

### 3.5 Research Area

Study area means the physical, geographical, or conceptual context in which the research occurs. The researcher chose the research area based on communication accessibility and educational importance. A total of six rural government primary schools were selected from Hathazari and Chakoria upazilas of Chattogram and Cox's Bazar districts of Chattogram division.

The following table represents detailed information about the study area:

**Table 3.2***Study Area*

| <b>Division</b>                | <b>District</b> | <b>Upazila</b> | <b>Union</b> | <b>School<br/>No.</b> |
|--------------------------------|-----------------|----------------|--------------|-----------------------|
| <b>Chattogram</b>              | Chattogram      | Hathazari      | Mekhol       | 01                    |
| <b>Chattogram</b>              | Chattogram      | Hathazari      | Hathazari    | 01                    |
| <b>Chattogram</b>              | Chattogram      | Hathazari      | Mirzapore    | 01                    |
| <b>Chattogram</b>              | Cox's Bazar     | Chakoria       | Dulahazara   | 01                    |
| <b>Chattogram</b>              | Cox's Bazar     | Chakoria       | Koiyerbil    | 01                    |
| <b>Chattogram</b>              | Cox's Bazar     | Chakoria       | Boroitoli    | 01                    |
| <b>Total Number of Schools</b> |                 |                |              | <b>06</b>             |

### 3.6 Data Collection Procedures and Tools

The aim of the study is to explore teachers' perceptions in implementing inclusive education at rural government primary schools in Bangladesh. In this study, data were collected from only primary sources with two tools, namely semi-structured interviews and focus group discussions. Data were gathered from head teachers and assistant teachers with semi-structured interviews. Besides, another data collection tool, Focus Group Discussion, was used to collect data where head teachers and assistant teachers were in one group, and guardians were in another group.

### ❖ **Semi-structured interview**

A semi-structured interview is one of the data collection methods that is very common in qualitative research. This is defined by a semi-structured interview guide to elicit deeper exploration of themes and ideas, as in a structured interview. The semi-structured interview enables an in-depth research of the social in other words (Bryman, 2016). This study focused on exploring teachers' perceptions in implementing inclusive education at rural government primary schools of Bangladesh by using a semi-structured interview method. In this present study, the researcher used semi-structured interview for extracting in depth understandings of primary school teachers. For this purpose, the researcher had used an interview guideline that made the interview lesson meaningful and goal-oriented.

### ❖ **Focus Group Discussion**

Focus Group Discussion (FGD) is also a qualitative research technique that involves gathering a small group (06–12 participants) of people to discuss a specific topic. It is directed by a facilitator or moderator. The aim is to invite feedback, ideas, and points of view from participants in a comfortable and interactive environment (Akyıldız & Ahmed, 2021). FGD was another important tool in this research. It was to explore participants' experiences and perceptions through interactive discussions. FGDs were conducted on two-teacher groups and two guardian groups separately, where each group contained eight members

### 3.7 Data Triangulation

Triangulation is a term used in qualitative research to describe the use of more than two methods or two data sources to capture the phenomenon holistically (Patton, 1999). For example, teachers supplied data through semi-structured interviews and focus group discussions. Data were also collected from the guardians of students by using focus group discussions. Therefore, the researcher tried to investigate the actual picture of this study using data triangulation. Strong findings would determine comparing teachers' perception with guardians' experiences in this research.

The data triangulation process of this study is presented in the following with a figure:

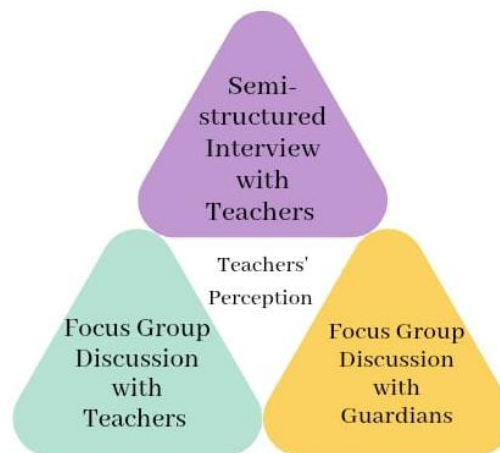


Figure 3.1: Process of Data Triangulation

### 3.8 Data Analysis

Thematic analysis involved developing themes from data, which consisted of answering the major research questions and forming an in-depth understanding of the central phenomenon (Creswell, 2012). In this research, data were obtained with semi-structured

Interviews & focused group discussion (FGD). Data were analyzed by using the thematic analysis technique to form themes to answer the research questions. Interviews and FGDs were audio-recorded, transcribed, and translated into English. The researcher repeatedly read the transcripts to become familiar with the data. Formal analysis involved, firstly, categorizing the data, next coding them based on the categories, and finally identifying themes (Khan, 2012). Primary codes were created and grouped into categories, which were further organized into sub-themes. Formal analysis involved, firstly, categorizing the data, next coding them based on the categories, and finally identifying themes (Khan, 2012). Data triangulation was used by comparing semi-structured interviews and FGDs data to enhance credibility. Findings were presented with themes.

### 3.9 Coding Sheet

In this coding sheet, Head teachers one-six were coded HT1-HT6 in a semi-structured interview. At the same time, assistant teacher one-twelve were coded as AT1-AT12 in the similar interview. Focus Group Discussion one of Primary School Teachers was coded FPST1 and Focus Group Discussion two was coded as FPST2. The first participant of the FPST1 was coded FPST1P1, and the first participant of the FPST2 was coded as FPST2. Focus Group Discussions of Guardians of Students were coded GFS1 and GFS2. The first participants of GFS1 and GFS2 were coded as GFS1P1 and GFS2P2.

**Table 3.3**

*Coding Sheet*

| Serial No. | Respondent     | Data Collection Method    | Code |
|------------|----------------|---------------------------|------|
| 1.         | Head Teacher 1 | Semi-structured Interview | HT 1 |
| 2.         | Head Teacher 2 | Semi-structured Interview | HT 2 |
| 3.         | Head Teacher 3 | Semi-structured Interview | HT 3 |

|     |                              |                           |       |
|-----|------------------------------|---------------------------|-------|
| 4.  | Head Teacher 4               | Semi-structured Interview | HT 4  |
| 5.  | Head Teacher 5               | Semi-structured Interview | HT 5  |
| 6.  | Head Teacher 6               | Semi-structured Interview | HT 6  |
|     |                              |                           |       |
| 1.  | Assistant Teacher1           | Semi-structured Interview | AT1   |
| 2.  | Assistant Teacher2           | Semi-structured Interview | AT2   |
| 3.  | Assistant Teacher3           | Semi-structured Interview | AT3   |
| 4.  | Assistant Teacher4           | Semi-structured Interview | AT4   |
| 5.  | Assistant Teacher5           | Semi-structured Interview | AT5   |
| 6.  | Assistant Teacher6           | Semi-structured Interview | AT6   |
| 7.  | Assistant Teacher7           | Semi-structured Interview | AT7   |
| 8.  | Assistant Teacher8           | Semi-structured Interview | AT8   |
| 9.  | Assistant Teacher9           | Semi-structured Interview | AT9   |
| 10. | Assistant Teacher10          | Semi-structured Interview | AT10  |
| 11. | Assistant Teacher11          | Semi-structured Interview | AT11  |
| 12. | Assistant Teacher12          | Semi-structured Interview | AT12  |
|     |                              |                           |       |
| 1.  | Primary School Teachers (09) | Focus Group Discussion    | FPST1 |
| 2.  | Primary School Teachers (08) | Focus Group Discussion    | FPST2 |
|     |                              |                           |       |
| 1.  | Guardians of Students (08)   | Focus Group Discussion    | FGS1  |
| 2.  | Guardians of Students (10)   | Focus Group Discussion    | FGS2  |

### 3.10 Ethical Consideration

Ethical considerations were maintained carefully in this research to ensure all the research practices conformed to academic, professional, and institutional ethical standards. The research was done with dignity, respect for participants' privacy, and autonomy. The researcher obtained ethical approval (Study Code: IERREC/In-Mphil\_2) from the IER Research Ethics Committee, Institute of Education and Research, University of Dhaka before data gathering. Informed consent was received from all the participants, i.e., six head teachers, twelve assistant teachers, sixteen assistant & head teacher, and eight guardians of the target rural government primary schools. Confidentiality and anonymity were upheld at any price. Names of the participants were never included in the data nor in

any published work derived from it. Instead, they were referred to by codes like HT1–HT6 for head teachers, AT1–AT12 for assistant teachers, FPST for primary school teachers (Head and Assistant Teacher) and FGS for guardian of students to uphold confidentiality. Recordings and transcripts of all interviews were stored securely and accessible only to the researcher. The researcher took necessary steps not to cause any psychological, social, or professional damage to participants after interviewing. The interviews were conducted at the teachers ‘own convenience time and place, and in a non-threatening environment where they were at ease. All the data were employed for academic use only, and findings were reported honestly. Upholding these ethics ensured that human participants were safeguarded and qualitative educational research integrity was maintained.

### 3.11 Timeline of the Study

The study took approximately 1.5 years. In the first few months, the researcher reviewed the literature and developed the proposal. During the next few months, research tools, such as, interview questionnaire and focus group questionnaire guides, were prepared. In the last few months, the main phase of data collection took place, followed by data analysis and interpretation. Finally, in the last few months, the researcher completed the drafting, editing, chaptering, and referencing of the thesis.

**Table 3.4**

*Timeline of the Study*

| Stage             | Activities                                    | Timeline                   |
|-------------------|-----------------------------------------------|----------------------------|
| Stage 1: Planning | Literature Review and<br>Proposal Development | 01 July 2024-31 March 2025 |

|                             |                                                                |                                      |
|-----------------------------|----------------------------------------------------------------|--------------------------------------|
| Stage 2:<br>Preparation     | Tools Development and<br>Ethical Approval                      | 01 April 2025- 30 September<br>2025  |
| Stage 3: Data<br>collection | Field Visits, Interviews, and<br>FGD (Teachers &<br>Guardians) | 01 October 2025 – 20 October<br>2025 |
| Stage 4: Data<br>Analysis   | Translating, Coding, and<br>Thematic Analysis                  | 21 October 2025- 15 December<br>2025 |
| Stage 5:<br>Interpretation  | Interpreting Findings Review                                   | 16 December 2025- 10 January<br>2026 |
| Stage 6: Report<br>Writing  | Drafting and Finalizing<br>Thesis Chapters and<br>Referencing  | 11 January 2026- 01 February<br>2026 |

## **Chapter IV**

### **Analysis and Findings**

#### **4.1 Introduction**

This chapter presents the findings of the study derived from the analyzed data. The aim of this study was to explore teachers' knowledge, understanding, and support about inclusive education among the government primary school teachers of Bangladesh. Since teachers and guardians were respondents of this study, the researcher designed the findings in four specific areas. In addition, considerable aspects are also developed by analyzing the smaller questions under each of the core themes that can be related to each other, to help in connecting the issues and aspects better for interpretation and understanding.

#### **4.2 Demographic Information of the Respondents**

This study included thirty-four teachers from rural government primary schools in Bangladesh, 6 head teachers, and 12 assistant teachers as respondents of semi-structured interviews. Out of the head teachers, 4 were male and 2 female; out of the assistant teachers, 3 were male, and 9 were female. Similarly, sixteen teachers were respondents in the focus group discussion, where 5 were male, and 11 female, and sixteen teachers were also participants in the focus group discussion, where 2 were male and 14 female.

It was found by studying the demographic data of the respondents that all head teachers had professional teaching qualifications such as C-in-Ed., DPed., or B.Ed. degrees of those who were assistant teachers, 19 had C-in-Ed. or D.PEd. Degrees and 5 had not any

professional degrees. The teaching experience of the respondents was at least 7 years and at most 30 years, which means that not only teachers with relatively better experience in the study, but also with a high level of experience. Such professional experiences allowed the respondents to share rich insights based on their experiences and observations regarding the implementation of inclusive education in rural government primary schools. There are several key reasons why collecting demographic data is essential. Needless to say, more data is usually better as they help to minimize the number of false positives. For example, without demographic data, the risk of some groups developing a killer disease, being diagnosed with early-stage dementia, or having an autistic child may all be overestimated. These false positive can misdirect resources to undeserving places. Secondly, since demographic data provides whether a sample can be said representative (Ray, 2020).

Findings of this study were presented in a table as follows

**Table 4.1**

*Overview of Data Analysis and Findings*

| Core Areas                                                   | Major Themes          | Supporting Themes                    |
|--------------------------------------------------------------|-----------------------|--------------------------------------|
| <b>Teachers’<br/>Knowledge about<br/>Inclusive Education</b> | Fundamental Knowledge | Concept of Inclusive Education       |
|                                                              |                       | Training-Based Knowledge             |
|                                                              | Practical Knowledge   | Handling Student Migration           |
|                                                              |                       | Community and Parental Involvement   |
|                                                              |                       | Encouraging Equal Participation      |
|                                                              |                       | Engagement with NGOs and Authorities |
|                                                              |                       | Maintenance Students’ Diversity      |

|                                                                    |                                              |                                          |
|--------------------------------------------------------------------|----------------------------------------------|------------------------------------------|
| <b>Teachers’ Understanding of Implementing Inclusive Education</b> | Understanding of Inclusive Pedagogy          | Teaching Methods and Techniques          |
|                                                                    | Understanding of Stakeholder Engagement      | Parents and Community Engagement         |
|                                                                    |                                              | Awareness of Inclusive Practices         |
| <b>Teachers’ Support for Inclusive Education</b>                   | Institutional Practice                       | Cultural Sensitivity                     |
|                                                                    |                                              | Learner Centered Approach                |
|                                                                    | Supportive Mindset                           | Positive Attitude                        |
|                                                                    |                                              | Peer Support                             |
|                                                                    | Professional Development                     | Technological Integration Training       |
| <b>Challenges and Barriers in Implementing Inclusive Education</b> | Teaching-learning Related Challenge          | Classroom Management                     |
|                                                                    |                                              | Time Constrains                          |
|                                                                    | Infrastructural and Resource-based Challenge | Insufficient Teaching-learning Materials |
|                                                                    |                                              | Lack of Inclusive Friendly Environment   |
|                                                                    | Religious and Social Challenge               | Migration to Noorani Madrasahs           |
|                                                                    |                                              | Negative Attitudes                       |

The findings demonstrate a mixed picture of teachers’ attitudes. Primary school head teachers have middle-level knowledge and understanding, and support with a positive attitude comparatively. On the other hand, assistant teachers have training-based lower-level knowledge and insight, experience-based understanding, practical engagement, and

a mixed attitude towards inclusive education. Both teachers showed some challenges, such as poor infrastructure, absence of teaching materials, and lack of trained teachers for special needs students, financial constraints, political interference, and students migrating towards Noorani Madrasahs.

### **4.3 Teachers' Knowledge about Inclusive Education**

The researcher emerged two specific themes by analyzing head teachers' and assistant teachers' semi-structured interviews and focused group discussions (FGD) of teachers and guardians. Those are presented-

#### ***4.3.1 Fundamental Knowledge***

The head teachers showed a mid-level knowledge about inclusive education curriculum as they were directed and led in all the formal and expected training, experience, and development. They knew the basics about inclusion. Nonetheless, the head teachers were committed to inclusion as exemplified in family involvement and collaboration with parents. The head teachers had well knowledge of inclusive practice. They were able to identify whether their school was inclusive or not. A head teacher said, "Our school is an inclusive organization because all kinds of students have access here" (HT1). A participant of this study stated, "Our school is committed to creating an inclusive environment where every child, regardless of background or ability, has the opportunity to succeed. We embrace diversity, integrating students from different religions, socio-economic backgrounds, and abilities" (FPST2P3). Although they were not much aware of the different policies and programs regarding inclusive education, they took different

initiatives in school to prevent student dropout and worked on the development of thinking skills among children. Three head teachers (HT1-HT3) agreed about preventing dropout. One of them stated, “We have taken proactive steps within our school to prevent student dropout. We focus on developing the thinking skills of all students, ensuring that every child, regardless of their background or ability” (HT2). Different types of technology were used to support students with different needs within inclusive settings. They had a positive image of inclusive education, and they believed that every child in society has the right to education.

In contrast, assistant teachers had minimal knowledge that was obtained largely from the DPED. Degree. One of the assistant teachers said, “We have known about inclusive education from inclusive education training, subject based training and from direction of upzilla education office (AT5).” Their experience was more hands-on and practical, preparing students of all backgrounds including with disabilities. They were also cooperative in implementing inclusive education. Their teaching methods, aids, and classroom management were favorable to all children. One of the guardians commented, “Teachers use a variety of tools to engage students in lessons, which attract children and keep them motivated to learn (FGS1P2).”

#### **4.3.1.1 Concept of Inclusive Education**

This study highlighted that head teachers had a clear concept about inclusive education. HT3 declared, “We think that inclusive education brings together students from diverse socio-economic backgrounds, religions, and abilities in the same classroom. We emphasize

equal treatment and opportunities for all children, aiming to reduce discrimination and foster a more humane and secular society.” A teacher of FPST1 also said, “We have known about inclusive education from inclusive education training, subject-based training, and from the direction of Upzilla Education Office and our daily practice” (FPST1p3).

On the other hand, data analysis disclosed that there were mixed responses from assistant teachers. Some of the assistant teachers had no clear concept of inclusive education. Two assistant teachers (AT11 and AT12) uncovered that they had no knowledge about implementing inclusive education. Two participants of FPST2 also revealed that they have little knowledge about inclusive education because they did not get any training on inclusive education. One participant of FPST1 confessed that their concept of inclusive education was limited in daily practice.

#### **4.3.1.2 Training-based Knowledge**

The study acknowledged that teachers who received training had comparatively greater knowledge about inclusive education. A head teacher (HT6) stated, “We have known about inclusive education from inclusive education training, subject-based training, and from the direction of the Upzilla education office and different seminars.” A primary teacher (FPST2p5) also supported the statement of HT6. A participant of FPST2p1 stated, “We have no opportunity like training to gain knowledge about inclusive education.”

The above data proved that teachers’ knowledge about inclusive education was training-based, and the training was not sufficient for everyone.

### **4.3.2 Practical Knowledge**

Head teachers explained their inclusive education knowledge gained from formal coursework and training, complemented by workshops and their practical experiences. They understood that integration of students with various backgrounds and abilities was important. Assistant teachers also had superficial knowledge about inclusive education, largely learnt from their DPEd or C-in-Ed. program. They shared an understanding of inclusion but were often unaware of policies, legal requirements, and methods of assisting learners with special needs.

#### **4.3.2.1 Handling Student Migration**

The analysis clarified that head teachers handled strongly the student migration to different private institutions and madrasahs. One of head teachers (HT3) said, “We go to guardians of students and arrange regular meeting to get understanding them about students’ migration.” Simultaneously, assistant teachers also worked to handle student migration. One of the primary school teachers stated, “We take thoughtful and practical steps to influence students, focusing on increasing enrolment, involving and motivating parents” (FGS1p7).

#### **4.3.2.2 Community and Parental Involvement**

Head teachers arranged courtyard meetings and mother assemblies through mobilization to involve parents and the community. They realized that these initiatives were the key to improving knowledge around inclusive education and enhancing student engagement. A head teacher shared, “I arrange schools conduct courtyard meetings, mother assemblies,

and parent meetings, make phone calls, take NGO support, bring in additional teachers, and home visits to raise awareness and strengthen relationships” (HT3). Assistant teachers also communicated with parents regularly. Two individual participants of FGS1 and FGS2 acknowledged, “Primary school Teachers arrange school courtyard meetings, mother assemblies, and parent meetings, make phone calls regularly” (FPST1p6 and FPST2p4). One participant (FGS1p2) of FGS1 confessed that teachers were caring for their children and they were invited always to participate in school activities like courtyard meetings, mother assemblies, and parent meetings.

#### **4.3.2.3 Encouraging Equal Participation**

Head teachers welcomed all kinds of learners to ensure equal participation. A head teacher expressed, “We believe that inclusive education reduces inequality, fosters social cohesion, and enables students with special needs as well as academically lagging students to become self-reliant” (HT8). Meanwhile, assistant teachers also emphasized on equal participation of learners. Two participants of FPST2 stated,

In our school, students from different backgrounds Hindu, Muslim, Christian, and even fishing communities study together. We also have children who are physically disabled, mentally challenged, and some who come from the streets learning alongside everyone else. Through these experiences, I have come to understand that inclusive education truly means creating equal opportunities for all students in the same classroom. (FPST2p2 and FPST2p5)

### **4.3.3 Knowledge about Inclusive Policy**

This research revealed that head teachers had a better understanding of inclusive education policy and advocacy environment. As school leaders they knew from the training. Besides, they had received through many programs and in response to directives from the Upazila Education Office on promoting inclusive education. That is why, they had the ability to facilitate the movement for inclusive education at both school and community level. A participant of FPST1 said, “While I grasp the idea of inclusion, I’m not fully familiar with the policies, legal guidelines, or specific methods to support students with special needs” (FPST1p3).

In contrast, assistant teachers had comparatively less understanding of inclusive education policy. Therefore, they had no policy and advocacy knowledge. A teacher of FPST1 declared, “While I grasp the idea of inclusion, I’m not fully familiar with the policies, legal guidelines, or specific methods to support students with special needs” (FPST1p2). One assistant teacher (AT2) declared that he did not get inclusive education training. Therefore, the implementation of inclusive education was hampered.

#### **4.3.3.1 Engagement with NGOs and Authorities**

Head teachers developed inclusive environment with support of NGOs and local authorities to gain more resources. One teacher of FPST1 stated, “We hire teachers and make our schools more inclusive” (FPST1p7). Their advocacy worked best when it was built on partnership. Two head teachers (HT2 and HT3 said,

I maintain regular communication with the local authorities and the Upazila Education Office, but we don't always receive sufficient support. I believe initiatives like scholarships, mid-day meals, and health support could really help improve student attendance and engagement. To tackle the challenges of inclusive education, we mostly depend on motivation, awareness campaigns, and close collaboration with our colleagues and parents.

Overall, these interventions reflect the potency of head teachers in sustaining inclusivity practice through the motivation of learners, engagement of parents, and encouraging professional cooperation in the midst of economic, infrastructural, and socio-cultural constraints.

Assistant teachers were observed to be dedicated to inclusive education and highlighted their self-motivated initiatives towards discriminating in favor of students and parents. They typically cited activities such as home visits, courtyard meetings (Uthan boithak), and parent-teacher meetings to facilitate admission and continuity of attendance. AT4 shared, "We regularly conduct home visits, courtyard meetings, and mother assemblies to motivate parents and students."

These practices, in their view, reduce discrimination, increase participation, and enhance awareness among parents about the significance of inclusive schooling. For instance, some of the teachers established special classes for the pupils with more educational issues, while others opted to work in collaboration with parents in an attempt to solve the issue of absenteeism. Such social interaction enabled the teachers to try to establish a good environment in which disabled children and poor children had equal access to education. A teacher of FPST2 remarked, "We try to prevent student dropouts by visiting their homes,

making phone calls, and encouraging parents to continue their children's education. We also arrange special classes for weaker students so that they do not fall behind in their studies" (FPST2P1).

#### **4.4 Teachers' Understanding in Implementing Inclusive Education**

Data analysis found that head teachers clearly understood the importance of inclusive education. Therefore, they consistently emphasized on the use of inclusive teaching methods, strategies, and instructional materials in their schools. They also arranged supportive resources for students with special needs and conduct parent meetings and courtyard meetings to raise awareness and provide support. Similarly, most of the assistant teachers believed that inclusive education is important to ensure that every student in society. They also thought that it brought into the light of education. They also felt that an inclusive education system is necessary in real life. Students gained practical learning and many qualities, such as humanity, compassion, living together harmoniously, and accepting diversity through the inclusive education system. The researcher emerged two specific themes by analyzing semi structure interview sand focused group discussions (FGDs). The themes are-

- i. Understanding of Inclusive Pedagogy
- ii. Understanding of Stakeholder Engagement

##### ***4.4 .1 Understanding of Inclusive Pedagogy***

The study revealed that pedagogical knowledge of head teachers about inclusive education was favorable for students. They had received training on inclusive pedagogy that helped them to provide better teaching and learning. Sometimes, they used lesson plans, teaching

aids, and proper classroom management. The head teachers supervised the assistant teachers in pedagogical aspects. Similarly, assistant teachers also practiced inclusive pedagogy through motivation, home visits, courtyard meetings, parent-teacher meetings, special classes for weak learners, and dropout prevention strategies, inclusive practice is in action.

#### **4.4.1.1 Maintenance Students' Diversity**

Head teachers and assistant teachers showed a positive attitude toward the diversity of learners. Two teachers of FPST1 commented, “We do not judge students based on caste, religion, ethnicity, social group, or whether they are rich or poor. Bringing everyone under the umbrella of education is our moral responsibility. If any child has special disabilities, we try to support and explain lessons to them with extra care” (FPST1p3 and FPST1p7). A participant of FPST2 also supported the above speech. She expressed, “Children from all religions, castes, ethnic groups, and from families of farmers, fishermen, and cobblers attend the school” (FPST2p8). One participant of FGS2 stated, “Teachers teach our children with care. If our children do not go to school on any day, they call us to ask about it. Sometimes they also visit our homes to encourage enrolling students in school” (FGS2p3).

#### **4.4.1.2 Teaching Methods and Techniques**

Head teacher emphasized on inclusive friendly teaching and learning where different abilities learners learn together. They tried to collect technology integrated tools like multimedia projector, audio-visual teaching aids and assistive devices for assisting inclusive teaching-learning. According to head teachers' insights, inclusive classrooms

where both high and low-achieving students learn together primarily encourage collaboration and improve learning for everyone. HT3 stated, “We regularly instruct assistant teachers to adopt inclusive teaching approaches in the classroom that ensure understanding for all students.” A guardian of FGS1 agreed with the above head teacher statement and she said that “My daughter says that the teachers at her school teach effectively and emphasize on participatory teaching that involves all students” (FGS1P2).

#### ***4.4.2 Understanding of Stakeholder Engagement***

Teachers believed that collaboration between the school, the family, and the community was important in a context of quality, inclusive education. They were confident that frequent parent communication would help to overcome obstacles like a lack of materials and student dropout. Although several teachers spoke of a lack of training and awareness among stakeholders making them feel constrained in their practice, they are devoted to inclusion. In general, teachers viewed outreach to stakeholders as desirable for building a positive, equitable learning environment for every student. Two important aspects of understanding of stakeholder engagement were discussed below:

##### **4.4.2.1 Parents and Community Engagement**

Data from interviews and FGDs indicated that active involvement of parents and community played a significant role in implementing inclusive education. One of the head teachers said,

I maintain regular communication with the local authorities and the Upazila Education Office, but we don’t always receive sufficient support. I believe initiatives like scholarships, mid-day meals, and health support could really help

improve student attendance and engagement. To tackle the challenges of inclusive education, we mostly depend on motivation, awareness campaigns, and close collaboration with our colleagues and parents. (HT5)

A participant of FPST1 expressed, “We believe that parent assemblies, mother assemblies, courtyard meetings, and home visits play an effective role in promoting inclusive education” (FPST1P6). One of the guardians supported the teachers’ statement and said, “The school teachers regularly invite us to participate in school activities. We have a good relationship with them, which makes us feel comfortable sending our children to school” (FGS1P1).

#### **4.4.2.2 Awareness of Inclusive Practices**

Participants reported that awareness about inclusive education was a successful pathway of implementation of inclusive education. They believed that home visits, meetings, and awareness campaigns were equally important, as communication with the parents and the community would ensure building a strong support system. Nevertheless, educators persevered in raising awareness, bringing together all stakeholders to create an accessible, inclusive, supportive, and equitable learning environment for all of their students. HT5 comments, “Inclusive education reduces discrimination and creates tolerance and harmony. It helps disadvantaged and special children to become self-reliant. Though some weak students lag behind, overall, it is very positive and useful for society.”

The researcher found from FGS2 that teachers were aware of implementing inclusive education. One of participant of FGS2 said,

There was a child with a disability in our neighborhood whose parents initially felt hesitant and ashamed to enroll the child in school. Through repeated encouragement from teachers, the parents eventually agreed to enrollment. The child has now completed Grade Five and is currently studying in Grade Six. (FGS2p3)

#### **4.5 Teachers' Support for Inclusive Education**

This theme described how teachers' support was in implementing inclusive education. Analysis of data revealed that assistant teachers encouraged every parent in the community to enroll their children in school in order to implement inclusive education. They adapted teaching methods and strategies to suit students with diverse needs. They also took various measures to ensure the education of students with special needs. On the other hand, head teachers would communicate with the primary education office, education-minded individuals, officials, and local administrators to promote the development of inclusive education. They provide support to assistant teachers and monitor the implementation of inclusive education. Teachers' support for inclusive education was analyzed with two essential aspects below:

##### ***4.5.1 Institutional Practice***

This study revealed that primary school teachers practiced inclusive activities in the daily school schedule. Head teachers and assistant teachers engaged in community programs to support inclusive education. They tried to ensure an inclusive friendly environment. A participant of FPST2 said, "We survey parents, and when we see that they haven't brought

their child to school, we talk to them and explain. Once they understand, they bring their children to school. We also try to involve them in our educational activities” (FPST2p6). Head teachers communicated with local education offices and NGOs to collect teaching-learning materials and assistive devices. HT5 stated, “In order to implement education for all children in my school, I regularly communicate with the Upazila Education Office and collaborate with different non-governmental organizations to access teachers trained in special education. At present, one NGO-supported teacher is working in our school.” This analysis found that teachers focused on two important aspects as part of institutional practice. Those aspects were presented below:

#### **4.5.1.1 Cultural Sensitivity**

Teachers were aware of cultural sensitivity. They chose teaching and learning strategies focusing on varied cultural backgrounds. AT1 said, “We have to be aware of teaching-learning, classroom management, and student psychology because all kinds of learners come to our school.” A participant of FPST1 stated, “Conflicts sometimes occur among students of different religious backgrounds, and students with special needs may face challenges in peer interactions. Therefore, Teachers need to handle these situations with considerable care and sensitivity” (FPST1p1).

#### **4.5.1.2 Learner Centered Approach**

The analysis showed that teachers tried to apply student-centered teaching methods like group work, role play, and a participatory approach. A participant of FPST2 commented, “We have been instructed during training to use student-centered teaching methods and to

be flexible toward students” (FPST2p6). HT5 also supported the above statement, and he shared that they tried to apply student-centered strategies.

#### **4.5.2 Supportive Mindset**

The findings revealed that teachers had a supportive mindset about inclusive education. Although the majority of teachers were committed to inclusivity, many were unaware of inclusive practices and often struggled with limited training, resources, and socio-cultural impediments. According to this finding, positive attitude and peer support are key to implementing inclusive education which were analyzed below:

##### **4.5.2.1 Positive Attitude**

Analyzed data focused on the perception of both the primary head teachers and assistant teachers about inclusive education from two perspectives. Those are positive and negative attitudes. Data proved that the majority of teachers perceived positive attitude. AT7 stated, “When a student’s guardian comes to me with concerns about the child’s physical or mental issues, I engage in discussion with them and try to explain that the Creator has given every person a unique ability.” HT6 also stated, “Some of the students with special needs in my school were initially unwilling to participate in co-curricular activities. After providing counseling, they began to participate in these activities. One of them achieved first place in a handwriting competition.” One participant of FGS2 said, “I have had a relationship with this school for many years. The teachers at this school treat all children equally and, in fact, I have seen them be especially kind toward children with disabilities” (FGS2p1).

#### **4.5.2.2 Peer Support**

Data analysis found that teachers worked with their colleagues collaboratively. They took colleagues support and feedback in inclusive teaching-learning in their institutions. A participant of FGS2 described, “We discuss with our colleagues how to provide effective instruction to students with special needs and exchange feedback with one another” (FGS2p5). But they did not indicate any training on inclusive education, like in-house training, sub-cluster, or cluster training, etc.

#### **4.5.3 Professional Development**

Professional development has a great impact on implementing inclusive education (Donath, 2023). Data analysis suggested that the head teachers had more opportunities for specialized training, which prepared them to lead inclusive education within their schools. The teachers had the opportunities to sharpen their toolkits of leadership as well as pedagogical skills to better support their colleagues and to be ready to meet the challenges of working in an inclusive school. On the other side, assistant teachers had limited access to specialized professional development including special needs. It was usually wide and did not focus on training them for the skills for diverse learners. Consequently, even though assistant teachers strived for inclusive education, they might not possess the appropriate tools and knowledge to effectively carry out inclusive practices within their classrooms. This made their continuing education rather reactive and unorganized, leaving gaps in the capacity to facilitate students with disabilities or special needs. Technological integration and training are impactful aspects of professional development. Those were presented below:

#### **4.5.3.1 Technological Integration**

Technological integration played an important role in engaging diverse students in a classroom. Data analysis found that most schools and teachers did not use technology like multimedia projectors and digital content, though a few teachers used the technological tools in government primary schools. HT3 asserted, considering students' diverse needs, sometimes, teachers attempt to deliver lessons using multimedia projectors, digital content, and a range of instructional materials." A participant of FPST1 shared, "Teaching with projectors and digital content is not currently practiced in our school, as the available projector is non-functional" (FPST1p6).

#### **4.5.3.2 Training**

Training is one of the essential elements of professional development (Donath, 2023). The data showed that training was key for teachers to improve inclusive education practices. The majority of the head teachers had received training, but assistant teachers had not received sufficient training. HT5 commented, "I have got multiple trainings and am familiar to the main goals but I cannot recall any government policies about inclusive education." AT2 said, "We did not get any training on inclusive education yet." Two participants (FPST2p8 and FPST2p2) of FPST2 supported the statement of AT2 and opined that they were deprived of inclusive training. The analysis found that they were more inclusive friendly who had received training.

## **4.6 Challenges and Barriers in Implementing Inclusive Education**

Data analysis found that rural government primary schools faced different challenges in implementing inclusive education.

### ***4.6.1 Teaching-learning Related Challenge***

Data analysis found that different types of teaching-learning related challenges existed. For example, teachers faced challenges in making lesson plans, adapting teaching-learning methods, integrating technology, etc. The researcher identified two major challenges in teaching-learning of inclusive education. Those were discussed below:

#### **4.6.1.1 Classroom Management**

Teachers faced challenges in managing inclusive classroom because all kinds of learners were present in an inclusive classroom. AT10 expressed, “There are students with diverse needs in our school. Meeting the needs of students with different abilities and varying needs within the same classroom is a challenging task.” One of the head teachers said, our classroom is overcrowded, and diverse students learn together. Sometime, students do not get seat in classroom” (HT5).

#### **4.6.1.2 Time Constrains**

This research revealed that time constraints were another barrier to inclusive teaching-learning. HT3 and HT6 state that most assistant teachers could not complete their classes in right time due to access of special child. A participant of FPST1 said, “It is difficult for us to finish the class within the allotted time while trying to explain to students with special

needs” (FPST1p4). A participant of FGS1 acknowledged the above statement and said that sometimes their children could not bring homework from school because of teachers' time constraints (FGS1p8).

#### ***4.6.2 Infrastructural and Resource-based Challenge***

The findings suggested that infrastructural and resource-based education challenges had a great impact on inclusive education. Shortage of building, furniture, and ramp, playground, and classroom facilities was the influencing barriers in implementing inclusive curriculum. According to data analysis, there were two crucial sight in infrastructural and resource-based challenge that were displayed below:

##### **4.6.2.1 Insufficient Teaching-learning Materials**

Data analysis showed that teachers faced a serious problem in conducting daily school activities. Lackings of teaching-learning materials was one of the top challenges in ensuring inclusive education in rural areas. HT6 asserted, “The equipment provided by the Upazila Education Office for delivering basic education to students with special needs in my school is insufficient.” An assistant teacher (AT9) also supported the head teachers’ speech and explained, “Due to the lack of teaching and learning materials in the school, we are unable to make classroom activities enjoyable. If various instructional materials were available, teaching students would be easier, and student attendance in school would increase.” One of the participants of FGS2 stated, “My school does not have assistive devices like hearing aids, Braille books, or wheelchairs for students with special needs. As a result, even if they come to school, they eventually drop out” (FGS2p5).

#### **4.6.2.2 Lack of Inclusive Friendly Environment**

Data analysis found that in rural area, creating inclusive friendly environment was also a severe difficulties in confirming inclusive education. Inclusivity was hampered by a lack of social acceptance and peer support. AT1 shared, “When a student with a disability is admitted to the school, their peers often feel uncomfortable.” A guardian of the students stated, “We do not prefer students with disabilities to be admitted to government primary schools because other children become afraid when they see students with disabilities. However, we believe that they also have the right to education; therefore, separate educational institutions should be established for them” (FGS2p2).

#### ***4.6.3 Religious and Social Challenge***

In this section, data analysis revealed that the religious challenges are associated with inclusive education. The impact of religious sentiment and religious education could be observed on the full implementation of inclusive education. Different religious beliefs clashed with the activities of a school. For example, a Hindu student being offended by the celebration of Christmas, or a Muslim student who was unable to participate in Christmas gatherings due to dietary restrictions. Migration to Noorani Madrasahs and people’s negative attitude were the two major challenges of the religious and social challenges. Those challenges were presented below:

#### **4.6.3.1 Migration to Noorani Madrasahs**

Student migration to Noorani Madrasahs was the great barrier in implementing inclusive education. This study found that Muslim guardians transferred their children to local Noorani Madrasahs for religious and moral education. Most of head teachers and assistant teachers agreed with the statement and one of them stated, “Here several students, predominantly Muslim students, leave primary schools for Noorani Madrasahs because parents feel that schools do not provide sufficient Islamic and moral education” (HT1). Another teacher of FPST2 shared, “The establishment of a Noorani Madrasa next to the school has led to children being enrolled in the madrasa instead of the school” (FPST2p3). Therefore, rural primary schools lost many students and faced challenges in implementing inclusive education. But some guardians of students disagreed with the above statement and said, “We believe that parents are taking their children away not only for religious and moral education but also because the quality of education in government primary schools is comparatively low, and the learning environment is deteriorating day by day” (FGS1p2). In this research, students’ migration to Noorani Madrasahs is a remarkable finding and challenge.

#### **4.6.3.2 Negative Attitudes**

Social and parental negative attitudes towards inclusive education hindered the successful implementation of inclusive education. This study suggested that parents showed hostility in admitting their children with disabilities. At the same time, society thinks that students who have disabilities are unable to work. AT6 stated, “During a home visit, I observed that in one room, there were two siblings, and the sister was disabled. The parents sent the

brother to school but kept the sister at home.” A participant of FGS1 shared, “Due to social inferiority, many parents do not send their children with special needs to school” (FGS1p5).

## **Chapter V**

### **Discussion**

The key focus of this study is to explore rural government primary school teachers' attitudes in implementing inclusive education. The researcher tried to find the responses to three specific questions to understand the primary teachers' perceptions in implementing inclusive education. This chapter focused on a critical discussion of major research findings that related to the purpose of the study and the relation to the existing literature. This critical discussion is organized by following the research objectives more specifically, with five dimensions of IE.

#### **5.1 Rural Government Primary School Teachers' Fundamental, Practical, and Policy-related Knowledge about Inclusive Education**

Teachers' knowledge has been considered a significant factor in implementing diverse forms of education. Literature showed that there is a relation between knowledge and teachers' attitudes about inclusion. Most primary head and assistant teachers' knowledge was middle level. Their playing role was neutral about the special education needs of children and inclusive education. Some of the teachers had a negative attitude about inclusive education (Amr et al., 2016; Moti et al., 2016; Tomas et al., 2019). Ali et al. (2006) found that teachers are, in general, highly favorable to providing inclusive education. But a few teachers were ignorant and unaware of inclusive education. They could not identify whether their school was inclusive or not. However, these findings emphasized the head teachers' and assistant teachers' knowledge. Head teachers had

middle-level knowledge about inclusive education, although they had not conducted an in-depth study about the inclusive policy and framework. On the other hand, assistant teachers did not proper knowledge about inclusive education. The research showed that training was the essential factor in the distance between the head teacher and assistant teachers' knowledge. This research also observed that head teachers gained inclusive knowledge through different subject-based training, inclusive training, seminars, symposiums, or practical experiences, and assistant teachers gained some knowledge from their professional degree, such as DPED and C-in-Ed programs. Different global societies (Dapudong, 2013; Leung et al.) supported the above statements and stated that one of the crucial causes behind not implementing inclusive education is insufficient knowledge of teachers. The research gap indicates that this study's focus is on rural government primary schools. From the above discussion, the researcher can argue that inclusive education is not possible to implement unless quality inclusive training and knowledge are provided to all teachers of primary schools. Dignath et al. (2022) explored teachers who have received special education training; they are more inclusive and friendly than regular teachers.

## **5.2 Primary School Teachers' Pedagogical and Parents Engaging Insight into Implementing Inclusive Education**

Existing literature explored that elementary teachers showed an optimistic attitude about a diverse educational environment (Khan et al., 2017; Mohd, 2006). Similarly, Korkmaz (2011) stated that elementary teachers have a favorable outlook toward inclusive education because of getting proper training about pedagogical knowledge. This statement is also supported by Subban and Sharma (2005), who added that teachers normally accept

different types of students, and institutional leaders are comparatively more supportive-minded about inclusion. Alassaf (2025) stated that teachers displayed a moderate attitude about integrated education. In addition to this finding, the above statement agrees and focuses on the pedagogical knowledge of head teachers about inclusive teaching-learning, which was favorable for students. Head teachers and assistant teachers showed a positive attitude toward the diversity of learners in rural areas. Teachers believed that collaboration between the school, the family, and the community was beneficial in executing nondiscriminatory education. Researchers found that literature and research findings support each other, but there were a lot of shortcomings in the knowledge of Bangladeshi teachers about inclusive policy, framework, declaration, pedagogy, and guidelines, though SDGs 4, the Constitution of 1972, and the Education Policy of 2010 emphasized ensuring inclusive and equitable education. On the other hand, Mbua (2023) published that school leaders have a perceived negative attitude about inclusion. Similarly, Johnson (2014) revealed that about ninety percent of teachers have a negative attitude. Previous studies showed that most teachers perceived negative attitudes about inclusive education (Mngo, 2018; Osero, 2015). But the result of this study is different from theirs. This is why, in the current investigation, most of the instructors have positive impressions regarding inclusion education. So it may be concluded that the future for implementing inclusive education in Bangladesh is quite bright and favorable. However, this study also shows that despite having enough interest, motivation, and enthusiasm for implementing inclusive education, there are insufficient budget allocations, training, and required facilities.

### **5.3 Teachers' Effective Support and Practice for Inclusive Education**

Previous literature worked as evidence that elementary teachers support nondiscriminatory education in different styles. They practiced inclusive pedagogy, maintained cultural sensitivity, and took part in professional development programs like peer feedback and training for the purpose of implementing inclusive education. (Devecchi et al., 2012; Valeo, 2008; Jia et al., 2022). Supporting inclusive education, Shaharan & Sethi (2009) said that inclusive education implies all students, young people, with or without disabilities of our society. Inclusive education is an ideal educational system that ensures equal access to all kinds of children (Mihai, 2017). Findings of this research supported the previous literature, and the results showed that head teachers motivated peers, guardians, and the community to ensure quality inclusive education. Assistant teachers support this system by practicing daily activities, parents' meetings, and showing sympathy to students with disability. The gap between literature and current findings was that teachers in some countries support inclusive education because of the special children's rights, although Bangladeshi teachers support it due to their religious and charity-minded beliefs. From the above discussion, the researcher can argue that Bangladeshi teachers should focus on the rights of special education needs, not on religious and charity-minded.

### **5.4 Promoting Inclusive Education with Parental Involvement**

Existing Literature presented that parents' participation is very important in inclusive education. Man et al. (2024) stated that the family of special children can play a role in their safety, inclusive schooling, decision-making, and overall development. Afolabi et al.

(2013) said that parents' involvement increased positive outcomes in inclusive education. Special children got motivation when their parents engaged with school activities. Parents showed a positive attitude in admitting their children to schools (De Boer, 2010). The present study agreed with existing literature and explored that engagements of Bangladeshi parents of rural areas in inclusive education. The study showed that the motivation of parents helped in enrolling their children in school. Parents participate in parent gatherings, mothers' assemblies, and courtyard meetings to assist schools. A gap between the literature and findings is that Bangladeshi parents' attitude is mostly not satisfactory. The researcher can argue that the implementation of inclusive education is not possible without guardian's cordial assistance.

### **5.5 Pedagogical, Technological, Social, and Religious Challenges**

Existing literature identified significant barriers to the effective implementation of inclusive education. Such obstacles extend from insufficient infrastructure and lack of finance and resources, shortness of teacher readiness, individualized support problems, environmental barriers, and lack of parental involvement, teaching materials, teacher training, economic hurdles, and meddling of politics. Moreover, socio-cultural dimensions, religious backing for madrasahs, and political upheaval also exacerbated the dilemma (Ratheeswari, 2023; Alba, 2022; Kurowski et al., 2022). Sijuola and Davidova (2022) and Opertti and Belalcazar (2008) also comment that there are many challenges in inclusive education, like the government's low-level attitude, insufficient infrastructure, funding problems, lack of inclusiveness, etc. Mullick, Deppeler, and Sharma (2012) stated some challenges, such as a lack of authority, a lack of students' acceptance, no supportive views

of parents and community, teachers' resistance, limited professional development, and a lack of resources.

All the same, the current study supported the existing literature. The study revealed that there were different challenges, such as teaching-learning challenges, classroom management, time constraints for SEN children, resource-based problems, lack of teaching learning materials, and infrastructural challenges. The impact of religious sentiment and religious education could be observed on the full implementation of inclusive education. Parents showed hostility in admitting their children with disabilities. Previous studies showed that most teachers perceived negative attitudes about inclusive education (Mngo, 2018; Osero, 2015). Creating an inclusive friendly environment was also a severe difficulty in confirming inclusive education

This study explored a different finding, which is student migration to Noorani Madrasahs. Teachers and guardians displayed mixed perceptions about the findings. Teachers think that parents migrate their children because they do not provide sufficient Islamic and moral education. A few of the guardians agreed with the statement. Parents think that guardians transfer their children mainly for two reason that are lack of quality education and Islamic and moral education.

The researcher argues that government should focus on this matter.

## **Chapter VI**

### **Conclusion**

#### **6.1 Introduction**

This is the last chapter of this thesis. This chapter contains five segments, such as recommendations, reflection on research scope, review of the major findings, further investigation, and conclusion. The principal objective of this study is to explore government primary teachers' perceptions in implementing inclusive education in rural areas. This study revealed that teachers had middle-level knowledge, supportive minds, and positive attitudes towards inclusive education, though teachers face technological, pedagogical, infrastructural, and religious challenges.

#### **6.2 Recommendation**

According to the findings and discussions of the study, the following recommendations are made to better implement inclusive education in rural government primary schools in Bangladesh.

- ❖ One of the findings of the study was middle-level training-based knowledge of teachers. Hence, providing appropriate teacher training, especially for rural teachers, is recommended.
- ❖ This study found that the students' migration to madrasahs due to a lack of quality education and religious education is one of the major challenges in implementing IE. Therefore, the concerned authorities should be focused on ensuring quality education and focusing on religious education at the primary level, recruiting a religious teacher in every primary school.

- ❖ This study suggested that there is a lack of resources, especially technologies and assistive devices, in primary schools. The situation of this unavailability in rural areas is noticeable. Therefore, this study strongly recommends that rural primary schools should possess essential teaching-learning materials, including assistive devices and technical tools. A more specific focus should be provided in developing physical and technological infrastructure, especially for students with disabilities.
- ❖ The presence of specialized and trained teachers, dynamic school leaders, and sufficient school assistants is limited in rural government primary schools, as the study suggested. This study, therefore, recommends recruiting specialized teachers and visionary leaders whenever additional support is needed. Such recruitment would help schools better identify students' challenges and take appropriate steps to ensure inclusive education.
- ❖ Guardians FGDs suggested that there is a significant gap between school and community, especially with the family of a special child. Therefore, this study recommended developing a strong community as well as parental involvement with schools, which can be used as a bridge between school and community for implementing IE.

### **6.3 Reflection on Research Scope**

The main objective of the study was to explore teachers' perceptions in implementing inclusive education at rural government primary schools in Bangladesh with a view to ensuring education for all. In this regard, the specific objectives of the study were-

- To explore the teachers' knowledge about inclusive education.

- To assess teachers' understanding of inclusive education.
- To examine teachers' support for inclusive education.

#### **6.4 Review of the Major Findings**

- Head and assistant teachers had a positive attitude towards inclusive education. But the researcher observed that inclusive education is not implemented successfully in rural areas.
- This study suggested that primary school teachers had a knowledge gap about inclusive education, which is an influential factor in implementing inclusive education.
- Teachers' support with institutional practice, supportive mindset, and interest in professional development is a remarkable finding of this study.
- The current study focused on insufficiently trained teachers, teaching-learning materials, assistive devices, and physical and technological infrastructure, especially for students with disabilities.
- Students' migration into different institutes, especially to local Noorani Madrashes, is an unexpected finding of this study.

#### **6.5 Further Investigation**

- ✓ Teachers' perception about inclusive education in the whole of Bangladesh
- ✓ A mixed-method study on the implementation of inclusive education in the rural and urban context
- ✓ Impact of teacher training on implementation of inclusive education
- ✓ Investigation on the role of school leadership in promoting inclusion

- ✓ Relationship between teacher motivation and inclusive education success
- ✓ Examining resource availability and accessibility in rural schools
- ✓ A study on primary school students' migration into different institutes

## **6.6 Conclusion**

Bangladesh is a multicultural country where people of different religions, castes, and ethnic backgrounds live. Similarly, our society includes disabled children, indigenous children, street children, abandoned children, unidentified children, and refugee children. Inclusive education is a globally recognized education system where all kinds of children have the opportunity to access. Teachers are the grassroots implementers of inclusion. This study explored the perception of rural government primary school teachers in implementing inclusive education with semi-structured interviews and FGDs, taking data from teachers and guardians. The exploring findings show a mixed picture, where the maximum number of teachers had a positive attitude, their knowledge gap, and support with institutional practice, a supportive mindset, and interest in professional development. Besides, pedagogical, infrastructural, social, and religious challenges were found.

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## Appendix 2: Permission Letter from Supervisor

শিক্ষা ও গবেষণা ইনস্টিটিউট  
ঢাকা বিশ্ববিদ্যালয়  
ঢাকা-১০০০, বাংলাদেশ



Institute of Education and Research (IER)  
University of Dhaka  
Dhaka-1000, Bangladesh  
Fax: +880-2-9667222  
Web : www.du.ac.bd

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### Permission Letter from Supervisor

August 3, 2025

To  
The Respondent

Subject: Request for providing support to the M.Phil. Researcher IER, University of Dhaka

Dear Sir,  
Please receive greetings from the Department of Pre-Primary and Primary Education, Institute of Education and Research (IER), University of Dhaka. I would like to inform you that as part of Master of Philosophy (M.Phil.) Program, my student has been conducting small scale educational research. I am sending the researcher, Md. Kabir Hossain, Roll: 21-904 to collect data from you for his study titled **“Teachers’ Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh”** He needs to obtain data from you through Semi-structure Interview.

I hope you will provide him with all kinds of support in this regard. Please feel free to contact me if you have any questions regarding his research work.

Thanking you,

Dr. Taposh Kumar Biswas

Professor

Department of Pre-Primary and Primary Education,  
Institute of Education and Research (IER),  
University of Dhaka.

Email: taposh.biswas@du.ac.bd

### Appendix 3: Certificate of Ethical Approval



**IER Research Ethics Committee**  
Institute of Education and Research, University of Dhaka, Dhaka 1000

#### Certificate of Approval

**Title:** Teachers' Perceptions in Implementing Inclusive Education at Rural Government  
Primary Schools in Bangladesh

**Study Code:** IERREC/In-MPhil\_2

**Research Site:** Chattogram division, Bangladesh

**Principal Investigator:**

Md. Kabir Hossain  
MPhil Researcher  
Roll: 21-904  
Registration No: 05  
Academic session: 2020-2021  
Institute of Education and Research  
University of Dhaka  
Phone number: 01832805319  
Email: [kabir.ier@du.ac.bd](mailto:kabir.ier@du.ac.bd)

**Supervisor:**

Dr. Taposh Kumar Biswas  
Professor  
Department of Pre-primary and Primary  
Education  
Institute of Education and Research  
University of Dhaka  
Email: [tanosh.biswas@du.ac.bd](mailto:tanosh.biswas@du.ac.bd)

This is to certify that the IER Research Ethics Committee has reviewed the above-mentioned research proposal titled "Teachers' Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh" and the following documents. Concerning the scientific rigor and ethical issues related to studies involving humans, the committee has approved the implementation of the research study mentioned above.

Dr. Md. Ahsan Habib  
Convener  
IER Research Ethics Committee  
Institute of Education and Research  
University of Dhaka

শিক্ষা ও গবেষণা ইনস্টিটিউট  
ঢাকা বিশ্ববিদ্যালয়  
ঢাকা-১০০০, বাংলাদেশ



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### IER Research Ethics Committee

Institute of Education and Research, University of Dhaka, Dhaka 1000

**Protocol received:** 17 July 2025  
**Date of Approval:** 1 September 2025  
**Expired date:** 1 September 2026

#### Documents reviewed:

- ☒ Cover Letter to the Chair of the IER Research Ethics Committee by the Principal Investigator
- ☒ Filled-up Application form for IER Research Ethics Committee clearance
- ☒ Full research proposal
- ☒ Explanatory statement-English
- ☒ Explanatory statement-Bengali (if applicable)
- ☒ Informed consent form-Bengali (if applicable)
- ☒ Declaration Form
- ☒ Research tools
- ☒ CV of Principal Investigator

## Appendix 4: Consent Form for Participants

### প্রধান শিক্ষকের জন্য সম্মতিপত্র

গবেষণার শিরোনাম: বাংলাদেশের গ্রামীণ সরকারি প্রাথমিক বিদ্যালয়ের শিক্ষকদের একীভূত শিক্ষা বাস্তবায়ন সম্পর্কে ধারণা (Teachers' Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh)

গবেষকের নাম: মুহাম্মদ কবির হোছাইন

গবেষণা তত্ত্বাবধায়কের নাম: ড. তাপস কুমার বিশ্বাস

সম্মতি বিবৃতি: প্রধান শিক্ষক হিসেবে আমাকে উপরোক্ত গবেষণা কার্যক্রমে অংশ নিতে বলা হয়েছে। আমি ব্যাখ্যামূলক বিবৃতিটি বুঝতে পেরেছি এবং এই প্রকল্পে অংশগ্রহণ করতে সম্মত আছি।

|                                           |                          |                          |
|-------------------------------------------|--------------------------|--------------------------|
| আমি নিম্নলিখিত বিষয়গুলিতে সম্মতি দিচ্ছি: | হ্যাঁ                    | না                       |
| সাক্ষাৎকারে অংশগ্রহণ করতে ইচ্ছুক          | <input type="checkbox"/> | <input type="checkbox"/> |
| গবেষককে তথ্য দিয়ে সহযোগিতা করতে ইচ্ছুক   | <input type="checkbox"/> | <input type="checkbox"/> |

অংশগ্রহণকারীর নাম:

অংশগ্রহণকারীর স্বাক্ষর:

তারিখ:

### সহকারি শিক্ষকের জন্য সম্মতিপত্র

গবেষণার শিরোনাম: বাংলাদেশের গ্রামীণ সরকারি প্রাথমিক বিদ্যালয়ের শিক্ষকদের একীভূত শিক্ষা বাস্তবায়ন সম্পর্কে  
ধারণা (Teachers' Perceptions in Implementing Inclusive Education at Rural Government  
Primary Schools in Bangladesh)

গবেষকের নাম: মুহাম্মদ কবির হোছাইন

গবেষণা তত্ত্বাবধায়কের নাম: ড. তাপস কুমার বিশ্বাস

সম্মতি বিবৃতি: শিক্ষক হিসেবে আমাকে উপরোক্ত গবেষণা কার্যক্রমে অংশ নিতে বলা হয়েছে। আমি ব্যাখ্যামূলক বিবৃতিটি  
বুঝতে পেরেছি এবং এই প্রকল্পে অংশগ্রহণ করতে সম্মত আছি।

আমি নিম্নলিখিত বিষয়গুলিতে সম্মতি  
দিচ্ছি:

হ্যাঁ

না

সাক্ষাৎকারে অংশগ্রহণ করতে ইচ্ছুক

☐
☐

গবেষককে তথ্য দিয়ে সহযোগিতা করতে  
ইচ্ছুক

☐
☐

অংশগ্রহণকারীর নাম:

অংশগ্রহণকারীর স্বাক্ষর:

তারিখ:

## Appendix 5: Explanatory Statement for Participants

### গবেষণা সম্পর্কে বিবৃতি (EXPLANATORY STATEMENT)

প্রধান শিক্ষকের জন্য

**গবেষণা প্রকল্প:** বাংলাদেশের গ্রামীণ সরকারি প্রাথমিক বিদ্যালয়ের শিক্ষকদের একীভূত শিক্ষা বাস্তবায়ন সম্পর্কে ধারণা  
(Teachers' Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh)

গবেষক

মুহাম্মদ কবির হোছাইন

এম.ফিল গবেষক

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়

ফোন: ০১৮৩২৮০৫৩১৯

ই-মেইল: : [mdkabar-na-2019850005@ier.du.ac.bd](mailto:mdkabar-na-2019850005@ier.du.ac.bd),  
[kabar.ier@cu.ac.bd](mailto:kabar.ier@cu.ac.bd)

গবেষণা তত্ত্বাবধায়ক

ড. তাপস কুমার বিশ্বাস

অধ্যাপক

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়

ই-মেইল: [taposhier@gmail.com](mailto:taposhier@gmail.com)

#### গবেষণা প্রকল্প

আপনি এই গবেষণায় অংশগ্রহণের জন্য আমন্ত্রিত। এই গবেষণায় অংশগ্রহণ করবেন কি না তা নির্ধারণ করার আগে, অনুগ্রহ করে এই সম্পূর্ণ বিবৃতি পড়ুন। এই গবেষণা সম্পর্কে আপনার কোন প্রশ্ন থাকলে সরাসরি গবেষককে জিজ্ঞাস করুন অথবা অনুগ্রহ করে উপরে উল্লিখিত ফোন নম্বর বা ইমেইল এ গবেষণা তত্ত্বাবধায়কের সাথে যোগাযোগ করুন।

#### গবেষণায় কী কী বিষয় সম্পৃক্ত?

গবেষণার নির্দিষ্ট উদ্দেশ্যগুলো হলো:

- ক. একীভূত শিক্ষা শিক্ষা সম্পর্কে শিক্ষকদের জ্ঞান অন্বেষণ করা।
- খ. একীভূত শিক্ষা সম্পর্কে শিক্ষকদের বোধগম্যতা যাচাই করা।
- গ. একীভূত শিক্ষা সম্পর্কে শিক্ষকদের সমর্থন মূল্যায়ন করা।

#### কেন আপনি এই গবেষণায় অংশগ্রহণের জন্য নির্বাচিত হয়েছেন?

আপনাকে অংশগ্রহণকারী হিসেবে নির্বাচন করা হয়েছে কারণ আপনি প্রাথমিক বিদ্যালয়ের একজন প্রধান শিক্ষক এবং এই গবেষণার উদ্দেশ্যে অর্জনের জন্য আপনার মতামত গুরুত্বপূর্ণ।

**গবেষণায় অংশগ্রহণের জন্য সম্মতি এবং গবেষণা থেকে প্রত্যাহার**

গবেষণায় আপনার অংশগ্রহণ ঐচ্ছিক। চূড়ান্ত প্রতিবেদন জমা দেয়ার আগে যে কোন মুহূর্তে অংশ নেয়া থেকে আপনার নাম প্রত্যাহার করতে পারবেন। আপনার নাম, ঠিকানা, পরিচয়, প্রতিষ্ঠানের নাম রিপোর্ট বা অন্য কোন প্রকাশনায় উল্লেখ করা হবে না, আপনার দেয়া তথ্য শুধু গবেষণার উদ্দেশ্যে ব্যবহার করা হবে।

**অংশগ্রহণকারীদের সম্ভাব্য সুবিধা এবং ঝুঁকি**

এই গবেষণায় আপনার অংশগ্রহণ ঐচ্ছিক। এই গবেষণায় অংশগ্রহণের সাথে কোন সম্ভাব্য আর্থিক সুবিধা বা ঝুঁকি যুক্ত নেই।

**গবেষণা পরিচালনার তহবিলের উৎস**

এই গবেষণা শিক্ষার্থী বা গবেষকের ব্যক্তিগত অর্থায়নে পরিচালিত হবে।

**গোপনীয়তা রক্ষা**

আপনাকে সনাক্ত করা যায় এমন তথ্য মুছে ফেলা হবে এবং অংশগ্রহণকারীদের প্রতিনিধিত্ব করতে কোড় বা ছদ্ম নাম ব্যবহার করা হবে।

**তথ্য সংগ্রহ করার আগে আমরা আপনার স্বাক্ষরের জন্য একটি সম্মতিপত্র দেব**

আমরা আপনার কাছ থেকে প্রাপ্ত সমস্ত তথ্য বিশেষভাবে সুরক্ষিত রাখব। শুধু গবেষণা তত্ত্বাবধায়ক এবং গবেষক সুরক্ষিত তথ্যের প্রবেশ ও ব্যবহার করতে পারবেন। গবেষণার সকল নৈতিক মানদণ্ড অনুসরণ করে এই গবেষণা করা হবে।

**তথ্য সংরক্ষণ**

সমস্ত তথ্য প্রধান গবেষকের ব্যক্তিগত ডিভাইসে সংরক্ষণ করা হবে। সমস্ত ফাইল বিশেষ পাসওয়ার্ড দ্বারা সুরক্ষিত রাখা হবে। শুধু গবেষণা তত্ত্বাবধায়ক এবং গবেষক সুরক্ষিত তথ্য ব্যবহার করতে পারবেন।

**ফলাফল**

গবেষণার একটি সারসংক্ষেপ প্রতিবেদন আপনি অংশগ্রহণকারীদের সাথে এবং সংশ্লিষ্ট প্রতিষ্ঠানের সাথে শেয়ার করা হবে। অংশগ্রহণকারীদের গোপনীয়তা নিশ্চিত করা হবে। আপনি আগ্রহী থাকলে গবেষণা থেকে প্রকাশিত প্রবন্ধ বা বই আপনার সাথে শেয়ার করা হবে। এছাড়াও আপনি এই ফোন নাম্বার (০১৮৩২৮০৫৩১৯) ব্যবহার করে গবেষকের সাথে যে কোন সময় যোগাযোগ করতে পারেন।

এই গবেষণা প্রকল্প সম্পর্কে আপনার কোন প্রশ্ন বা অভিযোগ থাকলে অনুগ্রহ করে গবেষক মুহাম্মদ কবির হোছাইন এর ইমেইল ( [mdkabir-na-2019850005@ier.du.ac.bd](mailto:mdkabir-na-2019850005@ier.du.ac.bd), [kabir.ier@cu.ac.bd](mailto:kabir.ier@cu.ac.bd) ) অথবা ফোনে যোগাযোগ করুন।

ধন্যবাদ,

## EXPLANATORY STATEMENT For Head Teacher

**Project:** Teachers' Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh.

**Investigator's name:**

Md. Kabir Hossain

Institute: IER, DU

Phone: 01832805319

Email: [mdkabar-na-2019850005@ier.du.ac.bd](mailto:mdkabar-na-2019850005@ier.du.ac.bd),  
[kabar.ier@cu.ac.bd](mailto:kabar.ier@cu.ac.bd)

**Supervisor's Name:**

Dr. Taposh Kumar Biswas

Professor, IER, DU

You are invited to participate in this research. Before determining whether or not to participate in this study, please read this Explanatory Statement in its entirety. If you have any questions about this project, please contact the researchers at the phone numbers or email addresses mentioned above.

**What does the research involve?**

This study aims to bring out the overall concept of rural government primary teachers about inclusive education in the Chattogram division. The following are the objectives of the study.

- To explore the teachers' knowledge about inclusive education.
- To assess teachers' support for inclusive education.
- To examine the teacher's understanding of inclusive education.

You will be asked to participate in an individual interview where you will be asked questions about your experiences, opinions, and perceptions. The interview will be conducted at a time and place convenient for you. The interview is expected to take approximately 30 to 45 minutes to complete. With your permission, the interview will be audio-recorded for accuracy in data analysis. You are a teacher working in a rural government primary school, and your views and experiences are important to this research. Your contact information was taken from the local education office.

**Consenting to participate in the project and withdrawing from the research**

Participation in this research is completely voluntary. Dear participant, you have the right of questions, and can withdraw your data or opinion at any time before submitting this thesis.

**Possible benefits and risks to participants**

This research is related to knowledge, policy and practices. Therefore your valuable data or voice will assist in teaching rural context primary education and better understanding of inclusive education. You can withdraw your valuable opinion in any time. If you want, your voice or data will be safely destroyed.

**Confidentiality**

Your all data or voices will be protected by a strong and unique password in the researcher's personal computer. Hard copy data will be kept in strong locked cabinet. A sole code will be used in lieu of your real name. After completing this thesis, your all voices and data will be safely removed.

**Results**

The results of this research will be published in the Dhaka University Research Repository after about six months. Besides, you will be emailed the findings of this research by the researcher after publishing thesis at the university. It will be public after published.

**Complaints**

If you have any questions or grievances about the project's behavior, please contact the IER Research Ethics Committee (EREC)

Executive Officer

IER Research Ethics Committee (EREC)

Room:

Floor:

IER, University of Dhaka

Tel:

Email:

Thank you,



**Chief Investigator's name:** Md. Kabir Hossain

## গবেষণা সম্পর্কে বিবৃতি (EXPLANATORY STATEMENT)

সহকারি শিক্ষকের জন্য

গবেষণা প্রকল্প

বাংলাদেশের গ্রামীণ সরকারি প্রাথমিক বিদ্যালয়ের শিক্ষকদের একীভূত শিক্ষা সম্পর্কে ধারণা (Teachers' Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh)

গবেষক

গবেষণা তত্ত্বাবধায়ক

মুহাম্মদ কবির হোছাইন

ড. তাপস কুমার বিশ্বাস

এম.ফিল গবেষক

অধ্যাপক

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়

ফোন: ০১৮৩২৮০৫৩১৯

ই-মেইল: taposhier@gmail.com

ই-মেইল: : [mdkabar-na-2019850005@ier.du.ac.bd](mailto:mdkabar-na-2019850005@ier.du.ac.bd),  
[kabar.ier@cu.ac.bd](mailto:kabar.ier@cu.ac.bd)

আপনি এই গবেষণায় অংশগ্রহণের জন্য আমন্ত্রিত। এই গবেষণায় অংশগ্রহণ করবেন কি না তা নির্ধারণ করার আগে, অনুগ্রহ করে এই সম্পূর্ণ বিবৃতি পড়ুন। এই গবেষণা সম্পর্কে আপনার কোন প্রশ্ন থাকলে সরাসরি গবেষককে জিজ্ঞেস করুন অথবা অনুগ্রহ করে উপরে উল্লিখিত ফোন নম্বর বা ইমেইল এ গবেষণা তত্ত্বাবধায়কের সাথে যোগাযোগ করুন।

গবেষণায় কী কী বিষয় সম্পৃক্ত?

গবেষণার নির্দিষ্ট উদ্দেশ্যগুলো হলো:

- ক. একীভূত শিক্ষা শিক্ষা সম্পর্কে শিক্ষকদের জ্ঞান অন্বেষণ করা।
- খ. একীভূত শিক্ষা সম্পর্কে শিক্ষকদের বোধগম্যতা যাচাই করা।
- গ. একীভূত শিক্ষা সম্পর্কে শিক্ষকদের সমর্থন মূল্যায়ন করা।

কেন আপনি এই গবেষণায় অংশগ্রহণের জন্য নির্বাচিত হয়েছেন?

আপনাকে অংশগ্রহণকারী হিসেবে নির্বাচন করা হয়েছে কারণ আপনি প্রাথমিক বিদ্যালয়ের একজন সহকারী শিক্ষক এবং এই গবেষণার উদ্দেশ্যে অর্জনের জন্য আপনার মতামত গুরুত্বপূর্ণ।

গবেষণায় অংশগ্রহণের জন্য সম্মতি এবং গবেষণা থেকে প্রত্যাহার

গবেষণায় আপনার অংশগ্রহণ ঐচ্ছিক। চূড়ান্ত প্রতিবেদন জমা দেয়ার আগে যে কোন মুহূর্তে অংশ নেয়া থেকে আপনার নাম প্রত্যাহার করতে পারবেন। আপনার নাম, ঠিকানা, পরিচয়, প্রতিষ্ঠানের নাম রিপোর্ট বা অন্য কোন প্রকাশনায় উল্লেখ করা হবে না, আপনার দেয়া তথ্য শুধু গবেষণার উদ্দেশ্যে ব্যবহার করা হবে।

#### অংশগ্রহণকারীদের সম্ভাব্য সুবিধা এবং ঝুঁকি

এই গবেষণায় আপনার অংশগ্রহণ ঐচ্ছিক। এই গবেষণায় অংশগ্রহণের সাথে কোন সম্ভাব্য আর্থিক সুবিধা বা ঝুঁকি যুক্ত নেই।

#### গবেষণা পরিচালনার তহবিলের উৎস

এই গবেষণা শিক্ষার্থী বা গবেষকের ব্যক্তিগত অর্থায়নে পরিচালিত হবে।

#### গোপনীয়তা রক্ষা

আপনাকে সনাক্ত করা যায় এমন তথ্য মুছে ফেলা হবে এবং অংশগ্রহণকারীদের প্রতিনিধিত্ব করতে কোড বা ছদ্ম নাম ব্যবহার করা হবে।

#### তথ্য সংগ্রহ করার আগে আমরা আপনার স্বাক্ষরের জন্য একটি সম্মতিপত্র দেব

আমরা আপনার কাছ থেকে প্রাপ্ত সমস্ত তথ্য বিশেষভাবে সুরক্ষিত রাখব। শুধু গবেষণা তত্ত্বাবধায়ক এবং গবেষক সুরক্ষিত তথ্যের প্রবেশ ও ব্যবহার করতে পারবেন। গবেষণার সকল নৈতিক মানদণ্ড অনুসরণ করে এই গবেষণা করা হবে।

#### তথ্য সংরক্ষণ

সমস্ত তথ্য প্রধান গবেষকের ব্যক্তিগত ডিভাইসে সংরক্ষণ করা হবে। সমস্ত ফাইল বিশেষ পাসওয়ার্ড দ্বারা সুরক্ষিত রাখা হবে। শুধু গবেষণা তত্ত্বাবধায়ক এবং গবেষক সুরক্ষিত তথ্য ব্যবহার করতে পারবেন।

#### ফলাফল

গবেষণার একটি সারসংক্ষেপ প্রতিবেদন আপনি অংশগ্রহণকারীদের সাথে এবং সংশ্লিষ্ট প্রতিষ্ঠানের সাথে শেয়ার করা হবে। অংশগ্রহণকারীদের গোপনীয়তা নিশ্চিত করা হবে। আপনি আগ্রহী থাকলে গবেষণা থেকে প্রকাশিত প্রবন্ধ বা বই আপনার সাথে শেয়ার করা হবে। এছাড়াও আপনি এই ফোন নাম্বার (০১৮৩২৮০৫৩১৯) ব্যবহার করে গবেষকের সাথে যে কোন সময় যোগাযোগ করতে পারেন।

এই গবেষণা প্রকল্প সম্পর্কে আপনার কোন প্রশ্ন বা অভিযোগ থাকলে অনুগ্রহ করে গবেষক মুহাম্মদ কবির হোছাইন এর ইমেইল ( [mdkabir-na-2019850005@ier.du.ac.bd](mailto:mdkabir-na-2019850005@ier.du.ac.bd), [kabir.ier@cu.ac.bd](mailto:kabir.ier@cu.ac.bd) ) অথবা ফোনে যোগাযোগ করুন।

ধন্যবাদ,

## **EXPLANATORY STATEMENT For Assistant Teacher**

**Project:** Teachers' Perceptions in Implementing Inclusive Education at Rural Government Primary Schools in Bangladesh.

**Investigator's name:**

Md. Kabir Hossain

Institute: IER, DU

Phone: 01832805319

Email: [mdkabar-na-2019850005@ier.du.ac.bd](mailto:mdkabar-na-2019850005@ier.du.ac.bd),  
[kabar.ier@cu.ac.bd](mailto:kabar.ier@cu.ac.bd)

**Supervisor's Name:**

Dr. Taposh Kumar Biswas

Professor, IER, DU

You are invited to participate in this research. Before determining whether or not to participate in this study, please read this Explanatory Statement in its entirety. If you have any questions about this project, please contact the researchers at the phone numbers or email addresses mentioned above.

**What does the research involve?**

This study aims to bring out the overall concept of rural government primary teachers about inclusive education in the Chattogram division. The following are the objectives of the study.

- To explore the teachers' knowledge about inclusive education.
- To assess teachers' support for inclusive education.
- To examine the teacher's understanding about inclusive education.

You will be asked to participate in an individual interview where you will be asked questions about your experiences, opinions, and perceptions. The interview will be conducted at a time and place convenient for you. The interview is expected to take approximately 30 to 45 minutes to complete. With your permission, the interview will be audio-recorded for accuracy in data analysis. You are a teacher working in a rural government primary school, and your views and experiences are important to this research. Your contact information was taken from the local education office.

### **Consenting to participate in the project and withdrawing from the research**

Participation in this research is completely voluntary. Dear participant, you have the right of questions, and can withdraw your data or opinion at any time before submitting this thesis.

### **Possible benefits and risks to participants**

This research is related to knowledge, policy and practices. Therefore your valuable data or voice will assist in teaching rural context primary education and better understanding of inclusive education. You can withdraw your valuable opinion in any time. If you want, your voice or data will be safely destroyed.

### **Confidentiality**

Your all data or voices will be protected by a strong and unique password in the researcher's personal computer. Hard copy data will be kept in strong locked cabinet. A sole code will be used in lieu of your real name. After completing this thesis, your all voices and data will be safely removed.

### **Results**

The results of this research will be published in the Dhaka University Research Repository after about six months. Besides, you will be emailed the findings of this research by the researcher after publishing thesis at the university. It will be public after published.

### **Complaints**

If you have any questions or grievances about the project's behavior, please contact the IER Research Ethics Committee (EREC)

Executive Officer  
IER Research Ethics Committee (EREC)  
Room:  
Floor:  
IER, University of Dhaka  
Tel:  
Email:

Thank you,



**Chief Investigator's name:** Md. Kabir Hossain

## Appendix 6: Data Collection Tools

### সাক্ষাৎকার প্রশ্নমালা: প্রধান শিক্ষক (Interview Questionnaire: Head teacher)

#### 01. What do head teachers know about inclusive education?

1. What do you know about inclusive education? Please elaborate on your thoughts about it.
2. Can your school be considered an inclusive educational institution? Why?
3. Are you aware of any government policies or programs related to the development of inclusive education?
4. How do you ensure the attendance of all types of students in your school?  
What steps have you taken to prevent student dropout? If you have taken any, what are they?
5. What aspects of inclusive education are followed in your school? How do you think it contributes to the development of every child's cognitive abilities?  
What is your opinion on this?
6. How do you communicate with students' families regarding the new methods of inclusive education?
7. Do your colleagues use any technologies to meet the needs of students with diverse requirements?

১. একীভূত শিক্ষা সম্পর্কে আপনি কী জানেন? এটি নিয়ে আপনার চিন্তা ভাবনা বিস্তারিত বলুন।
২. আপনার বিদ্যালয়কে কি একীভূত শিক্ষা প্রতিষ্ঠান বলা যায়? কেন?
৩. একীভূত শিক্ষার উন্নয়ন সংক্রান্ত সরকারি কোন নীতি বা প্রোগ্রাম সম্পর্কে কিছু জানেন কিনা?
৪. বিদ্যালয়ে সকল ধরনের শিক্ষার্থীর উপস্থিতি কীভাবে নিশ্চিত করেন? বিদ্যালয়ে ঝরে পড়া রোধে আপনি কি কোন পদক্ষেপ নিয়েছেন? নিলে কী কী নিয়েছেন?
৫. একীভূত শিক্ষার কোন কোন বিষয়াবলি আপনার বিদ্যালয়ে অনুসরণ করা হয়? এটি সকল শিশুর চিন্তা শক্তির বিকাশে সহায়ক এ ব্যাপারে আপনার মতামত কী?
৬. একীভূত শিক্ষার এই নতুন পদ্ধতিতে আপনি শিক্ষার্থী-অভিভাবকের সাথে কীভাবে যোগাযোগ করেন?
৭. ভিন্ন চাহিদার শিক্ষার্থীর চাহিদা পূরণে আপনার সহকর্মীরা কোন প্রযুক্তির সহযোগিতা নেন কিনা?

## 02. What is the head teacher's understanding about inclusive education?

1. What is the overall status of inclusive education in your school? Is inclusive education reflected in your school? If yes, how?
2. What do you think should be done to create a successful inclusive learning environment?
3. Have you developed any plans to make your school an inclusive institution? If yes, what kind of plans?
4. Have the teachers in your school received any training on inclusive education? Is it possible to ensure that all teachers follow an inclusive curriculum?
5. What strategies do you adopt for the development of inclusive teaching-learning in your school? For example, community meetings, parent gatherings, etc.

6. How do you engage parents and the community in the school's inclusive activities?
7. What challenges do you face in implementing inclusive education? How do you tackle these challenges?

১. আপনার বিদ্যালয়ে একীভূত শিক্ষার সার্বিক অবস্থা কেমন? একীভূত শিক্ষা কি আপনার বিদ্যালয়ে প্রতিফলিত হয়? কীভাবে?
২. একটি সফল একীভূত শিখন পরিবেশ গড়ে তুলতে কী কী করা উচিত বলে মনে করেন??
৩. আপনার বিদ্যালয়কে একীভূত প্রতিষ্ঠান হিসেবে তৈরি করতে আপনি কী কোন পরিকল্পনা হাতে নিয়েছেন? নিলে কী রকম?
৪. একীভূত শিক্ষার উপর আপনার বিদ্যালয়ের শিক্ষকরা কোন প্রশিক্ষণ নিয়েছে কিনা? সকল শিক্ষককের একীভূত কারিকুলাম অনুসরণ করানো যায় কিনা?
৫. আপনার বিদ্যালয়ে একীভূত শিক্ষণ- শিখন উন্নয়নে কোন কোন কৌশল অবলম্বন করেন? যেমন- উঠান বৈঠক, অভিভাবক সমাবেশ ইত্যাদি।
৬. অভিভাবক এবং কমিউনিটিকে বিদ্যালয়ের একীভূত কার্যক্রমের সাথে কীভাবে সংযুক্ত করেন?
৭. একীভূত শিক্ষা বাস্তবায়নে আপনি কোন ধরনের চ্যালেঞ্জের সম্মুখীন হন? চ্যালেঞ্জেগুলো কীভাবে মোকাবিলা করেন?

### 03. How do head teachers support Inclusive Education?

1. Do you consider inclusive education important? How much do you support it? If yes, in what way?
2. How do you involve teachers, staff, and employees in inclusive education?  
How do you gather feedback from teachers, students, and parents?

3. How do you motivate colleagues or teachers to successfully implement inclusive education? Do you think it is beneficial for education, students, and society?
4. How do you maintain communication with local authorities for the successful implementation of inclusive education? What actions do you think should be taken to improve inclusive education?
5. Have you encountered any new experiences while monitoring inclusive education? How do you prevent the obstacles to inclusive education?

১. একীভূত শিক্ষাকে আপনি গুরুত্বপূর্ণ মনে করেন কিনা? এটাকে আপনি কতটুকু সাপোর্ট করেন? করলে কী রকম?
২. শিক্ষক, কর্মকর্তা ও কর্মচারীদের আপনি কীভাবে একীভূত শিক্ষায় কাজে লাগান? শিক্ষক, শিক্ষার্থী, অভিভাবকদের কাছ থেকে কীভাবে ফিডব্যাক গ্রহণ করেন?
৩. একীভূত শিক্ষার সফল বাস্তবায়নে সহকর্মী বা শিক্ষকদের আপনি কীভাবে উৎসাহিত করেন? এটি শিক্ষা, শিক্ষার্থী ও সমাজের জন্য কি কল্যাণকর মনে করেন?
৪. একীভূত শিক্ষার সফল বাস্তবায়নে স্থানীয় কতৃপক্ষের সাথে কীভাবে যোগাযোগ রক্ষা করা হয়? একীভূত শিক্ষার উন্নয়নে কী কী করার আছে বলে মনে করেন?
৫. একীভূত শিক্ষা মনিটরিং করতে গিয়ে নতুন কোন অভিজ্ঞতার সম্মুখীন হয়েছেন কিনা? একীভূত শিক্ষার বাঁধাগুলো আপনি কীভাবে প্রতিরোধ করেন?

সাক্ষাৎকার প্রশ্নমালা: সহকারি শিক্ষক

**(Interview Questionnaire: Assistant teacher)**

**01. What do teachers know about inclusive education?**

1. What do you know about inclusive education? How familiar do you think you are with inclusive education? When and how did you get introduced to this form of education?
2. Are you aware of any laws or frameworks related to inclusive education?
3. What characteristics do the students in your class have? Can your school be considered an inclusive educational institution? Why?
4. Do you have any students with special needs in your class? If yes, what are the differences among them? What is their work capacity? How do you teach them?
5. Do you seek help from classmates or families to support students with disabilities? Do you have any opinions or suggestions regarding teaching all types of students together?
6. What do you think are the differences between a general class and an inclusive class? Do you find inclusive education beneficial? Why? Is inclusive education only beneficial for special children, or for everyone?

১. একীভূত শিক্ষা সম্পর্কে আপনি কী জানেন বলুন। একীভূত শিক্ষার সাথে আপনি কতটুকু পরিচিত বলে মনে করেন? কখন, কীভাবে এই শিক্ষার সাথে পরিচয়?

২. একীভূত শিক্ষার সাথে সম্পর্কিত কোন আইন বা ফ্রেইমওয়ার্ক এর নাম জানেন কি?

৩. আপনার ক্লাসে কী কী বৈশিষ্ট্যের শিক্ষার্থী রয়েছে বলুন। আপনার বিদ্যালয়কে কি একীভূত শিক্ষা প্রতিষ্ঠান বলা যায়? কেন?

৪. আপনার ক্লাসে বিশেষ চাহিদা সম্পন্ন কোন শিক্ষার্থী আছে কিনা? যদি থাকে-এদের মধ্যে ভিন্নতাগুলো কী কী? এসব প্রতিবন্ধী শিক্ষার্থীর কাজের সক্ষমতা সম্পর্কে বলুন? আপনি তাদের কীভাবে পড়ান?

৫. প্রতিবন্ধী শিক্ষার্থীদের সার্বিক সহায়তায় তাদের সহপাঠী বা পরিবারের কোন সাহায্য নেন কিনা? সকল ধরনের শিক্ষার্থীকে একত্রে পড়ানো সম্পর্কে আপনার কোন মতামত বা পরামর্শ আছে কিনা?

৬. সাধারণ ক্লাসের সাথে একীভূত ক্লাসের কী কী পার্থক্য আছে বলে মনে করেন? একীভূত শিক্ষা আপনার কাছে উপকারী মনে হয়? কেন? একীভূত শিক্ষা বিশেষ শিশু নাকি সবার জন্য উপকারী?

## 02. What is the teacher's understanding about inclusive education?

1. Do you consider inclusive education important? Please explain in detail. Do you think inclusive education is necessary in real life? Why?
2. Can you give an example of inclusive education? How do you teach students at different levels?
3. Does inclusive education have any impact on student learning? Please explain the advantages and disadvantages of this teaching method.
4. How do you accommodate students with different needs? How do you ensure effective learning for both general and special education students?
5. Have you received any training on inclusive education? Do you believe that people with disabilities can also learn?
6. How aware are you of government policies related to inclusive education?

১. একীভূত শিক্ষা কি গুরুত্বপূর্ণ মনে করেন? বিস্তারিত বলুন। বাস্তব জীবনে একীভূত শিক্ষা প্রয়োজন আছে বলে মনে করেন? কেন?

২. আপনি কি একীভূত শিক্ষার একটি উদাহরণ দিতে পারবেন? বিভিন্ন স্তরের শিক্ষার্থীদের আপনি কীভাবে শেখান?
৩. শিক্ষার্থীর শিখনে একীভূত শিক্ষার কোন প্রভাব থাকে কিনা। এই শিক্ষা পদ্ধতির সুবিধা অসুবিধা সম্পর্কে বলুন।
৪. বিভিন্ন চাহিদার শিক্ষার্থীদের আপনি কীভাবে খাপ খাওয়ান? সাধারণ ও বিশেষ শিক্ষার্থীর কার্যকর শিখন কীভাবে নিশ্চিত করেন?
৫. একীভূত শিক্ষার উপর আপনি কোন প্রশিক্ষণ পেয়েছেন কিনা? আপনি কি বিশ্বাস করেন প্রতিবন্ধীরাও শিখনে পারে?
৬. একীভূত শিক্ষার উপর সরকারি নীতি নিয়ে আপনি কতটুকু সচেতন?

### 03. How do teachers support Inclusive Education?

1. How do you support inclusive education? Please discuss its future. How do you think inclusive education helps in successful learning?
2. What infrastructure and facilities are available in your school for students who are lagging behind or have special needs? Do you think these are sufficient?
3. Do you receive any kind of encouragement or assistance from your colleagues in teaching students with different needs?
4. Are you doing anything to create an inclusive learning environment, such as parent meetings, community gatherings, etc.?
5. Have you ever communicated with educators or education specialists to improve inclusive education? If yes, in what way?
6. Do you think students in inclusive education face any obstacles? What kind of obstacles are they? What teaching methods and strategies do you think are

suitable for inclusive education? What role do you think training plays in the implementation of inclusive education?

7. Do you think any government policy or decision needs to be changed or created for the implementation of inclusive education? If yes, how?

১. একীভূত শিক্ষাকে আপনি কীভাবে সাপোর্ট করেন? এর ভবিষ্যৎ সম্পর্কে বলুন। একীভূত শিক্ষা কীভাবে সফল শিখনে সহায়তা করে বলে মনে করেন?

২. আপনার বিদ্যালয়ে পিছিয়ে পড়া শিক্ষার্থী কিংবা বিশেষ শিক্ষার্থীদের জন্য অবকাঠামোগত সুযোগ-সুবিধা কেমন? আপনি তা পর্যাপ্ত মনে করেন কিনা?

৩. ভিন্ন চাহিদার শিক্ষার্থীদের শেখানোর ক্ষেত্রে আপনি সহকর্মীদের থেকে কোন ধরনের প্রশ্রয় বা সহযোগিতা পান কিনা?

৪. আপনি একীভূত শিক্ষার শিখন পরিবেশ তৈরির জন্য কিছু করছেন কিনা? যেমন: অভিভাবক সমাবেশ, উঠান বৈঠক ইত্যাদি

৫. আপনি কি একীভূত শিক্ষার উন্নয়নে কোনো সময় শিক্ষাবিদ, শিক্ষা বিশেষজ্ঞদের সাথে যোগাযোগ করেছেন? করলে কী রকম?

৬. একীভূত শিক্ষার শিক্ষার্থী কি কোনো বাঁধার সম্মুখীন হচ্ছে বলে মনে করেন? বাঁধাগুলো কোন ধরনের? একীভূত শিক্ষায় কোন কোন শিক্ষণ পদ্ধতি ও কৌশল উপযোগী বলে মনে করেন? একীভূত শিক্ষা বাস্তবায়নে প্রশিক্ষণ কোন ধরনের ভূমিকা পালন করতে পারে বলে মনে করেন?

৭. এটি বাস্তবায়নে সরকারি কোন নীতি বা সিদ্ধান্ত পরিবর্তন বা তৈরি করা প্রয়োজন বলে মনে করেন? করলে কী রকম?

## Teacher FGD Guidelines

1. Please introduce yourselves briefly.
  2. Briefly talk about your teaching experience.
  3. Do you often communicate with students who have different learning needs (such as disabled students, students from different backgrounds)?
  4. What is your understanding of the term "inclusive education"?
  5. How would you describe the concept of inclusive education in your own language?
  6. Talk about the importance of inclusive education in rural primary schools.
  7. Do you think all children, regardless of their abilities or backgrounds, should be included in your classroom?
  8. Do you think teachers in rural areas are properly trained in inclusive education? Why or why not?
  9. Do you think teachers in rural primary schools face major challenges in implementing inclusive education? If so, what are those challenges?
  10. How do you adapt your teaching methods to meet the needs of students with different abilities or requirements?
  11. Do you use any specific materials, methods, or strategies for inclusive education? If yes, could you provide examples?
  12. How do you assess students with special needs? Do you think the current assessment methods are effective for inclusive education?
  13. Can you share an experience where you successfully assisted a student with special needs?
  14. How do you ensure that students with different abilities participate in classroom activities and discussions?
  15. Do you think school management and the government provide adequate support for the implementation of inclusive education? Why or why not?
  16. How do you collaborate with other teachers or staff to implement inclusive education?
  17. How do you involve parents or guardians in supporting inclusive education?
  18. What kind of additional support or materials do you think are needed to improve the implementation of inclusive education in your school?
  19. How do you think inclusive education can benefit all students, not just those with special needs?
  20. Share your own perspective on inclusive education. How do you think you are supporting inclusive education? What challenges do you think exist in implementing inclusive education in your school? Share your thoughts.
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## FGD Questionnaire for Teachers

১. আপনার সংক্ষিপ্ত পরিচয় দিন।
২. আপনার শিক্ষকতার অভিজ্ঞতা সংক্ষেপে বলুন।
৩. আপনারা কি এমন কোনো শিক্ষার্থীদের সঙ্গে প্রায়ই যোগাযোগ করেন যাদের শেখার প্রয়োজন আলাদা (যেমন প্রতিবন্ধী, ভিন্ন পটভূমি)?
৪. "একীভূত শিক্ষা" শব্দটির প্রতি আপনার ধারণা কী?
৫. আপনারা কীভাবে নিজের ভাষায় একীভূত শিক্ষা ধারণাটি বর্ণনা করবেন?
৬. আপনারা গ্রামীণ প্রাথমিক বিদ্যালয়ে একীভূত শিক্ষার গুরুত্ব সম্পর্কে বলুন।
৭. আপনারা কি মনে করেন যে, সব ধরনের শিশুকে, তাদের সক্ষমতা বা পটভূমি নির্বিশেষে, আপনারা শ্রেণীকক্ষে অন্তর্ভুক্ত করা উচিত?
৮. আপনারা কি মনে করেন যে গ্রামীণ অঞ্চলে শিক্ষকরা একীভূত শিক্ষায় যথাযথভাবে প্রশিক্ষিত? কেন বা কেন নয়?
৯. আপনারা কি মনে করেন যে, গ্রামীণ প্রাথমিক বিদ্যালয়ে একীভূত শিক্ষা বাস্তবায়ন করতে শিক্ষকরা সবচেয়ে বড় চ্যালেঞ্জগুলোর মুখোমুখি হন? হলে কী কী?
১০. আপনারা কীভাবে আপনার পাঠদান পদ্ধতিকে বিভিন্ন সক্ষমতা বা প্রয়োজনীয়তা সম্পন্ন শিক্ষার্থীদের চাহিদায় মানিয়ে নেন?
১১. আপনারা কি একীভূত শিক্ষার জন্য কোনো নির্দিষ্ট উপকরণ, উপায় বা কৌশল ব্যবহার করেন? যদি করেন, তবে উদাহরণ দিতে পারেন?
১২. আপনারা কীভাবে বিশেষ প্রয়োজন সম্পন্ন শিক্ষার্থীদের মূল্যায়ন করেন? আপনারা কি মনে করেন যে বর্তমান মূল্যায়ন পদ্ধতি একীভূত শিক্ষার জন্য কার্যকর?
১৩. আপনারা কোনো এমন অভিজ্ঞতা শেয়ার করতে পারেন যেখানে আপনি সফলভাবে কোনো বিশেষ চাহিদা সম্পন্ন শিশুকে সহায়তা করেছেন?
১৪. আপনারা কীভাবে নিশ্চিত করেন যে, বিভিন্ন সক্ষমতার শিক্ষার্থীরা শ্রেণীকক্ষে কার্যক্রম এবং আলোচনায় অংশগ্রহণ করে?
১৫. আপনারা কি মনে করেন বিদ্যালয় ব্যবস্থাপনা এবং সরকার একীভূত শিক্ষা বাস্তবায়নে পর্যাপ্ত সহায়তা প্রদান করে? কেন বা কেন নয়?
১৬. আপনারা কীভাবে অন্যান্য শিক্ষক বা কর্মীদের সঙ্গে একীভূত শিক্ষা বাস্তবায়নের জন্য সহযোগিতা করেন?
১৭. আপনারা কীভাবে অভিভাবক বা অভিভাবকদের একীভূত শিক্ষার সহায়তায় যুক্ত করেন?
১৮. আপনারা কী ধরনের অতিরিক্ত সহায়তা বা উপকরণ প্রয়োজন মনে করেন যাতে আপনারা বিদ্যালয়ে একীভূত শিক্ষা বাস্তবায়ন আরও উন্নত করা যায়?
১৯. আপনারা কীভাবে মনে করেন যে, একীভূত শিক্ষা বাস্তবায়ন সব শিক্ষার্থীর জন্য উপকারি হতে পারে, শুধু বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীদের জন্য নয়?
২০. একীভূত শিক্ষার ধারণাটি নিজের মত করে শেয়ার করুন। একীভূত শিক্ষাকে কীভাবে আপনারা সহায়তা করছেন বলে মনে করেন? বিদ্যালয়ে একীভূত শিক্ষা বাস্তবায়নের ক্ষেত্রে কী কী চ্যালেঞ্জ আছে বলে মনে করেন? মতামত প্রদান করুন।

## FGD Guidelines (Guardians)

## FGD Questionnaire for Guardians

১. আপনার সম্পর্কে বলুন। আপনার কে কোন কোন পেশায় আছেন বলুন।
২. আপনার সন্তানদের এই বিদ্যালয় সম্পর্কে বলুন।
৩. আপনার কি আপনার সন্তানদের শিক্ষা ও বিদ্যালয় সংক্রান্ত কার্যক্রমে যুক্ত আছেন? থাকলে কী রকম বলুন।
৪. আপনার কি "একীভূত শিক্ষা" শব্দটি শুনেছেন? এটি আপনার কাছে কীভাবে বোঝায়?
৫. আপনার কি মনে করেন যে, সব শিশুর শিক্ষা পাওয়া উচিত? কেন বা কেন নয়?
৬. আপনার মতে, শিক্ষকরা একীভূত শিক্ষা সম্পর্কে কী জানেন?
৭. শিক্ষকরা সকল ধর্ম বর্ণের শিক্ষার্থীদেরকে সমান চোখে দেখে কিনা? নাকি কোনো বৈষম্য করে?
৮. আপনার কি মনে করেন শিক্ষকরা বিশেষ চাহিদা সম্পন্ন শিশুর প্রতি পর্যাপ্ত ব্যক্তিগত মনোযোগ প্রদান করেন? যদি না হয়, আপনার একীভূত শিক্ষার কি ধরনের উন্নতি দেখতে চান?
৯. শিক্ষকরা প্রতিবন্ধী শিক্ষার্থীদের সাথে কোন ধরনের আচরণ করে বলে মনে করেন? অন্যান্য গার্ডিয়ানরা কি বলেন?
১০. শিক্ষকরা নিয়মিত অভিভাবক সমাবেশ, মাসমাবেশ, উঠান বৈঠক করেন কিনা?
১১. শিক্ষকরা আপনার বাড়ি বাড়ি যায় কিনা শিক্ষার্থীদের ভর্তির ব্যাপারে?
১২. শিক্ষকরা অভিভাবক এবং সমাজের সাথে সম্পর্ক রাখে বলে মনে করেন?
১৩. আপনার কি মনে করেন শিক্ষকরা বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীদের সঠিকভাবে পরিচালনা করতে সক্ষম? কেন বা কেন নয়?
১৪. এ বিদ্যালয়ে সকল ধরনের শিক্ষার্থী পড়াশোনা করে বলে মনে করেন? যেমন - ধনী গরিব ধর্ম বর্ণ। শিক্ষকদের পড়ানোর ধরন আপনার সন্তানদেরকে আকর্ষণ করে কিনা? বিভিন্ন কিছু দেখিয়ে শিক্ষার্থীদেরকে পড়ান কিনা?
১৫. আপনার কি মনে করেন যে, গ্রামীণ সরকারি প্রাথমিক বিদ্যালয়ে সমন্বিত শিক্ষা বাস্তবায়ন আপনার সন্তান এবং সম্প্রদায়ের অন্যান্য শিশুদের ভবিষ্যত উন্নত করতে সাহায্য করবে? এই বিদ্যালয়ের সামগ্রিক পরিবেশ সম্পর্কে বলুন। যেমন প্রধান শিক্ষক, সহকারী শিক্ষকদের বিদ্যালয়ে সম্পর্কে দায়িত্ব ও কর্তব্য, সমাজের প্রতি তাদের দায়িত্ব ইত্যাদি।

1. Tell us about yourselves. What professions are you involved in?
  2. Tell us about your children's experience at this school.
  3. Are you involved in your children's education and school-related activities? If so, in what way?
  4. Have you heard the term "inclusive education"? How do you understand it?
  5. Do you think every child should have access to education? Why or why not?
  6. What do you think teachers know about inclusive education?
  7. Do you think teachers treat all students equally, regardless of their religion or background, or do they show any discrimination?
  8. Do you think teachers give adequate personal attention to children with special needs? If not, what kind of improvements would you like to see in inclusive education?
  9. How do you think teachers behave with disabled students? What do other guardians say about this?
  10. Do teachers regularly hold parent meetings, monthly meetings, or community gatherings?
  11. Do teachers visit your homes for student admissions?
  12. Do you think teachers maintain relationships with parents and the community?
  13. Do you think teachers are capable of properly managing students with special needs? Why or why not?
  14. Do you believe that all types of students are studying at this school, including children from different economic backgrounds, religions, and castes? Does the way teachers teach attract your children? Do teachers use different approaches to teach students?
  15. Do you think that the implementation of inclusive education in rural government primary schools will help improve the future of your children and other children in the community? Please comment on the overall environment of the school, such as the roles and responsibilities of the headmaster, assistant teachers, and their duties towards the community.
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