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I: Interviewer

P: Participant

Interview duration: 1:08:03

Language in which the interview was conducted: Maithili

Location: Participant's house

Date of the interview: 21 February 2021

I: Do you also give him medicine?

P: I give him medicine when he feels bad. I give him medicine, I feed him daal bhat.

I: Oh ...

P: I heat water and bathe children with warm water. After that, I dress children in whatever clothes I have. That's what happens. They play or else they sleep. If he wakes up and starts crying, His grandfather or I will handle him. Grandmother also takes care of the baby and so does everyone else. Then I give medicine to the kid in the evening. I give him food. After I feed him, I will put him to sleep. If the kid wants to study, I will help him study.

[‘M’ is calling the kid to give a toy. ‘P’ can be heard calling too.]

I: I am going to record now.

I: Now that you played together with the kid, How did you feel when you saw him? He was playing, he played together with grandfather and played together with you. [Sound of the kid playing with damru rattle (*Jhun-jhuna*)] What did the kid do?

P: It felt good when I saw him. The baby also was happy.

I: Was happy?

P: Yes. He was also very happy. I too was happy. Grandfather also played with the baby.

I: Oh. What else was the baby doing?

P: He was playing with the ball. [Tin can like sound ...] He was also playing with a toy car. He was also playing with *damro*, rattle (*Jhun-jhuna*).

I: Was he playing with *Jhun-jhuna*?

P: Yes.

32 I: Can the baby learn anything with the toys he was playing with?

33 P: What did you say?

34 I: Can the baby learn anything with those games?

35 P: Of course, he can.

36 I: Like what?

37 P: He can learn to play. He can learn how to play games. He can learn to play with bat and

38 ball. It is also good for the health of the kid. After playing games. Playing also improves

39 health.

40 I: Health also improves...

41 P: That also happens.

42 I: What is that?

43 P: Health of the child improves. Their body gets better when playing. Development can

44 happen ...

45 I: Development of what?

46 P: After playing, body becomes ... you know ... healthy. The body remains good.

47 I: Body becomes good?

48 P: Yes.

49 I: How does the body become good?

50 P: While playing changes occur in the whole body ... development occurs. It becomes agile.

51 I: It becomes agile? And others. [Someone is coughing]

52 P: Game is such a thing.

53 I: Huh. [Voices of children and grownups from far away] What else happens to the kid from

54 this game? You told one thing about children laughing and being happy. And?

55 P: Yes. Laughing, playing makes the body agile and told you about being healthy.

56 I: Does your kid play by himself or someone has to play with him?

57 P: We play with him. Grandfather or grandmother play with him. His brothers play with him.

58 Father plays with him. That's it. He doesn't play with other children. Because of the

59 possibility of a fight, he plays in the room.

60 I: Because of a fight?

61 P: Yes, he plays at home. Children play at their own home.

62 I: You said that kid, by playing games, becomes agile, becomes developed.

63 P: Yes.

64 I: What difference is there between the games he plays by himself and the games played with
65 you?

66 P: It should be different. If he plays by himself, he has to fetch the ball or toys. He doesn't
67 become too happy with that. He remains happy when he plays the game with his father-
68 mother or his grandfather. He becomes happy when gets to give or take the ball or toy or
69 when he gets to strike it. He even laughs when he is playing with grandmothers.

70 I: Even laugh?

71 P: Yes, he doesn't laugh when he plays by himself. He even throws it and runs.

72 I: If he plays alone, he doesn't play well, he is not happy. If he plays with others, he feels
73 happy and plays well. Is that what you said?

74 P: Yes.

75 I: What other benefits are there for the kid if he plays together with grandfather/
76 grandmother?

77 [Voices of people and sound of metal(tin) can be heard from far away ...]

78 P: Benefit is, he even laughs. There is also fighting when playing. That also happens. He also
79 beats his brother. He plays with his brother and beats him. He also hits his grandfather, he
80 hits him with the ball, this is what happens.

81 I: oh oh. And? Speak a little louder.

82 [Sounds of tin or tin roof from behind]

83 P: [She laughs a little.] That is all. When he is playing, when he is playing by himself, he
84 leaves the game after a while. He plays longer when he is playing with others.

85 I: Let's start now. What else does he play with?

86 P: This toy!

87 I: Yes.

88 P: I play with him with this toy.

89 I: What do you say?

90 P: This is a toy, This is a dear.

91 I: How do you play with him? Can you show us a little. What does the kid do? How does he
92 play?

93 P: [Pointing at toy and touching it] This is how I place this in front of him, This is how I show
 94 it to him. I play it like this.

95 I: Show it by doing!

96 P: This one needs batteries. Right now there is no battery. He will play after putting batteries
 97 in it.

98 I: What else did you play with, there?

99 P: There was a doll. There was *Chaatna*, There was *jhunjhuna* too.

100 I: There was *Chaatna*, There was *jhunjhuna* too!

101 P: Yes

102 I: [Pointing towards *Jhunjhuna*] He used to play such a *Jhunjhuna*!

103 P: Yes, it was like this.

104 I: Play it! How do you make him play? Make him play yourself ... play like you used to make
 105 him play.

106 P: [Playing with *Jhunjhuna*] Catch it! Hold it, son!

107 I: You can play the way you used to play. Don't show us the made-up way. Show us how
 108 you used to make him play before.

109 P: Clapping to the kid, making him laugh.

110 I: Do it ... How did you do play it? Do that.

111 P: [Showing] I make him sleep like this.

112 P2: [From the back] Jhunjhuna is usually played.

113 P: [showing how the kid plays] Play! Play it, boy! Catch this! Take this! Take this!

114 I: Do you also sing songs? Do you also sing songs to baby?

115 P: No, I don't sing songs. [Laughs]

116 I: Do you tell stories?

117 P: Not now. Mother hasn't told.

118 I: What does grandmother do to him?

119 P: Grandmother says, Baby! Brother! This is how she says it.

120 I: Oh she calls him?

121 P: Yes.

122 I: And how does he respond?

123 P: He tries to speak. I call him baby. He also tries to say, baby. [Playing with toys] Play it like
 124 this baby! What other game was there?

125 I: What other things do you do with the baby? How do you make him play?

126 P: [Laughs]

127 I: One is by taking *JhunJhuna*. Another is by calling him. And?

128 P: By doing this, I play and nurture my kid.

129 I: What is the baby doing with his feet? Look!

130 P: He is running his legs, shaking them, he is having on his own.

131 I: Oh! [Showing handkerchief] Do you show it to the baby like this? How do you show it?
 132 Please look!

133 P: I also show him a piece of clothing.

134 I: How do you show it? And what does he do?

135 P: He starts to look towards here like this.

136 I: He looks? Why are you doing it like this?

137 P: Yes, he keeps on looking, if the cloth is on air like this. Look how the baby is quietly
 138 playing. [Looking at baby]

139 I: What does he do with hands?

140 P: He also runs and shakes his hands. He raises his hands, Sometimes he tries to lift his waist
 141 to get up. This way, he forces his legs to lift his waist.

142 I: Tries to get up?

143 P: Yes.

144 I: How much does he hear your voice? Does he hear when you call him?

145 P: He hears. Mam

146 I: Do you keep calling?

147 P: Yes.

148 I: Oh, good. Put the baby in your lap.

149 I: You now did many things with the baby. Things like you played your kid with *JhunJhuna*.
 150 What does he learn by playing with *JhunJhuna*?

151 P: The baby does learn. It produces sound from which he plays and learns.

152 I: Baby plays. And?

153 P: Huh?

154 I: And?

155 P: While he is crying, playing the sound makes him quiet and distracted. If shown like this,
156 he becomes quiet.

157 I: Becomes distracted at the time of crying?

158 P: Yes, If he is shown this at the time of crying, he becomes distracted. Sometimes you have
159 to give *dulari* with mouth to keep him quiet.

160 I: What does “*Dulari*” with mouth?

161 P: Loving the baby with the mouth, calling him, calling him with sweet loving words, he then
162 keeps quiet, that’s its meaning. Whenever he is about to cry, calling him baby makes him
163 quiet.

164 I: Does he become quiet after hearing the voice?

165 P: Yes. [Sound of the baby that is about to cry]

166 I: Does he take notice of your voice?

167 P: He sees and understands.

168 I: What does he learn from taking a cloth and shaking it? What knowledge is there for him?
169 By shaking cloth like this?

170 P: He keeps on looking at cloth. He looks while showing cloth. He becomes happy looking at
171 the cloth.

172 I: Becomes happy? Oh. Shaking cloth, Calling him makes him happy is what you said. Isn’t
173 it? He hears voices, But what does he do when you clap?

174 P: He keeps on laughing.

175 I: Keeps on laughing? What do these things do for the child?

176 P: It's good for the baby.

177 I: How?

178 P: If this thing is done, Baby plays and doesn’t cry. It will not be a bother for my mom. It will
179 not be trouble.

180 I: It will not trouble or bother for mom. What else is there?

181 P: That’s all.

182 I: If the baby plays like this, What happens to the baby? What happens from play with these
183 things and calling him?

184 P: Baby also feels happy, Mom also feels relaxed.

185 I: Mom feels relaxed, What happens to the baby?

186 P: Baby feels happy playing like this. Mom's loves to make the baby happy. Mom also feels
 187 relaxed if their child plays, Mom feels sad if he cries.

188 I: There is sadness! Mom feels sadness!

189 P: Yes, If he cries.[Baby is coughing and sneezing]

190 I: I want to ask why is game necessary for children. Ok? How much necessary is this game
 191 for the sake of children?

192 P: Very much necessary.

193 I: Why do you think so?

194 P: Baby begins to cry ... If given a toy, the baby is distracted.

195 I: What does the baby learn day to day from playing with toys and calling him? What new
 196 things does he learn from playing like this?

197 P: He learns as much as I speak or call. He tries to speak when called, he makes his mouth
 198 round.

199 I: Makes mouth round?

200 P: Yes. He says yes to some talks, he tries to speak. He tries to take or grab toys after seeing
 201 them.

202 I: What happens when the baby tries to throw or jerk his legs or hands?

203 P: If the bed is thin, the baby may get an injury. If the bed is thick, there is no injury. The
 204 baby gets an injury. From this.[Baby is coughing]

205 I: The baby gets an injury. What happens for the baby, good or bad, What happens?

206 P: For baby, the more he plays, the more his body gets strength. He moves or shakes his hands
 207 and legs, it becomes successful and good.

208 I: And what else happens for the baby?

209 P: Baby's body becomes healthy, becomes fit.

210 I: Baby's body becomes healthy, becomes fit from moving and shaking hands and legs!

211 P: By moving hands and legs like this, Blood will run rapidly throughout the body.

212 I: How does this baby run? He can't run from the time of birth! How does he run?

213 P: As the time passes for the baby, he will begin to walk. Now I have given birth to him. Just
 214 like that changes will occur as much as time passes, the boy will walk because he learns.

215 I: Oh oh. What did you do for the sake of this? For the movement of his hand and legs, for
 216 his hearing, for the eyes moving here and there, for bringing out his voice ...What did you
 217 do for the sake of these all things?

218 P: I am rearing him well. I am playing him well.

219 I: Oh .. you are rearing him well. What else have you done?

220 P: I buy some toys. I show him a toy and distract him whenever he is about to cry. I show him
 221 a cloth.

222 I: Show him a cloth?

223 P: I show him my love by talking with him, try to control him from time to time. I take care
 224 of him with my hands.

225 I: You love him through your talks and take care of him with hands.[Laughing]

226 P: Yes.

227 I: How do you do it? Show by doing it.

228 P: [Showing with hand] hey baby! Look! Game!

229 I: How much is it necessary for the babies? How much is the game necessary?

230 P: It is necessary Mam. Because these things are there, he plays and stays. Some children
 231 don't cry or play. If these are there, he plays. Some children are clever and some are just
 232 like that. In this home, my kid is clever and smart, that's why he learns some things faster.
 233 That other kid is not that clever and smart, so he learns slowly.

234 I: Why? How is this baby smart and clever?

235 P: The baby will just become smart and clever after feeding on the mother's milk.

236 I: Even so, What may be other reasons than feeding on the mother's milk?

237 P: I don't feed the baby anything other than my milk. Mam!

238 I: How is your baby clever and sound? One reason is feeding mother's milk, What can be
 239 other reasons?

240 [After no answer, went to next question]

241 I: You understood the about the game! What we are trying to say... you played games. Games
 242 are for the kid, you talked about talking and calling, touching hands and legs and cuddling
 243 them, you love him. What do these things do for the baby? What are the effects on children?
 244 [Voice of interviewee's husband from outside]

245 P: The baby talks and plays. After I call him, he talks, plays, and learns.

246 [Sound from outside]

247 I: You did understand about this game! How is this game necessary for the sake of the kid?

248 P: It is very necessary. It is good for the health of the baby to be in playing games and it is

249 also good for the mother of the baby because the kid will keep on playing and mom would

250 be out of trouble. If the baby cries and gives trouble while playing games, it will be trouble

251 for mom. Baby, as well as mother, will be sad.

252 I: If the baby becomes sad, how would the baby be when he turned big?

253 P: Huh?

254 I: Would he be able to compete with other children?

255 P: If he is present in this culture, rural areas like tradition and environment, then he is good

256 when he turned big.

257 I: Yes, And? Tradition is like that, And?

258 P: If he is made to learn with educated people, he would be a knowledgeable guy, and if he

259 learns from idiots, he would become like that. If he learns from cultured people, he becomes

260 cultured.

261 I: Oh. And how does a child learn? What do you do to make him learn? What will make a

262 child keep on learning?

263 P: Just like I said. I make him play games, I call him and he keeps on learning.

264 I: You call him and you make him play, right?

265 P: Yes.

266 I: How necessary is it to make him learn?

267 P: It is very necessary.

268 I: Oh. Now I am going to about another thing with you, is that alright? About these games in

269 rural areas, what type of game do they make the children play in a rural area or still doing?

270 P: What?

271 I: To what extent do these games are played in rural areas?

272 P: All mothers are doing the similar things. For the sake of children, all mothers are trying it

273 like this to make their children playful. This keeps their children good.

274 I: Have you seen it? What other things do they do?

275 P: As much as I go for trouble for my kid, other mothers also may go through similar trouble

276 for their children. If the baby wakes up at night, I wake up immediately wake up, look after

277 the baby and feed him milk. If the baby is asleep, a mother is also asleep. If the baby cries,
278 I wake up immediately and keep him on my lap and change the cloth if he has passed urine.
279 I keep in bed, I don't like to put him in dirty places.

280 I: Do you put him after making him clean and sanitary?

281 P: Yes.

282 I: How much is the game necessary for the child in your opinion?

283 P: Toys are necessary for the child.

284 I: Are they necessary? [Sound of some people from far away]

285 P: Yes.

286 I: And what about the person who makes them play?

287 P: Yes, the person that makes them play too, Special focus should be put on the mother of the
288 child.

289 I: Why?

290 P: Because, Mother has to put special attention on where the kid could move, where it could
291 fall and trip. So that the kid doesn't fall and doesn't hurt himself. A child should be
292 protected from waste like excreta.

293 I: How is the day-to-day development for the baby from the games?

294 P: All these things are good for the sake of the baby.

295 I: Oh. But how does the development of the baby happen from the games?

296 P: Now he is still a kid. Slowly after he gets bigger, after having a good brain, I will send him
297 to school, And he will read, write and it will be good.

298 I: Oh. Now you are making him play a game. How is development happening from these
299 games and what are they?

300 [Sound of people taking is coming from the back.]

301 P: To make the baby play, you have to almost do everything.

302 I: While playing with the baby, what is the development happening on the baby? And What
303 do they learn?

304 [Unable to answer this question]

305 I: Ok. Now...[The baby is about to cry and mother trying to manage him]. How much is the
306 game necessary for the children?

307 P: I see It like very necessary. Mam ... If one doesn't cry or shout, he can get lost while
 308 playing with toys, which is good. The baby's mood remains good. The baby can learn just
 309 by looking at it and do it. He will grab toys. He will go here and there. He will shake and
 310 raise his hands.

311 I: [Showing it with hands] What happens when oil is rubbed on the baby like this?

312 P: For the Baby! There will be loss of fear.

313 I: Loss of fear. [Showing it with hands] And what about doing this?

314 P: By doing that the baby will keep on looking. He will start to laugh.

315 I: For the development of children, How are rural as well as cities are playing these games to
 316 their children? What have you seen? Have you heard about it?

317 P: I am daughter-in-law, Mam. I haven't been going here or there. I only know about my
 318 baby. I don't go to other people's homes or places.

319 I: You might have seen it at maternal home? Your neighborhood or at your brothers?

320 P: I said it, about all mothers, They may be rearing their children as I do.

321 I: What games do they make them play? What do they do?

322 P: Most often, mothers give their mobile phones when the children get big. Mobile is used for
 323 playing with it or playing songs and music for the baby. Most of the mothers don't think
 324 about what their children might do after giving them these things (toys). They will learn it
 325 with their own mind. If the mother learns or teaches good culture to children, children will
 326 learn the good culture. If a mother learns or teaches wrong behavior, children will also
 327 learn wrong. They might go on the wrong path. Similarly...

328 I: What difference have you seen between a child that has played a lot with their mother and
 329 a child that hasn't played a lot with their mother?

330 P: What ...

331 I: The baby whose mothers make them play a lot, call them a lot, make them laugh a lot, and
 332 the baby who isn't made to play that much, called that much, taught to laugh that much,
 333 what are the differences have you seen between those baby?

334 P: The baby who isn't made to play that much is a cry baby. It is often crying. It may also
 335 cry if the things that are required to take care of them are not available. If they are left in
 336 the dirt, they might get sick.

337 I: Their health will not be good.

338 P: Yes, It will not be. The baby who is made to play and kept in safe and clean places remains
 339 good.

340 I: What will be good for that baby?

341 P: Their health will be good. Everything will be good.

342 I: What kind of things?

343 P: If the baby is clean, the baby remains good. The baby will remain far away from waste.

344 I: What differences do you find between a baby that is called a lot & taught a lot and a body
 345 that is called a lot less and taught less?

346 P: The baby that is taught a lot is clever and smart and the baby that is not taught is less clever.

347 I: Is less clever? How does the baby become clever and smart? What makes it so?

348 P: Mother's ability to do math. If the mother is talented, her child also becomes talented. If
 349 the mother is less talented, doesn't look after or rear the child that well, her child will be
 350 like just like that.

351 I: There are clever and smart-looking children from rural regions. What do they do, teach or
 352 play with these children? And why is he that clever and smart?

353 P: Mam, all mothers do their own thing.

354 I: What do they do? How do they rear to make children clever and smart?

355 P: Mother try ... they think about how to make their children talented, cautious and keep them
 356 in good condition.

357 I: Is there a facility to make a child clever and talented?

358 P: No.

359 I: At village? [Sound of some person taking from far away]

360 P: There is no facility right now.

361 I: Is there no facility in the village?

362 P: No.

363 I: Have you heard this somewhere? At maternal home, at places, you visited, or somewhere
 364 else, have you heard about how to make children smart and clever?

365 P: Just now it is being punished, Mam. It has not been done for the babies previously. It has
 366 never happened before. After village development committees became a municipality, all
 367 villages are having all kinds of facilities. Now, from here on, it is the work of the
 368 government to work or not work for the sake of babies.

369 I: Is the government providing any facilities like this? To make these babies smart and clever,
 370 for the sake of mothers, are there separate programmes operating for children of age under
 371 three?

372 P: Not now.

373 I: So they have not. Have you gone to any type of training to make children clever and smart?
 374 Have you seen or heard it somewhere?

375 P: I have yet to see. I have heard about it. I haven't gone to those training.

376 I: Where have you heard?

377 P: I have known about those talks as I have heard and seen them now.

378 I: Don't you know other places than this?

379 P: No I don't know.

380 I: What should be done to make the children smart and clever in your opinion? Or what would
 381 be a good thing to do by the government in your honest opinion? What do you wish for?

382 P: I wish for the children to become talented and good.

383 I: What do you wish to happen in the village or this place for the sake of helping your kid to
 384 become talented and smart?

385 P: I wish for some facilities that can benefit the baby. Like the facilities from the government
 386 would do good deeds for the babies. Babies would play or eat. Babies would play if they
 387 had toys.

388 I: Playing toys..

389 P: Yes.

390 I: What should the government do? What kind of toys or what kind of things should the
 391 government do?

392 P: Do things that would be provide facilities for the children or give facilities.

393 I: What type of facilities should the government provide, so that the children turn to be smart,
 394 clever and talented?

395 P: If there are toys or other things provided, the baby will play or learn. If there are any talks
 396 for the development of the babies then the baby would move forward.

397 I: What kind of development?

398 P: Mam, that I don't know.

399 I: Ok. You talked good things about development. What type of development would be good
400 if it were to happen?

401 P: For the baby. Right now, milk and *satu* (fortified flour) are being provided for the weak
402 children in Mahottari District.

403 I: Have you heard about it?

404 P: I have heard.

405 I: Who is providing it?

406 P: The government is providing it. That is in Mahottari district. Our Dhanusa district doesn't
407 have it.

408 I: Oh ... so no. To feed the children, *Satu* may be provided. To make the children clever and
409 smart, what should government do? To make yours as well as all children in the village
410 talented, What should be done? One is toys and others?

411 I: It's alright. Now I will talk about nutrition and food. Just now you said there are
412 programmes in Mahottari. What programmes are there in your village?

413 P: Our village does not have such programme. Babies are getting money in the Mahottari.
414 Babies are being measured and weighed. Weak babies are provided with equal amount of
415 food so that weak children become good and strong like other children. This programme is
416 not happening currently in our Dhanusa.

417 I: Is there anyone here in any programme to teach you about children and their diet?

418 P: No.

419 I: Is there a health post in your village?

420 P: Yes, There is.

421 I: What does the health post do? Like there are usually things related to children's diet and
422 strength.

423 P: No we don't have any such things right now. It was there at the time of delivery, all those
424 things were there and were being provided.

425 I: Oh. Which?

426 P: All kinds of things were there.

427 I: For delivery. Oh oh..

428 P: I mean my baby was inside the womb .. at that time everything was available for the
 429 pregnant woman, food, water, ghee, everything was there. Almonds, everything was there
 430 ...

431 I: Did you get all those things?

432 P: I also did get those things.

433 I: What other programmes are there for children under age three? Is there weighing? Did
 434 those volunteers teach you anything? FCHV is there, did they teach you anything?

435 P: Mam, I wasn't here for a few days. I don't know if someone came before me. I didn't see.
 436 If you are asking, "Is there anything for the baby?" Then no!

437 I: Oh. Sister! Is that volunteer a sister, the one in *Kathi* , She is Christa!

438 P: No. It was a brother.

439 I: Brother..they come from the health post for injection and to weigh the baby! Were they
 440 present at the beginning too ?

441 P: No, it didn't happen at the start.

442 I: It didn't happen at the start! You know, there was a programme for measuring and weighing
 443 babies.

444 P: No measuring and weighing are happening now. From the time of the birth, no weighing
 445 is done on my baby.

446 I: What about other children? At the time of previous children.

447 P: It was also not done for previous children. This system is brought now. My baby has yet to
 448 be weighed. I don't know if this facility was there or not after I returned here from my
 449 maternal place. I haven't seen it now.

450 I: You talked about Mahottari giving many things. Is that thing given for children?

451 P: Yes.

452 I: Or is it given for mother?

453 P: It is given for babies.

454 I: Those type of programme is not there in your village. Isn't it?

455 P: Yes.

456 I: You said that those programmes have not arrived in your village and you haven't got those.
 457 What kind of programmes do you wish to come to your village for teaching about
 458 children's diet?

459 P: Mam. I don't know.

460 I: Ok. You haven't weighted all three children at their time. What about injection, vitamin?

461 P: That ... first two babies also got their injections. This baby also got his injection. At the

462 time of the first baby, he got two injections. And at the time of these two, they only got one

463 injection.

464 I: They also give vitamins.

465 P: They didn't give my child any vitamins.

466 I: What about the previous children?

467 P: Previous children also didn't get it at their time. I got vitamins at this baby's time.

468 I: Did you take vitamins at this baby's time?

469 P: Yes. They gave it to me, not to my kid.

470 I: Oh. That kind of facilities is not available in your village. What kind of facilities do you

471 wish to be there for your child?

472 P: If it was for the baby, it would be a good thing.

473 I: How? What kind of programmes about diet would be good? What should be there? [Sound

474 of people's voice from far away] For the sake of baby, what programmes would be better?

475 P: If the programmes came for the sake of the babies, it would have been better.

476 I: Of what kind?

477 P: Programmes on the diet of children.

478 I: Is it about giving food to the children or giving information? What kind?

479 P: Information should be given first, and others will come.

480 I: Oh. Information should be given. Who should give the information?

481 P: Government should send it and give it here.

482 I: Ok. In your opinion, what kind of information should have given on the topic of diet by

483 volunteers from the side of the government? What kind of information should come for

484 children under age three?

485 [The baby on the lap pisses, she asks her big child to take the baby.]

486 P: It would be better if they have done good deeds for the baby.

487 I: What kind of good deeds?

488 P: For the sake of the baby, if they provide food and toys, it would be good for the babies.

489 I: What would be good for the baby? If they provide food and toys, which would be good for
 490 the sake of babies?

491 P: If the babies get to eat and drink that, they would become talented. One will eat, drink and
 492 become healthy.

493 I: What would happen if one is talented?

494 P: The baby will read, write and move ahead.

495 I: Move ahead. Yes, the programmes are not here, would have been better if it were here.
 496 You said it was necessary. I will go to the third topic now. Do you wish to get information
 497 about diets?

498 P: Yes.

499 I: Now you have said that it would have been better for the baby if the information on games
 500 was provided. For the sake of our health and body's health, WHO, a world-reputed
 501 institution provided views that for the development of a healthy body, it will be good for
 502 to go towards root level or children of age under three, providing programmes for dietary
 503 foods and teaching games together would develop both physical and mental aspects. It
 504 would be effective and generate direct benefits to conduct programmes together. What are
 505 your views on that?

506 P: It is good. These development activities are good for the babies.

507 I: How does the development occur on the babies from these two programmes?

508 P: This is something government should think about at the time of bringing these programmes
 509 to the village.

510 I: What happens to your baby?

511 P: It would be good for my baby. It would also be good for my other babies.

512 I: What would be good? What would be the benefits for the children of conducting both
 513 programmes together?

514 P: First of all, toys are required for the baby, he will play with all these things. At the time of
 515 eating, if the baby eats a good diet regularly, he will gain strength in body and mind
 516 becomes talented. Then the baby will move ahead.

517 I: Have you ever seen or heard of giving food like this to make babies talented?

518 P: It isn't here in our Dhanusa. It is provided in Mahottari. They don't give it in our district.
 519 It would be better if it was provided in our district.

520 I: Have you ever seen making talented brains by making them play games in any place?

521 P: No. I haven't seen it anywhere.

522 I: What does conducting these two programmes together would do for your baby, for the

523 babies at the village, and the babies at your maternal place?

524 P: It will be good for all babies if the programmes arrive.

525 I: What else will be there for the babies?

526 P: While playing games, babies will learn. They will move hands and legs, blood flow will

527 be good. After eating food, the baby will fill up with strength and the brain will move

528 ahead. Everything will be very good.

529 [Sound of music is heard from far away]

530 I: What else could happen?

531 P: If this facility is made available, it will be good for all babies, my baby, and all other babies.

532 I: All babies of the world ... about his programme, you said it will be good. What will society

533 think about this? What will people of your village, people of the maternal place, and people

534 of the Dhanusa district think about it? What will be their opinion about the programme?

535 P: All people could have their own opinion. I have already given my opinion, Mam, I have

536 this in my mind. What others have in their mind will be there in their brains.

537 I: Even so, in your opinion, what would they think? Will they think good or will they think

538 bad about it?

539 [Sound of a baby crying from behind]

540 P; It is there for the baby. All people will use their brains, all mothers will think good. If this

541 work is done, it would be good for all mothers. My kid will be raised. All other children

542 will be raised. All mothers will be happy with the facilities their children will get. Everyone

543 will be good. The government will do good work for both rich and poor.

544 I: Will it be good for both rich and poor from this?

545 P: This is good for both rich and poor.

546 I: You said if these programmes were to arrive, the government will think for it? How should

547 the government think about these programmes so it would be good? How should they go

548 with these programmes?

549 P: The government will send people and these people will go asking from house-to-house.

550 Each mother will tell things that are necessary for them ... Each mother will provide their

551 opinion, it will be sent back to the government, and the government will send or mobilize
 552 its people, they will work for the development of children. This is how it happens.

553 I: by visiting house-to-house.

554 P: Yes.

555 I: How should they go about things?

556 P: Government will send people from there. The government will first send people. After that,
 557 he will write back about the physical condition and situation of this place. The government
 558 will again send people from there. This place or this village isn't that developed. They will
 559 be sent with materials and things and will be asked to work. They will be asked to do things
 560 for children.

561 I: They will write and go back. Will not they?

562 P: Yes.

563 I: How differently can the programme go to make it easier for you? Have you ever seen or
 564 heard how these programmes are brought about? What about the programme that is using
 565 these methods? Or what things you like or dislike about any work?

566 P: I haven't seen it till now. They have just started doing it now.

567 I: You have thoughts about how government should do things. Is good to vote from house-
 568 to-house or is there any other better method?

569 P: It is better to do this from house-to-house. Daughter-in-law from the Muslim religion will
 570 not go outside. If she was from the Hindu religion, she will go for a job or other things.
 571 Our caste doesn't do that. We stay in tradition at home. It is good. Some are allowed to go
 572 out. That also happens. Some are only allowed to go out together with ten people. Some
 573 are not allowed to go out at all. That also happens.

574 I: You talked about Muslims. How should this programme be brought into the Muslim
 575 community? You said daughter-in-law is not allowed to go out. This programme should
 576 also be brought into this community?

577 P: Yes, it should be brought.

578 I: In what way should the programme be brought into the community such that all are
 579 involved and benefited? What way would be good for the Muslim community to conduct
 580 programmes on nutritious food and teaching games? What should be done?

581 P: Voices should be raised for that by forming a union of ten people.

582 I: How it should be done! Where should one go? You said that it should be done in the
583 Muslim community too and voices should be raised for that. Didn't you? What should be
584 done! How the programmes should be brought from the government to the Muslim
585 community? How it will be good?

586 P: Ten people should be together and raise the voice. Your people will come. You people will
587 come to enquire about the situation, note it and go back, and the government will study that
588 and send its people.

589 I: What people should be sent to make it easier for you?

590 P: From rural municipality ...

591 I: From rural municipality. Who should be sent from the rural municipality and who is better
592 to send to teach?

593 P: A woman.

594 I: Which woman?

595 P: Woman like you.

596 I: Us! .. Except for us which other woman will be better to teach?

597 P: One person out of ten is made leader.

598 I: Leader! Why do you need to choose a leader? What kind of leader does he have to be?

599 P: Like I am in this place, I don't understand every question. If there is one who understands
600 and is well learned, she can understand these things and she should be made into a leader.
601 Is it not right?

602 I: What kind of leader is needed in the Muslim community? Who can run a programme?
603 Among women who would be a better option for the leader? [Sound of music is coming
604 from far away]

605 P: Muslim community also has some educated woman.

606 I: Does it require to be an educated woman? Or could be any other or a male? Who should
607 be put in this position?

608 P: Male will also be okay. A woman will also be okay.

609 I: Will not it matter whether it is a man or a woman?

610 P: It will not matter ...

611 I: Why did you choose the government? Do you only want the government to run or bring
612 the programme?

613 P: The government is for everyone. Who should we choose other than them?

614 I: Who should go for these programmes? What kind of people should go and learn it? [Sound
615 of people talking from behind]

616 P: I don't know this thing, Mam.

617 I: Ok. If this programme were to happen, what kind of people in this village should go there
618 so that the programme could function?

619 P: Men who can read and write would be good to go. Or if it is a woman, who can read, write,
620 and is aware and cultural, should go.

621 I: Where should those programmes be conducted?

622 P: *Larma*

623 I: In *larma*.

624 P: Yes.

625 I: How should the programme be conducted? What method could be done so it is good for
626 everyone, involves everyone and everyone can learn?

627 P: Everyone should gather at a place and discuss it.

628 I: Gather at one place ... Have you seen or heard about people gathering at someplace, where
629 they discuss and think to conduct or have been successful to conduct a programme?

630 P: No. They are doing it now.

631 I: Don't you know about a group who gathered to run a programme?

632 P: [Using sign language to indicate "No"]

633 I: For the nutritional food and game learning programme of children under age three, who
634 else should participate from the village other than man and woman and learn?

635 P: From the village?

636 I: Yes.

637 P: You mean, from my home, my husband is educated. If he goes there, it will be good. He
638 understands language and he can learn there. I don't understand much. He is educated so
639 it would be better if he goes.

640 I: If the educated husband goes there, who does more teaching to the children?

641 P: Mummy (mothers).

642 I: Mummy... How important it is for mummy to be such a programme?

643 P: It is most important for Mummy.

644 I: Who should learn more from these, come home, and work on children?

645 P: If the baby's father goes to participate in the programme, then he can come back and tell

646 the mother about where he has been, what he has seen or learned and give instructions to

647 children. He would tell to maintain cleanliness. He will learn, come back, and teach this to

648 his wife and baby. He will tell the mother of his child. He will talk about how to place a

649 kid and other things. He will tell these things are good for the baby.

650 I: Why did you choose the father?

651 P: He is educated. He can memorize, he can understand the language and he will learn and it

652 would be good.

653 I: At what time will it be suitable to conduct such a programme?

654 P: Government education?

655 I: At what time will it be suitable to conduct training for the nutrition of the baby and training

656 to learn children's games or let's say government education?

657 P: Next season is coming near, that time is great.

658 I: At what O'clock will it be suitable? And where will it be suitable?

659 P: We should reach there by noon. We can start at 1 pm and finish at 2 pm or 3 pm depending

660 upon the duration of 1 hour to 1 and half hour duration of the programme. If we are taught

661 at that time, we can finish house chores, learn speaking, language, or do training. We would

662 learn.

663 I: Speaking, language.. oh ... oh... After learning that way, What will happen to the baby?

664 Is there any difference?

665 P: It will be good for the baby.

666 I: How good will it be? What benefits would there be in caring for the baby? After learning

667 that for the baby.

668 P: I don't understand that much.

669 I: What are the benefits for the child after the father of the child learns by going to such a

670 programme and teaching you?

671 P: Everything about the baby will be good.

672 I: Like what?

673 P: Silent...

674 I: Okay. Whose help should be sought and whose help should be taken to bring such a
675 programme? Just as one is government, so what is another?

676 P: If there is another good person, he should be given the job,
677 [The sound of people speaking from behind]

678 I: Who is such a good person?

679 P: The one who understands, reads and writes, should be chosen. That will be fine.

680 I: Who can be such a person for the Muslim community?

681 P: On issues related to Muslim, it would be better to keep my husband.
682 [Someone coughs]

683 I: Why did you choose your husband?

684 P: He is well-read and can write. So it would be better to keep him in such a programme.

685 I: Whose else help should be sought to bring that programme?

686 P: Ten people ... neighbors or everyone else from this toll should discuss and bring this
687 programme for the benefit of my kid and your children. If the ten people collectively give
688 a suggestion, it would be good.

689 I: Of society..

690 P: Yes.

691 I: Who are the ten people?

692 P: In that ten people group, they could be anyone among neighbors from community, brothers,
693 near neighbors. They should talk and think positively and it will be good.

694 I: In your opinion, Whose arrival would make this programme better? Who can make this
695 programme better?

696 P: The work you have done is good, Mam. Now I don't understand all this. If it came with all
697 things, it would be good.

698 I: Who should help you so that the programme will come?

699 P: People will help.

700 I: Whom do you trust among people?

701 P: I can only talk about my home. Just like I think about the welfare of my home, someone
702 might take good about me and someone might talk bad. It is just like this.

703 I: If this programme could come, what are the obstacles you would face while running the
704 programme?

705 P: Speaking could be an obstacle.

706 I: Speaking?

707 P: Yes. Like I am speaking. If others do not speak, wouldn't that be an obstacle?

708 I: If one doesn't talk or try to learn, would that be an obstacle?

709 P: Yes.

710 I: And what other problem or obstacle could be there?

711 P: There could be many problems and obstacles ...

712 I: Like what kind? What kind of trouble will be there to run the programme?

713 P: I don't understand it all, Mam.

714 I: Ok. If this programme comes to your village, what kind of problem will be there in the

715 future? There is no problem now. But ff it comes, what are the possible problems while

716 running the programme?

717 P: It is better if it comes.

718 I: You can't say what other problems might arise! Ok. What do you need to do

719 uninterruptedly, everlastingly and smoothly to run this programme for children of age

720 under three in your village about nutrition and teaching games?

721 P: It would be nice if it came.

722 I: It is good. What do you need to do to make this programme run smoothly in your village?

723 What can be done to make sure the work will continue?

724 P: It would be good for all the parents to think about this together.

725 I: What kind of thinking?

726 P: As I said, if everyone spoke together, it will be better.

727 I: What else should be pay attention to?

728 P: We have to pay attention to this. We should also pay attention to the household. We should

729 pay attention to baby-related things.

730 I: We should also pay attention to the household. We shouldn't only pay attention to the baby

731 and the programme. We should balance these things. Right?

732 P: Yes.

733 I: And? [Sound of a baby talking is heard from far] What will make you and your husband

734 want to go to the programme?

735 P: For child's related activities ...

736 I: Yes.

737 P: It is better to know and understand.

738 I: It is better ... What are the reason that will your husband eager to go to this programme?

739 P: If it comes, it comes for all the babies. Going there will be good for their children. It isn't

740 just good for children only and similarly ...

741 I: oh ... and ... how do you follow their advice? What will help you follow it? [After not

742 getting any answer for this question] Would you have revived desire to learn the things

743 taught in the programme, things shown about babies on how to make them not cry or make

744 them play, and how to easily handle children at home? [There was no answer to this either.

745 A separate question was asked to another woman]

746 Sister, This programme is going to come, a programme related to child nutrition and

747 teaching child games, what are the problems that can come in the running of such

748 programme? In village areas.

749 P2: Problem...

750 I: Yes.

751 P2: Some problems do happen.

752 I: What could happen?

753 P2: I don't understand that much.

754 I: Even so, While conducting, they can face varieties of problem, listeners could also face

755 problems.

756 [Both speaking at the same time.]

757 P2: That will happen.

758 I: Participants couldn't come together, Listeners or trainee could be absent, your caste might

759 create difficulty, people from Muslim community might not go, daughter-in-law might not

760 be allowed to go out. Couldn't this be problems that might arise?

761 P: For me?

762 I: Yes.. people who go there to learn.

763 P: Mam, I will go. If the people at my house allow it, I will go. That's that thing...

764 I: Oh. You want to, but you can't go. This can be a problem.

765 P: I want to. I will go.

766 I: What other problems could there be to run the programme?

767 P: I don't understand.

768 I: Ok. Why do you want to go to such a programme? Why would there be any interest to go
769 to such a programme?

770 P: To hear these things.

771 I: And ...

772 P: To receive everything that is given for babies ... to see what else is there ... things they
773 will give to other babies will also be given to my baby. I will also there to see and learn. I
774 will see and hear what is there and what is not there.

775 I: Will you only go there to collect things or do you have any other reasons?

776 P: There are also other things.

777 I: What else would you go there for?

778 P: To learn there ...

779 I: What kind of things will you there? What things do you wish to learn about child nutrition
780 and learning games to make it easier and better for you? What would you like to be taught?
781 What do you wish to learn?

782 P: It would be better to go there and learn things about babies.

783 I: What things?

784 P: Some talks about work, more things would be asked in the programme, I can learn from
785 that, that's the thing.

786 I: How much do you want to go if there is a programme for child games and child nutrition?

787 P: A lot ...

788 I: Would you like it a lot?

789 P: Yes.

790 I: Why would you like it a lot?

791 P: They will give me many things for my baby and it would be good if I go there.

792 I: What things?

793 P: They would give toys, they could give food for the baby. They will give many other things
794 for the baby, this is the reason I like to go there. It would be good. If I go there, there could
795 be something like government facilities where there could be study and writing, other
796 things might also be there. I will learn and see that If I go there.

797 I: What study?

798 P: Something to study. Like reading and writing in a governmental facility.

799 I: Oh oh ...

800 P: There will be many kinds of discussions, I can hear or learn that and it will be good.

801 I: Whose study is that - Yours or your child's?

802 P: Mine too. Right now, he is small and it takes a lot of time to raise him. He will study after

803 he gets big enough. First I will learn and then I will teach him. I can do something.

804 I: What kind of things would learn for the baby by going there?

805 P: I will learn. I will learn this language. "Aathi wala" something like that, and that will be

806 good for the baby. Something like, I would go there with the baby. Right now I have a way

807 to take care of my baby. If I go there, I will learn all things ... I will learn how to maintain

808 sanitation, manage myself and the baby. It would be good for the baby if I learn that.

809 I: Oh. Do you want to go for that?

810 P: Yes.

811 I: What can be the difficulties for you to get there? From the time you will go to the time of

812 arrival. To reach the place of learning. What could be the problem for you?

813 P: For me?

814 I: Yes.

815 P: Would it be better if I go there with the baby or if I go there walking?

816 I: I don't know. You said that you would go if the programme were to happen.

817 P: Yes.

818 I: If there is any difficulty in going to that place to learn?

819 P: What difficulty are you talking about? I don't get it.

820 I: Ok. When going to this programme, people from the village or community may have a

821 problem with daughter-in-law going out of the house or her daughter-in-law leaving the

822 house. Would you face a problem like this?

823 P: There is no such problem.

824 I: Why?

825 P: Everyone goes for their benefit!

826 I: Oh. Ok. If this event were to come, what would you do? Would you participate?

827 P: I will go there. All will go.

828 I: How would you support this programme?

829 P: By raising my voice.

830 I: Raising voice ... What kind of voice? [Sound of a person talking from behind]

831 P: All women will go, all women will raise their voices. Yes, they will say that they will do

832 this and that for our children. If ten people raise their voices, it will work. Would a person

833 be able to do it? Of course not ...

834 I: What kind of women should go there and raise their voices? For the sake of the programme

835 for children aged below three that teaches nutritious diet and learning games.

836 P: As many mothers of children are there, they all will go.

837 I: Oh. How would you support that programme? If such a programme comes up, what will

838 you do to help?

839 P: We will all help together.

840 I: How will you do it? In what way will the programme be better? What can you do on your

841 behalf?

842 P: We will go there. We will all work together. It will be better if we go together.

843 I: Will you all go together?

844 P: Yes.

845 I: You will support in a group. And...

846 P: I can't do it alone. The ten people will go and then it can happen.

847 I: Would you take ten people and go?

848 P: If we go in a group of ten, one among us will come forward and become the leader. I will

849 not be the leader.

850 I: Oh oh ...

851 P: That's it!

852 I: In your opinion, who should be the leader to run this programme better in your village as

853 well as your Muslim community.

854 P: In men or women?

855 I: Whatever you think ... No matter that is man or woman, would such a programme come

856 to your village and run well?

857 P: I don't understand this, Mam.

858 I: Ok. [Sound of people talking from behind]

859 Thank you very much for giving me so much time. Who can contribute to bringing this
 860 programme to this village? How can it come?

861 P: Everyone should cooperate so that the programme comes to the village, And it will be
 862 good.

863 I: The programme does not come by itself, how to bring it?

864 P: It should be brought.

865 I: How?

866 P: By raising voice.

867 I: How? You will raise your voice but where will you raise your voice?

868 P: In the village.

869 I: Where in the village?

870 P: Municipality ... and what do they call that?

871 I: Health post?

872 P: Yes.

873 I: Would you raise your voices in health posts?

874 P: Yes.

875 I: What else will you do?

876 P: Everyone should go there and say what to do and what should they teach?

877 I: Go to the health post and say that...

878 P: Yes.

879 I: Why did you choose the health post?

880 P: Health post is for everybody. This is a governmental office.

881 I: You will go to the health post and tell them. Who else can help? One is the health post and
 882 another..

883 P: One from the village that knows and understands such a thing should do it!

884 I: One that knows and understands...

885 P: Yes.

886 I: In your opinion, who knows and understands?

887 P: One who can read and write.

888 I: One who can read and write. Oh. Who can help at health post? To whom should we call to
 889 bring this programme?

890 P: I don't know these things.

891 I: Ok. Thank you so much for giving us so much time!

892 I: Thank you, sister!

893 P: Thank you!

894 I: Do you have any questions that you want to ask? Something or something that has been
895 missed.

896 P: No I do not have anything to ask [Nod].

897

898

899 **End of the Interview**

900