

Exploring the Influence of Play-based Learning on Early Childhood Education: Bangladesh Perspective

Mallick, Biplob^{1*} & Popy, Fatema Begum¹

¹Noakhali Science and Technology University
Noakhali-3814, BANGLADESH

*Corresponding author email: biplob@nstu.edu.bd

Received 08 October 2023; Accepted 05 July 2024; Available online 06 July 2024

Abstract: This study delves into the significance of early childhood care and education (ECCE) in Bangladesh, with a specific focus on play-based learning. It emphasizes the recent curriculum changes that prioritize experiential learning and play-based activities to enhance children's cognitive, social, and motor development. The research method employed a multiple-case approach within diverse daycare settings in Bangladesh, involving teachers, parents, and ECCE experts. Through observation, interviews, and data analysis, the study identified the benefits and challenges of play-based learning in ECCE settings. Results revealed the positive impact of play-based activities on children's cognitive, social, and emotional development, as well as their language and communication skills. Parental involvement, peer interactions, and physical facilities of daycare centers were also observed. The study underlines the need for more space and trained teachers for effective implementation of play-based learning strategies. Challenges such as limited resources and lack of awareness were hindering parental expectations. Recommendations were made to encourage a play-based approach in ECCE settings, emphasizing the importance of creating supportive environments for holistic child development. Overall, the study sheds light on the potential of play-based learning in early childhood education and advocates for its wider implementation in Bangladesh.

Keywords: Dar Care, Play-based Learning, Early Childhood Education, Peer Interactions, Parental Involvement

1. Introduction

From the perspective of Bangladesh government (OFPPE, 2008), providing all the necessary supports for every child to realize his or her right to survival, to protection, to care and to education that will ensure their optimal development from birth (first day to age six) which is called early childhood care and education. There exists strong evidence that investing in early childhood development establishes a robust basis for optimal health, physical growth, and academic achievement (Barnett & Nores, 2012). It is crucial to prioritize the child's cognitive and emotional development and enabling them to learn moral and social values to help them integrate into family and community life (UNESCO, 1976). Additionally, initiatives directed at early education not only raise awareness about child development but also increase school enrollments and reduce rates of grade repetition, particularly among underprivileged children and those from economically disadvantaged backgrounds. For the betterment of Bangladeshi citizens, The Government of Bangladesh is both nationally and internationally committed to achieve Education for All (EFA). However, there are only 40% of children are enrolled in pre-primary education in Bangladesh (Tofaris & Islam, 2020) whereas the Country report on ECCE Bangladesh (2013) and Operational framework PPE (2008) showed that only 14.6% of the children aged 3-6 years were attending pre-primary education in Bangladesh. In addition, the Ministry of Women and Children Affairs, the Ministry of Chittagong Hill Tracts Affairs and the Ministry of Religious Affairs are operating pre-primary classes under development projects. Besides, many private kindergarten schools and more than 150 NGOs are operating pre-primary education throughout the country (Country report on ECCE Bangladesh, 2013).

In this regard, the curriculum of pre-primary education in Bangladesh gets top priority to make ECE (Early childhood Education) play-based learning friendly. Recently, National Curriculum and Textbook Board (NCTB) has made significant changes and modifications in curriculum and teaching methods following curriculum framework 2021. The new curriculum has been prepared focusing experiential learning. Experiential learning emphasizes students at the core of

the learning process and make them to be creative and curious, think critically, make decisions, and master knowledge by building themselves (Rani & Tyagi, 2022). The new curriculum is expected to reduce the learning load and allow children to involve in hands-on experiences that encourage their creativity, curiosity, and problem-solving skills (Arhin, 2023). The new curriculum and adjacent recent curriculum have emphasized the play-based learning in early grades whereby the learners are expected to go through various experience in joyful learning process offering students a better understanding. But some parents are too many curies to send their child in a day care center though they are not yet aware about the outcome of these centers. Still now, parents are only aware about the academic achievement. This pressure indirectly depriving children from their wonderful childhood (Bulunuz, 2013). Though it is harsh to know but instead of playing with toys, their parents provide these children with only academic books. Since early mornings, they have been rushing behind the school bus. In the afternoons, kids take extra tuition instead of playing in the park. In a nutshell, this process is hampering their mental and physical health (Alam, 2019). On the other hand, George and Bennett (2005) uttered that two broad categories are apparent in many western countries to run the early grades: first, the pre-primary tradition, which emphasizes cognitive goals including school readiness, and second, the social pedagogic tradition that emphasizes children's play and socialization. The latter approach strengthens developmental goals, allowing staff to customize ECE (Early childhood Education) programs to local context and assess children based on a larger scale of objectives rather than predetermined outcomes (Fung & Cheng, 2012).

1.1 Significance of the study

By giving children multiple opportunities to play with creative activities, their imaginations may be stimulated to think beyond the black box. Now a days a worldwide crisis of play in many early childhood institutions is common; but play is widely regarded as the most effective way for young children to learn positively uttered by Lester and Russell, (2010). Children's rights to play have been increasingly compromised as a result of preschool teachers encouraging them to learn. Sometimes the idea of learning through play is at odds with the reality of preschool instructors' pressure to prepare children for primary school (Wong et al., 2011). As a result of this work-play divide, children's playtime has been severely restricted to prepare them for formal schooling. The importance and potential of creative play activities for children's overall learning and development should be recognized by preschool stakeholders. They should encourage preschool teachers to employ it in their teaching and learning methods (Nicolopoulou et al., 2009). Therefore, this study aims to address the hurdles and importance of ECE play-based learning in Bangladesh, considering the overall domains of their development under ECCE framework. For understanding better, some research queries are set before for conducting the studies. The overarching goal of the proposed study is to exploring the influence of play-based learning on early childhood education in Bangladesh. To accomplish the aim, the importance for play-based learning ECE setting, major ways of ensuring play-based learning in ECE setting, the effects of play-based learning on overall development of children in ECE setting are triggered.

1.2 Rational of The Study

The importance of this study lies in recognizing the significant role of play in aiding young children to acquire crucial knowledge and skills through active participation. Play not only supports mental and emotional well-being but also enhances social interactions. Additionally, it helps children tackle physical challenges. Through play, children engage in discovery, risk-taking, and imaginative problem-solving, honing skills essential for their social, physical, and intellectual development. Additionally, Tekyi-Arhin, (2023) said that play-based learning promotes children's involvement, engagement, inclusion, and holistic skills development, catering to their individual interests and innate curiosity. This approach facilitates linguistic skill improvement, vocabulary acquisition, natural conversation execution, and the enhancement of social and behavioral development. Moreover, play fosters imagination, creativity, confidence, and self-directed learning, enabling children to navigate various real-life situations. The study acknowledges the importance of play-based learning in early childhood education settings, emphasizing the need to integrate playful elements to enhance children's overall development and bridge existing gaps. Our government has already taken a lot of initiatives to make an effective chance in early childhood education sector but still there is an acute lacking of the proper evidence or information which may work as a representative data about the effectiveness of these initiatives. In these circumstances, it is high time to take necessary steps for conducting this study to open a path for implementing successful ECCE settings.

2. Overview of literature

Play-based learning is a type of ECE that focuses on child-led, open-ended play. It refers to finger painting or 'playing house,' which is the everyday activity of preschoolers and assists them in finding out their world (Berger et al., 2010). Although it has no aim or original goal, play is usually recognized as a voluntary and delightful activity. However, as a long-term asset, it provides benefits in the future. These activities strengthen a child's foundation by making them curious and enthusiastic about learning and becoming good learners in their later life (Fisher et al., 2008). Play-based learning supports a child to develop their communication skills, as they interact with many children every day while playing. It also motivates children to learn by assisting them significantly with language and math comprehension. Play encompasses taking the initiative, paying close attention, and being curious about the world (Huisman, 2000). In research, the precise

interpretation of the play and what activities may be called play are still a topic of debate. Playing has a larger definition but play-based learning relates to the information that children gain while playing. Although learning is not required for an activity considered play, it is essential to the notion of play-based learning (Milteer et al., 2012). Previous studies have found that play can be viewed as two different types. The first is free-to-play, in which children are allowed to do whatever they like; the second is guided play, which is initiated by professional teachers who have completed professional play-based learning training (Danniels & Pyle, 2018). Training in Play-based learning entails educating while having fun. However, the specific role of play, including what exercises can be considered during teaching, is separate from the broader concept of play. The emphasis on play training highlights its educational importance. It is usually considered that play pedagogy is exclusively concerned with the second principle, as mentioned earlier of play-based learning in ECE. Free to play mainly focuses on playing rather than creating and controlling play experiences and resources with specific educational goals in mind, this curriculum assesses the whole play experience to understand its potential outcomes, material circumstances, and ultimate significance as the matter develops (Farné, 2005).

3. Research Method

Day care based ECE settings were considered for its diversified natures in Bangladesh whereas parents were interviewed as the leading stakeholders in their child's learning.

The multiple-case approaches were selected based on a random purposive sampling method to explore the gamification and play-based learning in ECE settings. The qualitative data were gathered from the day care centers of Noakhali, Chottogram, Narayangonj and Dhaka district of Bangladesh because these areas as a pair (Noakhali-Chottogram and Narayangonj-Dhaka) contain the country's considerable number of ECE daycare facilities. However, four private and four government day care centers from two different divisional zone were selected purposively. For collecting data only two teachers and four parents were chosen from each day care center. Therefore, there were, 16 teachers and 32 parents are in total forty-eight (48) participants had been chosen for data collection in this study.

For observing the importance of play base learning, the observation tools were used with the consent of respective participants and parents while some discussions were presented as a mini case study format to understand the study more empathically. CCTV footages were used here for having in-depth observation. On the other hand, the interview helped the research team to clarify the findings from the participants. There were three interview guidelines for teachers, parents, and experts. The collected data had been explored through triangulation process.

4. Results and Discussion

Play-based learning is comparatively new concept in Bangladesh which might open the doors of possibilities and overall development for children. Specifically, it has significant impact on children's cognitive development, motor development, and social development. They built social interaction with peers since participating in play-based learning activities. The parents were happy about their child's development. However, there were some challenges to organize the play-based learning activities at daycare center. The benefits and challenges are discussed below according to different theme.

4.1 Benefits of Play-Based Learning Activities

Play-based learning creates a positive change among children and in learning environment. The environment promotes children to choose whatever they can learn and enjoy through gaming activities either in indoor or outdoor. The parents were asked about the benefits of play-based learning. They thought that their children learn more with joy compared to traditional setting whereas teachers added that children became more active and spontaneous than before while play-based learning helped to remove the fear of learning. Supporting her opinion another parent (P-2) also said that,

'Her child learnt more and faster in play-based setting. She claimed that play-based learning makes children happy and feel excited while they hear that 'now we are going to play an exciting game'.

On the other hand, teachers, and parents both believed that play-based learning could help children's motor development. Mostly it was found from the video footage that the children who were engaged themselves in role play, frog jump or similar type of activities under guidance of their teachers leads others in different activities as a pioneer. A mother (P-5) said that-

'Her child was slower in talking and introvert about his urgency but gradually, he overcame the challenges with the support of the daycare environment and the teachers.'

Teachers were asked whether they kept balance between child-directed play and intentional teaching. Teachers (T-5 & 12) replied that they tried to create connection between learning skill and suitable game. They prepared design the play in such a way so that the children could attain the learning objectives through gaming & exploring. A teacher (T-2) found that rhyming together promoted play-based learning while T-15 noticed that children enjoyed in play-based learning rather than boring memorization. Most of the teachers (T-1, 7, 12 & so on) claimed that play-based learning

pushed as a foundation of their future education whereby teachers stimulated children's thinking and creative skill which is also supported by Fisher et al., (2008). It was found in play-based activities that children promptly solved the problem through puzzle game and this type of gaming enhanced their critical thinking skill.

On the other hand, the parents were asked to provide comparative opinion between play-based learning and traditional learning. They all agreed that play-based learning had a long-term positive impact on child's development. Despite have positive impact, the parents' expectations were divided. P-11 & 24 did not differentiate between day care center and formal schooling. They found it entirely a waste of time for their children. They believed that traditional learning is more effective because in future their child can easily adapt with the environment of formal education. On the contrary, P-2 & 3 claimed that it depends but play-based learning introduced actual learning which helped learning eagerly and happily. P-2 added that it can set children's mind positively toward in formal education. P-3 expected that play-based learning would help to fulfil expectations for her child. Lastly, she added that play-based learning might open the doors of possibilities for children.

Parents also were asked about the reason of admitting their children in day-care center. They replied that the participatory and good-humored learning environment influenced to take the decision by ignoring the traditional concern of family members. The family members were worried about the environment, childcare, food, and safety of day care center. They added that the environment facilitated to learn socialization of children. Moreover, maximum jobholder mothers agreed that they were busy and did not teach the child carefully practically at home like day care center.

4.2 Emotional and Social Development

Children were found very much enthusiastic in play-based learning activities. The activities provided ample opportunity to express and manage their emotions. T-2, 3, 13 & 14 claimed that play-based learning helped children to make emotionally strong. They also added that children learnt to behave well even they lost in the game. From the data received by video footage which is revealed that the children who did not success in any games or activities, they managed their emotion and did not get angry for their failure but tried again and again. Moreover, it was found whether the children accidentally or emotionally hurt their friends, they were found sorrow, they showed empathy as well as all children went to the teachers to resolve their problem if it goes beyond. After solving the problem, again they went to play together. Through these activities, it can be said that the children introduced with the social norms, rules, and regulations and make them confident to control their emotions.

All interviewed parents stated that the play-based learning made children more active and responsive than before as well as removed fear and shyness of child. It increased the power of empathy and patience among children. A mother (P-31) uttered that-

'Play-based learning profoundly impacted on child's overall happiness, confidence, motivation, and emotional well-being. For example, if he regularly came to the daycare center for six days, he felt very lonely on the day off. The fact that he missed the daycare center what was reflected on his behavior. Moreover, the environment particularly children made habituated to follow their daily routine e.g. wash their hand, brush teeth regularly, eating on time, grow sharing attitudes, remove their shyness etc.'

Play-based learning also facilitated collaborative learning environment whereby children have opportunity to make association among them which contributes to their social development. They get introduced with socialization, they interact with their peers, communication skill gets better, and they learn to accept other's opinion (T- 1, 5, 7, 10, 13 & 15). Children spontaneously participated in reciting rhymes, singing songs, and alphabet game in classroom activities as well as followed discipline in assembly, stood line, and joined national anthem which help them to be disciplined. P-32 added that play-based learning positively impacted on child's development by the socialization process. During the activities, teachers provided positive reinforcement and praised like wow, very nice, very good and other positive words and sentences. Therefore, children made them confident to involve in gaming and make friendly interaction with their friends and teachers. Conversely, some problems were found from parents, they do not allow their kids to groom with all other kids alleged by T-4, 6 & 9. They try to maintain a family status for their kids to opt a playmate for their kids.

4.3 Development of Language and Communication

From CCTV footage the researchers observed a session where teachers engaged themselves in meaningful conversations with children during play. Teachers tried to use many new concept and words in the conversation with children. Similarly, children used many different words and increased their vocabularies (T-1) from their peers during their interaction. This statement is also strongly supported by Huisman (2000). Some teachers (T-6 & 9) also added that when children talked to narrate their play scenarios and made-believe stories about their problem. Additionally, children played negotiate roles during gaming activities with peers which might turn to play a leadership role. A parents (P-28) expressed that,

'Earlier her child was unable to express his basic needs but after enrolling in this day care now he can! Not only that now he is expert enough for making a quarrelling too!!'

From many of teachers (T-2, 4, 5 & 8), it was expressed that after attending daycare, children learn how to give reasoning, negotiation and making stories or bad naming others.'

4.4 Creativity and Expression

Every daycare center has their different section for different age group. After age to children are engaged to get readiness for their upcoming academic segments. From CCTV footage it was observed that children spontaneously engaged in drawing, painting, sculpting, sketching, or clinging activities during session that encouraged their artistic expression. Teachers (T-1, 2 & 9) said that resolving puzzle was found a way to success in conflict resolution and problem-solving skill in play-based activities. They (T-1 & 2) also said that they tried to use different types of puzzles made by pictures of birds, animals, flowers, or alphabet cards for involving children in game. Simultaneously, the teachers recited rhymes and telling stories by using body gestures, displayed educational cartoon in warm up session so that the children could spontaneously participated in activities and eliminate their inertia. Parents (P-1, 7 & 8) stated that-

'Play-based activities inspired children's imagination, increased creativity, and insist children toward practical problem-solving skills.'

4.5 Important discourses

4.5.1 Peer Interactions

Children were engaged with peer in different types of activities irrespective of diversified background. They played together, engaged together, interact each other, negotiated and shared gaming tools with peers under the guidance of teachers (T-1, 5, 6 & 12). They run behind hide and seek, involved in slider and climbing, solving puzzle with peer which promotes easy learning. It was interestingly found that the gaming made students physically strong and self-controlled (T-2 & 7) because they always kept sequence, supportive with peer and work together to solve the challenges owing to generate new idea. On the contrary, some students were not interested in peer learning or group working. They felt shy and did not like chaos in the early days at day care center but love to work on their own or like to be reserved. In this case, teachers tried to engage them with other children and gradually they started to play with them, said by T-1. Some elder children also play role as senior and they use to look after the new comer and elder too added by T-16.

4.5.2 Parental Involvement

Generally day-care centers use to arrange parents meeting in every three months to keep connected with parents whereby discussed the children's progress and their development status, said by T-14 & 15. It was also reflected during discussion with parents. In case of emergency, they were informed through mobile phone or while dropping off or picking up the child in daycare. On the other hand, T-2 added that they organized some competitive events where parents participated with their children. P-12 also added that they participated in some annual function or in game with their child.

4.5.3 Physical Facilities of Day Care center

Most of the day care center were organized and clearly identified the playing areas for the children. Moreover, they had variety of play materials those were accessible and appropriate for children's age and development. The teachers regularly rotated the playing materials so that the children could encourage, exploration and made creative themselves. There were opportunities for both indoor and outdoor game for children.

5. Challenges and Strategies of Developing ECE Setting

It is true that play-based learning has many benefits as well as have many challenges. The limited space impedes free movement of children either in indoor or outdoor. So, play-based learning requires more space to make easy movement of children. T-1 told that they managed such problem through grouping students while one group played indoor and other group played outdoor game. Parents also suggested to manage more space for play-based activities. From researchers' observation it was also found that the outdoor game facility is too much inadequate in day care centers.

Many parents expressed their anxiety about teaching technique and curriculum followed at their child's daycare centers. To improve the learning environment, the organizers should bring more innovation in play-based learning activities. On the other hand, Danniels and Pyle (2018) put the emphasis on train teachers. They said the sufficient and trained manpower can handle properly the play-based learning whereas the daycare center had a few trained teachers who dealt with overloaded task. Cross and Islam (2021), Heidemann and Hewitt (2009) argued that the insufficient trained instructors made challenge to promote and carried out play-based learning activities properly.

Despite have many successes of teachers along with positive impacts on children, parents raised some questions against teachers' expertise to nurture the children during play-based activities. P-1 stated that the play-based learning could not reach the goal as their expectations. P-12 unveiled that many family members were not habituated with the system. So, they did not accept this approach and culture of play-based activities which was considered another challenge. These challenges made parents and teachers frustrated as they had no one to teach or train them effectively (Das et al., 2021; Gupta, 2010; Hegde & Cassidy, 2009). Therefore, teachers required more support from the parents whereas the

teachers should be more creative and care about children while teaching or playing, expected by parents. The children's safety was another concern of parents.

Government initiative was limited for daycare center especially for working parents. There was age barrier in government pre-schooling system. The government need to increase the scope of enrolling children in ECE (Chan & Tan, 2008) because play-based learning activities are scarce, making it difficult to find people who can provide this type of education.

T-2 claimed that many parents had limited knowledge and have lack of awareness about play-based learning, and they prefer traditional teaching-learning for their child. Even they were illusory about the system. Additionally, teachers faced challenges with some mobile addicted child to manage them. Parents should be aware about the mobile use of children. They could arrange different instrument, paper, color so that the children can draw pictures, play song, can dance rather than mobile use. They can make opportunity to show the educational cartoon also.

The children were not always alike. Some were reserved behaviour and many of them are unsteady, very calm, and slow natured. The teachers could focus on them and divided their days in some periods with individual task. They would try to involve the children in collaborative and group work. Moreover, teachers could rotate the role of child during working or playing together so that the changed role may felt children very proud.

Parents soliloquy stated that they need to play with children, spend more time, know the request with patience but do not create pressure for study at home. The family member and teachers should be careful while talking and playing with them because they learn and act following their surroundings. Children also required more time from their parents. Therefore, they should provide as much time at home as possible. Parents could participate together in playing soccer, telling stories, watching educational cartoon etc. which may strengthen the journey of play-based learning.

There was lack of resources in daycare centers regarding children's requirements. The children's interests and choices were not always respected and integrated into play due to some limitations.

Hopefully, the number of daycare center and play-based learning activities is gradually increasing day by day which might help working parents. Teachers and organizers let it to spread out the benefits of play-based learning to society because many people are unaware about the activities of daycare centers. Even many mothers have various prejudices, and they cannot go beyond their previous thinking.

6. Conclusion

The study of play-based learning activities in ECE was intended to explore the influence of daycare centers upon our child. It was found that the play-based learning activities have enormous benefits for child development either in cognitive or motor skill. Children learn by participating in different activities that they can control or allow them to explore themselves. In this way, play-based learning activities facilitate exploration, creativity, and social skills that more formal ECE would not develop. Throughout this study, it is clear that memorization and repetition have negative consequences for children whereas play-based learning is a concept that needs to be applied in Bangladesh for holistic child development. Learning through play can be promoted in Bangladesh by developing programs for parents and teachers to teach their children at home and at school. The government should prioritize the establishment of preschools with learning and play equipment. This study suggests that Bangladesh needs to create an environment where play-based learning can be successful for ECE children. Daycare centers need to develop ways to make class time more enjoyable through play and to engage students in what they learn through play.

References

- Alam, M. J. (2022). 'Meritocracy' to 'parentocracy': (De) constructing the theoretical dilemma in basic Education of Japan and Bangladesh. *Journal of Japanese Studies: Exploring Multidisciplinarity*, 1(1), 501–521. <https://doi.org/10.55156/jjsem.dec2127>
- Alam, M. J., Islam, S. R., & Ogawa, K. (2022). Discrete primary education curriculum in Bangladesh: Implications of gamification for quality education. In C. Lane (Ed.), *Handbook of research on acquiring 21st century literacy skills through game-based learning* (716–730). IGI Global. <https://doi.org/10.4018/978-1-7998-7271-9.ch036>
- Barnett, W. S., & Nores, M. (2012). Investing in Early Childhood Education: A Global Perspective. *ResearchGate*. <https://www.researchgate.net/publication/277555787>
- Bulunuz, M. (2013). Teaching science through play in kindergarten: Does integrated play and science instruction build understanding? *European Early Childhood Education Research Journal*, 21(2), 226–249. <https://doi.org/10.1080/1350293X.2013.789195>
- Burger, K. (2010). How does early childhood care and education affect cognitive development? An international review of the effects of early interventions for children from different social backgrounds. *Early Childhood Research Quarterly*, 25(2), 140–165. <https://doi.org/10.1016/j.ecresq.2009.11.001>

- Burke, R. S., & Duncan, J. (2016). Culturally contested corporeality: Regulation of the body in New Zealand and Japanese early childhood education. *Global Studies of Childhood*, 6(1), 6–16. <https://doi.org/10.1177/2043610615624520>
- Chowdhury, N. N., & Rivalland, C. (2012). Value of play as an early learning instrument in Bangladesh context: A sociocultural study. *Australasian Journal of Early Childhood*, 37(4), 115-122. <https://doi.org/10.1177%2F183693911203700416>
- Cohen, N., & Arieli, T. (2011). Field research in conflict environments: Methodological challenges and snowball sampling. *Journal of Peace Research*, 48(4), 423-435. <https://doi.org/10.1177%2F0022343311405698>
- Country Report on Early Childhood Care & Education in Bangladesh. (2013). *Ministry of Primary and Mass Education Government of the People's Republic of Bangladesh*. https://ecd-bangladesh.net/document/documents/Country_Report_ECCE_Bangladesh.pdf
- Cross, B., & Islam, N. (2021). Playful constraints: The dilemmas of early years classrooms in Bangladesh. *Education in the North*, 28(1), 113-134. <https://doi.org/10.26203/d13w2r79>
- Danniels, E., & Pyle, A. (2018). Defining play-based learning. In R. E. Tremblay, M. Boivin, & R. Dev. Peters (Eds.), *Encyclopedia on early childhood development* (1-5). Encyclopedia on Early Childhood Development. <http://www.childencyclopedia.com/play-based-learning/according-experts/defining-play-based-learning>
- Das, R., Akter, N., & Chowdhury, K. Q. (2021). The use of play in pre-primary classes in Bangladesh. *International Journal of Advance Research and Innovative Ideas in Education*, 7(1), 1696-1710. <http://ijariie.com>
- Farné, R. (2005). Pedagogy of play. *Topoi*, 24, 169-181. <https://doi.org/10.1007/s11245-005-5053-5>
- Fung, C. K. H., & Cheng, D. P. W. (2012). Consensus or dissensus? Stakeholders' views on the role of play in learning. *Early Years*, 32(1), 17-33. <https://doi.org/10.1080/09575146.2011.599794>
- Gupta, A. (2010). Play and pedagogy framed within India's historical socio-cultural pedagogical and Postcolonial context. In S. Rogers (Ed.), *Rethinking play and pedagogy in early childhood education: Concepts, contexts and cultures* (86–99). Routledge. <https://doi.org/10.4324/9780203839478>
- Hegde, A. V., & Cassidy, D. J. (2009). Kindergarten teachers' perspectives on developmentally appropriate practices (DAP): A study conducted in Mumbai (India). *Journal of Research in Childhood Education*, 23(3), 367–381. <https://doi.org/10.1080/02568540909594667>
- Heidemann, S., & Hewitt, D. (2009). *Play: The pathway from theory to practice*. Redleaf Press.
- Hellman, A. (2016). Teaching reflective care in Japanese early childhood settings. *Early Child Development and Care*, 186(10), 1693-1702. <https://doi.org/10.1080/03004430.2015.1124869>
- Huisman, K. J. M. (2000). Technology investment: A game theoretic real options approach [Doctoral Thesis, Tilburg University]. *Center for Economic Research*. <https://research.tilburguniversity.edu/en/publications/technology-investment-a-game-theoretic-real-options-approach>
- Lester, S., & Russell, W. (2010). *Children's right to play: An examination of the importance of play in the lives of children worldwide*. Retrieved from https://www.researchgate.net/publication/263087157_Children's_Right_to_Play_An_Examination_of_the_Importance_of_Play_in_the_Lives_of_Children_Worldwide
- Operational Framework for PPE. (2008). *Ministry of Primary and Mass Education Government of 'The People's Republic of Bangladesh*. https://ecd-bangladesh.net/document/documents/Operational_Framework_for_PPE.pdf
- Parker, R., Thomsen, & Berry, B. S. A. (2022). Learning through Play at School: A Framework for Policy and Practice. *Journal of Frontiers in Education*, 7, DOI=10.3389/educ.2022.751801. ISSN: 2504-284X
- Tekyi-Arhin, O. (2023). The importance of play-based learning in early childhood education. Retrieved from https://www.researchgate.net/THE_IMPORTANCE_OF_PLAYBASED_LEARNING_IN_EARLY_CHILDHOOD_EDUCATION
- Tofaris, E., & Islam, A. (2020). Improving Early Childhood Education in Rural Bangladesh, *ESRC-DFID Research Impact*, Cambridge: REAL Centre, University of Cambridge and The Impact Initiative. <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/15596>
- UNESCO. (1976). *The child and his development from birth to six years old: Better understanding for better child-rearing*. International Children's Centre. Paris, France. <https://unesdoc.unesco.org/ark:/48223/pf0000028099>
- UNICEF. (2018). *The LEGO Foundation (Strengthening learning through play in early childhood education programmes)*. <https://www.unicef.org/UNICEF-Lego-Foundation-Learning-through-Play.pdf>