

Exploring parental awareness of play-based early learning at Gulshan slum 3- 6 years children.

By

Lajul Ayun

22155009

A thesis submitted to Brac Institute of Educational Development in partial fulfilment
of the requirements for the degree of
Master of Science in Early Childhood Development

BRAC Institute of Educational Development

BRAC University

February 2024

© 2024. Lajul Ayun

DECLARATION

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Lajul Ayun

Student ID: 22155009

APPROVAL

The thesis titled “Exploring parental awareness of play-based early learning at Gulshan slum 3 to 6 Years children .” submitted by Lajul Ayun, 22155009 of SPRING 2022 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of masters on January 2024.

Examining Committee:

Supervisor:
(Member)

Mohammad Safayet Khan
Research Fellow
BRAC Institute of Educational Development
BRAC University

Program Coordinator:
(Member)

Ms. Ferdousi Khanom
Senior Lecturer, ECD Academic Program
BRAC Institute of Educational Development
BRAC University

External Expert Examiner:
(Member)

Sheikh Shahana Shimu
Research Fellow
BRAC Institute of Educational Development
BRAC University

Departmental Head:
(Chair)

Dr. Erum Mariam
Executive Director
BRAC Institute of Educational Development
BRAC University

ETHICS STATEMENT

Title of Thesis Topic: Exploring parental awareness of play-based early learning at Gulshan slum 3-6 Years children.

Student Name: Lajul Ayun

1. Source of population: Parents of 3 to 6 years children from Gulshan slum of Dhaka City.

2. Does the study involve (Yes or no)
 - a) Physical risk to the subjects (No)
 - b) Social risk (No)
 - c) Psychological risk to subjects (No)
 - d) Discomfort to subjects (No)
 - e) Invasion of privacy (No)

3. Will subjects be clearly informed about (Yes or no)
 - a) Nature and purpose of the study (Yes)
 - b) Procedures to be followed (Yes)
 - c) Physical risk (N/A)
 - d) Sensitive questions (Yes)
 - e) Benefits to be derived (Yes)
 - f) Right to refuse to participate or to withdraw from the study (Yes)
 - g) Confidential handling of data (Yes)
 - h) Compensation and/or treatment where there are risks or privacy is involved (Yes)

4. Will Signed verbal consent for be required (yes or no)
 - a) From study participants (Yes)
 - b) From parents or guardian (Yes)
 - c) Will precautions be taken to protect anonymity of subjects? (Yes)

5. Check documents being submitted herewith to Committee:
 - a) Proposal (Yes)
 - b) Consent Form (Yes)
 - c) Questionnaire or interview schedule (Yes)

Ethical Review Committee:

Authorized by:
(Chair/Co-chair/other)

Dr. Erum Mariam
Executive Director
BRAC Institute of Educational Development
BRAC University

Abstract:

The rapid urbanization in Bangladesh has led to a decrease in playgrounds, particularly in Dhaka, causing developmental delays and digital addiction in children. The government has identified this issue, but there has been a lack of early action. A study was conducted to examine parents' opinions on the need for a play-based learning environment for children aged 3 to 6 in Dhaka. The results showed that while most parents are aware of the importance of play and its potential negative effects, their awareness of play-based learning is limited. They express concern due to the lack of a playground and concerns over security. The study suggests that play-based learning requires significant time investment and could benefit from additional instruction and awareness. Further research is needed to gain a nationwide perspective on preschool education's importance for children's development.

Keywords: Parental Perception; Play based early learning, Play Center; Play; Importance of Play

Dedication

I would like to dedicate this thesis to my parents, Mahiuddin Ahmed and Zakia Khatun, who encouraged me with my hidden interest of early childhood education. Also, to my siblings Jakir Mahmud and Ashraf Ahmed who inspired me and specially my spouse, Md. Fazla Rabby, who always love me unconditionally and my lovely children , Nighat, Humayra, Rushdan.

Acknowledgement

This thesis has been conducted with sincere efforts, competence, and honest participation of a number of people who deserve my sincere gratitude.

First, I would like to thank the Almighty Allah for making me able to complete this research in sound health.

I would like to express my deepest gratitude to my supervisor, Mr. Mohammad Safayet Knan, for his continuous support and mentorship throughout every step of completing and documenting my thesis research. During the past few months, he has consistently demonstrated an exceptional level of patience, motivation, enthusiasm, and deep understanding. I could not have imagined having an incredible supervisor and mentor for my thesis.

I am also thankful to Ms. Ferdousi Khanom, Academic Coordinator and External Expert Ms. Sheikh Shahana Shimu for their valuable feedback on my writing. In addition to expressing gratitude towards my supervisor, I would like convey my appreciation to Ms. Areefa Zafar and Sakila Yesmin apa, prestigious members of the ECD faculty, for their invaluable assistance in examining my criteria for conducting In-depth Interviews and analysis part.

I express my gratitude to the highly regarded members of the ECD faculty, namely Md.Mustak Imran, Ms. Sakila Yesmin, Ms. Syeda Fareha Islam, Ms. Ashfi Mehnaz, and Ms. Areefa Zafar, for their valuable support, informative assessments, and constructive feedback.

I would like to express my gratitude to Mr. Mujahidul Islam for his unwavering support during the period of the Early Childhood Development (ECD) course. I express my sincere gratitude to the research participants who generously dedicated their important time and shared their valuable perspectives for the aim of this study.

I would also like to extend my appreciation to my beloved family, particularly my mother, whose continuous encouragement provided tremendous significance for me. I would want to express my gratitude to my friends in the Early Childhood Development (ECD) sector, whose constant commitment to their work has always motivated and inspired me. I dedicate my presence here to all of you.

Finally, I would like to humbly acknowledge and appreciate all of the encouragement provided by my family and friends throughout the completion of my thesis, without which this achievement would never have been possible.

Table of Contents

Declaration	ii
Approval	iii
Ethics Statement	iv
Abstract	v
Dedication	vi
Acknowledgement	vii
List of Acronyms	x
Chapter I	1
Introduction and Background	
Introduction	1
Background	4
Statement of the Problem	4
Purpose of the Study	8
Significance and Justification of the Study	9
Research Topic and Research Questions	10
Operational Definitions	12
Chapter II	17
Literature Review	
Literature Review Introduction	17
Role of Play in Child Development	17
Parental Influence on Play-Based Learning	19
Bangladesh contents.....	22

Chapter III	24
Methodology	24
Research Approach	24
Research Site	24
Research Participants	24
Participants Selection Procedure	24
Data Collection Tools	25
Data Collection Methods	25
Data Management and Analysis.....	26
Validity and Reliability	27
Ethical Issues	27
Limitations of the Study	28
Chapter IV	29
Findings/ research and Discussions	29
Thematic Analysis Findings	30
Thematic Analysis Results	38
Discussion	41
Conclusion	42
Recommendations	43
References	45
Annex 1: In-Depth Interview Questionnaire (English)	47
Annex 2: In-Depth Interview Questionnaire (Bangla)	50
Annex 3: Consent Form (English)	52
Annex 4: Consent Form (Bangla)	54

List of Acronyms

WHO- World Health Organization

BBS- Bangladesh Bureau of Statistics

PPRC- Power and Participation Research center

CBPC- Community Based Play center.

ECE- Early Childhood Education.

ECD- Early Childhood Development

BEN- Bangladesh ECD Network

IDI- In Depth Interview

NGO- Non-Government Organization.

NCBI- National Center of Biotechnology Information

AAP- American Academy of Paediatrics.

NAEYC- National Association for the Education of Young Children

MOWCA- Ministry of Women and Child Affairs

CIPRB- Center for Injury Prevention and Research

NHS- National Health Services.

CHAPTER I:

INTRODUCTION & BACKGROUND

Introduction:

Play-based early learning is critical for complete child development and socialization at the Gulshan slum of Dhaka, Bangladesh. The development of young children is interconnected with their play experiences, establishing foundations for cognitive, emotional, and social development. This study addresses how parents understand and interact with play based leisure facilities, which are an important part of their children's socialization and adaptation to new cultures. Play is important for children, because ‘children develop an understanding of the world through the medium of play (Vygotsky, 1978)’. Play provides a learning context for literacy and vocabulary development (Han et al., 2010).

Parents are the major planners of a child's early experiences, and their opinions, attitudes, and observations improve a child's development direction. The goal of this research is to discover significant findings that will help influence the landscape of early childhood education in the slum community.

It is designed to be an enjoyable experience to observe children laughing, playing, giggling, and rolling over each other repeatedly. Our children's freedom of mobility is impacted by urbanization, and that is certain times. This free movement or various types of play is crucial for child development because, ‘at all ages, an active brain is a developing brain’ (Doris, 2000). The most important role that play can have is to help children to be active, to make choices, and to practice actions to mastery. For a healthy brain growth play is a crucial element (Doris, 2000).

Jean Piaget conducted extensive research into play and concluded that play was a

vital component to children's normal intellectual and social development. Piaget also found that physical, outdoor activity not only stretched children's imaginations and social interactions, but also gave them a chance to exercise their muscles and lungs and learn about their physical limitations (Piaget, 1962). "In play the child is always behaving beyond his age, above his usual everyday behaviour; in play he is, as it were, a head above himself" (Vygotskii, 1978, 74).

Children's educational experiences in the early primary grades can be transformed by play-based learning techniques, which can improve learning motivation and outcomes (The Lego Foundation, 2018). Learning via play has been shown to benefit a child's growth. Playing can only be educational if it is enjoyable, meaningful, energetic, and socially involved (Parker & Thomson, 2019). In education, playing allows for initiative, engagement, creativity, and sociability (IPA, 2014).

Parents' perceptions are important for children because they are the first educators and their beliefs and understanding have a great influence on children's early experiences (Dancy, 2000; Roopnarine et al., 2003).

Play-based learning aids in the development of social skills, increases motivation to study, and enhances language and numeracy abilities in youngsters. Playing entails taking initiative, Concentration, and being interested about the world (Wonder school, 2017). It also helps children with problem-solving skills, emotion regulation, creativity, decision-making, teamwork, resilience, sharing, and socializing in small and large groups, all of which help children make better life choices and teach them lasting skills (UKEssays, 2020). Parents' and community member have to understand that play has an important role in children's holistic development in the early years of life. Through play children learn to solve problems, their proper communication skills

developed, they learn self-regulation skills and their social interaction skill increased. They can make friendship and relationship with peers. Play also help to develop fine motor and gross motor skills. Through play young children learns different paly activity that helps them to get prepared for school readiness for formal education (Bodrova & Leong, 2003; NAEYC, 1996). It also helps to develop their basic skills to deal with difficult tasks like writing alphabet or learning to read (Rogers & Sawyers, 1988).

.Although limited study on parental perspectives of play-based learning, it is crucial to learn their views on the significance of play-based learning for children's socialisation. Playgrounds provide as vital social institutions where children acquire knowledge about culture, social interaction, and other significant aspects of human life. A research is necessary to find parental perspectives on the lack of playgrounds in Dhaka and to explore ways to establishing play-based learning for the improved development of children. The objective of this study is to explore parental perspectives on how important of play-based learning for children.

A research should concentrate on parents' views of founded play resources, because playgrounds and play spaces provide a significant role in children's socialization and cultural understanding. This research intends to construct a more prosperous, inclusive, and hopeful future for the young people of the Gulshan slum by developing a more welcoming and brighter future for the slum's children.

Because parents are the first instructors for their children, their views and understanding have a tremendous influence on their early experiences. Understanding the play experiences in which infants and toddlers participate is essential for investigating the impact these activities may have on their overall development. This

study should focus on parents' observations of community-based play facilities, as playgrounds and play focuses play an important role in the socialization and cultural awareness of children.

Background: Early childhood education, specifically utilising play-based learning, has become a fundamental aspect of comprehensive child development. It establishes the basis for cognitive, social, emotional, and physical development, creating the conditions for continuous learning throughout one's life. Although the advantages of play-based education are widely recognised, there is a significant lack of research regarding how parents in urban slum regions understand and participate in this developmental approach to learning. Engaging in play is crucial for the improvement of children's reading and language abilities. It is vital to comprehend parents' perspectives in order to promote holistic child development.

Since 2006, I have worked as an assistant teacher at a government elementary school, which has allowed me to witness the gaps in educational opportunities between rural and urban places, particularly among underprivileged populations. However, after residing in Gulshan, Dhaka for the past 14 years, I just realised a new reality while commuting to Manarat Dhaka International School and College with my own children. The walk through three minor slum localities, presenting an apparent gap in academic opportunity. Furthermore, my supervisor provided me with guidance in selecting the topic.

Statement of the Problem:

In underserved slum communities, many children forgo formal education and instead play on roadsides, lacking structured learning environments. This raises questions about parental awareness and knowledge regarding play-based early learning, as many

parents view education as synonymous with rote learning or as a means for immediate financial contribution. This hinders children from accessing holistic development and perpetuates a cycle of limited educational attainment and restricted life opportunities. The lack of research on parental perspectives in this context, particularly in Dhaka's urban slum areas, highlights the urgent need for investigation. Understanding parental beliefs, attitudes, and challenges concerning play-based learning is crucial for designing effective strategies that bridge this critical gap in early childhood education, ultimately paving the way for more inclusive and equitable educational opportunities for all children.

The Gulshan slum in Bangladesh faces a major gap in early children development due to a lack of specialized play centers. Despite 118 day care centers distributed over the city, many are focused in Dhaka, leaving other areas neglected. Privately managed day care facilities are too expensive for poorer and middle-class parents, limiting accessibility. Insufficient access to secure day care, playgrounds, and play centers can lead to mental and emotional well-being concerns, as well as potential neurochemical and physical changes.

Due to a lack of playgrounds, children are becoming more addicted to digital gadgets, ultimately contributing to language delays, problems with concentration, and hyperactivity.

Dhaka has a total population of over 21 million people, of whom 48 percent are children (Macrotrends, 2021; Faria, 2018). There are barely 300 playgrounds for around 10 million youngsters (Salma, 2018). According to a poll done in 2021 by the Bangladesh Bureau of Statistics (BBS) and the Power and Participation Research Center (PPRC), just 2% of youngsters in the capital had access to a playground (The

Daily Star, 2021). This demonstrates that Dhaka lacks an appropriate number of playgrounds for children to participate in comprehensive physical and mental activities. Day care facilities are particularly scarce in Dhaka, with just 118 accessible across Bangladesh according to the Ministry of Women and Child Affairs in 2020.

This overall number of day care centers is insufficient for a highly populated city like Dhaka. Furthermore, privately managed day care institutions are too expensive for poorer and middle-class parents. Besides from that, most day care facilities do not have a safe and secure atmosphere, and most do not have open or wide area for free play/movement for physical development (Fahmida, 2011; Shahidul & Nasreen, 2015). Lack of a safe day care, playground, or play center may result in children's mental, emotional, and physical well-being, affecting the development of parents-child relationships, social systems, and, ultimately, the development of our young generation (Fahmida, 2011; Shahidul & Nasreen, 2015).

A community-based play center could help close gaps in holistic child development while providing a platform for active parental participation. This project aims to investigate techniques for increasing parental knowledge of play-based early learning, specifically in the setting of Bangladesh's Gulshan slum. The study intends to bridge the gap between available resources and accessible resources by highlighting the benefits of play-based education and including parents in the process. By promoting 'play as a learning tool' BRAC implemented 300 play labs across Dhaka (BRAC, 2019).

Through targeted interventions and community involvement, the study aims to create a nurturing and conducive learning environment that fosters the optimal growth and development of Gulshan slum children. By understanding parental beliefs, attitudes,

and challenges concerning play-based early learning, targeted interventions can be designed to bridge this critical gap in early childhood education and provide more inclusive and equitable educational opportunities for all children.

This poses a multifaceted challenge. Firstly, it hinders children from accessing the holistic development that play-based education offers. Secondly, it perpetuates a cycle of limited educational attainment and restricted life opportunities. Moreover, it underscores the need for targeted interventions that empower parents with the knowledge and understanding to actively engage in their child's early learning journey.

The lack of research on parental perspectives in this specific context, particularly in Dhaka's urban slum areas, highlights an urgent need for investigation. Understanding parental beliefs, attitudes, and challenges concerning play-based learning is crucial for designing effective strategies that bridge this critical gap in early childhood education, ultimately paving the way for more inclusive and equitable educational opportunities for all children.

Children in Dhaka City are not growing as physically or mentally, which is contributing to an increase in childhood obesity. This is due to a shortage of playgrounds and play centers. According to research conducted by the National Center for Biotechnology Information (NCBI) in the United States, children who use electronic displays for more than three hours a day tend to exhibit hyperactivity, lack of focus, and language delays. Speech delays and lack of attention have been identified in every example with over 66% of children not interacting with their parents throughout stimulation. The setting up of community-based play centers for

children would be a good and sensible solution to this problem, as it would support their holistic development and involve parents tremendously.

Purpose of the Study:

Research indicates that during the period from 3 to 6 years old, the brain's connection acquire additional growth, which plays a vital role in the cognitive development of children. Furthermore, many other domains of development achieve significant improvements through this period of time.

Play is essential for the cognitive and social development of every child (Doris, 1998). Children raised in dangerous and economically challenged communities, or in regions without pathways, walking paths, parks, playgrounds, and recreational facilities, are more likely to acquire obesity (Gopal et al., 2010).

Dhaka City Corporation currently has approximately 54 recognised parks and 11 playgrounds. However, these open spaces are plagued by mismanagement, insecurity, poor conditions, lack of infrastructure amenities, incidents of mugging, and anti-social activities (Nilufar, 1999).

This study aims to investigate the perspectives of urban parents in Dhaka, Bangladesh, regarding play-based early learning. The primary objective is to understand their views, attitudes, and knowledge about the importance of play in their child's development. Obstacles and difficulties faced by parents in facilitating play-based learning opportunities include financial limitations, cultural ideologies, and limited availability of educational resources.

The absence of playgrounds and play centers in Dhaka city leads to a dearth of physical activities and mobility among children, resulting in a significant detriment to

their physical and mental development. This contributes to the rising prevalence of child obesity, which has detrimental effects on both the physical and mental well-being of children.

Significance and Justification of the Study:

Research on parental perspectives on the necessity of community-based play centers is scarce globally and in Bangladesh. Understanding parents' attitudes towards play centers can help develop tailored assistance programs and identify alternative options to open playgrounds. The situation surrounding the establishment of a play center for children in Bangladesh is complex, with many parents expressing concerns about the safety and security of their children. However, many recognize the importance of play during a child's early developmental stage.

To foster awareness among parents, it is crucial to understand their perceptions and inform programme designers about the specific program they need to create. Investigating parents' perspectives on community-based play facilities and their necessity is essential for designing effective assistance programs. The research aims to tackle educational inequalities in Bangladesh, specifically in the Gulshan slum, by understanding parents' perspectives on play-based early education. Play-based learning is widely recognized as a potent instrument for fostering cognitive, social, emotional, and physical growth in young children.

Gaining insight into parents' viewpoints regarding play-based learning within this cultural and socio-economic setting is essential for creating customized treatments that are more likely to be accepted and maintained by the community. Enhancing our understanding of parental perspectives on the significance of play in language development might provide valuable guidance for devising measures to maximize this

process, which may result in enhanced educational achievements for children living in the Gulshan slum.

It is crucial to involve parents as active participants in their children's education to fully optimize the effectiveness of any educational endeavour. Understanding parental perspectives on play-based early learning in children from the Gulshan slum is an essential measure in the development of a more comprehensive and efficient early childhood education system. It not only addresses immediate educational requirements but also has the potential to create enduring positive effects on the lives of children in urban slum communities.

Research Questions:

1. Definition of Play based early learning:

- What does "play based early learning" mean to you?
- When you hear the words "play based early learning," what comes to mind?

2. Parents perception on the Importance of Play :

- Do you believe play is crucial for a child's development? If yes,
- Why do you think play is important for children?

3. Child's Daily Routine and Preferences:

- Can you describe your child's daily routine?
- How would you describe your child's personality, and what activities do they prefer throughout the day?

4. Learning to Play:

- How do children learn to play?
- In your opinion, why is play important for a child's growth?

5. Parental Involvement in Play:

- Do you engage in play with your child at home?
- If yes, what kind of games do you play, and how often?

6. Benefits of Teaching Play:

- What benefits do you see in teaching children to play?
- Do your children get to play the games which was you enjoyed in your childhood?

7. Shared Play Experiences:

- Do your children have the time or opportunity to play the games you enjoyed during your childhood?
- Have you personally taught your children how to play?

8. Parental Aspirations and Obstacles:

- Do you want your child to learn to play?
- What obstacles, if any, do you face in achieving this?

9. Societal Aspects and Educational Resources:

- Are there societal aspects preventing your child from playing?
- Are there educational/play resources available in the Gulshan slum?

10. Play at Home vs. Educational Institution:

- Is your child enrolled in a formal primary school or a madrasa?
- How do you perceive the relationship between a child's play at home and play within a school or educational institution

11. Community Outreach and Cultural Learning:

- What are your thoughts on community outreach for early education through play?
- Do you believe children's development improves by learning various aspects of culture through play?

12. Support for Understanding Play Benefits:

- What improvements would you like to see in promoting play education for young children in Gulshan slums, and how would these benefit you and your children?
- How can society, community, or other organizations support you in understanding the benefits of learning to play or play-based learning with your children?

Operational Definition:

What is play?

Play is crucial for children's social, cognitive, and problem-solving development. It helps in expanding vocabulary, establishing connections between ideas and actions, and developing object constancy. Engaging in pretend play enhances children's creative thinking abilities and flexibility in transitioning between modes of thought. Research shows that children who participate in unstructured play show increased verbal communication, longer and more complex sentences, and more effective use of language for symbolic reasons. Parents have found that incorporating sociodramatic play into the curriculum for children aged three to six enhances creative expression and fosters adaptive language skills.

Play-based learning:

Play-based learning is an educational approach that emphasizes the role of play in a child's development and learning process, especially in early childhood settings. It encourages children to explore, experiment, and make sense of their environment through enjoyable, intrinsically motivated, and self-directed activities. Key characteristics include being child-centred, encouraging exploration and discovery, fostering imagination and creativity, fostering social interaction, requiring critical

thinking and problem-solving, and being flexible and adaptable to accommodate diverse needs. Play-based learning supports holistic development and lifelong learning.

Advances of play:

Play offers numerous advantages for children, including developing problem-solving skills, social skills, cognitive abilities, and cognitive abilities. Research has shown that play persists into adulthood in more formalized ways, with studies highlighting the importance of experiential movement in cognitive and social growth. Pretend play also improves cognitive and emotional development, with make-believe games enhancing vocabulary, object constancy, event schemes, problem-solving strategies, divergent thinking skills, and transitioning between different modes of thinking.

Research has also shown a correlation between imaginative play and a child's acquisition of language and communication abilities. A study with preschool children found that children exhibited higher frequency of verbal communication, multiword expressions, and interrogative and negative clauses. Additionally, children's language usage became more intricate when engaged in free play as opposed to routine or guided cognitive activities (Fekonja et al., 2005). Pretend play additionally improves cognitive and emotional development (Russ, 2004; Singer and Singer, 2005).

An early childhood setting in which parents assume the role of educators and get training to ensure that there are enough competent individuals present each day to establish a high-quality early childhood education environment (IGI Global, n.d.).

Perceptions of Play:

Measured through participants' expressed sentiments and attitudes toward traditional and digital forms of children's entertainment.

Includes participants' reflections on the shift from traditional games to digital entertainment, with a focus on nostalgia and concerns about contemporary play activities.

Importance of Play for Child Development:

Assessed through participants' consensus on the significance of play for a child's holistic development, encompassing physical and mental well-being.

Includes acknowledgment of play's role in learning life skills and the recognition of the need for a balance between play and academics.

Child's Daily Routine:

Examined by exploring participants' descriptions of their children's daily activities, particularly the time allocated for play.

Encompasses variations in daily routines, from limited playtime to extensive engagement in play activities.

Child's Personality and Preferences:

Captured through participants' descriptions of their children's interests, including preferences for specific games, sports, or cultural activities.

Encompasses the diversity of children's interests and aspirations related to play.

Learning Through Play:

Measured through participants' recognition of the role of play in the learning process.

Includes the level of awareness regarding structured educational play opportunities and the perceived usefulness of play in fostering understanding and skills.

Parents:

Parents are adults who have the responsibility of providing care and nurturing to a kid (Merriam-Webster, 2021). Literal sense of the term "parent" pertains to the biological mother and father of a kid.

The research uses the term 'parents' to encompass both the mothers and dads of children. The research included parents whose children, aged 3 to 4 years, were enrolled in pre-primary education.

Perception: Perception is the cognitive process of comprehending or interpreting things. Perspective refers to the capacity to perceive things from an individual's unique standpoint. Perception refers to the manner in which humans encounter and interpret the environment, and this encounter is based on sensory input. The process of perception enables us to acquire knowledge and information about the environment and its constituent parts that are necessary for existence. It aids in the interpretation and organization of information (Cherry, 2020). Perception refers to the cognitive process by which individuals interpret and make sense of their surroundings through sensory input. The procedure consists of three stages: selection, organization, and interpretation (Qiong, 2017).

In the study, 'perception' pertains to the comprehension and perspective of parents about the pedagogy, learning process, and physical surroundings of pre-primary education.

Parental Involvement in Play:

Assessed by exploring the extent of parental engagement in children's play activities. Encompasses varying degrees of involvement, from active participation in sports to spending time with children after work.

Challenges and Obstacles:

Examined through common challenges identified by participants, such as the lack of open spaces, limited play opportunities, and the absence of traditional games in urban settings.

Includes participants' expressed desires for accessible play areas and structured play education programs.

Education System Impact on Play:

Measured through participants' recognition of the impact of the education system on playtime and children's preferences.

Encompasses reflections on the time allocated for sports and games within the education system.

Community and Cultural Awareness:

Assessed by exploring participants' awareness of community initiatives or organizations promoting play-based learning.

Includes participants' responses indicating limited knowledge of such initiatives.

Desire for Community Support:

Captured through expressions of interest in community support and organized play activities.

Encompasses participants' desires for external assistance in teaching children to play and fostering their growth as players.

Chapter II

Literature Review:

Introduction:

Early Childhood Education (ECE) is critical to a child's cognitive, social, and emotional development. In Bangladesh, where nearly one third of the population is under the age of five, the status and impact of ECE programmes are critical. The purpose of this literature review is to provide a complete picture of the current condition of ECE in Bangladesh, emphasizing its importance and impact on child development. Play is a crucial aspect of childhood development, contributing to cognitive, linguistic, social, and emotional growth. Parents play a significant role in shaping children's play experiences, with parents playing a "gatekeeper" role in determining children's play opportunities. Knowledge about play among parents also influences play experiences, with better knowledge resulting in higher levels of play. The most important role that play can have is to help children to be active, to make choices, and to practice actions to mastery. For a healthy brain growth play is a crucial element (Doris, 2000). Play is important for children, because 'children develop an understanding of the world through the medium of play (Vygotsky, 1978)'. Play provides a learning context for literacy and vocabulary development (Han et al., 2010). Parents' perceptions are important for children because they are the first educators and their beliefs and understanding have a great influence on children's early experiences (Dancy, 2000; Roopnarine et al., 2003). Parental perception is very much related issue to establish a community-based play center (Homan et al., 2015).

Role of Play in Child Development: Play is an essential component of child development, fostering advancement in several developmental areas including

cognition, language, social integration, social communication, and emotional regulation. Parents possess an inherent inclination to engage in play as a means of fostering and enhancing essential life skills. Nevertheless, there exist substantial disparities between the perspectives of parents and professionals regarding the nature of play and its significance in fostering child development. Mothers see both organised and unorganised activities as extremely enjoyable, but professionals perceive organised activities as less enjoyable. Children understand the world through play, and it serves as a context for literacy and vocabulary development (Vygotsky, 1978; Han et al., 2010).

Parental Influence: The role of family is crucial in shaping play experiences, since parents' attitudes about play have a profound impact on their children's play experiences. Parents who prioritise play allocate more time to engage in play and actively promote the specific form of play they consider significant. Parents' understanding of play is an additional component that influences play experiences. Choosing appropriate toys depending on a child's developmental stage is crucial, as it can impact the child's degree of enjoyment during play and prevent potential frustration. Parents play a crucial role as the first educators, and their beliefs shape children's early experiences, impacting the establishment of community-based play centers (Roopnarine et al., 2003; Homan et al., 2015).

Parents enroll their children in school with the aim of improving their communication and social abilities, equipping them for future educational levels, and anticipating a stimulating and secure setting.

They advocate for a preschool curriculum that prioritizes guided play activities.

Aimed at enhancing the knowledge and skills necessary for success in formal schooling. Urban parents endorse preschool education for its role in facilitating children's successful completion of primary schooling and fostering comprehensive development. Favourable opinions of early childhood schooling have a significant impact on child's academic attainment and overall growth. Parental engagement throughout early infancy fosters the development of persons with strong moral values, decreases behavioural issues, and enhances self-confidence and academic readiness. Parents play a crucial role in guaranteeing the provision of high quality childcare services and are essential in pre-primary education.

Importance of Physical Activity:

Holistic Development: Play supports holistic development, including intellectual, emotional, social, physical, creative, and spiritual aspects (Gaston, 2016).

Prevention of Diseases: Physical activity in early childhood helps prevent non-communicable diseases and fosters optimal health and development (Bailey et al., 2013; Carson et al., 2017).

first appeared in 1920s, G. Stanley Hall contributed a lot in developing traditional playground, equipment on a traditional play ground includes monkey bar, slides, seesaws, climbers, swing set, encourage limited movement, leads to boredom, often leads to playground injuries.

Parental Influence on Play-Based Learning:

Parents play a pivotal role in a child's early years, serving as their first teachers and primary influencers (Sylva et al., 2004). Understanding parents' perspectives on play is crucial in shaping early childhood experiences. A substantial number of parents believe in the benefits of informal, unstructured play for optimal child development

(Ginsburg, 2007). This belief is reflected in their willingness to afford their children ample free time for unplanned play, recognizing it as a valuable avenue for learning and growth.

Children's Development and Play:

Children's capacity for free movement is a critical factor in their overall development (Gibson, 1988). Through play, children learn to be active, initiate actions, and acquire essential skills. Pretend play, which typically begins around age two, facilitates the development of creative thinking and self-control (Singer & Singer, 2005). This form of play allows children to explore different roles and scenarios, thereby enhancing their cognitive and social development. Theorist Vygotsky suggests that human development is socially intervened where children gather cultural values, beliefs and problem-solving strategies. Children's immediate social and cultural environment, parents or teachers or peer mediate plays an important role to children's development (McLeod, 2020).

Play as a Facilitator of Literacy and Language Skills:

Play provides an enriching environment for learning, particularly in the context of literacy and language development (Hirsh-Pasek et al., 2009). It offers opportunities for children to engage with language in meaningful contexts, promoting vocabulary acquisition, comprehension, and expressive language skills. Through imaginative play scenarios, children can experiment with language, expanding their communication abilities.

Understanding Holistic Child Development through Play:

Comprehending young children's play activities is essential for gaining insight into their holistic development (Fisher, Hirsh-Pasek, & Golinkoff, 2006). Play serves as a

window into various domains of development, including cognitive, social, emotional, and physical aspects. Observing and analyzing play behaviors enables researchers and practitioners to gain a comprehensive understanding of a child's overall progress.

Brain Growth and Mastery: Play is crucial for active engagement, decision-making, and skill mastery, contributing to healthy brain development (Doris, 2000).

Bond Building: Play strengthens bonds between parents and children, fostering self-esteem and positive messages (Jona & Sandra, 2010).

Learning Through Play:

Children's socio-emotional, cognitive, and physical development occurs during play, emphasizing the benefits of learning through play (Daniels & Pyle, 2016).

7 zones on playgrounds by Esbensen (1990)

Manipulative/creative: Creative materials could include clay, play dough, paints, water table, easels, carpentry bench

Projective/fantasy: separate sand area, sandbox, or sand table that allows children to mix sand and water and to use small object for pretend play

Focal/social: An areas where teachers and children can quietly sit together, talk and observe the activities going on around them.

Community Expectations:

Feasibility Study: Over 90% of parents and community members support childcare canters, expecting state support, indicating a willingness to contribute (BEN & SYNERGOS, 2019).

Social/dramatic: A small playhouse for staging plays, together with facilities for storing costumes, props, and domestic items.

Physical: This part of town offers chances for activities such as running, climbing, rolling, and balancing.

Natural: A designated space for gardening. Children have the ability to cultivate, irrigate, and remove unwanted plants from their own garden.

Transition (to connect zones): It functions as a location where youngsters may observe the surroundings, evaluate their alternatives, and make decisions.

Disparities: Despite progress, access to high-quality ECE remains a concern, with enrolment rates differing between urban and rural areas (Ahmed, 2019; Hossain, 2017).

Socioeconomic Factors:

Socioeconomic factors influence ECE involvement, with parental education and income levels playing a substantial role (Kamruzzaman, 2016; Miah, 2020).

Impact on Child Development:

Positive Relationship: Participation in high-quality ECE programs positively correlates with cognitive ability, social skills, and school readiness (Rahman, 2018; Ali, 2019), emphasizing the long-term benefits of investing in early childhood education.

Bangladesh contents :

Challenges in Dhaka:

Limited Play Spaces: In Dhaka, with a population of 21 million, only 300 playgrounds are available for approximately 10 million children, revealing a stark shortage (Salma, 2018).

Survey Results: A 2021 survey indicates that only 2% of children in the capital have access to playgrounds (The Daily Star, 2021).

Impact on Health: The scarcity of play spaces contributes to low physical activity, hindering both physical and mental growth and potentially leading to child obesity (Kenneth, 2003).

Bangladesh is making significant strides in attaining Sustainable Development Goal 4.2, as seen by a notable 40.82% surge in pre-primary enrolment in 2018. The Operational Framework for Pre-Primary school prioritizes enhancing children's early development and cultivating self-control in preparation for formal school. Regrettably, Bangladesh lacks a distinct policy for education for children aged 3 and above. Ensuring quality in pre-primary education is a formidable task due to limited resources, absence of standardized quality implementation, and insufficient infrastructural facilities. The popularity of English medium schools in Bangladesh is increasing as a result of the inadequate provision of excellent education for the local elite and the scarcity of public schools. The government's emphasis on achieving widespread coverage and universal education has resulted in discrepancies among English medium pre-primary schools, particularly in terms of educational quality, recruitment of qualified teachers, and the provision of a secure and stimulating academic atmosphere.

The most difficult part of Bangladesh to expand pre-primary education was ensuring the Quality; this was because of lack of resources and implementation of standard quality (Graham, 2017). Unfortunately, there is no specific policy mentioning education for 3+ years old children in Bangladesh (Rashid & Akkari, 2020).

Chapter III

Methodology:

Research Approach and Design

Qualitative Study Design: This research seeks to investigate the viewpoints and encounters of parents residing in the Gulshan slum region of Bangladesh regarding play-based early learning. The study will utilise a qualitative research approach, with a specific focus on exploring subjective experiences, beliefs, and attitudes. The main goal is to get a comprehensive understanding of how parents perceive and participate in play-based early learning. Selection of participants will be based on their pertinence to the research inquiries and their personal involvement with play-based learning in the early childhood education setting.

Research Site:

The study will be carried out in the Gulshan slum, an urban locality situated in Bangladesh. The selection of Gulshan slum as the research site is noteworthy because of its distinctive socio-economic and cultural attributes, which might potentially impact the way parents participate in and interpret play-based early learning.

Research Participants:

The research will include parents or guardians of children between the ages of 3 and 6 who live in the Gulshan slum region of Bangladesh. These folks play a crucial role in comprehending the parental viewpoints and methods associated with play-based early education in this particular neighbourhood.

Participant Selection Procedure:

Inclusion in a study involves incorporating individuals who are parents or legal guardians of children aged 3 to 6 and reside in the Gulshan slum region. A non-random

selection strategy is used, ensuring participants have first-hand experience with play-based learning. Participants are chosen based on their desire to participate and active engagement in their child's early education. Collaborating with local community leaders and educators can aid in recruiting participants. The study's details, voluntary nature, and the significance of perspectives are emphasized to engage prospective participants.

There were 7 participants in total who were asked for in-depth interview (IDI).

Data Collection Tool:

The Data collection tools are in-depth Interview, semi-structure interview and observation.

Data Collection Method and Procedure:

A total of 7 In-Depth Interviews (IDIs) were carried out, implementing a face-to-face approach. The data was collected in December 2023 from Gulshan slam areas.

All participants' parents fall between the age ranges of 21-55 years old.

The discussions were guided using an unstructured questionnaire. The interview process beginning, a consent form was signed for permission face-to-face interviews.

During the in-depth interview, 6 parents provided insights into their viewpoints, perceptions, and knowledge of the significance of play-based education in their children's development. Additionally, they expressed their thoughts on the observable situations of play-based learning.

The one-on-one session lasted around 10 to 15 minutes. Before starting the interview, a sense of familiarity was established with the participants. An in-depth interview and conversation were recorded using audio equipment, while field notes were also made.

It was projected that the first interview would collect sufficient data and aggregate all the information available. The first interviews focused into parents' perspectives and individual experiences pertaining to identity and the assistance they provide in education through their family. The interviews were recorded with the participants' consent and on time transcribed. All interviews have undergone the process of confidentiality, complete transcription, and assignment of a code name.

Data Management and Analysis:

The data has undergone thematic analysis, where all the data has been examined and categorized into topics as outlined in the research technique section. Thematic analysis is a frequently employed method in the qualitative data analysis approach across several disciplines, including psychology (Braun & Clarke, 2006), health care (Braun & Clarke, 2006), and many other fields (Boyatzis, 1998). The approach encompasses the perspectives of parents about the functions of education. The factors that influence parenting roles include parents' beliefs, expectations for their children's academic achievements, children's learning challenges and disabilities, behavioural issues, economic, historical, and demographic factors, as well as schools' expectations for parental involvement in academics (Hornby & Lafaele, 2011).

The data obtained from IDI was categorized into many topics and subthemes in order to facilitate the analysis and understanding of the data. The IDI process involved utilizing many procedures such as recording, note-taking, reading, meowing, categorizing, and interpreting to refine the gathered data. Initially, data was arranged and classified into several groups. The research questions guided the selection of crucial facts for highlighting. Subsequently, the data underwent a thorough examination, where it was meticulously arranged and classified based on the

prevailing themes and subthemes. The data was then thoroughly examined, condensed, and analyzed to derive significance for the research. The topics selected for analysis were the parent's attitude towards play-based learning, child variables, and societal factors. These themes were chosen to assess their relevance and validity. In the end, the data was analysed in an analytical style to identify the fundamental details related to each topic.

Validity & Reliability:

The selection of data collecting techniques and instruments was conducted with careful consideration to incorporate the perspectives of participants, analyse data, verify the accuracy of the analysis, and take into consideration the socio-cultural environment. Included member checks, community discussion, and recording were implemented to ensure accuracy and reliability. Various methodologies were utilised, such as member checking, providing alternative facts, and explaining biases. Experts from BRAC University's Institute of Educational Development assessed the IDI guidelines, and performed field testing to validate the research instrument.

Ethical Issues:

The study obtained approval from the BRAC Institute of Educational Development and employed several approaches to assure the reliability and quality of the findings. Participants were ensured the option to participate voluntarily and provide consent, and their personal details were protected by utilising identities. The study focused on familial and individual concerns, particularly dealing with parents aged 30 to 50. Participants were directed to engage in unlimited conversation without any external influence. The consent documents and recordings were preserved in separate places to ensure the study's validity.

Limitations of the Study:**Cultural Concentration:**

The study's findings are constrained to the Gulshan slum community in Bangladesh, limiting their generalizability to other urban slums or diverse socio-cultural contexts. The unique characteristics and dynamics of Gulshan slums may not mirror those of other communities, thus restricting the broader applicability of the results.

Social Desirability Bias:

Participants might exhibit socially desirable reactions, providing responses they perceive as socially acceptable or favourable. This bias could affect the authenticity of the data, as participants may alter their responses to align with perceived societal expectations, potentially impacting the study's overall accuracy.

Linguistic and Cultural Diversity:

The presence of linguistic and cultural diversity within the study population can introduce variations in participants' responses. Differences in language and cultural backgrounds might influence the depth and accuracy of the information gathered, potentially limiting the study's ability to capture the full spectrum of experiences and perspectives.

Timing Limitations:

The study's timeframe may impose constraints on data collection, potentially overlooking seasonal variations or longer-term trends within the community. This limitation acknowledges that the research snapshot may not fully capture the dynamic nature of the community's experiences over time.

Recall Bias:

Participants' memories and reflections on their experiences are susceptible to recall bias, where the accuracy of their responses may be influenced by the passage of time and individual recollection. This introduces a potential limitation as participants might not accurately remember or represent past events, impacting the reliability of the data collected.

The study's findings are restricted to the Gulshan slum community in Bangladesh, and may not be adaptable to other urban slums or different socio-cultural situations.

These limitations underscore the importance of carefully interpreting the study's results, highlighting the particular circumstances of the Gulshan slum community and the possible impact of biases and limits included in the study's methodology.

In summary, these limitations underscore the need for cautious interpretation of the study's findings, emphasizing the specific context of the Gulshan slum community and recognizing the potential influence of biases and constraints inherent in the study design.

Chapter IV**Results/Findings & Discussion:****Introduction:**

The study analyzed the play experiences of children in Gulshan slums, revealing concerns about limited physical play spaces and safety issues. Parents emphasized the importance of play in child development and its link to physical health and mental well-being. Children's daily routines varied, influenced by academics, sports, and technology. The study highlighted the importance of learning through play, including

problem-solving and social skills. Challenges faced included lack of space for playing and balancing academic and playtime. Parental involvement was desired, but work commitments limited availability. The study suggested community support and outreach for promoting play-based education, including dedicated play areas, cultural events, and knowledgeable individuals teaching games.

Thematic Analysis Findings:

Thematic analysis revealed a complex interplay of factors influencing children's play in the Gulshan slums. While recognizing the importance of traditional games, parents expressed concerns about the lack of space and the impact of modern influences on children's play patterns. The findings underscore the need for community-driven initiatives, educational support, and dedicated play areas to enhance children's well-being and development in the given context.

1. Limited Physical Play Spaces:

The absence of dedicated play areas and the prevalence of roads and traffic pose significant challenges to children's outdoor activities and safety.

The lack of space restricts the variety of games and activities children can engage in, limiting their physical and social development.

6. : *It arrives smoothly. We consider that kids today play games like ball, Hari-Patil, and these kinds of games. (6. in-depth interview; 1December)*

7. : *Playing means a lot. The kind of games we played, children can't play those now. Because they don't have the space, they can play if they have space. Children play with whatever they have in their hands, like playing with a stick, playing tag, playing with stones, etc.(7.in-depth interview; 1December)*

2. Importance of Play in Child Development:

Parents in the Gulshan slums recognize the multifaceted benefits of play, associating it with positive attributes such as physical health, improved memory, and overall well-being.

The reminiscence of traditional games underscores the cultural and historical significance of play in the community.

4. *:Yes, playing is good. Playing keeps the body healthy. Playing is good. Why is it good? It's good for the body, good for health. Staying slim is good. Running is good.(4. in-depth interview;4December)*

5. *:Yes, definitely. When children play, their physical health stays good, and their mental well-being is also positive. Playing is important for that. (5 in-depth interview; 3December)*

6. *:Yes, playing is necessary. I believe that playing keeps the body healthy, and sickness doesn't affect the body.(6. in-depth interview;1 December)*

7. *:Yes, children playing is essential and important. If children don't play, they won't learn anything. Alongside academics, playing is necessary.(7. in-depth interview;1 December)*

3. Children's Daily Routines and Technology Influence:

The diverse daily routines of children, influenced by academics, sports, and technology, highlight the dynamic nature of their activities.

Concerns about the shift from traditional outdoor games to more sedentary activities due to the influence of technology, particularly mobile phones, are noteworthy.

2. *:Throughout the day, from morning till night, waking up from sleep, having breakfast with water, and then using the mobile phone. After that, considering going*

to school, engaging in sports, and continuing sports activities after returning from school. Even though they are small, they are highly involved in sports.(8. in-depth interview;8 December)

5. :My child wakes up in the morning. She goes to school, comes back, eats, sleeps, then goes to coaching in the evening. Again, in the evening, she studies Bengali and Arabic at home. The teacher comes home to teach her.(5. in-depth interview;3 December)

6. :He plays all day. In the morning, he has breakfast, plays all day after breakfast, finishes playing in the afternoon, takes a bath, and then wants to go to pray. I don't easily let him go to the mosque. After that, he goes to the madrasa for Arabic studies. After coming from there, he eats and plays again. He falls asleep towards the evening(6. in-depth interview;1 December)

4. Diverse Child Personalities and Interests:

The wide range of children's interests, from traditional toys to modern sports and academic pursuits, reflects the diversity of individual preferences.

Parents express uncertainty about predicting their children's future interests, emphasizing the need for flexibility in promoting various activities.

6. :She prefers play a lot. She mostly plays with sticks and balls and enjoys running around with the kids. She also likes playing ball. (6. . in-depth interview;1 December)

7. :I can't predict what my daughter will become when she grows up. But she loves playing with dolls and toys a lot. So, she mostly engages in playing with dolls and toys. (7. . in-depth interview;1 December)

5. Learning Through Play:

The acknowledgment that children learn various skills and concepts through play underscores the educational value of playtime.

Hands-on learning experiences, especially in practical skills like cooking, are highlighted as important aspects of children's development.

2. :Yes, by playing, she will learn. I have three children, by the grace of Allah, I know this. By playing, they have learned a lot. How they learn, they learn by watching on the mobile phone, that's the thing. When playing, a brain develops. If everyone plays together, all the children unite. (2. . in-depth interview;8 December)

7. :Yes, children learn while playing. We have learned a lot by playing. That means children will also learn while playing. It seems that now she is interested in playing with dolls and toys. Playing with dolls will also help her learn cooking. (7. . in-depth interview;1 December)

6. Challenges Faced by Children:

The consistent challenge of limited space for playing and the difficulty in balancing academic and playtime activities raise concerns about the holistic development of children.

The impact of excessive mobile phone use on traditional play is a noteworthy challenge that requires attention.

5. : Nowadays, boys and girls play with mobiles. They may not be able to go anywhere, limited space, playing within the house. There is no playground. There is no place to play, looking at it, they play as much as they can within the house. And within the house, there is no such place where they and other children can play together. (5. . in-depth interview;3 December)

6. : *No. we are never in front of obstacles. Children think that, due to the lack of a place, they cannot interact with each other, and creating obstacles to playing sports.*

(6. . in-depth interview; 1 December)

7. Parental Involvement in Play:

Parents express a genuine desire to spend quality time playing with their children, but constraints such as work commitments hinder their availability.

Activities such as traditional games, storytelling, and guidance on practical skills demonstrate the diverse ways in which parents engage with their children.

3.: *Yes, I play with her a little bit sports at home. I play a little ball inside the house. I play a little eye-closing game at night, then a little ball game. I play with her not much. That's all. (3 . in-depth interview; 4 December)*

5. : *I do a little. When he plays with a spinning top, I sit and play. We play every day, not too much playing at once. He also plays outside. (5 . in-depth interview; 4 December)*

7. : *I spend as much time as I can playing with my daughter. She comes to me one after another and holds my hand, it's also a lesson. Riding on my back, playing with her father, all these are games for her. She engages in such play. (7 . in-depth interview; 1 December)*

8. Educational Institutions and Play:

The role of formal education institutions in shaping children's play experiences is discussed, with a recognition of limited play opportunities within these settings.

Some parents express interest in schools providing more play-based learning opportunities, indicating a potential avenue for positive change.

7 :Obtaining education through playing - we see that we don't have so much money that we can afford a tutor or enroll in any national coaching center. Or we can admit her to any place where she can play and learn. So, she learns by playing here and gains as much knowledge as possible. (7 . in-depth interview;1 December)

9. Community Support and Outreach:

The need for community-driven initiatives and outreach programs to promote play-based education is emphasized.

Suggestions for creating dedicated play areas, organizing cultural events, and involving knowledgeable individuals align with the community's desire for holistic child development.

4. :That's a lot of things like clubs, parks, and fields. Then we stay home, our children will be able to play. Our children will be safe and healthy. Good for us too. It's good for us too, we will be safe that they are playing here, they will also feel good. It's good if you play sports in a club or field. (4 . in-depth interview; 4 December)

5. :Yes, I want that. If something is given, children will be able to play. For example, a playground, a club, so that children can play. If they play, they can interact with everyone, and if they interact, they can walk together. It will be convenient to walk with everyone. It won't be in one house. Like children who live in flats, they don't mix with anyone. They don't understand playing with small children. They just do what they think. If they play, they will learn. (5 . in-depth interview; 3 December)

6. :I wish it were like that. But I cannot afford it. I will keep the child with me all day. Or the child will play, learn something after studying. I will come at seven in the morning and bring them back at five in the evening. If there's such a facility, it's good

for me. I have searched for it, but I haven't found it. If I get this kind of opportunity, it will be good for me. (6 . in-depth interview; 1 December)

10. Cultural and Religious Learning Through Play:

Parents recognize the potential for children to learn about cultural, artistic, and religious traditions through play.

Festivals, religious events, and cultural practices are seen as opportunities for educational play, indicating the integration of cultural elements into children's development.

1. :Yes, they are. It's a festival. I have been saying since the day before that there will be such a festival tomorrow. I've done that before. (1 . in-depth interview; 8 December)

2. :Yes, by playing. It's there. Yes, yes. Yes, on December 16, they say to buy dresses. We used to say earlier that December 16 is coming, we need to buy dresses. I also say shoes will be needed, dresses will be needed, cosmetics, and what else, let's buy them. Then on February 21, the New Year comes, it comes through playing. Eid comes, Pohela Boishakh comes, or the first day of January comes, it always comes through playing and through the means of playing. If there are these means, then I am happy, what else? (2 . in-depth interview; 8 December)

3. :Yes, it works. Yes, I learn. When Eid comes, I say, "Tomorrow is Eid, I will go out." That's saying a lot let's say, we will go home, get on the boat, go around, there will be a lot of fun, a lot of things. Children are really happy. She is crazy about new clothes. (3 . in-depth interview; 4 December)

11. Desire for Improvement and Community Development:

The shared desire for improvements in promoting play education underlines the community's commitment to enhancing children's well-being and development.

The emphasis on creating more play spaces and community-based initiatives suggests a proactive approach towards addressing the identified challenges.

2. *:If someone comes and tells us that there is a good player in our neighbourhood, if someone can teach the children to play well, they will grow up to be good players. If someone can do that, we would be happy to hear it.*

5. *:Boys and girls, if they go to any canter, someone teach them that they have to play like this, they have to learn. If they show, they will learn. If not shown, they won't learn. For example, how to play with a bat, a ball, how many balls in an over, if they are taught in this way, they will learn. If someone is present at any canter, if they teach, how to play, if not taught, they won't learn.*

6. *:I thinks that if it's arranged in a flat, our children will get the facilities. Playing and engaging in activities can be done inside a big room. It's a convenience for us.*

7. *:Our children will benefit, if the government can provide some space for our children to play. Children of the poor can play there. If someone does something like this, it will be good for my children. Children will be able to play better. If we make a children's play club near our house, make a place for toys, then the children will get a chance to play there, it will be convenient. If we give our children a place to play like a playroom or two rooms next to our house, then it would be beneficial for the children. .*

Participants expressed concern about the lack of physical play spaces in the Gulshan slums. The absence of fields or parks was highlighted as a significant obstacle to

children's outdoor activities. Parents emphasized the challenges of ensuring their children's safety in the absence of dedicated play areas, given the prevalence of roads and traffic.

Conclusion: Thematic analysis revealed a complex interplay of factors influencing children's play in the Gulshan slums. While recognizing the importance of traditional games, parents expressed concerns about the lack of space and the impact of modern influences on children's play patterns. The findings underscore the need for community-driven initiatives, educational support, and dedicated play areas to enhance children's well-being and development in the given context.

Thematic Analysis Results:

Perceptions of Play:

Participants expressed a sense of nostalgia for traditional games, lamenting the shift to digital forms of entertainment among children.

Participant 1: "Children don't play games anymore. Today's kids are playing cricket, football, etc."

Participant 3: "There's nothing now. He doesn't stay at home all day, he just runs around, nothing more."

Parents emphasized the importance of outdoor play for physical and mental health.

Participant 2: "Playing is good for the body, good for health. Staying slim is good. Running is good."

Lack of space emerged as a significant barrier to traditional outdoor play.

Participant 7: "Children play with whatever they have in their hands, like playing with a stick, playing tag, playing with stones, etc."

Importance of early Play for Child Development:

Consensus on the importance of play for a child's holistic development, including physical and mental well-being.

Participant 5: "Playing is important for that [physical and mental well-being]."

Some participants acknowledged the role of play in learning essential life skills.

Participant 2: "Children learn while playing. When they understand things on their own, they can do it themselves."

Recognition of the need for a balance between play and academics.

Participant 6: "Playing is necessary. Alongside academics, playing is necessary."

Child's Daily Routine:

Varied daily routines, with some children engaging in extensive play and others having limited playtime.

Participant 4: "In the morning, she goes to madrasa, comes home around five, has dinner, and then sleeps."

Participant 5: "He plays all day. In the morning, he has breakfast, plays all day after breakfast, finishes playing in the afternoon, takes a bath, and then wants to go to pray."

Child's Personality and Preferences:

Diverse interests among children, ranging from playing with toys to sports and cultural activities.

Participant 2: "There is a demand to grow up and become a cricketer."

Participant 5: "He likes playing football and cricket. He plays these two games all the time."

Early Learning Through Play:

Recognition of the role of play in the learning process.

Participant 1: "Yes, of course. They have an idea to play with. That's how I do it, it can actually be useful for the world."

Limited awareness of structured educational play opportunities.

Participant 7: "I don't know about things I don't have. Since my daughter has some toys, she plays with those."

Parental Involvement in Play:

Varying degrees of parental involvement in children's play.

Participant 3: "Yes, I play with her a little bit sports at home. I play a little ball inside the house."

Participant 6: "I work all day, and when I finish, I spend some time with the kids."

Challenges and Obstacles:

Common challenges include the lack of open spaces, limited play opportunities, and the absence of traditional games in urban settings.

Participant 5: "Children don't get the opportunity to play such games now. Because the places for those games, such as marbles, spinning tops, hide-and-seek, don't exist anymore."

Desire for accessible play areas and structured play education programs.

Participant 6: "I have searched for it, but I haven't found it. If I get this kind of opportunity, it will be good for me."

Education System Impact on Play:

Recognition of the impact of the education system on playtime and preferences.

Participant 4: "There is no time for sports and games. In this time, she plays a little, in the evening."

Community and Cultural Awareness:

Limited awareness of community initiatives or organizations promoting play-based learning.

Participant 3: "No, I don't know."

Participant 5: "No, I don't know. No, it's not there. What is there is far away."

Desire for Community Support:

Expressions of interest in community support and organized play activities.

Participant 2: "If someone can teach the children to play well, they will grow up to be good players."

In conclusion, the thematic analysis reveals a complex interplay of factors influencing play-based learning in the Gulshan slum area. Parents recognize the importance of play for child development but face challenges such as limited space, modernization, and a lack of structured play opportunities. There is a desire for community support and accessible play areas to enhance children's play experiences.

Results/Findings and

Discussion:

The thematic analysis of children's play in the Gulshan slums reveals a complex interplay of factors influencing play experiences. Parents recognize the importance of traditional games but face challenges such as limited physical play spaces, the influence of technology on play patterns, and the struggle to balance academic and playtime activities. The analysis highlights the need for community-driven initiatives, educational support, and dedicated play areas to enhance children's well-being and

development.

Parents express nostalgia for traditional games, but also worry about the lack of space and the impact of modern influences on children's play habits. The study also highlights the potential for integrating play-based learning approaches into formal education systems. Parental involvement in children's play is crucial, and supportive community environments that provide accessible play areas and structured opportunities are essential. Community-driven initiatives, such as creating dedicated play spaces and organizing cultural events, can play a vital role in promoting holistic child development and enhancing the well-being of children in the Gulshan slums.

Overall, the thematic analysis sheds light on the complex challenges and opportunities surrounding children's play in urban slum environments and emphasizes the importance of collaborative efforts to create nurturing and stimulating play environments for children.

Conclusion:

The study highlights the shift in play patterns from outdoor games to indoor and digital activities in Gulshan slums, primarily due to limited space and access to mobile phones. Despite this, play is considered essential for children's physical and mental well-being. However, challenges such as lack of open spaces and playgrounds, daily routines, and limited parental involvement can limit children's play opportunities. Parents also recognize the educational impact of play, as it can teach about culture, art, and religious traditions. Community and societal constraints, such as limited awareness and space in educational institutions, contribute to these challenges. Parents are open to learning about the benefits of play and engaging their children in

meaningful activities. Community support, awareness initiatives, and improved infrastructure are suggested to address these issues.

Recommendations of the research:

Based on the information provided by interview responses, here are some recommendations for promoting play education for young children in the Gulshan slums:

1. **Create Play Spaces:** There is a strong desire for more play spaces in the community. Initiatives to create parks, fields, or designated play areas can provide children with safe environments for play. The community can work towards securing or designating spaces for recreational activities.
2. **Community Engagement and Awareness:** There is a need for community outreach and awareness programs to highlight the importance of play in a child's development. Educational initiatives can be organized to inform parents about the benefits of play-based learning and how it positively impacts a child's physical and mental well-being.
3. **Collaboration with Organizations:** Collaborate with local organizations, NGOs, or educational institutions that can provide support for play education. These organizations can offer resources, expertise, and structured programs to enhance the learning experiences for children through play.
4. **Incorporate Play in Education:** Encourage schools, including madrasas, to incorporate play-based learning into their curriculum. This may involve integrating educational games, sports, and other playful activities that align with the formal educational system.

5. **Parental Involvement:** Promote parental involvement in children's play activities. Encourage parents to spend quality time engaging in play with their children at home, reinforcing the idea that play is an essential component of a child's overall development.
6. **Skill-building Through Play:** Emphasize the acquisition of various skills through play. This includes not only physical skills but also cognitive, social, and emotional skills. Highlight how play-based learning can contribute to a child's holistic development.
7. **Cultural and Traditional Games:** Introduce cultural and traditional games to children, both at home and in educational settings. This can help preserve cultural heritage while providing enjoyable and educational play experiences.
8. **Advocacy for Resources:** Advocate for resources and support from local authorities, community leaders, and government agencies to create and maintain play spaces. A collective effort is needed to secure resources and infrastructure for the benefit of the community's children.
9. **Teacher Training:** Provide training to teachers, caregivers, and community leaders on the significance of play in child development. Equip them with knowledge and tools to incorporate play-based learning strategies into their interactions with children.
10. **Regular Assessments:** Establish mechanisms for regular assessments of play programs' effectiveness. Gather feedback from parents, teachers, and children to continually refine and improve play-based learning initiatives.

These recommendations aim to create an environment that fosters the importance of play in children's lives, ensuring their well-rounded development in the Gulshan slums.

Reference:

Jahan, I. (2022). Parents' perceptions on the need of community based play centers for the children aged 2-5 years in Dhaka City. Retrieved from

<https://library.bracu.ac.bd/vufind/Author/Home?author=Jahan%2C+Israt>

Shahidul, M., & Nasreen, H. E. (2015). Status of early childhood education in Bangladesh: An analytical review. *The Educationist*, 8(1), 32-45.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Dancy, T. (2000). Parents' perceptions of child-caregiver interactions in early childhood programs. *Early Childhood Research Quarterly*, 15(2), 221-245.

Doris, E. (2000). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *The American Academy of Pediatrics*.

Nahar, S., & Faruque, A. S. G. (2019). Early childhood development in Bangladesh: Status, policies and challenges. *Asian Journal of Social Sciences and Humanities*, 8(4), 104-117. <http://hdl.handle.net/10361/16333>

Kabir, M. A. (2015). Early childhood education in Bangladesh: Policy and practice. *South Asian Journal of Education Policy and Practice*, 8(2), 17-30.

UNICEF Bangladesh. (2017). Early childhood development in Bangladesh: A situation analysis. UNICEF.

Ministry of Women and Children Affairs (MOWCA). (2016). National children policy 2011 implementation monitoring 2016. Government of the People's Republic of Bangladesh.

Save the Children. (2018). Mapping of early childhood development (ECD) services in urban slums of Dhaka, Bangladesh. Save the Children.

Bangladesh Bureau of Statistics (BBS). (2020). Report on baseline survey for early childhood development (ECD) in Bangladesh. BBS.

ResearchGate. (n.d.). Child's play and recreation in Dhaka City, Bangladesh.

Retrieved from

https://www.researchgate.net/publication/48352963_Childs_play_and_recreation_in_Dhaka_City_Bangladesh

Ministry of Education, Bangladesh. (2018). National early childhood care and development policy. Government of the People's Republic of Bangladesh.

Afreen, F. (2011). Assessment of safe child friendly environment of day care centers in government and non-government organizations of Dhaka City. Retrieved from

<https://core.ac.uk/download/pdf/61802369.pdf>

Warash, B. G., Root, A. E., & Doris, M. D. (2016). Parents' perceptions of play: A comparative study of spousal perspectives. *Taylor & Francis Online*.

Bronfenbrenner, U., & Evans, G. W. (2002). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*.

Bailey, R., Hillman, C., Arent, S., & Petitpas, A. (2013). Physical activity: An underestimated investment in human capital? *J. Phys. Act Health, 10*, 289–308. doi: 10.1123/jpah.10.3.289

BLOCKBYBLOCK. (2018). Building a kid-friendly playground in Dhaka.

Retrieved from <https://www.blockbyblock.org/projects/dhaka>

BEN; SYNERGOS. (2019). Finding best practices for childcare models that help children survive and thrive, Community-based childcare centers in Bangladesh: Sustainability and scaling. Retrieved from <https://www.syngs.info/files/2019-bangladesh-dpp-childcare-brief.pdf>

Google , chat GPT, Internet ,and BRAC LMS.

<https://www.researchgate.net/publication/363424196> Parents' awareness knowledge and experiences of play and its benefits in child development A systematic review protocol

<https://www.researchgate.net/publication/338990625> A Review of Early Childhood Education ECE in Bangladesh Status and Impact

Annex 1: In-Depth Interview Questionnaire (English)

In-Depth Interview Questionnaire

Research Title: Exploring parental awareness of play-based early learning at Gulshan slum 3-6 Years children.

Section A: Demographic Information

Interview						
Date:						
Start Time:						
End Time:						
Name of Respondent:						
Age:						

Gender:						
Education Level:						
Occupation:						
Child's Age						

Section B: Exploring parental awareness of play-based early learning at

Gulshan slum 3-6 Years children.

1. What do you mean by play based early learning? What's the first thing that comes to your mind when you hear the words play based early learning?
2. Do you think play is important for a child? If yes why?
3. Tell me about your child's daily routine.
4. How would you describe your child's personality and what he or she likes to do throughout the day?
5. Do you know how children learn to play? If the answer is yes, how do you know?
6. Do you know the importance of playing in a child's life? Play is something that helps children grow. (to play a role)
7. Do you play with your child at home? If so, what kind of games do you play?
8. How many times a day do you play with your child?
9. What do you think are the benefits of teaching children to play or learn to play?

10. Do your children have the time or opportunity to play the games you played as children?
11. Do you want your child to learn to play and do you face any obstacles in doing so?
12. Do you think there is any aspect of society that prevents your child from playing?
13. Is there any educational or play area or organization for young children in Gulshan slum?
14. What do you think about community outreach or awareness advocacy in terms of starting early education for children to play with?
15. Do you think children's development will be better if they learn various aspects of our culture, art and religious traditions through play?
16. Have you ever taught your children how to play?
17. Do you have an idea of a game or book that you can learn to play?
18. Do you know of any schools that teach play? Do you want your child to be able to learn something?
19. Is your child enrolled in a formal primary school or a madrasa?
20. How do you see the relationship between a child's play at home and a play at school or an educational institution?
21. What kind of improvement do you want to see in promoting play education for young children in the Gulshan slums? How will it benefit you and your children?

22. How can you understand and better understand the benefits of learning to play or play-based learning with your children if you are supported by society, community, or other organizations? Tell me.

Annex 2: In-Depth Interview Questionnaire (Bangla)

In-Depth Interview Questionnaire

গবেষণার বিষয়: গুলশান বস্তিতে ৩ – ৬ বছরের শিশুদের খেলা-ভিত্তিক প্রাথমিক

শিক্ষার বিষয়ে অভিভাবকদের সচেতনতা অন্বেষণ করা।

: জনমিতিক তথ্য

সাক্ষাৎকারের তারিখ:						
শুরুর সময়:						
সমাপ্তির সময়:						
উত্তরদাতার নাম:						
বয়স:						
লিঙ্গ:						
শিক্ষাগত যোগ্যতা:						
পেশা:						
শিশুর বয়স:						

Annex 2: Section B: In-Depth Interview Questionnaire (Bangla)

In-Depth Interview Questionnaire

- ১। খেলা ভিত্তিক শিক্ষা বলতে আপনি কি বুঝেন? বা, খেলা-ভিত্তিক শিক্ষা শব্দটি শুনলে প্রথমে আপনার মাথায় কি আসে ?
- ২। আপনি কি মনে করেন একটি শিশুর জন্য খেলা গুরুত্বপূর্ণ? যদি হ্যাঁ হয় তাহলে কেন?
- ৩। আপনার বাচ্চা সারাদিন কি কি করে তার সারা দিনের রুটিন টা আমাকে একটু বলুন।
- ৪। আপনার সন্তানের ব্যক্তিত্ব আপনি কিভাবে বর্ণনা করবেন মানে ও সারাদিন সে কি কি করতে পছন্দ করে কোন খেলা বা কাজের প্রতি বেশি আগ্রহ একটু বলবেন কি?
- ৫। আপনি কি জানেন বাচ্চারা খেলতে খেলতে শিখে? উত্তর যদি হ্যাঁ হয় তাহলে কিভাবে শিখে বলবেন কি?
- ৬। বাচ্চাদের বেড়ে উঠায় খেলার গুরুত্ব সম্পর্কে আপনি কি জানেন, বলেন? খেলা কি সন্তানের বেড়ে উঠায় কোন কাজ করে।(ভূমিকা রাখে)?
- ৭। আপনি কি বাড়িতে সাধারণত আপনার বাচ্চার সাথে খেলা করেন? যদি খেলা করে থাকেন তাহলে কি ধরনের খেলা খেলে থাকেন বলুন?
- ৮। আপনি আপনার সন্তানের সাথে কত সময় পর পর মানে দিনে কয়বার বা কতদিন পরপর একসাথে খেলা করে থাকেন, বলুন?
- ৯। আপনার মতে বাচ্চারা খেলতে খেলতে শিখবে বা খেলতে খেলতে শিক্ষা এর সুবিধা কি?
- ১০। ছোটবেলায় আপনারা যে খেলা খেলেছেন এখন কি আপনার বাচ্চারা সে ধরনের খেলা খেলার সময় বা সুযোগ পায়?

- ১১। আপনি কি চান আপনার বাচ্চা খেলতে খেলতে শিখুক আর এটা করতে গিয়ে আপনি কি কোন বাধার সম্মুখীন হন?
- ১২। আপনি কি মনে করেন সমাজে এমন কোন দিক আছে যা আপনার বাচ্চাকে খেলতে বাধা দেয় ?
- ১৩। গুলশান বস্তির ছোট ছোট বাচ্চাদের জন্য খেলতে খেলতে শিক্ষা বা খেলার কোন জায়গা বা সংস্থা আছে কি?
- ১৪। খেলতে খেলতে বাচ্চাদের প্রাথমিক শিক্ষা শুরু করার ক্ষেত্রে কমিউনিটির প্রচার বা সচেতনতার সমর্থন সম্পর্কে আপনি কি মনে করেন?
- ১৫। আপনি কি মনে করেন আমাদের সংস্কৃতি ,শিল্প ও ধর্মীয় ঐতিহ্যের নানা দিকগুলো খেলার ছলে শিখলে বাচ্চাদের বিকাশ সুন্দর হবে?
- ১৬। আপনি কি আপনার সন্তানদের খেলার ছলে গল্প করতে করতে এগুলো শিখিয়েছেন কখনো?
- ১৭। খেলতে খেলতে শিক্ষা নিতে পারে এমন কোন খেলা বা বই সম্পর্কে আপনার ধারণা আছে কি?
- ১৮। খেলতে খেলতে শিক্ষা দেয় এমন কোন প্রতিষ্ঠান সম্পর্কে আপনি জানেন কি? যেখানে আপনার বাচ্চা কিছু শিখতে পারবে খেলার ছলে এমন কিছু হোক তা আপনি চান কি?
- ১৯। আপনার সন্তান কি কোন আনুষ্ঠানিক প্রাথমিক বিদ্যালয়ে বা মাদ্রাসায় শিক্ষা গ্রহণ করে বা ভর্তি হয়েছে?
- ২০। আপনার বাড়িতে সন্তানের খেলা এবং স্কুলে বা শিক্ষাপ্রতিষ্ঠানে যেই খেলা হয় ,এই খেলার মধ্যে আপনি কিভাবে সম্পর্ক করেন বা সম্পর্ক দেখতে পান বলবেন কি?

২১। গুলশান বস্তির ছোট ছোট বাচ্চাদের জন্য খেলতে খেলতে শিক্ষার প্রচারের ক্ষেত্রে আপনি কি ধরনের উন্নতি দেখতে চান? কেমন হলে আপনি এবং আপনার সন্তানদের উপকার হবে

২২। আপনাদেরকে কিভাবে সমাজ, কমিউনিটি বা অন্যান্য সংস্থাগুলো সহায়তা দিলে আপনারা আপনাদের বাচ্চাদের সঙ্গে এই যে খেলতে খেলতে শেখা বা খেলা ভিত্তিক শিক্ষার সুবিধাগুলো বুঝবেন এবং আরো ভালোভাবে জানতে পারবেন? বলুন.

Annex 3: Consent Form (English)

Consent Form for Parents

Title of the Research: Exploring parental awareness of play based early learning at Gulshan slum 3-6 years children:

Researcher: Lajul Ayun

Purpose of the research:

I am conducting this research as a part of my Master's Degree requirement from the Institute of Educational Development (IED) - BRAC University. The aim of this research is to explore parent's awareness of play based learning at Gulshan slum of Dhaka city.

Expectation from you: If you agree, you will be expected to share your perception, views and thoughts on play-based education. This will include physical environment, pedagogy and teaching, learning process of pre-primary classes. The interview may take 12 to 15 minutes, depending upon your response.

Risks and benefits: There is no risk to you for participating in this study; directly or indirectly parents, children, policy makers may be benefited in the future.

Privacy, anonymity and confidentiality: All information collected from you will remain strictly confidential. I would be happy to answer any of your queries about the study and you are welcome to contact me.

Future use of information: Some of the information collected from this study may be kept for future use. However, in such cases information and data supplied to other researchers, will not conflict with or violate the maintenance of privacy, anonymity and confidentiality of information identifying participants in any way.

Right not to participate and withdraw: Your participation in the study is voluntary, and you are the sole authority to decide for and against your participation in this study. Refusal to take part in the study will involve no penalty.

If you agree to my proposal of participating in my study, please indicate that by putting your signature in the specified space below.

Name of the Parents:

Name of the Researcher:

Signature of the Parents:

Signature of the Researcher:

Thank you very much for your cooperation. For any further query, you may contact me. My contact no is, 01770771655, or you can email at lajul.ayun@gmail.com

Annex 4: Consent Form (Bangla)

অভিভাবকদের জন্য সম্মতিপত্র

গবেষণার নাম: গুলশান বস্তিতে ৩ -৬ বছরের শিশুদের খেলা-ভিত্তিক প্রাথমিক শিক্ষার বিষয়ে অভিভাবকদের সচেতনতা অন্বেষণ করা।

গবেষকের নাম: **লাজুল আয়ুন**

গবেষণার উদ্দেশ্য: আমি ইনস্টিটিউট অফ এডুকেশনাল ডেভেলপমেন্ট (আইইডি) - ব্র্যাক ইউনিভার্সিটি থেকে আমার স্নাতকোত্তর ডিগ্রির প্রয়োজনীয়তার অংশ হিসাবে এই গবেষণাটি পরিচালনা করছি। ঢাকা শহরের গুলশান বস্তিতে ৩ -৬ বছরের শিশুদের খেলা ভিত্তিক শিক্ষার বিষয়ে অভিভাবকদের সচেতনতা অন্বেষণ করাই এই গবেষণার লক্ষ্য।

আপনার কাছ থেকে প্রত্যাশা: আপনি যদি একমত হন, তাহলে আপনি খেলা-ভিত্তিক শিক্ষার বিষয়ে আপনার উপলব্ধি, মতামত এবং চিন্তাভাবনা শেয়ার করবেন বলে আশা করছি। এর মধ্যে থাকবে ভৌত পরিবেশ, শিক্ষা ও শিক্ষাদান, প্রাক-প্রাথমিক শ্রেণির শেখার প্রক্রিয়া। আপনার প্রতিক্রিয়ার উপর নির্ভর করে সাক্ষাত্কারে ১৫ থেকে ২০ মিনিট সময় লাগতে পারে।

ঝুঁকি এবং সুবিধা: এই গবেষণায় অংশগ্রহণ করার জন্য আপনার কোন ঝুঁকি নেই; প্রত্যক্ষ বা পরোক্ষভাবে পিতামাতা, সন্তান, নীতিনির্ধারকরা ভবিষ্যতে উপকৃত হতে পারেন।

গোপনীয়তা, নাম প্রকাশ না করা এবং গোপনীয়তা: আপনার কাছ থেকে সংগৃহীত সমস্ত তথ্য কঠোরভাবে গোপনীয় থাকবে। আমি অধ্যয়ন সম্পর্কে আপনার যেকোনো প্রশ্নের উত্তর দিতে পেরে খুশি হব এবং আমার সাথে যোগাযোগ করতে আপনাকে স্বাগত জানাই।

তথ্যের ভবিষ্যৎ ব্যবহার: এই গবেষণা থেকে সংগৃহীত কিছু তথ্য ভবিষ্যতে ব্যবহারের জন্য রাখা যেতে পারে। যাইহোক, এই ধরনের ক্ষেত্রে অন্যান্য গবেষকদের সরবরাহ করা তথ্য এবং ডেটা, অংশগ্রহণকারীদের সনাক্তকারী তথ্যের গোপনীয়তা, পরিচয় গোপন রাখা এবং গোপনীয়তার রক্ষণাবেক্ষণের সাথে বিরোধ বা লঙ্ঘন করবে না।

অংশগ্রহণ না করার এবং প্রত্যাহার না করার অধিকার: অধ্যয়নে আপনার অংশগ্রহণ স্বেচ্ছাসেবী, এবং আপনি এই গবেষণায় আপনার অংশগ্রহণের পক্ষে এবং বিপক্ষে সিদ্ধান্ত নেওয়ার একমাত্র কর্তৃত্ব আপনার। অধ্যয়নে অংশ নিতে অস্বীকার করলে কোন জরিমানা লাগবে না। আপনি যদি আমার অধ্যয়নে অংশগ্রহণের প্রস্তাবে সম্মত হন, তাহলে অনুগ্রহ করে নিচের নির্দিষ্ট স্থানে আপনার স্বাক্ষর রেখে তা নির্দেশ করুন।

অভিভাবকের নাম:

গবেষকের নাম:

অভিভাবকের স্বাক্ষর:

গবেষকের স্বাক্ষর:

আপনাকে ধন্যবাদ। আপনার সহযোগিতার জন্য। কোন ধরনের প্রশ্ন ও যোগাযোগের জন্য, আমার নম্বর হচ্ছে ০১৭৭০৭৭১৬৫৫ অথবা ইমেইল করুন

lajul.ayun@gmail.com।