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I: Interviewer

P: Participant

Interview duration: 01:01:07

Language in which the interview was conducted: Maithili

Location: Participant's house

Date of the interview: 25 February 2021

Interview started:

I: Tell me your name?

P: *[Name]*

I: Please speak loudly.

P: *[Name]*.

I: What is the thing your child plays most with?

P: He keeps playing. I am busy with my own work so how would I know what the thing is he plays most with. I do not know about that. It's like whatever I give him. He plays with that.

I: Whatever game a child plays, how does that game affect the child?

P: Playing a game ... it's like when children are lonely, they might not enjoy that moment so by playing in a group, they might enjoy things. They understand things, they learn things, children also learn from each other.

I: As you said children learn from each other so what do they learn?

P: They learn ... what is the game, what are the things they are playing with ... how is that game played ... they understand such things, they learn such things.

I: What are other things a child might learn from the game?

P: From the game, they can learn a lot of things ... they can read as well ... like when they play with a toy (car) ... they will learn about that toy ... in advance ...

I: What can they learn from the toy (car)?

P: From toy (car) they know ... for instance they learn things ... for instance, some learn how to knit things (clothes) and then they can use that skill later, it will be beneficial for them. That it is.

34 I: Your kid was playing shortly, even you saw that, right?

35 P: Yes.

36 I: By that game ... like when you as a guardian play a game with your child, how much do
37 your children learn things? Not more but ... for child under three years of age, what kind
38 of things can these children learn from a game?

39 P: From game ... they can learn a whole lot of things. For instance, their habits are built
40 from their childhood like ... eat this, eat that ... do this, do that ... so they learn many
41 things. But I don't remember everything perfectly now.

42 I: Not a problem.

43 I: For instance, if your child plays a football ... or you play with your child ... so how does
44 the playing habit of football affect the child?

45 P: After playing football, his body will be relaxed. For instance, even if he walks everything
46 like body parts will be free.

47 I: You mean playing a ball is for body ...

48 P: Yes! It will be good for the body ... it will add running as well.

49 I: Yes, when they run ... anything more? Like your child plays every kind of game, right?

50 P: By playing different games they learn the same things.

51 I: How important is the game for your child?

52 P: The game is very important. Education is also important, and the game is also important.
53 I mean if the child doesn't play doesn't roam during his childhood, then they are never
54 going to do those things later in their life. That is natural ... if they won't play with their
55 childhood friends, then they will not develop any knowledge as well. Their brain won't
56 expand.

57 I: What are other things? If they don't play the game?

58 P: Silent.

59 I: One as you said that their brain won't expand ... more?

60 P: More ... like ... they won't learn things ... when they will stay alone, they cannot learn
61 anything but when they occupy themselves with their friends, they might learn things.
62 They are engaged.

63 I: Some guardians also teach their child to play ... they play with their child ... and some
64 guardians might not play with their child or teach things to them ... so what differences
65 have you found in both of them?

66 P: The difference is like ... their child (one who doesn't play with their children) brain is
 67 less expanded compared to the children's brain who plays with their parents.

68 I: What are the other differences?

69 P: They (ones who play with their parents) understand things.

70 I: More?

71 P: I don't know what to say more.

72 I: It's ok. So, what are other things ... how will the game impact the life of a child under
 73 three years of age?

74 P: In game ... when children play in a group ... we can watch over them ... when they go
 75 for school or any other place ... we can watch them what are they learning ... that it is.

76 I: For the development and growth of a child how important it is for a parent to play with
 77 their child?

78 P: It is very important. They start playing with their child because it is a necessity. There are
 79 advantages to playing.

80 I: What advantages?

81 P: Advantages like ... children will proceed in life ... that is an advantage.

82 I: The children who are involved in playing ... or who are taught things from their
 83 childhood, how will they proceed in their life in the future?

84 P: I don't know what to say ...
 85 {6: 22 to 6: 32 Informal conversation}

86 I: How important is it for parents to play with children under three years of age ... or to
 87 teach them things?

88 P: What I think is ... it is important for a child not for parents. Because I will just assist
 89 them in playing.

90 I: How important it is? To play together with the guardian. To play with either father or
 91 mother ... how important it is for parents to play with their child?

92 P: It is very important to play with them. Because it is the guardian who teaches their child
 93 what to do and what not to do and it is obvious that the child will follow their guardian.
 94 Children will learn and understand things.

95 I: You are your child's father, right?

96 P: Yes!

97 I: You, your child's mother, grandmother ... how important it is for all of them to teach
 98 children to play ... not just play but instead teach them through stories through
 99 conversation ... how important it is?

100 P: Parents will teach the child how to live ... what to do not to do ... they teach those things.

101 I: what for a small child?

102 P: I do not know.

103 I: Laughs ... your child laughs ...

104 P: Laughs, talks ...

105 I: Does he play all kinds of games with his friends?

106 P: Yes! He plays.

107 I: Either with friends or with a ball or with dolls ...

108 P: He plays with the ball.

109 I: What kind of things can a child learn from those games or listening to the stories from
 110 their grandparents... or when you people say something or teach your child something
 111 new what can a child learn from all those things?

112 P: I am not much educated ... you are more educated than me. So, I am sharing only those
 113 things which I know or which I have seen.

114 I: Exactly, so what are the things the child can learn from games?

115 P: I am saying the same thing repeatedly that after playing games the body is free. Later
 116 when he will join the school, he might join a sports class and can move forward in that
 117 sector. These are the benefits.

118 I: They can join in school ...

119 P: Yes, they can play at school and learn different things.

120 I: How will playing affect the mind of a child?

121 P: For the mind also, it is useful.

122 I: How is it useful for the mind? playing ...

123 P: If the child will continue to play it will be good for them ... they will never have any kind
 124 of trouble ... for these things playing is important.

125 I: What kind of trouble?

126 P: For instance, one who doesn't play and sit dull will have more problems ... but the one
 127 who plays will not have any problems.

128 I: They will be healthy ...

129 P: Yes, healthy

130 I: It will help physical health but what about the mind (mental health)?

131 P: Mind will work properly.

132 I: How will mind work properly?

133 P: Because when one will start studying then will learn things ... their mind will work

134 properly ... they will understand things.

135 I: They will understand things, they won't be afraid right?

136 P: Yes! This means they won't get frightened looking at others instead they will try to

137 initiate a conversation with them. If she is asked "whose daughter, are you" then she

138 answers the question, she is not frightened.

139 I: Is it all because of playing habits?

140 P: Yes, because of playing habits.

141 I: Or is there another reason for that?

142 P: Yes, and another is When they study, they learn things ... so it happens due to that as

143 well ... but also from playing habits.

144 I: Before sending them for study how important is it for the mother, father, or guardian to

145 play with their children?

146 P: It is very important ... because when they play, they understand things ... even the

147 motive of the guardian is to teach them while playing with them ... they try to teach

148 about things to them ... they teach them to call them "*mummy and papa*" so when they

149 learn such things, we will feel that they are learning things.

150 I: As a guardian ... or say as a father or grandmother, how important is it for you to teach

151 things to your children? From the medium of playing?

152 P: I feel that ... even I and all other parents ... mother, father hope for their child to have a

153 good future ... so they teach things accordingly.

154 I: What kind of facilities are available in your village for children to play? Especially for

155 children ...

156 P: I didn't get your question (confused)

157 I: For the growth and development of child ... for a child under three years of age ... for

158 their growth and development As you said that playing is important ... so what kind

159 of facilities are available for them to play in this village?

160 P: There are no such kids ... I mean there are so many kids ... and they learn things from

161 their childhood ... if I have to talk about my son than ... he is five years old ... so we

162 taught him things since the very beginning and that is why now he goes to study ... like

163 he studies ...he also plays games ... and it's because we have taught him that and so he is
 164 following us by doing those things.

165 I: In this village what kind of games are especially played by children? By children under
 166 three years of age ...

167 P: Everyone teaches the same kind of game ... that is how should they behave ... everyone
 168 teaches the same thing ...

169 I: What kind of games do the parents of this village play with their children ... with
 170 children under three years of age ...

171 P: (Laughing) I do not know what kind of game they play.

172 I: You might have seen them playing ... in your neighborhood, your society, or your
 173 community ...

174 P: The way I play with my child everyone plays the same way.

175 I: Oh, so what do they (parents) do for the growth and development of their children?

176 P: For the growth and development of their children, they do a lot of things. I mean to
 177 educate them is also the way of growth and development of children. Everyone allow
 178 their children to go and play or they also buy toys to them to play ... so those are the way
 179 of teaching to them.

180 I: They are teaching kids...

181 P: Yes.

182 I: What are the things they use to teach their kids?

183 P: Nowadays there are toys available for every kind of games ... so they teach using those
 184 toys.

185 I: How much time do the mother, or the guardian gives to their kids?

186 P: When they (father) come they give like ten minutes ... 20 minutes ... or one hour. In the
 187 night they give full time. Else everyone is busy in their works ... so they give one or two
 188 hours. They keep them with themselves.

189 I: How much have you found others playing with their kids? How many parents give that
 190 much time to their children?

191 P: I don't see much ... I know some of them who (fathers) are overseas for two years ... so I
 192 don't know about others ... I just know about myself what I do.

193 I: In this village ... now I want to ask you about the development of a child This means
 194 the development of mind, development of body ... so for all these kinds of development
 195 of the child, is there any kind of special programme available for them? What kind of

196 play-related programmes are available for children in this village? Any kind of facilities?
 197 Especially for playing and learning ... anything?

198 P: In related to play ... they play football in their school ... they play bat-ball ... they play
 199 football... they play badminton.

200 I: Those games might be played by big kids ... do small kids play them as well ... is there
 201 any programme for a child under three years of age?

202 P: No.

203 I: What kind of facilities are there in this village?

204 P: There are not many facilities in this village ... it's like ...if someone comes to sell any
 205 kinds of stuff (toy) we buy them for kids and the kids play with that only.

206 I: Oh, ok.

207 P: There are no such facilities in this village.

208 I: How do the people of this village make their child play then?

209 P: Just like that ... whenever anything is sold here, we buy those things for our kids and our
 210 kids play with them. That is the only facility.

211 I: How much time do they give to their child? Like oh "I should teach this ... teach that" ...
 212 according to their age ...

213 P: Time could be ten minutes or 15 minutes, they give.

214 I: They don't give much time?

215 P: Yes.

216 I: So especially for kids there are no separate facilities for playing, right?

217 P: Yes.

218 I: What kind of information is needed for them?

219 P: What kind of information?

220 I: Do you wish to have any kind of information related to playing with children? Something
 221 which you would feel effective to have. What facilities do you think to have in your
 222 village for kids? Anything related to playing or learning materials for children under
 223 three years of age?

224 P: Guardian mostly teaches kids to study. They rarely play games. Instead, they are more
 225 focused on study.

226 I: What kind of information do you want that would make it easier to play with your child?
 227 What do you feel about that?

228 P: I feel... I want my child to study. Playing is for physical health. The body is free and
 229 relaxed.

230 I: But for the growth and development of your child what kind of playing facilities do you
 231 expect ... what is needed for a child under three years of age ...

232 P: For a child under three years of age ... when parents watch their child play ... when they
 233 watch their child happy They feel that.

234 I: In the village what kind of facilities for kids would be important to teach them things?
 235 What do you think?

236 P: I just feel that ... they should be taught. They should be taught to speak from their
 237 childhood, to read letters ... then that would be a good thing ... we think that.

238 I: What do you wish to have in your village? What are the necessary materials needed in
 239 your village to make your child learn things under three years of age? What materials
 240 should be needed?

241 P: If there would be someone to educate them then kids would learn things ... I feel that ...
 242 If that would happen kids would learn things. If there would be someone to instruct kids,
 243 then kids could understand their talks and we would feel that the instructor is helping our
 244 kids to learn things.

245 I: What kind of educator is needed?

246 P: One who could teach children's Like one who is understanding ... it is not possible
 247 by everyone to teach them ...

248 I: Where should they teach them? Who should come to teach them?

249 P: Like group ... they can call children at one place and then teach them things. That kind
 250 of group is needed.

251 I: Group?

252 P: Yes.

253 I: Where should be those kinds of groups formed?

254 P: For instance, in the hospital, where ten kids could sit together and play in a group. It
 255 should be done there,

256 I: In the hospital?

257 P: Yes.

258 I: So, should only kids go to the hospital or who should go there?

259 P: Both kids and their parents. Parents should go to watch their children. Children should go
 260 to learn things and guardians to watch them.

261 I: Will it be ok if guardians will go to watch them?

262 P: Yes, the guardian can watch how their kids are playing and learning things.

263 I: So, what kind of instructor is needed?

264 P: I do not know about that.

265 I: Anything that you think of happening for your child...

266 P: For instance, you have come to interview me ... so people like you when comes to us, we

267 learn things ... so if we will see anybody instructing our child in a good way then we will

268 ourselves send our child to learn things.

269 I: So, in the hospital, there should be child groups, right?

270 P: Yes.

271 I: Now I am going to talk about nutrition, so what kind of nutrition programmes are

272 available in your village for kids?

273 P: It's rice, pulse, vegetable ... mutton, chicken. And also, some packed foods from shops.

274 Like Horlicks We feed the baby with Horlicks, noodles, biscuits ... we feed these

275 kinds of things to our child.

276 I: What about programmes ... programmes like what should children eat and what they

277 shouldn't ... what kind of programmes are there for children?

278 P: I didn't understand (question)

279 I: Food habits ... we call it nutrition, what kind of things related to nutrition are available in

280 your village?

281 P: There is nothing available.

282 I: What about health care centers? What do they do? Do they give any kind of suggestions?

283 What do they do?

284 P: They don't give any suggestions. We buy food for our kids ourselves.

285 I: Yes, you might be buying food but what about information?

286 P: Information?

287 I: Do they give information to you forming a group about nutrition for a child under three

288 years of age?

289 P: For that, some people come here ... and they give a demonstration to us on what should

290 we do ...

291 I: Who gives the demonstration?

292 P: Like you have come to interview me, similarly other people also come to give the

293 demonstration session. They teach how to feed the child.

294 I: What kind of programmes are available for children at your health post ... related to
 295 nutrition ... are there any?

296 P: No.

297 I: Are there facilities for measuring height and weight?

298 P: Yes, that is available.

299 I: What about vaccinations ... or vitamin A?

300 P: No, not that.

301 I: Vaccination is given to a child after their birth ... under three years of age...

302 P: That is available.

303 I: Do they measure the weight of the child or arms (MUAC)?

304 P: They do not measure weight.

305 I: So, what kind of other information do they give especially for the child?

306 P: Information they provided related to the child are ... like when there is immunization for
 307 a child then they inform us that for children under three months of age or five years of
 308 age ... so that kind of information are given ... like the immunization for the child has
 309 started They inform us about that.

310 I: There are no further programmes?

311 P: No.

312 I: What kind of nutrition programme should be available that would be good for you all?
 313 For a child under three years of age ... what kind of things do you think are important for
 314 the child which would be useful for them?

315 P: For a child, there is a Horlicks product ... the child drink them ... so those kinds of
 316 programmes should come.

317 I: From where should those programmes come?

318 P: The same way you have come here to ask questions to me ... they should also come the
 319 same way ... even the government provides such programmes.

320 I: Programme related to food should come, right?

321 P: Yes.

322 I: Whether only food programmes are required, or information is also required?

323 P: Information is also required ... like information related to education, information related
 324 to playing, those kinds of information should be given.

325 I: Who should give such information?

326 P: Government should give.

327 I: As you said earlier that immunization programme is given by the government, but as you
 328 said that child weight is not measured Child weight is not measured when they are
 329 born, right?

330 P: Yes. They don't measure.

331 I: Do they give vitamin A? Immunization?

332 P: Yes.

333 I: Do they give vitamin A? (Asked precisely)

334 P: I do not know much about that.

335 I: Ok.

336 P: I am not involved much in this ... ladies are involved in these kinds of works. Whenever
 337 a child is asked for a visit, then she (his wife) takes him with her to (Health post) ... I
 338 am not available all the time, I have my job.

339 I: Presently, there is a nutrition programme ongoing here ... the nutrition programme which
 340 is being conducted from health post ... in that, they have immunization programme as
 341 well ... do you know?

342 P: Yes.

343 I: The programme which is now going in health post is related to food habits ... we call
 344 them nutrition ... which is related to food and water ... that is now being going on
 345 About that programme the WHO says that "health of every individual should be
 346 improved including a child and elderly population ..." they also suggest that food pattern
 347 for a child is very important and likewise playing and learning materials are also very
 348 important for a child to teach them things. If a child is taught about these things from
 349 under three years of age, then they will have good development of body and brain. These
 350 are the recommendations of WHO. If these two programmes will be operated together
 351 then it will be beneficial. They have advised so. What do you think about that?

352 P: I think that is a good thing. If this kind of programme would come it will be beneficial
 353 that is what I think.

354 I: Why do you think it would come it will be beneficial?

355 P: If it would come it will be beneficial. That is what I think. If these programmes will come
 356 children can learn things through them ... like how to feed children ... that will be a good
 357 thing. If they will teach and educate children, it is a good thing. So, if such a thing would
 358 come it will really be very nice.

359 I: How will this programme help in the growth and development of the child?

360 P: Help is just ... that it will be good for all. If every child will go, there then all the parents
 361 would think that something new has come ... something good has come.

362 I: How will it benefit the child? If both programmes will be operated together then how will
 363 it benefit the child?

364 P: I do not know much about that.

365 I: For instance, one programme on playing and one nutrition programme ... if both of the
 366 programmes will be operated together then how will it affect the growth and development
 367 of the child? How will it benefit the child?

368 P: I do not know much ... that how will it happen.

369 I: It's ok ...

370 P: My child reads and writes... he plays ... he is forward in everything and that is why I
 371 think he will be good in the future.

372 I: What more differences will you find in your child? If both of those programmes will
 373 come together ...

374 P: The difference will just be that kids will learn things ... if kids will learn something from
 375 that then that will be the difference. I will be happy to know that my kids have
 376 understood things. And now he will apply those things.

377 I: What will the villagers think about this programme? About the programme that will come
 378 combined together?

379 P: If those programmes educate kids, everyone will think of it as a good thing. Everyone
 380 will think that their child is learning things.

381 I: How should this programme be brought then? How should it be brought that everyone
 382 could access it? One as you said that groups of children could be formed in a hospital,
 383 right?

384 P: Yes.

385 I: What are other ways to make this programme accessible for everyone ... for every child
 386 under three years of age... How should it be done?

387 P: Like ... you shared about this programme with me, and I liked it ... I will now share
 388 about it with someone else ... so this will be a kind of advertisement ... you also have to
 389 advertise ... than only it will happen.

390 I: Advertisement ... of the programme?

391 P: Yes!

392 I: What are other ways to make this programme accessible to every child? Which way
 393 should be followed for that? One ... as you said that group formation of kids could be
 394 done by calling them all at one place ... health centers, right?

395 P: Yes.

396 I: But what other ways should be followed to make this programme more accessible?

397 P: The way you have come here to me ... if you will go to someone other ... then we will
 398 all understand things ... if you will come and seat with us then we will feel that you have
 399 come here to teach us. And so, people will follow you ... if they meet you, they will
 400 certainly talk with you ... if everyone will come to know that someone has come to
 401 educate their kids then every parent will carry their child to that place ... they will go
 402 there and understand things and they will also make their child learn things.

403 I: Is forming a group an effective way or household visit should be done? For these things
 404 ... for suggestions ...

405 P: I think the group will be effective because there all individuals can think collectively ...
 406 for instance two ladies will try to understand things and discuss on that ... they may seek
 407 advice from each other as well ...

408 I: Individual discussion is beneficial, or the discussion given in the group?

409 P: These kinds of programmes would be beneficial in group discussion.

410 I: Why?

411 P: Because everyone will understand things at one time ... from household visit each and
 412 every one cannot get information about the programme ... for instance someone who
 413 does not have a child at present And one who has ... so one who has a child will go to
 414 the programme but one who does not have a child and by chance they will have one in
 415 future ... so if such parents would go there ... they will also learn some things which will
 416 definitely help them someday.

417 I: In a group?

418 P: Yes.

419 I: Has any such programmes in your village operated in the group for the growth and
 420 development of the child? Have there been any such programmes done in the group in
 421 your village? Can you give an example?

422 P: No, there is not any.

423 I: Who should conduct such kinds of programmes? Like you said it can be done in a group
 424 ... so who should do that?

425 P: For instance, as you have come here to take my interview ... other people can come in
 426 the same way ... as you can also conduct ... government can also conduct ... so that can
 427 be done in these ways.

428 I: You mean government and people like me ...

429 P: Government ...

430 I: Who are other persons responsible to make this programme more effective?

431 P: I do not know much ... whatever I can think I can share that only.

432 I: It's ok

433 I: So, how can we run this group ... we need to run it, right? Whose participation is
 434 required in the group to make it run more effectively.

435 P: How would I know that. To run is like ... the way you have come People come the
 436 same way, right?

437 I: Yes.

438 P: So, those people can lead groups and teach things ... the way you have come here
 439 similarly others can come too ...

440 I: So, you mean people like me should come and lead the group?

441 P: Yes!

442 I: Besides me who are others who could run the group in a more effective way?

443 P: If you will come and advertise about it than others might follow you and they might also
 444 get involved.

445 I: Who should go in that group firstly? Who should go in that group to run that programme
 446 more effectively?

447 P: I do not know about that.

448 I: From village?

449 P: From village... one who is educated should go. I cannot do that.

450 I: Who is the educated one then?

451 P: How would I say that even I don't know about that.

452 I: On those kinds of groups programme who should go with child ... who should go to
 453 make it more effective for a child?

454 P: Like ... you have come with "[Z]" (local person who helped researcher in finding the
 455 participant) He brings people with him for household visits.... In the same way If
 456 he would go ... then he can run the programme ...

457 I: Who is "[Z]"?

458 P: The one who brought you here.

459 I: Who is he, in this village?

460 P: He is nothing. Just a random guy. But he brought you here, right?

461 I: Yes.

462 P: The same way he can roam around the village and advertise for the programme ...

463 I: He can roam around the village and advertise for the programme ... through household

464 visit But whether group programmes will be effective, or household visits will be

465 effective?

466 P: Whatever you wish. Whatever you prefer.

467 I: You have to think about that now.

468 P: I have already said that if groups will be formed then all of them can understand things at

469 one time ... and they can share about their child with each other as well. But in household

470 visits, some will know about that, and some won't. So that is not a good way.

471 I: Who should run that group? People are needed ...

472 P: I don't know about that.

473 I: Still ... who do you think can run that group more effectively?

474 P: I do not know who can run the group ...

475 I: Who should participate in that group?

476 P: Participation could be ... like the mother of "[Z]" ... she roams around, and she can run

477 the group. Even for health-related issues {doctorly works} like immunization, she calls

478 us and then we visit health post ...

479 I: Which doctor?

480 P: I mean there are governmental doctors ... right?

481 I: In the hospital?

482 P: Yes. So, when only one person from village come to know about anything s/he advertises

483 things.

484 I: You mean Doctor of Health post?

485 P: Yes. For instance, the mother of "[Z]" is asked to share any news in the village ... news

486 like immunization schedule ... so she visits each and every house to share that ... so, she

487 can participate in such programmes.

488 I: Is "[Z]'s" mother FCHV?

489 P: Yes.

490 I: Will it be effective if she will operate the programme?

491 P: Yes.

492 I: Why did you choose her Why FCHV?

493 P: Because she is the one involved in these kinds of activities for very long. So, when she
494 will be chosen, she will have a door-to-door visit to share things.

495 I: So, on those kinds of groups who should be the instructor ... should she be the mother of
496 “[Z]” or someone else|?

497 P: She should be.

498 I: Why did you choose her? One ... as you said she does door-to-door visit ...

499 P: She does door-to-door visits... and says people what to do ... she is an understanding
500 individual.

501 I: More ... Doctor?

502 P: Doctor doesn’t go for a house-to-house visit. They only pass the news to someone in the
503 village and then the villager spread the news. The doctor doesn’t come.

504 I: So, the mother of “[Z]” could be the instructor, right?

505 P: Yes.

506 I: So, what way should the mother of [Z]” (*FCHV*) follow so that every individual of your
507 village can learn things from her?

508 P: If you will teach her way how to instruct the group then she will follow you.

509 I: So, how should I instruct her so that it would be easy for you all to learn from her?

510 P: How would I know that thing.

511 I: I mean how should she teach so that you could understand what she says?

512 P: The way you are asking the question and I am replying ... the same way if she will also
513 teach then it will be effective.

514 I: What is that way? Is it through the game?

515 P: Not only game ... there are other ways as well ... for instance, if you will teach her how
516 to guide us then she will follow you.

517 I: But which way should we follow so that children of mother in group would immediately
518 understand what we are trying to convey.

519 P: The way I said before ... monthly ... training for one month ... or training for ten days ...
520 if training is given like that then we might understand things.

521 I: So, training should be given to the mother of “[Z]” right?

522 P: Yes.

523 I: What kind of training should be given to her ... what related training?

524 {informal conversation}

525 P: She should be taught.

526 I: FCHV should be trained, right like “[Z]’s” Mother?

527 P: Yes.

528 I: So, what kind of training does she need so that she can make all of you understand. In
529 what way ...

530 P: The way you are asking me questions ... in a similar way if you teach her things, she
531 will know about that and then give us training.

532 I: I mean to say what medium would be best for you to learn ... for instance, through
533 roleplay or showing photos or showing videos In which way should I teach her
534 (FCHV) so that she would come in a group to teach you all.

535 P: Even through conversation or through videos as well ... we will understand through any
536 medium. So, you can teach in any medium. We need a medium to learn ...

537 I: But which medium will be perfect in your village so that the mothers, fathers of this
538 village could learn things easily ...

539 P: How can I know that much. I do not know that much.

540 I: Any ways that you find easy to learn things?

541 P: How would I know that ... if anyone starts teaching, we will also start learning ... and
542 understanding things as well.

543 I: Which way should be followed to teach you all so that you all will understand things
544 immediately?

545 P: That is what I am saying ... if anyone will teach us things ... then only we can decide
546 which is the good medium If people will teach us in four different ways, then only,
547 we can distinguish which is the best way. So, for that, they first have to teach us.

548 I: So, to teach you which medium could be used ... can showing photos will be more
549 effective or showing videos ... videos on how to play with child ...

550 P: I think you should know which medium will work best for us. You should think about
551 how you will teach us ... either through photos or videos ... which would be the best ...
552 so for that, you should first teach us.

553 I: What is your interest regarding that Which way do you wish to be taught?

554 P: I didn’t get your question!

555 I: Ways of teaching you In that group there might be someone to teach or instruct
556 mothers so in which ways should she teach?

557 P: You should know, which medium to use.

558 I: I might follow one medium ... but the medium you will share I will follow that medium
559 to teach them ...

560 P: I do not know what to say.

561 I: Which things will make mothers easy to attend that group? Why would parents think to
562 go to attend such groups?

563 P: They would think to go because they will know that they will learn things related to the
564 child. So, when she goes there, she will learn things and she will also understand things
565 by going there. She will learn the ways. That is what she will do.

566 I: Whose main participation is important in that kind of group? Who should be present
567 there?

568 P: As I said earlier mother of [Z]

569 I: But if the mother of [Z] is leading the group then who else should participate in that from
570 the village?

571 P: When people will be invited from houses ... all of them will go.

572 I: But it is not possible to take all the villagers, right?

573 P: Yes.

574 I: So, who should be the responsible person to participate in that group? Who should go
575 there to listen to things or to learn things?

576 P: To listen ... mother of the child can participate ...

577 I: More?

578 P: Father ... mother and father.

579 I: Why do you think mother and father participation is important there? What will happen if
580 mother and father will participate.

581 P: Mother and father should go because ... if someone will teach one thing then other can
582 teach another thing ... for that reason...

583 I: Why did you choose only mother and father participation there? What will be the
584 advantages for the child if mother and father will go there?

585 P: Advantages like ... if I will like the things taught there, I will follow that or else I will?
586 what? another option.

587 I: What time should be chosen to conduct such a group programme so that everyone could
588 participate? We have to set a time for that as well ... we have to set a time to attend such
589 groups, right?

590 P: Yes.

591 I: Where should it be conducted?

592 P: That could be done according to your wish ... wherever you find good to conduct ...

593 I: But from your village point of view which place would be suitable to conduct that?

594 P: People normally go to the places where it is important for them to go ... so if it will be

595 conducted in such places then they will have mind makeup that this is the place where I

596 should go.

597 I: Which is that place? I do not know about your place ... I am a stranger here ... so which

598 place will be appropriate?

599 P: Appropriate place would be near the health post.

600 I: Why? Why health post is appropriate to place?

601 P: Because everyone knows about this place and if anyone will say that there is a

602 programme in health post A programme which will teach about children then people

603 will go to that place ... for that ...

604 I: What other things could happen for the village?

605 P: Nothing for the village will happen ...

606 I: What other things could happen for the women of the village?

607 P: Everyone could reach that place ... from here ... from there ... that will be the main

608 place ...

609 I: Who should support this kind of programme so that this kind of programme will be easily

610 available for people?

611 P: How would I know that who should support

612 I: Whose support (Interrupted)

613 P: The way he [Name] supported you ... for instance, he brought you here in a vehicle ... he

614 also takes you door to door (might be talking about [Name]) those kinds of people should

615 be selected ... because they will support others.

616 I: Whose help and support are needed to bring these kinds of programmes.... So that these

617 programmes will be brought easily? Whose support is necessary?

618 P: Support could be taken from the president of the ward (*Adakshya*) ... there are two

619 leaders here we might need support from them as well.

620 I: Why support from the president of the ward is important?

621 P: We can take support saying, "We have come here to teach about children, so if you will

622 help us, we can teach you about your child".

623 I: Why did you choose ward president? Why do you think his support is necessary?

624 P: Because he is the president of the village. And other people are local ... and he is
625 president of the ward ... that is why he will be chosen.

626 I: How can he help with this kind of programme?

627 P: I do not know about that.

628 I: For this group programme how can he help?

629 P: If this programme will be operated it will benefit him as well ... if he will support
630 definitely his names will be recalled by people ... the villagers will take his name ... and
631 others will also try to help because their name will also be taken ... but only if we insist
632 ...

633 I: You said ... support could be taken from ward president, from [a local male], from
634 mother of [Z]... whose other support is required to run this group?

635 P: I do not know whose name to take ...

636 I: How important is the participation of health posts?

637 P: `You should know that how many people are required to run that group.

638 I: According to you how important is participation from health posts?

639 P: If 2-3 people would be involved then they can visit the house and call people for
640 participation. That is support.

641 I: Earlier you said about leaders as well, so who are those leaders?

642 P: Like leader “[X]” leader “[Y]” ... if they will ...

643 I: How will these leaders help in that group programme?

644 P: They will help for village ... whatever happens in this village they are the one who helps
645 ... so if they will support for the child then it will benefit them as well ... like “oh I did
646 something”

647 I: Have you ever seen or heard them helping these kinds of the group?

648 P: No.

649 I: What kind of challenges would come to run this kind of programme?

650 P: There will be few challenges.

651 I: What kind of challenges?

652 P: Challenges like ... if someone doesn’t know about this kind of programme early then
653 they might not go to participate ... people will understand slowly ... and when people
654 will understand all of them will participate. So that will also be a challenge.

655 I: What could be other challenges?

656 P: People won't participate. They might feel like "They are calling randomly ... my child
657 won't learn there" "I might not feel comfortable to learn things there". There are a lot
658 of things.

659 I: What more challenges or obstacles would come?

660 P: These are the ones.

661 I: You said earlier that one who wouldn't understand these things wouldn't go ... why do
662 you think they wouldn't go in those groups?

663 P: They would know better why they wouldn't go.

664 I: Still?

665 P: "I do not what it is about so why should I go" ... "I don't want my child to learn this ... I
666 won't teach them these things". They might think such things.

667 I: Why do you think they are not interested to learn things?

668 P: I wouldn't know that how would I know what plans they have in their heart.

669 I: What kind of other challenges might arouse while running this kind of programme?

670 P: I do not know about that.

671 I: As you said some might go and some might not So similar what other challenges
672 would come? While running the programme?

673 P: I don't ...

674 I: The group which will be formed to conduct a programme related to combined nutrition,
675 and playing and learning activities ... on those kinds of programmes who might not
676 participate.

677 P: One who doesn't understand things ... one who is illiterate ... those who don't understand
678 they won't go to the group meetings ... those who will understand they will go to
679 participate in the group meetings.

680 I: What could be done for those who don't understand? What could be done to make them
681 participate in that kind of group?

682 P: Doesn't understand... (Confused) (He did not understand the question)

683 I: What could be done to make the people one who does not understand these things
684 participate in that kind of group?

685 P: How ... they can be called and asked to go with them ... if they would come then they
686 should be informed about things and once they are informed, they can follow them ...
687 they have to make them understand what the programme is about ... so if people will go

688 just one day, they will know what is being taught there so they will go on their own from
689 next day.

690 I: The programme which is related to nutrition and play ... if incase if that programme will
691 come how interested will you be to participate in that programme from your side?

692 P: In the beginning, I might also be hesitant... later on I will follow things, and if I will like
693 the contents, I might also go. I might also feel to take my child with me and teach them
694 things there. I might also feel that.

695 I: Your desire might awake ...

696 P: Yes.

697 I: What things will make it easy to go there? To participate in that programme ... why
698 would you wish to go there?

699 P: I would wish to participate in the programme because my children can learn things there
700 ... if my child learns I will also suggest another individual to participate there If I
701 suggest others, they will also take my name ... that "this man told me these things and so
702 my child is forward" ...

703 I: How interested will you be to follow things which will be taught there ... to learn things
704 and do that with your children?

705 P: I will know that only after attending the programme. Because if I learn things, it will
706 surely help me.

707 I: Why would you feel to join that programme?

708 P: If it will be good, I would love to join.

709 I: In what way should it be conducted to make you feel good?

710 P: I will know that only after I see things there.

711 I: That is why I am asking for suggestions from you ... in what way should it be done so
712 that you will love to join that programme?

713 P: If I go there, I will see things and then only I might feel it good.

714 I: What more challenges or obstruction you have to face to participate in that programme?
715 What will lead to a problem? What is that?

716 P: I didn't understand (question)

717 I: To participate in such kind of programme ... to participate in the programme related to
718 nutrition and play What will be more challenging for you? What will make it hard for
719 you to participate in that kind of programme?

720 P: When I will participate there when I see things ... if I will understand things there, I will
721 do those tasks easily One which I will feel difficult to understand I might not do those
722 tasks easily. I can only do those things which I will understand, or which will benefit me.
723 Because I will learn those things easily.

724 I: So, what kind of content should be given in the programme that you can learn easily?

725 P: For that, you have to teach me first ... make me understand things and then only I will
726 learn things easily.

727 I: Which way should I follow to make you all understand the contents easily?

728 P: The way which you like ... because if you will teach me nicely and immediately and if I
729 will like that ... I will learn that fast.

730 I: What kind of challenges you would have to face to participate in these kinds of
731 programmes? Like you are a male ... you are a father so what kind of obstruction would
732 you face to go in such kind of programme?

733 P: Problems like ... if my child will be educated then he will be first (rank) in the class ...
734 and if he will be first his parents will be called in school ...in those things ...

735 I: For you to participate in such programmes ... I mean you are a male you also have to go
736 for your job so hard will it be for you to participate in such programmes in future?

737 P: There is a lot of problems... without problems nothing will happen ... problem will come
738 for sure ...

739 I: What kind of problem?

740 P: Problems like ... if I am unemployed and I have no job ... my house will run only after I
741 earn some money ... so earning is necessary ... for instance, I am educating my child
742 although I don't have that status Still, I want my child to get educated ... and for that,
743 I should also know things ... then only I can educate them.

744 I: You are working ... so how will you manage time ... you are a father ... how will you
745 manage time to go and attend such group programmes? What will it take for you to
746 manage time?

747 P: For that ... Like now I have started educating my child ... they are schooling ... so how
748 much I can afford I will spend that much on them ... if I am not success to do that, I
749 won't do ...

750 I: You are a male ... a father ... so what issues will you have to face to go in such
751 programmes?

752 P: There will be a lot of problems.

753 I: like what?

754 P: For instance, I want to educate my child ... but if I won't have that much money how will
755 I educate them ... and so for that, I have to work ... like I have a job presently If I
756 won't work things will not work for me. I have to work. That is the problem.

757 I: You mean to say is you won't be able to manage time ... like whether go to job or to
758 those programmes, right?

759 P: Yes.

760 I: What else?

761 P: If I will work, I will be able to educate my child. And if I won't work, I will not be able
762 to do that.

763 I: So, it's all about money.

764 P: Yes.

765 I: In your caste, if to talk about your mother ... your child's mother ... then how difficult
766 will it be for them to participate? You are a Muslim, right?

767 P: Yes.

768 I: In those groups ...

769 P: There will be some difficulty to go in that kind of group.

770 I: What kind of difficulty? (Phone rang)

771 P: Difficulty like ... there are people who are used to it ... so they won't find many
772 problems... for instance, if you will teach children, then they can go anywhere And
773 another thing is if children are not educated and if they go anywhere, they will feel like I
774 do not understand anything by going there ... and if I will be asked anything in that
775 problem what an answer ... how will I respond ... that is also the problem ... (participant
776 is talking about the problem that child might face)

777 I: The issue is one might not understand contents (phone ringing) What are other
778 issues? Anything due to your caste?

779 P: Caste is not related ... people might think that it's their wish whether to educate their
780 child or not ... so, caste is not related to that.

781 I: I mean to say Muslim caste are not so visible ... so will there be a problem due to that?

782 P: They are not visible ... but when there is a need, they come out.

783 I: How about things related to Hindu. Muslim ... rich poor...? What about these kinds of
784 things?

785 P: What is meant to happen will happen ...

786 I: So, they are free to go?

787 P: Yes, they are. If they will feel it is important for them to go for their child, then they will
788 go. They will go and understand things because it is for the sake of their child.

789 I: For this programme, from your side what can you do to make the programme fruitful?
790 Being a father, what can you do? What can you do to make this programme successful in
791 the coming days?

792 P: Those who want to learn things ... or those who want to be educated ... I will help them
793 in a way I can for them.

794 I: How will you help?

795 P: Help is through money only ... both financial and physical help is needed ... so I will
796 also help in that way.

797 I: Will you give time as well?

798 P: Yes.

799 I: Why do you think money is important?

800 P: In today's time if people have money, they have everything and if they don't have money
801 ... they have nothing ...

802 I: Why is money important to participate in such kind of programme?

803 P: To educate them ... to do anything money is needed. If money isn't available nothing
804 will happen.

805 I: What will one do with money to educate others?

806 P: Now ... as I don't have money I work as labor ... if I would have money, would I go to
807 work as labor then ... I wouldn't go. That is the thing.

808 I: As you said people should go to such programmes and learn things ... even by skipping
809 their work, right?

810 P: Yes.

811 I: What will you do from your side in this programme so that your child will learn things
812 being in the programme?

813 P: I will just give my support to a child to do anything... if they are willing to learn then
814 only, they can learn.

815 I: How will you support?

816 P: Support like ... if I am asked to go anywhere because of my child I will go there ...

817 I: You will be present?

818 P: Yes. And if they want money and if I have that much money then I will give the money
819 for sure.

820 I: You can support this programme financially, right?

821 P: Yes.

822 I: To continue this programme ... the upcoming programme which is for a child under there
823 years of age, which covers combined nutrition and playing and learning programme, so
824 for this programme what can be done to make it continue for a long time?

825 P: For that, you have to decide what way to use ...

826 I: What way should be followed to run this programme for the long term?

827 P: The way which we discussed... the way which I am sharing ... that might be the way ...

828 I: That is what I am saying ... what can be done to run those kinds of groups for the long
829 term and in a good way?

830 P: For that, we have to consult the president of this village ... they (ward president and
831 leaders) have to understand things ... so if you people will teach, he will help to run the
832 programme And if the programme will be liked by everyone it will run for sure ...
833 and if people will not find it fruitful it won't run ... that it is ...

834 I: As you said consultation from the president is important to run it continuously, right?

835 P: Yes.

836 I: What can be done ...

837 P: We have to meet them (president) regularly ... after that household visit should be done
838 to invite people for such programmes and then only people will reach there ... after they
839 reach if they will find the programme interesting ... if father and mother of the child will
840 find it interesting then they will teach them. And in this way, this programme could run
841 nicely.

842 I: So, the president should be responsible, right? What about health post ...

843 P: Not only president ... it's like if four different people will do four different kinds of
844 work then only it will look nice ...

845 I: What other thing should be watched upon to run this programme effectively?

846 P: Concentration should be on how to teach child ... so if the nice tutor comes then only, we
847 will take our child there ...

848 I: Is there anything else you would like to ask me?

849 P: No, I don't have.

850 **End of the Interview**
