
Index:

I: Interviewer

P: Participant

Interview duration: 01:12:03

Language in which the interview was conducted: Maithili

Location: Participant's house

Date of the interview: 23 February 2021

Interview started:

I: Now I will start recording Brother ...

P: Dolls ... there are so many other toys children play with. Like bat-ball ... badminton for small kids ... I have that in my house ... they play with that as well ... they also play with ludo ...

I: Ludo?

P: Yes, Ludo ... badminton ... ball ... football ... they play with that as well ... they also play with small cycle ... children play with these kinds of toys ... small plane ... they play with all those stuff...

I: What does your small kid play with?

P: She is a small kid ... she plays with a small rattle [*"Jhunjhuna"*] ... whenever she cries we make a sound with rattle, she listens to that ... we also sing a song for her ...

I: You sing a song too?

P: Not me, but my wife does.

I: What does she sing? Can you sing it?

P: I do not know that ... I am not available in the house ... my wife looks after our baby ... women are meant to look after baby ...

I: Still ... when you play with your child ... when you hold them ...

P: I just say "Keep quiet ... don't cry" ...

I: To your small kid ...

P: Yes, small one ...

32 *Informal conversation ...*

33 I: As you said when your child cries you entertain her with a rattle, right?

34 P: Yes ...

35 I: What do you think she learns from that?

36 P: When I make a sound with rattle, she doesn't cry in fact she laughs ... and laughing will
37 make voice clear ... it will make her easy to speak later ... she will try to speak ... that is
38 what she will learn ...

39 I: You also said that you use a handkerchief to entertain her, what happens by that?

40 P: By that, she will move her legs and hands ... she will try to catch the handkerchief ... that
41 is what happens ...

42 I: As I said to you that the children play with these games ... I told you about 2 to 3 games 6
43 months child play with ... in your opinion what do you feel about these playing activities?

44 P: They are a good one.

45 I: What good?

46 P: Good because children will play those games ... and we will spend our time playing
47 them... even her mother will have some free time for her ... if the child is playing with
48 me then I will be busy with them ... she cannot do other personal work ... that happens...

49 I: So, mother will be free to do other work?

50 P: Yes ...

51 I: What happens to the child after playing these kinds of games?

52 P: If children will play such games there will be a body movement ... their hands and legs
53 will also move.... They will try to move their body parts fast ... the more the child moves
54 their hand and legs the more it is beneficial for them. The more they speak... They try to
55 speak ... the children who did not speak will also try to speak ...

56 I: You said, hands movement will benefit the child ... what sort of benefit?

57 P: Benefit like ... those children who do not move their hands they might be curved or bent
58 hands and legs later ... but the one who moves their hand they will have straight hands ...
59 straight legs ... (meaning that the formation of the child's hands and legs will be better)

60 I: In which language would you be comfortable either Maithili or Nepali?

61 P: I am comfortable in both ...

62 I: I will start in Maithili ...

63 P: Ok ...

64 I: For a child under three years of age ... how important is playing for them? What can they
65 learn from playing activities?

66 P: For a child under three years of age ... playing is very important ... in coming days children
67 will grow up ... they can then migrate to Kathmandu or America ... they can also
68 participate in games (sports) later ... there are different kind of games ... like cricket,
69 football, badminton ... there are a different kind of games ... so if children are habituated
70 to games from three years of age, then they will become healthy and they will have no
71 other health issues. So, in games ... every kind of materials related to the game should be
72 bought for kids ... it's not that you should not buy playing materials for children ... the
73 game in which children are attracted towards ... the games which children like to play ...
74 they should be allowed to play that ... they shouldn't be stopped ... because some of the
75 children are attracted towards the game and some towards studies ... so either children or
76 any other person they should follow the path they are interested in ... some becomes a
77 millionaire by playing cricket or football ... some become a doctor and engineer by
78 studying ... that is why whatever path the children wants to follow they should be allowed
79 for that path...

80 I: The games you are talking about are for older children ... but the game small children play
81 ... even you were playing here some time before with these toys ... By playing these types
82 of games what will happen to the children?

83 P: Yes ...

84 I: By playing this game what will happen to the children?

85 P: By playing this game ... it is said children will be disabled... this ... that ... so by playing
86 this game if they will even run only then they will develop themselves ... in their studies,
87 in playing they will be forward in school ... they can get the prize in school ... even in
88 school ... children participate in competition ... they also get the prize. So if we will give
89 them toys to play during their childhood, then only they will become first, second or third.
90 If we won't give them toys then what will they play with.

91 I: That is why the game is important?

92 P: Very important ...

93 I: How will games help in growth and development?

94 P: Games help in growth and development ... if we will give materials to play then it is sure
 95 it will bring development in children ... it's not that they won't get benefited ... as I said
 96 earlier every child have their own desire ... some wants to become a doctor ... some wants
 97 to progress in the field of games ... in this way, the children are benefited ... if any children
 98 are interested in game, then they should be encouraged for that ... they should also be
 99 encouraged for education but It's not that they should focus only on games but also
 100 education

101 I: You have a small child ... of six months of age, right? How important is a game for your
 102 child from this age ... whatever you teach your child now how will it benefit them later?

103 P: As much as it is necessary for children to study, it is also as important to play ...

104 I: From which age ...

105 P: From probably six months ... when children will complete 4 to 5 months, they will start
 106 shaking (ultra pulta- trist and tun around) their body ... so playing is important for children
 107 after one year ... because six months of a child are not able to play on their own ... they
 108 play with us whenever we play with them ... or else children will start playing games once
 109 they reach one year of age.

110 I: But they can learn to play, right?

111 P: Yes, whatever we teach them they will learn ...

112 I: What do you teach ... in your village?

113 P: In our village ... we buy them bat-ball, football "*Jhunjhuna*" [rattle] ... different kinds
 114 of dolls ... different kinds of bangles ... children are also attracted to these things ... so we
 115 buy them that as well ...

116 I: For a child under three years of age ... how important is the game for them?

117 P: Game is very important for a child under three years of age ... because if they will play
 118 then only, they will become healthy ... as we say we need to feed our baby milk, Horlicks
 119 because these foods are important and will make children healthy ... similarly game is also
 120 important for a child under three years of age ... it is as much necessary ... if I will allow
 121 the child to play then only they will be healthy ... healthy by body ... it's not that they will
 122 be healthy just by eating food ... otherwise they would be healthy just by sleeping whole
 123 day as parents give them food in bed ... but that doesn't happen ... children should also be
 124 allowed to play ... that is why it is important...

125 I: What kind of development will be seen in the children by playing games? What kind of
 126 things will happen ... one as you said sound in body (healthy) ... more?

127 P: Children will become healthy ... children will not get any kind of diseases ... if children
 128 won't play it is sure for them to get trapped in diseases ... it's not that children won't be
 129 trapped with diseases if they are kept only inside the house all the time and just feeding
 130 them with good foods ... the more they will play the less they are in risk of getting diseases
 131 ...

132 I: What will happen if children will play?

133 P: They will be fresh (happy) ... there will not be much tension ... if parents beat their child
 134 they will cry but if we will buy them toys, they will be quiet instantly ...

135 I: In villages, small children are massaged by applying oil over them ... what happens by
 136 doing that?

137 P: By doing that ... by applying oil ... you might have seen some child ... whose head is bent
 138 ... curved ... so by applying oil massage the head will be round in shape ...

139 I: This (showing children being massaged) is done to the child ... what will happen by doing
 140 that?

141 P: By that, children will play ... they will move their hands and legs ... there won't be any
 142 issues in their body ...

143 I: For development of children ... you said playing game is important ...

144 P: Yes ...

145 I: So, what kind of things are been done in your village for the children?

146 P: For children ... everyone ... every parents mummy and papa... all of them have a wish ...
 147 to make their child educated ...to make them doctor ... to them engineer ... and due to
 148 that for the sake of their children ... parents do not care about their land and property ...
 149 they want their child to progress in future ... if they will earn name ... their parents will
 150 also earn name ... that is why parents sale their property for their children's education ...

151 I: For development of the child in the village ... what kind of things are being done in your
 152 village? What have you seen?

153 P: For children ...

154 I: For children under three years of age ...

155 P: For children under three years of age ... what people do is ... they make them bathe, they
 156 wash their clothes, keep children neat and clean They take care of their clothes ... they
 157 get them ready and send school ... they take care of their children ... parents do these all
 158 more for children ... For development of children, they are provided with materials related
 159 to games. It will help in their growth and development. Parents should take care of feeding
 160 habits of their children. To talk about food, children should be fed with good foods ... that
 161 will also help in their growth and development ...

162 I: For the development of mind ... what do your community people do ... for their children?

163 P: For mind ... parents teach them good words ... they educate them so that it will develop
 164 their brain ... so that children won't learn bad things ... if I will call my child "*babu*"
 165 [child] then she will surely call me "*Baba*" (father) ... but if I will scold her then she will
 166 also scold me ... so due to all this as much as I will teach her good things her mind will be
 167 that much free [good, healthy and happy]...

168 I: But you might have seen in your village ... what is done for small children?

169 P: For small children, they will breastfeed if the mother will produce milk. If they won't
 170 produce then milk is bought from the shop ...

171 I: For development ... growth and development ... mental development ... what kind of
 172 things have you found? One as you said food and diet ... what else?

173 P: For mental development, they should feed good food like milk, Horlicks, vitamins, which
 174 will increase their mental capacity. The children who have not started talking yet then then
 175 there is nothing to teach ... but for the children who have begun to speak ... they are taught
 176 different kinds of things ...

177 I: Like ...

178 P: Like ... "What is the name of your father ... your mother" ... "where is your house" they
 179 are taught such things ... so that in coming days if the child is missing then they can at
 180 least share these things to a person ... and that person will bring that child back to us
 181 that's why mental development is very important.

182 I: This means you should teach new things to your child?

183 P: Yes, I do teach new things.

184 I: What kind of games does your child play which will increase their mental development.
 185 Your child who is under 3 years of age ...

186 P: Small children ... they can play with rattle, bangles, handkerchief, doll, small cycle ... she
 187 sits on it and plays with the cycle and don't even fall from there ... that kind of development
 188 is needed.

189 I: What do people think about the importance of playing?

190 P: Game is very important ... by playing games children will be healthy they will not have
 191 any issues ... it will also give a different kind of knowledge and due to that knowledge ...
 192 if they will have knowledge related to games then in coming days, they can travel foreign
 193 countries as well just to play games ... this will help in their both physical and mental
 194 development ... it is very important ...

195 I: How often do they play to develop their body? How often do women, fathers, or
 196 grandparents play with their children? What have you seen?

197 P: We play a lot of games like bat-ball ... football ...

198 I: What about children?

199 P: For children ... we give them a rattle to play ... the more they play the more their mind
 200 will grow ... whatever child demands we have to buy that for them or else they will start
 201 crying ...

202 I: What do the people of the community do?

203 P: They do ... if they are not able to do 100%, they at least try for 50 % ...

204 I: What do they do for a child under three years of age?

205 P: For small children they buy toys. They buy whatever the child cries for ... for children they
 206 feed their child according to a time-table ... they clean up their toys ... their dresses ...
 207 everything ... they try to fulfill their needs ...

208 I: Children playing with their parents or guardians ... what differences have you found
 209 between the children who play with their guardian and the children who do not play with
 210 their guardian?

211 P: Many differences ... if the children will play alone then they will play in lonely and quietly
 212 either with dolls or mud ... but if the children will play with their guardian or parents, they
 213 will both laugh and play ... they will also laugh ... we will also laugh ... and then they
 214 will also develop an interest in that kind of games ... those are the things ... these are the
 215 differences ... to say more ... children will play with the guardians ... they will climb in

216 their body... do this and that ... there will be many differences ... if the child plays alone
 217 and if they play with the guardian ... there will be many differences ...

218 I: The guardian who plays with their children and the guardian who does not play with their
 219 children ... will there be any differences?

220 P: Many differences ...

221 I: What kind of differences?

222 P: The children who play with their guardian ... those children ... for instance if there will be
 223 a programme in school ... or any activities related to game ... if the guardian will not teach
 224 them about games ... what will they learn? They can't be first or second in the class ... but
 225 those children who play with their parents they will be first or second in class ... they can
 226 be first in ... in running ... in football ... and many other things ...

227 I: What about studies?

228 P: Even in studies About studies, the most important thing is ... the children don't learn
 229 just by going to school ... they learn through their parents ... the more the children are
 230 guided by the parents the more talented they are ... if the parents won't guide their children
 231 then those children will be destroyed. No matter how much money you invest but out of
 232 100% only 1 or 2 % of the child will be able to study ... not all of them ...

233 I: So how important it is for a parents to play with their children?

234 P: It is important because if I will not play with my child and if I will involve them only
 235 in studies then it is not necessary that he will rise if focused in study only, they will develop
 236 that kind of mind. That is why to freshen up their mind, I will play with my child so
 237 that their mind will be fresh and in relation to that they will also get engaged in studies and
 238 also get engaged in games and it will also help in growth and development of the body for
 239 a child under 3 years of age.

240 I: For a child under three years of age ... what have you seen what happens to the child who
 241 plays with their guardian?

242 P: If children play ... not every child but the children who play... or whose guardian is a bit
 243 strong they will progress a lot. We have read about the player "Pele" we have studied about
 244 him. When he used to play football in childhood, he used to make a ball out of paper and
 245 plastic ... he was humiliated in school ...

246 I: As you said ... the younger child should play ... it will be good ... will they learn through
 247 playing or not ... the newborn ...

248 P: Yes, they do ...

249 I: What kind of facilities are available in your village ... related to games?

250 P: We don't have any such facilities in our village ... the parents themselves buy whatever
 251 toys related to games are needed for children ... and children play then

252 I: Only parents are involved?

253 P: Yes ... There are some facilities related to games in the school ... but the teacher carries
 254 those materials with them. They do not distribute among children. If they do just one or
 255 two equipment ...

256 I: You are talking about children who go to school ... but I am asking about the child under
 257 three years of age ... what kind of facilities are available for those children?

258 P: There are no facilities in our village ... whatever parents give that is the only facility ...

259 I: If there are no any facilities ... then what kind of facilities are needed for those children?

260 P: For those children ... there are space made ... I have seen such things in urban areas ...
 261 there are parks ... in parks, there is a jump over, slides ... there are different such things
 262 made in the urban area ... but in the rural area there is no such facility ...

263 I: What kind of information is needed for parents who have a child under three years of age
 264 that would have benefited their child ... what do you think about that?

265 P: For a child under three years of age ... if parents pay attention towards playing activities
 266 then they will have a good knowledge ... that will be good. If they are not paying attention
 267 to playing then nothing will happen ... so parents need to have the interest that they will
 268 provide all the toys necessary for a child under three years of age ... so that they will grow
 269 in future ...

270 I: For the progress of child under three years of age ... what kind of facilities or information
 271 is required for parents or parent parents should know so that it will be easy for them to
 272 teach game ... to teach a child under three years of age ...

273 P: For the growth of children under three years of age ... things could be a rattle,
 274 handkerchief, small cycle, dolls, train, plane ... now a day's there are different kind of toys
 275 and games ... these were not there before... so as much as you are able to teach a child ...
 276 as much you are able to bring a variety of toys for them ... it will be that much good for

277 them ... they will learn. Another thing is how will we teach those kids. So for that, if we
278 do not know how to play with the child ... then we can get information from others ... and
279 then we can let them play ... If you don't give me those teachings then listen to me when
280 I am telling you. If you listen to me then you will be able to know what is necessary for
281 parents to be able to play with their children.

282 I: What kind of things you want to learn as a parent? What do you want to learn for your
283 child?

284 P: I want to learn that ... in coming days I do not want my child to complain to me that, "You
285 didn't give me these things to play". Yesterday my daughter told her mother, "you haven't
286 taught me then how would I know" ... that is why for children ... if I do not have any
287 experience regarding playing then I will try to learn all those experiences from you (he
288 meant people from NGO/INGO) ... and then only I can teach my children ... so what skills
289 I would like to learn? I would like to learn, "how to play badminton with my child"
290 "How is football played in a team" ... those things how to play that ... "How many players
291 are in cricket". For instance, teacher are also given training. Similarly, if a person/teacher
292 could come to train us ... Gather a group in one place and give information. If they will
293 give playing materials then it will be best ... but if they won't give ... then they should
294 form a group and give information to everyone ... that will be a good thing. For a child
295 under three years of age if parents will learn then only they can educate their children. For
296 example, today you have come here ... I am sharing my experience with you ... it is
297 possible for me to learn from you as well ... whatever things I have said ... you might have
298 experienced more than me ... that is why if I will learn from you then only, I can teach my
299 children ...

300 I: As you said the group should be formed to teach things ... so what should be taught in the
301 group?

302 P: You should teach me ... for instance if we talk about rattle ... then you should teach me
303 what are the benefits for children playing with rattle ... how should it be played ... so you
304 have to these kinds of tiny playing materials for a child (indicating toys shown by the SD)
305 ... because they are a child under three years ... so if you will bring such playing materials
306 and teach in group ... then every person will learn ... they will also teach their kids and
307 play with them ...

308 I: This should be done in the group?

309 P: Yes ...

310 I: Where should it be done? Those group discussions...

311 P: Group can be ... there is one place ... we called it "*baghara*" in Maithili (an open place
312 for meeting) ... what it is called in Nepali (*Chautari*) ... umm ... umm ...

313 I: Place should be made for group discussion?

314 P: Yes, there should be a place for group discussion ... those kinds of places ... if we do
315 discussion there ... and if we only search for 10 to 12 people ... 30 to 40 people will join
316 the group ... so from one person... 40 other people will learn ... So, if you will come there
317 and show us the ways in which ways children play then the guardian who will learn that
318 will teach the same to their child ...

319 I: It should be taught there?

320 P: Yes ...

321 I: Who should go and teach there? Whose participation is important?

322 P: Everyone's participation is important ... it's not just me ... it is important for everyone ...
323 if we will learn things there then only, we can teach them to our child ... if we are not
324 educated ... how will we guide our kids ...

325 I: A father needs to learn?

326 P: Yes ...

327 I: Who else?

328 P: Child's mother ... the sibling elder to the youngest child ... it is important for them to learn
329 as well ... more than mother it is important to teach siblings because children play more
330 with their siblings. So it is important for them to teach them as well ... Child will learn
331 more from their siblings so they should be taught too ... Mother and father will have to
332 take out a time to play with children ... so if their siblings who are 6, 7, 8,10 years older
333 ... it will be good if they will learn ... If you see in school ... even in school what elder
334 children are taught, younger children follow them ... that is why small children are given
335 more concentration in school... as you have brought this toy today to show me ... today
336 just we both are discussing ... but in a group ... I will be talking one thing but ten people
337 in the group will talk ten different things. This will add to more information and

338 experiences. Today you are just hearing my talks but there you will hear ten different talks
 339 ...

340 I: So, this should be conducted in a group ... and in that group ... father, mother and siblings
 341 should also participate, right?

342 P: Yes ...

343 I: Talking about siblings ... whose participation is most important to benefit the child ... for
 344 a child under three years of age ...

345 P: The most important participation would be of a mother Important one ...

346 I: Why?

347 P: Because in 24 hours children stays 18 hours with their mother ... children just stay for 6
 348 hours in school ... and children stay just 9 hours in 24 hours with their father ... they are
 349 not with their father for 15 hours ... that is why mother participation is very important ...
 350 It is very important ...

351 I: What will happen if a mother will learn for a child?

352 P: What will happens is that ... if a mother will learn those things ... children will only remain
 353 in school for six hours ... and it is said that children should sleep for at least eight hours ...
 354 but children do not sleep for 8 hours ... they sleep for 6 hours or 7 hours and so.. 8 and 6
 355 that's totals to 14 hours. The rest time is ten hours ... in ten hours ... let's divide one hour
 356 for them to bathe ... two hours for them to eat ... and the remaining 8 hours ... they stay
 357 with their father and mother in that 8 hours ... so if the child stays with their mother for 8
 358 hours then the mother will also be free at least 8 hours ... the time that the child requires
 359 ... mother will also give same time ... because mother also have her own household chores
 360 ... she also have to do her work in that 6 hours ... she also has to sleep for 7 to 8 hours ...
 361 and in 1- 2 hours she will also cook, take bathe ... do her job ... so the 8 hours time the
 362 child will have mother will also have the same child ... children will stay with their mother
 363 ... so it is very important for mother to learn ...

364 I: If that kind of programme would come ... who should come to teach you? Whose
 365 participation is required to teach you all? Who should come?

366 P: Many things come ... many things ... for instance, many big people (*badka aadmi sab ke*
 367 *talim aawiche*) bring trainings in schools ... these things come ... Sometimes we also go
 368 in the training. So the training is conducted from the top-level ... they also give allowance

369 to the participation But in this programme, though there will be no facility of allowance
 370 with the involvement of staff of health post... it should come from health ministry. They
 371 should send 2 to 4 people from village to village to teach things ... if this will be done then
 372 in any village if there are 500 people then nearly 400 of them will participate ... so for that
 373 Ministry of health should be involved ...

374 I: Health ministry?

375 P: Yes ...

376 I: Why did you choose Health ministry?

377 P: Because they are related to health ... they are ministry related to game ... there are
 378 different kinds of ministries and for the child, that ministry is related with games ... they
 379 should give their focus to programme ... I and you cannot do anything for that ... in school
 380 teacher is required and there is the role of education Ministry ... so game ... sports ministry
 381 will have to give their focus to this programme ...

382 I: Why?

383 P: Because whatever game-related materials come ... it comes to the school ... they are played
 384 in school ... not in health department ... that is why if any materials related to the game
 385 would come from ministry, then it should be distributed to every village by forming a group
 386 ... and if they will also teach about them ... then there will be better developments in
 387 child...

388 I: In your opinion sports ministry should get involved?

389 P: Yes ...

390 I: But initially you said health ministry ...

391 P: I said health ministry because ... if sports ministry will give to health ministry then only it
 392 will ... I mean health posts are available in every village ... so if they will coordinate with
 393 health ministry then only, they will help in playing ... for children ...

394 I: Oh, so the sports ministry should coordinate with the health ministry?

395 P: Yes ... if not to the health ministry, then They can coordinate to school as well ... even
 396 if they will give it to you, it will work if given to any one of you ...

397 I: Three of us?

398 P: No ... even in school different kind of games are played ... different advertisement
 399 regarding games is done ... in a similar way there should be a group of 10 people formed
 400 in every village... and they should go and teach people ...

401 I: These kinds of people ...

402 P: Yes ...

403 I: Who else can support this kind of programme ... who else can help?

404 P: For those kinds of programmes support is needed from the upper level ...

405 I: Who should help from the upper level? Who will help?

406 P: The ministry related to games ... other ministries cannot help in this ...

407 I: From your village ... who could be the best for this kind of activities... for playing games
 408 ... for a child under three years of age ... for their development ... whose help is needed
 409 ... so that this programme will run smoothly?

410 P: If you will teach once ... If the child's mother will learn the she can then teach to her child
 411 ... it's not that if the government will bring game programme then children will learn ... if
 412 child's mother, father or siblings ... if any of them will learn then they can teach the kids.

413 I: Now I want to ask you about nutrition ... all right

414 P: Ok ...

415 I: What kind of programmes related to nutrition are available in your village?

416 P: Related to nutrition ... in my village ...

417 I: For a child under three years of age ...

418 P: For a child under three years of age ... we have ... "roti" [chapati] ... child under three-
 419 year feed them ...

420 I: What kind of programmes are there in your village ... What kind of programmes are there
 421 in your village related to nutrition?

422 P: We have rice.

423 I: Programmes?

424 P: There are no such programmes.

425 I: No ...

426 P: Even if it comes ... there are no any programmes related to nutrition ...

427 I: In your local place ... in your village is there any services related to nutrition?

428 P: There is service related to nutrition, but that happens rarely. It doesn't come every year or
 429 every month ... it comes once in two-four years ... it distributes whatever they want to ...
 430 and again it disappears ... It comes rarely.

431 I: What comes in that programme?

432 P: In that programme ... actually I have never taken any service from that ... though there are
 433 5 to 7 kids in my house ... but still ... the food products which were distributed in that
 434 programme ... I didn't receive them ... that is why I don't have any knowledge regarding
 435 that ...

436 I: You might have heard ... who brought that programme?

437 P: I do not remember ...

438 I: Related to food ... related to nutrition ... where your children health is ... health post ...
 439 checked ... they are immunized ... given polio ... vitamin ... they also measure height and
 440 weight of the child ...

441 P: Yes, that kind of programme is available ...

442 I: "Litto" is also given?

443 P: Yes ...

444 I: Have you seen that?

445 P: No, I haven't seen.

446 I: Children's height and weight are measured, right?

447 P: Yes ...

448 I: How is that done?

449 P: In that ... there is a measuring device ... it also has a spring ... children weight is measured
 450 in that ... either 2 kg ... 5kg ... what is the weight ... so everything is measured ...

451 I: What happens by measuring weight?

452 P: By measuring we come to know whether the child's weight has increased or decreased ...
 453 that is why the weight is measured monthly or in two months or six months ... they come
 454 and measure the weight...

455 I: Do they also give any suggestions? Like what to feed the child and what not to feed ...

456 P: They might give suggestions as well ... like feed good and nutritious food ... they might
 457 be giving suggestions as well...

458 I: Who gives the suggestions? Where?

459 P: Health care provider ... we have health-post in our village ... they come ... sit in one place
 460 in ward and then there ...

461 I: So They measure the weight and give suggestions?

462 P: yes, they give suggestions ...

463 I: What are other programmes available besides this in your village?

464 P: Besides this, there are no other programmes ... there are some programmes in which groups
 465 are formed ... the kind of save money, withdraw ... there are schemes ... like what benefits
 466 will they give if you deposit money in their group ... this kind of ... but there are no any
 467 programmes related to games ...

468 I: What about nutrition ... for a child under three years of age ...

469 P: For nutrition ... as I said before ... those programmes are rare ... which comes in two
 470 years- four years ...

471 I: Who brings that kind of programme?

472 P: It comes from the health sector ...

473 I: How does that programme reach your house ... your village?

474 P: They do not reach to us ... even in that ... some are informed and some are not ... those
 475 who are reconnected with such programmes they are informed and they inform others who
 476 are linked to them ... and only those people participate in the programme and receives the
 477 materials distributed ... rest of the people are not even informed about that ...

478 I: Why rest of the people are not even informed?

479 P: People are not informed because People are greedy these days ... from village to ward
 480 ... ward to district ... district to central ... people are obsessed with themselves ... public
 481 dies but no one cares ...they say, "my stomach should be full" ... People just care about
 482 themselves. That is why if any materials come in the village and if one gets it ... and if
 483 others don't ... no one will care about that ... that is why people are not informed ...

484 I: As you said people from health care facility comes ... they come to measure height and
 485 weight ... how do people feel about that programme?

486 P: That programme is nice ... everyone in every house is informed about that

487 I: Who informs everyone?

488 P: The people who are connected to health... they come ... that staff comes and then convey
 489 a message to every house ...

490 I: Who is that staff?

491 P: Staff could be ... one who stays in health post like doctor ... there is three to four staff who
492 stays in health post ...

493 I: How do you feel ... when children's weight is measured?

494 P: I like that ...

495 I: Why do you like that?

496 P: I like because ... in future ... there might be some disabled child, whose mouth is curved,
497 whose hands are curved and another different kinds... that vaccination is of great
498 importance for future ... that is why polio, vaccinations ... whatever the government gives
499 for children ... that is a good thing ... and that is why I like it ...

500 I: Why did you find that programme like giving suggestions, measuring weight good ?

501 P: I liked that because government is interested in this field ... government is concerned for
502 this field ... for the future of the child. They think that if children do not care during this
503 age, then they might be disabled in future and once they are disabled then today just one
504 child is seen disable ... but in future there will be four more disable child ... and from four
505 to forty thousand ... that is why the more the child is healthy today it will be more beneficial
506 for Nepal in future ...

507 I: That is why you liked ...

508 P: Yes ...

509 I: But while taking those facilities ... what did you like most there that motivated you to take
510 the facilities?

511 P: I was motivated because I like that the government is concerned towards the child. The
512 people sent by the government ... even those people come to give service thinking others
513 child as their own child. If they don't come then they are also watched by someone ... So
514 I like that people are dedicated towards their responsibility and they come. We are
515 informed in our house and that is not a small thing ...

516 I: Who informs you in your house?

517 P: People connected to health ...

518 I: Have you ever taken a child with you to those programmes?

519 P: No, I haven't ...

520 I: Do you think there will be any challenge for you to take those programmes?

521 P: No, there won't be any challenges ...

522 I: Is there anything that you don't like about that programme ... or to take that programme

523 ...

524 P: No ... everything is good ...

525 I: Till now I was asking you about nutrition and food habits ... now I will ask another thing

526 ... there is an organization called WHO that looks after the world. It gives the suggestion

527 that this should be done for healthy life ... that should be done ... it gives suggestions ...

528 what other suggestion it has given is ... for a child under three years of age ... there should

529 be game ... just feeding food might not work for children ... just nutrition won't work ...

530 so game ... if children under three years of age will be taught to play with rattle and other

531 things ... if children will be given good nutritious food and will be taught to play ... then

532 it will be good for growth and development of their body ... it says like that ... what do

533 you feel about their thinking ...

534 P: This thinking is very good. At least you have come. You have come personally to us or

535 you might have come through an organization or any other medium ... but the thing is that

536 you have come ... today you have interviewed me ... in the coming days you might

537 interview others ... the thing which you have understood through me and the thing that I

538 have understood through you ... I can teach about these things to others as well ... that is

539 why I like this ... today just I am interviewed but I can share my experience with ten other

540 people ... so ten other people will learn from me or I will learn from them ... so from one

541 person two will learn and from two-three ... it's never 0 from one ... that is why I liked

542 that ...

543 I: The thinking of WHO is game should be added to nutrition programme ... Initially just

544 nutrition programme was available ... just height and weight measurement were available.

545 But now if the game will be taught ... they will be healthy from their childhood ... that is

546 the thinking ...

547 P: If to talk about game ... let's see the situation of Nepal ... In Nepal just feeding food won't

548 work or just doing normal work as a normal citizen ... if the work of every individual will

549 be fixed then it will be very good. Why? Because in relation to game if we see the scenario

550 of China, America I have heard of one more place like Isreal where the military service is

551 compulsory ... whenever they are taught when they enter the police ... they will remain

552 fit and far away from diseases ... that is why in our context just nutrition won't work ...
 553 Game must be o be prioritized. If the game will be prioritized then only, they will ... even
 554 if you look an example of this place Then you can compare the body of two people ...
 555 one who works and one who does not work, just sit and eat. For those people it is
 556 compulsory for them to go for a morning walk daily but those who work they don't have
 557 to go for a morning walk ... how different are their body ...

558 I: For a child under three years of age ... for those children... game should also be played
 559 and nutritious food should also be given ... if this kind of programme would come in future
 560 ... how will it affect in growth and development of the child?

561 P: Effect ... the child will learn at least ... if in coming days there will be any programme or
 562 materials distributed then children will learn from that ... if the child will learn ... he/she
 563 might have siblings, parents ... if that programme would come ... their parents will also
 564 be able to participate in child-related programme... their sibling will also be able to
 565 participate ... it will also help in growth and development of child ... if they will learn it
 566 is sure that children will also learn because children play with their siblings ... they don't
 567 play alone ... the child under three years of age ... so they will learn at that time ...

568 I: They will learn timely?

569 P: Yes, timely It will be easy ...

570 I: For children's nutrition and playing ... if both the nutrition and play-related programme
 571 will run together what differences will you see in the growth and development of the child?

572 P: If both the nutrition and playing programme will run conjointly ... then the difference will
 573 be ... if you will feed child you will first ask them to wash their hands ... you won't let
 574 them eat with dirty hands ... you will ask them to wash hands ... then the child will go to
 575 wash hands ... after that ... if talking about game ... then they will be allowed to play ...
 576 we will touch their face, hands ... we will play with them ... and when we will play with
 577 them ... they will learn things ... there will be more growth and development in them ...

578 I: What other developments?

579 P: Physical development, mood fresh ... they will learn things from game...today one thing
 580 and next day another thing ... that will also help in development ...

581 I: What more will happen ... if both of the programmes will run combined...

582 P: If both programmes will run combined together ... there will be a lot of differences ... just
583 in food habits... they will do the way you have taught them. They will do those work
584 themselves later ... you don't have to say them ... they will do everything themselves ...
585 even their parents will not be stressed about sending their children to school Or washing
586 their clothes ... or serving them food ... they will serve the food themselves ... they will
587 have developed in the brain that they shouldn't waste the time of their mother ... they will
588 do their work by themselves ... so, there will be a lot of knowledge regarding those things
589 ...

590 I: If this programme would come ... the nutrition programme ... in addition to the games for
591 a child under three years of age ... what will be the thinking of community people regarding
592 that programme ... what will they think about that?

593 P: They will think good ...

594 I: Why?

595 P: If that programme would come ... it would come for my child ... not for other children ...
596 that is why everyone will like that ... you are not teaching bad things ... you are teaching
597 good ones... that is why no parents will say not to teach ...

598 I: It will be good for parents ...

599 P: Yes ...

600 I: What good will it be for children ... what will community people think about that?

601 P: For children also, it will be good ... no guardian no parents will face any challenges for
602 that If tomorrow you will come with such programme ... or if you will bring food and
603 play-related materials for the child then every guardian will give their children for their
604 participation and will let you teach them ...

605 I: They will try to learn?

606 P: Yes ... they will try to learn.

607 I: In which way should this programme run in your village ... in which way should it run that
608 it will be beneficial for all of you?

609 P: To bring this programme to my village ... I do not have that capacity ...

610 I: In which way should this programme run?

611 P: It should come from ministry ... people like you There are many people like you ... if
612 they would be taught and send them, it would be good ...

613 I: What else should be done to make this programme reach all of you ... to reach all the child
 614 under three years of age?

615 P: They should be called in the village and asked to stay in village for at least one day
 616 they should make us feel that... “We have brought these kinds of things for your child ...
 617 to teach them... Give me two hours- four hours of your time” ... every guardian will give
 618 time ... it’s not that any of them won’t give ... everyone will give if they win the trust.

619 I: Whose support is required to run that programme?

620 P: To run that programme ... support can be asked from any school because children are
 621 found there as well ... in any school if you will ask their support to run the programme
 622 they will surely give ... it's not that they won’t give ... it will be very good if done through
 623 school ...

624 I: School?

625 P: Yes ...

626 I: Why did you choose the school?

627 P: I chose the school because there are so many students in the school ... under three ... under
 628 ten years ... there are so many children ... and if you will seek help from two teachers ...
 629 or if you will ask the headteacher to provide you two teachers for your programme then he
 630 will easily send them ...

631 I: Why did you choose teacher ... as a child under three years of age doesn’t go to school ...

632 P: Children under three years of age don’t go to school ... but their sisters... brothers ... they
 633 go to school and small children also follow them ... there are so many children who go to
 634 school ...

635 *Informal conversation (someone came in and asked the participant something)*

636 I: As you said that it will be easy if there will be teacher’s participation ... children ... small
 637 children will also learn ... which would be the best place to teach these things? Where
 638 should it be taught?

639 P: The best place would be school because there is a playground, a proper place to teach ...
 640 and nearly all the students will have a place there ...

641 I: But I do not want all the students ... I just want a child under three years of age ...

642 P: Even three years of child ... they accompany their sibling and go to school ... and if you
643 will ask sisters “Where is your young sibling” they will go and call them instantly ... that
644 is why school is a better place ...

645 I: What should be taught in school?

646 P: There are so many things to be taught ... regarding play activities as well ... I have shared
647 about it so many times ... like rattle... handkerchief ...

648 I: I mean to ask ... if a child under three years of age goes to school ... who will teach them
649 ... who will teach them so that parents learn things? Because people are needed to teach
650 them ... right?

651 P Yes ...

652 I: Who could be that person?

653 P: You will have to find the person from ministry and provide them... those people... those
654 who will teach how to play games ... there could be many people

655 I: Who will be good from the village to teach?

656 P: In village it good would be if teacher will be given equipment's and if you will teach them
657 these things and even teacher can teach these things in coming days ... (meaning if teacher
658 will be given training then it would be good) (57:38 mins)

659 I: How will the teacher teach a child under six months of age?

660 P: He can't teach a child under three years of age. But if you will come once or twice and if
661 you will teach ... then next day child will be called (meaning that Child might get
662 habituated to learn from the teacher if he visits many times)... similarly the teacher will be
663 instructed. The teacher will be asked to call small children and give them their time ... one
664 hour or two hours ... if they will give time to children then children will come to them for
665 sure.

666 I: Teacher should call them?

667 P: Yes ...children ... their siblings... children who are over three years of age ... if they will
668 be asked to bring their younger sibling, they will bring them ... if the teacher will give one
669 or two hours to them ... they can teach them then ...

670 I: Who will teach ... either teacher or their siblings ... make me clear in this...

671 P: Teacher will teach them ... children can only learn about how to play games from their
672 siblings ... besides that people from top-level should be called to teach or teacher should
673 teach ...

674 I: So, people from top-level should be called?

675 P: Yes ...

676 I: Who could be the best person to teach these things from the village ... people might be
677 available in the village as well ...

678 P: From village ... as I said, school will be good... teacher will be good ...

679 I: Why did you choose a teacher?

680 P: Teacher because in primary level there are kids in the school. So there are some kids who
681 follow their sibling and go to school ... so in this way many children can participate... they
682 will not remain in house but they will follow their siblings to school ... so it will be every
683 easy for them (children below than three years) to learn there ...

684 I: What will be the benefits from this?

685 P: There will be many benefits.

686 I: What kind of benefits?

687 P: Benefits like ... children will learn things ... by learning it will be easy for them as well
688 ...

689 I: I have rarely seen children under three years of age going to school ... we are talking about
690 a child under six months ... under three years How ill they learn ... and generally child
691 more than three years of age goes to school ...

692 P: Children when are about to complete three years then they are sent to school ...

693 I: I am talking about a child under three years of age ...

694 P: For a child under three years ... that is what I said ... if children above three years of age
695 go to school then their brother will follow them or sister will follow them ... this is how
696 they will also go to school ... Children can start walking from one year , don't they?

697 I: Yes ...

698 P: Yes ... so they can easily follow their siblings to school ... just the thing is they will face
699 challenges in studies but they will not face any challenges in playing ... Children under
700 three years of age will have problem in studying. We have to hold their hands to make

701 them write. But there is no restriction in games ... they will play as much as you will play
702 with them ... that is why the school will be a good choice ...

703 I: So, the teacher should teach them?

704 P: Yes ...

705 I: How important it is for siblings to learn these things?

706 P: If you will teach teachers in school, siblings will automatically learn ... they will learn just
707 by seeing...

708 I: What could be the disadvantage of that ... if that participant will reach there?

709 P: Disadvantage could be ... they have to play gently so that they won't break their hands ...
710 if they do it is a disadvantage ... if their legs are broken it is a disadvantage ... if they run
711 they have to run carefully ... there might be pieces of glass, bricks, stones ... they might
712 get hurt ...

713 I: Those are the disadvantages?

714 P: Yes ...

715 I: If this programme would come ... whose help and support is required?

716 P: Support from ... I do not know from whom will you seek help from upper level ... but if
717 to talk about this place ... if we will seek help from the school, it will be better ...

718 I: To support this programme ... to bring this programme ... whose support will be required?

719 P: I cannot say about that ... like who will bring the programme ... or whose support is needed
720 ... the person connected to that might bring ...I guess school would be great.

721 I: Whose help and support are required for this programme ... to bring this programme?

722 P: Must take support from the district ...

723 I: Besides district?

724 P: Ministry ... below the district ... we have to seek help from the ward office... and from
725 there take help from the school ...

726 I: How important it is to seek help from the health sector?

727 P: From health sector ... it is important to take from health sector as well ... because ... it is
728 important ... it gives the facility of polio, immunization which is for a child under five
729 years of age ... just after the birth of child ... they will require service from health sector
730 till five years of age ... that is why the health sector is very important ...

731 I: So, for this programme ... health is more important or school ...

732 P: To run this programme school is important ...

733 I: Whose help is required to bring this programme? As you said VDC, district ... ministry ...

734 whose else help is required to make this programme run in a very effective way?

735 P: Here you can choose 3 to 4 persons ...

736 I: What kind of person?

737 P: Like school teacher, 2-4 people from the village ... those people can also be chosen ...

738 they can work

739 I: Teacher ... people from the village ... so which kind of people should be chosen so that it

740 will be easy for us to bring this programme?

741 P: One who is linked politically ...

742 I: More?

743 P: School, health post ... if you will consult these people, it will be easy for you to bring the

744 programme

745 I: As you said leader ... why do we need help from them?

746 P: We need because ... every people doesn't understand this scenario but they are linked with

747 these things and that is why it is important ...

748 I: What about the health sector?

749 P: Health sector will also be connected ... they are the employee of government ... so their

750 help is also required ...

751 I: Teacher?

752 P: Teacher is also employee ...

753 I: To make this programme effective ... what could be done?

754 P: To make it effective ... time should be given ... the main thing is time ... after giving the

755 time ... if they will be taught to play ... it will be good ...

756 I: Who should give time?

757 P: Children should also give time ... and teacher should also give time ... children will learn

758 from that and they will be good ...

759 I: Whose participation is most in this kind of programme ... who could learn better by

760 participating in that kind of programme?

761 P: In that mother, participation is important ... because if children will learn mother will
 762 watch them do things ... and so the mother can guide the child to do things ... that is why
 763 the participation of the mother is important ...

764 I: Why did you choose mother?

765 P: I chose mother because ... children spent most of their time with their mother ...

766 I: What things will make it easy to participate in that programme?

767 P: To participate ...

768 I: What will make you easy ...

769 P: Easy ...

770 I: What will make you interested to go in that programme?

771 P: If people like me will be shared ... and if only ten of us will be interested today then in
 772 coming days more 50 people could be interested ...

773 I: Suggestions might be given there ... or advice ... which thing will make it easy for you to
 774 ...

775 *Phone rings*

776 P: My children are learning and that is easy for me ... my time has been saved ... that is why
 777 it will be easy ... it will be easy to teach the child

778 *Phone rings*

779 P: If children will learn things, it will be very easy ... in the coming days I will not have to
 780 teach them again ...

781 I: To participate in that kind of programme ... will you face any challenges ... issues ...
 782 anything?

783 P: No issues ... because their time will be set according to the programme then there will be
 784 no problem and child under three years of age generally plays ... so there will be no any
 785 issue ...

786 I: During the implementation of the programme what kind of obstacle or challenges would
 787 come?

788 P: No obstacles will come ...

789 I: Still in the village ... what kind of obstacle might occur ... think about that?

790 P: Challenges like ... children might not be available sometime ... they might be out ... in
791 the school ... they might have gone to visit their grandparents This might create
792 challenges ...

793 I: If children are not available in the village?

794 P: Yes ...

795 I: More ...

796 P: What could be more ...

797 I: What kind of challenge may occur while running the programme?

798 P: If children are not available in the village, there will be a problem ... after that ... children
799 should be taught carefully so that they won't get hurt ... they should be taught carefully
800 because if the child will get hurt their parents might complain about it ... that could be the
801 challenges ...

802 I: What should be done then ... If children are not available in the village ... what should be
803 done to sort out this problem?

804 P: To sort of this problem ... parents should be convinced that their child won't get hurt ...
805 the teacher will take care of the child and teach them ...

806 I: What help could you give from your side to run this programme? What could be your role?

807 P: To run this programme ... whatever help will be required from me ... I will help ...

808 I: What kind of help?

809 P: Help like ... if they will need my help to support kids is anything related to feeding the
810 child... I will help them ... I can also help them in any games tehn I can help the child ...

811 I: What support can you give from your side?

812 P: I can support ... by buying any 50-100 pieces gaming material ... I can distribute them ...

813 I: What else help can you give ... one as you said you will distribute toys ... what else help
814 can you give?

815 P: In that game if they need my help, if they will require my time ... I can give my time to
816 them ...

817 I: To give continuity to this programme what can be done ... what comes to your mind?

818 P: To give continuity to this programme, it should come time-to-time.

819 I: Who should come?

820 P: The person who will be linked to this programme ... the person who will teach things to
821 child ... that person should come time and again ... if they will give their time It will
822 run for a long time ...

823 I: People involved in this programme should be monitored from the top level?

824 P: Yes ...

825 I: In what other ways should it be done to run it more effectively?

826 P: To run it more effectively ...

827 I: For its continuity ...

828 P: For that monitoring should be done ... in every six months or in a year ... it will be good
829 then ... it will run continuously ...

830 I: Ok, you really shared very good things ... thank you for this ... thank you very much for
831 your time ... if anything will be missed, I will contact you again ...

832

833

834 **End of the interview**

835

836