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**I: Interviewer**

**P: Participant**

**Interview duration: 01:01:07**

**Language in which the interview was conducted: Nepali**

**Location: Participant's house**

**Date of the interview: 17 February 2021**

**Interview started:**

I: How do you take care of your baby? Can you say something about it? For instance, what activities did you do while taking care of your baby? (Background baby noise)

Pause...

I: Like what do you usually do from morning to evening? (Background baby noise)

P: These kids play all day long. I am not at home usually. Their mother stays at home and sometimes she would take stick and chase them when they are naughty. They play and do naughty things like they would fall from the chair and break it. Kids at this age don't understand what is right or wrong. They don't do what I say. Like when I say don't go over here and there as they might get hurt but still, they won't hear me and go anyway. (Baby crying in the background)

I: And what about the food?

P: In our home, whatever the kids ask us, we bring that food and give them to eat. We bring things from stationeries as well on kids demand.

(Background noise from mother and kids)

I: Now let us do one thing. Let's keep this baby here. Brother (*Dai*) let's talk about the baby's toys now. I am going to ask you few questions about these toys of your baby. For instance, you have this toy here. What is it called?

P: Yes. This is a rattle toy.

I: Which game does he play with this toy?

31 P: This is a sound producing toy. When he cries, this toy is used to distract the kid from  
 32 crying and then he stops crying after playing this toy. For instance, look at this whistle  
 33 sound produced from this toy (holding another toy); he understands the sound produced  
 34 by this toy.

35 I: How does the baby play with this?

36 P: I brought this from a fair like days ago and it used to have wheels in it. He used to take it  
 37 out and play in mud like a dozer. It is kind of like that. This is played in the mud. It is a  
 38 toy which this baby plays to be entertained. (02:50)

39 I: There is a ball too. How does he play with it?

40 P: I would have shown you outside but there is no space right now to show it. He plays it  
 41 with a bat.

42 (Background: it is played like cricket)

43 I: Thank you brother. You answered about these games' you child plays. Now I would like  
 44 to ask another question. You said that he plays with rattle like this. According to you  
 45 what do you think this baby learns from playing with this toy?

46 P: I don't know what to say. According to me, I don't think he understands anything from  
 47 this. If it was a cycle, then he would have understood something from it. He would also  
 48 learn something from mobile as well and play games on it. He would not learn anything  
 49 from this toy. He just listens to the sound from it and gets entertained. He does not learn  
 50 anything from it.

51 I: As you can see that he is holding that toy in his hand, he plays that in one hand and, then  
 52 he plays with the other hand as well. What do you think he learns from this?

53 P: Nothing. He does not learn anything from this.

54 I: He plays it by blowing a whistle. Do you think he learns anything from this?

55 P: No, he does not learn anything from this. This is just to whistle and play and he feels  
 56 good after whistling this toy. He plays like this. It is not something that he could get  
 57 knowledge from.

58 I: You said that he plays with this bat and ball and throws this ball and runs. What do you  
 59 think he learns from that physically? Like from physical point of view.

60 P: There is one thing that his body will get necessary exercise from playing with this bat and  
 61 ball. He makes his body more energetic by playing this game.

62 I: Do you think his mental health gets any benefit from playing with bat and ball?

63 P: Yes when I take the bat with me then he goes far and plays. I think he gets that.

64 I: Do you think that this sort of games like batting which is played in this society has any  
65 impacts in his abilities like making friends and getting familiar with friends?

66 P: No, I don't think so. He usually plays with his nearby friends from neighborhood. When  
67 he goes out to play with the other kids, they ask ball and bat with him, and he gives them  
68 and plays with them. They ask him to throw the ball and he throws.

69 I: Similarly, we talked about that rattle toy before. You said that he did not learn anything  
70 from it. So, you said that he grabs this rattle toy like this? But here he is holding this toy  
71 with his hand, isn't he? He is grabbing this toy with his one hand and then moving it with  
72 the other too. He does gain lessons from physical point of view? What do you think he  
73 learns from this?

74 P: Like I said before, he grabs this rattle toy and plays like this, and this movement leads to  
75 physical movement. Now what should I say more?

76 I: He utilizes playing to move his body parts. What do you think happens after he is moving  
77 his body parts?

78 P: His body will be healthy and okay.

79 I: What do you mean by okay?

80 P: It is beneficial from health point of view. It is beneficial for the baby to move his legs,  
81 ears and movement is necessary. It is not a bad thing. Like I said it does not affect his  
82 talking skills, but it does have good effects in his body.

83 I: Like what type of good affects is obtained from this? How does it help in health?

84 P: For example, I have seen in my village that many kids won't respond after trying to  
85 communicate with them or even talk with them, but this kid plays with anything provided  
86 to him. He runs, jumps and plays the entire day. He plays a lot than any other kids.

87 I: Brother you have talked about the games played by the kid. You have also talked about  
88 the mental as well as physical growth from playing. Now let's do one small activity, is  
89 that okay?

90 P: Okay.

91 I: Which game do you prefer to play with your kid if you must choose between these toys?  
92 Can you also show how do you play with your child?

93 P: Okay I will show you. But there is no space here for the ball to roll. You would also  
94 understand that.

95 I: We talked about the games and toys played by your child. Now you also played one  
96 specific game with him. Can you tell me how did you feel after playing a game with your  
97 child?

98 P: I was feeling happy while playing with my son. I felt good when he threw the ball and I  
99 fetched it. He gives me the ball to play.

100 I: I noticed couple of things while you were playing. You were instructing him how to play  
101 and you were constantly speaking with him. Also, he was obeying you and he was  
102 smiling while playing with you.

103 P: When I first gave him the ball, he would try to grab the ball with one hand and sometimes  
104 with both of his hand. He then understands to catch it using his both hands.

105 I: The kid was laughing with you.

106 P: Yes.

107 I: He was excited to play with you rather than playing by himself. He was active.

108 P: Yes

109 I: According to you, how might he feel about this activity?

110 P: I felt he was happy playing with me. He would also teach other kid like how he played  
111 with me by grabbing his hands and all. It would also get it in his mind that he should use  
112 his both hands while grabbing the ball. He could also teach this to other kids as well.

113 I: So, you talked about his mind. What do they gain after playing like this?

114 P: They get knowledge.

115 I: What would he get after listening what you say to him? What are the positive aspects?

116 P: The positive aspect is that he gets knowledge after this. He understands how my dad  
117 taught me playing. The main point is he gets enlighten. For instance, without playing at  
118 first, he would grab the ball using only one hand, but after playing with me, he would  
119 grab the ball with both of his hands. Obviously, there is increment in his common sense  
120 as well.

121 I: Yeah. Like his mind, his body was also in presence while playing the game. What  
122 benefits does his body get from playing?

123 P: For example, while playing he would move his body parts as well as his brain. He would  
 124 move his legs, eyes, nose, and mouth. He understands what I say through by listening  
 125 through his ear. He would move his hands as well and his body parts.

126 I: So according to you, a kid develops both mental as well physical health by playing?

127 P: Yes.

128 I: Do you think it affects his ability to interact with other kids as well? For example, he was  
 129 talking and laughing with you. Do you think it helps in his social nature?

130 P: You saw that he was laughing and talking with me while playing. I taught him that and I  
 131 felt nice.

132 I: So, he did talk more and enjoyed more while playing with you.

133 P: Yes

134 I: So, you said with the medium of a ball only, a kid is benefited with a lot of things. Do  
 135 you think there are any negative effects as well from this?

136 P: Yes

137 (Pause ...)

138 I: So, you said that playing games obviously has some positive aspects on the kid's mental  
 139 as well as physical growth.

140 P: Yes

141 I: So, games are important?

142 P: Yes...

143 (Pause ...)

144 I: A kid learns so many things from one ball game only. He can also learn a couple of  
 145 things from that rattle toy as well. Similarly, many body parts might have been in use by  
 146 playing that game as well. So, there can be many games like this that can help in the  
 147 development of child.

148 P: Yes

149 I: Now let's move on to the next topic, shall we? We talk about the games played by the  
 150 child. Do you think in this community there are any programmes related to those  
 151 activities we talked about earlier which help in the growth and development of your  
 152 child? Or are you involved in such activities or maybe involved your child in such  
 153 activities as well?

154 P: No, there are not any such activities that would help kids play nor have taught anything  
 155 like this before.

156 I: Have you heard from anywhere else about such activities?

157 P: Yeah, I have heard in Janakpur about such activities. We don't have such activities here  
 158 in this village.

159 I: What have you heard about [Place Y]?

160 P: I have seen in places, near court road there are playing grounds just for kids and they  
 161 have variety of kid's toys available for them to play. Kids go there in the morning and  
 162 evening and play a lot.

163 I: Like below three years old or above three?

164 P: No, above three. The kids are quite big. I think five years of old kids for now.

165 I: Have you seen any special places like that for small kids?

166 P: No, I have not seen that. Small kids usually stay inside the house and plays inside only  
 167 neither their parents let them go outside to play. After five years old only they are sent to  
 168 school. They usually play with toys inside the house. In village too there are no such  
 169 activity as well. Our village does not have such facilities.

170 I: Suppose if such facilities were there in your locality, what sort of facilities do you think  
 171 should be included there?

172 P: It would be great if such facilities are there in this locality. No one helps here...

173 I: What sort of help do you need?

174 P: For instance, if someone was here to play with the kids. Like I said before there are  
 175 places just for kids in Janakpur where they all could just play and have fun. Kids above  
 176 age four plays there. But kids aged three can also play there.

177 I: So, if these facilities were available in your community as well, it would help you. You  
 178 also said that it would help you if people from outside could come here and make your  
 179 kids play. So, who should play with the kids or who should teach you how to play with  
 180 your kids?

181 P: It is okay if he/she comes from another place, and it is fine too if the person is from this  
 182 village who teaches and plays. There should be same sort of places here too where kids  
 183 could play. It could help the kids to study and play at their own time.

184 I: So, kids should study and play as well in their own perceived time, and you need place  
 185 and equipment's as well.

186 P: Yes

187 I: So, these were all related to games. Now let's talk about nutrition. You might have heard  
 188 about nutrition related programmes. Were you involved in such programmes or are there  
 189 any programmes related to nutrition in your community currently? Things about food and  
 190 nutrition and what should kids eat and what they should not eat, how to feed them milk,  
 191 weighing kids. Do you know such events taking place in your village or in this  
 192 community?

193 P: No.

194 I: So, there are no programmes that have been launched here?

195 P: No. There are no programmes which tell us what we should feed our child or how to feed  
 196 in our community.

197 I: Not from the health workers as well?

198 P: For example, there is this governmental injection programmes for 4, 6, 9 months of kids,  
 199 respectively, in the health post, only then volunteers comes in every house and gives  
 200 necessary information about these injections. They provide us information like injections  
 201 should be given to which age children and when. They make a card for us and gives us  
 202 those injections only. There are no programmes which tell us about the food though.

203 I: What sort of programmes should come here related to food and nutrition?

204 P: Like you said earlier about food and nutrition programme, it is very beneficial to know  
 205 what to feed kids and what not to feed them as well.

206 I: According to you there are no programmes for games and nutrition here?

207 P: Yes, three are but in another village. They go to another village for these programmes.

208 I: What have you seen?

209 P: I have seen a nutrition diet called super food (*SATTU*) is given for the kids in Rautahat  
 210 district from the government side. We call it *SATUWA* in Maithili. They also provide  
 211 fruits like apple and orange. I have seen that *SATTU* is being provided in big sack  
 212 weighing 6 to 7 kg's. It was given to kids, which would improve their health. These were  
 213 given via governmental aid. However, in our village, no such thing has taken place. I  
 214 have a 5-years daughter too and never have I ever seen any things given to us. No

215 education has been provided what we should give our kids to eat so that they are mentally  
 216 and physically healthy. (20:06)

217 I: Now let's talk something else. Here we are discussing about two different topics. One is  
 218 about nutritional food, and the other is about various games that kids play. Both are  
 219 considered as essential factors for the growth and development of a child. Are you  
 220 familiar with WHO which is an international organization working in this health sector?  
 221 WHO is an international organization which looks after the health of people worldwide?  
 222 It decides about the policies on health in every country and decide what type of  
 223 regulation is required that would benefit the citizens in the respective country. Recently it  
 224 has published a document regarding the growth and development of a child at early stage  
 225 stating that, "if a child gets adequate amount of nutrition from food and adequate playing  
 226 opportunities, then there is a high chance for proper growth and development of that  
 227 child".

228 P: Yes.

229 I: Now we are going to talk about only this. How can we bring programme of nutrition and  
 230 playing and learning combined in this community?

231 First, tell me, how did you feel about this programme? What is your opinion regarding  
 232 this topic like I said before bringing these programmes combined?

233 P: I felt very happy after listening this thing from you. I am positive about this programme  
 234 which looks after nutrition and the physical activity of a child. It is a good thing.

235 I: Why do you think like this? How might this programme help?

236 P: For example, if my kid turns mentally strong from childhood from this programme, then  
 237 he might play well and has growth in physical and mental point of view. It helps in  
 238 gaining knowledge about the food and types of food that we should give it to them. I  
 239 think it is a good programme.

240 I: What do you think about bringing these both programme in your community and how it  
 241 might affect your child?

242 P: I think it would be beneficial for the child. It would be a help for the parents as well.

243 I: Can you give me an example how it might help you?

244 P: Like you talked about nutrition and games before, these two aspects are required by the  
 245 kids for their growth and development. After this, they would go to school for more



246 knowledge. In this community kids studying in class 8 or 9 could not properly answer  
 247 few questions when asked to them. This programme might help as well.

248 I: How?

249 P: Help in the sense that, it might help in the mental and physical growth of a child from the  
 250 nutrition food and from those games as well. These kids eat whatever is made in the  
 251 house and things like this only.

252 I: Can you add more things like this?

253 P: I don't know what to add on. Like I said, it would help a lot to the kids if they played and  
 254 do all those things that I have mentioned above.

255 I: So, he will have good food habits and he won't waste his time on unnecessary things.  
 256 Now imagine if such programmes are launched here in your community, how people in  
 257 this society or community would react for this sort of programmes?

258 P: In my point of view, I really like this programme. I think people would appreciate it and  
 259 like it because it is not something that they won't like. I think everyone would like it.

260 I: Why people will like this?

261 P: Because this programme is mainly focused for kids, and I don't think anyone would not  
 262 like this programme. No one thinks that their child should be deprived from these things.  
 263 Every parent think like their child should not follow any bad habits.

264 I: Like you said no parents think that their child should not adopt any bad habits. What do  
 265 you mean by those habits, can you give us few examples of those habits?

266 P: Here we have a different environment in village. If a child starts playing, then he would  
 267 play entire day along and eat whenever we give them food. Now he has developed  
 268 something new from his own thinking. The kid has no fixed time, so he does whatever he  
 269 feels like doing. So, after the programme launches here then he would develop new  
 270 things.

271 I: Like what sort of new things?

272 P: He would develop a habit which would affect his growth mentally. He would use his  
 273 mind more and develop a habit of doing right things at the right time.

274 I: You have talked about the programme and what the programme does as well. Now how  
 275 should the programme run in your community? What plans should be there to launch any  
 276 programmes like this. Whether it should be home-based, or society based...

277 P: I don't know what to say. If programmes like this are launched in my village, then it  
 278 would be very helpful, but I don't know how it should be launched or run. It is not in my  
 279 hand. You are the one who should do this. You should advertise about these programmes  
 280 and go ahead.

281 I: For example, some people go to home service, some has also run mother's group as well,  
 282 and you might have used some of the services and facilities from the health post as well.  
 283 These were some of the things that you might have seen. Similarly, how do you think we  
 284 should launch programmes like this here?

285 P: It would be better if you launch this programme in health post. You can consult with the  
 286 ward secretary for launching such programmes in our community. You can also launch in  
 287 health post, ward office or in municipality as well.

288 I: Municipality should be involved as well?

289 P: Yes, even the ward office too and in health post.

290 I: Suppose we launch such programmes in health post, where should they give this  
 291 programme to get it to you?

292 P: You should give it to ward office.

293 I: If we give it to ward office, then everyone would get it from there? Were there any  
 294 programmes launched through the ward office? Could you tell us about that?

295 P: I am 26 years old and until now I have not seen any programmes that have been launched  
 296 in here.

297 I: Why did you choose only ward office here?

298 P: It is not feasible that this programme comes to my house only. If the programme is  
 299 launched via ward office, it can spread to every street in this village. Every street gets  
 300 properly informed about this. It is not possible that this programme is launched only in  
 301 my house.

302 I: What happens if it is launched in home?

303 P: If it comes in my house as well, I have no problem with it. According to me if it is  
 304 launched in village wise, then every kid from every street in this village gets its benefit. I  
 305 am not just thinking about myself rather I am thinking about everyone in this village. I  
 306 wish every kid in this village gets education and uses their brain.

307 I: Suppose as you said if this programme is launched in this ward, what will be your  
308 appropriate time to be involved in this programme? Like if this programme is between  
309 this time references, then I could be involved in this programme. Do you have any time  
310 preference?

311 P: I usually stay at home between 6a.m to 10a.m. it would be helpful if this programme is  
312 launched in between this hour. I will not be at home after 11a.m onwards. If someone  
313 says that this programme is going to be launched in this hour, then it will be much  
314 beneficial for me, and I could do something. I don't stay at home much.

315 I: You said this from a father's perceptive. You are a working man too. Similarly, there are  
316 other parents like you in this village. What are the things that would not allow them to get  
317 involved in programmes like this?

318 P: People are of various natures in this village. Some people do some type of work while the  
319 rest does different. People have different views and opinions.

320 I: If you must generalize with reference to many parents, what would you say? You could  
321 also say about the daily activities of a father in this village. What are those measures  
322 which could support them to be involved in this programme? What could discourage  
323 them in participation?

324 P: If they are said about the benefits of this programme then they could listen to it and  
325 realize about the good aspects from it and they could easily participate.

326 I: Who do you think should be a part of this programme? For example, in your house itself,  
327 who do you think should participate in this programme of nutrition and games?

328 P: If you say this to a bunch of people like around 50 people, every one of them would be a  
329 part of it.

330 I: What do you mean by all? Who are these people?

331 P: Should I say name?

332 I: No, not names. I meant by relations to this kid. Who else should participate in this  
333 programme other than the kid? For instance, a father should participate in this  
334 programme.

335 P: Father, uncle, and aunt. I think they should go.

336 I: Especially who should go along with the kid in this programme? The one who learns  
337 from this programme and later would implement into kids afterwards?

338 P: The mother of the child should go. Father, and grandfather should go.

339 I: Why did you choose father, mother, and grandfather especially?

340 P: My father and mother are the guardians of my house. I cannot choose some random

341 person from another street. That person would look after his family. He won't be looking

342 after my family. That's why I chose my father and mother.

343 I: Why do you think a mother should participate in this programme?

344 P: A mother remembers that her kid is in this programme, and she would do everything for

345 the growth and development of her child. Same applies to the grandmother. She would

346 want that too for her grandchild.

347 I: Why do you think a father should participate in this programme?

348 P: Because of the same reason. Both mother and father think the same way for the sake of

349 betterment of their child. My child should gain knowledge from this programme.

350 I: How does your participation help in the growth of your child? Suppose if you do

351 participate in this programme of nutrition and games, how is this going to help your

352 child?

353 P: Obviously it would lead to the growth of my kid. It has no negative impacts on the child.

354 I: What are the good things?

355 P: Like we talked before, he would gain knowledge and starts understanding things from

356 early childhood.

357 I: Okay so these are something that would help the growth of the child. But suppose if a

358 father and mother participated in this programme, now how is the impact transferred to

359 child once you understand things from the programme?

360 How is this going to affect the child?

361 P: It would have positive effects on the child.

362 I: Can you add more?

363 P: After the participation in this programme, I will teach my child what I learnt from it.

364 After that he would understand things from early age. His health would be great from the

365 nutrition programme as well.

366 I: So, you meant that you could teach your child those things which you learnt from the

367 programme.

368 P: Yes

369 I: So, we talked about the programme, where it should be launched and who else should  
370 participate in this programme. Now imagine that this programme is launched in this  
371 ward. A person is needed who will transfer this programme from the ward office to you?  
372 Who should be this person who is going to discuss it with you and whose active  
373 participation makes you the feeling to get more involved in this programme?

374 P: There is this one person in the ward office [Mr B] who is currently the chief of ward  
375 office as well. He would be best for this job to deliver all of these to us.

376 I: For instance, a FCHV can run a mother's group very well.

377 P: Yes, you can give it to them. They can also deliver it to us.

378 I: Who else could be these persons beside them, who could deliver it to you?

379 P: I think FCHVs are the best suited for this.

380 I: Why did you choose them for this job?

381 P: Like I said before if there is anything new that has been discussed from the health post  
382 for example about those injections, these volunteers come on home basis and convey  
383 these messages to us. If something new comes up, they can easily deliver it to us and  
384 talks about the benefits of it.

385 I: Can you give me an example where a volunteer came up to you and delivered similar  
386 programmes information to you? Could you share your experience where similar  
387 activities were done?

388 P: In our village, nothing comes up in our health post. Only about those injections like I said  
389 before did come up in here. So, I have this belief in them that they would share this  
390 information with us from the health post via volunteers. They won't hide things from us.

391 I: Who do you think hides information like this and won't convey to you?

392 P: People are of various natures in this village. Some are positive minded, and some are  
393 negative. Some people inside the home too deliberately won't try to convey essential  
394 message and information like this to other people. For example, there is [ANM] from  
395 health post who conveys these sorts of necessary information to us. Some people won't  
396 try to communicate it to us. But if this programme comes in the health post, then they feel  
397 like it's their duty to tell it to every home in this village regarding the benefits of this  
398 programme. Other people will care less about this.

399 I: What do you think about other person from the health post itself?

400 P: For example, in our village there are various health officers. They also convey these  
 401 messages to us. I don't know their name, but their surnames are [A]'s I guess. These are  
 402 the health officer from the health posts who can convey this message to us. They are also  
 403 good people and won't hide information like this.

404 I: So, we talked about health officers and volunteers from the health post. Now if you have  
 405 to choose between one of them, who do you prefer more?

406 P: Listen, if something comes up and they deliver it to my father directly then I would feel  
 407 happier about it. [X] is a health officer. I would choose her.

408 I: So, you would choose a volunteer as they directly deliver important topics to you?

409 P: Yes. But how can I say that they would convey it to us in future. Currently she is here as  
 410 we can have communication with her as long as she is here.

411 I: So, we talked about the programme, where it should be launched, who should participate  
 412 in it, who should be the person to deliver it to you and many more. There is various  
 413 supporting as well as hindering factors while launching this programme from the top  
 414 level. According to you, suppose this programme is going to be launched in your village.  
 415 What could be the hindrance or the obstacles that would take place while launching this  
 416 programme in your village or in your street?

417 P: There would be no obstacles here. You can directly bring this programme in either health  
 418 post or in ward office.

419 I: So, there won't be any obstacles in this village? Like what about in the ward office itself?

420 P: I don't know about it.

421 I: Okay. So, you said there won't be any obstacles from the village side. Why do you think  
 422 so?

423 P: Because it is an important aspect for all of us. Who amongst us won't need this  
 424 programme to be launched here? Who does not want their child to be well educated and  
 425 developed? Who does not want their child to do good things in future?

426 I: Now we are in our last session here. What are the things that would help you for  
 427 participating in this programme? What could be the factors that would make you want  
 428 more to participate in this programme?

429 P: I can do anything for the growth and development of my child. I have my own work but  
 430 if I am needed or if there is any programme for my child, it is my duty to be involved in  
 431 such programmes.

432 I: So, this would make you involve more in this programme. Are there any more things?

433 P: No.

434 I: Similarly, there can be obstacles too. There can be hindrance too for you to be involved  
 435 in programmes like this. Is there anything that makes you not to participate in such  
 436 programmes?

437 P: No. (Please take the child away ...)

438 I: You said that there are no hindering factors for you to participate in this programme. But  
 439 you said that you work and the time the programme starts may vary from your working  
 440 time schedule as well. There may be some other factors from the community as well  
 441 which won't let you participate in this too.

442 P: I don't know maybe in future. Like I said earlier too I don't stay at home much. My  
 443 [Abroad] visa has also arrived. I will move to [a foreign country] after a month. My  
 444 father and mother will be here. I am only here for a month now. I am quitting my job here  
 445 and I will leave for [Abroad] soon.

446 I: Suppose you said that you are going abroad soon, which is one of the hindering factors  
 447 you won't participate in this programme as you won't be here. Are there other factors?

448 P: Yes, I won't be here to participate in this programme. But I will be here for a month.

449 I: Yes, this is work related ... but suppose this programme launches here and you are here as  
 450 well. So, in that case if you need to participate in this programme .... Now what you help  
 451 you to participate? What could have been done to help you to participate actively?

452 P: I don't know what to say. If I were here always (and not going abroad), then there would  
 453 not have been any problem from my side to participate. I don't think there is anything  
 454 like that.

455 I: So, you don't have any problem for participation. You also said that you would anything  
 456 for the sake of your child. Let's talk about your family members. What would help your  
 457 father, mother, or wife for active participation in this programme? What could help them  
 458 to participate and want them to participate?

459 P: I don't know.

460 I: There maybe various things which would lead them to participate.

461 P: The thing is if my father participates in the programme ... He would think for the growth  
 462 and development for his grandchild. He would teach good things to his grandchild as  
 463 well. He would be happy too. There won't be any obstacles.

464 I: Okay so from this programme you could learn various things. What are the things that  
 465 you might help you to transfer the knowledge shared to you from the programme to your  
 466 family?

467 P: No, I don't think like that.

468 I: You learn things from nutrition and games. After that you convey these things that you  
 469 have learnt from the programme to your home. Now what are the helping factors that you  
 470 get for doing this?

471 P: Pause...

472 I: Okay let's leave the helping factors. Let's talk about the obstacles that you might face for  
 473 this. Let's take an example of a person working in a field. He/she has to work in a field  
 474 during the operating time of this programme. This problem is considered as the hindering  
 475 factor. Do you think there are any other obstacles like that?

476 P: No, I don't think like that as my mother and father stays at home all the time. The only  
 477 thing is time, as people have to do various work on various time. If we have time, we will  
 478 definitely attend the programme.

479 I: So, time is the factor. We have to do take care of time and do other things too.

480 P: Yes. I have to leave now as I have to do certain things.

481 I: You have to go somewhere now? Now we only have two last questions. What do you  
 482 think are your roles in this programme? How can you help this programme of nutrition  
 483 and games from your side to run and launch it?

484 P: I have a financial problem right now. If I have to anything using my labor and support, I  
 485 will help in any way as required. I cannot support in any financial way which includes  
 486 money. I can help in various other ways like my intellectual skills, my labor skills and all.

487 I: So apart from the money, what other roles and help could you contribute to the  
 488 programme. What could be the roles? (00:53:59)

489 P: Yes, I could help in any ways as required.



490 I: So, if we bring this programme in this village, you said we should bring it to the ward  
 491 office and FCHVs should run to deliver it. We should include mother, father, and kid in  
 492 it. This is a related to change. Who plays a major role in this kind of changes?

493 P: If I were here, I would have done it. But my father and mother stay here.

494 I: What could be your roles here?

495 P: (No answer)

496 I: I only needed to ask you these questions. Thank you for that. Sister, do you want to ask  
 497 any questions to us?

498 P: (No answer)

499 I: Brother, you said that it would be beneficial for the kid if this programme is launched  
 500 here. Suppose if only tomorrow this programme is launched by the government or any  
 501 other bodies, what do you think should be done for its sustainable tenure? What could be  
 502 done to run this programme for a long time? Let's take this ward and its surrounding for  
 503 an example. How could such programme run for a long tenure? You will move abroad  
 504 after a while, but this programme is for everyone in this village. To run this programme  
 505 for a long time without any interruption, what should be done?

506 P: Yes, I could answer this. If this programme is launched and it does not cause any trouble  
 507 to the kids, then it might run for a long time.

508 I: What type of trouble?

509 P: Like we talked about games and nutrition, if it has any negative impacts then it might  
 510 stop as well. But the villagers won't let it stop.

511 I: So, what could be done in order to make it sustainable?

512 P: I don't know what to say.

513 I: How should we take it furthermore for a long time?

514 P: Like I said before, if a child learns something from it which helps in his physical and  
 515 mental growth, then it won't stop. But if there are any negative impacts from impacts  
 516 from this, which I could not relate right now as I don't know. I don't know any problems  
 517 that might come in future or not.

518 I: You said that this programme should be launched in ward office and health post and  
 519 volunteers should deliver this to your local community. What could be the obstacles

520 during this process? This programme should go to every household and to every kid as  
 521 well. What could be the problems faced by them to reach to every home?

522 P: I don't think there arises any problems. They could go to every home and say about the  
 523 upcoming programmes that are going to be launched soon. I don't think there raises any  
 524 problems.

525 I: There might problems when officers don't give time and like that?

526 P: Yes, time may be considered as a problem. Like I said people have different priorities for  
 527 time. Sometimes they won't be able to give time to them.

528 I: You gave very fine answers till now. Who do you think is the main person in your house  
 529 who should learn things from the programme and then transfer it to your kids later? Who  
 530 do you think is that person in your home?

531 P: My father.

532 I: Who is very close to the child?

533 P: My father is, and I think he will be most suitable person in my home.

534 I: Why he? You mean your father, your son's grandfather.

535 P: Yes.

536 I: So, can he teach your child too?

537 P: Yes, he can. If I were here, I would do it, but I have to go [abroad] after one month.

538 I: Can you recall any examples where your father had taught your child about things?

539 P: I can't recall any examples. I usually have to go out because of my work and my gets  
 540 busy doing household works. My father looks after the child and takes care of him.

541 I: So, your kid below three years old should learn various things from games as well. Who  
 542 do you think is preferable for him to teach your kid?

543 P: My father

544 I: What types of games does he teach?

545 P: He plays games inside the house. If he learns a new game, then he can easily teach the  
 546 child to play.

547 I: So, your kid spends most of the time with your father?

548 P: Yes.

549 I: Okay, do you want to ask anything to us? Do you have any queries you want to clear with  
 550 us?

551 P: I have told everything that I knew.

552 I: You gave your time to us. Thank you for that.

553 I: Thank you.

554 P: Thank you.

555

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557 **End of the interview**

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