CHAPTER I

INTRODUCTION

1.1 General background of the study

Greek Philosophers, In the beginning were the ones in western world to teach us on how to consider and treat our children. In Plato's *Republic*, Socrates sketched a place where the nursing and parenting of children is carried out communally (Plato, & Bloom, 1968). In Eastern part of the world the importance of a male child was recognized historically, through a son he conquers the worlds, through a grandson he obtains immortality, but through a son's grandson he ascends to the heaven has been declared in the veda (Baudhayana Sutras2-9-16.3, C G Kashikar, 2003). Not much later, instead, Aristotle claimed that children belong to their own parents in as much as they beget them (Aristotele, 1999). Much later, first Augustine, then Thomas, and later still Locke and Hobbes, Rousseau and Kant, all had a great deal to say on children and parents, as well as on children's status . The last great master who told us who children are and how they should be treated is perhaps John Stuart Mill: children are immature beings who cannot have the very same rights and liberties as adults (Mill, 1910).

Traditional and common understanding of work is generally summed by this definition of work by Merriam-Webster dictionary, "To perform work or fulfill duties regularly for wages or salary". Work, in sociology, is defined as the carrying out of tasks, which involves the expenditure of mental and physical effort, and its objective is the production of goods and services that cater to human needs. An occupation, or job, is work that is done in exchange for a regular wage or salary.

Therefore, there has been very little research about the broader "work" that applies to formal and informal work performed voluntarily or by force by children. This "work" by children is mostly unrecognized, under-appreciated, seldom understood and almost never looked upon in its entire social context and in relation to play, education and wealth. The main aim of this study is to understand children's work, its relation with childhood play, examining children's formal and informal education through work and play in schools and homes and to explore the relations of wealth with work, play, education and socialization of a child.

Socialization is an important process in child development. Stated simply, it is the process whereby individuals, especially children, become functioning members of a particular group and take on the values, behaviors, and beliefs of the group's other members. Theories of socialization have alternately framed children as being passive recipients of socializing messages or active agents engaged in the process of adapting to society (Corsaro, 2011)

David. F. Lancy talks about the social structure of children in current US Neontocracy, however, in current Nepalese Context neither of the models fit. Lancy views children at the top of social structure of in developed countries and states that in agrarian societies ancestors are at the top of social structure, which seems contradictory according to Nepalese context because even in earlier Agrarian Nepalese times children were appointed Kumaris, living god. Therefore, western model of studying childhood in sociology is not always appropriate towards Nepalese social context. We haven't been able to socially prioritize children to the top although

significant social and political changes have undergone for children's place in society, children's education and children's rights.

David F. Lancy defines work in a broader sociological and anthropological perspective especially concerning children and childhood as "Inherently developmental because children learn skills *as they work* and is inherently social because most skill learning occurs in the process of working *with* and for others."

Childhood is generally understood as a structural form or pattern, determined by societal parameters, such as economy, politics and technology. In this understanding, childhood is a segment of the generational order which related to adulthood and old age. Therefore, it becomes critically important for any research to distinguish between primary relationships between generations and structural relations between different generations. Therefore, for this research of children's socialization, childhood can be considered as sociologically seeing childhood as socially constructed and defined by society and not being fixed in different times, places and cultures. This can be understood by comparing different global ides of childhood. In this research we generally will consider childhood in Nepalese and global cultural social perspective.

"Work" is of central importance in the lives of children. It appears in various manifestations over the lifespan. It forms the basis of play, of socialization or rearing, of family structure and friendship. Work may serve as a form of debt payment, as preparation for marriage and family formation, as the basis on which respect and honor are calculated in maturity, and, of course, as hard labor. There is considerable evidence that babies arrive in the world with a hardwired repertoire of predilections and reasoning skills that will support their efforts to help others with their work and their efforts to

master common chores. Work is important because the child's development—physically, socially, and emotionally from toddlerhood through adolescence—is closely coordinated with the "curriculum" of increasingly difficult and important tasks. Work thus represents the pre-modern equivalent of schooling. Work is the foundation for the child's construction of an identity, particularly gender and acceptance as a community member. Last, children's work is often vital to the domestic economy particularly evident in times of crisis. (Lancy, 2018)

"Play" is often less understood in adult world and even in sociological arena. The real meaning of play is explored and simplified by Doris Pronin Fromberg and Doris Bergen in their work, play from birth to twelve. The notion of a recursive process that provides interplay between the meanings for each child (whose personal content base is in the form of event knowledge) and the shared negotiations with other children (who use their own event knowledge) makes possible the synergistic development of socio-dramatic play episodes. With respect to play as a skill-building experience, moreover, it is the case that children's development takes place in social negotiation and competence skills, as well as cognitive expansion, elaboration, or flexibility, or physical game playing. Meaning, from these perspectives, therefore, includes both conceptual content and a degree of complexity tempered by commitment and caring. Commitment and caring relate to the self-motivational dynamic of play. Three themes that are evident in meaning making are exploration, power and personal meaning, and imagery. Doris Pronin Fromberg and Doris Bergen, 1998.

The personal meaning of work and play varies for each individual in regards to individuals social context. Each individual brings characteristic meanings to play and

work and constructs personalized meanings. Social contact transforms the meaning, nature of work and play in children. Adult interactions with children are negligible because in the adult environment because of the social and psychological conditions that adult perceive and children create are generally different from one another. Object play may be realistic or imaginative. Children may focus on the real properties of the objects as they play or they may go beyond the literal qualities to assign imaginative properties and roles to objects which adults empathize but fail to accept as children's current reality. This gap has been tried to study through the study of work and play habits of children in Kathmandu.

This study will focus on future teenagers from the ages of 10, 11 and 12 from Kathmandu. In this thesis children from different economic background, geographic location, social and cultural upbringing will be surveyed to find out the hours of household chores and work that they do at home, its impact in socialization process, types of play activities in Kathmandu, that children are generally interested and practice and its impact on various aspects of socialization at home, school and society. Both qualitative data analysis and quantitative data analysis will be a base for this research, where qualitative research will be based on pioneer researchers such as David F Lancy, Goldstein, B., & Oldham, J., William A Corsaro, Madeline Leonard's research and quantitative research will be done with children in Kathmandu with a comprehensive questionnaire of about 10 questions done with a group of 20 children including girls and boys from different social, economic background.

In a broader sense, this study will also shed some light towards changing times and trend of children's changing status, role, preference, work and play habits in shaping

the socialization process in current Nepalese society, specifically in Kathmandu in relation to changing social norms and trends in family and individuals in areas of lifestyle, work, identity, technology and social order.

There is little research done on the subject of children's work, play and socialization and influencing social factors such as status, power, family, peer groups, community, state, mass media which forms children's norms, values, roles, work, play and socialization.

1.2 Statement of Problem

Ambert (1986) showed that the percentage of articles dealing with children in renowned sociological journals was minimal. Further, she found that this had a solid tradition as great sociologists almost never mentioned children – with the exception of the ones who wrote about socialization such as Durkheim and Parsons. In some countries this picture has remained unchanged until relatively recently. In order to study about the proper study of children and the factors affecting childhood we have to overcome this challenge and study this unexplored sociological territory.

This thesis studies on the hypothesis that children in Kathmandu, who directly come from all over Nepal or at least have recent linkages to places across Nepal, today are standing in an important crossroad of history where traditional process of child socialization through work and play is significantly going digital and socialization process is shaped by the digital influence such as mass media, social media and technology. Many poor families in Nepal are also working their way towards middle class, upper middle class and high class on the basis of added wealth due to business,

foreign work, higher land value etc. This wealth attainment leads to consumerism, accumulation of material wealth, which in turn has various social, psychological and economic effects on the family, especially children. This study aims to decipher the current trend of work, play and socialization of children through to various social factors and influencers such as kin, peer groups, media, school and state. This research will be based in both qualitative analysis and quantitative analysis. For qualitative analysis David F Lancy's work Anthropological Perspectives on Children as helpers, workers, artisans and laborers will give a perception on children's work from a sociological view in order to examine the work and play or children in Kathmandu.

 Goldstein, B., & Oldham's work Children and work: A study of socialization will also be a reference in understanding socialization of children in global and in later forming ideas on the processes of socialization in Nepalese society which will come through quantitative analysis of this research as well.

Children have never been on the center of sociological research in its earliest days in regards to global sociological studies. Therefore, there has been a significantly less researched subject in Nepalese sociological arena. Furthermore, any other institutions or individuals who can further research and implement the researched subject can in general benefit from this research in various social, economic, political, and educational and child development areas as well.

Hart uses the term "assigned but informed" to define research whereby adults decide on the project and children volunteer to become involved or they know who decided that they should be involved. This throws up an initial problem in doing research with children. Recent policy in relation to children has a two-fold prong of protecting and

promoting their interests. Because adults as parents or quasi-parents view their role as protectors of children from other unfamiliar adults, there are all sorts of limitations placed on adult researchers' access to children. In particular, access to children has always to be negotiated through adults who act as gatekeepers on their behalf. The most common gatekeepers are parents and teachers and it is through gaining the consent of these adults that one gains the consent of children. Hence children's consent is always secondary to adults' consent. Indeed there is a danger in assuming that adult consent equals children's consent. The research was fundamentally influenced by these limitations. Involving Children in Social Policy, Madeleine Leonard

William A Corsaro's research work, The sociology of Childhood and Madeline Leonard 's sociological work, The Sociology of Children, Childhood and Generation will shape up this research's study, references and understanding of children's work, play and socialization in a broader concept to clearly understand and define sociological concepts in sociology of children.

For the quantitative analysis, a carefully designed questionnaire which includes questions regarding various work done at home and outside by children, different games and play of children which they learn and participate with or from family, friends, peer groups, society, community, state, mass media, education and government. This research will attempt to quantify different variables such as types of child work, hours of children's work, types of children's games, social value or learning from such games and work and other aspects of socialization process in regards to work and play. This research will bridge a gap in a literature and examine the understanding of children intrinsic social learning through work and play in following areas.

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a. What work do children in Kathmandu perform?

b. What are the choices and impact of games or means of play in childhood of children in Kathmandu?

c. What inter-relation and change can be found between work, play and socialization process of children in Kathmandu?

1.3 Research Objective

Children and the study of Childhood has been marginalized in Nepalese sociological research mainly due to other major influencing social factors such as politics and poverty and most research on children has primarily focused on impact of poverty in children. This has created marginalization and exclusion of a major population of Nepal who has had a normal childhood has to come to the center of sociological studies and the effects of different social constructs and factors such as wealth, materialism and consumerism has on the behavior of children in forming the roles, values and norms of children and the future society. Broadly speaking, this awareness, research and recognition of childhood's social position is the larger objective of this research.

The general objective of this research is to put light on the marginalization and exclusion of a major population which has to come to the center of sociological studies thus shifting from the gerontocracy in Nepalese society. Broadly speaking, this is the larger objective of this research. On the other hand this research deals with finding evidence based answers to objective and specific questions about of children's work, play and socialization of children.

Other general objective of this study is to uncover if the innate humanistic behavior, compassion, kindness and empathy in mankind is still prevalent despite

emergence of new technology or placing of children in certain level in a society. Perception, function, importance and role of social institutions such as family, friends, kinship, community, society and country changes in due time. This study aims to be the bench mark for current Nepalese study of children and childhood and inspire future researchers to give more voice to children who are marginalized in social power structure.

The Specific objectives of this research is to examine to work habits of children in Kathmandu, uncovering the childhood and socialization of Kathmandu children through work and play.

1.4 Significance of the Study

There are very little sociological research concerning children's work and play, its social impact in shaping children's values roles and norms, and its long term social implications in forming an early view as an individual and a social being.

Nepal is trying as a nation to grow economically and socially after all the political changes in the last decade. Therefore, many researches on social sectors especially concerning wealth and the behavior of next generation citizens of Nepal towards work wealth, wealth attainment and the effects of work and wealth on the social behavior, productivity and child development is critically essential for the expansion of sociological understandings. Since all western countries have seen economical and social development through proper study of the society, current Nepali academia and society will certainly benefit from studies as these.

Sociologically, it has been very essential to understand effects of work and play on human social behavior effecting values, roles and norms. As we can see that

capitalism has disintegrated families and societies in America through individualism, free markets and consumerism. Therefore, it is even more essential for developing societies like Nepalese society to do more research in changing times and sensitive issues regarding children's socialization process.

1.5 Research Hypothesis

The hypothesis for this study is presented as below:

H : Null hypothesis

where I= 1,2

H_{01}= Children in Kathmandu are not significant workers but are minor helpers in domestic work for their parents.

H_{02}= Children in Kathmandu today prefer digital game over physical games.

CHAPTER II

LITERATURE REVIEW AND THEORITICAL FRAMEWORK

2.1 Literature Review

"Work is of central importance in the lives of children. It appears in various manifestations over the lifespan. It forms the basis of play, of socialization or rearing, of family structure and friendship. Work may serve as a form of debt payment, as preparation for marriage and family formation, as the basis on which respect and honor are calculated in maturity, and, of course, as hard labor. There is considerable evidence that babies arrive in the world with a hardwired repertoire of predilections and reasoning skills that will support their efforts to help others with their work and their efforts to master common chores. Work is important because the child's development-physically, socially, and emotionally from toddlerhood through adolescence-is closely coordinated with the "curriculum" of increasingly difficult and important tasks. Work thus represents the pre-modern equivalent of schooling. Work is the foundation for the child's construction of an identity, particularly gender and acceptance as a community member. Last, children's work is often vital to the domestic economy particularly evident in times of crisis", David F. Lancy. Lancy, stresses the importance of work in for formation of the basis of play, of socialization or rearing, of family structure and friendship.

David F. Lancy compares work to school before pre-modern era as work is important because the child's development—physically, socially, and emotionally from toddlerhood through adolescence—is closely coordinated with the "curriculum" of increasingly difficult and important tasks. This is also true to the concept of "play", which also serves as a tool for teaching life problems and work. Work thus represents the pre-

modern equivalent of schooling and is closely related to play and socialization process in childhood.

David F. Lancy in his work, Anthropological Perspectives on Children as Helpers, Workers, Artisans and Laborers, explains that it is probably fair to say that "popular wisdom" in the twenty-first century identifies children's work or labor as an aberration, an unfortunate and deplorable deviation from "normal" childhood. To the extent that work is acceptably ascribed to contemporary children, it is in the context of formal schooling where students do "seat" work, "group" work, "home" work, and so on. Not surprisingly, children as workers are virtually nonexistent in the academic study of child psychology. Yet there is growing cross-cultural and historical evidence that the majorities of children made or still make vital contributions to the family economy. Work as a central component in children's lives, development, and acquisition of culture goes unappreciated. This book aims to rectify that omission by reviewing and analyzing the very robust corpus of ethnographic, archaeological, and historic cases detailing children's work.

According to Doris Bühler-Niederberger (2003), "The sociology of childhood is still a young branch of the discipline, as 'little actors' have for a long time tended to be overlooked by sociologists. The main question that was considered to be of real sociological interest concerned the transformation of 'little savages' into civilized, reliable social actors, into adult actors, namely socialization. In contrast, the new sociological view of children fosters the study of a variety of children's issues, addressing questions which are overlooked, excluded, marginalized or rendered illegitimate by the focus on socialization. Some important starting points and the central concepts of the

'new' childhood sociology - as it is often characterized by its proponents - are outlined. The development and 'state of the art' of this sociological field in different countries needs to be compared and reflected against the background of everyday assumptions and social problems in each of the respective societies in order to foster the further production of sociologically relevant knowledge — this constituted the programmatic approach of the articles assembled here."

For Kpelle, children, their make-believe play is like "previews of coming attractions." It gives children a foretaste of their adult roles. From nonfunctional, playful "work" in a make-believe context, children transition into using scaled-down or cast-off versions of adult tools and may begin "helping" their mothers or older siblings as they carry out their daily chores. Kpelle parents fully expect that every child will follow this play to work path, however, if they seem to be stuck, not shedding "childish" pursuits or choose a deviant path, pursuing interests which contribute little to the community, "good" parenting requires the parent to "adjust". the child's direction by a verbal harangue, physical punishment or the denial of food.

Similar disregard to children's contribution in making of modern Nepal is seen in academic and social arenas of Nepal. This study aims to find the historical social contribution of children alongside changing trend in Nepalese society where children are seen as the most prioritized category of citizens lately in city areas. Lancy's work will be a guiding literature in systematically understand the social importance of work and play in the process of socialization historically and through this research to understand the current situation of children's work and play habits and its impact in socialization and overall contemporary childhood. The amount of time children engage in complex

pretend play has decreased over the 20 years in and around Kathmandu valley due to increase in educational practices and decrease of open land spaces and digitalization play and many other life aspects. Therefore, in Play from Birth to Twelve, Contexts, Perspectives, and Meanings, by Doris Pronin Fromberg and Doris Bergen, they stress that regardless of city, suburban, or rural settings throughout the world, children play. If they grow up in an agrarian economy and accompany their mothers into the fields, they find ways to play within that environment, and there are reports that mothers who work in such settings also find ways to make the time with their children pass in playful ways (Edwards, 2000).

There are common structural features that are inherent to the domestic economy which greatly facilitate children's progress in becoming workers. The world of work is largely an open book to the child. Watching scenes of family members at work stimulates the young child in numerous ways. First, it is entertaining in the same way that books and films are entertaining. Second, from the previous chapter's discussion, we know that these scenes will provoke the desire to "help out" in order to "fit-in." This objective will serve to guide and focus the child's attempts. Third, research in infant cognition suggests that the child will also feel compelled to actively process what they are observing and to attempt to imitate the behavior of the observed. If tools are involved in the work, the child will readily employ a facsimile in their efforts to replicate the activity (Lancy 2017) We often see girl children sweeping floor with a broom because they learn work or play by copying their parents and sometimes boys use tools and sticks to copy their fathers. This example in Nepalese society suits what Lancy calls an open book for children to

learn. This work that children learn or play is the fun filled activity for a child which is the basis for play, work and socialization through work.

Another important conclusion from this work is that not all children seem to need this specific form of play in order to develop. Rough and Tumble is a particularly male phenomenon and many boys seem to use it in the service of their social–cognitive development. Girls generally do not engage in Rough and Tumble but also develop into well-functioning social beings. Girls use other strategies to become socially competent; they engage in social pretense play at high rates, compared to boys, which suggests that this form of play, not Rough and Tumble, is important for their social–cognitive development. In short, not all children must travel the same developmental path to competence. This sort of behavioral flexibility seems crucial in light of the fact that children, as a species, are reared in a variety of conditions. To flourish in these different niches, children must adopt different strategies. Thus, educators should beware of advice that one "royal road" leads to anything. There are numerous roads. Doris Pronin Fromberg and Doris Bergen (1998),

As Doris and Doris stress, there isn't any single particular way of learning through work and play in all children. In boys and girls this can differ and similarly it can differ in age groups and by personality types. Therefore, for all research, education and sociological purpose, it is important to understand the differences in work, play and socialization habits of children from person to person and in from culture and societies.

Kathmandu used to be an agrarian society until recently. However, social and economic changes were seen rapidly and now it is a metropolitan with modern lifestyle for children. However, children will always find a means to play and families and

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societies will find means to give age appropriate "work" for children. Thus, this research will find meaning in Play of our research of children from the age of 10 to 13, which will decipher the inherent nature of play to train children towards becoming future workers.

Researchers of children and childhood have found that childhood is a social construction with its own culture and way of seeing (Corsaro, 2005; Mayall, 2002). Children are not 'human-becomings' who learn and prepare for adult life; rather, they are competent and knowledgeable agents who actively shape the world around them (Bühler-Niederberger, 2010).

This notion that children should always be looked upon by adults and adult ideology always shapes children is also challenged in this research. Children can actively shape up the world around them by generating ideas, different ideas of playing and serve as a functioning member of society through work and in creating ideas for a future which in turn creates the future of mankind. Therefore, there can be a chain of effects in society forming norms, roles and values through work and play in children, children in playing and working add their own influence, meaning and understanding and later playing a crucial part in shaping up the society.

One reason for being skeptical about any claim of radical discontinuity-at least in Western conceptions of childhood-arises from the fact that, even today, the dominant view of children embodies what we might call a broadly "Aristotelian conception" of childhood. According to Aristotle, there are four sorts of causality, one of which is Final causality and another is Formal Causality. Aristotle thinks of the Final Cause of a living organism as the function that organism normally performs when it reaches maturity. He thinks of the Formal Cause of the organism as the form or structure it normally has in

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maturity where that form or structure is thought to enable the organism to perform its functions well. According to this conception, a human child is an immature specimen of the organism type, human, which, by nature, has the potentiality to develop into a mature specimen with the structure, form, and function of a normal or standard adult.(Gareth Matthews 2018)

Most literature in childhood studies in areas of sociology, anthropology, psychology and other social sciences treat children as an immature specimen who has to be socialized in a certain way through work, play and socialization and they will become a fully functional member of a society at a certain point in age. However, due to disruption in electronic technology children are fast changing this notion as they are developing their own, ideas, products, games and companies as they are equally acquainted to modern technology much better than older generation. In the future this Aristotelian view of children might see significant changes due to the technological revolution in the world.

"Of course, sociology has never ignored children completely–but almost completely. In the 1980s, Ambert (1986) showed that the percentage of articles dealing with children in renowned sociological journals was minimal. Further, she found that this had a solid tradition as great sociologists almost never mentioned children–with the exception of the ones who wrote about socialization such as Durkheim and Parsons. In some countries this picture has remained unchanged until relatively recently. Needless to say sociologists always thought they were including children, but this was primarily only through research and scientific discourses about families or education." Doris Bühler-Niederberger, *2010.*

In this context, sociologists of children's work, play and socialization wants to bring the study of childhood to the center of sociological discourse to further incorporate the influencers of society who play an important role to shape a particular society.

"The most well-known frame- work for characterizing shifts in basic cognitive abilities is Piaget's theory of cognitive development, which proposes four main stages of cognitive development: sensori motor (birth to two years),preoperational(two to seven years), concrete operational(seven),and formal operational (eleven through adulthood; Ginsburg and Opper 1988). Vast differences exist in the cognitive abilities and resources available to children at these stages, including the preoperational, concrete operational, and formal operational stages of most interest to consumer researchers." John, D.R. (1999).

In John, D.R. (1999), "Consumer socialization of children: a retrospective look at twenty-five years of research" cites Ginsburg and Opper for categorizing children's social behavior. This research mainly examines the "work" and "play" of children who have just transitioned from concrete operational stage of childhood to formal operational stage in their cognitive development. This is the age children tend to mature their socialization towards the concepts of "work" from the socialization they get through their "play".

Twenty-five years of consumer socialization research have yielded an impressive set of findings. Based on our review of these findings, there can be no doubt that children are avid consumers and become socialized into this role from an early age. Throughout childhood, children develop the knowledge, skills, and values they will use in making and influencing purchases now and in the future. John, D.R. (1999). As John, D.R's research finding point out that throughout childhood, children develop the knowledge, skills, and

values they will use in making and influencing purchases now and in the future. This poses a question about children's awareness of "work" and its relation to the "play" that we often overlook as naïve. Through quantitative data analysis this will further examine whether children are consciously playing the work that they want to pursue in the future or they currently do at their homes or our research area of Kathmandu district.

2.2 Theoretical Framework

Both dependent and independent variables will be correlated during the study. Independent variables are mass media like electronic; TV, Radio, Internet and print media-newspaper, magazine, books; and media contain like news, article, and radio/TV programs on different subject.

Dependent variables are behaviors and attitude change among student that includes relationship with family and society, peers and teacher, academic performance and social performance.

Primarily the variables that will be correlated to study are Impact on behavior and attitude due to work and play, relationship between work, play and socialization, family and society, peers, teacher, academic achievement of children and their work and play habits, print media (newspaper/magazine/books), electronic media (Radio, TV, internet), violence and information.
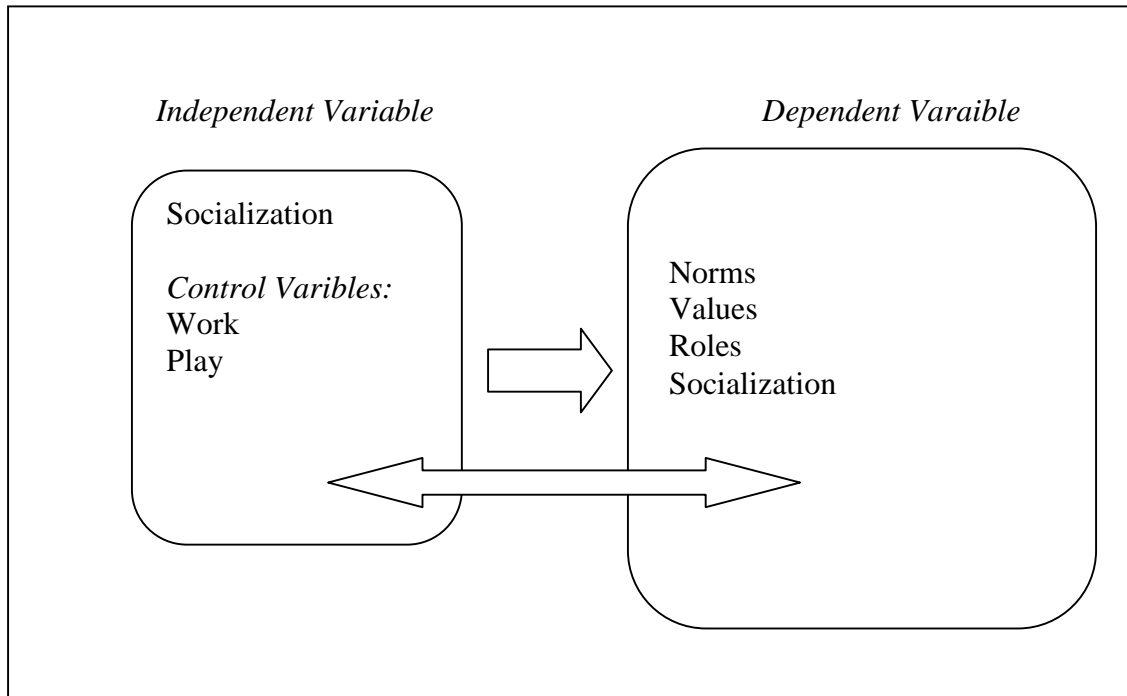
Figure 1.1 Specification of Variable

2.3 Specification of Variables:

a. Work: Work, in sociology, is defined as the carrying out of tasks, which involves the expenditure of mental and physical effort, and its objective is the production of goods and services that cater to human needs. An occupation, or job, is work that is done in exchange for a regular wage or salary.

All culture around the world put work as the basis of the economy or economic system. The economic system for any given culture is made up of the institutions that provide for the production and distribution of goods and services. These institutions may vary from culture to culture, particularly in traditional societies versus modern societies.

b. Play: Play is a range of voluntary, intrinsically motivated activities done for recreational pleasure and enjoyment. The role of play in the development of young children has been well documented; here's a look at the "six stages of play" as outlined by noted sociologist Mildred Parten.

b. Norms

Sociologically speaking, Norms are sets of informal understandings that govern all the individual members of a particular society. Social norms are generally accepted by most members of the community and are socially justified. These standard set of patterns of social behavior are typical and expected to be followed by all the members of the society. Going against the norms of any society is considered as a taboo or being radical or counterproductive to that society.

c. Roles

The behavior that is expected of an individual who occupies a given social position or status. A **role** is also considered as a comprehensive pattern of behavior which is generally socially recognized, providing a means of identifying and placing an individual in a society.

d. Values

Values symbolize social statements of what is to be considered good or bad. We get social orientation with the help of values, but also with the support of cultural, religious, ethical or societal concepts, models or representations. Therefore, values form an ethical meaning and guide human actions.

d. Socialization is the process of internalizing the norms and ideologies of society.

Socialization of a child through play and work has been practiced in human societies since ancient times. This is the most natural and effective way of socializing children.

CHAPTER III

RESEARCH METHODOLY

Participants in this study included 20 students from Pinnacle Scholars' Academy, Kalanki, where children from different villages and cities all across Nepal study together. Participants included 10 male students and 10 female students between the ages of 10 to 12. All participants of this study are unpaid volunteers that have come forward to help with the research project. Some of the participants were selected by class teachers and by convenience sampling.

3.1 Research Design

The research design of this study was non-experimental and co relational as it studied the relationship between works, play and socialization process in children. 20 Students were selected from different classes and were seated in an open hall where they were divided into 4 groups of five people each. They were first handed the survey forms and group discussion for the research was done at each table where other data was collected.

This study is designed to minutely research qualitative and quantitative data equally to back theories, propositions and suppositions with measurable data and data analysis. A carefully designed questionnaire, reduction or nullification of biases and errors and accurate analysis of the results will be the utmost priority in the design of this research.

3.2 Research strategy

Main goal of this research is to find the effect work and play in the socialization process in Nepalese children of Kathmandu from ages 10 to 13.

3.3 Justification for selection of the study area

I have worked in education sector for last five years and have seen many children, parents and families who have the best intention for their children to get the best education, learning and achievements for their children. Many children also give their best for education, family and social behavior. However, many children, families and schools have totally failed in the creating children with good social behavior, optimum learning abilities, social cohesion, family unity and child development in a broader social sense in general.

Therefore, it is a must to study the factors affecting the social behavior of children such as work, play and socialization. Only then, we can help children learn properly at schools, at home and help them be ideal social units in the development of the nation and in the life and pursuit of happiness of the individual child as well. Hence, this study was appropriately chosen for study even though there are limited resources and studies for reference in this particular social field of study.

Implementation and application of findings from this research will be hopefully in any small way be a valid outcome of this study. It is probable that further researches will commence on this sector involving the sociology of children and the sociology of wealth.

3.4 Universe, sample and sampling procedure

20 children in total will answer the questionnaires, who will be randomly selected to represent all the 7 states of the country who have migrated to Kathmandu and are currently living here. Diversity on race, ethnicity, gender, geographical location will be assured to assimilate as many diversities as possible. As this research depends on samples

which are random, to cover all wealth group families, the sample will cautiously be taken to represent low income and wealth families to high income and wealth families.

3.5 Nature and source of data

Data is the lowest unit of information through the use of which other measurements can be successfully done. That is why data is considered as quantitative or qualitative values of a variable. In order to meaningfully decipher the information through primary and secondary sources in this research, the statistical units used in this research, objectives and method of data collection will opt for a superior degree of accuracy in this research. No faulty source of data will be used to come into a hasty generalization in sensitive topics of child work and children's play.

3.6 Data collection technique

Data will be collected using questionnaire, from different families, schools, public places and internet forms as well. The questionnaire will be distributed to the child who will answer the questions. This collection of data will be diverse geographically, socially and economically as far as possible.

Focus group discussion, observation and in-depth interviews have also been done for understanding of children's work and play in this research.

3.7 Data analysis and interpretation

In order to discover useful information, inform conclusions, and support decision-making the data would be carefully analyzed using proper tolls of data analysis through cleaning, transforming and modeling data in a proper way. Data integration, data visualization and data analysis will use for accurate analysis and interpretation of the collected data.

Qualitative data can be subject to interpretation and personal biases. However, use of appropriate sociological theory and guidelines from key research paper will ensure the proper interpretation of the effects of household wealth on children, effects of multiple electronic gadgets, physical infrastructure, material wealth, money, power, status which shape children's social behavior and behavior towards wealth and its attainment in general.

3.8 Limitation of the study

The sample size population used for this research was not a large number because of time and financial constrains and therefore there is a probability that the information provided by the respondents could be limited to the experiences of the respondents which may not adequately depict the state of the subject matter. Due to time constraints, the evaluation focused only on the surveyor and developers side. It would have been ideal to interview other social members related to children, such as their parents, teachers as well so as to uncover any issues that are particular to them and might not be totally represented in the research.

Children can sometimes not understand the gravity of the situation and might not totally follow the questionnaire, which however has been simplified, can answer ambiguously or falsely. This could also create inaccurate results, which is always attempted to minimize so as not to affect the research as a whole.

Researches of this kind shape the future of the society and should be done by a team of experts, using large sample size and taking a lot of time. However, this academic research lacks enough funding or manpower causing severe limitations.
The major limitation for the research are as follows:

a. Small/mid sample size

b. Time constraint on the data collection and analysis

c. Financial limitations

d. Unwillingness of respondents due to young age.

CHAPTER IV

ANALYSES AND DATA INTERTRETATION

4.1 Place and people

All the subjects of this research were selected randomly as current residents of Kathmandu district. However, from the survey it becomes evident that their permanent addresses are spread over different hilly and terai districts of Nepal as shown in the chart below. Most of the Nepali population has been migrating in and outside Nepal since a long time. People in the hills have migrated to plains and the residents of the terai then go on to migrate to bigger cities and the capital city Kathmandu. Therefore, this research represents the Nepali urban children.

However, due to limitation of this study, it has not been able to dig deeper the life, work, play and socialization of children of remote villages of Nepal where children still give more time to household work and labor, have limited play resources and environment.

4.2 Data Interpretation

Below is the table representing the districts of permanent residence of our research group.

Permanent address of the research participants

- Kathmandu
- Makwanpur
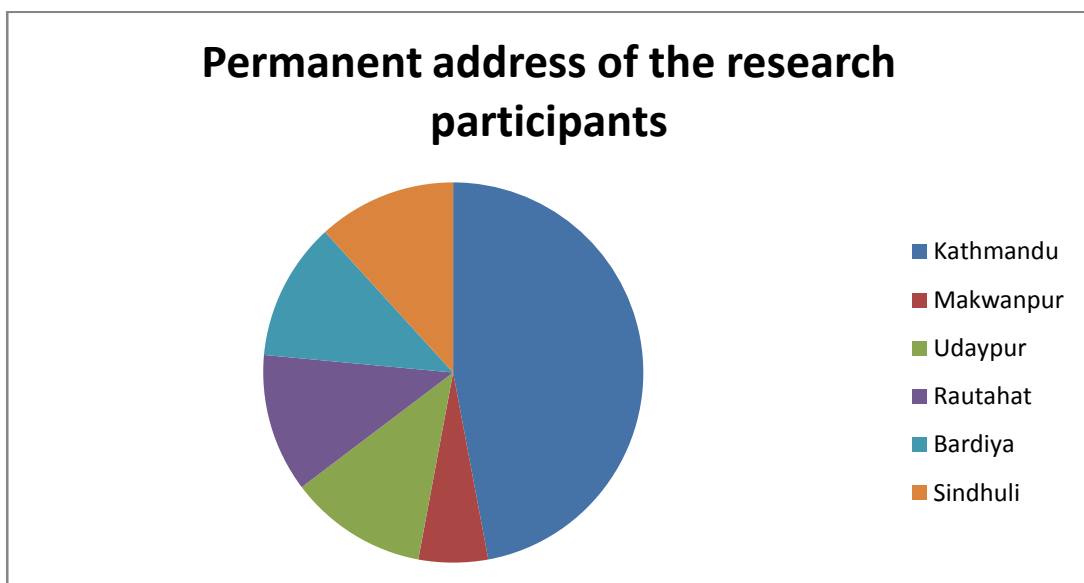- Udaypur
- Rautahat
- Bardiya
- Sindhuli

Figure 2. Permanent Address of the children.

4.3 Analysis of work that children in Kathmandu perform

Out of 20 participants of the research 8 are permanent residents of Kathmandu, 2 from Udaypur, 2 from Rautahat, 2 from Bardiya, 2 from Sindhuli, 1 from Makwanpur, 1 from Chitwan, 1 from Dang and 1 from Morang.
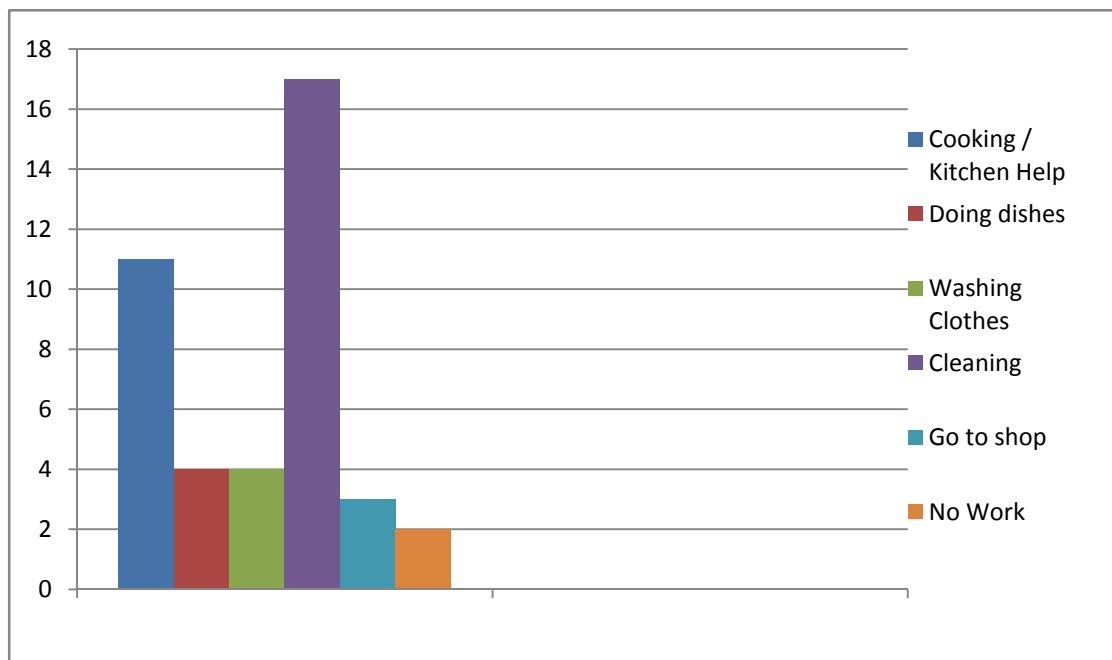

Figure 3. Different types of "Work" that children in Kathmandu perform

Out of 20 respondents, where one could choose more than one work that they perform, the highest number of respondents 17 said that they clean their bed or do some sort of cleaning help at home, , 11 said that they help in some sort of cooking or in the kitchen, 4 said that they sometimes do their dishes, 4 said that they sometimes clean their clothes, , 3 said that they help going to the shop or vegetables and 2 didn't work at all at homes.

. Work is important because the child's development-physically, socially, and emotionally from toddlerhood through adolescence-is closely coordinated with the "curriculum" of increasingly difficult and important tasks. Work thus represents the pre-modern equivalent of schooling. Work is the foundation for the child's construction of an identity, particularly gender and acceptance as a community

member. Last, children's work is often vital to the domestic economy particularly evident in times of crisis. (Lancy, 2018).

Therefore, from changing nature of work in urban Kathmandu, we can say the construction of identity in children is changing; children and families are becoming more global in nature. In many communities across Nepal, there is still a system of child helping at household work which is not short of labor according to global standards. Girls are still subjected to a lot of domestic work as they are seen as the most responsible person for household chores and work.

However, in this controlled group we could not find any conclusive evidence of discrimination between boys and girls in terms of work in our research subjects which is also a less expected outcome of the research as equal number of boys and girls were included in the research. In fact, one of the girls even mentioned that she does not do any work at home at all. This change in preference and priority to children's rights and education shows gradual development of Nepali society from agrarian society based on children as active members of work force to industrial society where children are seen as future workers.

Chores may be adopted voluntarily by children or assigned by a parent. From toddlers to teenagers, children are expected to help out according to their capacity and skill. Scholars have taken care to designate "children's work" as tasks that are incorporated into family life and are "developmental" where children are learning while helping. In contrast, children "labor" for wages or other form of remuneration, or to work off a family debt. This may involve removing a child from its family and exposing him or her to arduous and unhealthy conditions; and may not include opportunities for learning and advancement. In short, "labor" may be detrimental to children, at least in the long term (Bourdillion and Spittler 2012).

Child labor will be defined as substantial work in the family home, on the family farm, or elsewhere for wages that is done by children under 14 years old and these conflicts attending school is not considered child labor. All of the children interviewed and surveyed did not face any form of child labor at home or outside.

The role of work in socialization and lives of urban children in Nepal is decreasing day by day. Compared to earlier generation and rural children, children in Kathmandu enjoy a better quality of life and are only engaged in nominal household chores and are not subject to domestic help, forced labor and inappropriate work at home.

This signifies that children are getting more time for education and play instead of work.

Work has always been a major agent in Socialization process, but children in Kathmandu as trends change start formal work only after completing their education. Therefore, children are also socialized to educate themselves better for becoming a competent and successful future worker.

From the above analysis we can conclude that children in Kathmandu are not major domestic helpers for their parents, like they used to be before. Hence we can accept null hypothesis that children in Kathmandu are not significant workers but are minor helpers in domestic work for their parents.

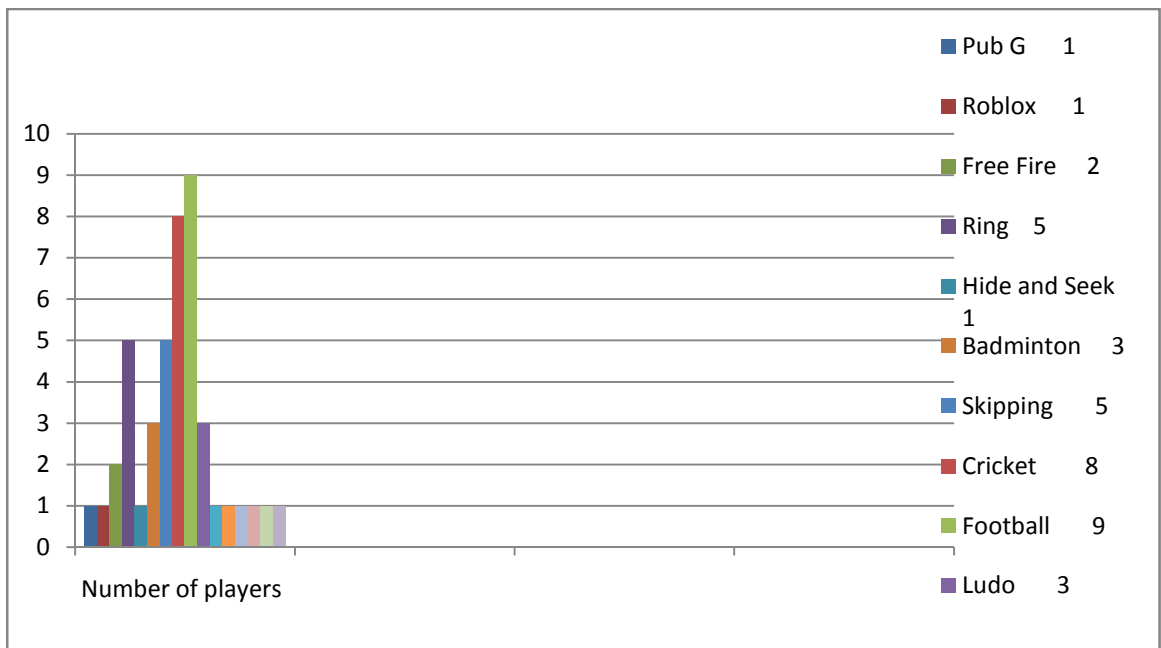**4.4 Analysis of games played by children in Kathmandu**

Figure 4. Name of Games played by Children

From the results of the survey it is evident that the most popular game among children of age 10, 11 and 12 in Kathmandu is Football, as 9 out of 20 children play football, the second most popular game is cricket, as 8 played cricket, third most popular game is Ring and Skipping as five children out of 20 played these games each, Badminton and Ludo are the fourth most popular games as 3 children played badminton and ludo, similarly 2 played Free Fire, and 8 played other various games.

8 Boys and 1 girl liked football. Therefore, Football and Cricket were the most popular games for boys. However for girls, Ludo, Badminton and Skipping were the favorite games.

Digital Vs Physical Games
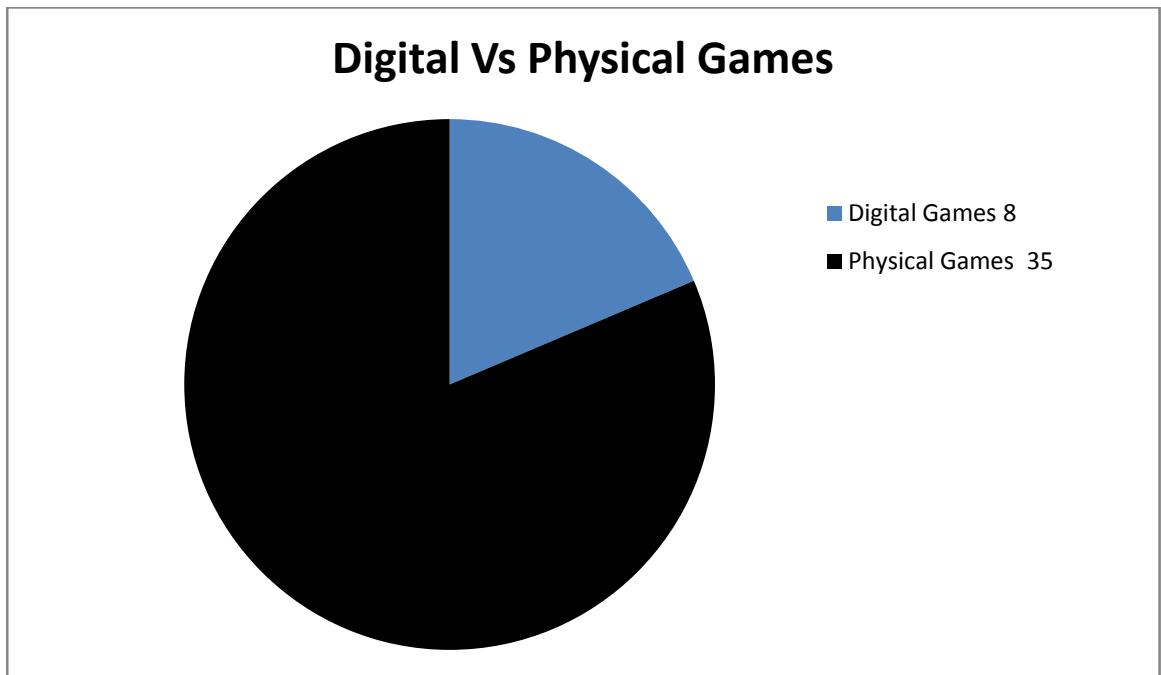
■ Digital Games 8
■ Physical Games 35

Figure 5. Digital games versus Physical games

Out of 43 games, physical games still lead being the favorite games of children, however, digital games players are also in significant number.

Finding the meaning and exact role it plays in socialization process is not the easiest finding for a researcher. However, universal themes in most plays where some are categorized as friends and enemies, teach children to see some people as belonging to their team and their side and some people as other. This helps in real life of children where they have to figure out which social sphere they belong to and which person, place or country is their own and what the other that may involve enemity and risk, This process is explained by Doris Pronin Fromberg and Doris Bergen's following excerpt in her book, Play from Birth to Twelve.

In the children's play described in the preface, some universal themes of bipolar friends and enemies, dealing with fear or risk, escaping to other times and places, and gaining empowerment through community building are examples of children's meaningful event knowledge that they have built through play. Meaning as a context-based subject of study is vast, beyond the scope of this volume. The notion

of a recursive process that provides interplay between the meanings for each child (whose personal content base is in the form of event knowledge) and the shared negotiations with other children (who use their own event knowledge) makes possible the synergistic development of socio-dramatic play episodes. With respect to play as a skill-building experience, moreover, it is the case that children's development takes place in social negotiation and competence skills, as well as cognitive expansion, elaboration, or flexibility, or physical game playing. Meaning, from these perspectives, therefore, includes both conceptual content and a degree of complexity tempered by commitment and caring. Commitment and caring relate to the self-motivational dynamic of play. Three themes that are evident in meaning making are exploration, power and personal meaning, and imagery. Doris Pronin Fromberg and Doris Bergen (1998).

Being based on Doris and Doris's research, three major themes that are found in almost all kinds of children's games are Exploration, power and personal meaning and imagery.

From the above analysis it was revealed that children in Kathmandu today still prefer physical games over digital games and hence we reject the null hypothesis.

4.5 Exploration in playing

Boys and girls in the research have their own favorite games which are generally different yet somewhat similar. All the children attempt to explore their favorite game to find out the best interest of one self, be it indoor game, outdoor game virtual game or physical game.

Some games such as hide and seek, that our research children play is designed to explore new areas to hide and to find, to search for and to look to find. Therefore,

many games are exploratory in nature. Many video games and digital games also focus on this exploratory part of play. Games like Minecraft and PubG can also be called exploratory games as these games have the option for the players to explore into digital territory and in playing the competitive game the player also explores one's own strength, stamina, strength and strategy.

As many researchers suggest that childhood play shapes future strategy and thinking capabilities, it is possible that children might develop the habit to compete or not to compete, to give up or fight, to explore or to choose safety, to play risky game or safe game, complex psycho-social decision making process in a way starts from playing games and can be subconsciously, effortlessly and ingeniously taught to future generations, sometimes consciously and even in some instances unconsciously.

4.6 Power and personal meaning

A human being's relation to power is always present, subversively or coercively or directly as society has certain power structure, be it political, social, and family, age, and position and so on. Children are the lowest ranking social units in terms of power structure. The complex concepts of rule of law, power of the ruler and moderator can be seen in all games. Play is the easiest way to teach children about this power structure that lies in the society because the player never attempts to change the rules but follows the rule and tries best to be the most powerful player in the structure of the game and power. In this regard each player of the game has a personal meaning to the game and each player enjoys the game in a different individual learning and entertaining process.

4.7 Imagery

From the ancient games played in the Greek arenas to the modern games of childhood, excellence in playing is highly regarded socially and personally. The

image of a winner or a loser is created through games. The child who is the most successful in game sees himself and herself as the winner and as is generally trained to win. Sometimes, during childhood this image of being competitive and physical is not easily acceptable to all children, therefore they do not like certain type of game because they do not want themselves to be portrayed in a certain image.

In the 1940s, when the boundaries between Folklore and Sociology were not so clear, Florestan Fernandes (1979), a leading Brazilian Sociologist, completed research into children's games on the streets of Bom Retiro, a S˜ao Paulo immigrant neighborhood inhabited by Eastern European Jews, Italians, Japanese, and African-Brazilians, all members of the working class or of the lower-middle class. Fernandes observed the socialization process of children and studied the Iberian origin of children's play songs.

In contrast to studies of that period that treated the socialization of children as if they were mere recipients, Fernandes showed the child to be a social actor, transmitting the social culture of Portuguese-Brazilian society to his or her immigrant parents. Although, he did not develop this idea in great depth, his research represented a methodological innovation, according to his Professor Roger Bastide, 1979.

A modern sociological research can only be complete when we see child as a social actor, his or her play as a process of socialization which will in future shape the society. Therefore, in this research I have asked the children about their reason to play. What has motivated or driven them to play?

Most of the children have said that they played for fun, entertainment and exercise. In this regard it is clear that they are conscious about the basic function of the play that they perform. It becomes evident that the purpose of the play is conscious. However, the conscious realization of all the in-depth, hidden functions

and meaning of play is irrelevant to children as the whole purpose of the play is to function as a tool to teach children these complexities in a natural learning environment without conscious effort or force.

Some children have interestingly pointed out the reason of their play as to be brave, to be strong, to be mentally fit and to grow my fighting skill. This realization of play as a function of preparation of war or a fight and connotations of strength, bravery and fighting in children can be seen the conscious realization and purpose that play and work serves in children. Although, fight and war is not generally in physical form for common citizens, humans have always struggled, fought and survived by fright with other tribes, countries, nature, philosophy etc across history. Therefore, in order to become skilled future workers who are able to fight and win, play is the earliest form of socialization. This research has been able to prove that children, not only learn these important social skills through play, but sometimes are fully aware of the circumstances, future applications and purpose of the play as well.

As we have seen a very critical situation in the past, even in the cities of Nepal, the revelations of this research as children in Kathmandu at least are not involved in forced labor or household work means that the society has improved pretty fast, even though it might not be up par with global standards. None of the 20 respondents had to do household chores or forced work.

Lack of play area in urban areas is one of the burning problems that has been created due to unplanned urbanization, loss of open public spaces and expansion of development work. The increasing urban pressure observed in the bigger cities has direct impact on the smaller settlements also by the expansion of larger settlements along its periphery. The boundary of the urban areas within the valley is increasing gradually towards the peripheral settlements engulfing the vacant land wherever available for people's convenience. These settlements itself are not deteriorating but the development pressure

exerted by its surrounding areas cause its damage to the traditional socio-functional character. The expansion of the urban areas does lead to development but the smaller settlements still remain far behind the development process. This can create an environment where children will have to only depend on digital games or games played in confined spaces which in long run can affect the socialization and development of a child.

Children's current day "work" and "play" can also be looked upon through Economic theories as well, in concern to socio-cultural change.. This theory is classically put forward and provoked be Marxism, which depicts that the absolute cause of change is due to economic reason. These are determined by infrastructure (mode of production), structure (domestic and political economy) and superstitions (art, social life, ideology, literature).

The mode of production directly influences the economic activities, which influences family, gender, age etc. When there occur, changes in economy the whole social unit tends to be changed, in this very juncture, one cannot omit the Adaptation theory. This theory pleads the adaptation of physical and social environment in social cultural unit. This will ultimately change the complete society. In this context S.C. Dube says "Human being keep on creating new social environment and these, in their turn, make certain adoptive is often product of change-intended or unintended consequences of it". This change that Dube talks about can seen in Nepalese children's work which has changed into recreational and for learning purpose rather than for labor purpose as prevalent in earlier Nepalese society. Children's "play" can also be looked upon as a game of haves and have not s. Children in Kathmandu enjoy a relatively luxury lifestyle and enjoy play that is upto global standard and play for self development process, whereas still in rural Nepal children do not go to school, school goers dropout early, early marriages happen, there is little success in

education, successful do not get jobs locally, brain drain and going abroad for jobs is a crisis and this has a deep effect in children's work, psyche, social behavior and learning, play habits and children as a whole.

When we look at the attendance status by age survey shows that 25.8% children of age 5 years never attended school which is very large proportion. It is interesting to note that of the age 24 and above 45.4% reported never attended school in Nepal.

When 28.1% our earlier generation in Nepal has not attended any form of schooling, current finding are really satisfactory as a very large percentage of children in cities go to school currently. In private boarding schools, this research did not find any forced labor or work at home or outside in the controlled study group.

During this research I had asked our research subjects about their wake up time in the morning, the student waking up earliest woke up at 6:00 A.M. and the child who woke up last woke up at 7:45. Shortest time of play was half an hour to longest being 2 hours 15 minutes. 3 out of 20 worked 0 minutes or didn't work at all and longest working time was one hour. The shortest TV or Mobile time was 20 minutes and longest was 3 hours.

None of the children woke up before 6 in the morning and didn't do any serious work at home. Therefore, we can comfortably say that they have a previledged life in terms of children's work. All of the children had certain play time, ranging from 20 minutes to 3 hours which means they play according to family rules and nobody is barred from playing which is instrumental in the development of a child and his or her socialization process.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This research has primarily focused on the effects of "play" on "work" and relation of "work" and "play" to socialization of a child in Kathmandu. The major finding of this research was that children in Kathmandu do not or at least for the sample size do not have to do forced labor or difficult work for that matter at their homes and outside. The works they do are related to learning and self discipline. Looking at the answers of the children on why they play as to be fit, to be brave and to excel is the real life learning that play prepares children for real life work in which you have to be the best at your game. This also correlates to the relation that work and play have role in this socialization process where as children in their earliest ages, in this case of research at the age of 10, 11 and 12 know the rules of the games, they also know the impact and implications of the games in a broader sense.

Therefore, as our key paper suggests work is important because the child's development—physically, socially, and emotionally from toddlerhood through adolescence-is closely coordinated with the "curriculum" of increasingly difficult and important tasks. Work thus represents the pre-modern equivalent of schooling. Work is the foundation for the child's construction of an identity, particularly gender and acceptance as a community member. As we have seen different choices of work and play in children, hence creating identity, boys and girls choosing different sets of games to play even though they had complete choice to pick a game of their choice, shows the construction of gender identity through work and play in children and teaching of complex social rules effortlessly and unconsciously creates acceptance as a community member.

Play, then, in the elementary and middle school years must go underground. It becomes illicit. Elementary school children create imaginative doodles on paper or notebooks during work time. Older children transform Cuisenaire rods into rocket ships during mathematics lessons. Adolescents create elaborate fantasy worlds during algebra class. Teachers cannot prevent children from playing in these ways, although they sometimes make them feel guilty for doing so.

Upon observation of children's play at schools and homes we can say that some conclusions about school-based play are address below. Typical play in school is more bound than play at home. It can and should be emancipated. Four recommendations for achieving this are:

1. Children should be given the chance to play with whomever they choose during at least a portion of the school day, because such open-field play allows greater opportunity to exercise positive social skills.

2. Play time should be lengthened, because positive interactions in play take longer than negative ones. It may not be enough to make time in school for play. Play may need to become the primary focus of school.

3. Open-ended raw materials should be provided in school, because realistic props and curriculum- bound play themes can restrict conversation and debate. A move to generic play contexts, where children can invent what they will do, may better allow pursuit of personally felt play needs.

4. Teachers should avoid intervening too quickly in play disputes and give over to children the regulation of social interchanges. Certainly a degree of intervention is warranted; some children will need support to play at all. Heavy-handed interventions or those not related to play in progress, however, will distract children from the very important work of play.

Looking at our conclusions from our data this research also reaches similar conclusions as Doris Pronin Fromberg and Doris Bergen as children should be given choice to play any game of their choice or any work of their choice for their future social development. Children's play time should be lengthened as children in our research have told that play makes them strong, disciplined and successful. Children's meaning should not be looked upon by adult meanings, socialization and values and teachers and parents should stop intervening too quickly as children are fully aware of their work, play and socialization process. They should be trusted more as children have overwhelmingly responded on their responsibility on work and their learning and socialization process through work and play.

The role of work in socialization and lives of urban children in Nepal is decreasing day by day as children do only minimal work at homes which are becoming more ceremonial than functional in urban Kathmandu. Compared to earlier generation and rural children, children in Kathmandu enjoy a better quality of life and are only engaged in nominal household chores and are not subject to domestic help, forced labor and inappropriate work at home. This signifies that children are getting more time for education and play instead of work which might seem beneficial in a short run as we have recently come from a physically working society to more complex social structure, however in the long run children might benefit from hands on practical learning through work which is sustainable, natural and practical in teaching and learning real life situations.

Therefore, from changing nature of work in urban Kathmandu, we can say the construction of identity in children is changing; children and families are becoming more global in nature. In many communities across Nepal, there is still a system of child helping at household work which is not short of labor according to

global standards. Girls are still subjected to a lot of domestic work as they are seen as the most responsible person for household chores and work.

This research has been able to examine the working and playing habits of children, types of work that they perform in their daily lives, how little or insignificant learning through working happens in urban Kathmandu, the type of games they play, the choices of games as in digital versus physical games where overwhelmingly children choose over physical games, their awareness of the benefits of play and learning through work and play has been a significant finding.

Future researchers who would like to research on the area of children's work and play can certainly look on the detail impact of each game that has on the learning process, further research can be done into individual games that are popular or Nepalese games that children rarely play such as gatta or choi doom or dandi biyo. Nepalese sociological research has always focused on the poverty side of Nepalese society mainly due to developmental studies or most studies being outdated, further research can be done into the working habits of the growing middleclass, upper middle class or the upper class families and their children who are the major stake holders in the future of Nepal as they will have the best education, best social environment and chances of success due to family, self and social structure. Research can also be done on the changing trends in socialization as Nepal is heavily influenced by global values for children in terms of work and play habits. It will be an interesting topic to look upon the influences of western though or the continuation of eastern ideas in work, play and socialization of children in Nepal.

I did not find any conclusive evidence through this research about the gender discrimination in our research group which is a pretty random sample consisting of equal girl and boy children even though discrimination is generally a preconceived

notion in this kind of research in Nepal. In this controlled group we could not find any conclusive evidence of discrimination between boys and girls in terms of work in our research subjects which is also a less expected outcome of the research as equal number of boys and girls were included in the research. In fact, one of the girls even mentioned that she does not do any work at home at all. This change in preference and priority to children's rights and education shows gradual development of Nepali society from agrarian society based on children as active members of work force to industrial society where children are seen as future workers. More research into gender discrimination or lack of it in urban Kathmandu can also be a matter of interest to further researchers.

The last great master who told us who children are and how they should be treated is perhaps John Stuart Mill: children are immature beings who cannot have the very same rights and liberties as adults (Mill, 1910). This was the conventional way of looking at children even from a sociological stand point. However, in the current era of research importance has been given to understand children as functional members who actively shape up our society even though they might not enjoy same legal political rights, however definitely own equal social rights compared to older or adult generation.

This research has been significantly important as it encourages other student researchers, professional researchers, development researchers and policy researchers to give special importance to the research regarding children as most of the research is generally focused on adults and most research about children is from the perspectives of adults and it fails to take in account the perspectives of children. This research will also encourage other researchers to be more children aware, motivate policy makers to implement the finding or make children part of policy

formation as some countries do as mentioned in the research. In Nepalese and south Asian context most of the research is poverty based and based on the assumption of underprivileged or underdevelopment or dependency but this research sees the current children of Kathmandu as subjects of global children where, treatment of children is done according to global standards. Hopefully this research will be able to motivate Nepali researchers to focus more on the future of Nepal, which are children and specially the children that have got good education and are the best future workers of this country.

Children of the 21st century must be looked upon as active and functional members of our society.

Another important conclusion from this work is that not all children seem to need this specific form of play in order to develop. Rough and Tumble is a particularly male phenomenon and many boys seem to use it in the service of their social–cognitive development. Girls generally do not engage in Rough and Tumble but also develop into well-functioning social beings. Girls use other strategies to become socially competent; they engage in social pretense play at high rates, compared to boys, which suggests that this form of play, not Rough and Tumble, is important for their social–cognitive development. In short, not all children must travel the same developmental path to competence. This sort of behavioral flexibility seems crucial in light of the fact that children, as a species, are reared in a variety of conditions. To flourish in these different niches, children must adopt different strategies.

Children have never been on the center of sociological research in its earliest days in regards to global sociological studies. Therefore, there has been a significantly less researched subject in Nepalese sociological arena. Furthermore, any other institutions or individuals who can further research and implement the researched subject can in general benefit from this research in various social, economic, political, and educational and child development areas as well. Therefore, this research would like to recommend more research into important questions of childhood like what are the best games in Nepalese context for better childhood. What household chores or work of children has the most social, health and educational benefit in children of Kathmandu. How can children be made to do more physical activities and how can the process of learning through work continue in modern childhood of children in Kathmandu.

The fact that urban children in Kathmandu do not do significant household work in Kathmandu has been uncovered through this research. Children in Kathmandu, especially our research group gives more time and priority to play than to work as they consider play as a base to be mentally and physically fit in comparison to work. They believe that not work but play helps them to be brave and become a winner. This research has also uncovered the diverse impacts of relation of work and play of children to the process of socialization.

5.2 Conclusion

In conclusion, children in Kathmandu still prefer physical games over digital games. This activity of physical games which is evolutionary developmental trend in children which is regarded as the base of socialization must be promoted as a healthy social skill during childhood. Also because of the changing trend in Nepalese society children are getting lesser time for outdoor play and getting less

"work" which has to be completed during childhood for socialization is getting reduced. Children are performing only insignificant household chores and sometimes even doing no work at home at all. This can create a vacuum in learning and socialization of children during childhood.

5.3 Recommendation

For further sociological/ anthropological research and activities the researcher, planners, policy makers, educators all should part away from their Gerontocratic society to a Neontocratic society and must realize that children of the 21st century must be looked upon as active and functional members of our society.

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Annex

Name -

Address-   Age-

a. What work do you perform at home or your society? ie household chores, domestic help, forced labor

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…………………………………………………………………………………………

b. What are the most popular games or means of play that you play?

Name of games , real or digital games and its rules

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………………………………………………………………………………………..

c. Why do you play?

…………………………………………………………………………………………

…………………………………………………………………………………………

d. What is the day to day play and work routine of children in Kathmandu?

﹚ What time do you wake up in the morning?-………………………………

﹚ How long do you work (if you work)? ....

﹚ How long do you play in a day ? ....

﹚ How long do you watch tv in a day?..

﹚ How long do you study at home in a day?..

﹚ What time do you leave to school? ....

﹚ What time do you come back home? ....

﹚ What time do you sleep at night? ....